Increasing ESL student language production and altering the affective climate in a mountain community high school

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INCREASING ESL STUDENT LANGUAGE PRODUCTION
AND ALTERING THE AFFECTIVE CLIMATE
IN A MOUNTAIN COMMUNITY HIGH SCHOOL

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Teaching English as a Second Language

by
Linda Louise Hanneman

September 1996
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ABSTRACT

ESL students in a mountain community high school, which is academically oriented and unprepared for linguistically different students, are faced with the difficult task of taking all of their classes in English before having learned English. They have few opportunities to participate in discussions that could assist them to integrate curricular concepts, thus preparing them for success in the English-only environment. Many are unsuccessful and drop out of school, although they express a desire to graduate.

This project offers activities for an improvement plan with two strands: development of oral language, and development of strategies for altering the affective climate of the school, where these students comprise less than 5% of the population.

Many of the activities presented in this project have been successful in enhancing language production so that students benefit semantically and syntactically in the ESL class, permitting students both practice and use of the language to make meaning as they struggle to express themselves in age-appropriate and culturally compatible classroom activities. Activities designed to alter the affective climate have resulted in greater consciousness on the part of the high school staff, evidenced by steps to integrate students in all-school activities.
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CHAPTER ONE: INTRODUCTION

The Situation of the Limited English Proficient Student

Immigrant Students Face the US High School Experience

Immigration is occurring at record levels, impacting California school systems heavily. The situation of many immigrants is a difficult one. Many immigrants come with verbal expression and communication proficiency in their native language only. Often, as is the case at Rim High School (RHS) in Lake Arrowhead, CA, students are "put on hold" until their language skills are sufficient to comprehend academic material, thus causing a lag in their education which may never be recouped in the classroom. The need is great to prepare immigrant students with language skills that allow them to succeed in regular academic classes as quickly as possible, because there are no provisions made to adapt instruction beyond a one period English-as-a-second-language (ESL) class.

Language and Cultural Difficulties

Second language learning is a slow process, one that is intellectually demanding. This can be a frustrating experience, especially for students who need immediate skills and who are already experiencing other arenas of frustration as they adapt to life in a different culture. English as a Second Language learners at RHS lack a forum to discuss their experiences or to help them put their situation in perspective. The relative homogeneity and geographical
isolatedness of Rim High School may work against them in terms of the inability of students and faculty to appreciate their worldviews and understandings, ones that may seem alien to most Anglo students. Many ESL students are bored, talk about being inadequate to the situation and often lose the drive to complete the four years required for the high school diploma.

RHS has little experience with immigrant students—they are fewer than 5% of the total school population—and there are no projections for change in that percentage, at least for the near future. Most staff members are long-term employees of the district and have little sensitivity for, or experience in, dealing with ESL students. They are not well-equipped to know how to modify the curriculum; however, they are successful in providing a strong academic curriculum to mainstream students, most of whom are college-bound.

The ESL Student at RHS

RHS is heavily oriented toward academics. ESL students often have difficulty achieving in this environment given their weak skills base resulting from interrupted schooling and inadequate preparation. Yet they want to graduate from high school; this goal is supported by their parents, who appreciate the advantages of an education and the necessity of English proficiency. Many educational obstacles for the ESL students in the classroom have to do with responding to text: verbalizing and integrating their ideas in class.
discussion, developing concepts, and thinking things out. For example, ESL students have trouble connecting ideas and communicating these in English on the Senior Writing Proficiency Test, a competency test required for graduation (See Appendix A). Some students anguish over this test, venting hostility and frustration, using energy which could be redirected towards improving their abilities to think and speak. Opportunities for practice to do just that—think and speak—are not provided to them on a consistent and organized basis. On the one hand, ESL students are asked to master the curriculum and processes of an academically focused high school; while, on the other, they have few interactive situations in the school and in the community that allow exposure and practice in both language and cognitive development.

Community Background

This section will describe the cultural and socio-economic background of the Lake Arrowhead area community where ESL students live in order to offer some insight as to the situation and context for language participation and development. There are no separate realities for these students; their realities are the community’s realities.

Rim of the World, High Above the Rest

The Lake Arrowhead and associated communities whose children attend RHS are located two hours driving distance from Los Angeles’ 17 million people. Historically, this has
been a mountain resort getaway destination for the affluent, a sort of glamorous playground. As far back as the 1890s Lake Arrowhead was in the hands of private ownership who furthered the paradise/resort image of the community as a way to set it apart from the "down-the-hill" environments. For the economic and business interests of the community, this image is absolutely essential to the identity it seeks to create. Tourists pump $78 million annually into the local economy and the tourist/resort segment of the community provides about 1300 full and part-time jobs. For the community, this service industry is its top job provider.

In the last several years, the community has been attracting many full-time residents, seeking an alternative to the kinds of social disruptions that changes, such as immigrant influx, have caused within the metropolitan basin.

On the whole, the community is conservative, comfortable and educated. They are also involved. Realtors promote the image of "traditional America," hooking values and schools to a safe and secure environment that reflects their needs and images of what a community should be like. Many residents have long-term childhood identification with the area as a summer destination and work to maintain that quality of yesteryear--control, homogeneity and permanence.

The 1993 Chamber of Commerce report estimates show 35% of family incomes between $50,000 and $90,000 and 12% between $100,000 and $150,000. College graduates comprise approxi-
mately 30% of the population.

The community is responsive and cohesive with the know-how, people and dollars to activate projects beneficial to the needs of the community, as they see it. The goal seems to be to maintain and improve a life style protected from the influences of social change.

Invisibility of Minorities

Most of the Hispanic workers, including most students in the ESL class, are employed in jobs that relate to the resort element or the affluent element of the community. These are not high-profile jobs: dishwashers, menial labor, maids. Hispanics seeking day-work have responded to requests to congregate in less visible areas away from business and tourist attraction centers. It is in the community's self-interest that the Hispanic community remain relatively invisible and non-challenging.

Any special strengths of these workers in terms of bilingualism or cultural contributions are not utilized in the mainstream community and professional representatives of the Hispanic community are lacking, who might be able to make connections and contributions at that level. These conditions influence the perceptions ESL students have of themselves. They are not represented in the decision-making, high profile segment of the community and they lack role models as professionals, thinkers and participants in community activities. Their reality is, in many respects,
limited to a labor force on whom few demands are put for language or interactional contributions in terms of authentic or elaborated ideas.

The need to communicate and the awakening power of that need in pushing language acquisition is thwarted by the socio-economic realities and the specific dynamics of the community.

Tradition and Language

Compounding this non-participation mode are motivations that the Hispanic community itself has had in coming to live there, some of which parallel the aspirations of the dominant community in seeking to raise children in less tense, less confrontational situations. The "time-standing-still" characteristic of the community fosters, for example, the traditional role of women in the home versus a feminist view of the wider spectrum of women in the work force that might be available in a city setting. Many of the girls see their place as mother and homemaker and thus do not develop a vision as student and participant in a language community, other than the Spanish-speaking one. With such a view the need for communication remains relatively narrow and focused in on the linguistic demands of the family.

Social Distancing

Transiency is less of a factor on Hispanics developing ties in the community as is the extensive networking on the part of the mainstream community that results in organiza-
tions that do not take ownership of "others." Ties and contacts that could provide necessary linkage and identification with the professional and educational level of the mainstream community are not being built with these students. Social interaction that provides both the means and the ends to language development are provided to an extent that limits mastery of a wide range of language genres as it limits entry into the spectrum of community social life. Natural interaction is blocked by socially created worlds that isolate the Hispanic and mainstream groups.

Context of the School and the District

A Curriculum Program of High Expectations

Rim High School has approximately 1600 students; until recently, the school population had remained static in size and composition. There is unusual support of the high school by the community and the same high-profile, involved members of the community function in a support capacity to raise considerable amounts of money for project grants that benefit an academic program of excellence that those members acknowledge as the road to success.

The strong academic program is evidenced by the above-average national and state SAT scores, high regional standing on academic competitions and an above-average enrollment in Advanced Placement classes. The community is proud of the academic ranking and holds high expectations for further progress in this direction through continued recruitment.
into honors classes, application for a California Distinguished School, etc. The spirit is competitive and rewards outstanding individuals. The faculty has much feedback for academic direction for college-bound students. In an effort to qualify the student body for academic preparation for college, there are higher-than-state-average graduation requirements.

There is talk about developing other strands/paths for non-college bound students. To date, while the discussion continues, there are few implementation of visions on the part of the staff to accommodate occupational/training needs.

Answer to an Educator’s Dream

The school’s faculty numbers 62, of which 88% are white and 4% each of Hispanic, American/Alaskan and Asian minority. All administrators and classified staff are 100% white. Of the teaching staff, 55% have a Master’s Degree; approximately half are between the ages of 46 and 55. Approximately 20% have been employed in the district more than 20 years. Given the staff’s age levels and relative longevity with the district, there are few returning to college for advanced or “refresher” courses, where they might encounter teaching strategies successful with ESL students. Status and praise are given those RHS teachers who are successful with its successful students, who are, in turn, awarded by the community as representatives of their own drive and
achievements.

The majority of those not employed in the resort element of the community are employed by the school district; many of them are parents of students or alumni of the school themselves. They share common traditions with the community, are involved and take pride in the school. In some respects the school is the focus of the community, its high profile location on the highway making it a natural center for community gatherings. In a 1992 staff survey, 81% responded with being satisfied as a teacher at the school and many teachers express thankfulness for their jobs there, some as far as describing it as an answer to an educator's dream.

Based on Western Association of Schools and Colleges (WASC)-related community surveys, the safe and secure environment of the school is highly prized as compared to other "down-the-hill" environments with changing demographics. There is a link between the changing demographics and student population with "special needs," as the ESL students are categorized in the school. There are perceptions by the staff that special services are a direction more like the environments that they do not value and have purposely chosen to avoid by living in the area. This attitude undercuts support for the ESL students.

ESL Experience

Presently there are on the average 8 to 10 students
enrolled in the ESL class at the high school. The group is predominantly Hispanic, with the first non-Hispanic enrolled during the past semester. ESL students are placed in the one-period ESL class in order to fulfill the high-school English requirement, although the class is not a part of the English Department, nor tied to it with structural or curricular demands from the Department. There is no communication of ESL student progress to the English faculty and when students "graduate" out of ESL class (using the IPT II, an English language testing tool that assesses mostly vocabulary and other "form" items), there are no specially adapted English classes for these students. Often placement in regular classes turns into a "sink or swim" situation that is traumatic for ESL students. Because there is also no bilingual program, ESL students have not had practice in their native language in many critical academic skills that are fundamental to the kinds of skills necessary to succeed in an academic situation.

This lack is particularly evident in the eleventh and twelfth year English classes at the high school, where a premium is put on individual expression of text comprehension. The ESL students have a difficult time expressing themselves and understanding discussion, which often is a prerequisite to follow-up written assignments. The alternative choices for placement for these students has been either in a remedial reading and writing class, where focus
is on non-interpretive types of decoding practice, or in a freshman or sophomore English class with a more sympathetic teacher who may extend assignment deadlines but cannot alter the method of instruction to accommodate special needs, mostly due to the high school-teacher ratio and teacher unfamiliarity with adaptive techniques.

For the 1995-96 academic year, there are no modified classes or any special modifications of content-area classes for these students. Students are mainstreamed from the beginning into regular classroom settings. Thus the largest part of the student's time is spent in the regular classroom with instruction that takes place in English.

Having had limited contact with language minority students historically, the faculty has little sensitivity, and moreover, little understanding of what to do for these young people academically. Most teachers employ a variety of techniques that have been successful to them in the past with the traditional (English-speaking) students, who have been engaged in discussion strategies since early on in their lives. These are skills that many of the mainstream students have internalized as a result of home usage and consistent academic practice in the schools. It may also be the case that ESL Hispanic students are experiencing a serious discontinuity in the level of literacy experiences and related practice that can result from parents not knowing that certain activities in the home can play important
roles in children's literacy development. Consequently, needed changes in presenting and modeling academic processes that could address this potential discontinuity are not being instituted, and ESL students problems are being handled as they arrive--usually in crisis form--notification of failing status, drop from a class for exceeding maximum absences allowance, etc. Often switches are made after the ESL teacher or aide has become aware of a problem, to which the "best" solution is removal from the class. Most students are interested in graduating and are aware of the requirements, so they tolerate changes in scheduling, although the change, which enables them to continue on the path to graduation, may disrupt continuity of subject matter and deny to them the milieu of familiarity and acceptance that could provide them a more meaningful school experience. Special treatment in the form of allowing students to bypass requirements enables students to remain unpracticed and uneducated. For example, a sympathetic teacher gave the final test for an economics class to the ESL aide to help the student complete the test. The directions were to find the answers with the student in the book, although the aide was told what the correct answers were so that the student could pass the exam. The ESL students are sensitive to teacher treatment that may indicate that teachers do not have confidence that students can do the work.

Foreign exchange students, who are most often very well
prepared academically, often lament the provincial atmosphere of the school and experience a void in terms of pluralistic approach where student ideas could be debated and discussed as enrichment in the classroom. However, the socio-economic level of exchange students is often similar to those of the student body population, which makes mixing and acceptance easier for them. The indigenous Hispanic students are not valued for their "foreignness" nor are they recognized and greeted as are the exchange students. For the indigenous minority students there is the additional hesitancy brought on by differences in class status; they remain timid in the face of a strong majority. They are tolerated in the classroom, although there is little alteration of the basic routines of the school to accommodate their needs. They do not understand such social facets of the school as the prom, nor are they familiarized with procedures such as signing up for class scheduling and school-wide assemblies. Frequently they ask to stay in the classroom rather than attend the various assemblies that occur during the school year. They are viewed more as objects of the process of education than participants, and their experiences and cross-cultural situation is not seen as additive in terms of a personal contribution to the lessons. Personally relevant questions for these students are not those of the mainstream student body. It is much easier for them not to respond with feelings or opinions
than to risk being on the "outside" when they do communicate.

It is the counselors' job to meet with each student at least once yearly to review both requirements for high school graduation and college entrance. For ESL students the focus is frequently on minimum requirements for graduation, which translates to a course of study that is routinized and unadapted to the experiences and strengths of these young people. There is no best placement for these students in terms of English language success, although counselors regularly place them in less academically challenging classes, assuming it will be easier for them to pass: Math A, Consumer Economics, Reading and Writing, etc. Integrated science courses where students work together in small groups to discuss experiments and applications of their growing understandings have been particularly difficult for these students, who lack the necessary academic vocabulary and knowledge background to contribute. Vocational Education and Career Option courses (regularly taught by non-credentialed teachers) are selected, sometimes even for two-period blocks of time, for these students. The goal is for them to complete the course requirements, and get the necessary credit for graduation. In the community, and among themselves, there is limited vision of needing education for further advancement into college-level work where they would be required to think, discuss, relate and analyze. The
avenue and the destination are both missing.

Struggling to understand and to pass is wearying and defeating to many ESL students who, consequently, view the educational process as distasteful and boring. Because most have not advanced to the English comprehension level of the course textbooks and of teacher discourse, they do not get the mental reward and stimulation that is part of the successful completion of these courses. They do not participate, cannot participate and have little experience in interpreting, utilizing, and building on information to make relationships with their own lives. Opportunities for interpersonal exchanges that relate their experiences to the text are limited. To a great extent their academic experience is a dry, routinized experience; the opposite of much of the cutting edge thinking in interactive, interdepartmental, communicative, humanistic approach that surrounds the thematic course offerings of honors and AP classes coveted by the school and unavailable to these students.

The ESL student is in competition with Anglo students who have greater advantages in family educational support. These students know the system. It must be very difficult for ESL students to find the confidence and the language to participate in class.

**Purpose of the Study**

The purpose of the study is to research, develop and enact strategies for helping students to develop their oral
language to a level that allows them participation within a high school framework that is academically oriented. Students must interact to get the education that is being provided to the mainstream students. Students need to understand the concepts behind the sentences in the textbooks. They must engage themselves in the educational process.

There are broader issues at play here in the community context than teachers may expect to address in terms of effecting change. This study, however, is delimited to a focus on developing oral language fluency in the classroom for ESL students in order for them to participate more fully in the academic curriculum.

Content of the Study

The study focuses on theory and strategies that develop oral language within the context of what the ESL students do during the majority of their academic day, as well as touching on strategies to get students to begin the process of social and oral interaction within the school community. These strategies need to address the social distancing identity issues which may be playing a role in student language development. All staff are to be integrated into the consultation process to provide the information and sensitivity to language minority student situations that will be needed for these students to be recognized and awarded for their progress in becoming academically success-
ful in the educational process.

**Significance of the Study**

This situation with the ESL students is critical to their education at RHS. They are in a cycle, going through the educational system, yet not benefiting from the system in terms of increasing the knowledge and English skills that could help them break out of their lower socio-economic level. These ESL students need the means by which to access a system that has little available now to help them as linguistically and culturally different individuals. This project designs a school improvement plan with two strands: curriculum plans for an ESL oral language development class and consultation activities with mainstream teachers and administrators with plans for altering the affective climate of both the ESL class and the school at large. Because the affective quality of instruction underlies and permeates the oral production, I will treat this aspect first.

The project can be utilized as a primary series of activities to enhance and improve the academic situation for ESL students. Information about individual students and successful techniques can be shared among teachers, who recognize the difficulty of the situation, but are unable to activate alone, a climate of potential success for these students. As RHS welcomes the increasing numbers of ESL students, it will be better equipped to include them into its framework of excellence.
CHAPTER TWO: REVIEW OF THE LITERATURE

In the first section of Chapter Two, I will discuss Vygotsky’s theoretical perspectives on thought, language and social interaction. It is his theory of the social interrelatedness and interdependence of thought and language that will provide a framework for the organization of activities for ESL linguistic improvement. In the second section I will examine the principal activity, the Instructional Conversation, which unites his theories with those of neo-Vygotskians who work from his foundational ideas to provide strategies for interactive activities for linguistic and cognitive development. The last sections of the chapter will focus on the perspectives of affect and output in language development, as they relate to this curriculum project. The areas which will be addressed are thought and language, together, in social interaction; the role of affect; and the importance of output.

Vygotsky’s Theory of Language and Thought

It is to the theories of Lev Vygotsky that contemporary educators turn as a foundational source for much of the reform and improvement strategies in interactive language development. The many-sidedness of Vygotsky’s theories and scientific investigations on thought and language have valuable tenets, on which to base a theoretical foundation for effecting improvement in ESL students’ linguistics performance. I will develop Vygotsky’s tenets as a frame-
work, briefly explaining the relevant aspects of Vygotsky’s theories and then examining those principles that practitioners are using today to form an integrated approach to cognitive and linguistic performance.

Language, Cognition and Society

In Vygotsky’s (1962, 1986) theories and investigations, thought and the production of language are dynamically interrelated, with language mediating thought. But thought does not have its automatic counterpart in words; the transition from thought to words leads through meaning. Thought does not express itself in words, but rather realizes itself in them—it comes into existence through them. Thought must first pass through meaning and only then through words. Briefly put, behind every thought is a motive that engendered the thought. This leads to the shaping of the thought in words, which then gains the form to communicate the thought to another speaker. According to Vygotsky, thought and speech are the key to the nature of human cognition. Speech serves intellect as thoughts are spoken and communicated.

Vygotsky maintained that real concepts are impossible without words and that thinking in concepts does not exist beyond verbal thinking. That is why the critical moment in concept formation, and its cause, is the specific use of words as tools. Thoughts are relational in that every thought tends to connect something with something else, to
establish a relation between things. Vygotsky insisted that it is through linguistic means that the higher mental processes are developed (Tharp & Gallimore, 1994).

Vygotsky developed the concept of language as expressed both through speech and written language. He interpreted written language as a monologous activity, a conversation with a piece of paper. Thus writing is an abstraction from oral speech in that in writing we are required to create the situation, the dynamics, of oral speech. He saw the acquisition of both a foreign language and a native language as belonging to one general class of the process of speech development. Written language is an internal process; speaking and oral language is an external process.

These Vygotskian ideas on cognition and language have the following implications for the purpose of improving ESL students' linguistic and cognitive performance:

1) A child's ability to communicate through language is directly related to the differentiation of word meanings in his speech and consciousness.

2) Thought has its motivation in meaning. The child feels the need for words and actively tries to learn the signs/words. Verbal communication with others becomes a powerful factor, if not the cause, in the development of the child's concepts.

