

**Bilingual Cross-cultural, Language and Academic Development (BCLAD)
Teacher Training Program (BTTP)
Module Six: Mong and Hmong languages BTTP Training**

**Conceptual Framework, Scope and Sequence for the BTTP
Statewide Curriculum, and Course Descriptions for the BCLAD Module
Six Language Component**

by

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PREFACE

As a background, a document of the Bilingual Teacher Training Program (BTTP) indicates that, "The California Legislature established the Bilingual Teacher Training Program in 1980 in response to the dramatic increase in the number of language minority students in the State of California." Since then, the BTTP programs have been administered through the Thirteen Bilingual Teacher Preparation Program centers throughout the State of California.

As part of this program, Dr. Cliff Rodrigues (Director of the BTTP program, Communications Technology and Bilingual Education Services Center, Ventura County Superintendent of Schools Office, Camarillo, California), Dr. Elena Arriola (BTTP Director, Los Angeles County Office of Education) and Dr. Priscilla H. Walton (Consultant, California Department of Education) along with the Thirteen Bilingual Teacher Preparation Program center directors selected six participants: two committee members from the Mong language group (Dr. Paoze Thao and Mr. Bee Yang) and four committee members from the Hmong language group (Dr. Jonas Vangay, Dr. Tony Vang, Mr. Pao Lee, and Mr. Houa Vang) from our language group (also see the names of the committee below) to participate in the first Senior Trainer of Trainers (STOTI) for Asian Languages along with six other language groups (Cantonese, Filipino, Khmer, Korean, Mandarin, and Vietnamese). This STOTI Module Six Asian Languages was held at the Crowne Plaza Hotel on June 20-21, 1997 in Burlingame, California. This 1997 Developmental STOTI was the first key meeting in addressing the needs for the Asian language teacher/ trainers.

Two additional follow-up meetings were also held on November 20, 1997 (attended by Dr. Tony Vang and Mr. Bee Yang) and January 9, 1998 (attended by Dr. Paoze Thao and Mr. Bee Yang) at Crowne Plaza Hotel in Los Angeles, California to continue the development of STOTI Module Six which includes the Scope and Sequence of the Mong and the Hmong languages and to finalize the curriculum for the BTTP Module 6 language training scheduled to be held on April 2 & 3, 1998. Dr. Cliff Rodrigues, BTTP Director of the Ventura County Superintendent of Schools Office, Camarillo, California, emphasized that "the purpose of this Scope and Sequence will be to develop and standardize the beginning, intermediate, and advanced levels of instruction in each of these languages."

Relating to their background from our language group, the committee consists of two committee members from the Mong language group (Dr. Paoze Thao and Mr. Bee Yang) and four committee members from the Hmong language group (Dr. Jonas Vangay, Dr. Tony Vang, Mr. Pao Lee, and Mr. Houa Vang) who participated in this first STOTI Module Six Asian Languages. The committee has a combination of well-rounded mixture of rich professional experience and academic training in the areas of teaching and learning, course development, assessment, material development, pedagogy and practice of successful language teaching both at the K-12 and the higher education levels with good knowledge in interlingual (Mong Leng, known as the Mong and the Hmong Der, known as the Hmong), intercultural, and intra cross-cultural issues.

The committee saw a great need for preparing bilingual teachers to have the necessary skills and competencies in the Mong and Hmong languages to pass the BCLAD Module Six tests as required. The ultimate goal is for them to be able to adequately service the growing instructional needs of the Mong and Hmong speaking students in California as well as throughout the United States and the world.

The six members from the Mong and the Hmong languages group participating in this meeting consisted of:

Dr. Paoze Thao, CSU Monterey Bay	Co-facilitator and Editor
Dr. Jonas Vangay, Merced College	Co-facilitator
Dr. Tony Vang, CSU Stanislaus	Committee member
Bee Yang, Banning Unified School District	Committee member
Pao Lee, CSU Stanislaus	Committee member
Houa Vang, Visalia Unified School District	Committee member

Because of the imbalance in the numbers of the committee between the Mong and the Hmong in our language group (two Mong vs. four Hmong as indicated above), a recommendation was made by Dr. Paoze Thao and Mr. Bee Yang to the committee and to Dr. Cliff Rodrigues to add two new committee members to our language group. This is to assure that the committee numbers are equal in terms of Mong and Hmong representation at the BTTP Program level and that equity is served on all counts. With Dr. Rodrigues' approval, the names of the two new committee members from the Mong group were added into our language group. Their names are now being reflected in our document revised as of January 27, 1998. The two new committee members are:

Mr. Chimeng Yang, Sacramento City Unified School District, Committee member
Mr. Yer Thao, Eureka City School District, Committee member

The committee hopes that this conceptual framework will be a guide to help BTTP trainers and instructors to prepare both pre-service and in-service bilingual teachers to pass the Bilingual Cross-cultural, Language and Academic Development (BCLAD) Module Six tests for the Mong and Hmong languages required for the Bilingual Certificate of Competence. Further, this guide will contribute to the consistency and quality of training for the BTTP Mong and Hmong classes that will be offered through the Thirteen BTTP Centers throughout the State of California.

