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ABSTRACT

The Hawaiian Language Immersion Program, implemented at the kindergarten/first grade level in an elementary school on Oahu and one on Hawaii, is described and evaluated. The program was instituted at the request of parents of students who had attended a Hawaiian language immersion preschool and was open to all students, regardless of ethnicity or language background. Students received instruction in language arts, mathematics, and other content areas entirely in Hawaiian. Instructional assistance was provided by young professionals from a Hawaiian studies program and by parent and community volunteers. Lack of instructional materials was a significant problem. Evaluation of the program was based on ethnographic classroom observations, interviews with parents and school personnel, and oral language assessment of the students in Hawaiian and English. Evaluators found that the program had near total immersion, that students appeared to understand and respond appropriately to instruction in Hawaiian, that a range of topics and content areas were being taught, and that there was unusually high parent involvement and support. Almost all students had achieved moderate to high Hawaiian proficiency for their age, others were making significant gains in the language, and all were fluent in English conversational discourse. Twenty-two recommendations are made, including continuation of the program through grade 6 for participating students, and extension to a new cohort of kindergarten and first-grade students. A detailed account of the curriculum and instruction is included in the report. (Author/MSE)

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HAWAIIAN LANGUAGE IMMERSION
Evaluation of the Program's First Year
SY 1987-88

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EVALUATION REPORT FOR THE FIRST YEAR OF THE
HAWAIIAN LANGUAGE IMMERSION PROGRAM

A Report to the Planning and Evaluation Branch

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June 1988

EVALUATION REPORT FOR THE FIRST YEAR OF THE
HAWAIIAN LANGUAGE IMMERSION PROGRAM

EXECUTIVE SUMMARY

The Hawaiian Language immersion program was implemented in two elementary schools, Waiiau Elementary School on O'ahu, and Keaukaha Elementary School on the island of Hawai'i, during the 1987-1988 school year. The program consisted of a combination kindergarten, first grade classroom at each site and enrolled 18 students at Waiiau and 17 students at Keaukaha Elementary School. The program was begun at the request of parents of students who had attended the Pūnana Leo, a Hawaiian language immersion program for preschool aged children and others interested in preserving and reviving the Hawaiian language and culture. The program was open to any kindergarten or first grade student, regardless of ethnicity or language background, whose parents volunteered to have their child or children in the program. Approximately thirty-nine percent of the students at Waiiau and fifty-six percent of the students at Keaukaha had attended the Pūnana Leo, while the others entered the program with little or no exposure to the Hawaiian language at school entry.

The program was successful in providing a total Hawaiian language immersion experience to participating students, and by the end of the year all students had attained a functional to proficient degree of fluency in the Hawaiian language. Students were instructed in language arts, mathematics, and in the content

areas in the medium of the Hawaiian language. Extra assistance to the teacher in meeting the needs of two grade levels of students who entered at different levels of proficiency in Hawaiian was provided through the Hawaiian Studies Kupuna program and by parent and other community volunteers. Worksheets and some books were translated into Hawaiian, but the lack of translated and readily available printed materials in the Hawaiian language presented a serious problem for the program implementors. Teachers and other adults were constantly translating materials for use in daily instruction, and the provision of adequate printed materials was viewed as one of the most important needs in future program implementation.

The evaluation, which was primarily formative and process oriented, was based on ethnographic classroom observations, on interviews of principals, teachers and parents, and an alternative oral language assessment in Hawaiian and English. The evaluators found that the program had a high degree of implementation in terms of near total immersion in Hawaiian; that students appeared to understand and respond appropriately to instruction in the Hawaiian language; that a range of topics and content areas were being taught in Hawaiian; and that there was an unusually high degree of parental involvement and support for the program. A detailed account of the curriculum and instruction is found in the "Report on Classroom Observations" section of the report. Individualized oral language assessment of a sample of two thirds of participating students in Hawaiian

and English indicated that almost all of the students had achieved moderate to high proficiency in Hawaiian for their age level, that others were making significant gains in acquiring the language, and that all of the students were fluent in English conversational discourse.

The evaluation report contains twenty-two recommendations, the most important being that the immersion program should be continued for the present group of participating students, and should be extended to a new cohort of entering kindergarten and first grade students. The recommendations are based partly on the high level of successful implementation observed for a first year innovative program, partly on research which indicated the high level of success for early total immersion programs elsewhere, and also from an acknowledgment of the importance of the dual goals of the program in developing students with strong bilingual proficiencies in their first and second languages and of maintaining and reviving the Hawaiian language. The recommendations above are offered with the contingency that participating students continue to progress in both the Hawaiian and English languages, that students receive instruction in the full range of the elementary curriculum, and that adequate resources (teaching staff, and curriculum materials) are provided for implementation. Among the recommendations, which are explained in greater detail in the report, are the following:

- . The Hawaiian language immersion program should be planned as a program that extends from kindergarten through grade

six. Students should continue in total Hawaiian immersion through grade three with the exception that English literacy instruction might be introduced for twenty percent or less of the school day in grade three; in grades four through six, instruction should be half day in Hawaiian and half day in English, provided through a team teaching method.

- . A whole language approach should be considered as a curriculum alternative for the immersion program.
- . Provision of a full range of textbook, tradebook and other curriculum materials translated into Hawaiian is needed.
- . Inservice training in elementary teaching methods, curriculum, and bilingual education is needed for teachers and auxiliary staff.
- . There is a need for adequate budgeting and provision of a coordinator for the program.
- . There is a need for recognition that the Hawaiian early immersion program is a bilingual program.
- . Long-range planning is needed for the program.

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EVALUATION REPORT FOR THE FIRST YEAR OF THE
HAWAIIAN LANGUAGE IMMERSION PROGRAM

INTRODUCTION

The Hawaiian Language Immersion Program (HLIP) was established to provide early immersion education in the Hawaiian Language for kindergarten and first grade students during the 1987-1988 school year. The program served a combination classroom of kindergarten and first grade students at Waiau Elementary School, in the Leeward School District, O'ahu, and a similar class at Keaukaha Elementary School, in the Hawai'i School District on the Island of Hawaii. Classes were proposed for the islands of Maui and Kaua'i but were not offered due to lack of enrollment.

The Department of Education program was initiated at the request of parents who had sent their children to Pūnana Leo, a Hawaiian language early total immersion program for preschool-aged children that had been established in 1984, so that children in that program could continue to develop in the Hawaiian language. However, the program was open to any kindergarten or first grade child whose parents wanted him or her enrolled in the program, regardless of ethnicity or language background. In addition to the major goal of Hawaiian language development, parents perceived the goal of the program as one of renewing and reviving the Hawaiian language which has been dying out. In this sense the program is similar to immersion programs found elsewhere such as the French immersion programs in Canada, and

the Maori immersion programs in New Zealand. Preserving the language is seen as essential in preserving the Hawaiian culture.

It is only recently that it was legally possible to use Hawaiian as a medium of instruction in the public schools in Hawai'i. Historically, since the overthrow of the Hawaiian monarchy, English has been the official language. In the 1978 state constitutional convention, Hawaiian was made one of the official languages, along with English for the state, but it was not until 1986 that Hawaiian could be used as a medium of instruction in the schools. In 1986 a provision was made permitting the use of the Hawaiian language as a medium of instruction in special Department of Education Programs, thus enabling the DOE to provide a bilingual education program to children for the island of Ni'ihau where Hawaiian is still the primary language. On the island of Ni'ihau, students entering school in the kindergarten and grade one are first taught in the home language of Hawaiian, and later make a transition to instruction in the English language. This is similar to bilingual programs established for Hispanic students in the mainland United States where students are first instructed in Spanish and at a later time, such as the third or fourth grade, make a gradual transition to receiving instruction in the English language. Some school districts have "transitional" bilingual programs where students gradually move into total English instruction, while others have "maintenance" programs where students continue to receive some instruction in Spanish even though the majority of their instructional day and most subjects

taken are in English. The Culver City Spanish Immersion Program in California is an example of a maintenance program. In the Culver City Unified School District, students are fully immersed in Spanish in kindergarten and first grade; in second grade they begin to receive literacy instruction in English but everything else is taught in Spanish; in third grade instruction in English language arts is expanded to 25% of the school day, with the remainder in Spanish; and in grades 4-6 instruction is equally divided between Spanish and English. Longitudinal results from the Culver City program indicated that students achieved at the same or at a higher level than their peers in the English-only classrooms on nationally normed tests of reading, language and mathematics in sixth grade (Campbell, 1984, pp. 128-130). In addition, students attained remarkable fluency in Spanish oral and written language.

Immersion education is a unique form of bilingual education. It is the opposite of bilingual programs, such as the program on Ni'ihau, that provide instruction for students in their first language (L1). In early total immersion education, English speaking students are immersed in a second language, (L2), in this case Hawaiian, and receive all instruction in the medium of the second language. The teacher, who is bilingual and understands what the children say in either English or Hawaiian, communicates exclusively in Hawaiian except for the first few days when simple instructions may be given in English. Students gradually begin to use more and more of the second language, i.e.

Hawaiian, until they use Hawaiian exclusively when in the classroom.

While parents may support their child's second language learning at home by interacting with them in Hawaiian, depending upon a parent's bilingual language abilities, it is expected that students will continue to develop their English language abilities through their out-of-school life in communicating with family members, peers, persons in the community, and through the media, such as television and newspapers. The few students who entered the program from homes where Hawaiian is the primary home language spoken are considered exceptions in the program, as would students who entered French immersion programs from French speaking homes. Studies of French immersion programs have shown that students develop their English oral and written language abilities to a level equal to or superior to that of their counterparts in the English-only classrooms (California State Department of Education, 1984). In reviewing a number of studies, Swain (1984) found that:

Within a year of the introduction of an English language arts component into the curriculum...the immersion students perform as well on standardized tests of English achievement as do students in the English-only program....This is the case even if English is not introduced until the third...or fourth grade...Furthermore, in some instances the initial gap is not only closed but the immersion students outperform their English-only program peers in some aspects of measured English language skills (p. 93).

In addition to maintaining normal levels of English language proficiency, students developed high levels of proficiency in the

second language without any long terms deficit in their achievement in the academic subject areas (Swain, 1984, p. 107).

PURPOSE AND DESIGN OF THE EVALUATION

The purpose of the evaluation was to provide formative and process evaluation information to program planners and decision-makers regarding the implementation of the program, and to make recommendations regarding the future development and evaluation of the program. A qualitative evaluation design, using applied ethnographic methods consisting of non-participant observation and interviewing, was employed to fulfill this purpose. Ethnographic research methods involve the systematic study of behavior and interaction in naturally-occurring, ongoing settings, with an emphasis on intensive, detailed observations and in-depth interviews with those observed (Watson-Gegeo, in press). Over the past twenty years, a growing body of studies in the fields of anthropology, education, and applied linguistics have used ethnographic methods to study teaching-learning interactions in mainstream, bilingual, and second-language classrooms (e.g., Trueba, Guthrie & Au, 1981; Gilmore & Glatthorn, 1982; Cazden, 1988). Slaughter (1981) developed methods for using applied ethnography to study program implementation in school districts.

Qualitative evaluation, and ethnographic methods, are especially useful in studying new and innovative programs where clear cut objectives have not yet been articulated, when standardized test instruments are not available, when an experimental design is not appropriate, and when a program is being developed as it is being implemented (Fetterman & Pitman,

1986; Erickson, 1986). Qualitative or naturalistic evaluation is also appropriate for studying the naturalistic classroom environment and program implementation in terms of its unique local characteristics (Guba and Lincoln, 1981).

One of the purposes of an ethnography is to describe the program from the viewpoint of the participants, e.g. teachers, administrators, parents and students, called the "emic" dimension in qualitative evaluation, and then to build bridges between a more general perspective, called the "etic" dimension and the inside view (Guba, 1988). Another purpose of qualitative evaluation is to provide documentation that captures "the events that facilitate and hinder the accomplishments of major educational innovations. Documentation is defined as the careful and systematic monitoring of appropriate components, processes, and interactions of program implementation, so that the innovation, program effectiveness, and future reform efforts can be improved" (Clark, 1988, p. 21).

First Year Evaluation Design

The first year evaluation design consisted of primarily three components: 1) ethnographic classroom observations, 2) assessment of student oral language, and 3) interviews of teachers, principals and parents. Parent interviews, which were done at group parent meetings at each school were supplemented with questionnaires. Photography of both classrooms was also used as part of the evaluation (English, 1988). In addition, student records and test data available at the schools was

reviewed. A list of site observations is provided in Tables 1 and 2.

1. Classroom Observations. The principal investigators were assisted in conducting classroom observations by trained observers who were proficient in Hawaiian and English. Observations began as soon as the evaluators received a Memorandum of Agreement from the Department of Education and official University of Hawaii approval for the project, and occurred periodically from December 1987 to June 1988. Observations were recorded using field notes and audiotaping, when feasible, and were transcribed into narrative protocols, including segments of verbatim oral language discourse to portray classroom speech and literacy events. Observations sampled a variety of activities during the school day and included examples of direct instruction, indirect instruction, peer interaction and non-instructional events. Observations were planned so that they did not interfere with the ordinary course of classroom events, and were prearranged with the principal and classroom teacher. Participants were assured anonymity, and therefore, pseudonyms are used in reporting classroom observational data.
2. Oral language assessment. Assessment of students' oral language proficiency in Hawaiian and English was of primary interest in the first year evaluation. A sample

Table 1: Site Visitations to WAI'AU ELEMENTARY SCHOOL,
Pearl City, O'ahu

Date	Purpose	Researcher(s)
12/07/87	Initial classroom observation; Interviews, principal and teacher	Slaughter and Watson-Gegeo
01/26/88	Classroom observation, interview teacher, photograph learning environment	Slaughter Watson-Gegeo Warner Bernadino
02/15/88	Observation; interview teacher	Slaughter Warner
04/26/88	Parent Evaluation Meeting	Slaughter Watson-Gegeo Warner
04/29/88	Observation; English Language Assessment, interview principal	Slaughter Warner
05/04/88	Interview teacher and kupuna	Slaughter
06/02/88	Hawaiian Language Assessment	Warner
06/03/88	Observation of presentation to BOE, DOE, parents and legislature	Warner
06/06/88	Observation; photograph classroom learning environment, English language assessment, Exit interviews; teacher, kupuna, principal	Watson-Gegeo Warner Slaughter

Table 2: Site Visitations to KEAUKAHA ELEMENTARY SCHOOL,
Hilo, Hawaii

Date	Purpose	Researcher(s)
01/07/88	Classroom Observation, Interview principal, and teacher	Slaughter Watson-Gegeo Warner
02/05/88	Classroom Observations, Hawaiian classroom and English classroom (KEEP-K); Interview principal and teacher	Slaughter Warner
03/15/88	Classroom Observation, Hawaiian classroom and English classroom (KEEP-1); Oral language assessment; Interviews: principal, teacher	Slaughter Warner
05/09/88	Parent Meeting	Slaughter Watson-Gegeo Warner
05/09/88	Classroom Observation English Language Assessment Photograph Classroom	Slaughter Watson-Gegeo
05/19/88	Hawaiian Language Assessment	Warner
06/03/88	Classroom Observation Hawaiian vocabulary pilot study Exit Interviews: parent volunteer, principal, teacher	Slaughter Bernadino

of 12 students at each site, or 24 out of 34 students, (70%) were assessed on the Language Proficiency Measure, (LPM) a qualitative assessment which uses conversation and storytelling from a wordless storybook to elicit student discourse in their first and second language (this was a modification of a method developed by Slaughter, 1988; Bennett & Slaughter, 1982). Students were assessed in pairs to facilitate establishing rapport with students and to generate conversational topics appropriate to the age and experiential level of the students. The examiner first developed a conversation with two students, followed by asking each of the students to look through a wordless story book and then tell a story from it. Each student told the story from a different wordless story book written by Mayer, and Mayer & Mayer (1975; 1974; 1973). A person the students associated with the English language elicited language in English, and a bilingual research assistant whom the students associated with the Hawaiian language elicited the Hawaiian language, on separate days. Teacher judgment was used to select students at high, average and low proficiency levels in Hawaiian, (and students for which parental consent was obtained) for participating in the assessment. A sub-sample of the discourse in Hawaiian and English from seven students, four judged high in fluency in the Hawaiian language and three judged moderate to low in Hawaiian,

was analyzed using the LPM criteria for evaluating the proficiency of conversational and narrative discourse. This was exploratory work, and additional research will be needed for further development of these assessment procedures to this population. (A description of the LPM criteria is found in Appendix A.)

Students were also assessed on the Peabody Picture Vocabulary Test, Revised education, Form L, (PPVT-R) (Dunn and Dunn, 1981), by the DOE in the fall of 1987. Kindergarten students were posttested on the PPVT-R in spring at one school. The PPVT is a nationally normed test of receptive oral language vocabulary, a "listening" or "hearing" vocabulary, that requires students to point to the correct noun, adjective, or action verb (gerund) out of a choice of four pictures. The words on the PPVT were originally selected from words in these categories that could be illustrated with line drawings from Websters's New Collegiate Dictionary (1980; 1953), and then reduced to a testable number through pilot testing and statistical methods.

The evaluation team investigated the possibility of translating the PPVT into Hawaiian as a measure that could be used to compare vocabulary growth in Hawaiian and English, and/or to measure vocabulary growth in Hawaiian over time. It was decided that it was premature at this stage in the program to do so since a) there are no norms for the test, or any other children's

vocabulary test, in Hawaiian, and therefore any results could be suspect and misleading, b) many terms on the test would require more than one word in a valid Hawaiian translation, and the PPVT is a test that tests vocabulary out of the context of real discourse (see pages 17 and 19 in the manual, 1981), c) it is unknown whether or not the words on the test are as useful and familiar in Hawaiian as they are in English, and d) some of the words on the PPVT do not have a straightforward translation into Hawaiian and the authors of the PPVT abjure against removing any words for any reason from the test. However, we felt that such a test might be useful in the future evaluations of the program because it is easy to administer, and provides a potential for comparative and longitudinal data. Therefore, some preliminary work was done to see if the children in the HLIP could generate Hawaiian vocabulary associated with the pictures on the test. In this effort the usual testing procedures were reversed, asking students to "produce" vocabulary through speaking, rather than identify pictures for vocabulary through listening. It is generally thought that producing language is harder than simply listening. The results from this tryout were promising enough to warrant further development of a Hawaiian version of the PPVT if the program continues (see Appendix B for a report on this pilot study).

3. Interviews. Input into the evaluation from teachers, parents and principals was sought through the use of open-ended, ethnographic interviews. Principals and teachers were asked to help organize a parent meeting so that the evaluators could elicit parental input into the evaluation. In addition to ascertaining the level of parental support for the program, and their recommendations for program improvement, it was important to ascertain their commitment for having their children continue in the program.

Future Evaluation of the HLIP

A longitudinal evaluation design will need to be established for each cohort of students that participates in the program. Students achievement in oral and written Hawaiian and the academic subjects should continue to be evaluated on an annual basis through both observation of the on-going program and through tests that are specially developed in Hawaiian for this purpose. Students' bilingual language skills in both Hawaiian and English should be evaluated annually. After a long range plan is designed for the program, including the transition period into English, and students have received English instruction for one academic year, students' achievement on English language norm referenced tests may be compared to that of a similar group of students, or district averages, on normed referenced achievement tests. However, delaying summative evaluation judgments until students are in fifth grade or beyond may give the program a more impartial hearing.

Formalizing program objectives would help focus future evaluations and would also be useful not only in program evaluation, but in program planning and implementation. The program objectives that were established for the Culver City Early Immersion Program would seem appropriate when adapted to Hawaiian immersion:

1. Students who participate in the HLIP will be able to use Hawaiian to fulfill social and scholastic tasks related to the domain of the school.
2. Students will make normal progress in achieving the standard objectives of the elementary school curriculum.
3. Students will maintain normal progress in the maturation process of their first language (English).
4. Students will develop positive attitudes toward the Hawaiian language and culture while maintaining a positive self-image as representatives of the English-speaking community (Campbell, 1972 & 1984, pp. 124, 133).

IMPLEMENTATION OF THE HAWAII LANGUAGE IMMERSION PROGRAM

This section will provide a general overview of the implementation of the Hawaiian Language Immersion Program (HLIP) during its first year in two combination kindergarten, first grade classrooms in two Department of Education Elementary Schools. Later sections of the report will present more detailed information regarding classroom observations, oral language assessment, and parent's evaluations of the program. To avoid unfortunate and premature comparisons between schools, classrooms will not be specifically identified in the presentation of observational data.

Student Participants: Grade Levels and Language Background

The program served 18 students at Waiiau Elementary School in Pearl City, O'ahu and 16 students at Keaukaha Elementary School in Hilo, Hawai'i. Except for a few students who withdrew from the program during the first week, and one student who moved to the mainland in the middle of the year, students who started in the program remained in the program for the entire year. Some students entered the program already at a relatively high level of fluency in Hawaiian, while others had minimal or no language skills in the Hawaiian language. The students who spoke Hawaiian had all attended the Pūnana Leo schools for preschool-aged children in Honolulu and Hilo. Only two students had spoken Hawaiian as a first language from birth through the efforts of parents who were bilingual in Hawaiian and English. Most students came from homes where English was the primary medium of

communication, although some parents spoke Hawaiian and others (not all) had begun studying Hawaiian in order to help their children. Table 3 presents data showing that less than half of the students (39%) at Waiiau entered the program speaking Hawaiian and slightly more than half (56%) of the students entering the program at Keaukaha spoke Hawaiian. At both schools the first grade class was smaller than the kindergarten class.

Table 3: Students Entering the Hawaiian Immersion Program as Speakers and Non-Speakers of Hawaiian, Fall 1987

School	Kindergarten		Grade One		Total
	H Spk	Non-H	H Spk	Non-H	
Keaukaha	5	5	4	2	16
Waiiau	5	6	2	5	18
Total					34

Note: Students entering the program as Hawaiian speakers had attended the Pūnana Leo. The one student at Keaukaha who moved away at Keaukaha who moved away at mid-year is not included in this table.

Parents represented a wide range of occupations and professions. That a high percentage of the students enrolled in the program had not attended the Pūnana Leo school indicates considerable interest in a Hawaiian language immersion program among parents. Parents of non-Hawaiian speakers mentioned that they had heard of the program only at the last minute through the media or word of mouth, and that they had had to make last minute arrangements in order to place their child in the program. At Waiiau most students were district exceptions, in terms of school attendance boundaries, while at Keaukaha approximately 5 students

were district exceptions. One parent mentioned that it was difficult obtaining the district exception needed to enroll the student in the program, and that administrators at other schools where the district exceptions needed to be obtained lacked information about the program. Parents enrolled their children in the program so that the child could develop proficiency in the Hawaiian language, and because they felt that maintaining the Hawaiian language and culture was important. Some parents also stated that they liked the small class size offered in the program.

Total Immersion in the Hawaiian Language.

From the beginning of school in immersion program classrooms, teachers spoke only Hawaiian to students, except for a few simple directions during the first few days in English. At Keaukaha, the program started on the first day of school when students were placed in the immersion classroom for the full class day. At Waiiau, students began school in English-only classrooms, and after three weeks were placed in the immersion classroom. Teachers and parents indicated that it was a difficult adjustment at first for students who had never spoken or perhaps heard Hawaiian before to be attending school all day in the immersion classroom. However, the students gradually became used to the new language context. Doubtlessly, the presence of a good number of students who already spoke Hawaiian helped the new students adjust more quickly to the language.

At Keaukaha the students were kept separate from the other students at lunch time and during recess in order to make the

students' immersion in the Hawaiian language more complete. Parent volunteers, and sometimes cafeteria staff, supervised the children's lunch period in the classroom so that the teacher could have lunch with the other teachers. At Waiiau, where such help was not as readily available, the HLIP students had lunch in the cafeteria with the other students, and went to recess at the same time as the others.

The HLIP teachers, and other adults who worked with students in the classroom spoke exclusively in Hawaiian, with the exception of a few loan words from English appearing in their discourse from time to time. In one classroom there was a sign that stated "Only Hawaiian Spoken Here," and this rule was implied in both classrooms. Both teachers stated that by January they felt that the students' Hawaiian was firmly established enough so that it would not diminish student's Hawaiian if they received the services of special teachers for music or physical education, but that in the main, keeping the students immersed in Hawaiian was essential for the success of the program.

When the evaluators began observations in January, students were using the Hawaiian language almost exclusively during the time that direct teaching of lessons occurred. When students did lapse into English in talk with the teacher or other adults, they quickly reverted to Hawaiian when reminded to do so by the teacher. However, in independent or peer group interaction when the teacher was not present, students sometimes talked to each other in English.

Teachers provided a great deal of support and direct teaching of student's language acquisition of Hawaiian. For one thing, when students spoke in English the teachers could understand the child's intentions and respond appropriately in Hawaiian. This is in sharp contrast to an English "submersion" program where the teacher cannot understand the child's first language. The Hawaiian immersion teachers could anticipate what the child wanted to say and provide scaffolding to help the student learn how to make his intentions known in Hawaiian. An example of a teacher assisting a student to formulate a grammatical sentence when playing a question asking game, illustrates this process (in the example below, student is indicated with an S and teacher with a T):

S: Hiki iā 'oe i kēia mea ma kahakai? [Can you it at the beach?]

T: Hiki iā 'oe [Can you]

S: Hiki iā 'oe

T: ke 'ike [see]

S: ke 'ike

T: i kēlā mea [that thing]

S: i kēlā mea

T: ma kahakai? [at the beach?]

S: ma kahakai?

Then the teacher asked: Maopopo iā 'oe? [Do you know (it)?]

S: 'Ae. [yes]

T: He aha ia? [What is it?]

S: Pūpū. [Shell.]

T: 'Ae, he pūpū. [Yes, (it's) a shell.]

(January 1988)

It is well known that students often go through a "silent" period in acquiring a second language. Depending upon an individual's personality, receptive control of a language, i.e. listening comprehension, may precede productive ability, i.e. speaking. This may be especially obvious in formal teaching settings and the first attempts at speaking a new language may occur in the more informal settings. The child in the next example refused to respond verbally to the teacher's elicitations, and yet later the same day, when outside of the classroom, he asked another adult for help in translating a word into Hawaiian, phrasing the question in correct Hawaiian grammar. In the following, the teacher is asking the student about a picture he had drawn:

T: He aha kēia mau mea? [What are these things?]

S: [no verbal response]

T: He pūpū? [Are they shells?]

S: [nods]

T: 'O wai kēia? [Who is this?]

S: [points to himself]

T: 'O 'oe? [Is it you?]

S: [He nods]

Later as the student was sitting on the porch, putting his shoes on to leave for the day, he asked the classroom volunteer:

'Anakē, he aha "sneaker?" ma ka 'ōlelo Hawai'i? [Aunty, what is sneaker in Hawaiian?]

(January 1988)

Parents indicated at the Parent Evaluation Meetings in march that their children who had entered the program speaking no Hawaiian had been making remarkable gains in the language by that time. In our observations in May and June we observed very little English being spoken, and students appeared to be relatively comfortable and fluent in Hawaiian. (See the Report of Classroom Observations section for examples of students' fluent Hawaiian discourse.)

Teachers, Auxiliary Staff and Volunteers

Two teachers who were fluent in oral and written Hawaiian were hired for the program. One had an elementary teaching certificate and the other had a secondary teaching certificate. Each had had some previous teaching experience, but it was the first year of regular classroom teaching at the kindergarten and first grade level for each. No special training for immersion education was provided.

The presence of additional adult teaching staff and volunteers in the classroom was essential for program success. For one thing, there were at the very least four different instructional levels possible because of differences in entry language ability in Hawaiian and grade level. For another, there was a great need for individual assistance on academic tasks and sustained one-on-one oral language interaction in Hawaiian in the program. A third reason additional help was needed was that

there was a dearth of instructional materials to use for teaching the various academic areas in the curriculum, and assistance was needed for locating and translating materials.

The teachers were assisted from one to two hours daily by one auxiliary staff member provided through the Hawaiian Studies kupuna program. Both of these "kupuna" were young professionals, one a first year teacher and the other a teacher-in-training. The kupuna assisted in small group language arts and mathematics instruction. At one school, parents who were Hawaiian language teachers provided reading language arts instruction to first grade students throughout most of the year. At that school, another volunteer provided science instruction twice weekly to first grade students. At the other school, a grandmother provided voluntary help for part of the year. At this school a district Hawaiian studies resource teacher also provided assistance. At both schools, additional parents volunteered from a few hours to a few weeks time.

