

Incorporating Hmong Language Education to Support Hmong American Academic Success



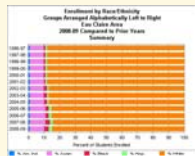
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Framing the Study

- ❖ **The Summer 2009 UWEC Hmong Literacy Program (HLP)** worked to develop culturally responsive curriculum and instruction in Hmong language and culture. This included Hmong language class, physical education in Hmong, and technology activities related to Hmong culture and vocabulary.
- ❖ **Goal:** To create greater bilingual skill, Hmong cultural knowledge and academic confidence within Hmong American middle and high school students.
- ❖ **During HLP:**
 - ❖ Four researchers continually observed student performance and dispositions in relation to Hmong language and academic success, and evaluated the program's instructional methods, curricular choices, and group interactional structure.
 - ❖ Researchers then analyzed data to determine the efficacy of HLP instructional methods, relevance and strength of curricular choices, and benefits of program structure.



Hmong Americans in ECASD



- ❖ ECASD about 10% Asian American; Majority are Hmong American
- ❖ Approximately 4% are Limited English Proficient (LEP)
- ❖ ECASD has 37.7% free or reduced lunch rate (2009-2010)



Key Components of Hmong Literacy Program (HLP)

- ❖ Student / mentor relationships
- ❖ Student / student relationships
- ❖ Developmentally and culturally appropriate activities
- ❖ Rigorous and critical Hmong language curriculum
- ❖ Integration of Hmong language throughout program



Activities

- ❖ Daily Hmong language classes
- ❖ Reading activities in English
- ❖ Daily physical education activity conducted in Hmong language
- ❖ Hmong vocabulary activities through student photography, peer to peer interviews in Hmong, iMovie development and preparation of Hmong food
- ❖ Ropes Course – team building activity
- ❖ Swimming, bowling and other group excursions

Student Outcomes

- ❖ Greater engagement with Hmong vocabulary and grammar, written language skills
- ❖ Improved self-confidence in Hmong cultural identity and student academic identity
- ❖ Good relationships with undergraduate mentors strengthened awareness of pipeline to postsecondary education
- ❖ Daily physical activity in Hmong language for wellness and increased vocabulary
- ❖ More comfort in university environment
- ❖ Increased technology skills through iMovie, photography projects
- ❖ Enjoyment of group peer environment outside of K-12 schools



Areas of Strength

- ❖ Student/mentor and student/student relationships
- ❖ Engagement in activities, particularly those involving physical activity or cooking
- ❖ Building written and oral Hmong language vocabulary and grammar
- ❖ Embedded technology use
- ❖ Familiarity with university institutional environment



Areas of Limitation

- ❖ Need better communication with and involvement of Hmong American parents
- ❖ More purposeful relationship building between second generation Hmong American students and "newcomer" Hmong American students
- ❖ More language lessons that include both White Hmong and Green Mong to recognize the dialect and cultural diversity within Hmong communities
- ❖ More academic courses outside of Hmong language, including math and science, in order to support overall academic needs of students