3) Thought is different from speech in that speech has separate units. Thought must be put into separate words. In a speaker's mind the whole thought is present at once, but in speech it has to be developed successively.

Historical-cultural Situatedness of Thought

Vygotsky (1978) maintained that thought development is
determined by language and by the sociocultural experience of the child. His principal contribution is a cultural-historical theory of human development, which credits the social environment with the specific content and form of human personality/language/behavior. Subsequent research by neo-Vygotskians showed the social nature of language and thought, which modified dramatically the dominant view of the individual in society (Wertsch, 1991). Verbal thought is not innate; it is developed as a product of historical human society. According to Vygotsky the development of both language and cognition take place by means of, and dependent upon, the social situations of a person's life and/or educational practices in terms of activities for learning. The point is that thinking and behavior are prompted not from within the individual but from without, by the social milieu. Vygotsky claims that the activities involved in social interaction are taken over (Wertsch, 1981) by the individual and then become internalized as individual functioning. This concept may help justify the importance of social interaction within the context of second language acquisition for ESL students at RHS.

Learning Through Collective Activity

A critical tenet of Vygotsky's work (1978), and perhaps one of those most clearly identified with him, is the idea that the basic form of carrying out a learning activity is in joint-collective enactment by a group of people. This
activity is also a personal individual activity as the "students" master what the "teacher" guides and directs. Rogoff (1990) translated Vygotsky's message through key words like "apprenticeship," "guided participation" and "collaborative thinking processes." With assistance, every child can learn more in collaboration with others than alone--though only within limits realizable with "expert" help. (The Zone of Proximal Development will be discussed later in this chapter.) Effective teaching comes through collaboration (not forced activity or isolated activity) that corresponds to students' developmental capacity. The child's capability to perform a task is operationalized by the expert, who works with the student, supplying information, questions and corrections. Concepts, skills and development are forms in the process of instruction, together, by joint effort with an expert.

Internalization

An important tenet is that the individual's way of carrying out an activity (by oneself) is a result of having internalized its form. The activity was first external (or social) before it became an internal, individual function; the external form was a relationship between two people (Vygotsky, 1978).

Zone of Proximal Development

In Vygotsky's theories about education (1962, 1986), there are clear delineations as to developmental time frames
for instruction. The only "good" kind of instruction is that which lies ahead of development and moves development onward; its goal is to develop the "ripening functions" (the upper boundary of instruction). Instruction must be oriented to what the child cannot yet do alone, not to that which he has already mastered or internalized.

Vygotsky's emphasis on social interaction as the means of knowledge transmission, the important of the upper boundary of instruction, and the concept of internalization are all sources for the concept of the Zone of Proximal Development (ZOPD). Vygotsky defines the ZOPD as the following:

...the distance between the actual developmental level as determined by individual problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

The ZOPD defines those functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow but are currently in an embryonic state. These functions could be termed the "buds" or "flowers" of development rather than the "fruits" of development (Vygotsky, 1978, p 86).

The ZOPD has profound implications for the setting and the goals of language development. It seems to have far-reaching potential for application in terms of furthering American education (Tharp & Gallimore, 1994), particularly in delivering instruction from a curricular path of recita-
tive lessons (Mehan, 1979). The concept of the ZOPD has attracted many educators, especially those interested in the improvement of education for those students who have not experienced school success (Davydov, 1994). ESL students often do not possess the skills necessary for the kinds of classroom activities that predominate in U.S. American schools (Tharp & Gallimore, 1988) in that their home settings do not include similar language uses as those found in schools. Effective instruction accommodates their cultural-historical realities while establishing the zone of their capabilities as the teaching area. The concept of the ZOPD acknowledges the importance of the social condition in understanding the development of thinking. Working within the ZOPD integrates the individual and the social environment (Vygotsky, 1978). The student is important in making a personal contribution to the collective interactive activity; and the contribution is at the student’s own level of development. Thus what is meant by the term "collective" is a true interaction: the adult uses the possibilities of the social milieu to guide the student’s activity but it is with the intent of encouraging the student’s further development (Davydov, 1994).

How can these theoretical components relate to designing classroom activities for the improvement of linguistic performance of ESL students? First, they form a model for activities for linguistic and cognitive development (think-
ing and talking are interrelated, each in the development of the other); second, they form the necessary context for learning (the social milieu); third, they establish the importance of the concept of ZOPD for establishing the necessary range of development (Davydov, 1994); and fourth, they establish the importance of collaboration (Davydov, 1994).

Reconceptualization as the Heart of Human Cognition

In clarifying the concept of the ZOPD, Vygotsky made the point that individualization was education's objective in fulfilling the potential of the individual. Each child possessed a wealth of prior experiences, forming his particularness as an individual and contributing to the uniqueness of the individualization. The contemporary term "reconceptualization" refers to the fulfillment of the potential of any internalized learning within the individual. The external guidance yields an internal self-guidance on the part of the learner, and will correspond to other unique characteristics of the learner.

In applying the concept of internalization, neo-Vygotskian interpreters deepen the concept to accommodate formulations of new, alternative meanings (Cazden, 1988; Newman and Holzman, 1993; Dudley-Marling and Searle, 1991). The heart of human cognition is not imitation, it is the formation of new ideas (Cazden, 1988). It is something rethought by the child but with the child's perspective and
particularities. A child's language is produced using words from the adult language, but there is a difference; the production creates unique meaning by linking the word with the child's version of meaning. It is kids giving words to kids' ideas. This validates the child's background, experiences, and perspectives, and can have impact in providing a forum for putting realities into words especially for children considered at risk for school failure (Newman and Holzman, 1993), such as with ESL learners. According to Dudley-Marling and Searle (1991), teachers need to be responsive to the intentions of students' thoughts. The language setting should be viewed as a vehicle for students to get their needs met. As teachers promote extended classroom discourse so that students can say more and, thereby, expand their opportunities to use language, they will encourage students to represent their worldview and communicate it. The point here in effecting improvement for the ESL learner is that the character of the internalization (or the individualization) will fit/match/correspond to the developmental level and social experiences of the student and will express that student's reality, whether it is a teacher's reality or not. In terms of topic selection for language activities for ESL learners, the concept of reconceptualization as a goal is rich in possible strategies for engaging students in discussion of meaningful and relevant texts. With reconceptualization as the ultimate meaning-
making, teachers and listeners need to be sensitive to the individual characteristics of understanding that comes as a result of a text.

**Classroom Application of Vygotskian Theory**

Educators who have adapted Vygotsky's concepts to the analysis of current classroom practices have contributed key insights on the manner in which verbal speech can become cognitive development.

Vygotsky emphasized the social context of cognition with speech as the mediator to integrate the cognitive and the social (Vygotsky, 1962, 1986). In his argument, words are the tools of society as people communicate with one another. But as a communicative tool, language also shapes the minds of those who use it. Using Vygotsky's premises, Cazden (1988) states that in order to learn in an educational setting, students must use what they already know so as to give meaning to what the teacher presents them in terms of new knowledge (Cazden, 1988). Because speech is the principal means by which children show us what they think (Dudley-Marling and Earles, 1991), it is speech that relates the new knowledge to old. This is why clear, precise, well-developed speech is important to thought, and why speech is vital in communication in the classroom—where the most used medium of communication is oral language.

The development of word meaning is critical to linguistic functioning. In schools, social interaction established
word meanings via conversation (Tharp & Gallimore, 1988). As language develops, the capacity for concept development increases with it. With each new vocabulary item comes an increased ability for concept generalization. For Vygotsky (1986) the word is an important unit in language, carrying the basic meanings and being the means by which concepts are mediated. The development of the spoken language, which is built as an assembly of words, is critical. Tharp & Gallimore (1988) say that the development of the spoken language is a requisite for the development of the richness of language and its expressive ability and that that ability is formed in using the language in its communicative function (Rogoff, 1990). Saville-Troike (1984) concurs with this, asserting that vocabulary knowledge for ESL students may be the single most important aspect of oral proficiency for academic achievement.

Questions as Cognitive Assistance

Questioning is a time-proven form in formal learning, having been used since the time of Socratic seminars. Cazden (1988) points out that questions have a critical effect on cognition: they stimulate and activate thought, requiring an oral language response. Various kinds of questions can force the student to think a little further, go a little deeper than the obvious known answer. The child is obliged to think in order to respond (Cazden, 1988). Questions provoke creations by students
(Tharp & Gallimore, 1988). Additionally, Tharp & Gallimore (1994) see a collaborative aspect to questioning in that the teacher provides the structure of the question (and thematic progression), while the student provides the information and answers.

Tharp & Gallimore (1988) distinguish between assessment (questions with a teacher-known answer) and assistance questions (questions that are beyond the student's present "zone," but within a collaborative zone) with assistance questions having two advantages: they not only call for mental and verbal activation on the part of the learner but they provide an opportunity where the teacher may assist in the student's response by such means as regulating the student's use of logic or other formulations. The point is that with assistance questions, the mental operation produced by the student cannot or would not have been produced alone by the student. Thus the question can be seen as a kind of prompting for the cognitive operation.

The benefit to students is in the results that the assistance provokes semantically or syntactically—a new word, a new concept, a new capacity for meaning; one which stretches student capability in both the expressive function of the language and also the cognitive aspects of the language. This realizes a completed linguistic function of selecting words and meanings, and organizing the language syntactically to transmit a thought.
Cognitive Benefit of Discourse in Longer Sequences

This engaging of the learner in both thought and oral language production can have more important benefits if the discourse is both longer and in dialogue form, where the opportunities to communicate, to understand and be understood are sustained (Cazden, 1988). The dialogue format, like the question format, is a process of learning to think; internal thinking is an internalization of dialogues (external) we have had with others. The chance to participate in dialogues with peers and teachers has an important influence on the quality of students' thinking (Dudley-Marling and Searle, 1991). What was once external becomes internal for the students as they progress to the capability of self-actualization of the many facets of language. Overt social interaction (dialogue) becomes transformed into covert processes (thinking) (Cazden, 1988). It provides the opportunity to create relationships, to allow thoughts to relate ideas, to make connections, and to make meaning, according to Vygotskian premises of human cognition.

ESL students at RHS, as do many ESL students, lack contexts to carry on extended discourse in English that could provide them with the linguistic and cognitive interaction to stimulate language acquisition (Milk, 1985; Johnson, 1983). They either do not have opportunities in the classes or they avoid or withdraw from these opportunities out of fear of failure or ridicule from other students. It
is important, however, to work from Tharp & Gallimore’s premise that children who do not perform well in classrooms (or do not have the opportunities to perform), do indeed need language development conversations in schools. They not only need the opportunities, but many ESL students welcome opportunities for extended meaningful discourse on topics about current events, etc. John-Steiner (1995) emphasizes the value of informal opportunities to hear and practice a second language, but cautions against a setting where there is a superficiality of contact with speakers of the target community. It is important that the setting include elements of trust and bonding. Tharp & Gallimore (1988) conclude that it is the task of schools to promote the development of discourse competencies, word meanings and conceptual structures in a variety of content areas.

For some language minority students the problem of lack of opportunity at school is compounded with the lack of opportunity in the home setting as well. The pattern of language use in the low-income, Hispanic home is often not the most effective one for promoting literacy growth in terms of encouraging experience with decontextualized language (Goldenberg, 1987). Frequently Hispanic students come to school with limited experience with written text and discussion. While Mexican parents may frequently read and discuss what they read with children, the parents may have limited interaction with decontextualized language as a
result of their limited use and need for literacy in their workplace and social setting (Delgado-Gaitan, 1987). This may be the situation for many ESL students in the community. This project is premised upon the assumption that it is the responsibility of the schools to fill the gap, to offer opportunity and provide contexts for development of skills that are not yet ripe.

The Instructional Conversation

Building on the cognitive benefits of extended discourse, the concept of an Instructional Conversation (IC) adds another element: a text. The IC is a group discussion around a text, an interchange between teacher/child and the text (Tharp & Gallimore, 1988). The overall goal is to build comprehension and expression (Tharp & Gallimore, 1988) in a collaborative interactive exchange of ideas, that demands the attention and evaluation of listeners and speakers as they negotiate meaning. But the discourse in ICs is not to be confused with discourse only in school settings; this discourse can occur anywhere, and often does, in many middle-class homes of successful students whose family language patterns practice this kind of interaction. It can be an informal chat that accompanies action or the conversation in a graduate seminar (Tharp & Gallimore, 1988). The point is that ICs tie old to new information and do so in an interactive social setting (Rogoff, 1990). Tharp and Gallimore (1988) state that these language activities goal
is to gain "the abilities to form, express, and exchange ideas in speech and writing" (p. 23), with Mortimer Adler's (1970) vision of making good use of the mind to live a good life. Wilen (1990) exhorts teachers to use discussion to develop deeper understandings to effect moral development and attitude change. Wilen (1990) and Rogoff (1990) emphasize the specific use of language on the part of students to express themselves, and to find their voice.

It is proposed by this paper that the cognitive and linguistic functions of students engaged in ICs will also transfer to areas such as literary analysis and written composition. According to Tharp and Gallimore (1988) as one speaks with the text by speaking with others about the text, one is practicing how to learn by speaking with the text at a progressive next step. Extracting information from text and integrating a text into existing cognitive systems are competences transmitted through families and schools.

The expert's responsibility or contribution in the collaboration comes in the form of various linguistic and cognitive kinds of assistance through the concept of "scaffolding:" a structuring situation that encourages "full performance"/completion of a task, the conversation. Expert assistance is contingent on and responsive to the child's level of performance, working within the ZOPD (Tharp & Gallimore, 1988).

Scaffolding consists of modeling, feedback, instruction
and cognitive structuring. They are forms of assistance provided by the expert. Modeling offers behavior, structure or actions for imitation. In terms of language assistance, modeling can provide words, phrases, verbal cognitive structure, etc. Feedback involves the return of information to the students on their performance: test data, instantaneous responses, etc. Instruction occurs when the teacher assumes the responsibility for assisting performance, rather than expecting students to learn on their own (Tharp & Gallimore, 1988). Cognitive structuring assists performance. Cognitive structuring assists performance as the teacher provides a system for organization through such mechanisms as grouping, sequencing and evaluation.

A variation called the ETR structure for sequencing activities in class discussion was developed by Au (1979). The structure follows this sequence: the teacher introduces content from the child’s experience (E); followed by the text (T); followed by establishing relationships (R) between E and T. In this way the teacher builds on the learner’s experiences to relate concepts from the text, tying old to new. It is responsive instruction, following the child’s lead in terms of input, yet remaining within the thematic guidelines.

The Role of Affect in the
Second Language Acquisition Context

There seems to be universal consensus among researchers
that such factors as motivation, socialization, and identity issues have pivotal, if not primary, influences on language learning and achievement (Krashen, 1982; Bailey, 1995; Schumann, 1978; Gass & Selinker, 1994; Newman & Holzman, 1993; Dudley-Marling & Searle, 1991; Ellis, 1992). Although emotions, perceptions and attitudes are not easily identifiable and measurable, they play a major and indisputable role in language acquisition and use. Because of their impact on language acquisition, and because, in many cases, affective factors are under the learner’s control, this is where the teacher should begin, when looking for the greatest possible change in a limited time frame (Gass & Selinker, 1994).

Confidence and Oral Language Production

Krashen (1985) theorized that individuals have an "Affective Filter" that can limit language input by putting up a barrier, or filter, to language acquisition. The filter is a block that is activated through lack of motivation, self-confidence or anxiety, etc. Both input (language reception) and output (language production) are related to affective variables. There is evidence to show that affect exerts especially strong influence in the form of anxiety at times when individuals are engaged in oral-language production (Bailey, 1995). Gass & Selinker (1994) speak of a correlation between affective variables and what is perceived by the student, on the one hand, and what is produced, on the other. Individual performance can be helped
or handicapped by factors that have little to do with one's linguistic ability. Confidence in one's ability is a determining factor in whether or not a learner produces the target language (Dudley-Marling & Searle, 1991). The negative affective influence of lack of confidence and trust are of special concern because the classroom can be the setting where ESL students, whose language is developing, can be exposed to ridicule as they attempt to use language to communicate their ideas. Dudley-Marling & Searle (1991) suggest that teachers must provide an environment where students feel safe, that what they have to say and the way they say it will be respected. But how does a teacher build a community that is safe and respectful?

**Building Community**

Teachers who listen carefully to students provide a model to other students. Teachers must convey a genuine interest; this invites and elicits more language as students respond orally to a teacher's positive listening response (Dudley-Marling & Searle, 1991). Nothing motivates production more than an interested listener.

Students who feel comfortable produce language. Those who do not may avoid this arena because it can be too painful. Bailey (1995) notes that student oral production activities are particularly stressful due to the fear of failure or feelings of inferiority in the situation, both causing students to withdraw or avoid production, thus
halting the developmental process. Hence, the need to build a community begins with an atmosphere of trust, mutual support and cooperation (Dudley-Marling & Searle, 1991). Barnes (1976) suggests that when students get to know each other, they are able to risk exposing their language and consequently their ideas to the group. According to Cazden (1988) students and teachers get to know each other through sharing, in formal and informal settings. Sharing can be planned into the lesson, but often this occurs spontaneously "around the edges." Teachers need to be aware of sharing possibilities that occur peripherally to the lessons in terms of spontaneous personal experiences, as they can be the experiences that bond individuals and personalize the classroom. This sharing contributes to both language development and community development and establishes a relationship that knits the members together (Rosen & Rosen, 1993).

There appears to be a reciprocal relationship between talk and a positive learning community: as the community develops, students find the confidence to use language and the more they talk, the stronger the community becomes (Dudley-Marling & Searle, 1991). Some children who almost never talk in class will talk, and have a lot to say, when they are in a one-to-one interaction where their contributions are valued and where they see an ownership of the content of the language (Johnson, 1983). According to Cazden (1988) the affective climate in the community will
foster greater gains in language production in terms of structural complexity when there is personal involvement and interest in the topic. Attitude and performance are sisters; perhaps the best way to improve attitude is to improve performance (Good, 1980).

There is much discussion, but no definitive conclusions, as to the relationship of motivation and success—whether one leads the other (Gardner, 1985). For the purposes of the planning and implementation of the project, we will adopt the more popular position in psycholinguistics (Gardner, 1985) that the more successful one has been in language learning, the more motivated one will be to learn more. One may also go on the assumption that success can be realized when students believe that they can be successful. There is research that indicates we try hardest for things we consider a challenge, but within the realm of the possible (Gass & Selinker, 1994). The point is, in plans for community building, to incorporate elements of challenge and success within a reduced-anxiety environment where students can share their experiences and expect to listen and be listened to in an atmosphere of mutual respect.

Linguistic Differences

Linguistic and cultural differences may lead to misperceptions and dissonance in the classroom, especially in terms of language use patterns that students bring with them into the classroom. Children of linguistically different
backgrounds often differ from mainstream children in the range of context in which they use forms and structures of their native language (Cazden, 1988). These contexts or uses, in some cases, may not include the types of language use expected by schools, in terms of academic uses of languages like interpretations, recounts and more formal, decontextualized language activities. However, schools expect children to be able to use language for multiple purposes; those who succeed in school usually bring with them those facilities, having learned them in interactional situations frequent in mainstream Anglo society (Heath, 1986). The point is that the schools expect facilities with language that may not have been developed in the linguistically different student, and the school does not expect to have to teach them. The situation may be one in which the student has not been exposed and practiced in the facility due to limited interaction with outside mainstream institutions, (Heath, 1986) as is the case with students in Lake Arrowhead. There seems to be superficial community involvement on the part of these students and their families, which could be resulting in this deficiency. When there is limited interaction with written text as a result of limited need for literacy in the workplace, it often follows that certain language uses will be lacking (Delgado-Gaitan, 1987). There are also cultural differences, such as in Hispanic family interactions, where adult-children groups may not include
the request for children to express their interpretations of events or emotional evaluations (Heath, 1986), that could be causative in creating gaps for children who may be asked and expected to do that very thing in school.  

**Cognitive Academic Language Proficiency**

According to Cummins (1979) a good education in a first language provides the student with a "cognitive academic language proficiency" (CALP) that has the ability to use abstract ideas as found in school language patterns. This ability to use language intellectually is developed through decontextualized use of language. This is a cognitive competence that is foundational to eventual text comprehension.