Curriculum and Materials

Immersion programs are developed on the assumption that students will receive a comprehensive education in all content areas appropriate for their grade level, but that the curriculum will be taught through the medium of the second language, in this case Hawaiian. The programs at Waiiau and Keaukaha were implemented with this goal in mind, and as the "Report on Classroom Observations," (to follow), shows, the typical oral and written language, mathematics and content area subjects were taught in the program. The curriculum is expected to "parallel"

the curriculum taught in English to non-immersion students. The lack of printed materials in either Hawaiian or English presented a formidable problem for the implementors. To be brief, there were not enough teaching materials and children's books translated into Hawaiian, nor were there enough English language textbooks and children's books to provide a ready source of reference or supply of books to be translated. Compared to the normal supply of textbooks, teachers guides and children's trade books, i.e. children's literature, beginning reading story books, and non-fiction books for children, that would usually be supplied to an elementary classroom, these materials were in short supply in the immersion classrooms. For instance, although translations for the basal reader series had been prepared by the Pū Leo for the immersion program, the actual basal readers were supplied for only one of the two classrooms. At one of the schools, a parent volunteer xeroxed the mathematics textbook so that the teacher could use it.

Each classroom had a small classroom library of books, many of which were translated into Hawaiian and had been donated by the Pū Leo group. Yet there were an insufficient number of books to stimulate the kind of voluntary reading of a wide range of materials that is so important for beginning readers. The teacher and Kupuna at one school often borrowed library books for which they made translations, pasted the Hawaiian print over the English print in the books, and then had to reverse the entire process when the books were returned to the library.

In the fall, the teachers produced a large number of worksheets in Hawaiian to use in instruction. By January, the HLIP classroom's need for xeroxed worksheets had entirely overrun the school's budget for xeroxing. In the spring semester, as teachers began to implement a more whole language and writing process approach in the classroom, children's writings in Hawaiian became a source of instructional activities and materials. However, teachers throughout the school year said that they were constantly translating materials into Hawaiian on a daily basis to use in instruction. Kupuna and volunteers also provided translated materials.

The provision of an adequate amount of high quality instructional materials is always somewhat of a problem in immersion programs, and indeed in many other types of innovative programs as well. In the case of the Hawaiian immersion program, the problem of materials is especially acute since formal elementary school instruction has not been given in the Hawaiian language since the last century. Neither is there a large collection of children's books and stories available in print in Hawaiian. Few authors are currently producing original children's literature in Hawaiian. Teachers were putting in many overtime hours in order to keep up with the demand for printed materials in Hawaiian. If the program continues, and expands to higher grade levels, the demand for adequate instructional materials, textbooks, and tradebooks will need to be met. Even if a more integrated and whole language approach to the curriculum is adopted in the program, an approach supported in

studies of immersion education elsewhere (California State Department of Education, 1984), students still need access to a wide range of literature and non-fiction books written for children.

Classroom Space

School sites were selected partly on the basis of the agreement and support of the principal. A central location was chosen for the program at Waiiau, and the Keaukaha program is located on Hawaiian homestead land, an area where many of the Pū Leo graduates live. Space for the extra classroom needed for the program has been and will continue to be a problem if the program continues. At Waiiau, the classroom was located in a portable classroom; at Keaukaha, a small classroom was created from a space located in the basement of the main building that had formerly been a large storage area. In that classroom, windows were covered over with paper to provide bulletin boards, and portable chalk boards were used. The classroom, while made into as attractive a learning environment as possible by the teacher, was too small for a combination classroom. The availability of adequate space to implement the program remains an important consideration in future program planning.

Administration and Relationship with Other Students, Teachers and Parents at the School

Principals expressed support for the program, especially the high commitment and energy put into the program by the teachers. Principals were also concerned that the program be developed as a truly "parallel" curriculum where students would develop the

basic skills that student who were not in the immersion program were learning. In this respect, principals also adopted a neutral stance towards the possible outcomes of the program in terms of students' future English language achievement and transition into non-immersion classrooms. At one school the principal helped to introduce a whole language approach, and felt that classroom discipline and instruction improved remarkably after this approach was implemented in mid-year. Both principals recommended that the program be continued for at least one more year to give the program a fair chance to succeed.

According to interviews with principals and teachers, other students, teachers and parents at the schools were interested and favorably impressed with the children's language abilities. At one school the immersion children went on several field trips with the regular classes. Sixth grade students at that school had become interested in the program and the language, and invited the younger students to go to the zoo with them. Since all the immersion students can communicate in either English or Hawaiian, communication among students was not a problem. At both schools, the immersion students took part in school performances in which they spoke or sang Hawaiian, and which were favorably received by the others.

Parental Support

Parental support for the program was very high. Parents in general felt that they understood the goals of the program and that they wanted their children to continue in an immersion classroom at least until after the third grade. Parents were

especially concerned that there be long range planning for program continuance. A separate section provides more detailed information regarding parent's evaluations and recommendations for the program.

REPORT OF CLASSROOM OBSERVATIONS: CURRICULUM AND INSTRUCTION

The purpose of this section of the evaluation is to briefly describe and illustrate the academic program, teaching-learning activities, and classroom organization of the two Hawaiian Language Immersion Program classrooms, based on observations made by the research staff on site visits conducted from December 1987 to June 1988 (see list of site visitations, Tables 1 and 2). Although a complete description of all the activities observed would be too lengthy for an evaluation report, what follows are typical representations of our observational findings in the form of a composite report on the two classrooms.

Instructional Schedule

Daily instructional and activity schedules in the two classrooms differed slightly. At one of the two schools, the instructional day began at 8:05 a.m. and ended at 2:15 p.m. Following opening activities (attendance, calendar, etc.), the HLIP class in this school was engaged in language arts from 8:30 to 9:30 a.m., assisted by a university volunteer. After morning recess, the children selected books from the book corner for fifteen minutes of sustained silent reading (9:45-10 a.m.). Math was taught from 10-11 a.m., with the teacher taking the first graders and the kupuna taking the kindergarteners. Music usually followed math (11-11:20 a.m.). The class went to lunch and recess at 11:25 a.m., returning to the classroom at 12:30 for another period of sustained silent reading. At 12:45 p.m. the teacher read the children a story. Then on Mondays, Wednesdays, and Fridays from 1-2 p.m., the teacher taught social studies or art. On Tuesdays and Thursdays, science was taught, with the assistance of a volunteer from the university. Closing activities from 2-2:15 p.m. ended the day.

At the other school, the day began at 7:50 a.m. and ended at 2 p.m. (on Wednesdays, at 1:15 p.m.). During the first half of the year in the HLIP classroom at this school, the children did language arts and individualized work at five "centers" in the room until lunch time at 11 a.m. When they returned from lunch at 11:40, first-grade math was taught until noon, and then kindergarten math from noon until 12:20 p.m. The lesson taught from 12:20 to 1:15 p.m. varied depending on the day -- physical education, science, or music. Children were free to choose their own activities or to continue on other work from 1:15-1:45 p.m.. About mid-year in this classroom, the teacher began moving the class towards more of a whole-language approach to language arts. The morning then involved a variety of language arts activities (reading, writing, oral language activities, and listening activities), with the children divided into ability groups. The teacher and the kupuna each took one of the kindergarten groups, and the teacher also instructed the first-grade group. While two groups met, the third group worked at the listening center,

supervised by a volunteer. Kindergarten math (taught by the teacher) and first-grade math (taught by the kupuna) were conducted simultaneously later in the morning. A period of sustained silent reading took place right after lunch, during which two children were selected to read aloud to the teacher and to the kupuna, respectively. The afternoon schedule continued as in the fall, with physical education, science, and music. During closing activities, a few children were called on to read passages from their homework journals.

Both classrooms had special whole-class activities at the beginning of the school day, the end of the morning session, and the end of the school day. In one classroom, the day typically began with the teacher writing the date on the board and a message for the children, such as, 'O kēia ka lā 'ehā o Iānuali. Nui nā keiki maika'i i loko o kēia papa i kēia lā (Today is the seventh of January. There are many good children in the class today). After the morning bell rang, the teacher called on the child whose turn it was to lead the opening song. For example, one morning about mid-year she called on Leinani (kindergarten non-Pūnana Leo girl), who walked to the front of the room and said in a strong, clear voice, "E kū kākou i luna" (Let us stand). The children did so, and then she said, "E hīmeni ana kākou iā Hawa'i Pono'ī. Mākaukau" (We are going to sing "Hawai'i Pono'ī." Ready). The children replied "'Ae" (yes) in chorus, and Leinani continued, "E ho'omaka" (begin). After singing the song, she told them, "E noho kākou i lalo" (let us be seated), and everyone sat down. Another child was then called on by the teacher to lead the next routine, reciting the days of the month which had passed so far, and reading the teacher's sentences about the date from the blackboard. The child would also ask a series of questions, as in the following exchange which occurred about mid-year when Nā'ehu (kindergarten girl, Pūnana Leo graduate) was taking her turn:

Nā'ehu: Lā 'ehia kēia?
What is today's date?

Students: Lā 'ehā.
The fourth.

Nā'ehu: Mahina hea kēia?
Which month is this?

Students: Iānuali.
January.

Nā'ehu: Pō'ahia kēia?
What day is this?

Students: He Pō'alima kēia.
It's a Friday.

When visitors attended the class, they would be greeted and the children would be led by a volunteer in a welcoming chant.

A similar set of activities started the day in the other classroom, as well. On Mondays, children would volunteer for or be assigned their duties for the week: holoī (wash--responsibility for washing the desks, assigned to two children), kāwele (drying--handing out paper napkins to each child at lunch time), kauno'o kahakī'i (drawing center--straightening it up), kauno'o kākau leka (letter writing center--straightening it up), mālama puke (maintain book--straightening up the book corner), hā'awi pepa (passing out papers), ho'oma'ema'e ke kahi holoī (cleaning up the sink area), and so on. Guests present would be greeted, and then a child would lead the class in Ka ha'i'ōlelo no ka Hae o 'Amelika (the Pledge of Allegiance) in Hawaiian. After that the children sang "Hawai'i Pono'i," led by a student. Another student then led them in repeating the date, month, and day of the week, and counting the days of the month lapsed so far. The children also counted the number of name cards for the boys and girls present, and added them together. Then the class sang another song before being dismissed for the morning's first lessons.

Before being dismissed for lunch, children in both classes said the I Ola nō ke Kino (The Life in Our Bodies), as follows:

I ola nō ke kino i ka mā'ona o ka 'ōpū.
The life in our bodies comes from the food in our stomachs.

I mā'ona nō ka 'ōpū i ke aloha o ka makua.
The food in our stomachs comes from the love of our parents.

E pū pa'akai kākou me ka mahalo.
Let us eat salt together with respect.

Ua loa'a ho'i iā kākou ka 'ai a me ke aloha.
For the fact that we have food and love.

Closing activities for the day in both classrooms included giving out stickers for academic and behavioral accomplishments, saying a closing speech, and singing closing songs. In one classroom, children also took turns (a few per day) reading from their homework journals.

Curriculum and Patterns of Instruction

Observations were made throughout the day in both classrooms, with a particular focus on language arts and mathematics instruction. In this sub-section, language arts and mathematics curriculum and instruction will be described and illustrated with excerpts from lessons. Much briefer descriptions of other activities will be given.

Language Arts (Mākau 'Ōlelo)

Language arts instruction over the year was tailored around curriculum goals for the HLIP classes, including: teaching the children sounds, words, and basic grammatical structures in Hawaiian; developing children's skills in understanding and producing elaborated language in the form of description, narration, and explanation; developing children's ability to communicate effectively with others and internally with themselves; teaching literacy skills; and developing in the children the use of literature to extend and enrich their experiences.

Reflecting curriculum goals, the walls of both classrooms were decorated with language arts posters and displays that varied across the year. Above the blackboards in the rooms (and sometimes taped on the top of the desks) were carefully hand-printed cards of the Hawaiian alphabet in both capital and small letters.

During the first half of the year, posters were used to help teach children concepts and vocabulary in Hawaiian. For example, one such poster illustrated Hawaiian words for parts of the body. It depicted a boy and girl playing together, with lines connecting the boy or girl's arm, leg, head, etc., to its Hawaiian label. Similar posters were used to teach movement concepts (e.g., running, walking) and activity words (e.g. playing, working). The parts of a bicycle were illustrated on one hand-made poster, and yet another taught: Nā mea i ke kula (school things), with Hawaiian words for chair, desk, book, pencil, glue, etc. Posters in both rooms showed the words in Hawaiian for the numbers from one to ten, and for counting by tens from one to 100. Other posters included one for the months of the year and another for the days of the week.

Later in the year, wall and bulletin board displays emphasized text, including the words of Hawaiian songs, the pledge of allegiance, traditional Hawaiian proverbs, and words for the short memorized Hawaiian speeches which the children said at the beginning of the day, at lunch, and at the end of the day in both classrooms.

By mid-year, the children's own writing was an important reading source for them on the walls and in the form of books for the book corner. This was especially true because of the relatively narrow range of translated reading materials available to the children in each classroom. In one of the classrooms in late spring, for instance, of the 75 titles (many of them short books with limited text) at the book corner 6 were wordless picture books, 27 were English text, and the remaining 42 were in Hawaiian. Of the Hawaiian texts, 25 had been produced by the children. In the other classroom, of the 51 titles available in late spring, 2 were wordless picture books, and the remaining 49

were in Hawaiian. Of the Hawaiian texts, 11 had been produced by the children.

In line with curriculum goals, teachers in both classrooms used a variety of instructional strategies and many materials which they produced themselves, to increase students' knowledge of the alphabet (pī'āpā), and teach them sounds (kani), syllabic units (huahakalama), and sight words (hua'ōlelo) in Hawaiian. Children learned to read (heluhelu) and write (kākau) letters (huapalapala), words, sentences, paragraphs, and stories, including dialogue.

In one example of a whole-class lesson on the huahakalama (syllabary), the lesson focussed on the distinction between pu and pī (an excerpt from this lesson appeared in an earlier section of this report). The teacher called on students individually to identify various pictures of things for which the Hawaiian word began with one of these two syllables. She set up the activity by explaining: Loa'a ia'u kekahi mea, ho'omaka kēia mea me ka "pu" a i 'ole ka "pū" (I have something, it begins with "pu" or "pū"). Some of the items on the picture cards included puna (spoon), pua'a (pig), pueo (owl), pūpū (shell), pulelehua (butterfly), and pukaani (window).

After the children, one by one, had identified several of these, she put a card (without showing it to them) into a bag on her lap. She explained, Pono nō 'oukou e nīnau ia'u i kekahi nīnau, a laila, pono nō e no'ono'o he aha ia (You have to ask me a question, and then you must think what it is). She modeled the question, Hiki iā 'oe ke 'ai me kēia mea? (Can you eat with this object?). The children immediately comprehended, and eagerly raised their hands to be called on. Once the activity was understood, she asked, Nīnau ia'u 'hiki' -- he aha kekahi nīnau? (Ask me, 'Can' -- what's a possible question?). She called on Kealoha, whose hand was raised. Kealoha asked, Hānau ka manu i ka huamoā i loko? (Does a bird lay eggs in it?) The teacher accepted the question and responded affirmatively, and Kealoha correctly guessed pūnana (nest). Several rounds of this game were conducted with different pictures. Sometimes four or five children asked questions before one of them figured out which object card was in the bag. With regard to one object, for instance, children asked, Can it fly? Can you eat it? Can it travel? Is it blue? before a fifth child asked, "Does it have a smell?" and correctly guessed pua (flower), the card with a red flower. This lesson gave children practice in making up questions around a finite set of known picture-word combinations, through which they could explore and express their knowledge of descriptive and functional vocabulary associated with the depicted items.

A variety of reading-group activities were carried out in both classrooms over the year. In one example which occurred about mid-year, the language arts segment began with a half-hour

sharing activity. The children had brought various objects to school related to the theme of a skill or activity "I can/am able to do," such as a skateboard, a puzzle, a pair of roller skates, a yoyo. One by one individual children went before the class, showed the object, talked about it, and answered questions posed by the teacher. The teacher's questions included whether the activity done with the object was difficult and if so how, and whether it had become easier for the child to do with practice. These questions were related to the reading lesson for the day, which involved a story about the difficulties a child faced in learning to ride a skateboard.

After the sharing period, the class broke into kindergarten and first-grade reading groups. The kindergarten lesson, taught by the teacher, involved a translated "big book" version of the basal reader story, and it combined decoding practice with a comprehension emphasis. The grammatical focus of the lesson was on the verb hiki (be able to). The teacher began the lesson by asking for volunteers, selected Nāmaka, then assisted him in sounding out words as he read them from the page of the big book. (Book text is enclosed in quotations; overlapping speech is marked by a bracket on the left of the overlapped utterance. Of the children in this excerpt, only Nāmaka attended Pūnana Leo, and Kainoa was the most English-dependent kindergarten at the time of this lesson. Nāipo, Kekua, Kainoa, and Nāmaka are boys, Pualei and Kapua are girls):

Teacher: Pehea, hiki iā wai ke heluhelu i kēia?
Let's see, who can read this?

'Ae, hiki iā 'oe, Nāmaka.
OK, can you, Nāmaka? (choosing him from several who have raised their hands)

Nāmaka: "Kō-ku-a- e- ai"
(sounding out kōkua mai)

Teacher: -mmmai.
(models mai, correcting his ai)

Nāmaka: "-mai."

(The teacher asks Nāmaka to sit down, and he does so)

Teacher: Hana wau me ko'u lima. E nānā kākou a pau i ka hua'ōlelo.
I'll use my hand. Let's all look at the words (pointing to the words to be read).

Nāipo: That means that _____ (unclear).
(translating what the teacher said, for Pualei).

Nāmaka: "Kō-ku-a."
(sounding out kokua)

Teacher: Kōkua.
Help (pronounced smoothly).

Nāmaka: -a
(joining in with the teacher a bit late)

Teacher: "Kōkua mai."
(repeats verb phrase to model)

Nāmaka: "Kōkua mai."
(repeats, imitating teacher's intonation)

Teacher: "Kōkua mai."
(reiterates)

Nāmaka: 'Ae.
Yes (confirming he understands it).

Teacher: Heluhelu 'oe i kēia, Nāipo.
Read this, Nāipo (indicating the next line).

Nāmaka: "'A'ole-"
"Not-" (continuing to read on).

Teacher: "'A'ole-"
(confirming Nāmaka's reading)

Nāmaka: "-hiki ia'o ke hele."
"-I can't go" (misreading ia'u as ia'o).

Teacher: 'Ae, "'a'ole hiki ia'u ke hele."
Yes, "I can't go" (correcting his misreading).

"Kōkua mai-"
(repeats the first part Nāmaka read to cue him)

Nāmaka: "Kōkua- kōkua mai, 'a'ole hiki ia'u ke hele."
"Help- help, I can't go" (rereads the whole sentence).

Teacher: 'Ae, maika'i, Nāmaka.
Yes, fine, Nāmaka.

The teacher then directs the children to look at the picture and describe what they see in it. Nāipo says that the girl fell down. There is a short interruption as the teacher talks to a child who wants to go to the bathroom. Then:

Teacher: Kapua, he aha hou a'e? He aha kāu e 'ike nei ma kēia ki'i? Ua 'ōlelo 'o Nāipo ua hā'ule ke kaikamahine. Pehea 'oe?
Kapua, what else is there? What do you see in this picture? Nāipo said that the girl fell reviewing what the previous child had said). How about you?

Kapua: Akā, 'a'ole 'o ia maopopo ka hana 'ana.
But, she doesn't know how to do it (referring to the girl in the story not knowing how to ride the skateboard).

Teacher: 'A'ole maopopo iā ia i ka hana 'ana?
She doesn't know how to do it?

(Kapua nods affirmatively)

Teacher: 'Ae.
Yes.

Later after talking about other aspects of the picture, the teacher moves on to other pictures, engaging the children in predicting what will happen before reading the text. Part of that discussion:

Teacher: 'Ae e nānā kākou i ke ki'i. He aha kāna e hana nei?
Yes, let's look at the picture. What is he (the boy in the story) doing?

Pualei: Ke ho'okomo nei 'o ia i kēlā mea ma 'ō.
He is putting that thing over there (points at picture in which boy is putting pillows around the torso of the girl).

Kainoa: Ka pillow.
The pillow.

Teacher: Ke ho'okau nei 'o ia i ka uluna ma luna ona?
He is putting pillows on her? (modelling sentence and providing Hawaiian term for pillow)

Pualei: 'Ae.
Yes.

Teacher: No ke aha, Kainoa? No ke aha ke kau nei 'o ia kēia ma luna ona?
Why, Kainoa? Why is he putting it on her?

Kainoa: Because she going-

- Teacher: No ka mea-
Because-
- Kainoa: No ka mea she going fall down.
Because she is going to fall down.
- Teacher: No ka mea [e hā'ule ana 'o ia.
Because she is going to fall.
- Students: [e hā'ule ana 'o ia.
-she is going to fall (students joined
in, in unison).
- Teacher: Pehea inā hā'ule 'o ia i lalo, 'eha ana 'o ia?
What if she falls, will she be hurt?
- Students: 'Ae.
Yes.
- Kekua: 'A'ole.
No.
- Teacher: 'A'ole, 'a'ole, no ka mea loa'a ka uluna.
No, no, because of the pillows.
- Kainoa: But she going 'eha over here.
But she's going to be injured over here (pointing
above the area protected by the pillows).
- Teacher: 'Eha ana 'o ia ma luna?
Is she going to be hurt up above?
- Kapua: 'Ae.
Yes.
- Teacher: 'Ae paha.
Maybe so.
- Kekua: 'A'ole paha.
Maybe not.
- Nāipo: 'Ae paha.
Maybe so (=I think so).
- Teacher: 'Ae paha, 'a'ole paha, e 'ike ana kākou i ka-
i ka mo'olelo. 'Ae, ho'omau kākou.
Maybe so, maybe not, we are going to find out in
the- in the story. OK, let's continue (reading).

This short excerpt from a kindergarten reading lesson illustrates how the teachers scaffolded children's sounding out of words and development of oral reading skills. It also illustrates the teacher's scaffolding of children's acquisition of Hawaiian

language for those like Kainoa who were non-speakers of the language at the beginning of the year. Moreover, the children are shown assisting each other to learn Hawaiian in two instances: 1) when Nāipo code-switches to English to explain the teacher's instructions to Pualei (both of them non-speakers of Hawaiian upon entering the class), and 2) when all join the teacher in chorus to complete the Hawaiian sentence that Kainoa was unable to complete by himself. (Notice that Pualei demonstrates her developing comprehension and production skills in Hawaiian during this same excerpt, when she volunteers to answer the teacher's question.)

As mentioned above, Kainoa was the most English-dependent child among the kindergarten group at the time this reading lesson was conducted. He was also one of the youngest in the class. It is interesting, then, that the above segment shows him actively and eagerly engaged in the lesson, and speaking Hawaiian. The segment provides evidence of: his comprehension of the meaning of the picture; his understanding of teacher-student discussion of the picture, carried out in Hawaiian; and his reasoning about what will happen. He creatively predicts that should the girl fall, she may hurt her upper back, which is not protected by the pillow. The teacher accepts this prediction as a possibility, though she knows it runs counter to what actually happens in the story. In entertaining his answer, however, she shows respect for the children's reasoning process. The interaction also demonstrates the warm interpersonal relationship that the teachers in both classes enjoyed with their students.

About mid-year in the other HLIP classroom, a language arts class for three children who were slow to learn to read showed instructional interactions between the teacher and the children similar to those above. One of the children was Keahi, a first-grade boy, non-speaker of Hawaiian at the beginning of the year, and slow to pick up the language. The other two (Kahealani and Nā'ehu) were kindergarten girls who had attended Pūnana Leo, but were slow to learn to read. The lesson began with reading practice, in which the children took turns reading simple sentences hand-printed in large letters on sheets of white paper (e.g., 'O Honu kēia. 'O Mo'o kēia. He hoaloa lāua. Noho lāua i kahakai -- This is Turtle. This is Lizard. They are friends. They live at the beach).

After they had practiced reading these and similar sentences for while, the teacher brought out a wordless picture book involving a story about a mother cat, her kittens, the boy of the family who owned them, and a girl who lived next door. The teacher first showed the children the cover page, which depicted five kittens, each holding a number from one to five. The children counted the numbers in unison, and the teacher confirmed, "Yes, there are five of them" (in Hawaiian). The teacher then asked a series of questions, and the children volunteered responses. When no answer was forthcoming, the

teacher gave them informational cues and scaffolded their answers. She confirmed their correct responses with "pololei" (correct), by repeating (and therefore modelling) the response, or by giving praise (e.g., maika'i, good/fine). If a response was off-track, the teacher repeated the student's answer, changing the intonation to signal a yes-no question in Hawaiian, indicating she had some doubts and inviting a re-considered response from the student. The following are typical exchanges in this lesson:

Teacher: Hau'oli 'o ia. No laila, he aha kāna hana
i kēia manawa?
He is happy. So what is he doing now?

Keahi: 'Um. Noho i lalo i kona paikikala a me holo i
loko nei me kona paikikala.
Um. Sitting down on his bike and riding in here
with his bike (pointing to the picture).

Teacher: Pololei. Holo 'oe i ia 'ano, ka paikikala?
Right. Do you ride one like that, a bike?

Keahi: 'Ae.
Yes.

Teacher: Holo 'o ia me ka lohi a i 'ole me ka 'āwiwi?
Did he ride slow or fast?

Students: 'Āwiwi!
Fast!

Teacher: A hele 'o ia i hea?
And where did he go?

Keahi: Mmmm.
(thinking)

Teacher: Hele 'o ia i hea? Ua hele 'o ia i hea?
He went where? Where did he go?

Keahi: I hea, 'o ka keike, kaikamahine, um hale.
Where, the gir- girl, um, house (gives content-
correct response but hasn't mastered possessive
with common nouns yet).

Teacher: 'Ae. Maika'i. Hele 'o ia i kekahi- ko ke
kaikamahine hale. He aha kāna hana?
Yes. Good. He went to a- the girl's house.
What did he do? (notice she modeled correct
use of common noun possessive)

Nā'ehu: Pe'ahi lima.
Waved.

- Teacher: Pe'ahi lima 'o ia iā ia. I kou mana'o, he aha kāna hana?
Waved to her. In your opinion, what's she doing?
- ?: (unclear response, but apparently a novel answer)
- Teacher: (laughs heartily)
- Keahi: 'A'ole!
No!
- Teacher: 'A'ole paha.
Maybe not (=I don't think so).
- Keahi: Kau ka lima i luna!
Raise your hand! (reprimanding student who gave previous answer).
- Teacher: 'Ae.
Yes.

Keahi's engagement in this lesson, his use of Hawaiian, and his reprimand to the student who spoke without raising her hand, all represent important changes in his attitude. For several weeks at the beginning of the year, he strongly resisted learning Hawaiian. To return to the lesson, later in the story the mother cat hides her kittens from their human owners. The teacher asks the children why she does so, and when no one seems to know the answer, she explains as follows:

- Teacher: 'A'ole makemake nā mākuahine i ka po'e e ho'opā iā lākou, 'eā, no ka mea, li'ili'i loa nā pēpē, 'oiai lākou i ka manawa 'akahī nō lākou a hānau 'ia. Li'ili'i loa lākou, 'a'ole i wehe 'ia ko lākou mau maka, 'a'ole hiki ke nānā, 'eā. No laila, 'a'ole makemake nā mākuahine i nā po'e e ho'opā iā lākou, ma hope ma'i.
The mothers don't like people to touch them, you see, because the babies are very small during the time that they have just been born. They are so small that their eyes haven't been opened and can't look about, you see. Consequently, the mothers don't like people to touch them lest they become ill.
- Kahealani: 'A'ole wau i ho'opā.
I didn't touch them (interpreting the teacher's explanation as if it were an accusation).

Grammatically, the teacher's explanatory passage contained a high level of language. Besides simple verb sentences, compound sentences using causal (because) and consequence (no laila) conjunctions, verb negation, and possessive plurals, the passage

contained advanced structures using 'oiai (while), and 'akahi (just recently). The latter two were combined into a relative clause (a construction very difficult even for most second language teachers of Hawaiian to master), two passives, and ma hope (lest). During the reading lesson, therefore, the teacher's linguistic input for the children included modelling several levels of complexity in Hawaiian, which was appropriate given the varying levels of Hawaiian language skills represented by the children.

As an example of a first-grade language arts lesson, we turn to one towards the end of the year. The children sat at tables in a circle with the teacher as she led them in reviewing and rereading a story they had worked on before. They began by reading words from the text that had been written on flashcards. The teacher called on them individually to respond, and they did so readily. Some of the words were: komo mai (come in), mana'o (opinion/think), pehea (how), akā (but), paha (perhaps), kēia (this), kēlā (that). Then the teacher led them in a discussion of the story. Of the five children who participate in the segments below, Kealoha and Nālei, both girls, are Pūnana Leo graduates. (Excerpt slightly edited due to its length.)

