

Professional Leave Report Cover Sheet

Name: Anthony Vang

Department: LEBSE

College: Kremen School of Education & Human Development

Leave taken: Sabbatical Difference in Pay Professional Leave without Pay

Time Period: Fall

Spring

Academic Year

Other

Please upload your report to this DocuSign envelope. Your report will be sent to your Dean for your PAF and to the Library Archives. You will also receive a confirmation copy.

Fall 2020 SABBATICAL LEAVE REPORT

by

ANTHONY VANG

Kremen School of Education and Human Development

Department of Literacy, Early, Bilingual and Special Education

I have requested a Sabbatical Leave for the fall semester of 2020. The objective of this proposal was to provide instructional methodologies to participants who are already proficient in Hmong, but who still lack some of the syntactic structures, the technical vocabulary and the writing/reading skills needed to teach content in Hmong. It is ideal for teachers who wish to develop the language skills minimal for effective instruction with Hmong speaking children. The main goal is to build teachers' confidence by equipping them with the resources necessary to successfully pass the CSET LOTE Exam in Hmong, thus earning their bilingual credential to teach in a bilingual/dual immersion class.

To meet the State Superintendent of Public Instruction's Global California 2030's initiative of ensuring "half of all K-12 students to participate in programs leading to proficiency in two or more languages" and to reach the goal by the year 2040 that "3 out of 4 to be proficient in 2 or more languages, earning them a State Seal of Biliteracy," I have requested to take a Sabbatical Leave for the Fall semester of 2020 to start working on this initiative. In addition, in the last few years, there has been an increased interest in expanding or opening K-12 Dual Language Immersion Programs as well as high school World Language courses in the Central Valley. However, districts in the Central Valley are challenged with finding qualified bilingual teachers. During this Sabbatical Leave, I had established an intensive language and culture training summer institute for Hmong teachers in the Central Valley with high concentrations of Hmong speaking children. I developed Hmong language skills in teachers to provide instruction using successful classroom methodologies for implementing an instructional program that complements the needs of Hmong speaking children.

The instructional model was utilized to develop the Hmong language and cultural competencies of the program participants as well as train the teachers using the latest language instruction methodologies. In addition, program participants were provided with a wealth of Hmong resources to enable them to work more effectively with their students.

The High Intensity Language Training approach was used during the week-long institute. The program model, entitled, the Hmong Culture and Language Institute was developed for Hmong teachers who needed to obtain their bilingual credentials by taking the CSET: LOTE Test in

Hmong. The knowledge acquired through this project was fulfilled NCATE standard 1 (Pedagogical Knowledge) and also California standards of Quality and Effectiveness for Professional Teacher Preparation Programs, and standard 3: The Context for Bilingual Education and Bilingualism (The professional bilingual teacher preparation program provides candidates with knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. The program developed candidates who demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement), and Standard 4: Bilingual Methodology (The bilingual teacher preparation program prepares bilingual candidates to understand the interrelatedness among the four domains of language: listening, speaking, reading, and writing) and to know language forms and functions.

Requirements for Bilingual Certification

Current BAP certification requirements include possession of a valid California teaching credential by going through CCTC approved program or and passing CSET LOTE examinations which cover the following six tests:

1. Language Structure and First and Second Language Development;
2. Methodology of Bilingual English language Development, and Content instruction;
3. Culture and Cultural Diversity;
4. Methodology for Primary Language Instruction;
5. The Culture of Emphasis;
6. The Language of Emphasis, including the skills of listening, speaking, reading, and writing.

I have been working in the Bilingual, Cross-cultural and Academic Development program for 29 years. In the fall of 1992, I developed and coordinated the Southeast Asian Bilingual program at CSU, Stanislaus as well as writing the Hmong and Lao culture and language assessment test, designing a new course of the Cultural Heritage of the Hmong and Lao People and assisting in the development of two upper division Hmong language courses, which were advanced Hmong grammar and composition for CSU, Stanislaus. I have succeeded in this endeavor, making that program the first one in the State of California. In the fall of 1999, when I first came to CSU, Fresno was not quite simple; at the time there were no Hmong textbooks available for the Hmong classes that I have been assigned to teach. I had to develop my own materials and find my own resources in order to meet the need of the course objectives and its goals. Before making my decision to come to this campus, I was aware that I would be facing the difficulty of finding Hmong bilingual textbooks and resources. However, I believed that it would be a great opportunity for me to assist the Hmong students in preparing them to work with Hmong children in the school districts, even though the lack of Hmong textbooks and educational resources is still the major challenge.

During my 29 years as a faculty member in the bilingual program, 7 years at CSU, Stanislaus and 22 years at CSU, Fresno, I taught bilingual methodology courses in the content areas, Specially Designed Academic Instruction in English (SDAIE), multicultural education and cultural diversity in the classroom, and first and second language acquisition. Throughout my nearly 29 years of professional work at California State University and 12 years in serving as a member of Fresno Unified School District Board of Education, I have acquired a solid understanding of the public education system, educational policy, and the demographic explosion of English Learners in K – 12 schools.

Hmong Language Committee:

1. Dr. Tony Vang, CSU Fresno
2. Dr. Jonas Vangay, Merced College
3. Dr. Vicky Xiong, Clovis Unified School District
4. Dr. Linda Vang, Sanger Unified School district
5. Dr. Thae Xiong, Fresno Unified School District
6. Dr. Cho Ly, Merced College

The Hmong Language Committee met on September 2020 at 10:00 AM – 12:00 PM to discuss the problems inherent in the RPA (Latin) writing system and to make recommendations to the Hmong faculties who are teaching Hmong classes at CSU, Fresno.

Topics and questions for discussions:

1. Identify the problems of using the RPA alphabet in current written Hmong language, (i.e. monosyllabic words). A tonal language is associated with each syllable and the syllable must be pronounced with the tone.
2. Make recommendations to minimize the challenge of using the RPA written Hmong language
3. Work towards standardized written forms within the RPA written system with least number of changes
4. Discuss the implication of Hmong Home and Academic Language
5. Gather and publicize standard vocabulary most commonly used by Hmong across the country involved in education, the maintenance of Hmong literacy, and the publication of materials in Hmong.
6. Develop Hmong materials to meet the educational needs of Hmong students. Currently there is a lack of materials written in Hmong.

- With the upcoming visitations from CCTC, we need to rethink the language programs and requirements. They will be specifically looking at our BAP program, focusing on two aspects: whether the program is needed and the extent of use in the workplace.
- In the BAP programs which include Cambodia, Cantonese, Hmong, Punjabi, Filipino, Vietnamese, etc.
- The big issue with the Hmong program is the lack of Hmong immersion courses at Fresno State. We need to consider what our next steps will be.