**Development of the Language Use Repertoires**

Schools need to modify the educational context by building more from sociocultural knowledge of students, including their home developed use of language repertoires (Heath, 1986; Au & Kawakami, 1991; Johnson, 1981). But the emphasis here is on development of the gamut of uses, especially those needed in school. When students cannot do something or there is a discontinuity in language, then the teacher should consider planning for explanations and practices in those uses of language. Teachers need to expand as well as to include and incorporate the child’s home language use (Heath, 1986).
Cultural Differences

It is important for the teacher to have a knowledge of more than the language use patterns; students' cultural background, student context and interaction patterns help determine a comprehensive picture of language skills (McGroarty, 1986). The goal is to reorganize instruction by using knowledge about student's community so that the strengths of the students are the basis for instruction. It is important to capitalize on students' social and linguistic strengths to further the goal of academic success, without denying the culture, values and knowledge of the community (Diaz, Moll & Mehan, 1986). Doing this requires knowledge and questioning on the part of the teacher (McGroarty, 1986).

Hispanic Language Patterns and Cultural Data

In this section I will look at existing language patterns that can be useful in the classroom in terms of cultural knowledge to understand and build on in making connections to school culture. Eisenberg (1986) focusing attention on the ways of speaking across societies, studied language use in Mexican homes in California. She reported that families place a high value on verbal playfulness as a way of bringing group member together. As interpersonal relationships are important and humor is a vital aspect of those relationships, teasing is often present in verbal interplay. Teasing provides a context in which adults and
children act out a social relationship in which children are allowed to talk back and challenge adults. It is safe to tease in this context where otherwise that kind of language behavior with adults may not be the norm.

Heath (1986) reported that Hispanic families' language patterns may show that children are not usually considered an equal conversational partner for adults and that children do not initiate social conversation with their elders. In mixed adult-children groups, the adults rarely ask children to express their interpretations of events. This all has significance when we compare the kinds of language uses generally demanded by the schools, especially at the high school level. Decontextualized language usage in interpretations, valuations and integrations are the frequent forms at RHS considering its emphasis on academic and college preparatory tracks. If the cultural pattern for the ESL students are as described, many will be entering the school without having had exposure and practice in these forms, especially if we take into account their limited involvement in community institutions. Teachers need to help children acquire and build the text related forms of knowledge that will serve as a means of mastering the rest of the curriculum as they move through school, but before that they need to know where the gaps are and that comes through knowledge about the verbal behavior that their students experience outside of school (McGroarty, 1986).
Social Distance

Affective variables may include desire to integrate into the target language community. "If learners have little desire to deal with the community, they may block out all the input, except what is only necessary to conduct business or minimally participate" (Gass & Selinker, 1994). The desire to acculturate may be a motivating force in language acquisition. It can provide the drive to learn the language and motivation to have contact with speakers of the target language (Schumann, 1978). Integrative motivation (Gardner & Lambert, 1972), motivation that comes from a desire to integrate with the TL community, may be a good predictor of second language success.

The Role of Output

Over the past 20 years there has been a shift in second language instruction from focus on the form of the target language to emphasis on expression and meaning through language (Lightbrown & Spada, 1995), through unitary and interconnected means (Mehan, 1979). It is the exchange in meaning that is the reason and cause for language (Vygotsky, 1962, 1986; Wells, 1986; Cazden, 1988). Language mediates thought and social interaction produces language as its prime form of communication (Vygotsky, 1962, 1986; Wertsch, 1991).

Communicative Competence

Interaction and language cannot be separated; and from
the social interactional view, language and cognitive development are deeply embedded in context (Gass & Selinker, 1994). In learning a second language, one does not merely "reproduce" it, one needs to "construct" it or use language for meaning (Day, 1986; Swain, 1985; Sauvignon, 1983).

The theory of language development behind this shift from linguistic competence to communicative competence is that communicative language abilities are best developed in "natural" environments, where language results from spontaneous and meaningful interactions (Lightbrown & Spada, 1995). In order to promote communicative competence, learners must get practice in communicative exchanges (Peck, 1980; Heath, 1986). They must have opportunity to "throw their hat in the ring," to become players in a language dance that is essentially interactional in nature but not unidirectional (Wells, 1986) in procedure. Language interactions are listening and responding events, somewhat like a dialectic, where there are two sets of meanings pushing for a union where each has its points. The message is important, not the messenger. The message represents the speaker; it is ownership in meaning (Wells, 1986). That is the "natural" environment for language acquisition.

Input Versus Output as Language Acquisition Factors

Input theories are reception-based theories that claim comprehension alone yields acquisition (Krashen, 1985) while output theories credit the learner's attempts at producing
the language (Johnson, 1995; Levelt, 1989). Neither theory alone adequately describes the acquisition process, but in selecting foundational theory for specific ESL student's progress in practice and use of oral language, I will focus on output or productive use of the language. Output allows learners to use what they know in a productive way (Swain, 1985). It is the area of greatest need for these students, considering the amount of input they get on a daily basis in their mainstream classes in relation to the amount of output that they produce.

Benefits of Output

Output, when it is comprehensible and comprehended, provides learners with (1) the forum for testing out their use of the language (Day, 1986), when the learner can use the discourse to help modify or supplement knowledge already used in production (Ellis, 1984); (2) two-way communication that benefits other learners as listeners who may not be producing the output but hear; (3) practice that facilitates the learner in gaining control over the language that yields the "automaticity" of fluency that Ellis (1992) called for in normal communication; and (4) a shift from more lexical and semantic processing to a more syntactic mode (Long, 1983; Swain, 1985). It is "pushed" language use, essential for development of the full capacity in second language acquisition (Ellis, 1992).

The term "pushed" is used for the development of lin-
guistic abilities during the productive interaction, because the learner must pay attention to both the semantic and syntactic processing (Johnson, 1995). The input must be comprehended, processed and returned in appropriate output, that must in turn be comprehended as input before the subsequent output can be formulated. Lexical and semantic wheels have to turn during the input and then have to redirect during the output phase (Ellis, 1992). Ellis (1992) called this interaction "a pouring back and forth, gathering together and spreading apart." Output is more complex; the productive response demands attention to exactitude of meaning to the new thought that is not an aspect of the input. It is a more complex task to find the word than to comprehend the word, and to put words in a semantic ordering for comprehensible input for the listener than to comprehend the ordering (Levelt, 1989).

Linguistically Rich Environment to Maximize Benefits of Output

Generating an acquisition-rich environment in the interaction process is not just making the environment or the language easier (through simplified input), but requires the student to clarify or seek help. The student needs the opportunity to interpret and negotiate, which means the action of modifying output to arrive at a mutual understanding (Day, 1986).

Wells (1981) emphasized the importance of practice time
for successful language use: reiterative, redundant and interdependent occasions for practice helps students learn to negotiate meanings, an ability needed in school settings. Dudley-Marling & Searle (1991) emphasize that it is use that can help a student take possession of words and that the use must be in a variety of real situations.

**Lexical Aspects of Production**

Although the significance of the lexicon in recent years has been downplayed, there is research that points to its significance in output and input in that it may be the most important aspect of oral proficiency for academic achievement (Saville-Troike, 1984). It may be the driving force in sentence production (Levelt, 1989). Vocabulary errors are the most common among second-language learners and perhaps more disruptive than grammatical errors. Lexical errors may truly interfere with communication, while accuracy in morphology and syntax may make less of a difference in academic achievement (Saville-Troike, 1984). Word perception and use are complex and important issues in output in terms of understanding enough words in real time to follow a conversation or being able to respond based on a particular word or groups of words used in the conversation (Gass & Selinker, 1994). For example, participants in a conversation cannot retain everything in memory and therefore often focus on certain features or lexical items (Gass & Selinker, 1994) on which to base semantic wholeness in the
response. While there is not enough known about how lexical perceptions affect discourse, it is suggested that word familiarity is the key and that work with a range of text will influence the development of familiarity (Gass & Selinker, 1994).

**Activities of Pure Use**

Language acquisition is, in some respects, like learning to play tennis. One must put one's knowledge to work. Watching, observing and understanding are not all there is to learning the game (Gass & Selinker, 1994). Fillmore (1976) in her exhortation for language learners to "get some expressions and start talking," suggests that the development of fluency is the goal in being a participant. This fluency is to be developed through temporary makeshift patterns and accompanying affect to allow for communication through any means possible. The point is that stopping language production, each time one realizes that there is not an appropriate word or pattern in the current language repertoire, could have a critical effect on fluency. Guessing from contextual clues may be a technique that could aid ESL learners, as they are often in situations where the lack of vocabulary limits output. Fillmore (1976) claims there is a close relationship between what utterances mean and what is happening as they are produced (contextual language), which benefits language development. The point is to stretch what you have in speech repertory expressions to
perform communication functions: "make the most with what you’ve got" (Fillmore, 1976). This has important implications for ESL learners who are placed in mainstream English-only classes before they have adequate preparation.

Cook (1991) offers cognitive strategies in evaluating the problem second-language learners have in expression. Second-language speakers have problems in expressing something because of the resources they possess in the second language compared to the native language. Cook offers strategies that operate directly on input: repetition of others’ speech; recombination of what has already been said; transfer what you know from the native language or use the native language form.

In an output environment learners are put in a position that demands compounded linguistic action as they seek to understand and be understood.
CHAPTER THREE: THEORETICAL FOUNDATIONS OF THE PROJECT

This curriculum project to develop language potential for ESL students at RHS will emphasize formats that develop language and thought together, in interactive, collaborative settings that afford maximum output of English, while incorporating and supporting students' linguistic and cultural experiences. The formats need to reflect similar usages to those found in mainstream classes so that students will be equipped to succeed in the school culture. Interactions in the language need to be supported by a positive affective climate that builds trust, confidence and success in the output process. Success in language output in the classroom needs to transfer to interactions within the community for the benefit of students' linguistic competence and social adaptation.

Language and Thought in Interactive, Collaborative Settings

Language and Thought

From Vygotsky's theories I will use the tenet of the interrelatedness of thought and language to develop both linguistic performance and cognitive development by providing situations in which students are asked to conceptualize and communicate via language production. This means organizing instruction so that production follows the natural sequence of language: language responding to the need to express meaning.
Oral Language Development

The importance of spoken language as a requisite for the development of language in its oral and written form and the predominance of oral language as the medium of classroom instruction provide the justification for oral language development.

Word Meanings

Implementing Vygotsky's theories on words and word meanings shaping thoughts in language, the teacher will need to provide contexts for student experience in vocabulary development. These settings need to provide for the contextualized use of words that will be used later, as students are coaxed into performance, in making meaning in decontextualized situations.

Following Saville-Troike's research on the primacy of vocabulary knowledge in oral English proficiency for academic achievement for second language learners, it will be necessary to provide a context for the development of the lexical aspect of language used in academics.

Language as Practice/Play

Sauvignon provides the strategy of language play as practice opportunities in which repetition and slight modifications on words and sounds in a non-threatening atmosphere yields a kind of a rehearsal as students use and reuse chunks of language in stretching their language forms.
Tying Experiences to Concept Development

Classroom activities will be developed to capitalize on the premise that thought has its motivation in meaning; meaning comes as the result of linking the old with the new. The teacher needs to provide settings for the purpose of thinking and concept development in which students are asked to make meaning in relating their experiences to other concepts.

Negotiated Modification

In using text in English that has not been simplified for language minority students, it will be important to remember to plan for opportunities for clarification and modification of language.

Syntactic Practice

Language as representing thought is put into form through successive stringing of words. Time and practice needs to be provided in this operation for students to give form to their thoughts.

Interaction in Collaborative Settings

According to Vygotsky it is interaction on the social plane that gives rise to learning and development. This perspective enables us to see that collaborative tasks requiring thought, language and assistance can provide a set of valuable experiences for students as they master the process of developing their ideas in English. With that as the guideline, maximum opportunities for language use must
be provided in collaborative settings in which language output occurs as an activity with the assistance of the "expert." Teacher assistance needs to be regulated by the developmental level of each student, but within the idea of "full performance" in terms of completed language functions in conversation.

**Question Format**

The model of interaction through the use of questions in extended discourse provides a structure for activating mental operations and oral language response. In emphasizing assistance questions for provoking higher cognitive development and teaching to the upper boundary of the ZOPD, the teacher will need to incorporate these kind of questions into the interactive dialogue sessions.

Researchers provide the justification for using the kinds of assistance questions that provoke mental operations and linguistic forms that go beyond what students can do alone so that they can experience language and thought in ownership form.

**Internalization**

An important aspect in incorporating Vygotsky's concept of ZOPD will be the goal of internalization of not only the cognitive understandings and structure, but also the role of the teacher in questioning and other cognitive operations. The plan will need to provide opportunities for differing levels of self-realization of language and of the procedure
of questioning as students internalize both of these elements. Forman & Cazden provide an internalization by peer collaboration as students model the teacher's role. Cazden suggests that the computer, used in collaborative work, offers a setting for students to work together as they master the dialogue process in thinking out in oral language form what they have done together with an expert. This is practice in an activity that they will often be asked to do in their mainstream classes: develop, compare and analyze ideas. Vygotsky provides the tie between written and spoken thoughts as written speech recreates the situation of oral speech, but is a conversation with a blank piece of paper.

Newman and Holzman provide the concept that internalization may result in variation of meanings which is a healthy form of reconceptualization. Teachers need to remember and respect that as further student language contributions may depend on positive reception of student ideas.

**Instructional Conversations**

As an alternative to a recitative curriculum that often proves ineffective with students at risk, the IC provides a tool uniquely tailored to students needing both critical thinking development and validation of their understandings/world views. Teachers will need to select a thematic focus for the Ics. American education needs the kind of dialogue experiences in thinking that enlarges understand-
ings in a holistic, humanistic way. The humanistic element in current social issues offer apt topics for discussion.

Forman & Cazden (1985) suggest that cognitive conflict in peer verbal interactions enhances the development of logical reasoning when students are asked to integrate differing perspectives.

Scaffolding as a teacher function assists in modeling, feedback, and building cognitive structures. It is important to remember that what is modeled must be learnable by the students in order to be internalized.

The Role of Affect

Building a Community

There is general consensus on the part of researchers that teachers need to address the role of affect in language development. Communication failure can produce counterproductive emotional and behavioral responses. Several researchers have offered strategies for making the classroom a comfortable and productive environment. Dudley-Marling & Searle provide the idea of a positive listening climate on the part of teacher and students; and Barnes (1976) and Cazden (1988) suggest that the structure of talking, listening and sharing in "around the edges" kind of conversation is a bonding element in building community. Gass & Selinker (1994) offer the idea that challenge within the realm of probable success supports students' efforts. Good (1990) suggests that the best way to improve attitude may be to
improve performance.

Cultural Background

Cultural and social factors play a critical role in language development. Teachers need to provide settings where students can experience academic success with cultural integrity as their experiences and strengths are incorporated into the design and performance.

The dissonance in student and school "fit" needs to be lessened by incorporating cultural and language usage patterns into the curriculum and providing for these differences in terms of content material or procedural activities. At RHS, this means a cultural frame of reference that emphasizes Hispanic cultural practices which include language patterns of verbal playfulness and teasing to provide a more comfortable environment for these students in which to interact.

Social Distancing

Social distancing as a result of motivation and fear needs to be addressed in terms of increasing positive social contact through the interaction that is accomplished when the language is learned. Teachers need to find ways to begin the process of reversing social distancing for the linguistic benefits of the students. Activities that incorporate contact with staff members within the fuller scope of the school as an educational institution need to be encouraged. Students need to experience their place in the coun-
Long, Swain, and Ellis provide the justification of activities spent in practice of syntactical forms of output as students gain control over the processing of language. Teachers need to consistently design contexts for the development of automaticity needed with native language speakers. The classroom needs to be a forum for testing out hypotheses about how the target language works through repeated and redundant practice.

Practical methods for encouraging students' production are offered by Fillmore (1976), who provides guidelines that exhort students to make the most of what they have available to begin the process of developing fluency. There are communicative strategies built from what is currently available to them in linguistic competencies. The theoretical foundations for the project, thus form the basis for the following activity principles that guide the project's plan:

1. "Push"/coax students in language production in interactive activities that require conversation in making personal meanings.

2. Provide contexts for positive interaction with school culture: students, teachers and support staff.
3. Take the focus from learning language and put it onto using language.

4. Talk with and listen to students to build a community of shared experiences.

5. Talk with and observe students to gather information relative to language and sociocultural patterns.

6. Collaborate in "full performance" activities.

7. Provide maximum assistance within the performance, reducing assistance as student capability increases.

8. Prepare the performance for the upper bound.
CHAPTER FOUR: DESIGN OF THE PROJECT

The project activities to promote thought and language were developed using the interactive and oral language guidelines as elaborated at the end of Chapter Three. An integral part of the language development activities are the procedures for implementing affective change. These will be discussed first, followed by curricular plans. It is important that this be the order in that changes in the affective environment could have consequential influence on language production behaviors on the part of the students and so are necessarily put in a first place/priority sequence. This is not to say that the affect is "taken care of" with the steps before the language lesson sequence is begun; trust and confidence, as well as solidarity will be elements nurtured throughout the lesson sequences through interactive settings of discussion and shared experiences. The theme and content of the unit/lesson is also designed to provoke personal responses in terms of incorporating student experiences and worldviews.

Changes in the Affective Climate of the Class/School/Community

Physical Changes in the Classroom Environment

The small group setting for the oral activities is to be relocated to the table area in the classroom which, during lunch, is the setting for lively, interactive conversation in Spanish. This move capitalizes on the intimate,
comfortable and expected place for these students to use language in meaningful ways.  

Solidarity-Building Activities in the Curriculum  

"Around the Edges" talk is to be promoted in English in order to build rapport, personalize and show interest in the ESL students and their experiences. Type I, III and IV activities are particularly conducive to this kind of language expression that is spontaneous and very focused on the mood and the moment. The point is to relax the formal production of language and to allow the communicative function of language to build personal relationships.

The teacher and the bilingual aide are to schedule time during the lunch period, prep period or nutrition with students in the classroom helping with students' homework in an effort to see the difficulties they are having with the language and to offer suggestions, strategies and encouragement to complete assignments.

Teacher Information Exchange Through Students, Parents and Other Teachers' Research  

The teacher and the aide need to search for information relative to student language performance and needs in other mainstream classes through informal, teacher consultations. This information can be used to help guide teachers and counselors as they become sensitive to student performance and form a picture of both the situation and the potential of the ESL students. Student strengths and interests need
to be evaluated in order to effectively integrate them into the emerging plan of student-centered conversational activities.

It is particularly important to recognize patterns of dissonance in classroom behaviors that may be resulting from a non-user or a non-knowledge mode on the part of the students, who may be lacking experience or contact with particular language genres, etc. This information needs to be incorporated in the content of the Instructional Conversations and other production activities in terms of subject matter or particular language uses needing to be developed in the student repertory. An important use for such information will be in the establishment of the upper boundary in collaborative language activities, as the teaching must reach for areas of performance that the students can conceivably master without teacher assistance.

Solidarity-Building Activities in the School and Community

The teacher and aide are to contact and consult with staff members to brainstorm ways to incorporate ESL students into the school's culture: ask Associated Student Body (ASB) to create a position of Commissioner for Multicultural Activities or arrange for ESL-produced videotapes of interviews of various administrators and support staff in their daily role and function within the institution, etc. In this way students familiarize themselves with the infrastructure of the school as an institution plus learn to
interview. Student-produced tapes can be useful in orienting new students and also serve as a forum for emerging language skills. This kind of activity puts the ESL student in an authority position and allows for positive relationships, building events that could present both the ESL students and the staff in contact situations where formerly there may have been none or, at best, negative or disciplinary ones.

Key community institutions (public library, Chamber of Commerce, Forest Service, churches, Ski Resort, etc.) will be contacted as to students interviewing and videotaping community representatives in their offices. This will allow for a broader-based exposure for the students, necessary for their sensitivity and appreciation of American community infrastructure, as well as community sensitivity and awareness as to the existence of competent students in entrepreneurial roles of coordinators and directors.

Selected staff members will be invited to come to the ESL class to present personal experiences and views as they relate to curricular topics such as Mother Teresa's acts of selflessness. In this way students will begin to see the staff in a more human light, especially when staff visits include the sharing of difficult situations in their own lives from which the students may gain understandings and perspectives for their own trials. In addition to the benefits the students may receive, staff sensitivity may
grow toward the awareness of ESL difficulties and potentials as they see these students perform on an academic level.