Teacher: Maika'i ko Lāpaki hale?
Is the Rabbit's house good?

Kealoha: ['A'ole.
[No.

Kamaile: ['A-'o-le.
[Noooo.

Teacher: No ke aha? He aha ka pilikia?
Why? What is the problem?

Nālei: He mau'u ia.
It's grass.

?: He mau'u.
Grass.

Kealoha: Hele ka ua i loko.
The rain goes inside.

Kahele: He mau'u ia, hiki i ka ma- hiki i ka ua ke hele
i loko.
It's grass, the grass can- the rain can go inside.

Teacher: 'Ae, pehea, no laila, pehea, pulu i loko?
Yes, and what, so, what, does it get wet inside?

?: 'Ae.
Yes.

Teacher: 'Ae, he pilikia kēia.
Yes, this is a problem.

Kahele: No ka mea, aia kēia--.
Because this was--.

Teacher: 'Ae, huli 'oukou i ka 'ao'ao 'ehā. Ho'omana'o
'oukou i kēia 'ao'ao?
Yes, turn to page four. Do you remember this
page?

Kealoha: "E komo mai e Pea."
"Come in, Bear" (reading in a whisper, in a
friendly, inviting tone).

Nālei: "E komo mai e Pea."
"Come in, Bear."

Teacher: Mai heluhelu. ha'i mai ia'u.
Don't read, tell me.

Kealoha: "Makemake 'o ia e--"
"He likes--."

Teacher: A waiho ka puke ma lalo ke 'oluolu.
Uh, put the book down, please.

(Kealoha complies) ...

Kealoha: Ke ki'- ke ki'i nei 'o ia i nā pola a me nā
mea a ka Pōpoki a pau a e komo ana 'o ia ma
lalo o ka ua, a laila ho'opau paha.
Fetch- he is fetching the bowls and all of
Cat's things and putting them under the
rain, then that would end it maybe.

The teacher continues reviewing the story with the children, asking them questions about characters and action that require them to relate events in narrative form, and also to interpret their meaning. As she guides them through the story, she also has them page through the text of it to look at the pictures (and to assist their recall). Later in the lesson, the teacher chooses among volunteers who will read which part -- the children excitedly raise their hands in vying for a chance to take a part. Kekai (boy) reads Bear; Kahele (boy) reads Rabbit, and Kealoha (girl, Pūnana Leo graduate) reads Turtle.

Teacher: 'Ae, ho'omaka 'oe, Kekai.
Yes, begin, Kekai.

Kekai: "He hale nui loa kēia. Makemake 'oe i kēia
hale, e lāpaki?
"This is a very large house. Do you like this
house, Rabbit?"

- Teacher: Maika'i loa kou heluhelu 'ana.
Your reading was very good.
- Kahele: "Makemake nō au, akā, he nui loa. 'A'ole
kēia ka hale..kūpono nāu- nou."
"I do like it, but it's too big. This is not
the right house for you.-for you."
- Kealoha: "-no'u."
"-for me."
- Kahele: -no'- no'u. (laughs)
-for- for me.
- Kealoha: "Loa'a ia'u ka hale kūpono nou, Lāpaki.
"I have the right house for you, Rabbit."
- Kahele: "'Ō, e hele kākou, e Honu."
"Oh, let's go, Turtle."
- Teacher: He aha ka mana'o o Pea...e pili ana i kēia hale?
What does Bear think...about this house?
- Kamaile: Nu-i loa.
It's too biig.
- Kahele: He nui loa.
It's too big.

The discussion continued on what was positive and negative about the house, including its size, the materials it was built of, and whether it was suitable for Rabbit, before returning to take turns reading aloud from the text. In the above segment, the teacher scaffolds the children's review of a story they have read before, and has them re-read it aloud. In portions not displayed above, when they are unable to answer the question, she sends them back to the text to read and find the answer. The segment also illustrates children correcting each other's misreadings.

Writing in both classrooms was often closely linked to reading. The kindergarten reading lesson which focussed on the verb/concept of hiki (be able) and the drawing and writing following it illustrate this link. After the children had returned from recess that morning, they drew a picture about something they had the ability to do, then wrote one or two sentences under the picture, using the word hiki. The teacher helped Kainoa, the academically weak child in the class, to construct the sentence, Hiki iā mākou ke pā'ani kinipōpō (we can play ball). The other children wrote their own sentences without assistance. Some included:

Kahele (1st grader): Hiki ia'u ke hana peku kinipōpō.
I can kick balls.

Kekai (1st grader): Hiki e ko ka'a hele.
My car can go.
(Target form: Hiki i ko'u ka'a ke
hele.)

Nāmaka (kindergarten): Hiki ia'u ke kalate.
I can do karate.

Kealoha (1st grader): Hiki ia'u ke 'ai i ka 'aikalima.
I can eat ice cream.

Kealoha (2nd drawing): Hiki ia'u ke nana i ke anuenuē.
I can look at the rainbow. (Target
form: Hiki ia'u ke nānā i ke
ānuenuē.)

A more complete analysis of one drawing and writing assignment towards the end of the year for the above classroom is given in the appendix of this report. On Wednesdays in that the class, language arts centered on Ke Keiki Hiwahiwa, the beloved or special child of the week. One child was chosen for this honor each week. In a whole-class meeting, as one-by-one, the children said a sentence in praise or description of the special child, the teacher recorded the sentence on a large chart in brightly colored ink. Each statement of praise began with Ua 'ōlelo 'o [name of child giving the statement] ([Name] said), then followed with the statement of description or praise, such as "'O au ko X hoaaloa" (I am X's friend). The chart was then put on the wall. Later in the morning, the children drew a picture about the honored child, and wrote stories to go under the picture. In the appendix of this report, an analysis is conducted of children's drawings and stories from one of the Keiki Hiwahiwa lessons. The analysis shows that the children engage with the subject of the drawing, their written stories and drawings are integrated, and they show evidence of an author's voice and a sense of a reading audience. The sentences written by the children are grammatically correct, flow logically, and form cohesive stories.

Teacher-led writing assignments in both classrooms often tied into reading or science lessons, and resulted in child-written books for the book corner. In these cases, sometimes the children wrote and illustrated the books themselves. Other times the teacher copied sentences as children said them in a whole-class meeting, and then the children drew pictures to illustrate the text.

In addition to assignments that linked drawing and writing to reading group stories or content in other subject areas, children in the two classrooms wrote letters to fellow class members, as well as to children in the other HLIP classroom.

Both classrooms had a mailbox area for children to "send" and "receive" mail. Letters were often personal and thoughtful expressions, typical of children their age. When the children of one class wrote to those in the other class, examples of thoughts they expressed included: "My brothers name is (X). Do you have brothers and sisters? How many do you have? What are their names?" Or "I hope you're doing well. I hope I get to see you sometime." All of the letters were written in Hawaiian.

Children also listened to taped Hawaiian speech to improve their listening and comprehension skills, and these lessons were also linked to reading and writing. In one classroom, each week the teacher prepared a written text which she duplicated for the children and also tape-recorded. The children listened to the tape as they read along on their own copies, which had been pasted onto a page of their listening center notebooks. After doing this, they drew a picture about the text, then underlined the words in the text which they thought they could read. Later a teacher validated their judgment by using a card with a window so that only one word showed at a time, and going backwards through the story having the child read only the words he/she had previously underlined as known. In this way, the children could not predict words from the text. Then the children wrote those words which they had read correctly onto small pieces of paper, and put them into their alphabet envelopes. Later, they took out the words and used them in making up and writing sentences. The text of one of these lessons is as follows:

He lā maika'i kēia
This is a good day

He lā maika'i kēia Ua hele mai kekahi mau malihini e nānā i kā kākou hana. Hau'oli lākou e ho'olohe i ko kākou 'ōlelo Hawai'i 'ana a me ko kākou heluhelu 'ana. Maika'i ko kākou kākau 'ana kekahi. Ua hele kākou i ka hale waihona puke e hana i kekahi hō'ike li'ili'i. Ha'aheo nui kā kākou kumu. Pau ka hō'ike, ua ho'i kākou i ka lumi. Ua 'ai kākou i ka mea 'ono a me ka hau wai hua 'ai. Ua 'ono loa. He lā maika'i kēia.

This is a good day, some guests have come. To look at what we do. They're happy to hear our speaking Hawaiian and our reading. Our writing is also good. We went to the library to do a performance. Our teacher is very proud. After the performance, we returned to the room. We ate frozen dessert. It was very delicious. This is a good day.

Math Activities (Makemakika)

Math instruction in the two classrooms included teacher-directed whole-group lessons and games by grade level, individual activity in the form of worksheets, and small-group student-negotiated math games. Children were taught concepts of number, minus numbers, shape, sets, and money; they learned to count, add, and subtract; and they learned to judge relationships of left and right, similarity and difference, quantity, and length. Many of the concepts were reflected in an end-of-the-year written test for the kindergarten children, in which the following questions are examples:

- E kahalina i ka mea ma ka hema (circle the object on the left).
- Ho'olike a laila kahalina i ka hui me ka helu nui a'e (match the objects and then circle the group with the larger number).
- E kahalina i nā mea i like ka nui (circle the objects which are the same size).
- E kahalina i nā mea i like ke kinona (circle the objects which are the same shape).
- E kahalina i ka hui me ka helu i emi iho (circle the group with the smaller number).
- E kahalina i ka i'a 'ehā (circle the fourth fish).

As the above test questions indicate, the Hawaiian language has a substantial vocabulary for teaching mathematics concepts and operations. For example: helu (number/count), ho'ulu'ulu (addition), ka hō'ulu'ulu (plus sign), ho'olawe (subtraction), ka ho'olawe (minus sign), ho'onui (multiplication), pu'unaue (division). Similarly, a long list of Hawaiian words are available for teaching concepts of shape, including: kinona (shape), huinakolu (triangle), linapoepoe (circle), huinahālike (square), pa'apoepoe (sphere), pa'a'iliono (cube), huinahāhiō (rhombus), etc.

A variety of skill-oriented teaching materials and techniques were used in the two HLIP classes. Number flashcards, charts with varying numbers of different objects on each line, and 8x12 cards drawn to represent dominoes with varying numbers of dots are examples of the materials which the two teachers designed and used for whole-group lessons. Whole-group lessons were also taught at the classroom blackboards or with the aid of a small slate. The teachers used a variety of worksheets tailored to kindergartners and to first-graders, some reproduced from commercial mathbooks, others designed by the teachers. All materials were translated into Hawaiian.

In one example of a board lesson on subtraction about halfway through the year, the teacher drew ten consecutive boxes on the blackboard. She asked (in Hawaiian), "If we think of the number 10, what do we think of?" The children offered several

answers, including "fingers," "toes," and "money." The teacher and the children counted the boxes in unison, from 1 to 10. Then the teacher drew an "X" in the two boxes at the right-hand end of the series. "If I cross out these, how many have I crossed out?" she asked. The children responded, "Two." The teacher asked, "How many are there in all?" The children answered, "Ten." As the teacher wrote "10-2=" on the board, she said, "So ten minus two. How many are there remaining?" The children replied, "Eight." The teacher wrote "8" after the equal sign, and said, "Let's count them." And she and the children counted the boxes together. The lesson continued for the subtraction problems of: $10-4 = 6$; $10-5 = 5$; $8-2 = 6$; and $9-2 = 7$. The teacher then gave the children a two-page worksheet of subtraction problems, offering them plastic rods to use instead of their fingers for counting out answers, should they have difficulty.

In a first-grade math lesson later in the year at the other HLIP classroom, the teacher wrote "11-" on the blackboard. Then she held up a series of cardboard dominoes with varying numbers of dots on the top and bottom, for example, 5 dots on the upper half, and 4 dots on the lower half. In Hawaiian, she would ask a child (for example), "Which of these two numbers, if you subtract it from 11, gives you 6?" The child would then figure out the answer and write the number (in this case, 5) on the board as follows: $11-5 = 6$. After three or four such problems, the teacher changed the pattern of the problem. Holding up a dice with 5 and 4 dots on it, she might ask, "If you take 7 away from 11, which of these numbers do you end up with?"

Math games were used frequently in both classes. In one example of counting in tens (sets), each child tossed a pair of dice and collected the number of cubes from a central pool as indicated by the number of dots on the dice. As soon as the child had 10 small cubes, he/she turned them in for a larger 10-cube piece. Ten of these larger cubes could be turned in for a 100-piece cube. The winner of the game was the person with the most cube count.

Although math skill depends less on language than some school subjects, word problems and interactions around math games gave children opportunities to expand their listening and reasoning skills in Hawaiian, and to practice their conversational skills. In a first-grade math group towards the end of the school year, the following is one of several word problem examples in which children demonstrate their understanding of the form of the problem and the language in which it is expressed (Nālei is one of the group members):

Teacher: Pehea kēia? Eia kekahi mau ho'omākalakala polopolema, 'ae, kēlā mea me ka mo'olelo. Pehea kēia? 'A, makemake 'o Nālei i 'eiwa mau kanakē, kē? Makemake 'o ia i 'eiwa, akā 'elua āna kanakē i kēia manawa. 'Ehia hou a'e kanakē pono e loa'a iā ia?

How about this? Here are some problem exercises, yes, with a story. How about this? Nālei wants nine candies. She wants nine, but she has two candies now. How many more candies must she obtain?

Kahele: 'A'ole makemake wau i ke kanakē.
I don't like candy.

boy?: 'Ehiku.
Seven.

Teacher: Maikā'i.
Good/fine.

In the example of a math game cited earlier, in which children rolled dice to acquire cubes, the teacher demonstrates the rules of the game as follows (all boys, all Pūnana Leo graduates):

Teacher: No laila ma ho'okahi manawa, 'a'ole pono e loa'a ka 'umi iā 'oe. Inā loa'a iā 'oe 'umi, hā'awi i ka mea li'ili'i i loko nei, a ki'i i kēlā mea. Ka mea lanakila ka mea me ka nui o kēia mau 'umi. 'Ehia mau 'umi a loa'a iā 'oe ho'okahi haneli? 'Ae, inā loa'a iā 'oe 'umi o kēia mau mea, hiki iā 'oe ke ki'i ho'okahi o kēia. A waiho i kēlā mau mea i laila. Ka mea me ka nui loa i, nui o kēia mau mea, 'o ia nō ka mea e lanakila. So, at any one time you shouldn't have ten. If you have ten, put the small ones (worth one) in here (indicating a central pool of cubes) and get one of these (holding up a 10-piece cube). How many tens must you get to make a hundred? Yes (acknowledging a child's answer of "ten"). If you have ten of these (10-piece cube), you can get one of these (holding up a 100-piece cube). And then put those (10-piece cubes) there (back in the pool). The person with the most (cubes) is the one who will win.

At the end of the game, the children count their cubes by tens and then by ones. No one has reached 100. Kamoana has 60. Kamakani counts his and finds he has 89. Kapono counts up to 62. The teacher then says with surprise: 'Eono wale nō? -- Only six (tens)? Kapono recounts and finds he actually has 72.

Kamakani (looking at the other children's clusters of cubes):
No laila 'o wau ka mea lanakila. 'O wau me Kaleo.
So then, I'm the winner. Kaleo and I.

(He looks again at Kaleo's cluster of 10-unit cubes, and then realizes he alone is the winner, exclaiming:).

Loa'a 'o Kaleo kanawalu wale nō.
Kaleo has only eighty.

During mathematics seatwork when the children were doing worksheets that accompanied whole-group lessons, the teachers and kupuna sat with the children or walked around the tables, for individual consultation. As in language arts seatwork, these instructional interactions were characterized by warm personal relationships between the teachers and children, and a focus on the child's individual abilities and needs. Often the teacher or kupuna sat with an arm around the children, speaking in a low, gentle voice, and giving the children verbal as well as non-verbal encouragement as they worked their way through a math problem.

Other Subjects: Science ('Epekema),
Social Studies, and Music (Mele a me Pila Ho'okani)

Both of the HLIP classrooms emphasized language arts and mathematics, but other subjects were taught, as well. Science was taught in both classes, though not on a daily basis. Occasionally outside volunteers assisted with science lessons. In one classroom, the Houghton Mifflin basal science book for kindergarten was used, because the first-grade science text arrived late in the year. The teacher used the kindergarten science "big book," with many hands-on experiments for the children. In general, the science lessons in both classrooms were aimed at developing knowledge and skills associated with water, colors (primary and secondary), plants, and animals. The children learned to predict and to validate in such experiments as growing seedlings in pots, some of which were kept in the dark and others given exposure to the sun. Science lessons were usually integrated with language arts (as mentioned earlier). For instance, one language arts lesson linked to a science unit on animals of the sea involved children drawing pictures on the theme "My favorite sea animal." To accompany each drawing, they wrote one or more sentences elaborating this idea. The lesson was further supported by a bulletin board display of Nā Waiwai o ke Kai (the riches of the sea), illustrated by fish and other sea animals drawn and cut out by the children. Some examples of the sentences children wrote to go with their language arts assignment are:

Kealoha: 'O ka nai 'a ko'u punahele no ka mea nani
'oia a ahinahina.
The dolphin is my favorite (sea animal)
because he's beautiful and grey.
(Target: 'O ka nai'a ka'u punahele no ka
mea nani 'o ia a 'āhinahina.)

Keanu: 'O ka naia ko'u punahele no ka mea (unclear)
hiki ia 'oe ke hele maluna o ka naia.
The dolphin is my favorite (sea animal)
because you can ride it.

(Target: 'O ka nai'a ka'u punahele no ka mea
ua hiki iā 'oe ke hele ma luna o ka
nai'a.)

(Kealoha, a first-grade girl, is a Pūnana Leo graduate; Keanu, a first-grade boy, is not.) In the other classroom, language arts lessons that produced child-composed books for the book corner focussed on a favorite subject of children island-wide, dinosaurs.

Social studies was not taught as a separate subject in either of the two classrooms, being instead integrated with other subjects, especially language arts and Hawaiian cultural studies. In one classroom, for instance, a volunteer came for several weeks to teach the children a variety of social and cultural topics. One topic was the importance of kalo (taro) to Hawaiian life and culture. The volunteer taught the children how to clean, prepare, and pound taro, and they also were able to taste it. Another time the volunteer brought in squid, and they talked about the parts of it (connecting to the science unit on animals), how it is caught and prepared, and they tasted it both raw and cooked (tied in to local culture studies). In language arts, the children read and discussed stories about people's feelings, and talked about the feelings of characters as shown in pictures.

Music was also included in the curriculum of both classrooms. In one classroom, the children learned rhythm instruments (including cowrie shells as percussion instruments to accompany a kneeling hula), body movement, and bells (playing chords and switching). In both classes, the children were taught many songs in Hawaiian, including an alphabet song, various traditional Hawaiian songs, and songs translated from English. Many of these illustrated the nature of Hawaiian poetry, as well as teaching Hawaiian values. For example, here are the words to one such song:

**Mele Ho'okipa
Hospitality Song**

Ua hiki pono mai i mua o mākou
Someone has arrived in our presence

He mau malihini e launa pū ai
Several guests who have come to socialize

Aloha, aloha heahea nā keiki
The children call out greetings

"He hale makamaka kipa mai"
"This house is open to you, welcome"

Pai a'e i ke leo, kānaenae i ke aloha
Lift up your voices, greetings of love

E hea i ke aheahe a me ka lā
Call out to the breeze and the sun

E pāla'ila'i 'olu mai
To blow cool and gently and shine warmly (=make this a nice day)

Summary

As the above report of observational findings indicate, a strong academic program was emphasized in both HLIP classrooms during the first year. As in English-medium kindergarten and first-grade classrooms, activities in the HLIP classrooms were organized around stated curriculum goals, and followed a daily and weekly schedule. Daily academic and organizational routines in the HLIP classrooms, such as opening and closing activities each day, classroom rules, and patterns of interaction during lessons, were familiar to anyone who has spent time in elementary classrooms, except that they were carried out in the Hawaiian language, and were often integrated with Hawaiian values and culture. Curriculum content was consistent with other elementary classrooms of the same level.

In addition to a focus on academic subjects, children in the HLIP classrooms were learning to speak, read, and write Hawaiian. Hawaiian was the medium of instruction for all subjects, and the only medium of communication between teachers and students after the first day or two of the year. (Children's communicative competence in Hawaiian and English is discussed further below.)

Two other important characteristics of the HLIP classrooms were the rapport between teachers and students, and students' active engagement in and enthusiasm for their work. The teachers promoted a warm, affectionate relationship with the children. This relationship was commented on by classroom volunteers and by parents (the results of parent interviews and questionnaires are discussed elsewhere in this report). One parent commented, for example, that she had often heard the children call the teacher "māmā. The teachers' emotional closeness to the children, and the confidence in the children that they projected, was undoubtedly an important factor in the HLIP children's academic engagement. Children took their school work seriously, and were on task a high proportion of the time. Parents frequently commented that their HLIP child liked school and "found excuses" to attend school even when ill. Older children in both schools regarded the HLIP children's ability to speak Hawaiian as something special. For instance, sixth-graders in one school volunteered to assist the HLIP teacher on a class field trip, and used the experience to learn some Hawaiian themselves. Positive feedback from the teachers, other adults, and older peers and

siblings towards their growing communicative competence in Hawaiian undoubtedly increased the HLIP children's motivation for doing well in school and improving their Hawaiian language fluency. It seems clear that one importance of the program has been to give the HLIP children a sense of appreciation for Hawaiian language and culture, and for those who are ethnically Hawaiian, a sense of pride in their own heritage.

LANGUAGE ASSESSMENT: HAWAIIAN LANGUAGE IMMERSION PROGRAM
CHILDREN'S COMMUNICATION COMPETENCE IN HAWAIIAN AND ENGLISH

Children's Communicative Competence in Hawaiian: Examples from
Classroom Interaction

In the above section on classroom observations, HLIP students' communicative competence in Hawaiian was partly demonstrated through some of the examples used to illustrate instructional activities. For example, children were shown participating appropriately in language arts, mathematics, and science lessons. They were shown leading classroom routines at the beginning and end of the day, and prior to lunch.

Many functional uses of language were also noted. For example, Nāmaka was shown translating one of the teacher's instructions from Hawaiian to English for Pualei (both of them kindergarteners, both Hawaiian non-speakers at the beginning of the year); and children in one reading group were shown joining the teacher in chorus to complete the Hawaiian sentence that a child was unable to complete by himself. Children were also shown reporting events and experiences, discussing pictures and stories (describing, narrating, predicting, evaluating), reading silently and aloud from translated basal texts, and composing and writing multiple sentences on a given topic. In this section, we provide other examples to illustrate children's growing communicative competence in Hawaiian, and their functional uses of language during the year.

In addition to language arts lessons, sharing activities offered especially rich opportunities for the children to

demonstrate their communicative competence in Hawaiian. Teachers also used these activities to scaffold or support children's learning of new linguistic forms and appropriate uses of Hawaiian to express ideas and to interact socially. As illustrated earlier, students sometimes corrected each other's Hawaiian, or supplied the correct form when a speaker hesitated. At mid-year in the sharing activity associated with the language arts lesson on hiki mentioned earlier, Kamanu (first-grader) demonstrates her ability to converse and answer questions as she shows the class her kāma'a huila (roller skates):

Students: U'i e Kamanu.
It's beautiful, Kamanu.

Teacher: Kawai, he aha kēia?
Kawai, what are these?

Kawai: Skates.

Teacher: Kāma'a huila.
Roller skates.

Students: 'Ō.
Ooh! (with dawning realization)

Teacher: 'Ike 'oukou i nā huila?
Do you see the wheels?

(several respond affirmatively)

(Kamanu then explains that she has a hula hoop but didn't want to bring it -- Loa'a ia'u kekahi lula hoop akā 'a'ole au um makemake e lawe mai -- and so brought her skates instead).

Teacher: Pehea, i 'ā i ka manawa mua āu i hana ai i kēia mea, ua hā'ule 'oe i kekahi mau manawa?
How about on um on the first time that you did this (activity), did you fall down a few times?

Kamanu: 'A'ole.
No.

- Teacher: 'A'ole?
No? (in tone of disbelief)
- Kamanu: 'A'ole!
No! (forcefully = No way!)
- Teacher: Ua holo pololei 'oe?
You went straight?
- Kamanu: 'A'ā, ke hā'uile, ke ho'omaka au e hā'uile,
ho'okomo au i kēia mea i lalo, a laila,
ho'oku'u au i lalo.
No, whenever I fall, whenever I begin to fall,
I put this thing down (indicating the brake, a
flat, round rubber tip on the front of the
skate), and then I let it (the skate) down.
- Teacher: 'Ō, maika'i, maika'i. Akā 'ano pa'akikī i
kēia hana?
Oh, fine, fine. But isn't this activity somewhat
difficult?
- Kamanu: 'A'ole, hiki ia'u ke hele ma
No, I can go on
- Teacher: I kēia manawa?
Now? (=now, rather than when she first began)
- Kamanu: 'Ae, me ka- ma ku'u māmā hill, hiki ia'u
ke hele i lalo, a, um, pono au bend li'ili'i.
Yes, on the- on my mom's hill, I can go down, and,
um, I have to bend a little.
- Teacher: 'Ae, mana'o wau pa'akikī kēia.
Yes, I think this is difficult.
- (several children give denials)
- No ka manawa mua, pa'akikī.
For the first time, it's hard.
- Kamanu: Hele ana au ma ka Ice Palace. Ua maika'i wau,
'Ōlelo ku'u māmā.
I'm going to go to the Ice Palace. I was good,
my mom said.
- Teacher: 'Ō, hiki iā 'oe ke holohau kekahi?
Oh, you can ice skate, too?
- Kamanu: 'A'ole. A'o ana ko'u pāpā ia'u, akā, akā,
ua- ua hele 'o ia i ka manawa 'o ia li'ili'i, ua
hele 'o ia ma ka Ice Palace.
No. My dad is going to teach me, but, but,

he went- he went when he was small, he went to the Ice Palace.

Teacher: 'Ae, 'ano pa'akikī kēlā 'ano hana kekahi.
Yes, that kind of activity is also rather difficult.

In this segment, Kamanu maintains her point that she found it easy to learn to roller skate, and when challenged by the teacher on this point, explains how she managed not to fall. She admits, though, that she does have to bend a little when going down the hill near where she lives, in order to keep her balance. Other than giving her the Hawaiian term for roller skates, the teacher does not interrupt the flow of the conversation to insist on complete sentences or attempt to reformulate her Hawaiian (here the teacher's restraint is strongly supported by second-language acquisition research). The teacher's primary focus is correctly on Kamanu's reasoning process and her ability to respond appropriately at a discourse level.

Later in the same sharing period, kindergartner Nāmaka and first-grader Kealoha demonstrated their grammatical competence in Hawaiian as they commented on another child's sharing item. Kapua (kindergartener) had been assisted by her older sister Kealoha in describing her large plastic bag. When the teacher asked what the bag could be used for, Nāmaka commented, "Hiki iā 'oe ke komo i loko o ke kini 'ōpala" (You can put it inside the garbage can") -- using for "to enter" the word komo, which is the root morpheme for the correct word ho'okomo, "to cause to enter" or "put into." Thus, although he was not sure about the correct word, he succeeded in identifying the correct root. When the

teacher asked what was difficult about the item for Kapua, her sister Kealoha answered, "Pa'akikī nāna e wehe" ("It's difficult for her to open," that is, to separate the two plastic sheets constituting the bag) -- a very competent use of the Hawaiian structure "for him/her to" + verb.

By the end of the year, several of the children were able to construct very complex sentences in Hawaiian, as when Ka'olu (kindergarten boy) asked during the calendar portion of the morning opening, "'Ehia mau lā i koe, hele ana kākou i ke kula kauwela?" (How many days are left before we go summer school?, a complicated sentence in Hawaiian).

Some of the most interesting indications of their growing communicative competence in Hawaiian were demonstrated by children in talk around activities that the teachers participated in partially or not at all. For example, during free activity time about mid-year in one of the classrooms, Kanalu (kindergarten boy) began talking to one of the Hawaiian-speaking members of the evaluation team about whether the team was going to have lunch with the children that day. The researcher said it would depend on the other members of the team. Kanalu then skillfully constructed a sentence with a Hawaiian word for hypothetical possibilities, saying, "Inā hele lāua e 'ai, a laila hele 'oe e 'ai, 'ae?" (If they go to eat, then you'll go to eat, yes?) and went on to further clarify the point with another hypothetical question using inā.