- Dr. Jonas – It may take much time to address the problems of using RPA. It is important to tackle the issue to the end.
- If Hmong are to maintain their traditional rituals and practices, we need to fix the academic language in Hmong to ensure its standardization. Particularly if we are interested in providing translation services.
- Dr. Jonas – Agenda Item #4 is of particular importance – “Discuss the implication of Hmong Home and Academic Language” – need to distinguish between culture and language. If we defend cultural stability, then it will also impact language over time. We need to find out what the current need is for our current society. Different people are claiming authority and territory over language, and therefore, claiming their rights to change the language due to culture. We need to standardize level 1-5 language in all institutions for the future of our children and their education in Hmong language.
- Need to use academic language in daily language; otherwise, Hmong children will believe that some non-Hmong words are indeed Hmong (ex: “siv hoob nab” not really Hmong)
- Professors in Wisconsin (Dr. Npib Yaj) are in the process of forming a Hmong language committee to standardize the Hmong language use. Our language is based on our rich culture, but without standardization, our language will be lost due to the various changes that are being made by experts and non-experts alike.
- Dr. Vicky Xiong-Lor –has been working with the Hmong Language Program at Stone Soup Fresno. Very few schools offer Hmong courses, which makes the need for Hmong language courses particularly imperative. Stone Soup teaches level 1 (basic greetings and vocabulary) to level 7-8 (leadership, history, and culture). Our younger generations need to be informed about their native language and history of why the Hmong came to the United States. Hmong parents with children in the Stone Soup Program are particularly supportive. Program was free of charge originally, but lack of funding changed the policies to necessitate a fee to be in the program. Parents see the significance of not losing the language in their children’s generations. Thus, the importance of standardizing the language.
- “Tub sab” – should it be one or two words? Such standardization is needed.
- If our committee does not take the lead, then there will be no change. We will follow the guidelines to standardizing the language. If other departments (linguistics, anthropology) form their own committees, efforts can be combined with the education department to facilitate change.
- Dr. Jonas – it is imperative to standardize language, especially for academic language in the education context. Word forms, etc. need to be transferrable.
- Hmong created by the three founders. Their ideas for teaching Hmong were practical during their time, but it does not take into consideration the academic language of the Hmong.
- We need to define that our target is “academic language;” anything else, we will refer to other cultural centers.
- Dr. Jonas’ philosophy in responding to Hmong White and Hmong Green – accept both dialects openly and use according to the audience. We accept vocabulary found in both

dialects; there is no preference. We need to accept all synonyms for the term (blanket – pam, choj; mother – niam, nam). We just need to be consistent in accepting both forms of dialects. One synonym can be used interchangeably with another synonym.

- We should not impose use of one dialect over another.
- For the BAP, we are uncertain about its future. Vicky and Linda will work together to help keep these programs alive, with the support of Dr. Tony and Dr. Jonas.
- The rules and regulations for the state program review requires a 5-year plan. In this plan, every two years needs to assess student learning outcomes (SLO) and tests for content. SLOs are for the institutions, in order for program review to progress and continue at the state level. There needs to be compatibility in guidelines among the different languages in an institution (Hmong, German, French, etc.). Syllabi and outlines need to be consistent with student learning outcomes. Without 2 years SLOs, the program review will not pass. Outside evaluators are typically needed to come in to test students' knowledge of content for SLOs. Course outlines and syllabi for Hmong language courses need to be aligned so that skills and knowledge learned are transferrable from one level to another.
- Spanish I need to be compatible to French I and Hmong I. Standardization needs to follow this format.
- All professors of Hmong need to be receptive to sharing their course outlines and syllabi in order for alignment and standardization to occur.
- We need to help Hmong learners understand and distinguish the differences between the home language and academic language. Academic language needs to be transferrable from institution to institution, needs to be compatible. Language standards need to be set, in order for students to achieve and advance in Hmong language acquisition.
- How can we teach the language in such a way to make it compatible and transferrable?
- Level 1 – spelling and reading; Level 2 – forming complex sentences in writing
- We need to defend our territory in the academic world in terms of academic language. We will agree with other groups and committees in terms of their use of cultural terms.
- Language one can be used as a foundation to learn Language two. It will benefit our students and our Hmong children.
- We need to create student learning outcomes and be open-minded.
- The older and younger generations need to work together to move forward.
- Agenda Item #5 – gather and publicize standard vocabulary. In order to achieve items 5 and 6, we need to first achieve items #1-4.
- Prior to sharing our findings with other institutions in other states, we need to first share our findings with the surrounding districts in order to get feedback and find opportunities for revision.
- In order to keep the programs alive at Fresno State or elsewhere, we need to have a system in place where one class feeds into another; in that way, it acts as a continuous flow. With the lack of students, even with the need of the BCLAD, the program will not go anywhere. We need to emphasize this importance to our Hmong parents.

- Hmong students need to be strategic in taking courses at their respective institutions in order to receive good grades and maintain high GPAs.
- Vicky and a group of educators will be meeting with Dr. Castro in May or June to discuss with him the disturbing trend of decreased graduation rates among Hmong and other minority students.
- We need to work better at communicating with others in asking for help and unifying people to achieve our goals.
- Merced College will be among the first community colleges to offer an AA degree in Hmong language. We need to push this initiative and garner support from the community as well as address challenges.

CSET – LOTE Hmong Preparation

The purpose of the training institute was to provide current California credentialed teachers with information, practice, and resources to successfully pass the CSET LOTE Subtest III, IV, and V Examination. In order to receive a bilingual authorization, linked to a person who is currently teaching must successfully pass Subtests III, IV, and V of the CSET LOTE Examination.

Content Domains for Subject Matter Understanding and Skill in World Languages

Bilingual Authorization Information

Effective fall 2007, specific CSET: World Language subtest replaced Tests 4, 5, and 6 of the BCLAD Examinations as the required assessments for individuals who wish to use the exam route to earn a Bilingual Authorization. For more information refer to the Commission on Teacher Credentialing (CTC) website at www.ctc.ca.gov or the California Educator Credentialing Examination website at www.ctcexams.nesinc.com.

To verify competence in the knowledge and skill areas necessary for effective teaching of English learners for the Bilingual Authorization, candidates must pass CSET: Hmong Subtests III, IV, and V. The test structure for CSET: Hmong (used toward the Bilingual Authorization) is shown in the table below:

CSET: Hmong			
Subtes	Domain	Number of Multiple-Choice Questions	Number of Constructed-Response Questions
III	Language and Communication: Oral Expression Language and Communication: Listening Comprehension	none 15 15 none	2 short (focused) 1 short (focused) 1 short (focused)

	Language and Communication: Reading Comprehension Language and Communication: Written Expression		1 short (focused) 1 extended
		Subtest Total	30
IV	Bilingual Education and Bilingualism Intercultural Communication Instruction and Assessment	12 13 25	none none none
		Subtest Total	50
V	Geographic and Historical Contexts Sociopolitical and Sociocultural context	20 30	None none
		Subtest Total	50

Written response (short): *For each constructed-response assignment in this session, you are to prepare a written response.*

- A. Response must be original and **must be written in the target language**.
- B. **Read** each assignment **carefully** before you begin to write.
- C. May use erasable notebook to make notes and/or create an outline
- D. You will be able to “**Insert**” special characters
- E. Your response will be **evaluated on the following criteria:**
 - a. **Purpose:** *the extent to which the response addresses the constructed-response the assignment’s charge in relation to relevant CSET subject matter requirements.*
 - b. **Subject Matter Knowledge:** *the application of accurate subject matter knowledge as describe in the relevant CSET subject matter requirements.*
 - c. **Support:** *the appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements*

A. Complete the exercise as follows.

Proposed: That as a condition of graduation from high school, students in the United States be required to devote 50 hours of community service activities.

Writing in Hmong, write a response in which you take a position for or against the proposal stated above and explain your position

B. Complete the exercise as follows.

Proposed: During Hmong class, your friend asks you to help him/her with some advice about a party he/she is having for his/her mom over the weekend.

Writing in Hmong, write a response in which you give him/her advice in regards to the food/drinks he/she may serve and give him/her instruction on how to prepare at least one traditional Hmong dish.

C. Complete the exercise as follows.

Proposed: You have applied to be a volunteer for the school's summer program, and you are asked to provide information about your desire to be a volunteer and your experiences.

Writing in Hmong, write a response in which you give reasons why you would like to be part of this program; detail experience you may have, and your future goals for your mentees and your personal growth.

D. Complete the exercise as follows.

Proposed: Does plastic surgery improve one's self esteem?

Writing in Hmong, write a response reflecting your position on the issue proposed and provide support with persuasive evidence.