The computer lab manager will be contacted and asked to cooperate in a venture to allow more frequent ESL student access to the lab and more extended assistance from the manager until all students are well on their way to being functional in the lab. Requests for lab use will be done through an ESL student monitor who will also be responsible for lab clean-up and security. The teacher will consult regularly with the lab manager to determine any problems and evaluate with the manager any revisions to the program. This close cooperation of manager, teacher and students is intended to widen the circle of student/staff contact as these students are presented in academic roles of writers and language producers, as well as to widen the circle of student involvement within and usage of, the school facilities.

**Curricular Procedures for Student Language and Cognitive Development**

Each activity level presented in this project includes a discussion format, a text and product. The oral activities are grouped by type and explained below as are the text selections. For some activities the oral discourse is the product, for others a second feature is involved: writing as a student collaborative computer lab assignment. Here oral language through questioning and talking out of what
was modeled in the group discussion becomes the practice for the writing activity. Each of the three activities is in a small group setting where there are opportunities for negotiation of meaning with native speakers. Each activity involves output use of the language on the part of the speakers and, on the part of the listeners. There is receptive and intake practice. The catalyst for the activity is a text (predominantly written), at a level comparable in semantic and syntactic difficulty to the English language level of high school textbooks. The collaboration is with students and teacher in imitating processes used with the teacher. The teacher’s role in the collaborative process is in providing a scaffold to assist in cognitive structuring, modeling, instructing when necessary, and providing feedback. The activities are "full performance" in terms of holistic use of the language and completeness of discourse: words used to form thoughts used to dialogue in discussion opportunities which contribute to deeper understandings.

Type I Activity: "Around the Edges" Talk (Emphasis on the Affective Component)

These are unplanned, spontaneous opportunities for communicative exchanges. They are an informal opportunity to hear and practice contextualized language. They are not part of the lesson from the students’ standpoint, yet are very important to increasing practice opportunities and building community. The point is to have contact through

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listening, responding, using non-language communicative devices (smile, nod, intonation, etc.). This kind of talk supports and contributes to beginning efforts on the part of some students and contributes to increasing flexibility and ease with the language on the part of more advanced students. An example on the part of the teacher would be: "I saw you in the village yesterday afternoon. I didn't know you worked at the hotel?" or "I need you to go down to the counselors' office and deliver this message." It is intentional to make comments or requests of students in order to begin the process of social interaction within the classroom and school. Mistakes in grammar and pronunciation are neglected; the attention is on the communicative content and on eliciting some form of oral language response.

Type II Activity: "Pouring Back and Forth" (Emphasis on Concept Building and Integration)

These activities are a kind of precursor, a "greasing of the wheel," to extended discourse activities in Type III and IV where discourse will center on a longer text more like what they encounter in their history, economics and integrated science courses. The purpose of group II activities is to gain some automaticity in word usage, syntactic arrangement, and making meaning, rather than going further to cognitive structuring. It is practiced in explicit overt formulation of language. This is not a question and answer session; it is thinking aloud with hesitation and changes in
natural occurrences as students choose and use words for meaning. The point is to give some practice in developing word meanings as the activities are more contextualized than Type III and IV. This is also an opportunity to tentatively explore the beginnings of ideas. The meanings involved may be simple but the purpose of the practice is to improve vague, inexplicit speech to more precise, recognizable patterns of English usage forms. The text involved is relatively short—a statement (even social cartoons with no language), a bumper sticker, slogan or song. Relatively little textual "digestion" is needed before a student is able to have understood the informational elements so as to be able to respond. Here, "use what you've got" means informational use, because the nature of the topic is universal and by the high school level, most students have had enough life experience to have formed opinions. This leaves time for the student to focus more on the production of the language, and less on the meaning content.

As an example of Type II activity, students may read one sentence proverbs or sayings as in "Make new friends, but cherish the old" or "Give people a second chance, but not a third." The point here is to provide practice in both syntactic arrangement of the words and in usage of words that, while possibly understood in a passive form, may not yet be under their control in oral usage. It is a linguistic work-out of sorts but with shorter and simpler goals in
terms of cognitive structuring. Most activities of this type were chosen for their contextualization potential such as the recipes and food tasting lessons.

As these activities are opportunities to develop vocabulary and terms, the teacher may chart words generated by students in speaking about the related activity. Putting words on a chart keeps them within student view and focuses attention on a product that is done collaboratively. As words become available, the teacher may ask students for related words, opposite word meanings, or grouping of words. The point is to "pour back and forth," to get the words spoken and used to the extent that words in their contextualized meaning become familiar so that they may then play a role in later higher-level discussions, without interrupting meaning as students seek to develop ideas.

Type III Activity: The Instructional Conversation

This activity is student-engagement in discussion, reflection and concept development. The point is to form, express and exchange ideas, while focusing on interpretation and personal meaning-making. It is a more complex cognitive activity in that the text material is thematic and more decontextualized and calls for structuring, generalizations, organizations and justifications. The text material is not recounted or reduced to repetitions of details. This activity is to invoke ties between the text and the students as they struggle together to make meaning and interpretations.
of the text.

The structure is taken from the Experience-Text-Relationship model: hook into what may seem a likely source of tie-in for the students and elicit from them ideas or words that could draw them out in providing what will be the schemata and background information to open the text phase. It is the connectedness of the discourse from the experience stage to the text stage that provides the unity for the transition. The teacher may elicit and incorporate student input that can lead to disagreements between individuals which therefore can form a basis for such complex cognitive steps as opinion justification, negotiation explanations as students search for words to support and defend their ideas. It is both a cognitive and linguistic work-out then. The attempts at articulation and clarification should stretch the students' present language ability. We are looking for the upper boundary for each student. The group stays related to what students are trying to say, helps them to get the message articulated, all within the thematic goal imposed by the text.

The text selections are related to a larger framework of social issues and as student interest becomes evident, extended focus on a particular theme can continue. There are more text selections available than will probably be used, in the event certain issues prove effective in perking students interest in further similar text. There is inten-
tional variety in the selection of text prompts, such as newspaper articles, stories, and songs.

Scaffolding occurs through several methods beyond pure linguistic help in word fill-ins: help with questioning strategies; pulling together the resulting input from the students; redrafts; repeats of old material to establish ties between old and new topics, etc. Teacher participation drops as student contributions increase.

Type IV Activity: "Friendly Conflicts" or Mini-Debates

This is an activity where the teacher has limited discourse involvement, as it is the students who attempt to convince other students to think about an issue the way they think about it. Students integrate their ideas into a convincing argument supporting their point of view with a thorough thinking-out of the argument. Words become the convictions. This provides practice in higher levels of thinking such as analysis, synthesis and evaluation, plus an exercise in ownership of both words and ideas. The students are divided into two (or possibly three) groups, and given time to talk among their separate groups to develop justifications and illustrations for the positions they will take. The debate is used as a second-level language activity for those instructional conversations that have been successful in terms of eliciting divisions of opinions on the part of the students. The procedure is relatively simple, with reciprocal turn-taking regulated and focus fixed on meaning.
made by the previous speaker. Someone offers an opinion, or conclusion with justification; this is critiqued, disclaimed or accepted and returned as the process builds to more explicit formulation of meaning. The focus is on concepts. It is active cognitive reorganization and it pushes students to focus on the meaning of their statements. Discrepant perspectives have to be integrated into one's own perspective, which is communicated and "owned" through the speaker's use of words.

Scaffolding can come in the form of rephrasings or requests for more information from the students, rather than any personal relationship comments from the teacher. This is students' thinking and they can pursue their own line of reasoning and can argue their own points of view. They are not relating to a text directly, although their ideas have been developed by the previous work done in the Ics. This integrates literate with conversational language use and is probably more like the language use patterns they will become familiar with at RHS as they participate more and more in mainstream class oral activities.

In the process of their internalization of meaning, the students share their experiences and the group members are able to appreciate and understand one another. As an example, consider Claudio and Gerardo's position on family size and need for limitation. Both boys share experiences and the group is able to relate to their position:
C: Wise, my mother and my father... does not have to tell me that... how many kids I have to have... I know that... just have to have two... just basic... I know how life is and...

G: You see my mom... I have five brothers. My mom is always work to feed us. She work hard.

C: So, I have advice from you... my friends... I know what to do. I don't want my kids suffering.

or Juan’s clarification on the difference between Americans’ giving of donations and Mother Teresa’s work with the poor:

J: Because when you... Maria writing the check... she’s doing with her mind. She does that uh... Mother Teresa, she doing that with her heart. It doesn’t matter what going to happen with her. She doesn’t think about her future

or Yancy’s relating of the Mexican overpopulation with India’s poverty:

Y: Isn’t this the same problem with the kids... in... whatever... with Mother Teresa?

or Olga’s internalization as she evaluates the stereotype of American friendliness:

O: You know I think the difference it’s very clear because in my country everybody is very friendly. They... When I came here I experienced that if somebody wants to talk to you and you talk to him or to them and the other day they, they don’t know who you are. So you say "hi" and they me..... and I say I have to still going ahead, working hard and no matter what the people say to me if I gonna speak the language good or not. Hey, I feel very good with myself because it’s another language that I’m learning.
Type V Activity: Collaborative Writing

This peer collaborative activity is a mutual task that takes place in partner groups at the computer. The students work together and produce a writing that neither could produce alone, as they are asked to integrate their ideas and strengths. It requires cognitive and language collaboration. The students take on the role of writer and questioner as they have experienced those roles in the classroom with the teacher as the most frequent questioner. They write about what they have spoken and discussed as a group, selecting features, reconceptualizations and understandings to extend their ownership of the group’s former verbal activity. While this is not an internalized process yet, it is a next step toward self-actualization of an external activity. What was done as a group in discussions in terms of conceptual and linguistic material is being put into written form in partnership with another student. It involves conversation with two people to decide what to input onto the computer monitor. The easy viewing of monitor print for both partners makes this an ideal activity in a collaborative setting.

Scaffolding comes in the form of (1) prompts or broad questions to be answered. As an example, "What do you think are ways that racial tension in southern California can be reduced? Are there any lessons for us in the relationship between Mrs. Ochoa and Mrs. K?" (2) structure for paragraph
development. As an example, paragraph 1: how the women became friends; paragraph 2: ways these techniques could help our present situation.

Social Issues as Themes for the Activities at ESL Levels II and III

Social issues is the general discussion genre, chosen because of its relevancy to humankind, in general, and, consequent inherently interesting content to people. Everybody has opinions and experiences about people. Social issues elicit experiences and feelings that need to be released. In that sharing atmosphere, others may experience connections to attitudes that may create avenues of discussion for the improvement of the affective climate.

The units to be developed are within the concept of "America as a People":

1. Native Americans - their place in America’s history; their worldviews, interpretations of the world; difficulties as a minority race, historically and currently; interaction with Anglos, including the difficulties of sharing the country.

2. Current American Social Landscape - American values, lifestyles, composition, with emphasis on the community in which the students live so as to be able
to provide lots of examples in context.

3. Multiculturalism - The changing face of America - Multiculturalism in past and present, difficulties on the part of immigrants and citizens, reasons for immigration increase, etc.

Students encounter such topics in their history, economics or integrated sciences classes, or in news reports on television and there already may be, therefore, word familiarity or concept familiarity. Many texts are taken from newspaper articles that deal with these issues in a long-term perspective. Some articles have photos that help in instant communication of topics. The issues are current, part of today's world, and many speak to situations immigrants might encounter in terms of having the need to develop these issues in their own minds. They afford contrastive possibilities between cultures; immigrant students have experience in two cultures that provides material for rich cross-cultural analysis. Current American social issues as text offer the opportunity for students to work out verbally the frustrations or distancing they have experienced in American society. They can speak their mind while developing other perspectives, and integrate the old with the new in the context of these real situations. And perhaps they can gain some information about how the United States works that could help them in adaptation to a new culture. In
this way language development activities can serve to promote both intellectual and emotional growth as students talk out issues affecting them. If they have the time to talk and people who are interested in hearing them, perhaps some redirection of hostilities could occur, yielding more positive responses to their problems as immigrants.

Native Americans - Contributions, Life Style and Values

This theme provides students a chance to explore the Native American experience in the scope of the present and historical American landscape. It looks for differences and similarities in culture, food, life-style and values. It can be a sensitizing experience to minority groups as well as a way to relate to the issue of social distancing.

Level II:

Texts: Poster on "Indian Prayer"; Two bumper stickers

Cooking experiences: Anasazi Beans, Mesquite Punch, Pinyon Muffins

Food tasting: Chia seeds and agave plant

Poem: "Being Indian"

Music: from Indian pow-wow and song "Imagine"

Videos: "Maria’s Pots;" "How the West was Won;"

"Ishi, Last of His Tribe;" plus two others on individual tribal experiences between 1800-1900

Level III:
Current American Social Landscape - Divorce, Crime, Medical Care

This theme provides some insights into American culture, values and current issues. It gives students an opportunity to question and explore the environment where they are now, providing also opportunity to vent possible frustrations. There are rich contrastive possibilities between this unit and the previous one.

Level II:

Texts: Five bumper stickers; many cartoons on such topics/issues as conspicuous consumption, the body beautiful, junk food, violence in society, crime, addiction, overcrowding of cities

School bulletins re: Prom, School Rules, Sexual Harassment, Understanding RHS, Career Center, etc.
Level III:

Newspaper articles on the following topics: American dating; abortions; work welfare reform; school uniforms; TV and film violence; job creation to cut crime

Multiculturalism

This topic develops the theme of love, respect, friendship and eventual easing of tensions as a result. It takes into account population trends and implications for society. It is perhaps the most decontextualized of the three themes and therefore could lead to some interesting discussions as students take in different perspectives as presented by the guest speakers from the school staff and as presented from historical readings on the first two themes of past and present America.

Level II:

Texts: Four staff guest speakers to present an experience of love and selfless action

Songs: Cecilia; Help! I Need Somebody; Love Me Tender; Sound of Silence; You Are My Sunshine

Level III:

Texts: Beauty and the Beast: adapted version; Beauty and the Beast: Two videos—Disney & Cocteau’s original

Newspaper articles about Mother Teresa

Current newspaper articles on the following topics:
American dating; US refugee policy; illegal immigration; Mexican population explosion; immigrant smuggling; racial tolerance; acts of selflessness
CHAPTER FIVE: EVALUATION

In assessing student oral language improvement, it is difficult to separate the influences of oral language activities from those influences that resulted from procedures to improve the affective climate of the classroom. They were intertwined, with improvements in either area having benefits in the other. Dialogues and discussions that were completed and comprehended raised the level of student confidence in their communicative competence. This self-confidence affected the volume of language production which, over a period of six weeks, became noticeable, as well as a change in quality of language production. Practice yielded results as students attempted to engage themselves orally. This oral engagement generalized to their non-ESL classes and in turn, altered staff attitudes toward ESL students.

Language Production in the Classroom

A sense of community was built from the curricular activities which gave us as teachers and students shared experiences. We came to enjoy talking because we came to enjoy each other. We had reason to talk to each other. There developed a kind of comraderie, evident in the acceptance and even support for each individual’s ideas; this was also evident in the linguistic assistance and tolerance for one another as students struggled to make meaning. There were fewer distinctions between language that was used socially, as in Level I activities, and language for the
curricular activities of Level III and IV. There were fewer boundaries of "class talk" and personal talk. The transitions between activities became more natural and language less staged as students felt more relaxed and comfortable in our community of speakers. The classroom took on an identity as an advocacy center for these students, as more and more the students looked for guidance in strategies to help in their mainstream classes and with the many other problems immigrant students have. Having heard four staff members share personal information about their lives, the ESL students had contact on a more human level with these individuals, which may have been the "loosening" ingredient that helped to build rapport with a wider circle of RHS staff.

**Beginning the Conversational Work**

As we began the project to use oral language to its maximum potential, there was tension around the table; Claudio almost always put his head down and Araceli took a student desk on the side. Drawing students out to respond to assessment questions was not too hard—-one of the students would finally answer, but real Instructional Conversation type dialogue followed attitude change. Attitude change came slowly and developed slowly as students experienced success in having language represent themselves. A good example of the students coming to ownership of their words was a dialogue situation where the one Vietnamese student's impatience with the logic of what the other stu-
dents were trying to say, forced the Hispanic students to clear up their imprecise, contradictory statements. They needed to focus on the content of their statements in relation to what was being counter-argued in order for the credibility of their views to remain intact. This is evident in the following excerpt:

Excerpt from an IC on Population Control:  L = Luis, R = Ronnie, J = Juan, T = Teacher, Y = Yancy  (Luis, Juan and Yancy are Hispanic, Ronnie is Vietnamese)

L:  We are in the 90's and like kids from age 15 or 16 they already have children. They don’t think about it.
R:  So if they don’t... if they don’t think about it, why shouldn’t I let the government decide on how many kid they should have.
J:  Because they own... they have to do nothing with family you have to think yourself.
R:  But like... is like...
J:  By yourself. Not to go crazy, do something, have children with one woman and children with the other... You have to think and better think long time before you have... You won’t
R:  I don’t get it. This one is saying they should think and this one is saying that...
T:  Ask them. Ask him what exactly he is saying.
R:  Now, well what you mean by that? Your partner say that they think... they don’t think when they do it and all that and so then you say they think. What is your point?
J:  They don’t think...
Y:  (In Spanish to J)...
J:  What I’m saying is that you have to set down a long time and think about what you’re going to do. And not like have children and children and what they going to do when they born.
After the group became accustomed to the IC, it was evident that certain students made exceptional progress. I have selected portions of transcripts of three students' performances, in order to highlight individual growth linguistically and affectively. The segments will include a short background review to explain the varied educational levels and motivation orientations of the students. All student names are fictitious.

Jose

Jose, a quiet "bookish" student, came from Guatemala six months prior to the beginning of the project to live with his father and stepmother. He spends time alone going through the bookshelves in the class, looking for Spanish or English language books. He is small, introverted, and interacts minimally in the classroom with the Mexican boys. He does not like America and expects to return to Guatemala. His Spanish language level is age- and grade-appropriate; his science and math skills also reflect the consistent schooling he has had in Guatemala. He communicates with the aide in Spanish if he needs help with his school work. For a period of two weeks he stopped going to math class, moving unnoticed through the hallways, because he did not like that class.

As for all students who do not have an English language basis before beginning academic classes, Jose has had the immense task of learning the language while mastering the
curricular content at the same time. Jose has, fortunately, a well-developed literate background which has been useful to him as he builds his language base in English. His quite astonishing and thorough reading of the class set of the bilingual books has probably helped him to recognize many cognates and thereby build a passive vocabulary, which he activates for writing. He knows how books work in delivery of information and appears to be able to easily focus and use text material. Initially he was reluctant to come to the table for discussion but did join in if only at a desk's distance away. Students accept his presence and do not expect him to participate verbally.

Example 1. Follow-up on a group cooking activity of Anasazi Beans. After a Level II cooking activity which was a contextualized lesson to develop some food vocabulary and familiarity with terms we would use later in discussing an Indian legend in an IC, Jose wrote this paragraph (which was a Level V activity). During the cooking activity he did not speak in sentences. He answered a few questions with simple "yes/no" answers. The impression was that he thought the activity a little bit embarrassing. He was not willing to chop the onion or do the other preparation tasks and looked a little skeptical as to our efforts. He did taste some of the beans. The next day the class went to the computer lab to work together writing about the previous day's beans. Jose did not want to work with a partner at the computer,
and he was allowed to work alone. His paper follows:

**ANASASI BEANS**
Today in the english class we learn how to cook "Indians Beans" this "Indians Beans" are delicios but have a diferent flavor than the "Mexican Beans" and my opinion the mexicans beans are more delicios. Because I Think the indians beans don’t have any taste. and I don’t really like it, or maybe we didn’t know how to cooked.