Acknowledgments

The committee wishes to extend our deep appreciation and our thanks to:

- Dr. Priscilla H. Walton, Consultant, Professional Development, California Department of Education;
- Dr. Cliff Rodrigues, BTTP Director of Ventura County Superintendent of School Offices;
- Dr. Elena Arriola, BTTP Director of Los Angeles County Office of Education; and
- The Thirteen BTTP Center directors and their staff for their continued support. Without their tireless work and effort in planning, coordinating, organizing, and setting up the STOTI Module Six Asian Languages, the first Senior Trainer of Trainers (STOTI) on June 20-21, 1997 in Burlingame, California at Crowne Plaza Hotel, and the two additional follow-up meetings on November 20, 1997 and January 9, 1998 at Crowne Plaza in Los Angeles, California could not have been possible.

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**Overview of the Bilingual Cross-cultural, Language and Academic Development
(BCLAD)**

Bilingual Teacher Training Program (BTTP)

Module 6: Mong and Hmong languages BTTP Training

Conceptual Framework

The committee contributed valuable input for the development for this BTTP Module Six training for the Mong and the Hmong languages. This prospectus is developed, grounded, and aligned with:

1. Domain 6 - the Language of Emphasis, one of the six domains of knowledge described by the Cross-cultural, Language and Academic Development (CLAD) and Bilingual Cross-cultural and Academic Development (BCLAD) Study Guide of the California Commission on Teacher Credentialing (CCTC);
2. The standards-based Educational Reform Goals 2000: Educate America Act of 1994;
3. The academic scale and assessment levels developed by the American Council on the Teaching of Foreign Language/Interagency Language Roundtable (ACTFL/ILR) Language Skill Level Descriptions; and
4. The philosophy of the Standards for Foreign Language Learning: Preparing for the 21st Century (involving the 5 C's of Foreign Language Study: **Communication, Cultures, Connection, Comparison, and Community**) by the National Standards in Foreign Language Education of the American Council on the Teaching of Foreign Language, Inc.

Rationale

Since the Mong/Hmong are linguistically and interculturally divided into two groups: **Mong Leng** (known as “**Mong**”) and **Hmong Der** (known as “**Hmong**”). The Mong Leng call themselves “Mong; whereas the Hmong Der (Hmong) call themselves “Hmong.” The spelling of these two terms are used in this document to reflect the two versions of the BCLAD Modules Six tests (one version for Mong and another version for Hmong). These versions of the BCLAD Module Six tests have already been administered by the California Commission on Teacher Credentialing (CCTC), California Department of Education (CDE).

It is in this regard that bilingual teachers who are enrolled in this Mong and Hmong BTTP program are urged to become bi-dialectal, well versed, and sensitive to the linguistic and intercultural differences of the Mong and and the Hmong. Their roles are to accommodate and facilitate the needs of the growing Mong and Hmong speaking students in the state as well as in the nation with equal access in terms of implementation of the Mong and the Hmong languages use throughout the curricula. This is a response

to their immediate and culturally appropriate needs of the language acquisition process which supports a climate of high academic expectations outlined by the Standards-based Education Reform Goals 2000: Educate America Act for, “Opportunity to Learn Standards,” and of the Standards for Foreign Language Learning of “High Standards for All Students.”

Prospectus

The following is a prospectus of the conceptual framework from the committee for the Scope and Sequence of STOTI training Module Six along with the timeline projected for a bilingual teacher to have the necessary skills and competencies to satisfactorily pass the BCLAD Module Six tests in the Mong and the Hmong languages should he or she goes through this BTTP training program.

The primary focus for this first STOTI training is to develop BTTP Module Six Training for the Mong and the Hmong languages. The objectives are two-fold:

1. To prepare teachers to have the necessary skills and competencies to take the BCLAD Module Six of the Mong and the Hmong languages and culture competencies required of a bilingual teacher;
2. To help teachers acquire the necessary skills and competencies in the Mong and the Hmong languages to meet the growing instructional needs of the Mong and the Hmong speaking students in California;

This BTTP training marks the beginning of bilingual teachers’ quest for a lifelong learning. Bilingual teachers should continue their professional growth in acquiring the Mong and the Hmong languages and cultures above and beyond the Advanced Plus (2+) proficiency level designated by the American Council on the Teaching of Foreign Language (ACTFL). They need to demonstrate a depth and breadth in the language with further exposure beyond the academic setting and the scope of the courses proposed in this prospectus.

Scope and Sequence of Training for Module Six: the Mong and the Hmong languages

The Scope and Sequence of this training module are developed based upon the minimum proficiency requirement level required for the Bilingual Certificate of Competence in Mong and Hmong - which is Advanced Plus Level 2+. It is recommended that Bilingual teachers should go through these three levels of training, considered to be the minimum competencies in the Mong and the Hmong languages, who have two distinguishable languages, before taking the BCLAD Module Six tests.

Due to the time constraint, the committee has not developed the Superior (3, 3+, 4, and 4+) and the Native (5) levels of the Mong and the Hmong languages. However, these two levels can be developed into complete modules should the needs arise in the future.