Written response (In Depth): *For each constructed-response assignment in this session, you are to prepare a written response.*

- A.** Your response may be written in the target language
- B.** Read each assignment carefully before you begin to write.
- C.** Your response will be evaluated on the following criteria:

1. Purpose: *the extent to which the response addresses the constructed-response the assignment's charge in relation to relevant CSET subject matter requirements.*
2. Subject Matter Knowledge: the application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
3. Support: *the appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements*
4. Depth and breadth of understanding: *the degree to which the response demonstrates understanding of the relevant CSET subject matter requirements.*

D. Relevant Subject Matter Requirements:

1. Compose well organized passage in the target language
2. Employ styles and levels of diction appropriate for a given audience, purpose and occasion.
3. Demonstrating command of a wide range of vocabulary, idiomatic expressions and linguistic structures.

Complete the exercise as follows.

A. In the history of every culture, there are historical events critical to the development of their language evolution. Writing in Spanish, identify and discuss such event.

In your response you must include, but not limited to, the following topics:

- the identification of this historical event
- a description of the context or circumstances in which this historical event occurred; and
- an analysis of the impact of this event on the development and evolution of the Hmong culture.

Oral Expression Constructed-Response: You will respond to 2 assignments. You must respond in the target language. 2 minutes to review the assignment and 2 minutes to record your response.

B. Speaking in Hmong, describe a negative experience as you traveled to another country.

-In your response you MUST include a detailed description of your experience and what you learned from it.

C. Language and Communication: ORAL EXPRESSION

Speaking in the Target Language for a Variety of Purposes in Authentic Contexts

RELATED TOPICS:

- Talk about everyday situations
- Respond to unexpected situations
- Defend a hypothesis
- Narrate or describe a personal experience
- Deliver a Content Presentation
- Formal and Informal presentations
- Advantages & Disadvantages
- Take a position on a topic

WORKING PARTNERSHIP WITH TULARE COUNTY OFFICE OF EDUCATION

CSET LOTE: HMONG

Ms. Alesha Ramirez and Ms. Nancy Perez

DAY #3



California
Subject
Examinations for
Teachers®

WORLD LANGUAGES

(CANTONESE, FRENCH, GERMAN, JAPANESE, KOREAN, MANDARIN, PUNJABI, RUSSIAN,
SPANISH, VIETNAMESE)

SUBTEST III

Test Preparation Facilitated by Nancy Pérez

[CSET-LOTE Spanish III Syllabus](#)

Tulare County Office of Education

[CSET Info](#)

Training Description:

The purpose of this 15-hour training course is to provide current California credentialed teachers with information, practice, and resources to successfully pass the CSET LOTE Subtest III Examination.

Please note: In order to receive a bilingual authorization, linked to your current teaching credential, you must successfully pass Subtests III, IV, and V of the CSET LOTE Examination.

Content Domains for Subject Matter Understanding and Skill in World Languages

Bilingual Authorization Information			
Subtest	Domains	Number of Multiple-Choice Questions	Number of Constructed-Response Questions
III*	Language and Communication: Oral Expression	none	2 short (focused) 1 short (focused)
	Language and Communication: Listening Comprehension	15	
	Language and Communication: Reading Comprehension	15	1 short (focused)
	Language and Communication: Written Expression	none	1 short (focused) 1 extended
	Subtest Total	30	5 short (focused) 1 extended

Developed by Nancy Pérez

Content Domains for Subject Matter Understanding and Skill in World Languages

LANGUAGE AND COMMUNICATION:
LISTENING COMPREHENSION (SMR Domain 5)

LANGUAGE AND COMMUNICATION:
READING COMPREHENSION (SMR Domain 6)

LANGUAGE AND COMMUNICATION:
WRITTEN EXPRESSION (SMR Domain 8)

LANGUAGE AND COMMUNICATION:
ORAL EXPRESSION (SMR Domain 7)

Developed by Nancy Pérez

Content Domains for Subject Matter Understanding and Skill in World Languages

LANGUAGE AND COMMUNICATION: WRITTEN EXPRESSION (SMR Domain 8)

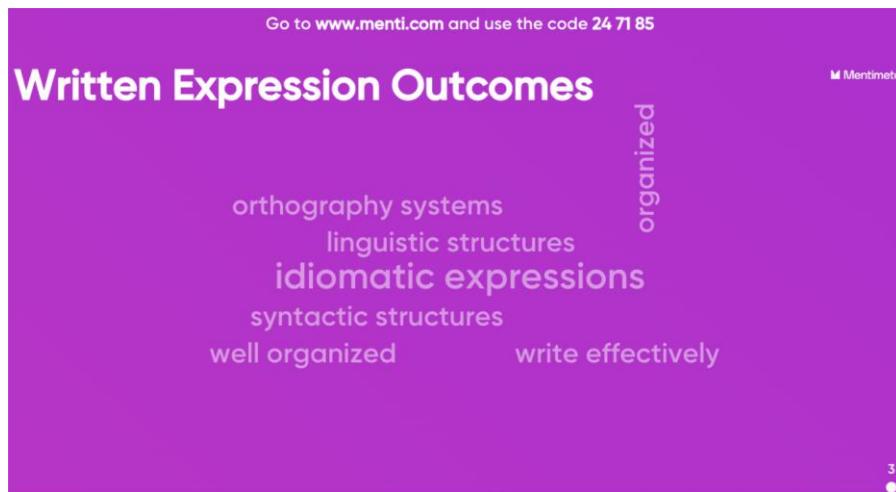
0007 Writing in the Target Language for a Variety of Purposes in Authentic Contexts (SMR 8.1)

Go to www.menti.com and use the code 24 71 85

LANGUAGE AND COMMUNICATION: WRITTEN EXPRESSION (SMR DOMAIN 8)

Written Outcomes

LANGUAGE AND COMMUNICATION: WRITTEN EXPRESSION (SMR DOMAIN 8)



Written response (short): *For each constructed-response assignment in this session, you are to prepare a written response.*

- A. Response must be original and **must be written in the target language** (typed).
- B. **Read** each assignment **carefully** before you begin to write.
- C. May use erasable notebook to make notes and/or create an outline
- D. You will be able to “**Insert**” special characters

- A. Your response will be **evaluated on the following criteria:**
 - a. **Purpose:** *the extent to which the response addresses the constructed-response the assignment's charge in relation to relevant CSET subject matter requirements.*
 - b. **Subject Matter Knowledge:** *the application of accurate subject matter knowledge as describe in the relevant CSET subject matter requirements.*
 - c. **Support:** *the appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements*

- A. Relevant Subject Matter **Requirements:**
 - a. Compose a well organized passage in the target language
 - i. employing **styles and levels of diction** appropriate for a given **audience, purpose and occasion.**
 - ii. Demonstrating **command of** a wide range of **vocabulary, idiomatic expressions and linguistic structures.**

Written response (Short): *For each constructed-response assignment in this session, you are to prepare a written response.*

GOOGLE FORM: Answers to Written Prompts #1

<https://forms.gle/md4vzUayS24CxkGr6>

Written response: *For each constructed-response assignment in this session, you are to prepare a written response.*

A. HORAS COMUNITARIAS: Complete the exercise as follows.

Proposed: That as a condition of graduation from high school, students in the United States be required to devote 50 hours of community service activities.

Writing in Spanish, write a response in which you take a position for or against the proposal stated above and explain your position

Written response: *For each constructed-response assignment in this session, you are to prepare a written response.*

B. UNA FIESTA HISPANA: Complete the exercise as follows.

Proposed: During Spanish class, your penpal asks you to help him with some advice about a party he is having for his mom over the weekend.

Writing in Spanish, write a response in which you give him advice in regards to the food/drinks he may serve and give him instructions on how to prepare at least one traditional hispanic dish.

Written response: *For each constructed-response assignment in this session, you are to prepare a written response.*

D. AUTOESTIMA: Complete the exercise as follows.

Proposed: Does plastic surgery improve one's self esteem?