The paragraph demonstrates a sophistication of understanding. It reflects the general discussion at the table: the kids enjoyed tasting the beans, but decided they were not quite right. He is correct when he said that we possibly did not know how to cook them. The teacher forgot to bring the garlic as called for in the recipe on the package and she lamented that fact several times. This indicates Jose followed the conversation quite closely. Of course, the language in the conversation was highly contextualized, but not necessarily the comment about the garlic. This may indicate Jose understands at a very developed level relative to his length of residence in the U.S. What is interesting in his writing is the syntactic use of words. He seems to arrange the words adequately and thoughts are hooked together with conjunctions. The paragraph is very comprehensible. He not only relates facts, he gives his opinions which was what the directions to the students included. The point here is that Jose is capable of expressing his ideas in English but has not joined in the group activity which could develop his oral fluency. He remains for the other students
Example 2. Level III Discussion on health and activity. The class has just read an Indian legend: Mana-zabo and the Syrup Trees. The teacher uses the story as an opportunity to engage the students in a discussion about the various facets of work and laziness as it is presented between the lines in the Indian legend about an Indian who becomes fat and sluggish when life is too easy and food is too plentiful. She is trying to have the students develop this relationship in terms of the activities that the Indians are doing or not doing:

Excerpt from an IC (J = Jose, T = Teacher, S & Y = other students):

T: What does this story tell us about exercising? Is there anything in here?
S: They don't do it.
T: They don't do it?
S: They go ...to eat the things... They tell us to do the bad things.
T: What do you mean?
S: They could just go to the village and pull the trees and lay down.
T: And what weren't they doing when they were laying down?
Y: Moving
T: How did they normally move, these Indians, during the day?
Y: Finding food.
T: What else did they do?
J: Hunting.
T: What else?
J: Fishing.
T: What else?
Y: Fixing the field.

This sequence in the conversation is the first time Jose took a turn at dialoguing. Perhaps he took the cue
from "Y" in using the -ing form of the verb, which could indicate he was listening very carefully. In the text of the legend these present participle forms are used, which would have been highly accessible to Jose considering his facility with written text. There was no hesitation in the conversation when he made those two comments; they were natural additions. Jose is a small, athletic young man and he may have some experience with fishing and hunting which might explain their automaticity in usage for him and/or his willingness to enter into the conversation when it has interest for him. The point here is that his contribution orally came in group work when the group needed additional input for completion of the question.

Example 3. Level III Discussion on a second racial discrimination newspaper article. In this conversation the group was discussing racism in the U.S. which followed a newspaper article text. The theme the teacher was hoping to develop was the concept of racism as it exists in all cultures so that students could put their experiences here in some sort of perspective. In previous discussions with the class the teacher realized that the students had a fairly simplistic view of racism. The goal was to help students understand various facets of racism and to see it in a more complex and differentiated light, especially as it exists in other cultures. Jose's comments show a real struggle to get out the words but they are in sentences, thoughts. It is
weeks after his comments in Example 2 and is the first time he has used sentences with the group. There was one other girl from Guatemala present; her oral language competency far exceeds Jose’s. She appeared to know the importance for Jose that he was contributing at a much more advanced level and only later, after he has made his major contributions, does she add many more concepts of the Guatemalan culture.

**Excerpt from an IC** (T = Teacher, J = Jose, S & E = other students):

T: the racism, if you want to call it racism, that you think you see on the part of the Guatemalans toward the Indians, is it like the racism the Americans have toward the Hispanics? ...Is it better... worse... more intense, less intense? ...Could you tell us a little bit about it? (Teacher has hesitated to give students time to respond. She also modeled some possible comparisons because there were no responses.)

J: Is more intense here. (This exchange provided the opportunity to peruse the theme and Jose’s contributions to use background knowledge and experiences.)

T: More intense here. ...Why do you think so? ...Give us some ideas. You’re doing great, Jose, by the way, I’m so proud of you today. Some exam... (The teacher is providing time and modeling some avenues he could use, as well as positive feedback on his performance.)

J: I don’t know how to say?

T: You don’t know how ...you don’t want to (Teacher did not understand his words.) ... What do they do? What do the Guatemalans do to these Indians that makes you think that the Guatemalans are racist? Do they hit them over the head? (Laughter at the table. This lightens somewhat the focus on Jose as he is groping to respond.)

What do they do?
(This question is directed at Jose and is a deliberate attempt to get him to give us information as we are all interested in both his answer and in the fact that this is Jose talking in participation levels that are new for him.)

J: They... treat like the Americans treat the Latins.

T: Like what--the behavior... the look? ...the attitude?

J: Yeah... the rich ones who treat bad these people... they look bad... hungry... because the doesn't like them because they only for their last names... they know they are Indians... they treat them bad...

T: Why? ...is it color? ...Is it color?

J: Yeah...

T: It's the color--just like what Sergio was saying. So the Indians...

J: The color and how they dress.

S: Mostly the way they dress.

(15 turns later)

T: It's not as bad as here... Can the Indians get good jobs?

E: Yes, if they're smart... they...

J: They... but...

T: They what?

J: They are smart.

T: They are smart?

J: Yeah.

E: A lot of people...

T: A lot of Indians are smart... Do they go to school? Do they do good in school?

Jose had some information to share; he was questioned, waited for, but cannot quite put into words the second part of his meaning. It is at this point that E enters with much more information. Perhaps she waited to give Jose a chance to verbalize what he could before proceeding. The point is Jonathan is activated into participation, valued for his comments and helped, through the sensitivity in the group,
Example 4. Discussion on overpopulation. This next example happened during a Level III activity relating to the theme of overpopulation from a newspaper article on Mexico’s population explosion. Jose is activated into verbal activity in defense of the concept offered by Y that abortion may not be the same thing as killing:

Excerpt from an IC (T = Teacher, J = Jose, A & Y & S = other students):

T: How would that make a difference in the city?
A: Yes. I think that the problem is that... the... they get a lot of things on TV and show and radio, you know.
T: An abortion--what’s the difference between abortion and killing a person?
Y: An abortion is the baby is... like not fully grown. You destroy it. And killing is when you kill it when it’s alive.
T: OK... The difference between abortion and murder...
J: Same thing.
T: OK... Talk about that.
J: Because when the baby is in the...
S: Stomach
J: Stomach with the mother is the same thing and the pain is same.
T: Did you understand that?
S: Yes. When the baby is in the stomach they feel the same pain.

(7 turns later)

T: Does the government have the right, or is it a human, personal thing? Jose?
J: Sometimes
T: When, what times?
J: They, they have rich family. ...they can have more... more children. But when they are poor, no.

In this excerpt, Jose is aided in vocabulary by a classmate.
He is using longer sentences with more words. "S" rephrases slightly Jose's comment—it is group work now in that support in the form of linguistic input is being offered by those who are following and are anticipating his needs. The teacher's last two questions are deliberate attempts to see how far he will go.

Example 5. Level V Activity: Writing collaboration on individual versus government right for family planning

Partner work at the computer where students are to integrate their ideas on individual's rights versus the good of society in the form of a shared responsibility paper. A two-day Level IV activity has preceded the computer work and there has been opportunity to question and listen to various viewpoints. When students have participated in such discussions, their writing demonstrates a greater sophistication and depth of understanding. Much of the vocabulary drill has already occurred and the focus for the writing becomes mainly meaning oriented, as the students find words for their opinions. They need to consider various perspectives, difficult because they need to balance a number of potentially conflicting elements. Writing is a good way to determine whether students have actually learned something from the group's activities and can, consequently, express their understandings. Jose has agreed to work collaboratively with Juan.
DOES THE GOVERNMENT HAVE THE RIGHT TO TELL PEOPLE HOW MANY CHILDREN THEY CAN HAVE

YES THE GOVERNMENT HAS THE RIGHT TO TELL THE PEOPLE HOW MANY CHILDREN THEY CAN HAVE, BECAUSE THE POPULATION HAS TO STOP GROWING. THIS IS TRUE FOR ALL THE PEOPLE EXCEPT THE RICH'S FAMILIES, BECAUSE THEY HAVE THE MONEY TO RAISE THEIR OWN KIDS. THE POOR PEOPLE DON'T HAVE THE MONEY TO RAISE THE KIDS. THE GOVERNMENT HAS TO TELL THE POOR PEOPLE HOW MANY CHILDREN THEY CAN HAVE, BECAUSE THEY DON'T HAVE MONEY. MAYBE THEY CAN HAVE ONLY THE CHILDREN THAT THEY CAN AFFORD.

THE GOVERNMENT SHOULD MAKE LAWS TO PREVENT THE SITUATION WHERE THE POOR WOMAN IS HAVING TO MANY KIDS, BECAUSE THE POPULATION IS GROWING TOO FAST. THE GOVERNMENT HAS TO MAKE RURAL SCHOOLS AND HOSPITALS. THE GOVERNMENT HAS TO REALIZE AND ACCEPT THE SITUATION WITH ALL THE COUNTRY. THE GOVERNMENT AND THE PARENTS HAS MEET TO DISCUSS THE SITUATION, LIKE GIVING CONTRACEPTIONS AND TALKING WITH THE LITTLE KIDS. NOT TO HAVE A LOT OF CHILDREN, TO KEEP THE POPULATION GROWTH SLOW. THEY HAVE TO START TO LEARN IT IS NOT EASY TO HAVE A BABY IN THESE TIMES.

THERE MUST BE SOMETHING TO CONVINCE THE PEOPLE THAT THEY DON'T HAVE TO HAVE SO MANY CHILDREN. BUT MAYBE IN TEN YEARS WE CAN DO SOMETHING, BUT FOR THE MOMENT NOBODY CAN DO ANYTHING ABOUT IT.

The combined effort paper shows ideas and conclusions supported by detail and perhaps a real depth of comprehension of the problem in the last paragraph, where the point is not hopelessness, just validation of a situation that cannot be reversed quickly. It was Jose's contention during the ICs that the population problem was insurmountable on a short term. His partner's contribution is reflected in the
ideas relating to positive steps that need to be taken to
effect change in the new generation. The two students
discussed their writing in Spanish initially. Jose did the
typing at the computer and his partner supplied many of the
vocabulary items they needed as they progressed toward
completion in English.

Araceli

Araceli had moved to Texas shortly before completion of
her junior year. The family had decided on that move due to
the potential of the job market and the probability of
cheaper housing there. Three weeks into Araceli's senior
year she found that the Texas high-school graduation re-
quirements could not be fulfilled within her last year at
the high school. The family decided to send her back to RHS
to finish there as all her RHS course units would count. At
the beginning of her senior year, Araceli found it difficult
to catch-up in the new courses after the month's progress
the classes had made in the subject matter, which may ac-
count for some of her dour attitude. Arrangements had been
made for her to live with an aunt, which was not an easy
thing for Araceli, considering the aunt's older age and
inflexibility with a somewhat Americanized great-niece. The
aunt's home was quite remote from the school and required a
long bus trip and then a 40-minute walk on foot.

Historically, Araceli had not participated fully in the
class routine. She usually sat in the back of the room,
responding only when questioned. She often came late to class, moving slowly to her seat.

As the oral language project began, Araceli was already being tutored by the aide, especially in her social science class where she was asked to prepare written essays on a variety of topics. She was at a low class standing and at risk of not passing that class. She was also concerned with the Writing Proficiency Exam needed for graduation. Through a series of teacher consultations, there developed a better understanding of her problems in terms of time need for text reading and response. It was evident that her vocabulary recognition level made both reading and writing difficult at the textbook level in the mainstream class. Both the aide and the ESL teacher worked with Araceli during teacher preparation periods in modeling techniques to read materials, formulate self-questions to check on comprehension, analyze and synthesize understandings, and to restate material in her own words. It was emphasized to Araceli that she should make a major effort to participate in the ESL class oral work as the project had as a goal just the kind of language practice she needed to improve her skills. It was during lunch and after school also that many of Araceli's problems with her aunt and her frustrations with the school system were expressed and listened to. Her move to Texas had been enlightening in terms of her exposure to a school system with bilingual and sheltered classes for
language minority students and she expressed her frustration over not having had those opportunities at RHS. Nevertheless, she wanted to graduate and came to accept the volume and difficulty of her school work. The ESL teacher arranged with the computer teacher to transfer Araceli to the teacher’s preparation period so that Araceli could continue working on her computer skills but do so in aiding the teacher, which was agreed as partial repayment for the after-class help Araceli got on a regular basis. It was her idea to somehow repay the teacher and through this closer and mutual help, Araceli came to a relaxing of her standoffishness and a development of a trust relationship that included joking and verbal play. Humor and teasing extended to the adults in the ESL classroom.

Example 1: Excerpt from and IC conversation relating to an Indian legend (T = Teacher, J = Juan, A = Araceli, L = Luis): Here the conversation begins with the teacher questioning in general terms; Araceli is participating, quite unlike her usual quiet positioning in the group. Several turns later the conversation take on a personal tone and there is a challenge to the teacher’s statement about her being responsible and punctual. It is a light-hearted teasing that draws Juan into the dialogue and finishes with the teacher including two of the other students in the teasing exchange. Luis, the habitually tardy student, relieves himself of any guilt with the striking comment.*
about sugar. It is apparent that laughter follows what the students and teacher recognize as uncoverings of personality characteristics that were acknowledged and accepted in each other.

T: Is there a right way to live?
A: Yeah, you have to own your own food... to work, so that you can own your own food.
T: What do you mean "own?" (The teacher mistakes "earn" for "own," but the explanation is attempted in other words. Araceli often would stop talking if she was not understood, rather than rephrase as she does successfully here.) Explain that.
A: If you wanna eat you have to work for it. Don’t just lie there.
J: You have to find your own food. You have to go and buy or gets the food but you... you don’t... wait til somebody brings your food.

(7 turns later)

J: Stay in your bed and sleep.
T: Stay in your bed and sleep. Do I stay in my bed and sleep? I’m here at 7:05 every morning.
A: Sometimes
T: Sometimes I just sit there?
A: No, sometimes you get late.
T: How do you know that Araceli?
A: Last years... when... yeah, because I saw you... and last year like when you pass. Like last year when you pass, outside the room.
T: Me?
A: Yeah, you... (laughs)
T: What does that have to do with lying down in bed? Do you think that’s why I’m late? I have a pine tree above my head? I turn it on... ahhh....
J: You make a little hole in the soda and you bring on your soda.
T: I’m addicted to sugar, aren’t I?
A: No, servant.
T: I have a servant?
A: Yeah.
T: What does the servant do?
J: Get your food in mouth. Put your food...
T: Do you have that servant too?
J: No.
T: How come you're late Juan?
J: Huh... I'm never late. (laughter)
T: Well Luis, how many servants do you have? You must have more than one. (laughter)
L: I have no sugar Mrs. Hanneman

The humorous comments that are made indicate the students have understood the legends and are extending those understandings to their situation, here as joking. The Western concept of the natural environment as a servant, rather than the Indian interpretation of nature as holy, had been discussed prior to these comments. Luis' comment about not having sugar relates directly to the story's meaning of an abundance of sweetness/sugar causing a physical laziness. Imbedded in the humorous comments are extensions of both understandings and vocabulary items. It is more than a "pouring back and forth" of words; this is using language to represent oneself, in a possibly more comfortable pattern for these students. The class bell rang right at the end of the conversation and yet all students remained in the class enjoying their relatedness and the coup of their English communication.

Example 2: Excerpt from an IC on a newspaper article on population control (T = Teacher, A = Araceli, J = Juan): Araceli is increasingly taking part in the conversation in serious dialogue form, rather than in a humorous vein. She
has difficulty producing words rapidly maybe from a lack of oral practice, but she shows evidence of good comprehension in her comments relating to the conversation, although there is some discontinuity toward the end due to her late response. The point is that Araceli is now practicing and is interested to the point that she completes her thoughts into communication.

T: Where is the problem according to this article... what part of Mexico?
J: Towns.
T: Not the cities, but the towns.
J: They should reduce children.
T: Mexican families should stop having children. (This is correction of Juan’s use of English.)
J: There’s the one thing that going to continue giving and making the job available.
T: It’s your age people—your generation—in Mexico that are going to get out of school and going to need jobs and money. (Teacher thinks there is a misunderstanding about Juan’s comment and so adds this information relating children to jobs.)
J: They don’t have a job they going to... (Juan does not finish his statement. Teacher repeats original question hoping to direct attention from the population problem in general to the population problem in smaller towns.)
T: Where is the problem according to this article... what part of Mexico?
J: Towns.
T: Not the cities, but the towns. Why? Remember yesterday we talked about it a little, about the question why more women have babies in the towns...
J: Because they don’t planning... ummmm... all going to happen in future because they just... they just having babies.
T: Why would that be so?
J: They don’t have a chance for planning.
T: You mean they don't have a form of contraception (Teacher offers possible answers as a model.)

J: No...

T: They can't get it from the government.

A: I think that they have... ummm... they have that tradition that, you know...

T: The tradition that...

A: Yeah, that still the womans, the Indians... or whatever... they used to have like a lot of kids so that's like a tradition that they don't use to stop.

T: So it's a tradition to have a lot of children (A modeling of correct semantic formulation)... Why would...

A: They keep the tradition. (Araceli uses herself a phrase that was used in the previous day's discussion.)

T: And why do they keep these traditions in the little town, do you think?

A: Because it's more small and they don't hear about things from the cities or something.

T: Good. Things from the cities. What could you hear about things from the cities that might change tradition? How could the cities be changing traditions?

A: They work harder. (The comment is not developed to tie in logically as an answer and Araceli does not offer more information, although the teacher suspects she understands but is not offering a verbal representation of her thoughts.)

T: What happens when a woman and a family live in a city that's different than living in a village? What could be different?

J: In the town they got their own jobs. They don't worried about their jobs they get fired or that they think they got they got their own jobs.

T: Because they work for themselves they work on a farm or plant crops. OK, but how about the city--contrast that with the city.

J: They have to find jobs and they get fired. They going to stay a long time without jobs.

T: Yeah, and what would that, what kind of influence does that have on the family?
J: They going to fell down because they don’t have money.
T: How would that make a difference in the city?
A: Yes, I think that the problem is that the they get a lot of things on tv and shows and radio you know.

Here Araceli has answered the question, "How could the cities be changing tradition?" but it comes late. She has completed her thought through language but at the cost of making a contribution that does not follow closely with the turns the conversation has taken.

Example 3: Excerpt from a Level IV Mini-debate concerning acts of beauty (R = Ronnie, J = Juan, A = Araceli, L = Linda, T = Teacher): The debate follows a series of four staff visits where individual teachers and administrators spoke personally about acts of kindness or beauty toward them.

The conversation shows an ownership of words like none of the other conversations previous to this one. The two sides are being debated by Araceli and Ronnie, the Vietnamese student. Ronnie is clearly more fluent than Araceli, yet she does not give up her determination to represent her views. They ask questions of each other for clarification of meaning and opinion and eventually Juan comes to understand something he did not understand during the staff presentations. There are few teacher questions and structuring as the students carry the turns in the conversation. At one point Juan comes in with more than linguistic support
of Araceli when he sets Ronnie straight as to her name. Later he cheers her in her quick response to Ronnie. The social dynamics here indicate that there is real ownership of meaning in the debate. They are listening to one another and responding to the other persons opinions through words. The debate is a victory of sorts for Araceli in that she is challenged by a more fluent speaker, yet does not rescind on her opinion and uses what she has available to defend her position. Several times she appears frustrated that Juan and Ronnie are taking the conversation away from her thoughts as evidenced from her comments, "Let me talk, Let me talk." There is quite a distance here between the previous participatory mode of Araceli on the side-lines and the one presented here through her need to defend her position.

T: Which one shows most beautiful action? And then why? See if we can come to an understanding.
R: What do you think?
J: What do you think?
R: I think nothing. Well, I think is... Mrs. Wogen, you know. Because the way she described the unknown person. The way... you know she described, she showed like you know, she very grateful about that person and without that person she was like... only part... stay home and be a wife or whatever, you know, so because of that person she go on and go to college and learn some more stuff.
T: What do you think of the action that that person did, the unknown person, was the most important action for Mrs. Wogen?
R: The... give to college.
J: They give... the give
L: the money (She supplies the word for Juan)
J: They gave her plans to go to college.
T: Why do you think so?
J: Because the unknown person thinks that Mrs. Wogen going to do fine in college. She...the unknown person believe in her.
T: Is that more important than money?
J: Yeah.
R: No, they both important.
J: Yeah, because you...
R: You don’t have money, how the hell...you going to go to college? In that time they both..
J: Yeah, but if she doesn’t believe in her they wouldn’t give her the money.
R: I know. I’m trying to say they’re both important.
A: I think that the first one was Mrs. Harding, because...ahh...she didn’t believe in divorce and even though she helped Mrs. Harding to feel better about it and...even though
T: Why is that so good that she helped her even though she didn’t believe in it?
A: Because she was like she helped her. She was there to heard her problems so there wasn’t nothing to do about it, that was alright.
T: Is that a more beautiful action than for instance the money that Mrs. Wogen got?
A: I think so.
T: Why?
A: Because maybe the money didn’t mean anything to the person so maybe she did believe in her but maybe...I think religion is more important than money (This is unclear organization, but the thought process may be what the teacher has hoped would develop.)
T: What was the action in her religion that was so beautiful. I am understanding something here. I wonder if all the other kids understand this. It was against her religion to say OK. Why was that a beautiful action?
J: Because his marry more important to her religion.
T: Why? Why was it more important, do you think?
J: Because is I dunno what you talking about. Are you talking about Mrs. Harding? or his grandmother is Catholic... she didn’t care about her religion she just talked to her... understand... tell her things she can understand

T: Why did she do that?