The training modules proposed in this document are divided into three levels (Level 0 - II) and are also subdivided into six (6) separate courses according to the level of proficiency, from beginning to advanced levels, which require an average of 240 hours of instructional time per course for an approximation of 1,560 contact hours as following:

An ACTFL/ILR Level 2+ in Mong and Hmong is achieved after 1,560 hours of instruction:

6 hrs/day	X	5 days/a week	=	30 hrs		
30 hrs/week	X	8 weeks	=	240 hrs	=	1 year/level
240 hrs/level	X	6 levels	=	1,440 hrs	=	6 + years
30 hrs/week	X	2 weeks	=	60 hrs for lab hours for 0 level		
30 hrs/week	X	2 weeks	=	60 hrs for lab hours for 0 + level		
		Total		<u>1,560 hours</u>		

Though each course is estimated to last approximately 240 hours of instructional time in duration, instructors should be flexible when planning their curriculum. However, this chart above may be use as a guide for the development of each course and they are not standards set in stone. In addition, sixty (60) contact hours per level are recommended for lab purposes for Beginning Novice (0) and Beginning Advanced (0+) levels for a total of 120 hours. It is suggested that these actual contact instructional contact hours for each course may vary from one course to another as appropriate to fit the needs of the students.

**Overview of the Bilingual Teacher Training Program (BTTP):
Mong and Hmong Competence for Educators Course Description**

This BTTP Mong and Hmong for Educators is divided into three (3) different levels and then is subdivided into six (6) different courses for eight (8) weeks per sublevel for 48 weeks. An addition of two (2) weeks per level are recommended for lab purposes for Beginning Novice (0) and Beginning Advanced (0+) levels for 4 weeks. The instructional contact hours for these three levels combining with the lab hours should total 52 weeks. See details below:

Levels of the Mong and the Hmong languages Training Modules

ACTFL Proficiency Level	ILR Proficiency Description	Total # of Weeks
I. Beginning		
• Beginning Novice	0	8
Lab hours	0	2
• Beginning Advanced	0+	8
Lab hours	0+	2
II. Intermediate		
• Intermediate	1	8
• Intermediate Advanced	1+	8
III. Advanced		
• Advanced	2	8
• Advanced Plus	2+	8
Total	N/A	52

**Timelines for the Bilingual Teacher Training Program (BTTP)
Module 6: Training of the Mong and the Hmong languages**

Level	# hours/day	# days/week	# total week	# total hrs.
Begin. Novice (0)	6 hrs	5	8	240
Additional Lab hours	6 hrs	5	2	<u>60</u> = 300 hrs
Begin. Advanced(0+)	6 hrs	5	8	240
Additional Lab hours	6 hrs	5	2	<u>60</u> = 300 hrs
Intermediate (1)	6 hrs	5	8	240 *
Interm. Advanced (1+)	6 hrs	5	8	240 *
Advanced (2)	6 hrs	5	8	240
Advanced Plus (2+)	6 hrs	5	8	240
Total	N/A	N/A	52 weeks	1,560 hrs

* Additional lab hours may be required upon the instructors' recommendations

ASSESSMENT PROCEDURES FOR THE MONG AND THE HMONG BTTP MODULE SIX TRAINING PROGRAM

Assessment is an important diagnostic tools and methods of facilitating teaching and learning reflected in the learning process. It involves both the students' ability to perform the tasks outlined in the level and course learning outcomes and the instructors' ability to deliver and meet the level and course learning outcomes. In another words, what are some of the observable indicators that are qualitative and quantifiable to inform the instructors that learning had indeed taken place during the course Assessment of performance in the final outcome or the end product is an integral part of this STOTI Module Six training program.

The mainstay of assessment for the STOTI Module Six training program for the Mong and THE Hmong languages will follow the Oral Proficiency Rating Scales and the ACTFL Proficiency Guidelines of 1986 for each of the courses and the level of proficiency.

Each specific course development needs to reflect clearly, and deliverable learning outcomes that can be measurable and observable resulting in the changes in students' learning. These course learning outcomes may be assessed through either norm-referenced and criteria-reference tests or self-directed teacher-designed alternative assessment tests.

Assessment in these changes of students' learning is theoretically essential for a numbers of reasons:

1. It informs the instructors about the students' level of the Mong and the Hmong languages proficiency level. This is essential for placing students into the appropriate grade level of ability and instruction.
2. It keeps track of the performance and progress of their students.
3. It enables students to measure their own performance. What areas students already demonstrate competencies? What areas they need to focus their energy on?
4. It informs the instructors when the curriculum, modules of training, units of lesson plans must be modified in order to meet the students' needs.
5. Last but not least, it is a means to inform the instructors the level of achievement that students have demonstrated their competencies, required by the level of instruction and whether or not they are ready to move on to the next level.

Due to the time constraint, the committee did not have the time to develop the assessment tools for the Mong and the Hmong BTTP Module Six training program. The committee will continue to develop the assessment for the BTTP Module Six for the Mong and the Hmong languages in the near future. However, the following will serve as a guide for the

implementation of this STOTI Module Six for the Mong and the Hmong languages. The committee suggests that three forms of assessment are important besides the formal and informal teacher-designed tests or norm-referenced tests. Instructors need to infuse the following three tests throughout each of the six courses for the three level of the BTTP Training program as following:

1. **Placement Tests**: Each candidate participating in the Mong and the Hmong languages BTTP Module Six training program needs to be assessed for their level of language proficiency in listening, speaking, reading, and writing in the Mong and the Hmong languages. This placement test is administered for each candidate in the beginning before the training is taken place. The purpose of this placement test is to determine the level of training and the level of instructions that are appropriate to the students' level of the Mong and the Hmong languages ability.
2. **Pre-Tests**: After the placement test is administered, normally at the beginning before instruction begins in each of the particular course, each candidate participating in this BTTP Training program is required to take pre-test (s) in the specific course of instruction for the Mong and the Hmong.
3. **Post-Tests**: At the conclusion of instruction of each course, post-test (s) is/are to be administered to see if there are any changes in students' achievement and progress when compared with the results of the pre-tests that are administered earlier. Also, this post-test will assess whether students have achieved the expectations outlined in the course learning outcomes, and whether they have demonstrated competencies as they go through the learning experiences.