Many of the errors in Hawaiian consistently made by the children appear to have been developmental in nature. For

example, the sentence by Nā'ehu (kindergarten girl) is typical of a common error in the children's speech: "'A'ole hiki wau ke lohe!" (I can't hear!). Hiki (be able) is an irregular stative verb and thus difficult to learn. Nā'ehu used a nominal case subject, wau (I) instead of the correct form ia'u (to me). Her positioning of the subject after stative negation was correct, however. Regular nominal case subjects precede the verb after negation. This kind of error was one focussed on in the lesson about hiki mentioned earlier.

Similarly, Kapono (first grader) wrote as caption to his drawing of a dinosaur, Loa'a 'o Staracysaurus 'eono kiwi (The S. has six horns) -- target: Loa'a iā S. 'eono kiwi. His grammatical error could be developmental because Hawaiian speakers first learn the grammatical rule that subjects take nominal case marking. However, they must then learn that (logical) subjects of stative verbs take a causal agent case marking. This major reversal poses difficulty even for second-language learning university students. Loa'a (to be gotten, possessed, obtained, acquired, caught; and to exist) is a very commonly used verb, and so it is not surprising to find children using it as an active verb with nominal case marking.

Although teacher-guided talk is important in acquiring language, conversational practice among peers -- oriented to academic tasks and also in non-academic activities -- is crucial to children's language learning. This is especially important when a group of children includes both speakers and non-speakers of the language being acquired. An example of how peer-peer

interaction can give children practice in comprehension occurred about mid-year, when two first-graders, Kealoha (Pūnana Leo graduate) and Keanu (non-speaker on entry to HLIP) were working side by side on drawings in the same notebook. Keanu announced proudly of his picture, "Nānā" (Look at what I did). Kealoha said to the observer, "Nānā i kāna hana" (Look at his work -- modelling for Kealoha a more well-formed version of utterance, with a pronoun substitution). Then she said to Keanu, "Hana 'oe i ka niu" (Make a coconut), adding that she was going to "Hana au i ka lau. Hana 'oe i ka mau'u" (I'll make leaves. You make grass.) Keanu agreed in local English dialect, "I go make grass." At this point in the year, Keanu was not yet a strong speaker of Hawaiian, but as this example indicates, he was comprehending well.

A few seconds later the teacher walked past, and hearing Keanu speak English, said to him, "'Ōlelo Hawai'i, Keanu" (Speak Hawaiian, Keanu), and asked Kealoha, "Ke kōkua nei 'oe iā ia i ka 'Ōlelo Hawai'i?" (Are you helping him speak Hawaiian?). Kealoha then spoke to Keanu, inviting him to repeat, and he did so exactly. She went on to ask him a question about the drawing in Hawaiian, which he answered appropriately. Keanu then said to her, "Hana 'oe i ka pūpū" (Make a shell), following the model set up earlier in the conversation by Kealoha. They both drew pictures of shells with spots on them. Kealoha said, "Hana i ka huahakalama "pu"" (Make the syllabic unit "pu" -- the one focussed in the language arts lesson that day), and she wrote pu'u on the drawing. Keanu read it aloud.

In summary, observations during classroom lessons, when children were engaged in unsupervised on-task and off-task talk, as well as on the playground, indicated that the children gained communicative competence in Hawaiian over the course of the year, and learned to use it for a wide range of communicative functions.

Assessment of Students' Conversational and Narrative Discourse in Hawaiian and English on the Language Proficiency Measure

Students were assessed using procedures from the Language Proficiency Measure (LPM) which is an alternative assessment approach for determining bilingual oral language competency in English and in another language (Slaughter, 1988; Powers, Johnson, Slaughter, Crowder, & Jones, 1985). Students were assessed in groups of two, separately in English and in Hawaiian by different examiners. A basic form of communicative competency is to be able to participate in conversation on a variety of topics. The U.S. Foreign Service Oral Interview Test is based on this premise (Wilds, 1975). By analogy, the LPM can be thought of as a child version of the oral interview test. Using the LPM procedures, an examiner attempts to pick up a causal conversation with the student so that he or she is free to talk on topics where the cognitive background of the information is well known to the student. The purpose of the test is to assess the listening and speaking abilities that are necessary for normal communicative interaction, not to test the knowledge of students on various subject matter contents. Following the assessment of conversational proficiency, the examiner asks each

student to tell a story from a wordless storybook, in order to assess the student's ability to produce narrative discourse. The ability to produce narrative discourse, i.e. a story, is believed to be important in early literacy development.

In general, the elicitation of conversational discourse by assessing two students at a time proved highly successful. The original LPM procedure was designed to assess one student at a time, but it was decided in this study to adapt the instrument to the assessment of pairs of students to facilitate establishing rapport with students, and because other research on Hawaiian children had suggested that a "talk story" context would facilitate the elicitation of discourse from Hawaiian children (Watson-Gegeo & Boggs, 1977; Watson-Gegeo, 1975). Assessing two students at a time provided a superior context for generating conversation, as students had the advantage of an audience that included another child as well as an adult. Often the second child would build upon a topic introduced by the first child, thus enriching the language sample and facilitating the elicitation procedure. Shy children were more likely to be drawn out by this method. The only weakness of the technique was when one child dominated the conversation, and in these cases the examiner would try to encourage the other child to participate by saying "And what do you think?" In some cases, the dominant child also adopted this approach, allowing entry into the conversation of the first child.

Narrative discourse was elicited by asking the student to first look through a wordless book, taking their time, and then

tell the story, using the wordless book as a prop. There has been a great deal of research in studying narrative discourse using wordless books, one outcome of which is that as students begin to read, their wordless storybook stories begin to resemble book-like language (Purcell-Gates, 1988). Sometimes their prosody, namely the "linguistic variation in pitch, loudness, speed and rhythm (including pause) of speaking:" (Crystal, 1979, p. 33), resembles that of oral reading. Having two children take turns telling a story during the same assessment session generally worked well, although with the younger children the examiner sometimes had to remind the non-active child to not interrupt the narrating child's story. Younger children, i.e. kindergarten, tended to look hurriedly through the book and tell the story more simply, while older children, i.e. first graders, took more time looking through the book and told longer, more detailed stories. Older children also tended to be more interested and responsive to each others stories, laughing or showing interest in the pictures, while younger children mainly focused on their own book, although this wasn't always the case.

It is important to recognize that oral language contexts produce different surface features in language than do written language contexts. In brief, oral language must be analyzed and evaluated on the basis of criterial established for oral, not written language. In this study, we used criteria originally established for the LPM for assessing the discourse of Hispanic students as a basis for the evaluation, but were cautious about overgeneralizing this criteria especially in the case of Hawaiian

discourse. The analysis of conversational discourse involved assessing the student's ability to interact with and make sense to the examiner in speaking and listening (see a breakdown of this in Appendix B). Specific categories used in conversational analysis included 1) the ability to produce elaborated talk on a topic, 2) the ability to produce complex meaning relationships, 3) the ability to produce complex grammar relationships, 4) the ability to provide adequate background information when talking about a topic, 5) the ability to produce an explanation of how to make or do something, and 5a) the ability to participate actively in the conversation by initiating, shifting or changing topics. The analysis of narrative discourse categories included 6) the ability to produce a complete story with a full plotline, 7) the ability to produce complex meaning relationships, 8) the ability to produce complex grammar relationships, and 9) the appropriate use of verb tense variation in storytelling (Appendix A). We also noted the use of quotative speech, i.e. he said, she said, and sound effects in telling the story.

In the following analysis, the results from the assessment of Hawaiian discourse will be presented first, with the English discourse presented second. The results include a general discussion of student's language proficiencies followed by examples of discourse from selected students. Transcribed materials will be presented using E (for Examiner), and either S (for student 1) and S2 (for the other student in the pair) or the initial of the student's first name (psuedononym). Language that cannot be transcribed because it was inaudible due to

difficulties with the recording equipment or the softness of the student's voice will be indicated by empty parentheses (), and data that the transcriber is unsure about, i.e. the transcriber's best bet, will also be put into parentheses. Pauses of approximately one second will be indicated with a period, for instance...indicates a pause of three seconds. Overlapping speech is indicated with glosses or brackets. Explanatory material is placed in brackets, e.g. [].

LPM Results: Hawaiian Oral Language Assessment

All 22 of the students were able to carry on acceptable conversation in Hawaiian and were judged as Moderate to very Proficient according to the LPM. Two resorted to English about 50% of the time during the conversation part of the assessment, and used hawaiian for about 85% of the time during the narrative segment. These two were judged as Functional on the LPM. The children were able to converse on a variety of topics and had no problem listening and comprehending the Hawaiian spoken by either the examiner or the other student present. They were able to respond fluently and appropriately in answering, or asking questions (including asking for help), and were able to introduce new topics of conversation. Some of the topics were games, movies seen recently, helping out at home, traveling to outer islands, go-carts, and pets. Nearly all of the students were able to give explanations for performing various tasks. The narratives told from wordless story books varied in length and complexity. Many students used expressive voice and intonation in using dialogue and sound effects in their narratives, which

were cohesive with a beginning, middle, and end. A few of the younger students had less skill in telling a story from a wordless storybook, however, the majority of the stories were at a moderate to proficient level.

Excerpts of the conversation and narrations of seven of the students are presented. All seven were of part-Hawaiian ancestry and were selected as representative samples of the classes. The proficiency of the students selected ranged from high, moderate, to low. Three of the students were first graders. Two of these selected were highly proficient in Hawaiian, while the third was moderately proficient. The former two were graduates of two different Pūnana Leo schools and spoke Hawaiian upon entry into the immersion classroom. The latter attended a kindergarten class in a regular English medium public school and did not speak Hawaiian upon entry into the program.

Of the four kindergarteners, two were high, one moderate and one low in proficiency in Hawaiian. The former two were Pūnana Leo graduates and the latter non-Pūnana Leo students. One of the aforementioned Pūnana Leo graduates had been spoken to exclusively in Hawaiian by both parents since birth. Neither of the non-Pū Leo graduates spoke Hawaiian before entry into the program.

Table 4 presents the language proficiency ratings obtained from the LPM in Hawaiian and in English for the seven students (except where the assessment data was insufficient to make an evaluation.). On the LPM there are two proficiency categories, "proficient," which is seen as an optimal level of language

Table 4: Language Proficiency Ratings of Proficient, Moderate, or Functional for Selected HLIP students on the LPM in Hawaiian and English

Student	La.	Conversation					Narrative				Totals			La.	Rating	
		1	2	3	4	5	5a	6	7	8	9	F	M			P
<u>Grade 1</u>																
Kealoha	H	P	P	P	P	P	Y	P	P	P	P	0	0	9	H	Prof
	E	P	P	P	P	P	Y	P	P	P	P	0	0	9	E	Prof
Kaponu	H	P	P	P	P	P	Y	M	P	P	P	0	1	8	H	Prof
	E	P	P	P	P	P	Y	M	P	P	P	0	1	8	E	Prof
Keanu	H	M	P	P	P	M	Y	P	P	M	P	0	3	6	H	Mod
	E	P	P	P	P	P	Y	*	*	*	*	-	-	-	E	-
<u>Grade K</u>																
Mele	H	P	P	P	P	P	Y	P	P	P	P	0	0	9	H	Prof
	E	P	P	P	M	n/a	Y	P	P	F	P	1	1	6	E	Prof**
Kahealani	H	P	P	P	M	P	Y	P	P	P	P	0	1	8	H	Prof
	E	P	P	P	P	P	Y	P	P	P	P	0	0	9	E	Prof
Leinani	H	P	P	M	M	M	Y	P	P	M	P	0	4	5	H	Mod
	E	-	-	-	-	-	-	-	-	-	-	-	-	-	E	N/A
Kainoa	H	F	F	M	n/a	F	N	F	M	F	M	5	3	0	H	Funct
	E	P	P	P	P	P	Y	M	M	F	F	2	2	5	E	Mod

Note: P = proficient, M = moderate, F = functional, Y = yes, N = no. N/A = non-applicable in that the language skills could not be evaluated because of inadequate data (the student may have this skill). A (*) indicates that the tape recording was not audible and therefore no assessment could be made. Mele's (**) rating of proficient is based on examiner judgment that she could have given a satisfactory explanation (#5) if it had been elicited.

development for the age group, and "moderate" which is seen as satisfactory. A "functional" level indicates that the student can manage to get along in a language but is not at the level of a native speaker of the language. None of the students in either this small sample, nor any of the students assessed, were found to be "limited" in speaking either language.

The following description are the results of individualized assessments of the seven children with respect to their proficiency in Hawaiian.

1-H Kealoha (Grade 1, female: Proficient)

Background. Kealoha was a first grader who had attended a Pūnana Leo Hawaiian total immersion school for two and a half years. She then attended a regular public school kindergarten class before entering her Hawaiian Language Immersion class. Thus, she was a speaker of Hawaiian when entering the class.

Proficiency. Kealoha is extremely proficient in Hawaiian. She speaks very fluidly without hesitation. Her thoughts are very clear in both her conversation and her narrative. She is both able to respond to and ask questions appropriately in Hawaiian. This includes asking for help when having difficulty, say, in recalling a Hawaiian word. For example, in her narrative of One Frog Too Many, she had forgotten one of her characters in the story.

- K: Ua uē, uē, uē 'O ia. A laila-'o wai kēa?
He cried and cried and cried. Then - Who is this?
- E: Ka poloka?
The frog?
- S: Ka pēpē?
The baby?

E: Ka māmā? Māmā.
The mother? Mother.

K: Māmā. Okay, ua hele mai ka māmā a 'Ōlelo 'o ia,
"Kala mai."
Mother. Okay. The mother came, and she said, "Forgive
me."

[Note: K = Kealoha, E = Examiner, S = Other student
present]

She has a wide range of vocabulary knowledge but does use loan words from English when communicating (lady bug; this word, ponu, was actually invented recently. It is not in the dictionary and probably not known to the teachers yet either). She used the word "pokie" instead of the English "splinters" in trying to be understood in Hawaiian. It was only when that failed that she resorted to English reluctant as evidenced by her drooping voice, "That thing, splinters".

She is able to initiate topics in addition to shifting to topics initiated by others and giving explanations of complex situations or events. She is able to use direct and indirect quotative speech quite well. For example:

K: Kāhea au iā ia "Paula Akana," A 'Ōlelo ko'u tūtū, "E 'Ōlelo 'oe iā Paula Akana, e, a ua 'Ōlelo wau "Aloha" a u'i 'o ia ma ke kiwi.
I call her "Paula Akana." And my tūtū said, "you tell Paula Akana, er, that I said hello and that she is beautiful on television."

In structuring her narrative, she constructed a beginning, middle and end to her story. She also used appropriate storylike intonation in her quotative speech during the narrative. In the following

K: Ua kaumaha ka poloka a ua 'Ōlelo ka, ka keikikāne, "Mai hana pēlā!" no ka mea po'opa'a 'o ia.

The frog was sad and the, the boy said, "Don't do that!" because he (the frog) was so hard-headed.

She used a very loud and staccato voice to stress each syllable of the command.

She also provides sufficient background information so that it is clear what she is talking about. She uses complex sentences with conjunctions, relational terms, and a variety of subordinate clauses.

K: Ua noho ka poloka ma laila no ka wā lō'ihi a ua hele lākou no ka mea ua hana'ino 'o ia i ka poloka pēpē, a ua kaumaha 'o ia. Akā ua hau'oli loa ka pēpē.
The frog stayed there for a long time, and they went off because he had mistreated the baby frog, and he was sad. But the baby was very happy.

She uses a full range of grammar in Hawaiian, from simple sentences (locative, equational, simple verb, verbless, possessive) to compound sentences (joined by a = and akā = but, no ka mea' = because, no laila = so, a laila = and then, inā = if-then), and more complex sentences. In addition she seems to be progressing well in areas in which Hawaiian is much more difficult to acquire than English. As examples, she seems to be moving quite well in acquiring the conventional use of possessives, the stative verb loa'a (to have, obtain, acquire, find, get, catch, exist), getting these correct about 75% and 50% of the time, respectively).

2-H Kaponō (Grade 1, male: Proficient)

Background. Kaponō also attended Pūnana Leo for about 2 and a quarter years. Thus, he spoke Hawaiian before entering the HLI class.

Proficiency. Kapono is very fluent in Hawaiian. He tends to speak in a very excited manner and, thus, in conversation, tends to backtrack and repeat some of his sentences. However, he communicates very well. He has a large vocabulary, uses a full range of Hawaiian grammatical structures, ranging from simple to compound to complex. He is able to explain very complex matters very clearly. Below is his explanation of the game "Chasemaster" using the "Jan ken a po" way of decided who is it:

K: Inā lanakila ka mea, inā um lanakila ka mea, um inā loa'a i kekahi keiki ka pepa a loa'a kekahi keiki ka 'ūpā, a laila ke i, ke keiki me ka 'ūpā ka mea holo, a laila pono ke keiki me ka pepa e ki'i iā ia. A kekahi manawa pā'ani mākou iā "Duck Duck Goose."

If the one winds, if um the one wins, um if one guy has paper and the other guy has scissors, then the, the guy with the scissors is the one who runs away, and then the guy with the paper has to catch him. And other times we play "Duck Duck Goose." of the game "London Bridge is Falling Down"

K: Hele 'elua mau keiki, aia ho'okahi keiki ma 'ō, aia ho'okahi keiki ma 'ō, a laila hele kekahi keiki i loko o ko mākou lima, a laila inā loa'a mākou iā i, i kēlā keiki hele ana i loko, ko kākou lima, a laila, pono mākou e ki'i iā lākou a hīmeni i kekahi mea 'ē a'e.

Two children go, one child is over there, and one child is over there, and then another child goes inside of our arms, and then we go and sing, and then if we get that child going inside th- our arms, then we have to catch him and sing something else.

Kapono uses quite a variety of connectors and clause subordinators in Hawaiian (and then, but, therefore, if...) and can relate ideas very clearly. A couple of these are shown in the examples above. He also uses a large number of relative clauses in his speech. As mentioned earlier, relative clauses are much more complex in Hawaiian than in English. In one short explanation he uses four of them (actually five, two are

basically the same). Of these, 1 is correct outright, 1 is half correct, and 2 are incorrect. However, only 1 of the 2 is incorrect by virtue of simple juxtaposition of a simple sentence with a head noun. In the other case, Kapono uses verb markers indicative of another more complex type of relative clause, which although not correct here, indicates that he is probably on his way to figuring them out.

K: Pono, pono kekahi keiki e helu, a laila pono, pono nā keiki 'ē a'e e nā- e nānā ana kēlā keiki 'ē a/e, no laila, inā loa'a, inā maopopo 'oe, inā maopopo kēnā keiki ua helu a laila, pono la- pono kēlā keiki ua pe'e ana e hele i ka wahi a'ohē o ke keiki i hekai. A laila inā, inā ho'opā o' ia i ka wahi, a laila, 'a'ole hiki, 'a'ole hiki um ke keiki i ua i i i helu, 'a'ole hiki 'o ia e ki'i i kekeiki ua pe'e. One child has, has to count, and the other child has, has to lo- that other child is going to be seeking, so, if there is, if you know, if that child who had counted knows and then, that child who is hiding has, has to go to the place where the child who counted isn't at. Then if, if he touches that place, and then the child who counted can't, can't, he can't catch the child who had hidden.

In addition, Kapono is very clear about providing background information for his listeners. He can respond to and ask questions, including asking for assistance in communicating. He can shift topics initiated by others in addition to initiating topics.

His narrative was clear, with a beginning, middle and end. He also used quotative speech. Most of the connectors he used in his sentences were "and then" (a laila) and "therefore" (no laila). Despite this, his narrative was clear and consisted of quite a bit of elaboration in several topics.

3-H Keanu (Grade 1, male: Moderate)

Background. Keanu, a first grader, attended one or two English language preschools before entering a public school, English medium kindergarten class. He did not speak Hawaiian before entering this program.

Proficiency. At the first evaluation visit, 2/5/88, Keanu appeared able to comprehend most of the classroom talk well enough to function academically. However, his spoken Hawaiian was limited to highly routinized classroom language. At the time of the LPM, 6/2/88, he had made a great deal of progress.

Keanu speaks with good facility in Hawaiian now. He does not hesitate except when trying to recall vocabulary or deal with vocabulary he does not know (sting, golf course, chase). He is able and tends to ask for help with such vocabulary items about half the time, rather than just using the English lexical item in his Hawaiian. Although his vocabulary is not as large as the highly proficient students, he does have a fairly good range of vocabulary.

He can carry on a conversation very well. He is able to shift topics and initiate topics readily. He is also extremely good about providing background information to the listener, often by fronting and thereby calling attention to new topics.

K: 'Ae. Ua hele w-, makemake au e hele i kua'i. A ko'u cousin, loa'a 'o ia i ka Mario Brothers a me ka mea, ka mea makemake wau e pā'ani.
Yes. I went, I want to go to Kaua'i. And my cousin, he has *Mario Brothers and the one, the one I want to play.

[*Mario Brothers is a video game Keanu knew I knew about]

He can use prepositions, simple sentences (verb and verbless, equational, locative) as well as sentences using infinitives. In addition he used several more difficult structures, including possessive phrases, correctly (a difficult area as noted above), and was the only one of the seven to use 'possessive number' sentence and a fancy adverbial phrase, respectively below:

K: Iune, 'ā, pono wau e, ma hope o kēlā kanahikukūmāono,
kēlā ko ko'u cousin lā hānau.
my cousin day birth
(June, well, I have to, after the 26th, that's my
cousin's birthday.)

[This is really difficult in Hawaiian as it is actually consists of two possessives. His date, though was in error: the 26th is iwakāluakūmāono, not kanahikukūmāono (76th)]

K: 'Ehā mau lā o ke kula, 'ae?
There are four days of school, right?

K: A ua hana wau i nā mea a pau me ka maika'i loa, 'a' ole
And I did everything well, not

ho'okahi hewa.
a single mistake

[Lit. And I did everything with excellence...]

He used loa'a correctly nearly half the time of the time, and so I would say he is probably developing there.

K: Loa'a iā lākou nui nā pua.
They have a lot of flowers.

At this point his use of relative clauses consists of embedding a simple sentence into a head noun. But, indeed, he is thinking in relative clauses in Hawaiian.

He also used words, such as 'but', 'and', 'and then', 'because', and 'when' in fashioning compound and more complex

sentences. Interestingly, however, he used the English terms (as loan words) to connect his Hawaiian clauses. He did, however, use *no ka mea* (because) twice indicating that although he knew the Hawaiian term, he tended to use the English terms more. About a week and half after school had ended, I had an opportunity to talk with him. I noticed that he was doing this very thing again, so I called his attention to it by beginning to speak like him, using 'if', 'but', 'and then' and 'because' in my sentences as we spoke. He immediately smiled and said in Hawaiian, "Not" and then proceeded to correct my Hawaiian (plus English terms) by supplying the Hawaiian terms for 'because' (*no ka mea*), 'if' (*inā*), 'and then' (*a laila*) and 'but' (*akā*). He seemed to know that I was "having fun" with him.

His narrative did have a beginning, middle, and end. Although it was mostly strung together by "and then", it was coherent. He used quotative speech as in:

K: And then ua 'ōlelo 'o ia, "A hui hou"...
And then he said "See you later,"...

He seems to be moving towards being quite Proficient by LPM standards.

4-H Mele (Proficient)

Background. Both parents are competent speakers of Hawaiian Mele attended a Pūnana Leo for 2 and a half years and could speak Hawaiian fluently before entering the Hawaiian language immersion class.

Mele is very proficient in Hawaiian. She has a large vocabulary and speaks and thinks fluidly in Hawaiian. She can

communicate very clearly, expressing her thoughts and feelings very well. She can ask and respond to questions readily in conversation. She shifts topics and initiates topics as well.

[M = Mele, S = other student]

S: 'Ae, hiki ke pū i nā kāne hana'ino inā holo lākou me ke ka'a.
Yes. One can gun down the bad men if they flee by car.

M: 'Ae, makemake au e 'ōlelo e pili ana i ko'u pāpā. Ua ua lilo ko'u pāpā i kekahi mka'i ma mua.
Yeah, I want to talk about my dad. My father became a police officer before.

Mele is able to give explanations.

M: 'Ae, akā ke pena nei ko'u pāpā i ko'u hale i ke'oke'o ma ka laina wale nō.
Yes, but my dad is painting my house white. Only on the lines.

'Ōma'oma'o ia a me māku'e. Māku'e ka mea aia ma hope,
'Ōma'oma'o aia ma mua.
It's green and brown. The part in the back is brown, and it's green in front.

She also tends to try to give explanations for many things.

For example, in her narrative:

M: Ke 'ōlelo nei lākou, "Mai nahu i kona wāwae! 'Ino loa 'oe!"
They are saying, "Don't bite his leg! You are really terrible!"

'O ia ke kumu ua hāpai ka honu iā ia a me iā ia.
That's why the turtle carried him and him.

Her narrative had a beginning, middle and end. She uses both indirect and direct quotative speech as indicated in the example above. Along with such speech she tended to use intonation which fit the mood and message being conveyed. That is, she would take on the role of the character in delivering the

lines. She used connectors such as "because" (no ka mea), and "and then" (a laila). As an example:

M: Hau'oli kēia poloka no ka mea mana'o 'o ia he makana kēia, 'a'ole 'o ia i mana'o he poloka.
This frog is happy because he thinks that this is a present, he doesn't think it's a frog.

She uses a wide frange of grammar. Like the others she is still developing on some of the more difficult structures as would be expected. Her Hawaiian is very good.

5-H Kahealani (Kindergarten, female: Proficient)

Kahealani, a kindergartener, attended a Pūnana Leo. She appears to be very young for her grade. She spoke Hawaiian before entering the HLI classroom.

In some respects Kahealani is a bit quiet in the classroom, and although this examiner had heard speak, I was somewhat surprised by her ability to speak Hawaiian. She is very good as a kindergartener. She speaks fluently and fluidly, although she seems to "hold back" a little in the interview, perhaps being a little shy. However, at times when she becomes excited or very interested in the goings on, her voice loses its mousey, warbling quality and becomes very clear and forceful. Her grammar seems to be quite good.

She seems to have a fairly good vocabulary. She used one loan word (syrup). She seemed to "invent" some words in Hawaiian to get her meaning across. For example she used

ka po'e l...i ka pele
the people play the bell

What I believe she actually meant was:

ka po'e kani ka pila
the people play the musical-instrument

[The Target Hawaiian is ka po'e ho'okani pila
the people play musical instruments

The meaning she intended was clearly "music making people" or musicians. She was very close in terms of her thinking. She also used sound effects to get across the meaning for a word she didn't know the name of, I believe, instead of switching to English. Note

...aia i loko o kēia mea "Bmbmbmbm".
(he) was inside of this "Boom, b-boom-boom" thing

to mean he was inside of the drum.

Kahealani did code switch once in her direct quotative speech during her narrative. Taken by surprise the examiner asked for clarification and she switched immediately back into Hawaiian.

K: A ua huhū nā po'e a pau i kona, ua huhū 'o ia iā ia, 'o ia iā ia, 'O ia iā ia a 'o ia iā ia. A laila ua 'ōlel 'o ia, "Go to your room!" ua 'ōlelo i kēlā.

And everyone was angry at her, he was made at him, he at him, he at him, and he at him (pointing). And then he said, "Go to your room!", he said that.

E: He aha?
What?

K: 'ōlelo 'o ia, "Hele i kāu lumi!"
He said, "Go to your room!"

She uses connectors very well ("and then," "but," "because," "if"). Once she did use "caz" (because) in connecting two clauses in Hawaiian.

K: Inā hele mai ka'a'ōhua, pono wau e hele ma laila a
If bus comes, I have to go there and

[sentence completed later in interaction]

E: Ma hea?
Where?

K: I
to

S: Inā hele mai ke ka'a'ōhua.
If the bus comes.

K: A hele wau ma ka wall, a a inā 'a'ole, inā 'a'ole ki'i ko'u pāpā ia'u pono wau e hele wāwae i ka hale, i ka'u hale, akā inā ki'i mai ko'u pāpā ia'u, pono wau e hele me iā ia.

And I go to the wall, and and ir not, if my dad doesn't come for me, then I have to walk home to my house, but if my father picks me up, then I have to go with him.

She was also able to give an explanation. In reference to explaining how she feeds her dog:

K: Aia kahi 'eke a ki'i wau i kekahi pola, hele wau me kēlā a komo i loko o kēlā pola no ka 'īlio.
There is a bag, and I get a bowl, I go like that (shos movement) and put it in the bowl for the dog.

E: 'Ae, a laila pehea?
Yes, and then what?