J: I dunno because she love her she doesn’t want to divorce

T: Did she tell her not to divorce?

J: No

T: What do you think she was telling her?

J: To think about her family... how they going to be with... be they weren’t be together.

T: Do you think she was trying to convince Mrs. Harding not to get a divorce?

(Teacher believes there may be a misunderstanding here)

J: Yeah

T: What do you think Araceli?

J: Right

A: She was trying to tell her to do whatev-er she was feel like it.

J: That was right

T: What was right for Mrs. Harding?

A: Well, maybe she was anxious because of the religion but maybe she was unhap-py... so you are not happy with the person so there’s no way you can stay with that.

T: Do you think it took a beautiful action for the grandmother to say that?

A: Yeah, because if you are not in that religion you don’t have to like marry and the next year divorce... if you marry you have to stay there and like her action she didn’t care about it... she didn’t judge her.

T: She didn’t judge her... how can that be beautiful?

J: She didn’t tell what to do... she tell just where she want to do the right thing.

T: Which one now... is the absolute most important... Where should we put number one?

R: Wogen.

A: Harding.

T: Take a little debate... do it once more to kind of recap it.
R: We thought the man... or whatever. The first one she wouldn’t go any further than just high school... staying home doing whatever, you know, she wouldn’t be here either because if she go college more she would take more courses like classes, you know, then she learn more stuff and she get a degree... from teaching or whatever, you know, her life so that’s why is important. I think about Mrs. Harding. Harding... well she lost the man she can find another one, no.
A: Yeah, but, not easy for a girl to do that.
R: Well
A: And for a Catholic... person.
R: Well past by simple... she not going to remember the man the whole life
A: Well, if she didn’t have any...
R: From the time she be a teenager she never had a boyfriend until she meet that man...
A: Si, but look if she didn’t have anybody to heard her maybe she will still feel bad for it, maybe she, you know, she will feel bad.
R: But feel bad doesn’t have nothing to do with Mrs. Wogen, you know, that whole of life... I mean depends on which side...
T: What did you say Juan?
J: I dunno, I guess I confus... Mrs. Hanneman...
T: What’s the question, what are you confused about?
J: Because of Mrs. Harding and Mrs. Wogen, because when they were divorced and Mrs. Harding had two childs and... Did they get divorced they just had two childs... they had to have the family together for the two childs. But they did get divorced?
T: They did. Yeah, they did get divorced.
J: Oh.
T: Yeah, they did get divorced.
J: Yeah, good for them...
R: So what do you think?
R: Do you agree with me?
T: What? Ask her.
R: Do you agree with me? Well, what do you think lady, ladies?
J: Araceli, her name is Araceli.
A: I think that... uh... that is it does
nice from her to her grandmother... no
her aunt. I think that is better be-
cause if you’re like cause if something
happens in the way like if his aunt you
will find another man just like that...
but sometimes it doesn’t work like that.
R: No, not the way I mean like Mrs. Wogen.
J: (Speaks in Spanish, in a "sing-songy"
way--maybe to defuse the tenseness of
the exchange.)
R: Yeah, she doesn’t have that man, she
wouldn’t be like throw her life away,
you know,
A: Yeah, but she wouldn’t have another way
to work for it.
J: Yeah, Araceli, Yeah. (The support from
Juan here is perhaps because Araceli has
come to an immediate response.)
R: Because her father wouldn’t let her go
to college remember?
A: No, he did he didn’t say anything.
R: He didn’t let her go to college... but
the man talked...
A: He didn’t say anything about it.
R: ...to him about it. You wanna bet?...
talked to her about it.
A: He didn’t say anything about it.
R: She did.
J: Ok we can bring the two back. (This is
another comment that offers a solution
that may reflect Juan’s discomfort with
the tension.)
T: What’s the question? What are you ask-
ing?
R: I mean like her and Mrs. Wogen they were
letting her go to college the man... the
dad yeah the man talked to her about
college.
J: Yeah, the man didn’t go to college.
(Juan verbalizes something that may
indicate he understands.)
R: Yeah, but he didn’t say that I don’t let
you, he just don’t...
A: He did. He believed that a girl should
stay home and do the housework.
J: Yes, he did. He say that. (Here again
support is for Araceli without Juan’s
comprehension of the issue.)
A: Yeah, but let me talk, eiii... (this indicates her need for expression previously inexperienced in class.)
R: See, am I right? (laughter)
A: Eh, Let me talk. He didn't say anything because he didn't know anything about college. He didn't say to her, don't go to college... he didn't say that.
J: He didn't have money for go to college, Mrs.
R: Girls supposed to stay home and do the housework, am I right? Isn't it, Mrs. Wogen there?
A: Let me talk... let me talk...
R: Am I right?
J: No, you're not right. (takes a stand for Araceli.)
R: Say that he believed that the girl should do housework.

The debate is a victory of sorts for Araceli in that she is challenged by a more fluent speaker, yet does not rescind on her opinion and uses what she has available to defend her position. Several times she appears frustrated that Juan and Ronnie are taking the conversation away from her thoughts as evidenced from her comments, "Let me talk, Let me talk." there is quite a distance here between the previous participatory mode of Araceli on the side-lines and the one presented here through her need to defend her position.

Language Production Outside of ESL Class

The frequent consultations on the part of the teacher and aide with the staff sensitized both groups to the individual characteristics and potentials of the students. When the teachers sensed we were monitoring student progress in order to help the students in the individual classes to
become successful, many teachers offered information, even sending hints and/or work to use during the student tutoring time. ESL students were aware of this closer relationship on the part of teachers for student benefit and became increasingly less hesitant to contact mainstream teachers themselves about their own progress in the classroom.

Some of the staff members who had come in to share their experiences, recognized students in the hall and greeted them. The vice-principal wanted to know how the students had reacted to his story about the Mexican-American wrestlers' defeat when he had been a coach at another school. When he was told they had reacted more positively after they had had a chance to digest the import of what he was saying, he decided to return for a visit to give a sequel to the story: his version of what it had meant to him over time. We had felt sure he had forgotten us when he didn’t arrive at the appointed time, and there was disappointment in the group. A half-hour late, he burst through the door, radio-monitor and excuses in hand. There were smiles at the table. This administrator was surely busy, but he had not forgotten. These students felt important.

Because the classroom became the center for ESL students (as well as those who had "graduated" out of the class) during nutrition prep period and lunch, many teachers in the area noticed the increased traffic and concentration of Hispanic students. It was seeing the increasing numbers
of students that gave a Spanish language teacher the hope to be able to enroll the needed 22 students to form a Spanish for Spanish-speakers class for the Fall of 1996. We coaxed students to sign up, explaining the benefits to them to read and write Spanish as well as they would one day English, and reached the minimum number for the class to be considered for adoption by the School Board, which did happen and is now a course offering as an elective for these students.

Changes in the Affective Climate of the School

At the end of the school year, one ESL student was honored with a computer class award and another was given a $1,000.00 scholarship for college entrance fees. The counselor did not give up in trying to convince Araceli, a graduating ESL senior, to "walk" at graduation, although she consistently insisted on not walking because, to use her words, "this is not my school." Only hours before graduation did she agree to walk "to give an example for the other students to come." That was a victory in terms of solidarity of the ESL community and was seen on the part of the staff members involved as ESL students taking on a position of subject and student in the educational process at the high school. For the ESL teacher and aide, this was proof that Araceli had in some way accepted what we believed: that the ESL students needed to believe in their capabilities and we wanted the reward in helping to develop those capabilities on stage for our efforts. In informal exchang-
es that led to longer conversations, valuable information was exchanged that furnished ideas to help in the social distancing of the students. As an example, Jose was selected for the high-school soccer team after the ESL aide and teacher engaged him in a conversation about his free time. As he explained to us about his job and how he had to find time around his work schedule to play soccer because he so loved that sport, other students verified his expertise and the soccer coach was contacted and eventually selected Jose for a team.

Claudio did not drop out of school and move to Palm Springs with his brother. The vice-principal recognized his problems with some Anglo students and became concerned with evidences of hostility between the two social groups. This led to conferences and discussions among several teachers and security guards who voiced support for Claudio’s position in front of him. The school came to focus on these students as individuals and subjects and to believe in their social and academic potential in the high school.

Summary

Oral language production in the classroom and the improvements realized from the affective components yielded increased success in the classroom, in terms of student fluency and confidence. This success filtered to confidence outside the classroom as the students began integrating in the high-school activities and mainstream classes that
demanded English-language interaction. As students took on a voice, they became personalities to other students and staff. It is this voice that will allow them the avenue to move into the community and take on the role of student as the high-school includes them in its vision for excellence.
APPENDIX A: A Sample Unit Plan: Native Americans

Design of the Curriculum

Each unit contains a variety of activities, ranging from Type I (Around the Edges) to Type V (collaborative computer papers) so that students can interact at appropriate levels in a full-participation mode. Type IV and V most closely resemble the kinds of academic activities required of students in mainstream classes and are, therefore, the goal and upper boundary for many of the students, who will be experiencing these kinds of activities more and more as they begin the process of integrating skills learned and used in the ESL class with those of the mainstream classes.

A typical unit takes three weeks to accomplish. Lessons of Type II allow time and practice with vocabulary relevant to the text. Many include hands-on activities such as dancing/singing, cooking or game work to redirect focus from the oral production onto the activity, thus lessening some of the tenseness or awkwardness as students struggle with the language. Lessons are not necessarily completed in one class period. They may be extended if there are a variety of internalizations that warrant refocus or furthering of the topic. Each lesson has an affective component built into it by virtue of subject matter content or affective interpretations of content.

The product for each lesson may either be the conversation (oral production), a charting activity, or the computer
partner paper which is a more personal and individual rendering of what was discussed in the group. Occasionally students have requested to work alone on the computer; this has been honored, although it seems to me, that richer results come from collaborative work. When students use each other as resources, the product quality surpasses what one student can do alone.

Assessment for each activity within the lesson varies with its product. For those participating (and this also means attentive listening), participation points are awarded. The written product is reviewed more closely for its analytical properties. Points are assigned relative to student progress in expression and analysis.

**Lesson Plans**

**Lesson 1: "How the Indians Came to the West"**

**Introduction:**

Group discussion: "Why did you come to California?"

**Activities:**

1. Chart reasons for migrations, difficulties with culture in contact
2. Read "Early Migrations"
3. Instructional Conversation on negative and positive features of migration
4. Computer partner papers

**Materials:**

High school history text excerpts from Indian
migrations over the Bering Strait to South America

Assessment:

Points awarded for participation, chart and computer partner papers

Lesson 2: "Comparing Indian and Anglo Culture"

Introduction:

Group discussion of student observances of American culture

Activities:

1. Chart student observances
2. Watch videos on history of the westward movement: cultures in conflict
3. Discuss student interpretation
4. Chart ideas
5. Instructional Conversation relating to Indian culture from a European standpoint
6. Mini-debate: European needs/desires versus Indian ownership

Materials:

Three videos in "How the West Was Won" series

Assessment:

Points awarded for group discussion, chart, and debate
Lesson 3: "Indian Food"

Introduction:

Group discussion on high-school cafeteria food:
kinds, food values, quality

Activities:

1. Chart student contributions to discussion
2. Cooking lessons: Pine nut muffins, Anasazi beans and Chia seeds
3. Group discussion: Compare traditional Indian food with cafeteria food
4. Read about Indian balance of body and nutrition for health
5. Watch video on Indian food and preparation
6. Computer partner papers

Materials:

Recipes with cultural explanations on pine nuts, Anasazi beans and Chia seeds; pine nuts, Anasazi beans and Chia seeds; Reading: "Wholeness and Health;" Video: Indian foods from the desert

Assessment:

Points awarded for group discussion, chart, and computer partner papers
Lesson 4: "The Pow-Wow"

Introduction:
Discuss current American music, how it sounds, what it says

Activities:
1. Listen and dance to Indian music
2. Compare current American music to Indian music for: beat, tone, mood, emphasis, instruments
3. Chart vocabulary from students on comparison features
4. Read selection from newspaper article on resurgence of the Pow-Wow.

Materials:
Crow Indian Fair music; newspaper article: Pow-Wow Resurgence

Assessment:
Points awarded for participation in discussions

Lesson 5: "Indian Legends"

Introduction:
Discuss cultural beliefs from individual student's home countries: values and philosophy as seen in ethnic legends, etc.

Activities:
1. Chart different beliefs
2. Read three Indian legends
3. Discuss and compare characteristics
4. Instructional conversation relating to interpretation of Indian culture and its values
5. Computer partner work on interpretation and comparison of legends

Materials:
Legends on: Need to respect nature; cycle of life; man's place in nature

Assessment:
Points awarded for oral discussion, computer partner papers

Lesson 6: "Traditional Indian Art"

Introduction:
Discuss symbols: Road signs; advertisement symbols, etc.

Activities:
1. Look at Indian art examples: Pots, baskets, blankets and discuss as to symbolism
2. Read excerpt on history of Indian art
3. Watch video on Indian potter
4. Games: Grouping Indian symbols; interpreting symbols; choosing best symbol for Indian proverb
5. Computer partner paper on the stories in symbols

Materials:

Video: "Maria's Pots;" current American symbols; Indian art symbols; Indian proverbs; reading on Indian art

Assessment:

Points awarded for oral discussion, computer partner papers
APPENDIX B: Texts for Current Social Issues

Including Cartoon Prompts

Illegal immigration

Mexico's government must take responsibility for the wave of its residents risking it all for a better life here.

Two recent articles in the Los Angeles "Times" bring into sharp focus the increasing problems of this state in regard to the surge of illegal immigrants at California's border, undocumented aliens who, desperately looking for a better life, have become pawns in their unlawful attempts to enter the country.

In separate ways, both articles — one on the explosion of Mexico's population over the past 28 years, the other a review of a book, "Bordering on Chaos," chronicling Mexico's long history of political and national corruption — spotlight the tragic plight of the average Mexican trying to escape his circumstances.

With more U.S. funding for guards and equipment at the border, with the issue of illegals adding up to millions of unaccountable dollars in education, prison and welfare costs in an era during which the Golden State was the hardest hit in the union during a five-year recession, and with the illegal picture sharply polarizing Californians, the problem simply continues to grow in size.

That our southern neighbor is responsible for the mess is a fact that should not be sloughed aside.

In her review of Andres Oppenheimer's book, Ann Louise Burdach quotes the author as saying Mexico has continued "to be in the steely, paternalistic grip of a corrupt and bloated ruling party," a country where 30 of its wealthiest men could pledge $25 million — each — to keep the ruling Institutional Revolutionary Party in power in 1988. And Mexico — with its authorities fully aware — is the port of entry for at least 70 percent of the drugs coming into the U.S.

Add to this, population statistics that are just as disturbing: 1 million young Mexicans enter the country's work force each year in the face of no jobs; one out of every four Mexicans lives in Mexico City, Guadalajara and Monterrey; and another one of those four lives in towns of less than 1,500.

The two articles reflect a picture of near chaos: a population explosion of staggering dimensions, few-to-no employment possibilities, a corrupt ruling society, and the wealth greedily stuffed in the coffers of a tiny fraction of the inhabitants: small wonder that the illegal young man doesn't even weigh the possibility of dying in an overturned truck.

In the case of the eventualities, many desperate Mexicans would consider that fate better than the alternative.

Meanwhile, illegal immigrants — pawns as they are — are still illegal in the eyes of the law.

While we are a small community newspaper, we presume to think that the real culprit of the tragedy of poor people illegally risking everything for what they don't have is the doer of the wrong thing.

The majority of the blame rests with their government.

As much as we can help as a neighboring country, it's up to Mexico — ironically on the verge of recognizing a popular national day of freedom — to set about the task of moving toward an honest pride in itself.
Quiet life in a rural area has been shattered by a huge influx of illegal aliens evading tougher US patrols

Americans Tangle in a Border ‘War’

Text by Howard LeFrancq
Staff writer of The Christian Science Monitor
Photos by Robert Norton
Staff photographer of The Christian Science Monitor

The residents of rural eastern San Diego County are mostly people who like their privacy and the kind of locals from urban issues that country living can offer.

So when more than 200 of them piled into the cold, corrugated-metal garage of the Deerhorn Valley Fire Station for a public meeting on illegal immigration one recent evening, it was a measure of how important the immigration problem has become for them.

It was also an indication of the impact of a new United States Border Patrol strategy against illegal immigration on the US-Mexico border. The idea is to make crossing the border as difficult as possible and isolated remote areas such as this.

In California, that means pushing people away from San Diego, just a quick hop to Los Angeles by freeway, toward mountainous and remote eastern San Diego County. The reorientation of alien flows is one element of an immigration and Naturalization Service (INS) plan of action for San Diego called ‘Gatekeeper.’

For the Border Patrol, the plan—referred to by some as ‘squeezing the balloon’ because pressure in one spot causes a surge in another—is working like a charm. Imperial Valley, a town between San Diego and the border, is traditionally the nation’s buspest apprehension sector. Apprehensions of illegal aliens there in January 1996 were up 36 percent over January 1995.

But in some rural eastern zones, apprehensions have skyrocketed more than 1,000 percent since 1994. At the Campo, Calif., station alone, apprehensions rose from 2,500 in 1994 to more than 51,000 last year.

For the residents of Deerhorn Valley and the rest of what is called simply East County, the ‘balloon’ strategy has wreaked havoc on their previously undisturbed rural lives. Chickens and eggs have been eaten by hasty aliens, homes burglarized, and fires set for keeping cars have raged out of control.
Allen ‘Invasion’ Irks Rural Residents

BORDER WAR from Page 9

The strategy is also exposing the residents to an increasingly passionate political issue that many of them admit they had not much thought about until recently. “If we had this meeting a year ago, no one would have come out for it,” says Mar­cia Spurgeon, a local realtor and Deerhorn Valley School Board member. “In that short a time, it’s become such an invasion, and people are so worked up, that I’m afraid we could have some serious problems out here.”

What she means is clear enough from some of the sporadic commentary from the firehouse crowd. “If we don’t get someone down here to stop these people from coming across,” yells one man, “I’m gonna start shooting ’em and calling for volunteers to pick them up!” A deputy sheriff tells a woman she cannot legally use deadly force against a trespasser, and she fires back, “These illegals have more rights than we do!”

When County Supervisor Diane Jacob calls for more forcefulness from Washing­ton and notes that President Clinton was capable of decisive action in another international crisis when he sent 24,000 Marines to Bosnia, another man yells, “Don’t send them to Bosnia, send them here.”

In a few cases, events in East County al­ready have gone beyond words. This East County resident faces charges stemming from the September shooting of a Mexican alien he says broke into his home and neighbor­ing homes. One resident was killed in a collision with a van of illegal aliens being driven by their “voyeurs,” or smugglers. A deputy sheriff says he has been killed or injured in high-speed chases with the Border Patrol that resulted in crashes.

The atmosphere in East County, coupled with national anxiety about reported vigilante movements around the country, has led to concerns that East County residents could decide to take the law into their own hands. “Everyone’s scared to death of some vigilante action rising up out here, but that’s not going to happen,” says Gary Young, the Campo Border Patrol station chief. “It’s just that the country people take care of their own, and they’re independent.”

San Diego Border Patrol Sector Chief Johnny Williams is unperturbed about the East County speaks, saying, “They are only putting up with on a very small scale what Imperial Beach had to put up with for generations.” But he predicts that East County will see “improvements” as the area’s already boarded-up Border Patrol is further augmented by fresh recruits throughout 1996.