The placement tests are administered at the beginning, way ahead of time before students are placed into the various courses and levels; whereas the Pre-Tests and Post-Tests are to be infused throughout each of the courses as suggested and reflected in the course description where it is applicable.

Overall Course Descriptions

I. Beginning Level (0 - 0 +)

Level 0. Beginning Novice

Pre-Test

Participants will be provided instruction to develop their communication skills and negotiate meaning in basic Mong and Hmong at the interpersonal level in the Mong and the Hmong languages. Emphasis is on aural/oral production in the spoken and written language and basic vocabulary development with adequate to a beginning proficiency level of both dialects. Students will be introduced to the Romanized Popular Alphabet (RPA).

No previous communicative ability is necessary.

Post-Test

Level 0+ Beginning Advanced

Pre-Test

Participants will be provided instruction to develop their communication skills and **negotiate meaning** in basic Mong and Hmong languages at the interpersonal level. Emphasis is on aural/oral production in the spoken and written language and more vocabulary development with adequate to a beginning proficiency level of both dialects. Students will be introduced more in-depth to the Romanized Popular Alphabet (RPA) System in both dialects above and beyond Level 0.

Prerequisite: Level 0: Beginning Novice

Post-Test

II. Intermediate Level (1 - 1+)

Level 1 Intermediate Beginning

Pre-Test

Participants will be provided with learning experiences to develop their communication to **negotiate and discover meaning**. In the process, they will satisfy some survival needs and limited social demands in the Mong and the Hmong languages both at the interpersonal and interpretive communication level and in essay writing moving from sentences to short paragraphs in Mong and Hmong.

Prerequisite: Level 0+: Must have comprehension in Mong and Hmong Beginning Advanced

Post-Test

Level 1 + Intermediate Advanced

Pre-Test

Participants will be provided with learning experiences to develop their communication to **negotiate and discover meaning**. In this process, they will satisfy most survival needs and limited social demands in the Mong and the Hmong languages both at the interpersonal and interpretive communication level and in essay writing moving from sentences to short/long paragraphs in Mong and Hmong above and beyond Level 1.

Prerequisite: Level 1: Must have comprehension and write in Mong and Hmong Intermediate.

Post-Test

III. Advanced Level

Level 2 Advanced

Pre-Test

Participants will receive instruction in communication to **create meaning** to satisfy some work requirements and to show the ability to communicate on concrete and abstract topics to self, a group, or an audience at the presentational level to a more technical school situations. Participants will also be instructed in writing and literary expression appropriate to an advanced level of language proficiency in Mong and Hmong.

Prerequisite: Level 1+: Must have comprehension and write in Mong and Hmong Intermediate Advanced.

Post-Test

Level 2+ Advanced Plus

Pre-Test

Participants will receive instruction in communication to **create meaning** to satisfy most work requirements and to show the ability to communicate on concrete and abstract topics to self, a group, or an audience at the presentational level to a more technical school situation. Participants will also be instructed in writing and literary expression appropriate to an advanced level of language proficiency in Mong and Hmong above and beyond Level 2.

Prerequisite: Level 2: Must have comprehension and write in Mong and Hmong Advanced.

Post-Test

Bilingual Teacher Training Program (BTTP)
Mong and Hmong for Educators
Beginning and Advanced Beginning Levels (0 - 0+)

I. Course Description

The general purpose of this course is to develop the pre-service teachers' ability to communicate and **negotiate meanings** in basic Mong and Hmong at the **interpersonal level** in the classroom and/or school setting through meaningful input. The emphasis of the course is on vocabulary development related to topics and functions to self, family, school, and community. Students will be introduced to the Romanized Popular Alphabets (RPA) system, phonemic awareness, sound-symbol relationship, decoding, and word attack skills. Students will acquire the fundamental Mong and the Hmong languages survival skills needed to satisfy immediate needs with learned utterances and to function successfully in the classroom and/or school setting. At the end of the course, students will be able to read Mong and Hmong by blending sounds into words and combining words into sentences and relating them to meanings (**moving from grapho-phonetic or letter-sound relationship to morphology to syntax to semantics**). Students will also be introduced to the basic characteristics of the Mong and the Hmong cultures. The major goals for the course are to:

1. Develop pre-service teachers' communicative competence in Mong and Hmong to function successfully in the school settings;
2. Assist pre-service teachers acquire the basic Mong and the Hmong languages skills required for the Bilingual Certificate of Competence.

II. Learning Outcomes

A. Listening Comprehension

1. Understand the RPA system and
2. Blend phonemes to form words and phrases through grapho-phonetic (letter-sound) relationship, decoding, and word attack skills;
3. Understand words and phrases used in statements, questions, or commands pertaining to the **basic interpersonal communication level** dealing with self, family, school, familiar settings, every situation, and simple courtesies.