K: A laila, pau ke pola, a laila pani ka 'eke.
Then, after the bowl is finished, then I close the bag.

E: 'Ae. maika'i.
Yes, fine.

K: Akā aia kekahi pōhaku ma luna o ka 'eke. No ka mea pono ko'u pāpā e komo ma luna.
But, there's a rock on the bag because my dad has to put it on top.

E: 'Ō. 'O ia? Maopopo iā 'oe no ke aha?
Oh. Really? Do you know why?

K: Aaaah, hele ka flies i loko.
Aaaah, the flies go inside.

On a few occasions, comprehension of her intended meaning was hindered because she failed to provide sufficient background information for the listener as to who or what she was referring to. In general, however, her language was clear and coherent.

Kahealani's narrative had a beginning, middle and end. For example, she began with:

K: Kekahi lā, ua loa'a kekahi keikikāne i kahi poloka me kekahi honu a me kekahi 'īlio.
One day, a boy had a frog, and a turtle and a dog.

and ended with:

K: A laila ua hele 'o ia a pā'ani me kona poloka i loko o kona lumi. Pau.
And then he went and played with his frog inside of his room. The end.

It was quite clear, although on occasion, she resorted to using deitic terms and pointing at the book leaving a little bit of a problem with reference. In general, however, this was not the case. Her invention of words turned out to be a way to elicit help, as the examiner offered the Hawaiian terms when possible. Overall she is quite proficient.

6-H Leinani (Moderate)

Background. Leinani, a kindergartener, did not speak any Hawaiian when she entered the HLI class.

Leinani can communicate in Hawaiian quite well. She can respond to and ask questions. She was able to give an explanation and can shift topics initiated by others as well as initiate her own topics. For example, she initiated a couple of topics:

L: No'eau, loa'a ka surfpops i loko o laila.
No'eau, there are surfpops in there.

and

L: No'eau, no ka aha loa'a ka pahu ma laila?
No'eau, why is that box over there?

Her speech is fluid and she can relate ideas and communicate in simple, compound and rather complex language. She has a good vocabulary range, but does use English loan words (surfpops, syrup, butter) when she does not know the Hawaiian word. She uses conjunctions and other connectors (but, and then, because, if) as in:

L: 'Ai wau i ka niu a laila inu wau, akā li'ili'i.
I eat the coconut and then drink the milk, but just a little.

She also elaborated on a few topics. For example:

L: 'A'ole hiki ke aloha ka mea. A loa'a kanakolu moa,
'a'ole hiki ia'u ke ho'o- ke ho'omake iā lākou, a no
laila ho'omake nā kāne.
You can't love a chicken. There were thirty chickens.
I couldn't ki- kill them, and so the boys killed it.

Her narrative did have a beginning, middle and end. However, she was somewhat difficult to follow at times in her narrative as she did not always provide enough background information for a listener to comprehend what she was talking about. This was not a mere matter of deictics, but was, rather, a question of ambiguity in pronoun or noun referent (ex: the big and little frog being referred to as "the frog").

She did use quotative speech with appropriate accompanying prosodic features such as intonation. For example, she used a calling voice (high dropping to low on the word "Frog").

L: A laila, ke nānā nei 'o ia, "Ma hea ka'u "
And then, he was searching, "Where's my
[unfinished sentence]

S: Poloka.
Frog.

L: "Polokai! Ma hea ka'u poloka?" A laila ua uē a ua uē 'o ia. Kēia ma 'ane'i, akā kēia mea, 'a'ole maika'i 'o ia.
"Frog! Where's my frog And then he cried and cried, him here, but this one, he wasn't good.

She did not attempt any relative clauses, however, she has a solid basic grasp of Hawaiian grammar. She is not yet fully conventional with the usage of loa'a and possessives. However, she does use these functionally.

7-H Kainoa (Low)

Background. Kainoa, a kindergartener, was described as being very young when he entered the class. He spoke English for a very long time and had trouble adjusting to the class initially. At the first observation, he spoke some of the routinized classroom Hawaiian and could comprehend most of the classroom language to function in class. However, he did not appear to be fluent by any means and often spoke in English.

During this assessment he appeared to have gained much in proficiency in Hawaiian. He seemed to comprehend everything said to him by the examiner and was able to respond appropriately. However, certain topics seemed to trigger him into speaking English (basketball, an Intendo video game) for which the vocabulary is probably not familiar to him. Thus, he would go off into speaking English. His vocabulary is probably not very large at this time, by compared with others. He has surely acquired many of the high frequency words of the classroom and peer interaction, however.

K: 'Ae, pā'ani 'o (student name) me 'o wau. Hiki nō ke
Yes, (student name) and I played. Can [sentence unfinished]

S: Pā'ani au, hiki ke kick high.
I played, I can kick high.

K: 'O wau pū. 'A'ole (student name).
Me too. Not (student name).

S: 'Ae hiki wau.
Yes, I can.

K: I can shoot baskets. And then, and then (student name)
goes (demonstrates shooting with hands.) He goes
(demonstrates again. Hehehe. You did that.

At times he had disagreements with the other student, and sometimes this was carried on in English, while other times, in Hawaiian (as above in Hawaiian). When he asked questions to elicit help, he tended to use English as well.

In general Kainoa seemed to be capable of expressing most simple verb sentences, (past, present, future, imperfect). The imperfect was surprising as some of the more proficient students use a less conventional form of this structure. Note the example below:

K: E uē ana ka poloka.
The frog was crying.

He could also use some more difficult structures such as hiki (to be able).

K: Hiki ia'u ke kuke i ka 'aikalima.
I can cook ice cream.

S: 'A'ole hiki ke kuke i ka 'aikalima.
You can't cook ice cream.

They both laughed about Kainoa's statement knowing it wasn't true. Still the grammar was perfect!

Kainoa used few conjunctions. In fact there was only one a or a me ('and'). However, he used 'and then' and 'then' in English. He used no other connectors.

Although he is able to express many ideas in Hawaiian through simple sentences, he seems to be much more comfortable in English. He speaks much more quickly and confidently in English in general. However, at times, like when contradicting a peer, he can be quite confident in his Hawaii (as in the first example set above).

Kainoa's narrative had somewhat of a beginning and an end. His "middle" was characterized by some English, although 85% of it was in Hawaiian. (This is in contrast to his conversation where the topic variation seemed to lead him to speak Hawaiian on various topics he was less familiar with. He used English to ask "What is this?" a couple of times during the narrative. The following is an example of his use of English in the narrative.

E: He aha kā lākou e hana nei?
What are they doing?

K: Looking for 'ai.
Looking for food.

or

K: A me ka māmā loa'a ka poloka me ka 'ai. Makemake ka māmā, maka'u ka māmā a me ka poloka. Ka tūtūkāne, ua hele ka poloka, ua lele and, and then, and the food all ().
And mom, she had the frog and the food. The mom, the mom was afraid of the frog. As for the grandfather, the frog went, jumped and, and then and the all the food ().

N: 'Ae.
Yes.

K: And then the poloka is, what is this?

N: Kī'aha.
Glass.

K: Ki'a
Gla

N: Kī'aha.
Glass.

K: Kī'aha. Ua hele ka poloka i loko o ka kī'aha a me ka
pāpā ua maka'u. A me ka pāpā, a me ka kāne, ua
'ōlelo 'ino i ka pāpā.
Glass. The frog went inside of the glass and the
father was afraid. And the dad, and the man, spoke
badly to the dad.

In general his sentences involving predicate adjectives
(stative verbs in Hawaiian) followed an English sentence order:

K: Ka honu kaumaha...	Target: Kaumaha ka honu
The turtle sad	sad the turtle
The turtle was sad	

where the subject is fronted. Interestingly his sentences which
involved active verbs (intransitive and transitive) and also the
stative verb loa'a generally followed typical Hawaiian VSO (Verb-
Subject-Object) sentence order as in:

K: A me ua hele ka poloka.	Makeake ka poloka ke 'ai
and past go the frog	want the frog to eat
And the frog went.	The frog wanted to eat.

Kainoa did have some very good clear sentences and even used
fronting at times to clarify his message (the following example
was spoken entirely in Hawaiian):

K: A me ka māmā, loa'a ka poloka me ka 'ai.
And as for the mother, she had the frog and the food.

In general, however, comprehending Kainoa's story was possible,
but required listening and observing very carefully. He did not
use quotative speech, his language was not complex, and he seldom
used compound sentences.

Before taking on the task of narrating the story, Kainoa
expressed reservations that he would be able to perform the task.
he was encouraged and went ahead. As mentioned he did speak

mostly in Hawaiian during this segment of the assessment and was able to tell a story in Hawaiian.

LPM Results: English Oral Language Assessment

All 24 students who were assessed on the LPM were able to carry on an acceptable conversation in English. Often students would begin conversing in English on a variety of topics as soon as the examiner (Slaughter) and the two children left the classroom to walk to a small room where the assessment was carried out. Students had no difficulty in either their listening or speaking fluency as determined by their quick responses in answering and asking questions, and by raising new topics of conversation. Students talked on a range of topics such as caring for pets, surfing, helping out at home, languages spoken by others in the family, and favorite television shows or movies. A few of the kindergarten students sometimes abruptly changed topics, but this is not unusual for this age student. The English spoken by students was definitely similar to other first language English speakers, even in the case of two children who had been raised at home in the Hawaiian language. Hawaiian creole English, or pidgin, was observed on occasion in some of the student's speech and is believed to reflect the speech community in which the children interact, rather than being a result of their participation in the HLIP. Students displayed a range of abilities to tell a story from a wordless storybook, with a few of the younger students indicating an unfamiliarity with book handling skills. The stories ranged in complexity as well as in length. Many students told excellent stories from the

wordless story book, speaking in an appropriately expressive voice, producing a cohesive narrative with a beginning, middle and end, and adding dialogue and on occasion, sound effects.

The following accounts will briefly describe the English language competencies of the seven students discussed above regarding their Hawaiian language proficiencies.

1. Kealoha. (Grade 1, female: Proficient in Hawaiian English). Kealoha was enthusiastic about participating in the assessment process. She and her classmate Kahele talked about their baby siblings at home, summer school, helping at home, and told short narratives about incidents in their favorite movies. Both students took time to look over the wordless story book thoroughly, and Kealoha volunteered to tell her story first, asking the examiner whether it should be told in English or Hawaiian. Kealoha's story was well constructed, and told in a fluent interesting way with dialogue and sound effects accompanied by facial expressions. Halfway through the story, the other child walked around the table so he too could see the pictures, and laugh at the funny incidents in the book. (See Appendix E for Kealoha's narrative).
2. Kapono. (Grade 1, male: Proficient in Hawaiian and English). Kapono had greater strengths in English conversation than he did in telling a narrative. In conversation, he was able to talk about complex relationships, as he did when explaining the complex

multilingual language backgrounds of various family members and their relationship to each other. He used complex syntax as seen in the following excerpt from the conversational part of the LPM:

E: And what do you do after school?

K: I always play on the playground and after that, when my mom comes, we always go to the store. And whenever we get back home, I do my homework first (and play with my puppy).

While he used some complex syntax in his narrative, he often told the story piecemeal, so that the listener had some difficulty following the plot. His voice was more difficult to hear on the tape recording when telling the story, than in the conversation, which may also had an affect on the evaluation. An excerpt from the beginning of his narrative follows:

One day, one kid went to . . . () one present . . . he opened the present . . . he wanted to give his mom the present . . . so . . . () and () . . . he wanted to say (to the data . . . we have a baby.) But the dad didn't want it.

3. Keanu (Grade 1, male). (Moderate in Hawaiian, Proficient in English conversation; audiotape of English narrative almost inaudible, and hence, unscorable). Keanu was a very self-confidant and proficient conversationalist in English. He elaborated on and initiated topics readily, elicited interest in his

conversation from the examiner and other peer, and responded well to questions. For instance, he gave a complex description of surfing:

K: I like the boogie board. With the boogie board I can catch big ways. I put it up. I can go all the way over there. If I put it down, I drown. Yeah, if it comes down I (drown).

4. Mele (Kindergarten: Female). (Proficient in Hawaiian and English). Mele began questioning and talking to the Examiner in English as soon as they left the HLIP classroom. She had a fluent control of English, and was enthusiastic about taking part in the assessment. Although the other child being assessed at the same time was restless and interrupted the process, this did not seem to affect Mele's performance. The children were excited that one of the wordless books was the same as one in their classroom library. Mele volunteered to be first in telling the story. her narrative is fairly well formed for the kindergarten level, having a beginning, some cohesive action sequences in the middle and an ending (see Appendix E for Mele's narrative). her narrative shows a combination of some picture description and some story plot elements.
5. Kehealani (Kindergarten, Female) (Proficient in Hawaiian and English). Kehealani was an energetic conversationalist who had plenty to say about a number of topics and provided quite a bit of detail on various topics. She

and her classmate, another kindergarten girl, especially enjoyed talking about their pets:

E: Oh, so two different dogs had puppies? That must be an awful lot of puppies around there.

K: But (dog's name) only had one and (the other dog's name) had more than one. She doesn't like people to look at her puppies, only people that she knows!

E: Oh, I can see that she doesn't trust the people if they're strangers then. Yeah, she wants to make sure that she can trust them. So do you (directed to the other child) have any pets in your house?

S: Yeah! One dog and one kitten and one baby kitten, three baby kittens.

K: I know them.

S: Cute, yeah?

K: Yeah, the kitten scratches!

S: And (they sleep on you, yeah) [Both children laugh]

E: So what do you feed the kittens?

S: Baby food.

K: And then, their only eat this mush, the babies, and eat this kind of food.

S: No, they eat from their mother!

K: They can eat, they can eat (stuff) catfood!

S: Yeah?

K: But, the, you know the babies can eat from the mother and the baby cat food, right?

S: Yeah.

K: From the mother, t s for drink, and from the cat food, that's for eat!

S: hmm [laughs softly]

Kehealani's story was well formed. She looked only very briefly through the book, One Frog Too Many, and spontaneously, without being asked, began to tell the story which was longer than some of the other stories told by this age student. There were a few spots in the book where she began labelling the pictures, but in the main she told a cohesive story. The story had an appropriate opening which was stated in the first person. (She soon dropped the first person, and told the story in the third person). A brief excerpt follows:

I had a present. I opened the present and there was a frog in it, a little tiny kind of frog and I put it down and the frog (said), "I'm bigger than you!" [child laughs]

6. Leinani (Kindergarten: female) (Moderate in Hawaiian; English language sample too scanty to make an evaluation) Leinani was teamed with another kindergarten student who demanded an excessive amount of the examiner's attention, and continually interrupted Leinani when she was talking. Leinani

would have to be assessed again, to form a fair evaluation of her English proficiency. From what data was obtained, Leinani was fluent in English. Under the assessment conditions she was understandably reluctant to talk very much, and showed little enthusiasm when telling the story from the wordless book.

7. Kainoa (Kindergarten: male) (Functional in Hawaiian; Moderate in English) Kainoa is five and a half and is one of the youngest boys in his class. He was fluent and proficient conversationalist, bringing up a number of topics, responding appropriately to examiner initiated topics, and encouraging his classmate in the language assessment to participate too. When I (the examiner) asked Kainoa to talk about his favorite TV show, he instead changed the topic and for a five year-old gave a comprehensive explanation about how to make hot chocolate:

K: (We drink cocoa too)

S: (I don't got cocoa)

E: Tell me about that

K: You gotta put milk in it and then you gotta put it in a dish.

S: You take milk

K: You gotta take milk and you've gotta stir it. It's hot, you gotta put ice, and stir it so you can drink it, it not gonna be hot.

Kainoa had a few book handling skills, and had difficulty in using the wordless book to tell a story. In fact, he had so much difficulty in understanding what was required that his pal volunteered to help him, but Kainoa said, "No! Only one person," and continued with his labeling, "a dog and a boy, a sister and mommy, and daddy, and a pussy." Shortly after that, the examiner asked the other child to tell his story, hoping that this would model how it was done. When Kainoa listened to his friend's story, he thought his friend was reading. Even when reassured that the wordless book contained no words to read, he still may have thought it had something to do with reading. Perhaps he did not have the book handling skills to realize that print is required for reading. His narrative improved a little after he listened to his classmate's story, but Kainoa still had one of the lowest overall ratings on forming narrative text (see category 6 in Table 4).

Results on the PPVT-R, English Vocabulary Test

Students were tested on the Peabody Picture Vocabulary Test (PPVT) in fall 1987 as a part of the regular DOE testing program for kindergarten students. First grade HLIP students were also given this test as part of an effort to establish a longitudinal data base for the project. Students were posttested at one school in spring 1988. At the other school the principal did not think retesting on the PPVT was necessary at this time.

As shown in Tables 5 and 6 the vast majority of HLIP students entered the program with receptive English vocabulary scores that were in stanines 1-3, or far below average for their age level. However, two first grade students scored above average at stanine 7 on the pretest. All of the students who were pre-posttested on the PPVT showed raw score, i.e. the number correct, gains (Table 5). All but one student had gains in terms of percentile rank on the test, indicating that they were getting slightly closer to national averages.

Without comparative data on how other similar students in Hawai'i scored on the PPVT it is difficult to draw any conclusions about these results. Furthermore, the number of students for which pre-test data was obtained is too small for computing statistical tests. The data does, however, indicate that the HLIP students are increasing their English vocabulary knowledge while attending school immersed in the Hawaiian language. In general the PPVT has a moderate to high correlation with other vocabulary tests, and moderately well with other achievement tests on predictions of school success (PPVT Manual, PP. 61-68). Students tend to score lower on the PPVT than on the Stanford-Binet intelligence test. In summary, the PPVT provides a limited amount of information about students' English language vocabulary and should be used in a larger context of more comprehensive data and other information about student language development.

Table 5: PPVT-R Form L, Raw Scores, Percentales, Stanines and Age Equivalent Scores HLIP
Students at Waiiau Elementary School

Student	PPVT Pre-Test (Fall 1987)				PPVT Post-Test (Spring 1988)				Diff %ile
	RS	%ile	Sta	A-E	RS	%ile	Sta	A-E	
<u>Kindergarten</u>									
1	34	4	2	3-7	45	8	2	4-2	6
2	37	7	2	3-9	49	12	3	4-5	5
3	30	1	1	3-4	46	4	2	4-2	3
4	40	13	3	3-11	47	11	3	4-3	-2
5	--	--	--	--	45	2	1	4-2	n/a
6	6	-1	1	2-1	42	3	1	4-0	3
7	17	-1	1	2-7	71	52	5	6-1	52
8	--	--	--	--	55	28	4	4-10	n/a
9	--	--	--	--	54	22	3	*	n/a
10	27	1	1	3-2	41	6	2	3-11	5
<u>Grade 1</u>									
20	42	3	1	4-5	55	9	2	4-10	6
21	67	77	7	5-9	86	84	7	*	7

*Missing from student's file. In addition, there were six students who did not have PPVT scores.

Table 6: PPVT-R, Form L, Raw Scores, Percentiles, Stanines and Age Equivalent Scores for HLIP Students at Keaukaha, Fall, 1987

Student	PPVT Pre-Test (Fall 1987)			
	RS	%ile	Stanine	A - E
<u>Kindergarten</u>				
1	40	5	2	3-11
2	42	7	2	4- 0
3	49	13	3	4- 5
4	50	14	3	4- 6
5	41	5	2	*
6	34	6	2	3- 7
7	44	18	3	4- 1
8	29	2	1	3- 3
9	39	14	3	3- 0
<u>Grade 1</u>				
20	53	5	2	4- 8
21	54	5	2	4- 9
22	92	86	7	8- 0
23	55	9	2	4-10
24	34	*	*	*

*Data not in student's file. In addition, there were two students who did not have PPVT-R scores.

RESULTS OF PARENT INTERVIEWS AND QUESTIONNAIRES

The evaluators interviewed parents of the HLIP children in group meetings held on the evenings of 15 March at Keaukaha and 26 April at Waiiau. A questionnaire (the Parent Evaluation form; see Appendix) was distributed at the end of the meetings, and the teachers later provided copies of it to parents who were not present.

Twelve parents (all of them mothers) attended the Keaukaha meeting, and 13 parents (6 fathers, 7 mothers) attended the Waiiau meeting. Rate of return for the parent evaluation form was high for a survey questionnaire: 12 of the 14 Keaukaha and 10 of the 12 Waiiau parent evaluations were completed and returned to the evaluators. The 12 Keaukaha parent questionnaires accounted for 13 of the 16 children in the class. The 10 Waiiau parent questionnaires accounted for 12 of the 17 children in the class (the 18th child is the teacher's daughter).

In this section of the report, we combine results from the two sets of parent evaluation forms with comments made during the group meetings.

Reasons for Child's Participation in HLIP

The first question on the parent evaluation form was, "Why did you want your child to participate in the Hawaiian Language Immersion Program?" The majority of responses (12 of the Keaukaha and 7 of the Waiiau questionnaires) mentioned the importance of reviving and maintaining the Hawaiian language and cultural heritage, and parents' desire to have their children

share in that heritage and contribute to it. At a parent meeting one mother said, "My kids already understand that without the language, we'll die as a people, without the language we'll lose our culture and our history."

Several parents of Pūnana Leo graduates wrote on the questionnaire that they wanted to continue their children's education in the Hawaiian language. Four parents said they felt pride and love towards their own Hawaiian cultural heritage, and wanted their children to experience these same feelings. As one father put it during a parent meeting, "I want my son to understand culture and values from a Hawaiian point of view." Parents also mentioned that they wanted their children to learn academic subjects in Hawaiian, the language of their heritage. One parent at Keaukaha said she also wanted her child to gain a "broader sense of values and ways of looking at the world that come with being bilingual."

Here are some of the verbatim comments made by parents on the questionnaires with regard to why they wanted their children in HLIP:

Being of Hawaiian ancestry, I want my child to perpetuate our Hawaiian language and history.

I want to see them [her sons] proud of what and who they are.

My son started with the Pūnana Leo O Hilo program at the age of 2 1/2. He did so well that I wanted him to continue. Seeing him grow in our heritage and loving it is just wonderful to me.

This [program] should have been offered many years ago to the people.

Satisfaction with Child's Progress in School

Parents were asked about the academic progress of their children. On the parent evaluation form, parents were asked if they are satisfied with their child's over-all progress in school (question #2) and in English (question #7). They were also asked whether their child is learning to speak Hawaiian (question #4). Tables 7 and 8 show tabulated responses from the evaluation forms, by classroom:

Table 7
Keaukaha Parent Satisfaction with Child's Progress

	satisfied with child's over-all progress	satisfied with child's progress in English	child is learning to speak Hawaiian
yes	12	11	12
somewhat	0	1	0
no	0	0	0
undecided	0	0	0
Totals:	12	12	12

Table 8
Waiiau Parent Satisfaction with Child's Progress

	satisfied with child's over-all progress	satisfied with child's progress in English	child is learning to speak Hawaiian
yes	10	9	10
somewhat	0	1	0
no	0	0	0
undecided	0	0	0
Totals:	10	10	10

In summary, all 22 sets of parents who responded to the questionnaire are satisfied with their child's over-all progress in school, and 90% of them are satisfied with their child's progress in English. All of the parents said that their child is learning to speak Hawaiian.

On the parent evaluation form for question #2, parents were given an opportunity to comment further on their satisfaction with the progress of their child in school. Many of the respondents chose to comment at some length. The following examples from the questionnaires are supplemented by comments made by these and other parents in the group parent meetings:

Keaukaha

Question: Are you satisfied with the progress your child is making in school?

Selected Parent comments:

1. Yes, she is starting to read in Hawaiian and her number concepts are equal to that of any child in a DOE English kindergarten.

(At the parent meeting, this mother further commented that her two pre-school children, her HLI program kindergarten child, and her second-grade child who attended Pūnana Leo all sit together at home and read stories in Hawaiian.)

2. Most definitely. My son knew no Hawaiian before coming here, but is now fluent enough to converse with his grandparents and maternal great grandmother. He has progressed greatly in the 6 months here.

(At the parent meeting, the mother said that her son, a first-grader, had gone to kindergarten in English. She feared he would fall behind academically because he knew no Hawaiian, but this has not been the case.)

3. [My son] learned a lot of Hawaiian being that this is his first exposure to the Hawaiian language. I was concerned about how much of the language he

would be able to learn but he's doing quite well for his age.

4. My son [kindergarten child] has advanced to the first grade level in math. He's starting to read now. He's taking everything in like a sponge.

(At the meeting, this mother said that originally she had wanted to put her son into private schooling after Pūnana Leo, but he is doing very well in kindergarten and "is excelling into grade 1 level," so she is happy with the program. She said he surprised her by how well he is doing.)

5. [My two kindergarten sons'] Hawaiian is exceptional. They are writing and pronouncing out words.

(At the parent meeting, this mother said that she didn't expect her children to learn as much Hawaiian in a 6-hour school day as at the much longer Pūnana Leo school day. Yet her children have progressed a lot, and are even speaking Hawaiian in their sleep. They do kindergarten kinds of academic activities at home, all in Hawaiian.)

6. [My son] is very excited about learning anything and everything. He is exceptionally talented in working with numbers, and his imagination was, and continues to be very active. He enjoys writing stories on his own, aside from the homework, which he does in Hawaiian (without my help).

(At the parent meeting, this mother said that her son also speaks Hawaiian in his sleep. She added that he's always been verbal and bright, but now he is more so--as much as he could be in any situation, whether speaking Hawaiian or English. He is also beginning to pick up phrases from other languages he hears.)

7. It has been almost 7 months, and my daughter has really learned a lot. She speaks a lot of the language at home and when her classmate comes over to our house, they both communicate most of the time in Hawaiian. I feel so happy for them and proud to see and hear the children speaking in Hawaiian. [My daughter] writes names and words in Hawaiian. She knows her numbers well.

8. [My daughter] did not attend any pre-school, English or Hawaiian. [Now that] she can speak [Hawaiian] better than mom, she loves to correct me and I appreciate that. We teach each other. I read

Hawaiian , well so I'll read her a story and ask her questions afterward. I am very satisfied with her kindergarten year.

(At the meeting, this mother commented that her daughter's grandfather recovered his Hawaiian by speaking to his granddaughter. In fact, her daughter already corrects the mother's Hawaiian.)

Waiiau

Question: Are you satisfied with the progress your child is making in school?

Selected Parent Comments:

1. My sons entered the program not speaking the language. It was a difficult beginning. But they have come a long way in this first year, and I am satisfied with their progress.

(At the parent meeting, this mother said her sons help each other with their Hawaiian at home, and also correct her Hawaiian. She is pleased with their report cards. Before Christmas, she and her sons went shopping together. They were asking her for things in the store in Hawaiian, to the surprise and comment of other shoppers.)

2. I'm satisfied with how [my son] is progressing. I am surprised that he is doing math, language arts, etc. [in Hawaiian].

(At the parent meeting, this father said that his son knew only a few words at the beginning of the year. Around Christmas time the boy suddenly began correcting his father's Hawaiian, and really talking more. He can go back and forth rapidly between Hawaiian and English depending on the language understood by the person with whom he is talking. This man's daughter is a third-year high school student in Hawaiian language, and is amazed at her younger brother's speaking ability, which is beyond her own.)

3. Definitely. (At the parent meeting, this mother commented that now that her son can speak Hawaiian, he gets more attention from his Hawaiian-speaking grandmother. He is teaching his mother and his younger brother to speak Hawaiian.)

4. [My daughter] is learning all the appropriate skills needed at grade 1.

5. Considering that he never went to preschool or even heard the Hawaiian language until he walked into the class the first day, I feel he has made a lot of progress with his skills and language.

(At the parent meeting, this mother commented that her son is teaching his brother Hawaiian, and also talks in Hawaiian to the baby. He speaks English to his parents.

6. At the parent meeting, another mother said that she was pleased with her two daughters' progress. They had quickly learned how to read this year. The older daughter is already reading simple children's books in English by herself at home, and the younger one is learning, too. She said that both girls learned to pronounce and read Hawaiian words at school, and that they apply that knowledge to reading English words and books at home.

Student Satisfaction with the Program

Question #3 on the parent evaluation form was, "Is your child happy to be participating in the Hawaiian Language Immersion Program?" Table 9 shows tabulated responses from the evaluation forms by classroom:

Table 9
Keaukaha and Waiau Children's Attitudes to HLIP Classes

Child is happy in HLI Program

	Keaukaha	Waiau
yes	12	10
somewhat	0	0
no	0	0
Totals:	12	10

In summary, all of the parents reported that their children are happy being in the HLI program. Several parent evaluation forms

included further comments about the children's contentment in the HLIP classroom, and parents attending the group meetings also discussed their children's experiences in the program:

Keaukaha

Question: Is your child happy to be participating in the Hawaiian Language Immersion Program?