Still, Supervisor Jacob, who represents the East County area, calls Gatekeeper “a big step.” Any plan against illegal immigration “should stop the problem right where it starts, which is at the border,” she says, “and not on the private property and on the public roads of this district.”

Rep. Duncan Hunter (R) of California, who represents the area, is a longtime crus­ader against illegal immigration. He was instrumental in the construction of the San Diego border fence that also pushed aliens east and continues to lead that struggle. As a military operation, one gives his enemy someplace to go. Someplace of one’s own choosing,” he says, “not the enemy’s.”

The “enemy” for many East County res­i­dents is above all the drug smugglers who increasingly use the area’s rural mountain paths. “Nobody wants to face the real problem, which is drugs and the tremendous money connected to that,” says Mike McKinnell, a longtime Campo resident.

Whether the “invasion” is made up of illegal aliens passing through to a job or armed drug runners, residents here say they want it stopped. They worry that inter­ests larger than themselves in keeping low-cost labor are driving events: “It’s too late to start,” says Fred Krump, a public school teacher and 20-year East County resident. “This is like Vietnam. We’re not out to win a war; we’re paddling around.”
Some American Border-Dwellers Say
The US Patrol Is the Real 'Invader'

ELIZABETH MILLIS stands on a high point of her property from which she can see the US-Mexico border. "This is exciting to be Russia, USA, out here." Like most of her American neighbors in sparsely populated east San Diego County, Mrs. Millis is outraged by the changes her once-picturesque world has experienced over the past year. While many of her neighbors are upset at the large numbers of illegal aliens passing through, she's more concerned at the actions of those determined to stem that tide. Mrs. Millis, her family, and a small circle of friends are appalled about what they consider an "occupation" of their land by the rapidly expanding US Border Patrol.

We face daily searches and invasion of private property by arrogant agents, a highway checkpoint that's something out of a war zone, and a perversion that we're the drug-runners because we chose to live along the border," says Steve Millis, Mrs. Millis's husband. "That's not my idea, the idea of the land of the free." The Millises lament the passing of a simpler time along the border, which fronts their property. "Every property along the border used to have a [painted] fence so you could just go over into Mexico and retrieve your stray animals," says Mrs. Millis. "Now they come in and tell us that's illegal." The sentiments expressed by the Millises sound familiar. Border Patrol representatives say they occasionally meet this kind of hostility— but they insist people that like the Millises are in the minority.

"Some people see the [Border Patrol's] armed checkpoint up on the highway as an invasion of their rights," says Campo area resident John Esquiva. "But that's what it takes to get this illegal-aliens problem settled, then I'm all for it."

SUCH a response is exactly what the government is hunting for, others say. "That's the Olympian aspect of all this whole buildup," says Wayne Allison, a local political analyst and the Millises' friend. They're very cleverly strategizing all this because any one group's feeling will sway the other side to give in.
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MORE MIGRANTS?

Mexico Curbs Birth Rate, Yet Jobless on Rise

By Howard LaFranchi
Staff writer of The Christian Science Monitor

SANDIVEL LÓPEZ RODRÍGUEZ, her infant daughter at her side, sells gum at a subway in central Mexico City, unaware that she is an example both of the success of Mexico’s population program and the challenge it faces from a population that is still rising steeply.

“I only want one more child, and my husband agrees,” says the young Mrs. López. “These days it’s not possible to have more and provide them with everything they need.”

With more families like the Lópezes making two children the norm, where a generation ago six children or more were common, Mexico’s population growth rate is expected to continue its decline.

But because more than half of Mexico’s official population of 91 million is under 20 years old, the total population will still continue to rise sharply.

That’s a challenge for Mexico, which according to economists must create nearly 1 million jobs a year, and build millions of new houses, plus thousands of new schools and roads, while trying to protect an environment already severely degraded.

It’s also a challenge for the United States, which has received millions of job-seeking Mexican migrants, but now shows signs of immigration fatigue.

Mexico’s track record of failure to provide jobs for a growing population has migration experts warning that the forces pushing Mexicans to migrate north across the border are not likely to lighten soon.

See POPULATION Page 7
The Mexican government has now set a goal of having 7 of every 10 women of child-bearing years using some form of contraception by the end of the decade. What worries many Mexicans, however, is that even with a falling growth rate their country will not be able to meet an expanding population’s needs.

“We’re going to be full of millions more over the coming years, which means an even stronger effort so that there are jobs and education and health [care] for everyone,” says Juan José Evangelista, Miss Reyes’s fiancé. “The reality is that accomplishing that for everyone is not going to be possible."

“The demographic figures are important, but the fact remains that an expanding youthful working population could in other circumstances be an advantage,” says Gilberto López y Rivas, a migration specialist at Mexico’s National Institute of Anthropology and History.

"The larger problem is economic and political,” he adds, “and the crisis Mexico is in, more than the growing population itself, points to a geometric growth in migration."

Much of the migration to the US from Mexico up to now has not been from cities but from low-density rural areas, says Mr. López y Rivas.

But increasingly, members of Mexico’s middle class will consider migration as economic conditions affect their well-being, he predicts. Even a robust economic recovery would probably only increase migration pressures, some researchers suggest. "The economic crisis has actually detoured migration, but once there is a recovery and more money circulating, that will facilitate the process," says Roberto Ham, a demographer at Colegio de la Frontera Norte in Tijuana.

Mr. Ham does not discount the progress Mexico has made in lowering its population growth rate. But he emphasizes that Mexico’s population “pyramid” by age group features a bubble among the brackets starting at age 15.

“We may be producing fewer children,” he says, “but it’s that working-age population that is going to continue growing and making itself felt.”

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**Mexicans Shrink Family Size**

"Population from Page 1" According to figures just released by the Mexican government, Mexico’s population grew by 1.8 percent in 1986, continuing a reduction in the growth rate that demographers, economists, environmentalists, and other observers highlight as a positive trend. That figure is substantially down from the 3.2 percent average growth rate in the 1970s.

"The reduced growth rate is a quantifiable success," says Miguel Cervera Flores, general director of statistics for the National Institute of Statistics, Geography, and Informatics, or INEGI, Mexico’s census bureau. "The problem is that while that was being achieved, the population base was still growing."

Mexico can expect to double its population to around 180 million over the next 40 years — unless, says Mr. Cervera, an even lower growth rate is achieved. "We are already doing better than some countries, but then there are Latin American countries like Argentina or Uruguay that are at 1 percent," he adds. "That is a good goal for us."

To keep the growth rate falling, Mexico plans to step up a widely successful urban family planning program in more remote and culturally resistant rural areas.

"Mexico is a country of change, and population growth is just one area where most Mexicans are willing to recognize this need to change," says Araceli Reyes Areghi, a physician having a quick lunch with her fiancé at Mexico City’s Pino Suarez market. "My fiancé! speaks of some day having two children, but I think one is already a lot to think about."

Mexico City’s population of 20 million has recently stabilized, according to INEGI. But towns of 2,500 people or fewer are the areas least amenable to family planning efforts, experts say, with many women in such areas still producing six or more children.

That is why Mexico’s family-planning efforts have shifted their target from urban to rural populations. Now Mexican television runs an ad, for example, where a farmer uses his trim cornfield to explain to his son how people are like crops, growing best when evenly spaced and limited to a number their caretaker can handle.
ILLEGAL IMMIGRATION: SMUGGLERS' CORRIDOR

Risking lives just to get past the INS

Rural roads serve as hidden routes for immigrant traffickers, but they also can turn into death traps.

By MATTHEW FORNDEL
The Associated Press

TEMECULA — Before the sun rises on this rural haven for urban refugees, Jereme Maldonado waits for the bus and watches the coyotes — not the four-legged carnivores but the smugglers who carry human cargo on their dangerous journey from Mexico to Los Angeles.

"You see them driving through," said Jeremy, a 17-year-old student whose family moved here last year from the Los Angeles suburbs of Long Beach. "When I see them it's usually just before dawn because that's when the bus comes."

As the government cracks down on illegal immigration, smugglers are becoming more desperate and using the winding, country roads around Temecula to bypass the local immigration checkpoint.

The crackdown made them look for the loopholes and this is a loophole," said Ray Matthews, a school teacher whose recently completed home overlooks the vineyards and avocado orchards along Sandia Road, a popular route for traffickers.

Temecula, for instance, was the starting point for the high-speed chase that ended April 1 with the videotaped police beating of two Mexican nationals. Five days later, seven illegal immigrants were killed and 18 injured in a crash not far from where Jeremy waited.

The federal government operates three main checkpoints between San Diego and Los Angeles — the Temecula station on Interstate 15, a stop on Highway 94 just north of Tecate, Mexico, and a checkpoint at San Clemente on Interstate 5.

Unlike the unmarked stop on Highway 94 and the interstate's checkpoint, the Temecula station has pushed illegal traffic onto the rural roads that snake across town in an effort to circumvent the checkpoint.

Smugglers are becoming more organized and more careful. They'll see the checkpoint, but there are three or four miles off of here to get around it," said Richard A. Webster, in charge of the Border Patrol's 3,400-square-mile Temecula district.

"That's always a possibility whenever you get more development," said Capt. David Webb of the Highway Patrol in Temecula. "Our office has only been here 10 years, and the area has increased in population at much. The accidents have also increased."
New Census Bureau Portrait Of the American Landscape

Immigrant populations and divorce are on rise; income is falling

By Peter Slier
Staff writer of The Christian Science Monitor

WASHINGTON

HERE'S the real state of the union: Divorce is up, incomes are flat, and about one-sixth of Americans have no health insurance. US residents are more likely to have been born in a foreign country, and less likely to move from state to state. People are buying fewer houses - but they're taking better care of them than they used to.

All these facts are taken from a just-released Census Bureau report on the demographics of the United States in 1986. The study is meant to update important trends in the nation's population, stands in stark contrast to the generalities about US life that too often pass for Washington political discourse.

Among the most significant findings:

Divorce. The number of US residents who are currently divorced has more than quadrupled since 1970, from about 4 million to 17 million. Divorcees now make up 59 percent of the country's adult population, up from 28 percent 25 years ago.

Meanwhile, the age at which Americans typically get married for the first time continues to creep upward. The median age of marriage for men was 26.7 in 1970; for women, it was 24.5. That's an increase of more than three years just since 1970.

Income. At $12,904, median household income for 1994 (the latest figure used in the study) is virtually the same as in 1993. The overall trend, however, has been downward in the 1980s. Incomes were about $2,200 higher than today.

Some parts of the country are faring better than others. The South, for instance, still has the lowest median income of any region of the nation, at $23,021. The West is highest, at $33,450. But Southern incomes are increasing. They dropped an estimated 3 percent between 1993 and 1994.

Flexner Insurance. About 16 percent of the population - 40 million people - did not have any type of health insurance in 1994. Not surprising: the poor were unlikely to have much money. About 30 percent of those living in poverty weren't covered by any type of health insurance. About 15 percent of full-time workers didn't have health insurance, as opposed to 20 percent of part-time employees.

The Foreign-born. People born in another country now make up 9 percent of the American population. That's the highest figure since World War II. As recently as 1970, only 6 percent of US residents had been born in another land. But it's far from the highest percentage this century: In 1910, 10 percent of the US population was foreign-born.

Hispanics are the largest immigrant group, accounting for 44 percent of those born elsewhere. California has the most immigrants of any state at 8 million, almost one-third of the total for the whole country. New York is the state with the second-highest number, at 3 million; and Florida is third, with 2 million.

Mobility. US residents aren't loading up their possessments and moving from place to place as often as they did in the mid-1980s. Between March 1993 and March 1994, 63 million Americans moved - about 17 percent of the population. By contrast, in 1983-84, 20 percent of the country's residents changed households, according to Census Bureau statistics.

Child care: For many employed Americans, the care of young children remains a significant concern. Almost 10 million US kids under 6 need supervision while their mothers are at work, according to the Census Bureau. About 40 percent of these children are cared for by relatives; some 90 percent go to organized nursery schools or preschools.

The average cost of US child care was $74 a week in 1993.
Immigration debate to heat up

The Senate on Monday will take up a measure that gets tough on illegal immigration.

By Jim Specht
The Sun's Washington Bureau

WASHINGTON — The drive to crack down on illegal immigration is headed for the Senate floor Monday, against a backdrop of presidential politics and controversy over the clubbing of immigrants by Riverside County deputies.

Senators are expected to spend a week or more debating a bill by Sen. Alan Simpson, R-Wyo., that would:

- Double the Border Patrol to 10,000 agents.
- Streamline deportation.
- Build a triple fence along the Mexican border.
- Limit public benefits for legal immigrants.
- Create pilot worker identification projects to stop illegal immigrants from taking U.S. jobs.
- Restructure legal immigration also is ready for floor debate, although the House voted down all legal immigration reforms.

One of the biggest arguments expected to occur over an amendment allowing states to deny education to illegal immigrant children, which was attached to the House bill.

Although no senator has proposed the amendment, Senate Majority Leader Bob Dole, R-Kan., said during a presidential campaign swing through California two weeks ago that he supports the plan.

California voters passed a prohibition on illegal immigrant children attending school in 1992 as part of Proposition 187, which denied nearly all public benefits to illegals. Implementation of the measure has been held up by federal judges, who have found that illegal immigration is a federal responsibility.

Federal laws already bar illegal immigrants from nearly all other public benefits.

Immigrant rights groups said Thursday they fear Dole will attach the education amendment to the bill in a bid to one-up Clinton, who supports reform but has been critical of denying education to any children in the United States.

They campaigned against the measure Thursday with national police and education groups, who warned that putting illegal immi
Continued from A1

grant children on the street will create a new class of juvenile criminals.

More fireworks may come over a proposal to allow local police departments to contract with the attorney general to help enforce immigration law — which passed the House with little opposition and was unanimously approved by the Senate Judiciary Committee.

Opposition is expected to crystallize quickly now, however, in the aftermath of the videotape showing Riverside County Sheriff's deputies apparently beating two illegal immigrants to the ground after a 100-mile chase from Temecula to Los Angeles County.

Liberal Democrats will certainly protest that the beating is the result of an anti-immigrant climate being fueled by Republicans like Dole, his opponent Patrick Buchanan, and California Governor Pete Wilson.

But supporters and critics of the bill predict the furor in California will probably lead to quicker passage of a bill cracking down on illegal immigration.

"What this has done is show the Republicans that this is still a volatile issue in California, and I'm afraid it will give them the incentive to play electoral politics with immigration reform," said Cecelia Munoz of the National Council of La Raza. "Congress is going to pass this, it's just a question of whether Dole and the Republicans will put something on there to invite a Clinton veto."

Coverage of the California incident has been muted in Washington by the shock of losing Commerce Secretary Ron Brown in a plane crash in Croatia and the arrest of a suspect in the Unabomb case. What has filtered through has been the backlash from conservatives against illegals, said Dan Stein, executive director of the Federation for American Immigration Reform.

"This is going to hasten passage of a bill — there's no way these guys are going to go through the next election with nothing to show on illegal immigration," Stein said.

The provision allowing local police to help with immigration law enforcement was proposed by Iowa lawmakers. Sen. Charles Grassley, R-Iowa, complained that the Immigration and Naturalization Service has virtually no agents in areas away from the border, and illegal immigrants are allowed to roam with impunity.

Under the proposal, police could request training in immigration law and be deputized to take deportable immigrants into custody.

That could quickly lead to civil rights violations and worse problems like the Southern California confrontation, said Gregory Nojeim, legislative counsel of the American Civil Liberties Union.

"A lot of local cops don't even know that green cards are really pink these days — and it would take them hundreds of hours to get proper training," Nojeim said.

Border Patrol agents are required to take 222 hours of Spanish lessons, as well as other specialized training, he said.
INTERVIEW
A Pencil In the Hand Of God
MOTHER TERESA sees poverty as a kind of richness—and richness as impoverishment—as she cares for the dying and unwanted of Calcutta.

BY EDWARD W. DESMOND

Q. What did you do this morning?
A. Pray.

Q. When did you start?
A. Half past four.

Q. And after prayer?
A. We try to pray through our work by doing it with Jesus—praying to Jesus. That helps us put our whole heart and soul into doing it. The dying, the crippled, the mentally ill, the unwanted, the unloved—they are Jesus in disguise.

Q. People know you as a sort of religious social worker. Do they understand the spiritual basis of your work?
A. I don't know. But I give them a chance to come and touch the poor. Everybody has an opportunity to touch the poor. So many poor people give up everything to do just that. That is something so completely unbelievable in the whole world, isn't it? And yet it is wonderful. Our volunteers go back different people.

Q. Does the fact that you are a woman make your message more understandable?
A. I never think like that.

Q. But don't you think the world responds better to a mother?
A. People are responding because of me but because of what we are doing. I think that before people were speaking much about the poor, but now more and more people are speaking to the poor. That is the great difference. Before, nobody bothered about the people in the street. We have picked up from the streets of Calcutta 54,000 people, and 23,000—something have died in that one room (at Kaliagar).

Q. Humble as you are, it must be an extraordinary thing to be a vessel of God's grace in the world.
A. But it is his work. I think God wants to show his greatness by using nothingness.

Q. You feel you have no special qualities?
A. I don't think so. I don't claim anything of the work. It is his work. I am like a little pencil in his hand. That is all. He does the thinking. He does the writing. The pencil has nothing to do with it. The pencil has only to be allowed to be used. In human terms, the success of our work should not have happened, no?

Q. What is God's greatest gift to you?
A. The poor people.

Q. How are they a gift to you?
A. I have an opportunity to be 24 hours a day with Jesus.

Q. In Calcutta, have you created a real change?
A. I think so. People are aware of the presence, and also many, many, many Hindu people share with us. Now we never see a person lying there in the street dying. It would have been impossible before. The people were not bothered about the people in the street. We have picked up from the streets of Calcutta 54,000 people, and 23,000—something have died in that one room (at Kaliagar).

"I find the rich much poorer. They are more lonely inside."

TIME, DECEMBER 1, 1969
has created a worldwide awareness of the poor.

Q. Beyond showing the poor to the world, have you conveyed any message about how to work with the poor?
A. You must make them feel loved and wanted. They are Jesus for me. I believe in that much more than doing big things for them.

Q. Friends of yours say you are disappointed that your work has not brought more conversions in this great Hindu nation.
A. Missionaries don’t think of that. They only want to proclaim the word of God. Numbers have nothing to do with it. But the people are putting prayer into action by coming and serving the people. Everywhere people are helping. There may not be a big conversion like that, but we do not know what is happening in the soul.

Q. What do you think of Hinduism?
A. I love all religions, but I am in love with my own.

Q. And they should love Jesus too?
A. Naturally, if they want peace, if they want joy, let them find Jesus. If people become better Hindus, better Muslims, better Buddhists by our acts of love, then there is something else growing there. They come closer and closer to God. When they come closer, they have to choose.

Q. You and Pope John Paul II have spoken out against lifestyles in the West, against materialism and abortion. How alarmed are you?
A. I always say one thing. If a mother can kill her own child, then what is left of the West to be destroyed? It is difficult to explain, but it is just that.

Q. Is materialism in the West as equally serious problem?
A. I don’t know. I have so many things to think about. Take our congregation: we have very little, so we have nothing to be preoccupied with. The more you have, the more you are occupied, the less you give. But the less you have, the more free you are. Poverty for us is a freedom. It is not a mortification, a penance, it is joyful freedom. There is no television here, no this, no that. This is the only fan in the whole house. It doesn’t matter how hot it is, and it is for the guests. But we are perfectly happy.

Q. How do you find rich people then?
A. I find the rich much poorer. Sometimes they are more lonely inside. They are never satisfied. They always need something more. I don’t say all of them are like that. Everybody is not the same. I find that poverty hard to remove. The hunger for love is much more difficult to remove than the hunger for bread.
I BELIEVE IN MOTHER TERESA

To live so true a life as to shine out from the back streets of Calcutta takes courage and faith we cannot admit in ourselves and cannot be without.

by Robert Fulghum

Illustrated by Lucien Lupinski

There is a person who has profoundly disturbed my peace of mind for a long time. She doesn't even know me, but she continually goes around minding my business. We have very little in common. She is an old woman, an Albanian who grew up in Yugoslavia; she is a Roman Catholic nun who lives in poverty in India. I disagree with her on fundamental issues of population control and the place of women in the world and in the church, and I am turned off by her naive statements about "what God wants." She stands at the center of great contradictory notions and strong forces that shape human destiny. She drives me crazy. I get upset every time I hear her name or read her words or see her face. I don't even want to talk about her.

