

MAINTAINING AND RETAINING THE HOME LANGUAGE WHILE LEARNING  
ENGLISH

By

PaNhia Vang

A capstone project submitted in partial fulfillment of the requirements for a degree of  
Master of Arts in Teaching

Hamline University

Saint Paul, Minnesota

Spring 2022

Capstone Facilitators: Shelly Orr and Maggie Struck

Content Expert: Kalia Lo

Peer Reviewer: Silyvanus Jum

**Website link:** <https://sites.google.com/hamline.edu/martha/home>

## PROJECT SUMMARY

Technology has become a resource to access information in a short amount of time. I created a website to support the research question “*How can school personnel at a Hmong school help students retain their Hmong language and learn English effectively?*” I decided to create a website because it is a tool that allows users to find and access information that they are looking for (Shiffett, Murdoch & Meschke, 2001; Chamberlain, 2005). I want to provide school personnel at a Hmong school or at a school with a big Hmong population with resources that they can use to help their students to achieve high academics. Websites allow users to be inquiry learners. According to Shiffett, Murdoch, and Meschke (2001), websites have meta-links that lead to other meta-links, which allow users to collect the information they are looking for. Websites also offer the community resources to different materials and it empowers the community (Shiffett, Murdoch & Meschke, 2001; Chamberlain, 2005). A website does not have to be too complicated to be effective. A well-thought-out simple website can be an effective tool.

On my website, I included five different topics. Two of the main topics have subtopics included. The topics that I had included on my websites are about the Hmong history with subtopics called Life in Refugee Camps, Living a double life, and the Hmong culture. I also have topics on the difference between the Hmong and English language, the history of Hmong writing, and Best practices and instructional methods. The Best practices and instructional methods have subtopics called Culturally relevant materials and curriculum, Parent involvement, and Phonemic and Phonological awareness. These topics were chosen based on conversations that I had with non-Hmong teachers at the school where I work at. These topics provide school personnel insights into their Hmong American students’ lives and how it affects their academic success.

## REFERENCE

- Bliatout, B. T., & And Others. (1988). *Handbook for teaching hmong-speaking students* Folsom Cordova Unified School District, 125 East Bidwell St., Folsom, CA 95630 (\$4.77; \$5.52 for California residents).
- DePouw, C. (2012). When culture implies deficit: Placing race at the center of hmong american education. *Race, Ethnicity and Education*, 15(2), 223-239.  
doi:<http://dx.doi.org.ezproxy.hamline.edu/2048/10.1080/13613324.2011.624505>
- Gerdner, L. (2015). *Hmong story cloths : preserving historical & cultural treasures*. Schiffer Publishing Ltd.
- Haley, Daniel. (2014, December 8). *Incremental Rehearsal: sight words, letter sounds, letter recognition, and number recognition* [Video]. YouTube.  
<https://www.youtube.com/watch?v=0uVIF3hN1Uw&t=126s>
- Hello Learn Hmong. (2019, November 14). *Hmong Tones Introduction* [Video]. YouTube.  
<https://www.youtube.com/watch?v=8Rn6cq1UI0k>
- Hello Learn Hmong. (2020, May 31). *Hmong Vowels* [Video]. YouTube.  
[www.youtube.com/watch?v=Xaaq5X7NpB0](http://www.youtube.com/watch?v=Xaaq5X7NpB0)
- Hello Learn Hmong. (2020, May 31). *Hmong Mono-Consonants* [Video]. YouTube.  
<https://www.youtube.com/watch?v=3ScZUkh8srE>
- Helman, L. A., & Burns, M. K. (2008). What does oral language have to do with it? Helping young english-language learners acquire a sight word vocabulary. *Reading Teacher*, 62(1), 14-19. doi:10.1598/RT.62.1.2
- Her, V. K., & Buley-Meissner, M. (2012). *Hmong and American : from refugees to citizens*. Minnesota Historical Society Press.

Hmong Phrases. (2020, June 11). *Hmong Greeting Phrases* [Video]. YouTube.

[https://www.youtube.com/watch?v=zFyzEIC\\_xDs](https://www.youtube.com/watch?v=zFyzEIC_xDs)

Kohnert, K., Yim, D., Nett, K., Pui Fong Kan, & Duran, L. (2005). Intervention with linguistically diverse preschool children: A focus on developing home language(s). *Language, Speech & Hearing Services in Schools, 36*(3), 251-63. Retrieved from <https://ezproxy.hamline.edu/login?url=https://www-proquest-com.ezproxy.hamline.edu/scholarly-journals/intervention-with-linguistically-diverse/docview/232583378/se-2?accountid=28109>

LANTOLF, J. P. (1994). Sociocultural Theory and Second Language Learning: Introduction to the Special Issue. *The Modern Language Journal (Boulder, Colo.)*, 78(4), 418-420. 10.1111/j.1540-4781.1994.tb02058.x

Learning Hmong with Kao-Ly Yang. (2021, June 22). *How to Count Hmong Numbers?* [Video]. YouTube. <https://www.youtube.com/watch?v=TIFC18xorIA>

Lynch, M. (2017, May 1). *Understanding academic language and its connection to school success*. The Advocate. Retrieved November 7, 2021, from <https://www.theadvocate.org/academic-language-connection-school-success/>.

Mahowald, M., & Loughnane, M. (2016a). Reading development and achievement of 4th-grade hmong students. *Journal of Research in Childhood Education, 30*(1), 57-73. doi:10.1080/02568543.2015.1107155

Mote, S. M. (2004). *Hmong and American : stories of transition to a strange land*. McFarland & Co.

Ngo, B., & Lee, S. J. (2007). Complicating the Image of Model Minority Success: A Review of Southeast Asian American Education. *Review of Educational Research*, 77(4), 415-453.

10.3102/0034654307309918

PBS. (2019, May 27). *America's Secret War* [Video]. PBS.Org.

<https://www.pbs.org/video/americas-secret-war-f55rln/>

Peterson, M., Brandes, D., Kunkel, A., Wilson, J., Rahn, N. L., Egan, A., & McComas, J. (2014).

Teaching letter sounds to kindergarten english language learners using incremental rehearsal. *Journal of School Psychology*, 52(1), 97-107. doi:10.1016/j.jsp.2013.11.001

Schechter, S. R., & Cummins, J. (2003). *Multilingual education in practice : using diversity as a resource*. Heinemann.

Spycher, P., Girard, V., & Moua, B. (2020). Culturally sustaining disciplinary language and literacy instruction for hmong-american children. *Theory into Practice*, 59(1), 89-98.

doi:10.1080/00405841.2019.1665410

Thao, Y. J. (2003). Empowering Mong Students: Home and School Factors. *Urban Review*, 35(1), 25. 10.1023/A:1022675022518

Thao, Bao (2016, March 19). *Comparing Syntax Between Hmong and English* [Prezi Slideshow Presentation].

[https://prezi.com/agt\\_txqsvtjg/comparing-syntax-between-hmong-and-english/](https://prezi.com/agt_txqsvtjg/comparing-syntax-between-hmong-and-english/)

Vang, C. T. (2005). Hmong-American students still face multiple challenges in public schools.

*Multicultural Education (San Francisco, Calif.); Multicultural Education*, 13(1), 27.

Vang, C. Y. (2010). *Hmong America : reconstructing community in diaspora*. University of Illinois Press.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*.  
Cambridge, MA: Harvard University Press.