Writing in Spanish, write a response reflecting your position on the issue proposed and provide support with persuasive evidence.

Written response (In Depth): *For each constructed-response assignment in this session, you are to prepare a written response.*

- A. Your response may be **written in the target language** (typed).
- A. **Read** each assignment **carefully** before you begin to write.
- A. Your response will be **evaluated on the following criteria:**
 - a. **Purpose:** *the extent to which the response addresses the constructed-response the assignment's charge in relation to relevant CSET subject matter requirements.*
 - b. **Subject Matter Knowledge:** *the application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.*
 - c. **Support:** *the appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements*
 - d. **Depth and breadth of understanding:** *the degree to which the response demonstrates understanding of the relevant CSET subject matter requirements.*
- A. Relevant Subject Matter **Requirements:**
 - a. Compose a well organized passage in the target language
 - i. employing **styles and levels of diction** appropriate for a given **audience, purpose and occasion.**
 - ii. Demonstrating **command of** a wide range of **vocabulary, idiomatic expressions and linguistic structures.**

Written response (In depth): *For each constructed-response assignment in this session, you are to prepare a written response.*

GOOGLE FORM: Answers to Written Prompts #2

<https://forms.gle/dpnxavuFwPPrD2DM9>

Written response: *For each constructed-response assignment in this session, you are to prepare a written response.*

Complete the exercise as follows.

A. **In the history of every culture, there are historical events critical to the development of their language evolution. Writing in Spanish, identify and discuss such event.**

In your response you must include, but not limited to, the following topics:

- the identification of this historical event
- a description of the context or circumstances in which this historical event occurred;

and

- an analysis of the impact of this event on the development and evolution of the hispanic culture.

Written response: *For each constructed-response assignment in this session, you are to prepare a written response.*

Complete the exercise as follows.

B. **Many experts say that electronic books will eventually replace traditional paperback books. Writing in Spanish, discuss the advantages and disadvantages of this predicament.**

Content Domains for Subject Matter Understanding and Skill in World Languages

LANGUAGE AND COMMUNICATION: ORAL EXPRESSION (SMR Domain 7)

0008 Speaking in the Target Language for a Variety of Purposes in Authentic Contexts (SMR 7.1)

Go to www.menti.com and use the code **50 53 80**

 Mentimeter

Oral Expression Outcomes:

[LANGUAGE AND COMMUNICATION: ORAL EXPRESSION \(SMR DOMAIN 7\)](#)

Oral Expression Outcomes

Go to www.menti.com and use the code **50 53 80**

 Mentimeter

Oral Expression Outcomes:

formal and informal
extended narratives
expressing ideas
good pronunciation
speak effectively
persuasive evidence
formal
cohesive discourse react competently
cohesive summaries

Oral Expression Constructed-Response: You will respond to 2 assignments. You must respond in the target language. 2 minutes to review the assignment and 2 minutes to record your response

A. CELEBRACIONES: Speaking in Spanish, compare a cultural event/celebration between the United States and a Spanish Speaking country.

-In your response you MUST include a detailed description of the event/celebration and an analysis of the reasons for the similarities and differences you noticed.

B. DE VIAJE: Speaking in Spanish, describe a negative experience as you traveled to another country.

-In your response you MUST include a detailed description of your experience and what you learned from it.

Oral Expression Constructed-Response: You will respond to 2 assignments. You must respond in the target language. 2 minutes to review the assignment and 2 minutes to record your response

B. DE VIAJE: Speaking in Spanish, describe a negative experience as you traveled to another country.

-In your response you MUST include a detailed description of your experience and what you learned from it.

LANGUAGE AND COMMUNICATION: ORAL EXPRESSION (SMR Domain 7)

0008. Speaking in the Target Language for a Variety of Purposes in Authentic Contexts

RELATED TOPICS:

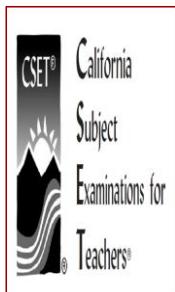
- A. Talk about everyday situations
- B. Respond to unexpected situations
- C. Defend an hypothesis
- D. Narrate or describe a personal experience
- E. Deliver a Content Presentation (Lecturas)**
- F. Formal and Informal presentations
- G. Advantages & Disadvantages
- H. Take a position on a topic

Repaso Relámpago de Literatura Hispana

- 1. Lea la lectura que se le asignó.**
- 2. Complete el [Formulario de Apuntes Literarios](#) sobre su lectura y el movimiento literario de la obra.**
- 3. Tendrá de 3 a 5 minutos para dar su presentación oral**
- 4. Sea creativ@!**

Developed by Nancy Pérez

CFU



Domains:	Subject Matter Requirements (SMR):
D5: Listening Comprehension	0001 (SMR 5.1) Literal Comprehension of Spoken Communication 0002 (SMR 5.2) Inferential & Interpretative Comprehension of Spoken Communication 0003 (SMR 5.3) Critical Analysis of Spoken Communication
D6: Reading COMprehension	0004 (SMR 6.1) Literal Comprehension of Written texts 0005 (SMR 6.2) Inferential & Interpretive Comprehension of Written Texts 0006 (SMR 6.3) Critical Analysis of Written Texts
D8: Written Expression	0007 (SMR 8.1) Writing in the Target Language for a Variety of Purposes in Authentic Contexts
D7: Oral Expression	0008 (SMR 7.1) Speaking in the Target Language for a Variety of Purposes in Authentic Contexts

WORLD LANGUAGES
(CANTONESE, FRENCH, GERMAN, JAPANESE, KOREAN, MANDARIN, PUNJABI, RUSSIAN,
SPANISH, VIETNAMESE)

SUBTEST III

CSET LOTE

Test Prep Series

Zoom Session links

Subtest IV: Session 2

WELCOME!

Make your presence known!

Name: _____

Then: **Access Google Classroom w/**

personal Gmail Class code: **iejzrbg**

Finally: Greet your colleagues via

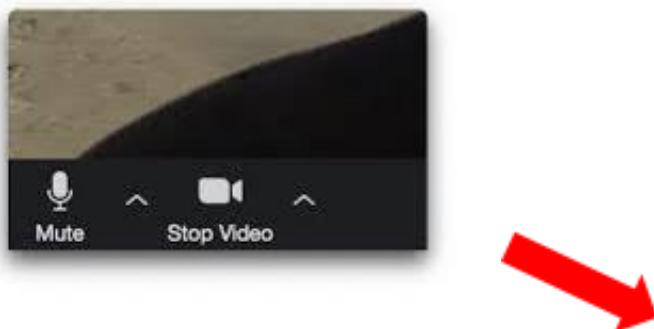
Zoom chat box .

Mic Check...

Open your mic and respond briefly:

In this COVID-19 context, our inner resilience keeps us going. If you had to name your spirit animal, which animal would you be? Choose to speak in any language.

1. Unmute yourself to chime in.
2. Re-mute yourself once you've spoken.



Our Zoom Session Norms

- Make yourself visible.
- Mute yourself upon entry. ●
- Keep chat box open.
- Actively participate.
- Make connections.



Course Commitments: Study course content and do suggested readings.