Content/Context: Understand greetings and farewells/polite expressions, self-introduction, leave-taking, apology, request, asking for directions, family members, the human body, transportation, shopping, at the restaurant and food, telling time, small talk about weather, health,

activities, colors, the use of numbers from 1-1,000 within the context of the days of the week, months, money expression, and measurement using appropriate registers in the Mong and the Hmong cultures.

B. Speaking

1. Be able to produce utterances by using intelligible pronunciation and tone distinction patterns;
2. Be able to articulate and express themselves in simple, affirmative, interrogative, negative, and declarative sentences related to daily topics outlined in #A.
3. Content/Context: Same as in # B. 1 and # B. 2.

C. Reading

1. Recognize, utter, and comprehend various lexicons introduced using the RPA system both in isolation and in context.
2. Content/Context
 - Be able to produce utterances with simple sentences and comprehend written passages in Mong and Hmong dealing with topics related to phonemic awareness, blending, decoding, and word attack skills including topics introduced in # A and # B.

D. Writing

1. Use the RPA system to write words, simple phrases, sentences, and short paragraphs with a minimum of 50-100 words.
2. Content/Context
 - Write short paragraphs in Mong and Hmong on topics introduced in # A and # B.

E. Cultural Awareness

1. Develop an understanding of the basic characteristics of the Mong and the Hmong cultures and their brief history;
2. Familiarize with the geography and areas of concentration of the Mong and and the Hmong speakers in the United States; and use

language to address the Mong and the Hmong native speakers in cultural, sensitive, and appropriate setting.

III. Class Activities

- A. Use a balanced curriculum grounded in various effective bilingual methodology utilizing new and varied pedagogical and instructional approaches, such as systematic explicit phonic instruction, Total Physical Response (TPR), the Whole language approach including the language experience approach, Specially Designed Academic Instruction in English (SDAIE), and cooperative learning throughout the course and systematic direct teaching by maintaining and encouraging communication through a flow of comprehensible input in Mong and Hmong.
- B. Use a variety of effective bilingual instructional methods that employ activities including the use of TPR, the systematic explicit phonic instruction in Mong and Hmong, the whole language approach, and the direct teaching method to provide comprehensible input through modeling, props, flash cards, computer-mediated and assisted program, realia, objects, and audio-visual equipment.
- C. Make **connections** to school and community-related activities, such as the Mong and the Hmong mutual assistance associations, local gatherings, etc.
- D. Provide independent student reading of high quality books through individualized instruction.

IV. Evaluation

- A. Instructor's observation, feedback and students' midterm and final evaluation.
- B. Class participation
- C. Quizzes and unit tests
- D. Pre- and Post multiple written tests
- E. Dictation and periodic short essay tests
- F. Pre- and post oral assessment

V. Requirement of the Course

Completion of all assignments as scheduled including:

A. Listen to audio-tapes

B. Complete reading and writing tasks as assigned

VI. Recommended Texts

Bilingual Teacher Training Program (BTTP)
Mong and Hmong for Educators
Intermediate and Advanced Intermediate Levels (1 - 1+)

I. Course Description

The general purpose of this course is to develop the pre-service teachers' ability to communicate for negotiating and **discovering meanings** to satisfy most survival needs and limited social demands in the Mong and the Hmong languages **at the interpretive level** through non-print and print materials on a variety of topics both at the school and community setting. Students will be introduced to short aural and written passages (**moving from the concept of sentences to paragraphs to main ideas and to cause and effect**). The contents of this course are above and beyond the Beginning and Advanced Beginning Levels. Students will use the knowledge acquired to comprehend spoken and written messages and to discover meanings in this process. Topics related in this course cover general and short stories about self, family members, the Mong and the Hmong and their brief history and culture using appropriate register. Students will be introduced to essential reading strategies needed for successful critical reading of authentic materials. The major goals for the course are to:

1. Develop pre-service teachers' communicative competence in Mong and Hmong to satisfy most survival needs and limited social demands through non-print and print materials on a variety of topics within and beyond the school setting (specifically involving the Mong and the Hmong cultures **at the community level**);
2. Assist pre-service teachers acquire the Mong and the Hmong languages skills required for the Bilingual Certificate of Competence.

II. Learning Outcomes

A. Listening Comprehension

1. Understand the differences in the **organization** of short aural and written passages;
2. Distinguish the **topic** from the main ideas from short aural or written passages;
3. Identify the **main ideas** of short aural or written passages in which the main ideas are either stated or implied.
4. Identify the **cause and effect** of short aural or written passages whether stated or implied.

5. Identify **supporting details** and **conclusions** in the aural or written passages whether stated or implied.
6. Understand words and phrases used in statements, questions, or commands pertaining to both the basic **interpersonal and interpretive** levels dealing with self, family, school, familiar settings, every situation, and simple courtesies. Use basic language to **communicate with** the Mong and the Hmong **native speakers in a culturally sensitive and appropriate manner**.
7. **Content/Context:** Topics about community, self, family members, past activities, introduction of self to others, initiation and responding to small talk about weather, health, activities, greetings and farewells using **appropriate register**, use of numbers from 1,000 - 5, 000 within the context of a variety of topics introduced during the course.