Selected parent comments:

1. Yes, yes, yes. She enjoys her classmates, and her teacher. [My daughter] did not attend any pre-school, so all of this was new to her. My main worry was her reaction to a classroom setting. On her first day she didn't understand a thing (naturally) but the next day she was excited about continuing and going on.
2. Yes, she really enjoys the class and I know she is willing to learn.
3. [My son] is recognized around his school as being one of the kids in the immersion class, which makes him feel very good about himself. Even the sixth graders are friendly to him! At first he didn't want to go to first grade in Hawaiian, but once he got started and realized he was getting all the same curriculum, he loves school, and it's hard now to get him to leave.

(At the parent meeting, this mother said that her son goes beyond assigned homework to write his own stories at home, and that he loves his work. She also said that the boys in the classroom are like brothers to each other.)

4. At first [my daughter] was lost and a bit afraid. She's my only child in elementary [others are older] and hearing a foreign language and being in a classroom environment has been such a huge adjustment. But as she went to school each day, she's become a lot more open in expressing herself and speaking Hawaiian language. She uses it every day when she's playing teacher at home or with friends.
5. [My son] is very happy. I can see it in his work. He loves to go to school.

6. I had a hard time getting [my son] to go to school when he was in pre-school last year but this year I'm having trouble getting him to stay at home when he's really sick.
7. It has contributed to [my daughter's] self-concept enormously, because many of her older cousins make positive comments about her ability to speak Hawaiian.

Waiiau

Question: Is your child happy to be participating in the Hawaiian Language Immersion Program?

Selected parent comments:

1. [My son] is very happy to be in this program, and has expressed the desire to continue in the first and second grades as part of this program.

(At the parent meeting, this mother said that her son entered the program knowing no Hawaiian. The first few weeks of the program were exhausting for him. At first he was self-conscious and wouldn't speak Hawaiian at home. Now he is happy and speaking Hawaiian.)

2. [My son] always asks if there's school. From the beginning he always went to school happily. He enjoys the class.
3. At this point in time, yes! However, in September when my son first started, it was no. Besides the stress of a new school, friends, teachers, environment, he had to contend with learning a new language. But after 3-4 months he really settled in and is enjoying himself.

Program Alternatives Preferred by Parents

Three questions on the parent evaluation form were concerned with parent preferences for the future of the program. Questions #8 and #9, respectively, asked whether the parents planned to have their HLIP child continue in the program next year, and whether they would like to have a younger child (if any) also participate. Question #13 asked how many years the parents want

their HLIP child to be taught in Hawaiian prior to the introduction of an English component during part of the school day.

Table 10 reports the results of questions #8 and #9: "Do you plan to have your child continue in the Hawaiian Language Immersion Program next year if it is offered?" and "If you have a younger child, would you like to have that child participate in the Hawaiian Language Immersion Program?"

Table 10
Keaukaha and Waiiau Parental Intention to
Continue/Enroll Child in HLIP

	desire HLIP child to continue:		desire younger child to participate:	
	Keaukaha	Waiiau	Keaukaha	Waiiau
yes	12	10	12	10
no	0	0	0	0
undecided	0	0	0	0
Totals:	12	10	12	10

In summary, Table 10 shows that all of the parents at Keaukaha and at Waiiau intend to have their HLIP child continue in the program if it is offered next year, and would enroll another child in the program if given the opportunity. Of the parents at both schools who offered additional (enthusiastic) comments, several emphasized that they wanted their children to continue in the program through the elementary school years. One parent with two children in an HLIP classroom wrote, "I would never get involved in anything that I could not see continuing." Another

wrote, "This is only the beginning of what can be a very successful and innovative program for Hawaiian people, culture, and language."

Question #13 asked parents "How many years do you want your child to be taught in Hawaiian before an English component is introduced during part of the school day?" Table 11 tabulates the parental responses for this question.

Table 11

Introduction of English Component into HLIP: Parental Preference for Grade Level

begin English instruction:	Keaukaha	Waiiau
after Grade 3	8*	7**
in Grade 3	3	1
in Grade 2	0	1
other	1***	1****
Totals:	12	10

*One parent wrote, "Hawaiian through elementary school"; another, introduce English after Grade 5; and another, introduce English after Grade 6.

**One wrote after Grade 5; another, in Grade 6; another, "as late as possible."

***This parent wrote, "in Grade 1."

****This parent wrote, "unable to judge."

In summary, responses to question #13 indicate that approximately over 90% of the parents at Keaukaha and 80% of the HLIP parents at Waiiau prefer an English component to be introduced into the school day no earlier than Grade 3. Moreover, approximately 70% of the HLIP parents at the two schools actually prefer English to be introduced after third grade. These parent views are in

keeping with the research literature on timing for introduction of the mainstream language, and with the recommendation of this report. In another question on the evaluation form, parents were asked whether they feel they know as much about language immersion education as they would like. Although about 60% of the parents felt they know quite a lot about immersion education, about 40% commented that they would like to learn more.

Parents' Assessment of HLIP: Strengths of the Program

Parents were asked at the parent meetings and on the parent evaluation forms to assess the Hawaiian Language Immersion Program. On the evaluation form, question #10 asked, "What are some of the things about the program that you like?" Most parents responded with multiple answers, both at the parent meeting and on the form.

On the questionnaires, the majority of parents at both schools (75% at Keaukaha and 60% at Waiiau) cited issues of curriculum and classroom organization. Typical comments about the strengths of the program were: the children are receiving the same curriculum --especially, a strong emphasis on language arts and mathematics -- and learning the same skills as children in English-medium classrooms; the emphasis on Hawaiian language taught in a culturally relevant way; and in comparison with regular public school classrooms, the favorable student-teacher ratio.

About 45% of the parents in both classrooms also cited the quality of the teachers and support personnel as a strength of the program. They praised the teachers for being caring,

enthusiastic, committed, and academically-oriented, and for the personal attention they give to individual children. One parent said that she is very happy with "the desire of the teachers to see each child really succeed, not only in ability to speak Hawaiian, but academically as well."

Another strength of the program frequently mentioned was strong parent and community involvement in the program. Several of the parents are now studying the Hawaiian language in order to be able to converse with their HLIP children. They are also heavily involved in fund-raising and other activities for the HLIP classrooms. One parent commented, "There is much more parent involvement in the Hawaiian immersion class than in other classes at the school."

Several parents emphasized their children's developing of a positive self-concept and enthusiastic attitude toward school since attending the HLIP class. They praised the warmth and closeness among the children, the parents, and community. One parent summarized:

[I like] the atmosphere that is projected in the classroom. My daughter loves going to school -- I have never had her say "I hate school." It's always "Come, Mom, I have to go to my Hawaiian school." Also, I notice that the Hawaiian "spirit" of life is being learned. Basically learning to love, share what you have, and helping others. It shows at home as well as in the classroom.

Parents' Assessment of HLIP: Improvements Needed

Question #11 on the questionnaire asked, "What are some of the things that you would like to see improved?" in the program. Again, parents gave multiple answers on the forms and in the parent meetings.

A large majority of the parents --75% at Wai'au and 80% at Wai'au -- said that the greatest need in the program is for materials translated into Hawaiian. Those mentioned by parents include reading, writing, math, and science books; story books; workbooks; culturally relevant curriculum materials; teachers' resource materials; posters and other visual aids. Parents expressed concern that materials are in such short supply that the teachers are often translating one day ahead of the students, and that (as a parent in one of the meetings expressed it) the students are "running through things so fast they can't keep up with" the children.

Another major concern of parents is with staffing. Some 45% of the parents at the two HLIP classes strongly felt that additional teachers should be hired to continue the program at higher grade levels, and that more teacher assistance is needed in the classrooms. They also argued that kindergarten and first grade should be taught as separate classes -- as it is in English-medium classrooms -- not combined into one room with several different ability levels. Parents were concerned that Hawaiian language immersion classrooms be opened in other communities, as well. Transportation has been a great problem for some parents and their children. One father at Wai'au, for example, told of spending a major portion of each working day transporting his child and several others from communities as far away as Lā'ie. A parent at Keaukaha talked about driving into Hilo from Volcano (a 45-minute trip) each day so that her daughter could be in the HLIP class.

Other areas of the program needing improvement, according to the parents, are classroom space and support programs. At Keaukaha, parents were concerned that the HLIP classroom is very small, crowded, and in the basement. Similarly, at Waiiau there was some concern about the size of the classroom given that it contains two grade levels. Parents would appreciate Hawaiian-medium extra-curricular programs for their HLIP children, and also language classes for their families and siblings.

One frequently expressed concern was the lack of publicity and information about the HLI program last fall prior to the beginning of the term. A number of parents said that it was only by chance that they saw the small newspaper article announcing the program, and others that they would not have known except that a friend who saw the article telephoned them. They have talked to parents who did not hear in time, and who expressed frustration over not being able to enroll their child in the program. Parents urged that much more publicity and information be made available so that parents wishing to enroll their children will have time to complete the required paperwork (e.g., in district exception cases) and make plans for transportation.

Summary

Parent responses on the evaluation form and to evaluator questions at the parent meeting demonstrated their enthusiastic support for the continuation of the Hawaiian Language Immersion Program, and their high level of satisfaction with it in the first year. The areas of the program parents felt should be improved were the provision of more translated materials,

especially; greater assistance and support for the teachers; and additional staffing to continue the program into the higher elementary grades.

The area of the program with which parents were most pleased was the academic curriculum of the two classrooms, with comments that their children were learning the same skills expected for kindergarten and first grade in English-medium classrooms, and at the same time gaining fluency in the Hawaiian language. The HLIP teachers were praised as excellent, dedicated, "wonderful" teachers who modelled "aloha" for the children. The following comments from two parents -- one at Keaukaha, one at Waiiau -- whose children knew no Hawaiian language on entering the program last fall, summarize well the attitudes of parents to the program:

1. Mother of a kindergarten girl at Keaukaha:

I am a "new" mother to any kind of school setting, so everything is new to me. I would like to see more promotion of programs like this one, especially since children's heritage is an important part of their life. For them to understand it at an early age will create a positive attitude for the rest of their lives.

2. Mother of a kindergarten boy at Waiiau:

It is a real accomplishment [for my son] to have learned how to speak the Hawaiian language within this period of time. Also to not only speak it, but understand it when someone is talking to him. This program is really the best idea that the D.O.E. has ever come up with.

CONCLUSIONS AND RECOMMENDATIONS

The Hawaiian Language Immersion Program has been successful in its primary goal of developing students' oral and written language skills in the Hawaiian language. This has been done with no apparent loss of English oral language skills, suggesting that with appropriate future program implementation, immersion education is likely to produce students with strong bilingual language facility in both Hawaiian and English. Students have also been learning literacy skills, mathematics, science, Hawaiian culture and music, and other curriculum content through the medium of the Hawaiian language. Parental support and involvement in the program has been exceptionally high, and provides a model for parent involvement in education. The principals and building level support for the program has been very positive, with other students and teachers acknowledging and expressing appreciation for the Hawaiian language skills demonstrated by the participating students in school performances and in everyday conversation. The program has been of interest to legislators, Board of Education members, other educators, and the public, and demonstrates a renewed support for Hawaiian language and culture in the State of Hawai'i.

As with any new and innovative program in its first year of implementation, there are many areas in need of development and improvement. The following recommendations are made regarding the future program development and improvement of the Hawaiian Language Immersion Program.

State Level Recommendations

1. THE HAWAIIAN LANGUAGE IMMERSION PROGRAM SHOULD BE PLANNED AS A PROGRAM THAT EXTENDS FROM KINDERGARTEN THROUGH GRADE SIX. STUDENTS SHOULD CONTINUE IN TOTAL HAWAIIAN IMMERSION THROUGH GRADE THREE WITH THE EXCEPTION THAT ENGLISH LITERACY INSTRUCTION MIGHT BE INTRODUCED FOR 20 PERCENT OF THE SCHOOL DAY IN GRADE THREE; IN GRADES FOUR THROUGH SIX, INSTRUCTION SHOULD BE HALF DAY IN HAWAIIAN AND HALF DAY IN ENGLISH, PROVIDED THROUGH A TEAM TEACHING ARRANGEMENT.

This recommendation is contingent upon the provision of adequate resources, in terms of teaching staff and materials, for implementing a high quality educational program and upon students' continued progress in Hawaiian, English and the content areas.

The goal of immersion education is to develop a high level of fluency and competency in a second language, in this case Hawaiian, that will carry through to adulthood. Research on early total immersion education suggests that in general, total immersion, with the above exception, should continue through grade three (Lapkin & Cummins, 1984; Campbell, 1984). The English and second language achievement of students in "total" early immersion programs compares very favorably or is superior to that of the English-only students, but students in "partial" immersion programs fare less well (Swain, 1984).

Introduction of formal English reading instruction too early in an immersion program causes confusion. It is important that students develop a firm grasp of both oral and written Hawaiian so that they will be able to maintain

and continue their development in Hawaiian when they begin the transition to instruction in English.

Since the Hawaiian language presently is the first language mainly of a small number of the grandparent generation only, there is a supportable argument that total immersion should continue beyond grade three. For instance, a comparable situation is Mohawk immersion program on the mainland. There, English is first introduced for a portion of the school day in grade 4 (Holobow, Genesee, & Lambert, 1987).

Responses to a parent questionnaire indicated that parents overwhelmingly supported their child continuing in a total immersion program at least through grade three. Parents also expressed high concern regarding the need for the program to continue into the 1988-89 school year so that gains made during the first year would not be lost. As a result of this concern among parents and teachers, a summer program for participating students has been planned. Continuing evaluation of the academic quality of the program, student growth and development in Hawaiian and English, and principal, teacher and parents' attitudes toward the timing of the transition process after grade two is also advised in making this important decision.

2. THE PROGRAM SHOULD BE EXTENDED TO NEW COHORTS IN KINDERGARTEN AND GRADE ONE.

We recommend that the program be extended to an entering kindergarten class. To insure an adequate number

of participants, we recommend that more effort is made in advertising the availability of the program in advance so that parents of prospective incoming kindergarten students can become informed about the advantages and disadvantages of immersion education, and make plans for the transportation of their child to the program. This means that decision-making at the state level must occur early enough to permit a reasonable recruitment effort. Also the state might consider providing transportation as this would tend to increase enrollment.

One of the difficulties of the first year of the program was the need for teachers to teach a combined kindergarten and first-grade class containing some students at each grade level who entered speaking Hawaiian and many others who did not. American teachers generally find that combined classes are more difficult to teach. In French immersion programs, it was found that mixing French dominant and English dominant students in the same classroom presents a problem in the early grades (Lapkin and Cummins, 1984). On the other hand, mixing students who had reached a certain level of fluency in Hawaiian in the Pūnana Leo preschool with incoming students who were as yet non-speakers of Hawaiian may have been one reason that the new students gained the degree of fluency that they did during the first year. Other research on early immersion programs in Canada indicates that many students do not attain fluency until the second year (Lambert, 1984, p. 44). That the program was as

successful as it has been is due to the efforts of the teacher, the placement of extra personnel through the Kupuna program into the classroom, and the work of parent and community volunteers. Both teachers felt that the program would be easier to implement if it served only kindergarten students rather than a combined kindergarten and first-grade class. On the other hand, it seems reasonable that some students should be given the option of entering the immersion program in grade one. In fact, two of the higher achievers in the first grade were students who had not previously spoken Hawaiian. Entering first-grade students could be placed in either the kindergarten class or the combined first-second grade class, with special accommodations made to meet their needs for acquiring Hawaiian during their first few months in the program.

3. A WHOLE LANGUAGE APPROACH SHOULD BE CONSIDERED AS A CURRICULUM ALTERNATIVE FOR THE HAWAIIAN EARLY IMMERSION PROGRAM.

Whole language as an integrated approach for teaching reading, writing, listening and speaking through meaningful language and activities is gaining prominence in American education, as indicated in the Curriculum Update of the Association for Supervision and Curriculum Development, "Reading: Whole Language Development, Renewed Focus on Literature Spurs Change" (Kline, June 1988). According to Lapkin and Cummins (1984), immersion education is based on a natural language learning model where the new language (L2)

is learned in contextually rich settings, with topics that are relevant and interesting to students, and in which children are encouraged to interact conversationally with the teacher and peers. The same content as that in the regular English program is taught through teaching strategies used in the most successful kindergarten and primary classes. According to a Toronto of Education document quoted in Lapkin and Cummins (1984, p. 62), a whole language early immersion curriculum is based on the following principle:

This model involves considerable emphasis on oral language and listening: many opportunities for children to experience real activities; to work with concrete materials; to develop many ways of self expression; to feel the support of teachers in their independent learning efforts...

The learning activities are related to the children's level of development. Information collected through the teacher's observation of the children in their learning efforts forms the basis of further program development.

Language learning is based on real experiences. The emphasis is on whole units of language that are attached to real experiences. This avoids an emphasis on small bits of language and the study of grammar as a basis of language learning (Toronto Board of Education, 1981, p. 7, underlining added).

In a whole language model, oral and written language are seen as interdependent and learned together (Kline, 1988; Goodman, 1986). Therefore, it is an encouraging sign that the Hawaiian Early Immersion program has focused upon developing children's literacy in Hawaiian as well as oral language skills. Developmental writing (invented writing

and spelling to express one's thoughts) and reading are also seen as learned together. The evaluation team observed an increasing use of students' own writing in Hawaiian in the program throughout the year.

4. PROVISION OF A FULL RANGE OF TEXTBOOK, TRADEBOOK, AND OTHER CURRICULUM MATERIALS TRANSLATED INTO HAWAIIAN IS NEEDED.

There is a great need for curriculum materials in Hawaiian for the program. The future achievement of the children depends upon an adequate supply of printed material in Hawaiian. This includes textbook materials and a wide range of storybooks and children's literature for use for reading instruction and for voluntary reading. Children need to engage in a wide variety of voluntary storybook reading during school hours and at home in order to develop high level reading ability (Anderson et al., 1985). Textbooks, teacher's manuals, and children's literature, even in English, were in short supply in the two classrooms. Worksheets translated into Hawaiian were used, but this is not a substitute for other materials. Teachers and volunteers were constantly translating materials on a day-to-day basis for use in the program. For example, teachers translated library books, pasted the translations over the English print, and then had to remove the translations before returning the books to the library. At one school translations were prepared for basal readers which were never received. According to Lapkin and Cummins, "The adaptation of existing materials and the creation of new

ones constitute perhaps the most problematic aspect of an immersion program" (1984, p. 71). In terms of the school improvement literature,

Providing adequate resources and materials for teachers to use in their classrooms is essential if change is to become reality rather than rhetoric. These materials may be locally developed or imported, so long as they are of high quality and are supported by the people who use them (Miller & Liberman, 1988, p. 11).

5. INSERVICE TRAINING IN ELEMENTARY TEACHING METHODS, ELEMENTARY CURRICULUM, AND BILINGUAL EDUCATION IS NEEDED FOR TEACHERS AND AUXILIARY STAFF.

Teachers expressed a need for additional inservice training, especially in language arts and mathematics teaching methods. At one school, the considerable inservice which occurred was helpful in improving the program. Inservice training is especially important in the program because the teachers, some of whom are trained in secondary education methods, are likely to be new and relatively inexperienced. Ongoing inservice training which includes teachers in the planning process is important to insure a high quality academic program. Much of this training can be obtained from the various DOE inservice opportunities currently available, but some should provide opportunities for immersion education teachers to work together to share ideas and develop the program. Opportunities through released time should also be made available for teachers to visit model classrooms at their grade level. It is also important that other personnel, such as Kupuna staff,

receive training in elementary teaching methods in language, literacy and the content areas.

6. THERE IS A NEED FOR ADEQUATE BUDGETING AND PROVISION OF A COORDINATOR FOR THE PROGRAM.

New and innovative programs engender high start-up costs. Immersion education, although believed to be less expensive than other bilingual alternatives in the long run, is no exception. In order to produce a high quality program, there needs to be a specific budget allocated so that the start-up costs of developing the program can be met. This includes adequate amounts for materials, translation services, additional staff needed in the classroom, and administration of the program.

It would greatly facilitate program development if a coordinator who is bilingual in English and Hawaiian and knowledgeable in elementary education could be appointed. This will be an even greater need as additional cohorts are added, and if the program changes location. As a mainstream program expected to be the same as regular district programs except for the medium of instruction being Hawaiian, the program properly placed under the supervision of Instructional Services. However, the provision of a coordinator would facilitate communication among the Instructional Services Department, the Hawaiian Studies Department, and the Bilingual Education Department, as well as among principals, teachers and parents in the program.

7. THERE IS A NEED FOR RECOGNITION THAT THE HAWAIIAN EARLY IMMERSION PROGRAM IS A BILINGUAL PROGRAM.

There needs to be clarification about the nature of the immersion program and a recognition that the long range goal of the program is to produce strong bilingual language competencies in students. As a bilingual education approach, immersion education is unusually affective in teaching a second language, with the assumption that students will maintain and continue to develop their English language proficiency skills as a result of their out-of-school life. According to the Canadian research (Lambert, 1984):

Immersion pupils are taken... to a level of functional bilingualism that could not be duplicated in any other fashion... Furthermore, pupils arrive at that level of competence without detriment to their home language skill development: without falling behind in the all-important content areas of the curriculum;... without any form of mental confusion or loss of normal cognitive growth (p. 13).

While it is uncertain whether the immersion students' English attainment will be equal to their non-immersion peers during the first few years of the program, they are expected to be equal to or superior to non-immersion students in the fifth grade and beyond (Kendall, et al., 1987; Swaine, 1984; Troike, 1981). Since the program rests upon the assumption that the revival and maintenance of the Hawaiian language is an important and valued goal, it goes without saying that assessment and evaluation should occur in the Hawaiian language, as well as in English. In

addition to assessing students' Hawaiian language development, periodic monitoring of students' English language abilities should occur. Careful planning and supervision of the children's transition into English language classrooms will be needed in the future. Furthermore, the DOE could explore the possibility of the program receiving supplementary assistance, e.g. inservice training, under the Bilingual Education Department.

8. LONG-RANGE PLANNING IS NEEDED FOR THE PROGRAM.

School personnel and parents expressed a need to be able to plan ahead of time, for more than the immediate school year, what would be happening in the program. Tentative long-range plans would be helpful in structuring the decision-making process in the program, and clarifying the intent of the administration regarding the program's future. An advisory council which includes parents of participating students should be formed to aid in this process.

9. PROVISION OF INSERVICE TRAINING AND EXTRA STAFFING NEEDED FOR THE PROGRAM.

There is a need for teachers who are proficient in Hawaiian and knowledgeable in elementary teaching methods to staff the program. Since most of the pool of potential teachers with superior Hawaiian language skills may have been trained exclusively in secondary education methods, it is important that they receive additional on-the-job inservice training in methods for interacting with young

children and teaching beginning literacy and mathematics. The provision at each school of additional Kupuna time for the immersion classrooms, through the Hawaiian Studies program, has been very important in meeting the needs of students at both grade levels. In both cases, the Kupuna was a young professional, (a beginning teacher and a teacher-in-training), rather than an elder, who was able to interact with the children in Hawaiian. The allocation of additional staff to the immersion program should be formalized to insure adequate individualized and small group instruction to students in the program.

10. PROVISION OF ACCESS ISLAND-WIDE (O'AHU) TO A POOL OF QUALIFIED SUBSTITUTE TEACHERS FOR THE PROGRAM.

One of the unmet needs of the program is for qualified bilingual substitute teachers. Since these will be limited in number, provisions need to be made so that these substitutes can cross district boundaries.

11. FUTURE EVALUATION AND RESEARCH FOR THE PROGRAM.

A longitudinal as well as an ongoing evaluation design needs to be put in place for the program. This should include continuing the formative and process evaluation to support program development and provide a vehicle of communication among various audiences and decision-making groups. It should also include the development of tests and alternative assessment in Hawaiian to monitor students' achievement in the content areas, oral language development, and literacy.

The program provides a unique opportunity to study children's language learning in the classroom, and to conduct research on the effect of immersion education. While we have quoted much research from the literature on Canadian immersion programs, research on immersion programs elsewhere in the United States (Campbell, 1984, pp. 140-143), and other countries, such as the Maori immersion programs in New Zealand and Mohawk immersion program in Canada would also be relevant. Also, the language and social context of the Hawaiian early immersion program is unique and needs to be studied as an entity in itself.

District Level Recommendations

12. RECRUITMENT FOR THE PROGRAM.

This should be done through advertising the availability of the program in advance, the previous spring for fall entry, to insure adequate class size for implementing the program during the next year. Building principals throughout the district need to become informed about the program so that they can assist interested parents in gaining information and required district exception permission for children to enroll in the program.

13. EQUITY IN INSTRUCTIONAL MATERIALS FOR THE PROGRAM.

Instructional materials, teachers guides, classroom library books, and textbooks, even if in English, should be equal to or above that allotted to the regular English classrooms at that grade level.

14. SPACE FOR THE PROGRAM.

Space for program expansion is one of the needs of the program, and impacts upon program implementation and planning.

15. PROVISION OF ADDITIONAL TEACHERS/AUXILIARY STAFF FOR THE PROGRAM.

As noted above, extra teaching support for the program has been provided through the Kupuna program. This provision of extra teaching support is necessary for the success of the program, and should be formalized. The district should make a determination of the needs of the program for additional staff through part-time teachers, Kupuna staff, etc., to ensure a full range of curriculum for the immersion students.

16. MONITORING AND SUPERVISION OF THE PROGRAM.

The principals have been undertaking this function as a normal part of their duties. The addition of a program coordinator who is bilingual in Hawaiian to provide observational data on the program and to assist teachers in program development would greatly enhance the supervision of the program.

School Level Recommendations

17. SUPPORT OF THE PRINCIPALS.

The principals have given the program a high degree of support during its first year of implementation. They are the main communication link between the program and new parents interested in the program, and between the program

and the rest of the school. Their continuing support is an important part of the program.

18. GRADE LEVEL ORGANIZATION OF THE PROGRAM.

Teachers and principals recommended that the combined kindergarten, first-grade class be kept together for the following first-second grade year. This is practical because of the small group size of each grade level; however, teaching a combined grade level places a heavier burden on the teacher, necessitating extra help in the classroom. It also creates a situation where the quantity of newly translated materials needs to be even greater than it would be for one grade level, requiring extra assistance for the teacher in providing translated materials. It would be helpful if future cohorts included enough students to preclude the need to combine grade levels. More effort in advertising and recruitment of kindergarten students might increase the enrollment; also provision of transportation could increase enrollment.

19. RELEASED TIME FOR TEACHER INSERVICE TRAINING AND FREE LUNCH PERIOD FOR TEACHERS IN THE PROGRAM.

As mentioned above, it is important that teachers be able to attend inservice meetings and observe in other classrooms, both at their school and other district schools. Therefore some provision should be made for released time for the teachers. In addition, auxiliary staff, preferably someone who can speak Hawaiian if available, should be provided to supervise the kindergarten immersion class

during lunch time and noon recess so that the teacher can interact with other school staff. After kindergarten, students should be supervised according to the regular programs with other students in the school, since their Hawaiian is expected to be established by that time.

20. PARENTAL INVOLVEMENT IS ESSENTIAL IN THE PROGRAM.

Parental involvement has been exemplary in the program, and has been one factor in its success. Parent meetings, volunteer participation, parental support of children's Hawaiian language learning and other academic development has been good. Some parents have attended Hawaiian language classes to support their child's learning, while some others are already fluent in Hawaiian. Parental support of children's English language development and voluntary reading at home are also key factors in the success of the program. It is recommended that a strong parental involvement component be continued for the program.

21. COORDINATION AMONG PROGRAM PARTICIPANTS, TEACHERS, STUDENTS, AND RESOURCES WITHIN THE SCHOOL.

The Hawaiian language immersion program has been seen as a unique and important part of the school program. At this point it appears that the other students and teachers at the two schools accept and support the program. It is important that school unity and support be maintained for the program so that teachers and students do not feel isolated and set apart. It is also important that the immersion classes participate in the same extra programs and

resources as are available to other students in the school, even if these services are provided by personnel who speak English. Research (Genishi, 1982)) and our observations indicate that bilingual children are adept at changing languages as needed depending upon the language of the person with whom they are communicating. Teachers estimated that after January in the kindergarten or first year of the immersion program, it would not seriously affect the student's acquisition of Hawaiian to receive services of teaching specialists on a weekly basis, or less, in such areas as music, physical education, and computers.