Our Schedule: Subtests and V Prep Sessions

20 minutes break @ approx. 5:45



Session Objectives

- To grow understanding of bilingualism, biliteracy & bilingual education
- To build awareness of program models designed for English learners
- To add to our understanding of theory and the research base

Fill in the blank-

**Some strategies I employ
as a teacher when
scaffolding for students**

whose primary language is something other than the language of instruction are

**Test Structure for CSET: Spanish
(used toward a Bilingual Authorization)**

CSET: Spanish (used toward a Bilingual Authorization)			
Subtest	Domains	Number of Multiple-Choice Questions	Number of Constructed-Response Questions
III	Language and Communication: Oral Expression	none	2 short (focused)
	Language and Communication: Listening Comprehension	15	1 short (focused)
	Language and Communication: Reading Comprehension	15	1 short (focused)
	Language and Communication: Written Expression	none	1 short (focused) 1 extended
Subtest Total		30	5 short (focused) 1 extended
IV	Bilingual Education and Bilingualism	12	none
	Intercultural Communication	13	none
	Instruction and Assessment	25	none
Subtest Total		50	none
V	Geographic and Historical Contexts	20	none
	Sociopolitical and Sociocultural Contexts	30	none
Subtest Total		50	none

Course Sequence 1

This test In English

**Bilingual Education & Bilingualism - Intercultural Communication
- Instruction and Assessment**

Session 1

Session 2

Session 3

D1.001 Foundations of Bilingual Education

D1.002 Bilingualism and Biliteracy

D1.002 Bilingualism and Biliteracy (cont.)

D3.005 Language and Literacy Instruction and Assessment in Bilingual Education Settings

D3.006 Content Instruction and Assessment in Bilingual Education Settings

D3.007 Evaluation, Use, and Augmentation of Materials in Bilingual Education Settings

D2.003 Intercultural Communication and Culturally Inclusive Instruction

D2.004 School, Home, and Community Collaboration Review

CALIFORNIA SUBJECT EXAMINATIONS FOR TEACHERS® (CSET®)

World Languages
Subtest IV: Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment

DOMAIN 1: BILINGUAL EDUCATION AND BILINGUALISM

001 Foundations of Bilingual Education

- Demonstrate understanding of the philosophical, theoretical, and research bases for bilingual education.
- Demonstrate knowledge of the characteristics, components, benefits, and limitations of research-based program models of bilingual education (e.g., dual-language instruction, one-way immersion, two-way immersion, transitional bilingual education, maintenance bilingual education, heritage language education).
- Demonstrate knowledge of the historical and legal foundations of bilingual education in the United States (e.g., Elementary and Secondary Education Act [ESEA], *Lau v. Nichols*, *Castañeda v. Pickard*) and California (e.g., *Mendez v. Westminster*, Proposition 227, *Williams v. State of California*) and their effects on bilingual education programs.
- Demonstrate understanding of the theoretical foundations, practices, limitations, and effects of the subtractive (deficit) perspective of bilingual education (e.g., viewing the primary language as an obstacle, limiting use of the primary language, promoting assimilation into the target culture).
- Demonstrate understanding of the theoretical foundations, practices, limitations, and effects of the additive (enrichment) perspective of bilingual education (e.g., viewing the primary language as a right and an asset, promoting the development of bilingualism and biculturalism, promoting acculturation into the target culture).

WORLD LANGUAGES
SUBTEST IV: BILINGUAL EDUCATION AND BILINGUALISM; INTERCULTURAL COMMUNICATION;
INSTRUCTION AND ASSESSMENT

002 Bilingualism and Biliteracy

- Demonstrate knowledge of metacognitive and metalinguistic processes (e.g., choosing the appropriate language to use in a given situation, evaluating similarities and differences between languages, transferring linguistic knowledge between languages) that occur in the development of bilingualism and biliteracy.
- Demonstrate understanding of current research on the developmental processes and cognitive effects of bilingualism and biliteracy (e.g., storage and retrieval of information in the brain, development of experiential knowledge) and implications of this research for instruction and assessment in bilingual education settings.
- Demonstrate understanding of the roles of code-switching, language mixing, and interlanguage in the development of bilingualism and biliteracy.
- Apply knowledge of developmental processes of bilingualism and biliteracy to select appropriate language use and usage (e.g., translation, language allocation by program model) when interacting with students at different developmental stages of bilingualism and biliteracy.
- Demonstrate understanding of the transferability of language and literacy skills between the primary and target languages, including ways in which language transfer can be affected by the level of compatibility between the primary and target languages.
- Apply knowledge of the use of contrastive analysis (i.e., comparing and contrasting similarities and differences, including nonexistent features, in the phonology, morphology, syntax, lexicon, and usage of different languages) to facilitate development of listening, speaking, reading, and writing skills in the primary and target languages.

WORLD LANGUAGES
SUBTEST IV: BILINGUAL EDUCATION AND BILINGUALISM; INTERCULTURAL COMMUNICATION;
INSTRUCTION AND ASSESSMENT

DOMAIN 2: INTERCULTURAL COMMUNICATION

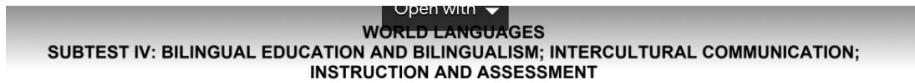
003 Intercultural Communication and Culturally Inclusive Instruction

- Demonstrate understanding of central concepts of intercultural communication, including cultural differences in patterns of nonverbal communication (e.g., distance between speakers, eye contact), patterns of oral discourse (e.g., overlapping, turn-taking, volume of voice, use/role of silence), and patterns of written discourse (e.g., level of formality, organizational structure).
- Demonstrate understanding of the effects of intercultural communication and interaction on bilingual education settings; the school/community climate; and student motivation, participation, and achievement.
- Demonstrate understanding of the origins of dialectal and/or tonal variation (e.g., geographic location, gender, socioeconomic background) and ways in which dialectal and/or tonal variations can affect student learning.
- Demonstrate understanding of cultural influences (e.g., different values regarding cooperation and competition, different expectations and preferences in teacher-student and student-student interaction, different attitudes toward conformity and individuality) on learning and teaching in bilingual education settings.
- Demonstrate knowledge of factors that contribute to classroom and school environments that support cultural understanding, student motivation, and achievement (e.g., infusing multicultural perspectives throughout the curriculum, establishing a high level of interaction among students with different backgrounds, promoting respect for cultural and linguistic diversity).
- Apply knowledge of intercultural communication and interaction that is linguistically and culturally inclusive and responsive to provide literacy and content instruction in bilingual education settings (e.g., role-playing intercultural encounters, analyzing current events related to a variety of cultures, respecting students' primary language/dialect, using students' primary language and home culture to promote language and literacy development and content-area learning).

WORLD LANGUAGES
**SUBTEST IV: BILINGUAL EDUCATION AND BILINGUALISM; INTERCULTURAL COMMUNICATION;
INSTRUCTION AND ASSESSMENT**

004 School, Home, and Community Collaboration

- Demonstrate understanding of the important role of families as primary-language and cultural resources and the importance of establishing and maintaining strong school-home partnerships.
- Demonstrate knowledge of effective strategies to provide families with information about the educational goals and characteristics of bilingual programs and to assist families in making decisions concerning their children's placement and education.
- Demonstrate knowledge of families' notification rights regarding program options for students in bilingual education programs (e.g., the waiver process) and strategies to communicate these rights in an appropriate and effective medium (e.g., bilingual telephone calls, home visits, videos, primary-language materials).
- Demonstrate knowledge of effective strategies to communicate assessment results to families and to provide guidance on ways in which families can support their children's achievement at home and in bilingual education settings.
- Demonstrate knowledge of strategies to identify opportunities for families to contribute their funds of knowledge and expertise within bilingual education settings and across the school community, including participation in a variety of school forums and organizations.
- Demonstrate knowledge of strategies to identify and utilize available community resources and to establish and maintain strong school-community partnerships to support culturally inclusive bilingual instruction.
- Demonstrate knowledge of strategies to communicate and collaborate with other teachers and educators to share information about methods and models of bilingual education that promote the learning and development of culturally and linguistically diverse students.