B. Speaking

1. Be able to speak about topics introduced in the course with clarity and appropriate syntax, pragmatics, and organization.
2. Be able to speak about topics introduced in the course using a breadth of vocabulary that are culturally sensitive and appropriate for the audience;
3. Be able to produce utterances using correct and intelligible pronunciation and appropriate tone distinction patterns;
4. Be able to articulate and express themselves in simple, affirmative, interrogative, negative, and declarative sentences related to daily topics outlined in #A.

Contents

1. Same as in # A1 - #A7 and # B 1 - # B 4

C. Reading

1. Identify the differences in the **organization of short written passages**;
2. Distinguish the **topic** from the main idea from written passages;
3. Identify the **main ideas** of short written passages in which the main ideas are either stated or implied.

4. Identify the **cause and effect relationship** of short written passages whether stated or implied.
5. To identify **supporting details** and the **conclusion** in the written passages whether stated or implied.
6. Identify key linguistic markers, keywords and phrases used in written passages dealing with topics introduced during the course.
7. Content/Context: Same as in #A and #B.

D. Writing

1. Produce written communication with a clear purpose that reflects a good organization of a well-written passage using the RPA system - that is consistent with the task and the intended audience. Construct short essays with a minimum of 100-250 words.
2. Produce written communication that is cohesive, coherent and appropriate to the audience.
3. Translate written communication assignments of the short passages from American English to Mong and Hmong with accurate syntax and mechanics.
4. Content/Context
 - Write short paragraphs on topics introduced in # A and # B.

E. Cultural Awareness

1. Develop an understanding of the concept of the Mong and the Hmong cultures and their brief history;
2. Use Mong and Hmong to address the Mong and the Hmong native speakers in a culturally sensitive, and appropriate manner.
3. Produce written communication recognizing that the Mong and the Hmong cultures use different patterns of interaction, practices, products, and accept perspectives of the Mong and the Hmong.

III. Class Activities

- A. Use a balanced curriculum grounded in various effective bilingual methodology utilizing new and varied pedagogical and instructional

approaches, such as the Whole language approach including the language experience approach, SDAIE, the Cognitive Academic Language Learning Approach (CALLA), cooperative learning throughout the course and systematic direct teaching by maintaining and encouraging communication through a flow of optimal comprehensible input.

- B. Activities include the use of direct teaching instruction, the whole language approach and direct teaching to provide optimal comprehensible input through modeling, props, computer-mediated and assisted program, realia, objects, and audio-visual equipment.
- C. Make **connections** to school and community-related activities, such as the Mong and Hmong mutual assistance associations, the Mong and the Hmong New Year Celebration, and local gatherings, etc.
- D. Provide independent student reading of high quality books through individualized instruction.

IV. Evaluation

- A. Instructor's observation, feedback and students' midterm and final evaluation.
- B. Class participation
- C. Quizzes and unit tests
- D. Pre- and Post multiple written tests
- E. Dictation and periodic short essay tests
- F. Pre- and post oral assessment

V. Requirement of the Course

Completion of all assignments as scheduled including:

- A. Listen to audio-tapes
- B. Complete reading and writing tasks as assigned

VI. Recommended Texts

Bilingual Teacher Training Program
Mong and Hmong for Educators
Advanced and Advanced Plus Levels (2 - 2+)

I. Course Description

The general purpose of this course is to develop the pre-service teachers' ability in communication to **create meaning** and satisfy most work requirements and show some ability to communicate on concrete and abstract, to the extent possible, topics in Mong and Hmong **at the presentational level** on a variety of topics to an individual, a group, or an audience above and beyond the school and community setting through non-print and print materials. Students will be introduced to short and long written passages (moving from the concepts of short to long passages to chapters within the context of organization of paragraphs and main ideas, cause and effect relationship, comparison and contrast).

This course is designed for teachers who already successfully completed the Intermediate Advanced level (1+) with aural and written and/or near native knowledge of the Mong and the Hmong languages, but need instruction and guidance in developing their language skills through the use of authentic materials. The skills include literal and inferential comprehension, critical thinking, study techniques, and vocabulary development through the use of context and structure. The course is rigorous for students to employ an array of language skills necessary to pass BCLAD Module Six for the Mong and the Hmong languages required of a bilingual teacher. They will present their own idea and be able to defend it. Then, they will use the knowledge acquired to comprehend spoken and written messages to discover meanings in this process. Students will be introduced to the basic elements of the Mong and the Hmong languages. This will include the phonology, morphology, syntax, semantics, pragmatics, an examination of various types of the Mong and the Hmong poetry and prose, and a review of the CLAD/BCLAD study guide developed by the California Commission on Teacher Credentialing (CCTC) to familiarize students with Test 6 of the Mong and the Hmong.

The major goals for the course are to:

1. Develop pre-service teachers' communicative competence in the Mong and the Hmong languages to satisfy most survival needs and limited social demands through non-print and print materials on a variety of topics within and beyond the school setting (specifically involving the Mong and the Hmong cultures **at the community level**);
2. Assist pre-service teachers acquire the Mong and the Hmong languages skills to pass the BCLAD Module 6 test required for the Bilingual Certificate of Competence.