22. PROVISION OF A COMPUTER/WORD PROCESSOR FOR EACH CLASSROOM TO EXPEDITE THE CONSTRUCTION OF TEACHING MATERIALS IN HAWAIIAN AND IN TRANSLATING EXISTING MATERIALS.

Teachers reported having to translate materials into Hawaiian on a daily basis in order to provide the necessary teaching materials for the program. Provision of a word processor would greatly facilitate this process, and aid in storage of such materials. In addition, the computer could be used to create books from children's writings for and by children in the writing process.

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Notes on the Evaluators

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Karen Ann Watson-Gegeo is Associate Professor in the Department of English as a Second Language, University of Hawai'i. an anthropologist and sociolinguist by training, for eight years she taught courses in ethnographic research methods, sociolinguistics, and classroom discourse at the Graduate School of Education, Harvard University. She has conducted research on classroom discourse and children's language use in Hawai'i (kindergarten and first-grade Hawaiian homestead children in a rural school), the Mainland (multiethnic inner-city bilingual children), and in the Solomon Islands, and served as consultant for other research projects involving Spanish-English bilingual classrooms. She has several publications on first and second language acquisition. At the University of Hawai'i, she teaches courses on ethnographic research methods, bilingual education, discourse analysis, and sociolinguistics.

Sam No'eau Warner, is a Hawaiian Language instructor at the University of Hawai'i and was a full time doctoral student in the Department of Educational Psychology during the duration of the evaluation research project. He was a co-founder of 'Aha Pūnana Leo, Inc. the non-profit organization which established the Pū Leo Hawaiian language total immersion schools for preschool-aged children.

Theresa Haunani Bernardino, has been a Hawaiian Language instructor at the University of Hawai'i and was a full time master's student in the Department of Curriculum and Instruction during the duration of the evaluation research project.

APPENDIX A

PROFICIENCY CRITERIA FOR THE LANGUAGE PROFICIENCY MEASURE

Proficiency Criteria Keys

	KINDERGARTEN			GRADES 1 & 2		
	F	M	P	F	M	P
Conversation						
1. Clause Level	1 or 2 clauses	Elab. 1 topic	Elab. more than 1 topic	1 topic or 1-2 clauses	Elab. more than 1 topic	Elab. more than 1 topic
2. Complex meanings Relationships	None	Rarely	Charac. or Sometimes	Rarely	Sometimes	Charac. or sometimes
3. Complex Grammar Relationships	None	1 (or 2 isolated)	1 (or 2 isolated)	1 (or 2 isolated)	2-4 dif	2-4 dif or more
4. Contextual Information	None	One topic	Sometimes or Charac.	1 (or 2 isolated)	One topic	Sometimes or Charac.
5. Explanation	No	Yes	Yes	No	Yes	Yes
5a. Initiates, Shifts, Changes Topic				No	Yes	Yes
NARRATIVE						
6. Narrative Level	Pages Sep.	Pages Sep.	Total or part Nar.	Pages Sep.	Part Nar.	Total Nar.
7. Complex Meaning Relationships	None	Rarely	Charac. or Sometimes	Rarely	Sometimes	Charac. or Sometimes
8. Complex Grammar Relationships	None	1 (or 2 isolated)	1 (or 2 isolated)	None	1 (or 2 isolated)	2-4 dif or more
9. Verb Tense Variation	No	Yes	Yes	None	Once or Sometimes	Characteristic

F = Functional
M = Moderately proficient
P = Proficient

Source: Slaughter, 1988 pp. 130, 141-143.

Proficiency Levels: DEFINITIONS

PROFICIENT (P): A proficient student is one whose speaking and listening proficiency is equivalent to that of a native speaking monolingual or bilingual student of his/her age. Proficient students can interact and elaborate on a variety of topics. The term "native speaker" includes varieties of, and/or regional dialectal differences in, the language acceptable in the home and school speech community for this age student.

MODERATE (M): A moderate student is one whose speaking and listening proficiency is equivalent to that of a native speaking monolingual or bilingual student in nonacademic or informal situations. This student uses less elaborated discourse and fewer strategies for clarification than the proficient student. If a student is proficient in the home or native language and moderate in the second language, assessment of cognitive functioning or other language involved skills may not be considered complete and/or completely valid if carried out only in the less proficient language.

FUNCTIONAL (F): A functionally proficient student is one whose speaking and listening proficiency are equivalent to that of someone who is acquiring but has not yet achieved proficiency in a second language. This student usually comprehends the broad nature of spoken requests, but may miss nuances or complexity. His/her speech may be characterized by hesitations, brief responses, elaborate responses that are difficult to comprehend, and little variation (or irregular variation) in use of verb tenses and sentence structures.

Applying the Criteria for Proficiency

The typical performance profiles for functional, moderate, and proficient levels are given for each grade level grouping. Use the following procedure for determining student expressive proficiency in each language:

1. Listen carefully to the taped LPM Interview. Note examples for each category to document level attained.
2. For each language, mark the level attained for each of the nine categories. Refer to the manual as necessary.
3. Use the proficiency level key to determine the overall level reached by a student. For each of the nine categories, compare the student's *actual* performance with the levels on the key. On the lines given to the right of the marking area on the student form, enter "P", "M", "F", etc. as appropriate for the level corresponding to the student's actual performance. For example, if a kindergarten student "elaborates on more than one topic" (Category #1: Clause level), enter a *P* on the line to the right of the marking area, since on the rating guide, this level of response falls in the "Proficient" profile.

If a third grade student uses 1 (or 2 isolated) example(s) of complex grammar in the conversation, an *F* is entered on the line for that category since that performance level is part of the "Functional" profile.

This procedure is followed for each of the nine categories. When a level of performance is found in two different columns (P and M, for example), enter the letter for the *higher* proficiency level.

When this has been done for all nine categories in each language, so that a letter representing a proficiency level is entered in each blank:

if 7 or more are P, the student receives an expressive proficiency rating of *P* for that language

if fewer than 7 are P, and more than 7 are M or P, the student receives a rating of M. (the exception to this is when the evaluator believes that the student is actually *Functional*, and needs further development in verb tense usage, pronoun usage, or specific vocabulary in order to be considered "M")

if fewer than 7 categories are P or M, and 6 or more are F, the student receives an overall expressive rating of F.

to receive an expressive rating of *L*, the student must meet the minimum criteria of giving one and two words *comprehensible* responses in the conversation, and labels or snapshots in the narrative.

APPENDIX B

STUDENTS' PRODUCTIVE HAWAIIAN VOCABULARY RESPONSES TO SELECTED PICTURES FOR THE PEABODY PICTURE VOCABULARY TEST

Pilot Study Haunani Bernardino

Three students participated in the pilot study to investigate the feasibility of translating the PPVT-F, Form L, into Hawaiian. Two of the children, Keone and Nā 'ehu, were in kindergarten and Kama Kani, was in first grade. The examiner said the page number and picture number for each item and asked the students to say what it was. The students' responses were tape recorded and transcribed as seen on the following pages. due to fatigue, the testing was stopped after the first 32 words in the list for children ages 4.5 - 7.0 of age were surveyed. A second set of three children were also surveyed but their responses were not transcribed due to inadequate time for assessment.

The transcriptions below provide evidence that the three students surveyed were able to generate Hawaiian words for the first 32 words in the word list for children 4-1/2 - 7 years of age. In addition, the transcripts provide useful information about the words, phrases, sentence types, and situations the children used to describe the survey items. From an evaluator's point of view as well as from a Hawaiian language point of view, the students' choices reveal not only a familiarity with the Peabody words, but also a level of proficiency in the Hawaiian language for expressing ideas in a variety of ways. The numbers in the left column refer to the page number and the item's number in the Peabody book. We began with page 15 which marked the beginning of the 4-1/2 year-old range. It is helpful to have the pictures available when interpreting the students' responses.

p 15, #4 BANDAGE

Kamakani: Ua 'eha kēia wāwae wale nō.
This foot is hurt.

Haunani: Ua 'eha, 'ae, a he aha hou a'e, 'o ia wale nō?
Hurt, yes, a what else, is that all?

Boys: 'Ae.
Yes.

Nā'ehu: 'A'ole, ka mea a pau.
No, (let's talk about) everything.

Kamakani: Nalala!
Dinosaur! (He spotted this picture as we flipped
to the next page.)

p 16, #1 FEATHER

Kamakani: He hulu kēlā.
That's a feather.

Keone: He hulu kēlā.
That's a feather.

Mai ke kumu lā'au.
From a tree.

Kamakani: 'A'ole, mai ka manu.
No, from a bird.

Keone: 'A'ole, mai ka um...
No, from um...

Kamakani: Manu.
Bird.

Keone: 'A'ole, mai ka moa. Chicken bok, bok.
No, from a chicken. Chicken bok, bok.

Kamakani: Mai ka um, chicken bok, bok.
From the um, chicken bok, bok.

Haunani: A 'o 'oe e Nā'ehu?
And what about you, Nā'ehu?

Nā'ehu: Chicken bok, bok.
Chicken bok, bok.

Haunani: ('Aka'aka) Pau?
Done?

All: 'Ae.
Yes.

p 17, #3 EMPTY

Keone: Um, inu 'oe i ka wai mai ka um, kēia. 'Ewalu,
You drink water from um, this. Eight,

'ewalu 'o kēia, 'ewalu kēia.
there are 8 of these, there are 8 of these.

Nā'ehu: Inu wau ma loko o kēlā o ka milk a me ka wai.
I drink milk in that and water.

Keone: A me ka wai. Ka wai o ka wai...
And water. Water, water...

Kamakani: 'A'ole, ka waiū o ka pipi.
No, cow's milk.

Nā'ehu: 'Ae, ka waiū o ka pipi a me ka um, mea.
Yeah, cow's milk and um, the thing.

Haunani: Ka mea hea?
Which thing?

Nā'ehu: Um, a inu 'oe i ka wai.
Um, and you drink water.

Kamakani: Inu 'oe i ka waiū o ka pipi? 'A'ole hiki.
You drink milk from the cow? Can't do it.

All: ('aka'aka).
(giggle).

Keone: Hiki nō!
Yes you can!

Kamakani: 'A'ole hiki.
Cannot.

Keone: 'Ae.
Yes, can.

Haunani: A pau, pau kākou?
And done, are we done?

All: 'Ae.
Yes.

p 18, #4 FENCE

All: He pā uea kēia.
This is a wire fence.

Haunani: 'Eā.
Huh?

All: He pā uea.
A wire fence.

Haunani: He pā uea?
A wire fence?

All: 'Ae, 'ae, 'ae.
Yes, yes, yes.

Haunani: Pau?
Done?

All: 'Ae!
Yes!

Keone: Nānā kēia!
Look at this! (Evidently another picture.)

p 19, #2 ACCIDENT

Kamakani: Ua poloka kēlā kalaka i kekahi kalaka.
That truck was banged by another truck.

Keone: 'Ae, ua poloke ke kalaka 'ē a'e i ke kalaka 'ē a'e.
One truck was banged by another truck.

Haunani: (to Nā'ehu) Kou mana'o?
Your opinion?

Nā'ehu: 'Ae.
Yes, (I agree).

p 20, #2 NET

Keone: He, a...
(You) go, umm...

Kamakani: 'Upena. 'Upena.
Net. Net.

Keone: Hele 'oe, hele 'oe i ka, um, ua hele kākou i ka um,
You go, you go, um, we went um

lawai'a me ka 'upena a ki'i i ka...
fishing with the net and caught...

Nā'ehu: 'Ia!
Fish!

Keone: A ki'i i ka i'a, ki'i i ka manini.
And caught fish, caught manini. (Manini is a very common and tiny reef fish that's usually caught with a throw net. Because of its size it's often safe to eat the bones. The net in this picture was a scoop net, not a throw net, but Kala'i didn't seem to mind.)

Nā'ehu: Nui!
Big kind!

Kamakani: Nui ka manō!
The shark is huge!

Keone: Manini.
(We caught) manini.

Haunani: Ho'omau.
Let's move on.

All: Sigh, getting tired or bored.

p 21, #4 TEARING

Kamakani: O, ke hahae nei ka pepa i kekahi pepa.
Oh, the paper is tearing into pieces.

Haunani: 'Eā.
Huh?

Kamakani: Ke hahae 'ia nei ka pepa i kekahi pepa.
The paper is being torn into pieces.

Haunani: (to Nā'ehu) Hiki iā 'oe ke 'ike?
Can you see (the picture)?

Nā'ehu: 'Ae.
Yes.

Keone: O, pipi kauō! Pipi kauō.
Oh, an ox! An ox. (Evidently from another picture.)

Nani kēia, nani kēia.
This is neat, this is neat.

Kamakani: Nani kēia.
This is neat.

Haunani: 'Ao'ao hou?
Next page?

p 22, #1 SAIL

Keone: A, hele kākou e lawai'a i nā lā a pau.
Umm, we go fishing every day.

Kamakani: Ma loko o ka moku.
In a boat.

Keone: 'Ae. Pau.
Yes. Done.

Haunani: 'O ia wale nō?
That's it?

Keone: 'Ae.
Yes.

Nā'ehu: 'A'ole.
No.

Haunani: 'A'ohē 'ōlelo hou a'e?
There's nothing else to add?

Nā'ehu: 'Ae, makemake e hana hou.
Yes, (I) want to continue.

Keone: 'A'ole.
No.

Haunani: 'Ae, hiki nō.
Alright, okay, (we'll move on).

p 23, #2 MEASURING

Keone: O, ke ana nei 'o ia 'ehia ona maugo paona.
Oh, he's measuring how many pounds he weighs.

Kamakani: 'Ehia ona paona.
How many pounds he weighs. (Seems to be helping
Keone out.)

Keone: 'Ae, 'ehia ona paona.
Yes, how many pounds we weighs.

Kamakani: Ho'okahi ona paona.
He weighs one pound.

Keone: 'Ae.
Yes.

Haunani: Nā'ehu?
What about you, Nā'ehu?

Nā'ehu: Ho'okahi ona paona 'o ia.
He weighs one pound.

Kamakani: 'A'ole.
No.

Keone: Ho'okahi haneli paona.
100 pounds.

Kamakani: 'A'ole.
No.

Nā'ehu: Hundred paona.
100 pounds.

Kamakani: Iwakālua wale nō paona.
Just 20 pounds.

p 24, #3 PEELING

Keone: Ua 'ai kākou i ka mea 'ono me ka 'āpala.
We ate dessert and apples.

Haunani: He aha kāna hana?
What's he doing?

Kamakani: Wehe ana 'o ia i ka 'ili o ka 'āpala.
He's removing the skin of the apple.

p 25, #1 CAGE

Kamakani: He hala, he hale pa'ahao kēlā.
That's a jail. (Literally, the expression means
building secured with iron bars. For this
picture, the expression fits.)

Keone: Hale pa'ahao. O, no ka a... he aha ka...
Jail. Oh, for a...what's the...

Nā'ehu: Cage, no ke keko.
Cage, for monkeys.

Keone: A, 'a'ole, a no ka, um, papalā, lāpaki, lāpaki.
A, no, for a, um, rab, rabbits, rabbits!

Haunani: No ka lāpaki.
For rabbits.

All: Giggle in glee.

p 26, #4 TOOL

Kamakani: O, a, um, ho'oponopono 'oe i ka a, um...
Oh, a, um, you fix the a, um...

Nā'ehu: Kalaka.
Trucks.

Haunani: Ke kalaka?
Trucks?

Keone: 'Ae, no, me ka tools. Okay, pau.
Yes, for, using tools. Okay, finished. (Let's stop
this testing already.)

Haunani: 'A'ole.
No.

p 27, #4 SQUARE

Kamakani: He hōkū kēlā.
That's a star.

Keone: He, um, huinahā kēlā.
That's, um, a square.

Kamakani: He huinahā li'ili'i.
A small square.

Nā'ehu: 'Ae, huinahā. Prlprlprl. 'Ekahi, lua, kolu...
Yes, a square. Prlprlprl. 1, 2, 3,...

Kamakani: (pointing to another picture) 'Ae, he aha kēlā?
Hey, what's that?

He missile, makemake wau i kēlā.
It's a missile, I like it.

Haunani: Ma hea?
Where?

Kamakani: Lele kēia..?..
It shoots up..?..

Keone: Bombs.

p 28, #1 STRETCHING

Keone: O, a, ala wau i ke kakahiaka.
Oh, I get up in the morning.

Haunani: 'Eā.
Huh?

Kamakani: Ke ala nei wau i ke kakahiaka.
I'm getting up in the morning.

Haunani: 'O ia wale nō?
Is that all (you want to say)?

All: 'Ae, 'ae, 'ae.
Yes, yes, yes. (Let's get on with it.)

p 29, #2 ARROW

Boys: Oo, oo, he puapua kēlā.

Keone: He puapua no ka, um, kī pū i ka holoholona, he pua.
That's an arrow for, um, shooting animals, it's an
arrow. (Keone used an expression associated with
guns and rifles. Literally it means, to fire a gun.
Maybe that's why he reiterated the fact that the
object was an arrow.)

Kamakani: 'Ae.
Yes, (that's what it is).

Haunani: 'O ia?
Is that right?

All: 'Ae.
Yes.

Nā'ehu: 'Ae, pau ka, pau, pau, pau.
Yes, no finish, finish, finish, finish. (I knew
they were tired, but I pushed further.)

p 30, #2 TYING

Keone: O, komo nei 'o ia i kona
Oh, she/he's putting on her/his

Boys: Kāma'a.
Shoes.

Haunani: Hiki nō. 'O ia wale nō?
Fine. Is that it?

Nā'ehu: 'A'ole.
No.

Haunani: O.
Oh.

Keone: Hele ana 'o ia holoholo, holoholo. U, kēia 'ao'ao,
She's/he's going out, out. O, let this page

lawa, lawa, lawa, lawa.
be the last. (Let's stop already.)

p 31, #1 NEST

Keone: O, he manu nest.
Oh, it's a nest bird.

Nā'ehu: Pūnana!
Nest!

Keone: Pūnana no ka manu.
Nest for birds. (He rephrased his answer,
probably because the first one had been awkwardly
stated.)

Kamakani: 'Ae.
Right.

Nā'ehu: Pūnana.
Nest.

p 32, #2 ENVELOPE

Kamakani: He leka kēlā.
That a letter.

Keone: He leka no ka hā'awi i kekahi mau keiki o kekahi mau
That's a letter to give to some children or some
keiki 'ē a'e.
other children.

Haunani: E Nā'ehu?
Your ideas, Nā,ehu?

Nā'ehu: 'Ae.
I agree.

p 33, #3 HOOK

Kamakani: O, kēnā, kēnā he mea no ke ki'i i ka i'a.
Oh, that, that's the thing you catch fish with.

Keone: 'Ae, ki'i i ka i'a.
Yup, to catch fish.

Kamakani: Kekahi i'a.
Some fish.

Nā'ehu: 'O kēia kekahi. (Pointing to fishing reel.)
This too. (You catch fish with this too.)

Haunani: Pololei 'oe e Mehana.
You're right, Mehana.

p 34, #4 PASTING

Keone: O, ke um tuko nei 'o ia i kekahi mau pepa ma luna o
Oh, he's um, pasting some papers onto

ka um, puke.
the book.

Kamakani: Pepa 'ē a'e.
Another paper.

Keone: Puke.
Book.

Quiet moment.

Haunani: Lawa?
Is that it?

Nā'ehu: 'Ae...
Yes. (Long and drawn out.)

Boys: 'A'ole, 'a'ole.
No, not yet.

Nā'ehu: 'Ae, 'ae, 'ae.
Yes, yes, yes.

Kamakani: Makemake e nānā i ka nalala.
(We) want to look at the dinosaurs.

Nā'ehu: (Pleading to stop already.) 'Ae, 'ae.
Yes, yes.

Haunani: 'O, 'o, 'o, 'o.
Oh, I see.

p 35, #1 PATTING

Keone: O, ke pet nei ka um, kaikamahine i ka um, 'īlio.
Oh, the girl um, is petting um, the dog.

Kamakani: Uuu! Nānā i kēia! Nānā i kēia!
Ooo! Look at this! Looke at this!

Hemo kēlā pāpale
Look at this! She's/he's loosing her/his hat.

Keone: Nānā i kēia. Nānā i kēia.
Look at this! Look at this!

Haunani: He ? uila kēlā.
That's an electric ..?.. (I can't make out what I
said on the tape; I probably could if I had the
picture book with me. Ah, my fault for not getting
it back from Helen.)

p 36, #1 PENGUIN

Kamakani: O, ke, penguin kēlā.
Oh, that's a penguin.

Keone: He pe, penguin.
It's a pe, penguin.

Nā'ehu: Penguin, win, win, win, win.
Penguin, win, win, win, win. (She's rhyming.)

Haunani: Kama'āina 'oukou i kēia penguin?
You know about penguins?

Nā'ehu: Guin, win, win, win, win.
(More rhyming.)

Keone: 'Ae.
Yes.

Haunani: Ma hea ana 'oe e 'ike ai i kēia holoholona?
Where would you see this animal?

Keone: Um, ma ka 'āina hau.
Um, in cold territory.

Nā'ehu: 'Ae, ma ka...
Yeah, in...

Keone: Uu, nānā i kēia, nānā i kēia!
Oo, look at this, look at this!

Haunani: He lio kiwi kēlā.
You call that a lio kiwi. (They were looking at a
unicorn. Literally, the expression means horse
with horns.)

Kamakani: Lio kiwi.
Repeats word after Haunani.

p 37, #2 SEWING

Keone: O, a, ke um,
Oh, a, um,

Keone and Nā'ehu: sewing nei 'o ia i ka pants.
She's sewing/mending the pants.

Kamakani: He patch nō 'o ia.
It's a patch.

p 38, #1 DELIVERING

Keone: O, hā'awi nei ka lawe leka i ka um,
Oh, the mail person is giving um,

Nā'ehu: I ka nalala.
The dinosaur.

Keone: I ka makana iā ia.
The present to her.

Haunani: Kamakani, 'a'ole 'oe i 'ōlelo.
Kamakani, you haven't spoken.

Kamakani: Likelike.
(My answer's the) same.

Haunani: A, likelike.
Oh, I see, the same.

p 39, #2 DIVING

Kamakani: Ke 'au'au nei 'o ia.
She's swimming.

Haunani: 'Eā.
Huh?

Keone: Ke 'au'au nei ka wahine i loko o ka, um,
The woman is diving into the,

Kamakani: Kai.
Ocean.

Keone: 'A'ole, i loko o ka pool.
No, into the pool

Nā'ehu: 'A'ole.
Huh, uh, no way.

Keone: Aha anā.
Yes she is.

Nā'ehu: Nā kai!
The ocean!

Kamakani: 'A'ole, pool!
No, the pool!

p 40, #3 PARACHUTE

All: (Sigh, they're tired.) Auē.
Shucks.

Keone: U, 'ae, ki'i 'ekolu, hele i luna.
Oo, yeah, picture # 3, it's going up.

Kamakani: He makana kēnā.
That's a present.

Keone: He makana no ka, a, po'e maika'i.
It's a present for, a, people who are good.

Haunani: A he aha kēia?
And what's this?

Nā'ehu: Parachute.
Parachute.

Keone: Parachute.
Parachute.

p 41, #4 FURRY

Kamakani: U, he pōpoki kēlā.
Oo, that's a cat.

Keone: E, hiki ka pōpoki e holo me ka 'āwīwī, e ki'i i ka
Hey, cats can run fast and catch

'Ilio.
dogs.

Kamakani: 'O ka pōpoki ko'u holoholona punahele. Ho'okahi
Cats are my favorite animals. I have

ko'u mau holoholona,..?..
I have ..?.. (Haunani couldn't understand the
rest.)

Haunani: 'O ka pōpoki?
Cats?

p 42, #4 VEGETABLE

Kamakani: He kāloke kēlā. 'Ai kākou i ke kāloke.
That's a carrot. We eat carrots.

Keone: He kāloke no ka, ka,
Carrots are for, for,

Nā'ehu: Pōpoki, poki.
Cats, cats.

Keone: Lāpaki, lāpaki.
Rabbits, rabbits.

p 43, #3 SHOULDER

Kamakani: He po'ohiwi kēlā.
That's a shoulder.

Keone: Po'ohiwi.
Shoulder.

Haunani: 'O ia wale nō?
That's it? (I had become used to their extended responses.)

p 44, #2 DRIPPING

Kamakani: He wai kēlā.
That's water.

Keone: He wai no ka holoi i kou lima, lima.
Water for washing your hands, hands.

Nā'ehu: 'Ehia koe kēia?
How many more do we have yet to do? (She was quite exhausted by now.)

Haunani: 'A'ole maopopo.
I don't know.

Kamakani: Pono mākou e ho'i i ka um, papa.
We have to get back to class.

Kokoke pau ka papa.
Class is almost over. (Walked away from the table toward the door.)

Haunani: Kokoke pau. A, ma 'ane'i.
(We're) almost done. Come back.

Kamakani: Pau. Pau.
Finished already. Finished.

Haunani: He aha kēia?
What is this? (Directing Keone to the faucet in the picture.)

Keone: (to 'Ōiwi) Um, wait. No ka holoi i kou lima.
Um, wait. For washing your hands.

(Hurriedly) Okay pau.
Okay, finished.

Haunani: 'A'ole, kokoke pau.
No, almost finished.

All: Sigh, moan.

Keone: Wai - wai - wai.
Water - water - water.

Haunani: 'Elima, 'eono koe, pau. 'A'ole, iwakālua koe, pau.
There are 5, 6 more left then pau. No, 20 left
then pau. (They were letting me know that enough
was enough.)

Kamakani: Iwakālua?
(Exasperated) 20?

Haunani: A, aia ma hea kākou?
A, where are we?

All: Sigh, groan, rock chairs.

p 45, #4 CLAW

Keone: He um, he manu waḡae.
It's um, it's a foot bird.

Keone: I give up! (Nā'ehu had been rocking her chair for a
while now. I felt sorry for them; they were very,
very tired. It was only a matter of time before I
had a mutiny or worse on my hands!)

p 46, #3 DECORATED

Keone: He mea no ka home no ke kuki.
It's a home for cookies.

APPENDIX C

ANALYSIS OF A SAMPLE OF CHILDREN'S WRITING IN HAWAIIAN

Haunani Bernardino

6 Waiiau Picture Stories from Language Arts Lesson on 5/18/88

As part of the Keiki Hiwahiwa lesson on 5/18/88, students wrote picture stories about Kawai, the child they were honoring that day. Of the 16 that were obtained, 7 were selected for analysis and incorporation into the appendix of the evaluation report, 3 from Kindergarten and 4 from Grade 1. The authors are: Ka'ohu, Nāmaka, Nāipo, Kahele, Kamanu, Kamaile, and Kealoha. The criteria for selecting these authors were as follows:

- 1) representativeness of the range in writing development within the class;
- 2) variety among the pictures and their full use of space;
- 3) combination of action stories with those that are more passive descriptive.

In all cases the pieces reflect the author's engagement with the subject(s) and the stories match the pictures and vice versa. The pieces show and talk about action as well as feelings. They evidence the presence of a true voice and a sense for the reading audience. Although most of the sentences are simple and short, they nevertheless are good and grammatically correct. They flow logically one to the other and form cohesive stories with appropriate endings. The majority of the stories are written in the third person about Kawai; sometimes they include other children as well. A few stories are in the first person.

Regarding conventional writing, among the kindergarteners there is a fair amount of invented spelling and experimentation with the placement of letters, either in relationship to each other or with respect to the picture. This is more true of the non-Pūnana graduates. The Pūnana graduates, on the other hand, have a more developed awareness for conventional writing and don't seem to have problems forming their letters.

As for the first graders, both the Pūnana graduates and the non-Pūnana children show proficiency with conventional writing. There are minor errors most of which are spelling errors and which can be resolved in time; for example, glottal before the subject marker (o => 'o), macron over the object marker for proper nouns (ia => iā), and word separation (ame => a me).

KA'OHU Kindergarten, PL:

Picture: Rainbow and shining sun, 4 friendly dinosaurs playing with 4 children.