DOMAIN 3: INSTRUCTION AND ASSESSMENT

005 Language and Literacy Instruction and Assessment in Bilingual Education Settings

- Demonstrate understanding of the applications, limitations, and appropriateness of different models of bilingual education to develop, plan, and implement effective language and literacy instruction and assessments.
- Demonstrate knowledge of how to plan, select, and use effective and appropriate pedagogical practices that foster language and literacy development in the primary and target languages (e.g., providing comprehensible input, accessing students' prior knowledge, creating a language-rich environment, scaffolding literacy activities, planning meaningful and purposeful literacy activities).
- Demonstrate knowledge of strategies to provide differentiated instruction in language and literacy based on student proficiency levels in the primary and target languages.
- Demonstrate understanding of the interrelatedness of the four domains of language (i.e., listening, speaking, reading, and writing) in the development of biliteracy and the importance of integrating these language domains into instruction and assessment in bilingual education settings.
- Apply knowledge of language structures (e.g., word roots, prefixes, suffixes), forms (e.g., registers), and functions (e.g., informing, describing, persuading) to develop and deliver effective language and literacy instruction in the primary and target languages.
- Demonstrate understanding of ways in which students' life experiences (e.g., immigrant or refugee experiences, prior educational experiences, oral traditions), educational achievements, and language development can be used to foster learning and literacy in the primary and target languages.
- Demonstrate understanding of ways in which variations in students' primary languages (e.g., dialectal and/or tonal differences, use of vernacular forms) can be used to facilitate the development of social and academic language.
- Demonstrate understanding of the roles, purposes, and uses of standardized and nonstandardized primary- and target-language assessments in bilingual education settings.
- Demonstrate knowledge of how to select, adapt and/or develop as necessary, and administer a variety of language and literacy assessments in bilingual education settings, including appropriate assessments of social and academic language proficiency.
- Demonstrate knowledge of strategies for interpreting the results of primary- and target-language assessments to plan, organize, modify, and differentiate instruction in the appropriate language(s) in bilingual education settings.

WORLD LANGUAGES
SUBTEST IV: BILINGUAL EDUCATION AND BILINGUALISM; INTERCULTURAL COMMUNICATION;
INSTRUCTION AND ASSESSMENT

006 Content Instruction and Assessment in Bilingual Education Settings

- Demonstrate understanding of the applications, appropriateness, and limitations of different models of bilingual education in developing, planning, and implementing effective content-area instruction and assessments.
- Demonstrate knowledge of how to plan, select, and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings (e.g., including language and grade-level content objectives in lessons, activating background knowledge and experiences, providing linguistic scaffolding).
- Demonstrate knowledge of strategies for aligning instruction with California K–12 student academic content standards and frameworks appropriate to grade-level expectations and students' language proficiency in the primary and target languages.
- Demonstrate understanding of the interrelated nature of language and literacy development and content-area learning, including understanding of issues related to the integration of language development and content-area learning in bilingual education settings (e.g., development of academic language in the primary and target languages, language modification without simplification of content, cultural/multicultural perspectives).
- Demonstrate understanding of a variety of instructional approaches and strategies that foster the development of higher-order thinking skills (e.g., analysis, inference, synthesis, evaluation) and facilitate students' understanding and use of content-specific language functions (e.g., analyzing, comparing and contrasting, persuading, citing evidence, making hypotheses) in oral and written forms of the primary and target languages.
- Demonstrate understanding of ways in which students' life experiences, language development, and language variations can be used to foster content learning in the primary and target languages.
- Demonstrate knowledge of a variety of participation structures that require students to negotiate meaning in order to understand content.
- Demonstrate understanding of the roles, purposes, and uses of standardized and nonstandardized primary- and target-language content assessments in bilingual education settings.
- Demonstrate knowledge of how to select, adapt and/or develop as necessary, and administer a variety of content assessments in bilingual education settings.
- Demonstrate knowledge of strategies for interpreting the results of primary- and target-language assessments to plan, organize, and differentiate instruction in content areas.

WORLD LANGUAGES
**SUBTEST IV: BILINGUAL EDUCATION AND BILINGUALISM; INTERCULTURAL COMMUNICATION;
INSTRUCTION AND ASSESSMENT**

007 Evaluation, Use, and Augmentation of Materials in Bilingual Education Settings

- Demonstrate knowledge of strategies for evaluating alignment among primary- and target-language materials, content standards, and curriculum frameworks.
- Demonstrate knowledge of strategies for evaluating and selecting state-adopted and state-approved textbooks and supplementary materials for bilingual education settings based on a variety of criteria, including appropriateness for instructional purpose, alignment with curriculum, local community and student needs, and level of academic language.
- Demonstrate knowledge of strategies for developing, adapting, and extending instructional materials to meet the needs of diverse learners in bilingual education settings.
- Demonstrate knowledge of strategies for selecting and evaluating primary- and target-language materials, including multicultural literature and nontext materials, for use in instruction and assessment.
- Demonstrate knowledge of strategies for reviewing and evaluating materials to identify potential areas of offense or bias (e.g., race, class, gender, religion, country of origin) and to ensure appropriate representation of linguistic and cultural diversity within and across language and cultural groups.
- Demonstrate knowledge of how to locate, evaluate, and incorporate target- and/or primary-language-specific technology (e.g., Web-based media, educational software) into bilingual education settings to facilitate students' language, literacy, and content-area development.

Breakouts: Debriefing Your Reading

- 15-minute Discussion in small group breakouts

 [The Bilingual Education A...](#)   
ed100.org



= Bilingual education is booming in California public schools, thanks to changes in state law and cha...

Watch:

Dual Language Programs Explained by American Institutes for Research

https://www.youtube.com/watch?v=3dzO9upZO8I&feature=emb_rel_end



Bilingual / Dual Language Program Models

Dual Language Program

DLP can be either one-way or two-way depending on the student population. Literacy and content is provided to all students in both languages to promote bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence.

Two-Way

Two-way programs include approximately equal numbers of students who are monolingual or dominant in English at the time of enrollment and students who are monolingual or dominant in the partner language at the time of enrollment. A general rule of thumb is that to be considered a two-way program, no less than one third and no more than two thirds of the student population should be monolingual or dominant in either English or the partner language at the time of enrollment.

One-Way

One-way programs serve more linguistically homogeneous groups of students. All students are proficient in the partner language but not in English at the time of enrollment are typically called developmental bilingual programs. They use both languages to teach content, and they help students develop proficiency in English while maintaining and continuing to develop their skills in their home language. Students are all monolingual or dominant in English at the time of enrollment are generally known as foreign or world language immersion.

Transitional

Rapid transition to the mainstream classroom by using ELLs native language as a bridge to English language.

(Center for Applied Linguistics, 2018)