3. Compare and contrast the elements of the Mong and the Hmong languages and American English.

II. Learning Outcomes

A. Listening Comprehension

1. Understand the differences in the **organization** of long aural and written passages;
2. Distinguish the **topic** from the main idea from long aural or written passages;
3. Identify the main idea of long aural or written passages in which the **main ideas** are either stated or implied.
4. Identify the **cause and effect relationship** of long aural passages whether stated or implied.
5. Identify **supporting details** and a conclusion statement in the aural or written passages whether stated or implied (who, what, when, where and to certain extent why)
6. Understand words and phrases used in statements, questions, or commands pertaining to the basic interpersonal and interpretative, and presentational communication levels dealing with topics presented in the course. Use basic language to **communicate** with the Mong and the Hmong **native speakers in a culturally sensitive and appropriate manner.**
7. Content/Context:
 - Development of advanced language skills through the use of authentic materials including literal and inferential comprehension, critical thinking, study and advanced techniques for critical reading, vocabulary development through the use of context and structure by employing an array of language skills;
 - Topics related to the basic elements of the Mong and the Hmong elements of the Mong and the Hmong languages (phonology, morphology, syntax, semantics, syntax, pragmatics, and the development of the Mong and the Hmong languages skills including the examination of various types of literary genre (poetry and prose) using appropriate register, the use of numbers from 5,000 - 10,000 within the context of a variety of topics introduced in the course.

B. Speaking

1. Be able to analyze, the purpose and audience, selecting the method of delivery, choosing, researching, and organizing the topic, supporting the thesis, using transitions, creating introduction and conclusion; and be able to speak about topics introduced with clarity, appropriate syntax, pragmatics, and organization.
2. Be able to speak about topics using an appropriate inventory of vocabulary appropriate for the audience;
3. Be able to produce speaking assignments using correct and intelligible pronunciation and appropriate tone distinction patterns in the Mong and the Hmong languages;
4. Be able to articulate and express themselves in speaking assignments using various types of structures, such as descriptive, informative, persuasive, special occasions in the Mong and the Hmong languages; and speak for special occasions with fluency related to daily topics outlined in # A.

Content

1. Same as in # B. 1 through and # B. 4.

C. Reading

1. Identify the differences in the organization of short and long written passages in the Mong and the Hmong languages;
2. Distinguish the topic from **the main idea** from written passages;
3. Identify **the main idea** of long written passages in which the main ideas are either stated or implied.
4. Identify the **cause and effect relationship** of long written passages whether stated or implied.
5. To identify **supporting details** and a **conclusion** from the written passages whether stated or implied.
6. Identify key linguistic markers in the Mong and the Hmong languages, keywords and phrases used in written passages dealing with topics introduced during the course. Through this process, students will be able to negotiate meaning by being able to predict the **outcome**, form a **conclusion**, and provide a **generalization** about the passage in the Mong and the Hmong languages.

Content/Context: Discrete reading skills emphasizing on sequential development of skills and strategies to engender reading for critical thinking for reading passages, and study techniques using appropriate register, the use of numbers from 5,000 - 10,000 within the context of a variety of topics introduced in the course in the Mong and the Hmong languages.

- Be able to read and comprehend written passages in the Mong and the Hmong languages dealing with topics related to topics specified in # A and # B.

D. Writing

1. Produce written communication with a clear purpose that reflects a good **organization** of a well-written passage. Students use both the deductive or inductive approach that is consistent with the task and the intended audience. Be able to construct short and long essays with a minimum of 250 - 500 words using a good organization and mechanics.
2. Produce written communication of passages using sufficient and sophisticated vocabulary appropriate to this advanced level which is **cohesive, coherent** and appropriate to the audience. The passages produced need to conform to the Mong and and Hmong syntax following a conventional manual of style (such as Chicago Manual Style or Turabian Manual, APA, MLA, etc.)
3. Be able to **translate** short and long communication assignments from English to the Mong and the Hmong languages and vice versa with clarity, appropriate syntax, pragmatics, organization, and mechanics.

Content/Context

- Write long passages on topics in the Mong and the Hmong languages introduced in # A and # B.

E. Cultural Awareness

1. Develop an understanding of the Mong and the Hmong and their cultural background (the demography and geography, religion, family life, social structure, political organization, economic structure, arts and crafts, language, education, educational background), early history, impact of colonialism, resettlement, and contemporary issues facing the Mong and the Hmong in California, nationwide, and globally.
2. Use Mong and Hmong languages to address the Mong and the Hmong native speakers in a culturally sensitive, and appropriate to the task and the intended audience.

3. Produce written communication recognizing that the Mong and the Hmong cultures uses different patterns of interaction, practices, products, and accept perspectives of the Mong and the Hmong cultures that form the basis for analysis, application, and reflection of the social responsibility and skills to prepare our children to become productive citizens with the social responsibility and skills to be community builders.
4. Compare and contrast the Mong and the Hmong cultures with students' own culture between the practices, the products, and their perspectives to demonstrate that students have the cultural and cross-cultural competence to function in a diverse society in the twenty-first century and see themselves as global citizens;
5. Identify critical contemporary issues affecting the Mong and the Hmong-Americans and Californians, and how the pre-service teachers could initiate social action to transform a social change.