In the studio where I work, there is a wash basin. Above the wash basin is a mirror. I stop at this place several times each day to tidy up and look at myself in the mirror. Alongside the mirror is a photograph of the trouble-so-me woman. Each time I look in the mirror at myself, I also look at her. In it I have seen more than I can tell; and from what I see, I understand more than I can say.

The photograph was taken in Oslo, Norway, on the tenth of December, in 1980. This is what happened there: A small, stooped woman in a faded blue sari and worn sandals received an award from the hand of a king. An award funded from the will of the inventor of dynamite. In a great glittering hall of velvet and gold and crystal. Surrounded by the noble and the famous in formal black and elegant gowns. The rich, the powerful, the brilliant, the talented of the world.

About the author: Robert Fulghum is a minister who resides in Maine. His first book, All I Really Need to Know I Learned in Kindergarten: Uncommon Thoughts on Common Things, is on the New York Times Best Seller list.

The photograph was taken in Oslo, Norway, on the tenth of December, in 1980. The message for the world at Christmas time is one of peace. Not the peace of a child asleep in the manger of long ago. Nor the peace of a full dinner and a nap by the fire on December 25. But a tough, vibrant, vital peace that comes from the extraordinary gesture one simple woman in a faded sari and worn sandals makes this night. A peace of mind and heart that comes from a piece of work.

Some years later, at a grand conference of quantum physicists and religious mystics at the Oberoi Towers Hotel in Bombay, I saw that face again. Standing by the door at the rear of the hall, I sensed a presence beside me. And there she was. Alone. Come to speak to the conference as its guest. She looked at me and smiled. I see her face still.

She strode to the rostrum and changed the agenda of the conference from intellectual inquiry to moral activism. She said, in a firm voice to the awed assembly: "We can do no great things; only small things with great love."

The contradictions of her life and faith are nothing compared to my own. And while I wrestle with frustration about the impotence of the individual, she goes right on changing the world. While I wish for more power and resources, she uses her power and resources to do what she can do at the moment.

She upsets me, disturbs me, shames me. What does she have that I do not?

If ever there is truly peace on earth, goodwill to men, it will be because of women like Mother Teresa. Peace is not something you wish for; it's something you make, something you do, something you are, and something you give away.

Excerpted from All I Really Need to Know I Learned in Kindergarten, by Robert Fulghum. © 1988 by Robert L. Fulghum. Reprinted by permission of Villard Books, a division of Random House, Inc.
What the World Most Needs

What is most needed in the world today is love. All races could dwell together in greater harmony if people trusted in a higher law than human law to control their lives.

Being loving to one another attracts people and draws them together. Respecting each other and having concern for each other's welfare make us more responsible.

Just how can you be responsive to another person's needs? By making the effort to express kindness and consideration, and genuinely showing interest in him or her. By having less pride and trying to help him or her. By giving up your own selfishness to do what is right. As you express love in daily living, you'll find that your nature is transformed. It is possible and practical to become more gentle and thoughtful toward others, and aware of their feelings. And the wonderful thing is, this brings more joy into your own life.

Love has the power to change a situation from fear to hope, and from mistrust to confidence. A simple example gave me a glimpse of this truth. An undomesticated cat arrived in our neighborhood. At first it would not have anything to do with us, and would spit at us when it saw us. But each time it did this, we would talk to it gently. Over a couple of months, the cat became more friendly, responding to the love we expressed toward it.

As the world searches for a way out of its difficulties, be they famines, wars, or injustices, individual efforts to express love will bring more solutions. To love someone you like is easy; the challenge is to love everyone—even those you do not find likeable.

Love has the power
to change a situation
from fear to hope, from mistrust to confidence.

Excerpts From:
Christian Science Monitor
May 16, 1996 p. 27
The Tamale-Maker's Gift of Friendship

I

Is it time to 'get the tamales, Mama?' I spoke softly for fear of awakening my little brother, who was napping in the next room.

"Almost, honey." She looked up from folding a stack of fresh laundry on the kitchen table. "When Jean gets home from school and can look after Eddie, then we'll go.

I was a kindergartner living in West Los Angeles near a neighborhood named Sawtelle when I first became acquainted with the Mexican delicacy the tamale. In the United States, we call it the tamale. At the time, this was not a familiar food for our family.

My Southern mother was well-schooled in the art of Kentucky cooking, but not in Cal-Mex.

However, once a neighbor introduced us to these hot, fresh-made concoctions, and told us they could be purchased for 10 cents apiece in a house just a mile away, we became aficionados.

Sawtelle was a mixed Anglo-Hispanic-Oriental community, which had once been a separate town before Los Angeles swallowed it up. It lay a few miles east of the Pacific Ocean.

Mrs. Ochoa lived in an old frame house, on a narrow tree-lined street. Every Friday, we drove over to buy our family's end-of-the-week treat. It was more than just an end-run to me, however;

It was an adventure, a glimpse into another life, redolent with spicy smells, where people's conversations were sprinkled with words I didn't understand. The radio blared rollicking band music, and on the walls were pictures of saints and martyrs.

We walked up shallow, snaking steps and banged on the screen door, calling out, "Mrs. Ochoa!" a name that sounded like a sneeze to me.

Sometimes the tamale-maker herself appeared, but more often it was her eldest daughter, Elenes, who answered our shouts. All four of the Ochoa girls helped their mother in the making and selling of tamales.

Olive-skinned, with softly wavy black hair and liquid dark eyes, they ranged in ages from 14 to 20 years. Also, a group of small, noisy boys played on the living room floor or in the front yard.

"Hola! Come in." Although the Ochoas were an old California family and spoke English well, their speech was peppered with Spanish expressions.

"Mama's outside, cooking the tamales." She led us through the house and out the kitchen door into the tree-shaded backyard.

Looking at Mrs. Ochoa, one could understand why all the children were pretty. She was small and plump with rosy cheeks and elbows, rosy brown skin, and merry dark eyes. Her black hair was pulled back into a loose bun, with curly tendrils parted about her face and neck, due to the moisture coming from two steaming tubs.

These were really wastubs of galvanized metal that sat on top of bricks and had chicken-wire racks to hold the food over boiling water. Wood fires, burning down to embers, fueled the makeshift cookers. On top of the racks lay dozens of small, corn-husk-wrapped packets.

I knew that inside those protective coverings were rolls of firm, rich, corn-meal mush, filled with spicy shredded meat, olives, and chili sauce. These would be the main dish in our meal that night. Mrs. Ochoa was leaning over one of the tubs and turning the packets when we appeared.

"Ah, Beforia! And the little señorita." She smiled down at me. "Will it be the usual, this afternoon?"

"Yes, six of the usual," replied mama.

"They're so delicious, I aren't change the menu or my family will fuss.

Mrs. Ochoa took six hot tamales from the nearest tub and began to wrap them in newspapers stacked on a workbench. She gestured toward the other tub. "One day you must try our sweet tamales. They are filled with my own guava jam and are delicious."

"I'll fix Spanish rice to go with the 'hot' ones, and that will be plenty for my family," said Mama firmly. "Six of the regulars, thank you."

Young as I was, I knew that Mama was short of money and couldn't afford to buy more than six tamales.

Over the years, we became quite friendly with the Ochoa.

I loved going to their house, chatting with the girls, and joking with the playful little boys.

the Christian Science Monitor
May 22, 1996, pp 11-12
I even learned a few words of Spanish. I loved the color, noise, constant activity, and always, the delectable aromas. My mother, too, struck up a real friendship with Mrs. Ochoa.

"They're lovely people," Mama said to my father one night. "It's good for Bets to go over there. She learns a lot from them. Mrs. Ochoa is a fine woman, with nice manners." That clinched it as far as was concerned.

One Friday we went over as usual. After wrapping our six "hot ones," Mrs. Ochoa laid another sheet of newspaper on her workbench. On it, to our surprise, she began to place six more, from the tub of sweet tamales.

"Just the usual six, please," Mama said quickly.

"Oh, but these are a regalo - a gift, Señora. For the little girl. Is not her birthday, today?"

"How in the world did you know that?"

"She mention to my Elena." Mama glanced down at me with stern surprise. "Why, Betsy!"

"She asked me, Mama! Last Friday."

"But six extra tamales, Mrs. Ochoa! I'm afraid we can't accept...."

"Please. You accept. Is nice to try something different." She handed me the extra package. "And is nice, sometimes to give gifts. Happy birthday, little miss!"

The following Friday we returned, as usual. We praised the delicious sweet tamales, which had added an extra fillip to my birthday dinner.

Then we purchased our usual six hot ones. Just before we left, my mother sent me back to our car.

"We have something for you, Mrs. Ochoa."

I carried the carefully wrapped box into the living room and handed it up to our friend. Opening it, she gasped at the sight of a large cake, glazed with caramel and decorated with walnuts.

"It's my Kentucky Nut Cake."

Mama was smiling. "As you said, it's nice to give gifts."

Betsy Ramelkamp
Cartoons From:

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APPENDIX C: Student Writing Sample

WRITING PROFICIENCY EXAM

Directions: Choose one of the topics below and write a well organized and well written essay of more than one paragraph. Check your essay for meaning, spelling, grammar, sentence structure, and punctuation before you turn it in. An essay on any other topic will not pass.

1. Write an essay about the issue raised in this cartoon. State your position on violence in T.V. and its effect on our society. Support your opinion with reasons, anecdotes, examples and evidence.

2. Writing Situation: Sometimes we are not able to have our own way, and we are forced to make compromises. For example, you want to get a part-time job, but your parents say no because they are worried that your school work will suffer. You compromise by agreeing together that you can keep a part-time job as long as your grades do not go down. Compromise plays an important part in relationships and in our ability to "get along in the world." Some people refuse to compromise, While others compromise too easily.

Directions for Writing: Write an essay about compromise. You might use your own experience or observations as a specific occasion for reflecting on your ideas. In your essay, explore whatever ideas occur to you about this subject. You do not have to convince your teacher that your ideas are "right." You will be sharing your ideas, trying them out in an exploratory way.
Essay: *Cat's Cradle*

After considering the possible themes of *Cat's Cradle* answer the following question in a multiple paragraph essay:

What is truth, and do you believe that man has an inalienable right to seek it, regardless of where that search may lead?

In your answer, consider where science (represented in the book by Dr. Felix Hoenikker) and religion (Bokonoism) have led and may be leading man. Also, consider the rights of the individual in terms of attempting to attach some meaning to his/her life.
1 = Mrs. Ochoa sell tamales and Mrs. Ochoa have a girl and help his mom to make tamales, and a Anglo woman Jean came to buy some tamales she have a daughter so the two girls start playing and talking and they begin to like each other, they became friends because they respect each other and they found something in comun.

2 = The different racial groups in Southern California they don’t respect each other because they look and act different and when some body insult another they don’t talk they just want to fight to take the anger out. After they fight they still don’t like each other.
3= the problem could be made better with the racial groups like when they want to fight they need to talk each other and respect after they fight and make peace.

4= nothing will help the racial groups. Unless they want to help each other and the ones who want to be somebody in the future in occurs they need to respect and talk after they do something bad and make peace.
ways to get along

1) Mrs. Ochoa sell tamales. Mrs Ochoa’s children met with Jean son. Jean son whent to Mrs Ochoa house. And they started to like each others. Then Jean son told his Mother that Mrs Ochoa sell tamales. He continues to come to Mrs Ochoa’s house. Jean and Mrs Ochoa met when Mrs Ochoa was selling tamales.

2) People from other countries don’t have respect each other. They thing that the anglo are highter that then the people from Hispanic countries. They just think of them self. They insult other people even when they had done nothing. They don’t talk each other because they don’t understand their language.

3) Well the people from other countries need to talk each other to understand. Like Mrs Ochoa and Jean did. They don’t has to be fighting all the time for nothing. They need to know what they fighting for. Like Mrs Ochoa and Jean were fighting for their children. Because they work hard. They need to know each other better to get along with it. You has to shared your countries. You has to respect your own countries.

4) to should do to avoid the problems is to understand what the other people are sying. You has to trust the others countries. you has to risk your self to other people. Maybe they going to laughed at you.
Does the government have the right to tell people how many children they can have

The problem is that the Mexican families have too many kids and they don't have enough money to maintain the kids for education, food, and medical care.

That's why the government has the right to tell the people how many kids they are going to have. The reason the government has to make this rule is because the people are too many and most of them are suffering because Mexico is running out of job. If the government don't do anything about it Mexico is going to become very poor. That's how we are right now and we need to make the situation better and get started. These are the new laws that the government should make.

1. Give free information to the people but especially women about how to prevent births especially in the small towns.
2. Support the families that only have less then 3 kids.
Does the Mexican government have the right to tell the people how many children they can have?

The answers is yes, because for those families that doesn’t have enough money to raise their kids, and when they grow up they don’t have enough things that they need so they might go rob people and being a criminal with justice. There’s another problem with the poor peoples is they didn’t take responsibilities for their kids, and doesn’t have medical care for them, so when they sick they don’t have a doctor and they might die, and some other kids end up living on the street.
DOES THE GOVERNMENT HAVE THE RIGHT TO TELL PEOPLE HOW MANY CHILDREN THEY CAN HAVE

YES THE GOVERNMENT HAS THE RIGHT TO TELL THE PEOPLE HOW MANY CHILDREN THEY CAN HAVE, BECAUSE THE POPULATION HAS TO STOP GROWING. THIS IS TRUE FOR ALL THE PEOPLE EXCEPT THE RICH S FAMILIES, BECAUSE THEY HAVE THE MONEY TO RAISE THEIR OWN KIDS. THE POOR PEOPLE DON'T HAVE THE MONEY TO RAISE THE KIDS. THE GOVERNMENT HAS TO TELL THE POOR PEOPLE HOW MANY CHILDREN THEY CAN HAVE, BECAUSE THEY DON'T ENOUGH MONEY. MAYBE THEY CAN HAVE ONLY THE CHILDREN THAT THEY CAN AFFORT.

THE GOVERNMENT SHOULD MAKE LAWS TO PREVENT THE SITUATION WHERE THE POOR WOMAN IS HAVING TO MANY KIDS, BECAUSE THE POPULATION IS GROWING TOO FAST. THE GOVERNMENT HAS TO MAKE RURAL SCHOOLS AND HOSPITALS. THE GOVERNMENT HAS TO REALIZE AND ACCEPT THE SITUATION WITH ALL THE COUNTRY. THE GOVERNMENT AND THE PARENTS HAS MEET TO DISCUSS THE SITUATION, LIKE GIVING CONTRACEPTIONS AND TALKING WITH THE LITTLE KIDS. NOT TO HAVE A LOT OF CHILDREN, TO KEEP THE POPULATION GROWTH SLOW. THEY HAVE TO START TO LEARN IT IS NOT EASY TO HAVE A BABY IN THESE TIMES.

THERE MUST BE SOMEWAY TO CONVINCE THE PEOPLE THAT THEY DON'T HAVE TO HAVE SO MANY CHILDREN. BUT MAYBE IN TEN YEARS WE CAN DO SOMETHING, BUT FOR THE MOMENT NOBODY CAN DO ANYTHING ABOUT IT.
You have to be yourself and not a selfish person. You have to believe in the other people you have not responded to what they call. You have to be gentle or go slow with your enemy, because if you go fast they are going to start running. You have to effort to talk with your enemy, and you have to respect those who you don't like. Because the person could do the right thing.
Problem at High School

Firstable when the first time we came here as freshmen, we feel very scared and shy. When we received ours schedule, and walked in the class everybody stared at us to me I don’t give a shit, I dog them back because I am different than others, so who cares right? so later I geting more trouble with senior because they think we are freshmen like kids. “that what they think” anyway we’re done. What will change later would be that maybe we get used to the new peoples, and be nice to them? then they might treat us better than before.
How To Get Along With People

There's a woman from Hispanics who know how to make Tamale, and there's a woman from the Woman from Hispanics her name is Ochoa they know each other by sharing their food from their culture to each other and they're respect each other by eating each other food.

The problem between the Anglos, Hispanic and Asian is the racism because the Anglos doesn't like their color skin of Hispanics and Asians, they think they're clean and they also think about other people different from their race are dirty by their skin, they don't really care about other people family, culture (disrespect) sometime they care about money more than their family, just because of that it become violent, killing each other just because the way people look and their skin also their languages.

The good way to solve this problem, I think the most important is stop the behavior and respect each other culture and got to know each other and stop killing other people just because the way they look, and their skin color.

I think is all the group need to respect to the people and to get to know people better is to share their culture and no more killing people, so they can get along better. Also show respect and love to the people that you don't know, because when you show your respect to the people that you don't know they might show it back to you, but the way I think is just only work for a few people only, because there are certain kind people not all of them are a same I mean some you may change them, but some you can't change them just because they think they're cool and better than every body else, but I think that disrespectful and stupid and some day they gone to get what they did to the people.
MY LIFE ON THE SCHOOL

THE MOST TEACHER OF THE RIM HIGH SCHOOL ARE HARD TO UNDERSTAND, BECAUSE THEY EXPLAIN FAST THE PROBLEMS. WHAT I RECOMMENDED IS TO MAKE THE KIDS UNDERSTAND. THE MOST TEACHER TRY HARD TO MAKE US UNDERSTAND AND I'M GLAD WITH THEM. BECAUSE THEY ASK YOU IF YOU DID UNDERSTAND IF YOU DON'T UNDERSTAND THEY EXPLAIN SLOWLY UNTIL YOU GOTED THAT IS COOL WITH THE TEACHER. THAT MEAN THAT THEY CARE FOR YOU AND YOUR CLASSES.

MY IMPROVED AT RIM HIGH SCHOOLS MY ENGLISH BECAUSE THE TEACHERS MAKE YOU TO TALK ALOT OF ENGLISH. I'M WITH ALL MY TEACHER BECAUSE THEY HELP YOU WITH THE PRONOUNCE. IF THE TEACHER HERD YOU TALKING WITH YOU FREING AND YOU PRONOUN AWORD BAD THEY TEACH YOU HOW TO PRONOUNCE. AND SOMETIMES THE WHITE PEOPLE MAKE FUN OF OUR ENGLISH BUT WE DON'T CARE ABOUT IT. WE CONTINUE SPEAKING WE SAID THAT ONE DAY WE GOING TO SPEAK BETTER ENGLISH. THEY TRYST TO PUT US DOWN BUT WE DON'T CARE WHAT THEY SAID.
Immigration debate to heat up

I would say that the police has the right to stop a car when a person is braking the law of the U.S. But one thing they can't do is to beat people like in the article say. No even the U.S Border patrol do to illegal immigrants when they try to cross the border. But this time it was the police that was braking the law but I also agree that the Mexican were braking the law too that's something that no one can do in this state. The police has the right deport the illegal immigrants to the immigration but no beat the people no matter who you are or where you come from.
the tachers
This time we are going to talk about three teachers in this school. but first let’s talk about us. I’m jonathan and this is my friend Luis, I came {jonathan} from guatemala the last november of 1995. Luis come to U.S.A when we was 10 years old, we come here to have a good eduation and a better future, and now we are studing on Rim Of the World High School, the first time when we came here to the school we don’t know nothing about english and the American people.
Now let’s talk about this three tachers. First we are going to talk about Mrs. Hannemann, she was born in los Angeles, California, she speak 3 languages, she help us with the english but sometimes she drives us crazy, because she push us to speak english but we know that is for our good. Now let’s talk about Mrs. Mckee, she speak 3 languages and she help us to do our homework but not only us, all the latinos students too.
And now we are going to talk about Mrs. Smith. She is our math teacher, she is American but is a really nice person with us. She help us with our math homework and when we don’t understand some thing she explain all again. Luis and I want to say something “gracias maestros”
AWARD

THE MOST EXITING THING HAPPEN TO ME THIS YEAR WAS THE I GET GOOD GRADE AND I GET AWARD FOR I BEEN A GOOD STUDENT. I'M GRATEFUL WITH MY TEACHERS BECAUSE THEY HAVE ME THIS OPPORTUNITY TO BE AWARD. WELL I'M GLAD TO MY SELF BECAUSE I STUDY THE MOST I CAN DO. I THINK THE MOST IMPORTANT THINK OF MY LIFE IS STUDING.
REFERENCES


Research on Cultural Diversity and Second Language Learning.