Language Learners in DL programs

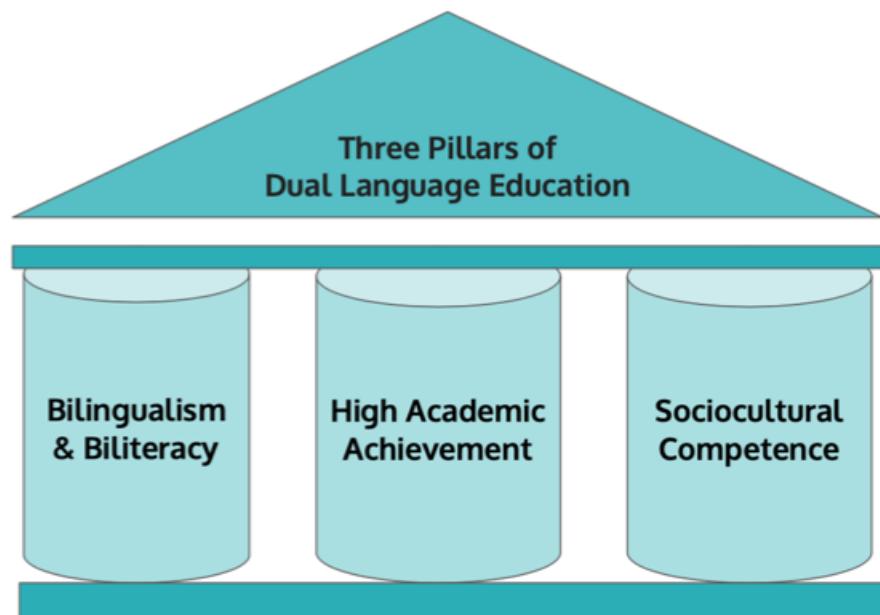
(Initially) Monolingual Students •

English speakers

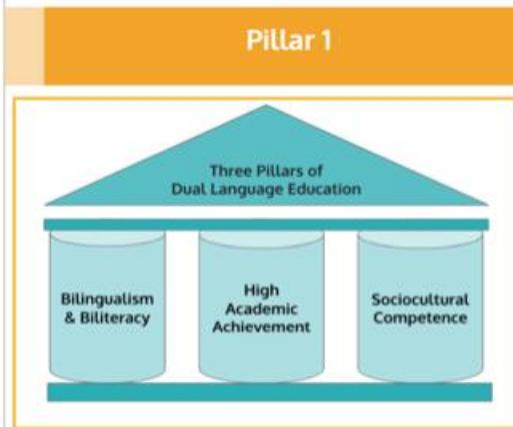
• Partner/target language

speakers Bilingual Students

...with the intention that all students will receive the instruction and support needed to fully realize biliteracy.



Pillar 1: Bilingualism & Biliteracy

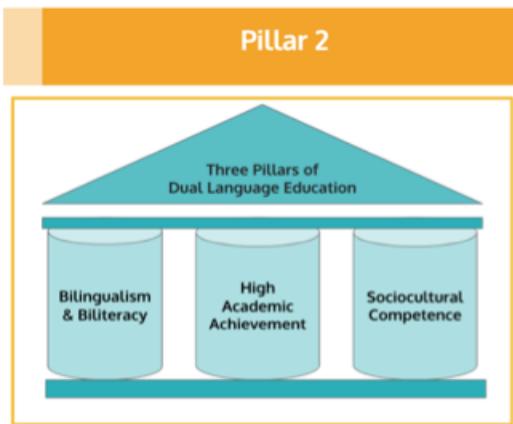


Students are using the four domains: speaking, listening, reading and writing in the two languages.

There is simultaneous growth in the two languages.

(Center for Applied Linguistics & J. Medina, 2017)

Pillar 2: High Academic Achievement

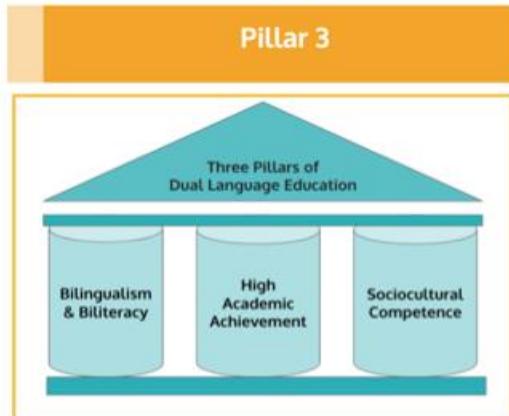


Students are able to achieve academically in both languages.

Service for all must be available: GATE, SpEd, etc.

(Center for Applied Linguistics & J. Medina, 2017)

Pillar 3: Sociocultural Competence

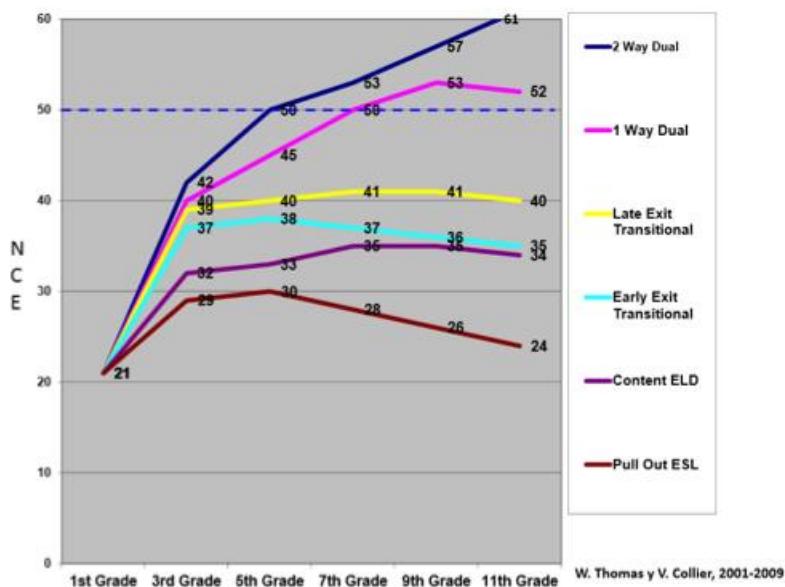


Ensure all students from diverse backgrounds are provided with equity, culturally, linguistically and socioeconomic supports.

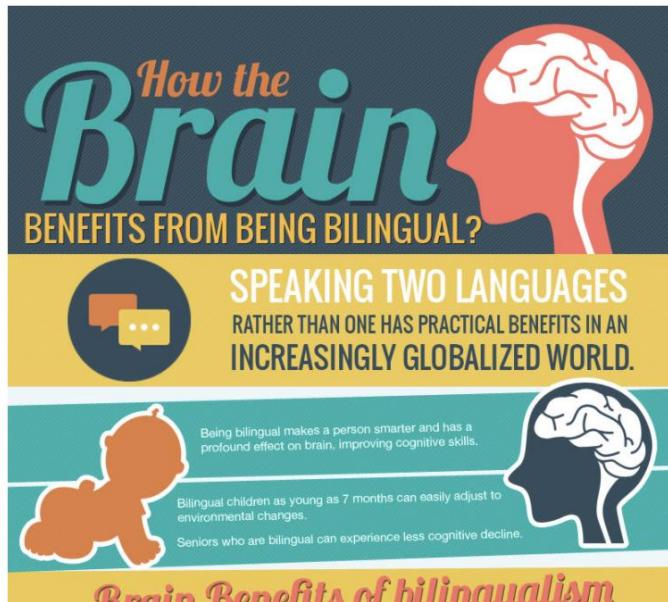
Sociocultural competencies includes:
-All inclusive curriculum resources
-Valuing home language and dialects

(Center for Applied Linguistics & J. Medina, 2017)

English Learners' Long-Term Achievement by Program Model



Thomas & Collier



Advantages of Being Bilingual

- Browse the [infographic](#) using the hyperlink

https://docs.google.com/document/d/1m9HOlk9CSauqpVC8YjRRTO8O_cDhWZYfQPG-k0jrl_ks/edit?usp=sharing



In the chat box: (Type your response.)

What do you notice? What do you wonder?

Advantages of Being Bilingual

- Social
- Economic
- Cognitive

In the chat box: Which benefit of bilingualism would you tout in conversations

within your community to promote your DL program?



Grounded in Research

- Krashen
- Cummins
- Thomas & Collier
- Lindholm-Leary
- The Freemans
- García

UDL Task- Research Dig in Expert Groups

Note: There is no time for or expectation to dig into every source in depth. Feel free to browse, or pick and choose.

Instruction

- Assets-oriented, additive approaches
- Leverage the home language and culture
- Make community-school connections
- Teaching and assessing in both languages
- Representation matters.
- Literacy transfers.