III. Class Activities

- A. Use a balanced curriculum by applying various effective bilingual methodology of new and varied pedagogical and instructional approaches such as the Whole language approach including the language experience approach, Specially Designed Academic Instruction in English (SDAIE), the Cognitive Academic Language Learning Approach (CALLA), cooperative learning throughout the course and systematic direct teaching by maintaining and encouraging communication through a flow of optimal comprehensible input in the Mong and the Hmong languages.
- B. Provide learning experiences that include activities relating to direct teaching instruction, the whole language approach to provide comprehensible input in the Mong and the Hmong languages through modeling, props, computer-mediated and assisted program, realia, objects, and audio-visual equipment.
- C. Make **connections** with school and community-related activities, such as the Mong and Hmong mutual assistance associations, the Mong and the Hmong New Year Celebration, and local gatherings, etc.
- D. Provide independent student reading of high quality books in the Mong and the Hmong languages through individualized instruction.
- E. Show evidence of becoming a lifelong learner through participating in the Mong and the Hmong community activities for personal enjoyment and enrichment.

IV. Evaluation

- A. Instructor's observation, feedback and students' midterm and final evaluation.
- B. Class participation in the Mong and Hmong.
- C. Quizzes and unit tests in Mong and Hmong
- D. Pre- and Post multiple written tests in Mong and Hmong.
- E. Dictation and periodic long essay tests in Mong and Hmong.
- F. Pre- and post oral assessment in Mong and Hmong.

V. Requirement of the Course

Completion of all assignments as scheduled including:

- A. Listen to audio-tapes in Mong and Hmong.
- B. Complete reading and writing tasks in Mong and Hmong as assigned

VI. Recommended Texts

Review of Literature Used by the Committee

During the first Senior Trainer of Trainers (STOTI) for Asian Languages on June 20-21, 1997 at Crowne Plaza Hotel, Burlingame, California, and the two STOTI Follow-up meetings on November 20, 1997, and January 9, 1998 at Crowne Plaza Hotel in Los Angeles, California, the committee did a review of resources and materials in the Mong and the Hmong languages that have been used by the committee based on the syllabi of course instruction for the Mong and the Hmong languages. The findings of the committee reveal that there is a lack of resources and materials in both the Mong and the Hmong languages that are available through current publishers that can address the needs for the preparation of pre-service bilingual teachers to take the BCLAD Module Six on the Mong and the Hmong languages. The committee wants to express our concerns that there is a great need in the area of material development in the Mong and the Hmong languages in order for us to deliver a high quality of BTTP training and to effectively prepare bilingual pre-service and in-service teachers to pass the BCLAD Module Six tests in the Mong and the Hmong languages currently administered at the California Commission on Teacher Credentialing (CCTC).

The following list of citations is a manifestation of the committee's concern and needs. It was compiled languages from the committee's recommended textbooks listed in the course syllabi currently used to prepare pre-service and in-service bilingual teachers to take the BCLAD Module Six for the Mong and the Hmong required for the Bilingual Certificate of Competence (see the next page).

Resources Used by the Committee for Instruction
The Mong and the Hmong languages Courses

- Bertrais, Y. (No date). Phau Xyaum Nyeem Ntawv Hmoob (Hmong Primer). St. Paul, MN: Hmong Catholic Center.
- Delma's Creations. (1996). Cov Tsjaj Ntawv Hmoob, Cov Tsjaj Ntawv Suab, Cov Cim [Hmong Alphabets Letters, Hmong Vowels, and Hmong Tone Markers], Eureka, CA: Delma's Creations.
- Jaisser, A. (1995). Hmong for Beginners. Berkeley, CA: Center for South and Southeast Asia Studies, University of California at Berkeley.
- Lyman, T. A. (1979). Grammar of Mong Njua (Green Miao), A Miao (Meo) Language of Southeast Asia. The Hague: Mouton.
- Thao, P. (1997). Kevcai Siv Lug Moob [Foundations of Mong Language]. Marina, CA: PT Publishing.
- _____ (1999). Mong Education at the Crossroads. Lanham, MD: University Press of America.
- Thoj, Ph. (1983). Paaj Lug Moob [Mong Proverbs]. Wheaton, IL: Mong Volunteer Literacy, Inc.
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Wheaton, IL: Mong Volunteer Literacy, Inc.
- Thoj, Ph. and Xyooj, X. Nr. (1984). Kawm Ntawv Moob Phoo 2 [Mong Primer Book 2]. Wheaton, IL: Mong Volunteer Literacy, Inc.
- _____. (1984). Phoo/Phau Kawm Koom, Moob Leeg/Hmoob Dawb [Mong Leng/Hmong Dawb Primer]. Wheaton, IL: Mong Volunteer Literacy, Inc.
- Vangay, J. V. (1995). Basic Hmong Book One: Learning How to Read, Write and Talk in Hmong. 1st Ed. Fresno, CA: Avanté Print & Copy.
- Vwj, Ts. (1983). Phau Qhia Nyeem Ntawv Hmoob Dawb (Hmong Literacy Primer). Washington, D.C.: Center for Applied Linguistics.
- Whitelock, D. (?). Hmong Language Lessons. Minneapolis, MN.: Southeast Asian Refugee Studies Project, Center for Urban and Regional Affairs, University of Minnesota.

Xyooj, X. Nr. (1981). Kawm Ntawv Moob [Mong Primer]. Wheaton, IL: Mong Volunteer Literacy, Inc.

Ya, V.T. et al. (1987). Dab Neeg Phau Ib [Folklore Book One]. Guyane, France: Association Communauté Hmong.

Yang, D. and Blake, J. L. (1992). Hmong for English Speakers (Level 1). Brooklyn Center, MN: WorldBridge Associates, Inc.

Thao, P. & Yang, B., 1/27/98