- Research-based approaches

**THE SEPARATE
UNDERLYING PROFICIENCY
(SUP) MODEL OF
BILINGUAL PROFICIENCY**

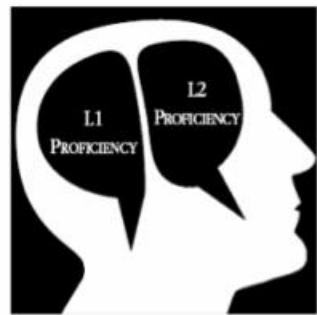


Figure 1.
The Separate Underlying Proficiency Model

**THE COMMON
UNDERLYING PROFICIENCY
(CUP) MODEL OF
BILINGUAL PROFICIENCY**

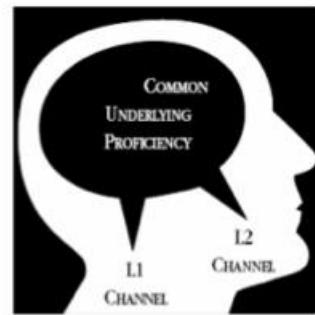
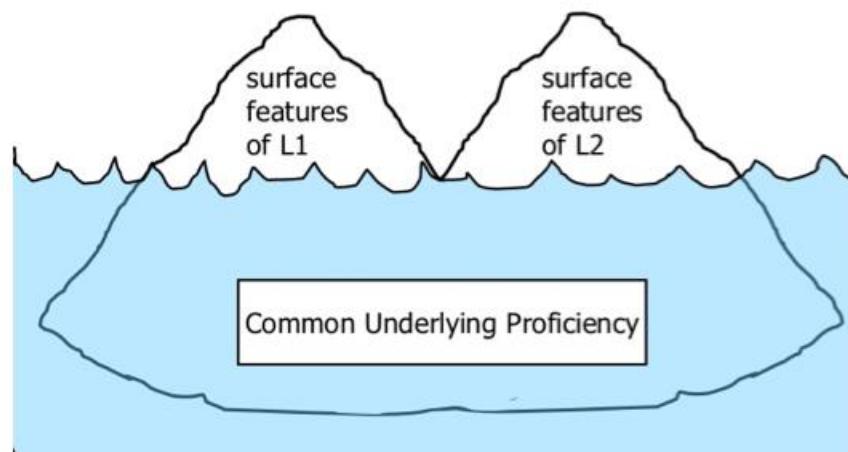


Figure 2.
The Common Underlying
Proficiency Model

Cummins

“Common Underlying Proficiency”



Cummins

Cross-Linguistic Transfer

Phonological Awareness	Alphabetic languages are comprised of sounds
-------------------------------	--

Orthographic (Spelling) Awareness	Sounds are represented by letters that make up words
Morphological Awareness	Words have meaningful parts that can be combined to make meaning
Semantic Awareness	Words have meaning that represent concepts
Syntactic Awareness	Words have predictable order
Grammatical Awareness	Words have varying functions within a sentence
Socio-cultural Awareness	Language use varies depending upon context

Remember: Concepts and literacy skills may be transferrable across language. L1 literacy enhances, and often expedites, L2 development.

What is Bilingual Education?

- A program of instruction, **designed for children of limited English proficiency** in elementary or secondary schools, in which, with respect to the years of study to which the program is applicable . . . there is **instruction given in, and study of, English**, and, to the extent necessary to allow a child to achieve competence in the English language, **the native language of the child** of limited English proficiency, and such **instruction is given with appreciation for the cultural heritage** of such children, and of other children in American society, and with respect to elementary and secondary school instruction, such instruction shall, to the extent necessary, be in all courses or subjects of study which will allow a child to progress effectively through the educational system.

(Reference U.S. Congress, Bilingual Act)

DISCUSSION: (Open your mic)

**Beyond literacy instruction,
how might bilingual educators
incorporate an “appreciation
for cultural heritage”?**

Bilingual learning necessitates rethinking the entire curriculum in terms of a child's best instruments for learning, of his readiness for learning various subjects, and his own identity and potential for growth and development.

(Anderson & Boyer, 1970)

DISCUSSION: (Open your mic)

**What are some aspects of
curriculum that require explicit
attention to “a child’s best**

instruments for learning” and a child’s “own identity”?

Check for Understanding

2. A bilingual education student who has had six years of previous schooling in his home country has been placed in the fifth grade in a California school. Which of the following effects will the student's previous education most likely have on his English language development?

- A. Social skills the student learned in the educational system of his home country will lower his affective filters in the new learning environment and facilitate his acquisition of English.
- B. The student's primary-language skills will hinder second-language acquisition because they take up cognitive resources the student needs for learning English.
- C. The linguistic concepts and learning strategies the student has already learned in the educational system of his home country will enhance and support his English language development.
- D. Divergent educational approaches between the two educational systems will require that the student undergo an extended period of school orientation before beginning to study English.

Correct Response:

Check for Understanding

3. Which of the following best describes the primary advantage of creating culturally relevant content lessons within a bilingual education setting?

- A. Students will be more likely to pay attention in class and to complete their assignments on time.
- B. Students will be more likely to grasp new concepts that are grounded in their day-to-day life and experiences.
- C. Students will be more likely to transfer linguistic knowledge from their primary language to the target language.
- D. Students will be more likely to explore classroom topics further at home or in the community.

Correct Response:

Check for Understanding

- A. use the primary language as much as possible when interacting with the child, as that will help the child's overall language development.
- B. have the child serve as a translator for family members, as that will help the child learn the major differences between the two languages.
- C. ask the child to tutor family members in the target language, as that will help reinforce the child's understanding of the language.
- D. speak to the child in the primary language but require the child to respond in the target language, as that will help the child learn how to switch between languages.

4. The family of a bilingual education student is almost entirely monolingual, using the primary language for most everyday communication. During a conversation with the student's teacher, family members express concern that their limited proficiency in the target language is hindering their child's development in that language and ask for suggestions for ways in which they can help their child learn the target language. The teacher could best respond to the family members by encouraging them to:

Correct Response:

Check for Understanding

5. An elementary school bilingual education teacher coordinates a monthly reading group with the other bilingual education teachers at the school to discuss current research and methodology for bilingual education. This activity shows that the teacher is aware of the importance of:

- A. preparing teachers at the school to conduct their own research on new ideas for bilingual education.
- B. reflecting actively on teaching practices and considering a variety of viewpoints when planning bilingual education instruction.
- C. identifying problematic areas of bilingual education at the school that need to be addressed by all teachers.
- D. implementing the newest techniques and strategies for bilingual education at their schools.

Correct Response:

For Next Session

Read:

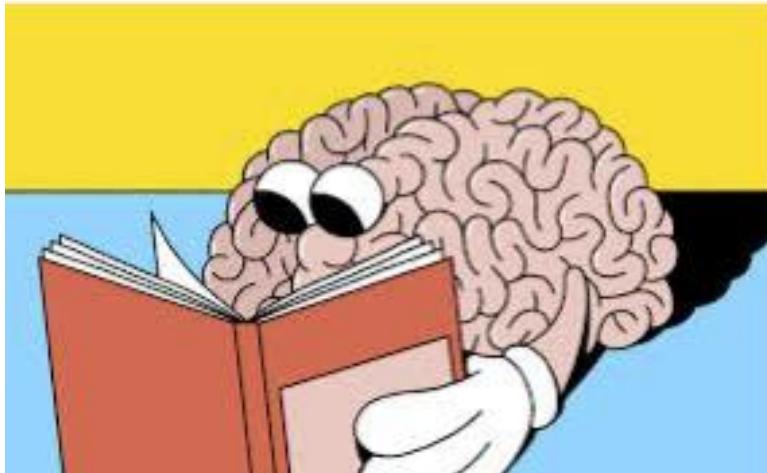
Explore:

cal.org colorincolorado.org gocabe.org

Come prepared to share a treasure or insight discovered.

Do:

Use the [Subtest IV Sample Questions](#) document as a practice test. Share the areas you'd like extra support in via our Google Classroom.



Feedback

Your input and perspective are valued. Please share about your experience.

<https://bit.ly/2WVmka1>