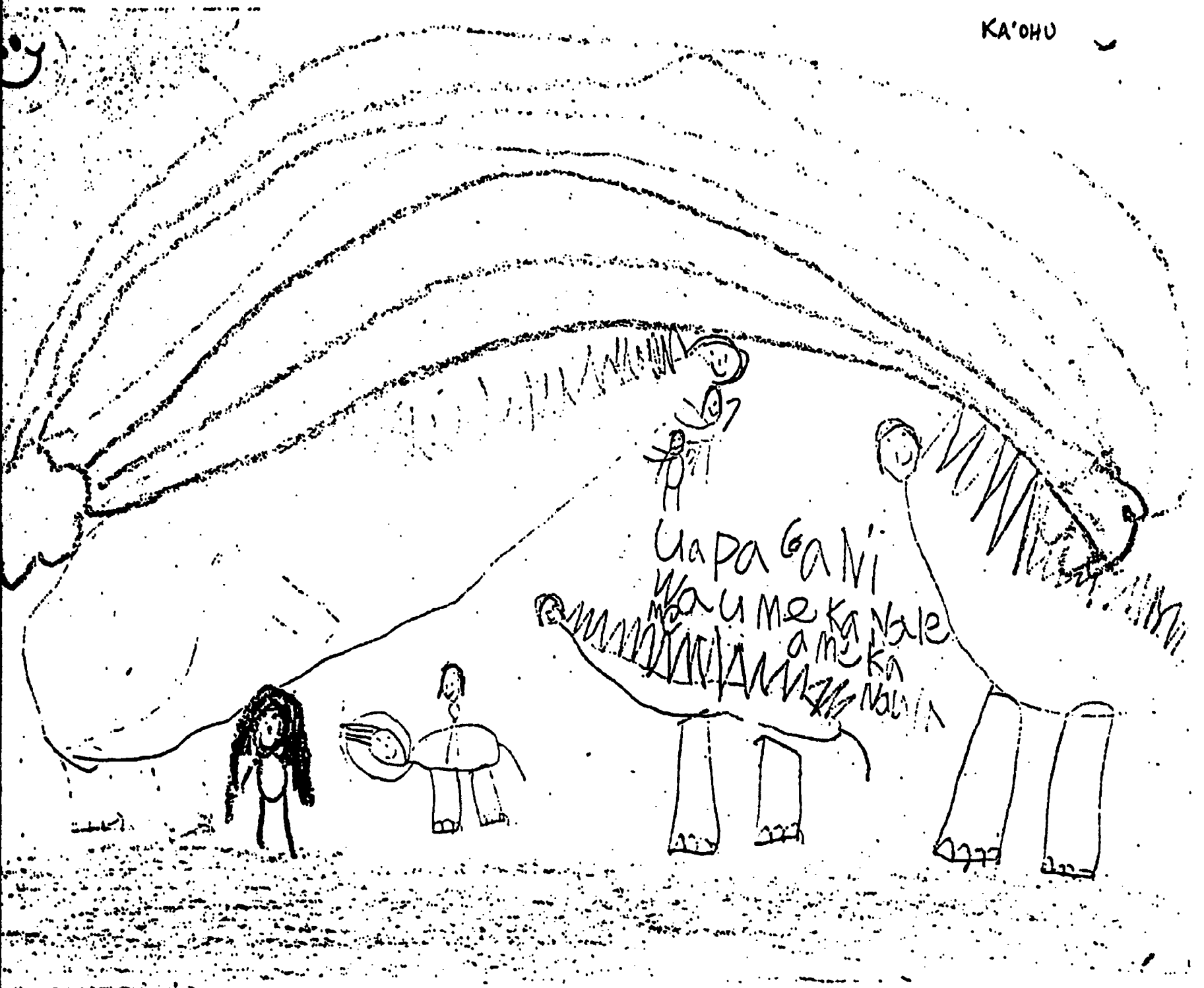
- 1 Ua pa'ani
- 2 wau me KaNale
- 3 me Kawai a me ka
- 4 nalala

CONVENTIONAL WRITING AND ENGLISH TRANSLATION:

- | | | |
|---|------------------|-------------------|
| 1 | Ua pā'ani | I played |
| 2 | wau me Kanale | with Kanale |
| 3 | me Kawai a me ka | and Kawai and the |
| 4 | nalala. | dinosaur. |

OBSERVER'S COMMENT:

- a. This is a complete and grammatically correct sentence.
- b. Ka'ohu observes proper spacing between words.
- c. He begins sentence with a capital letter, but he doesn't end sentence with a period.
- d. Ka'ohu shows awareness for space by not letting his words run into his picture.
- e. Requires macron:
 - Line 1: pa'ani => pā'ani



NĀMAKA Kindergarten, FL:

Picture: Rainbow, clear da; two rugged outdoor vehicles approaching the slope of a mountain or hill.

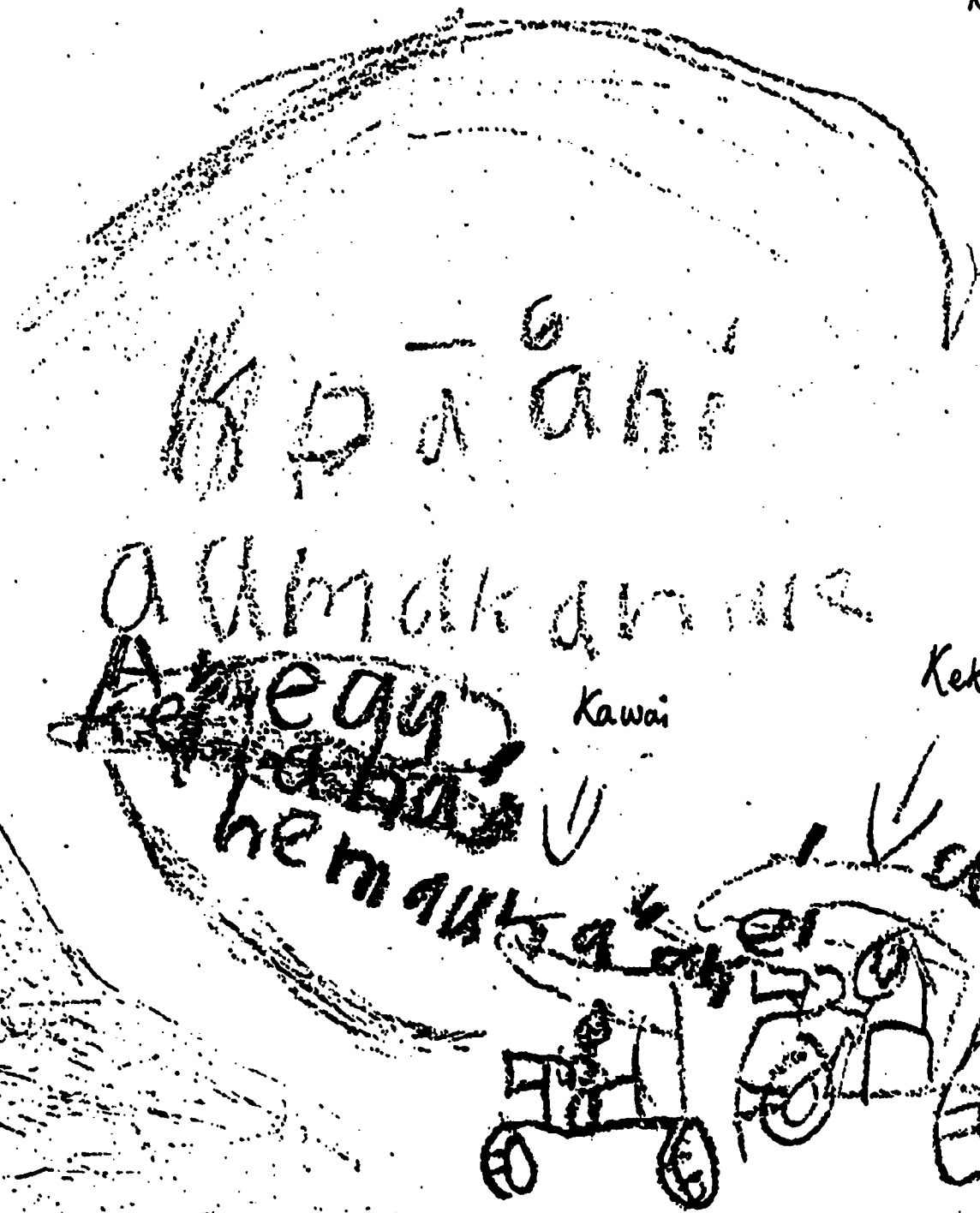
- 1 pā'ani
- 2 aumakanale
- 3 a meau
- 4 ke ia ka'a
- 5 hemauka'akei a
- 6 Labels: Kawai Kekai

CONVENTIONAL WRITING AND ENGLISH TRANSLATION:

- | | | |
|---|---------------------|-----------------|
| 1 | Pā'ani | I play |
| 2 | au ma Kekai | with Kekai |
| 3 | a me a'u. | and me. |
| 4 | Kēia ka'a | These car(s) |
| 5 | he mau ka'a kēia. | These are cars. |
| 6 | Labels: Kawai Kekai | |

OBSERVER'S COMMENT:

- a. There may be 3 separate sentences here:
I play with Kekai.
Kekai plays with me.
These are cars.
- b. This author pays a lot of attention to detail in this picture.
- c. The author is also aware of the restrictions of space as well as the importance of not covering up the picture, which is probably why the a of kēia is on the other side of the car's top.
- d. While the author has yet to develop spaces between words and other spelling conventions, sentence structure is intact and correct.



NĀIPO Kindergarten:

Picture: Blue sky, 2 tall apple trees, two smiling children next to a house.

Name at top: Nāip odickson

1 ha niaiKw

2 kpimau

CONVENTIONAL WRITING AND ENGLISH TRANSLATION:

1 Pā'ani nei au (me) Kawai. I'm playing with Kawai.

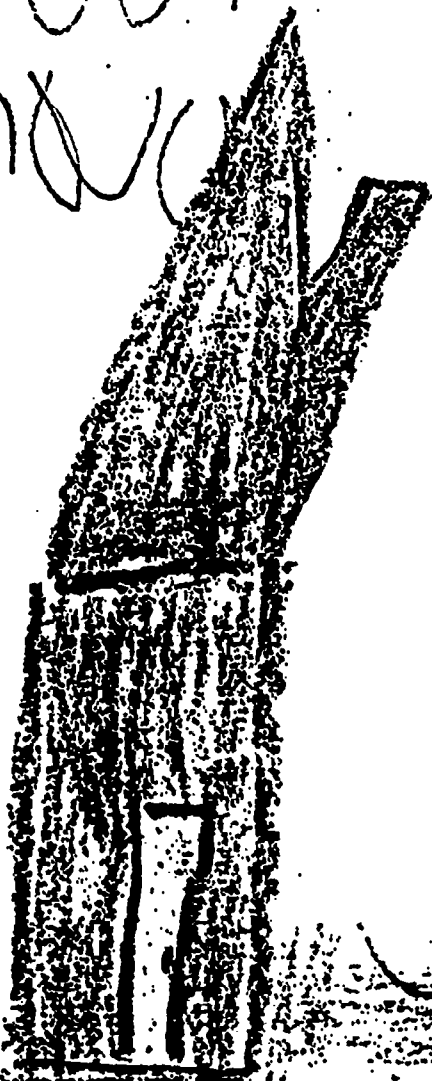
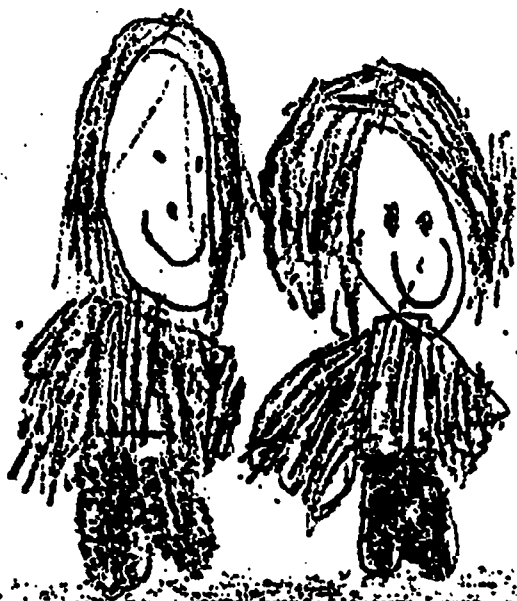
2 Ke pā'ani nei māua. We're playing together.

OBSERVER'S COMMENT:

- a. Picture is full of color and detail; it shows two friends together.
- b. The accompanying narrative confirms the friendliness shared by these friends.
- c. Invented spelling shows awareness for consonants and words parts. Ex: ha for pa'ani; ni for nei; K1 for Kawai.
- d. It's difficult to tell if Nāipo differentiates between capital and lower case letters. At this point he begins and ends his name with capital letters. Also, he seems to be experimenting with the spacing of his name.
- e. Nāipo has good control over the pencil and writes very legibly and clearly.
- f. Has yet to develop a sense for the glottal and macron, capitalization, punctuation, and spacing between words.

NĀIPO

hānauiki
kaimāu



KAHELE Gr 1:

Picture: Happy sun wearing sunglasses, puffy clouds; three boys on the beach: Kahele and Kawai; sandcrab also on the beach; 3rd boy, Kekai, is in the ocean.

- 1 make make au ia Kawai.
- 2 maika'i o Kawai.
- 3 'o au kou hualoha.
- 4 ALoha au ia oe.
- 5 'o 'oe Ke Keiki Hiwahiwa.

CONVENTIONAL WRITING AND ENGLISH TRANSLATION:

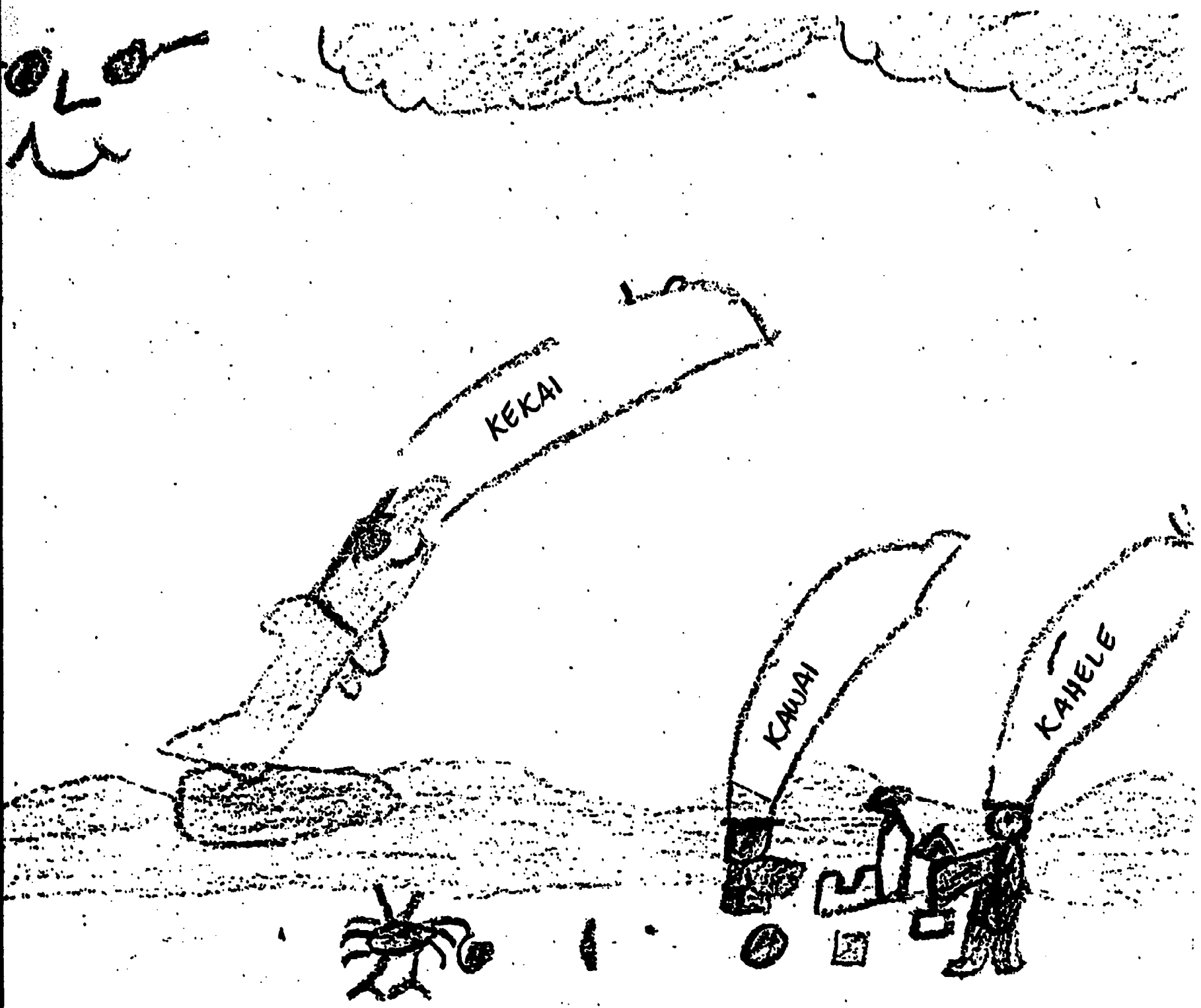
- | | | |
|---|---------------------------|----------------------------|
| 1 | Makemake au iā Kawai. | I like Kawai. |
| 2 | Maika'i 'o Kawai. | Kawai is okay. |
| 3 | 'O au kou hoaaloha. | I'm your friend. |
| 4 | Aloha au iā 'oe. | I love you. |
| 5 | 'O 'oe Ke Keiki Hiwahiwa. | You're the Child of Honor. |

OBSERVER'S COMMENT:

- a. Kahele has written a very nice story, a story in praise of his friend, Kawai. Kahele is very direct and bold in announcing his feelings and relationship with Kawai, and he concludes by congratulating Kalae for being the Keiki Hiwahiwa.
- b. Like the other children, Kahele uses simple and straightforward sentences. Also like the other first graders, Kahele writes in complete and grammatically correct sentences. What distinguishes his writing from some of the other writers, however, is that while his picture depicts a lot of action, his narrative doesn't. Instead,

Kahele focuses more on the fact that he and Kawai are good friends.

- c. Kahele observes proper spacing between words, except for one instance in line 1: make make => makemake.
- d. Kahele begins most sentences in the lower case, but periods are present at the end of all sentences.
- e. Requires glottal:
 - Line 2: o Kawai => 'o Kawai
- f. Requires macron:
 - Line 1: ia Kawai => iā Kawai
- f. Requires macron and glottal:
 - Line 4: ia oe => iā 'oe

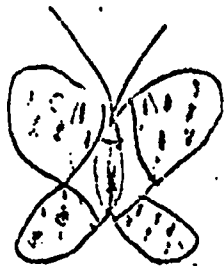
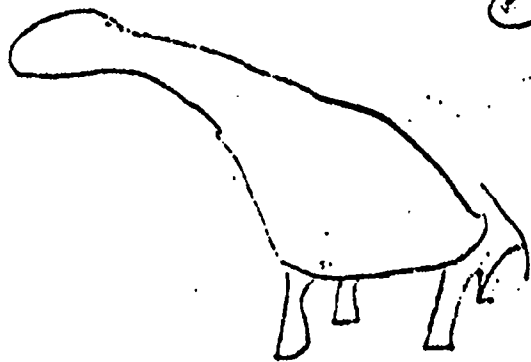


maka maka au ia kawai

maikai o kawai

o au kua huahua

Aloha au ia oe
o oe ke kalia hiwahiwa



KAMANU Gr 1, PL:

Picture: Huge tree supporting child on a swing; green grass; rainbow, hearts, a blue cloud, 2 butterflies, a bright sun.

- 1 Kēia o Kawai
- 2 Ke kau nei
- 3 o Kawai
- 4 maluna o
- 5 ka paeō
- 6 Ke nānā nei o
- 7 Kawai i Ka Anuenue
- 8 ame i Ka pulelehua
- 9 ame ka haka
- 10 maika'i o Kawai

CONVENTIONAL WRITING AND ENGLISH TRANSLATION:

- | | | |
|----|---------------------|----------------------|
| 1 | Kēia 'o Kawai. | This is Kawai. |
| 2 | Ke kau nei] | |
| 3 | 'o Kawai] | Kawai is sitting |
| 4 | ma luna o | on |
| 5 | ka paeō. | the swing. |
| 6 | Ke nānā nei 'o | Kawai is looking |
| 7 | Kawai i ka ānuenuē | at the rainbow |
| 8 | a me/i ka pulelehua | and the butterfly |
| 9 | a me ka haka. | and the heart. |
| 10 | Maika'i 'o Kawai. | Kawai is doing well. |

OBSERVER'S COMMENT:

- a. Kawai occupies the center of this picture and all four sentences indicate a happy, cheerful Kawai.

b. Kamanu's thoughts are very complete and her sentences on the whole are grammatically correct. -

c. For the most part she observes proper spacing between words. Exceptions are:

-Line 4: maluna o => ma luna o

-Lines 8, 9: ame => a me

These expressions tend to be problematic for adult learners. It's not unusual that Hawaiian requires 2-3 word expressions to correspond with one English expression. As a result adult learners sometimes think of the words as single expressions and write them as such. Examples of this practice can be found throughout the Hawaiian Bible and other old publications. It wasn't until recent times, 1970's, that a concerted attempt was made by Hawaiian language teachers to standardize the spelling of these expressions. Perhaps Kamanu also thinks of ma luna and a me as single items.

d. From a sentence structure point of view, Line 1 is somewhat incomplete and should have a subject marker, (that is, kēia o Kawai => 'O kēia 'o Kawai). The thought is nevertheless complete. This form is typically found in informal conversations where speakers frequently omit the subject marker. However, this practice is not typically found in expository writing.

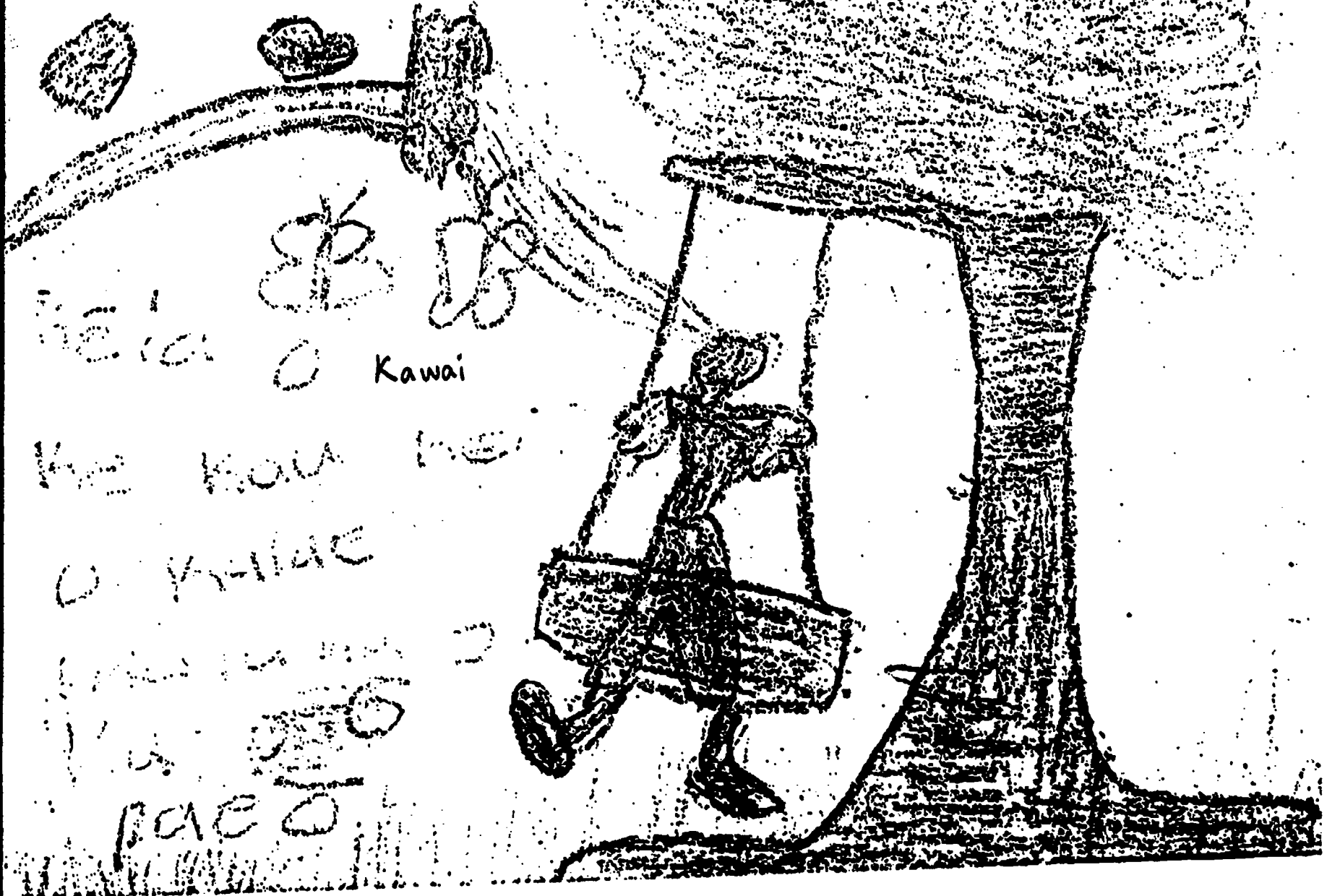
e. Requires glottal:

-Lines 1, 3, 6, 10: o Kalae => 'o Kalae

f. Requires macron:

-Line 7: Anuenuē => ānuenuē

KAMANU



KAW

Ke hānā nei o

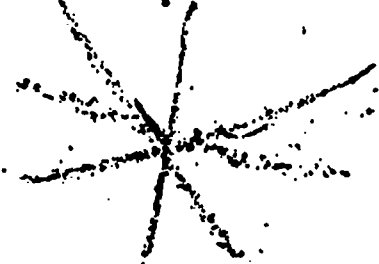
Kawai i ka Anuenuē

ame i ka pu'elelehuā

ame ka
hānā



haka



mai kawai o

Kawai

KAMAILE Gr 1:

Picture: Puffy clouds, rainbow; large tree with red fruit, grass; 2 children playing together, 2 red hearts.

- 1 Kēia 'o Kawai
- 2 Kau
- 3 ame
- 4 Kamaile
- 5 e Hele ana
- 6 KāKou ika
- 7 hula
- 8 Ke nānā nei o!
- 9 Kawai i Ka hula
- 10 Ke nānā nei a u i Ka hula
- 11 Ke nāna nei o Ka
- 12 Kawai i ka anuenuē
- 13 a me ka haka nani!
- 14 loa'a iā kākou kekahi PePe i loKo i Ka
- 15 hale me ko'u u u ame ko'u u u Kanē i kēia lā! ua hele mai
- 16 kākou i ka hale ua ike kākou i
- 17 ko'u u u ame ko'u u u Kanē ua
- 18 hiamoe KāKou Pū ame ko'u PePe
- 19 me KāKou a Pau!
- 20 AloHa KāKōu a Pau! AloHa au ia 'oe e
- 21 AloHa au ia Kawai Kamaile

CONVENTIONAL WRITING AND ENGLISH TRANSLATION:

- 1 'O kēia 'o Kawai.
This is Kawai.
- 2 Kau
(He's) Sitting

- 3 a me
With
- 4 Kamaile.
Kamaile.
- 5 E Hele ana
We're going
- 6 Kākou i ka
to the
- 7 hula.
hula.
- 8 Ke nānā nei 'o
Kawai is watching
- 9 Kawai i ka hula.
the hula.
- 10 Ke nānā nei au i ka hula.
I'm watching the hula.
- 11 Ke nānā nei 'o Ka
Ka, Kawai is looking
- 12 Kawai i ka anuenue
at the rainbow
- 13 a me ka haka nani!
and the pretty heart!
- 14 Loa'a iā kākou kekahi pēpē i loko i ka
We have a baby in
- 15 hale me ko'u Tūtū a me ko'u Tūtū Kāne i kēia lā! Ua hele mai
my Grandma's and Grandpa's house today. We came
- 16 kākou i ka hale. Ua 'ike kākou i
home. We saw
- 17 ko'u Tūtū a me ko'u Tūtū Kāne. Ua
my Grandma and Grandpa.
- 18 hiamoe kākou pū a me ko'u pēpē
My baby and I slept together
- 19 me kākou a pau!
all of us together!
- 20 Aloha kakou a pau! Aloha au ia 'oe e
Aloha to all of us! Aloha to you,

21 Aloha au ia Kawai. Kamaile.
I love Kawai. Kamaile.

OBSERVER'S COMMENT:

- a. On the first page is a story about Kawai and Kamaile sitting together (from the other children's picture stories I gather one is on a swing). Evidently they're going to a hula show. This story continues to the next page where both children are watching the hula and Kawai is looking up at the rainbow and pretty heart.

Kamaile then shifts and writes about a baby coming to her grandparents' house. (Might this be a new baby to the family?) Kamaile tells about how they all sleep together, she and the baby (for sure), and perhaps others (difficult to tell though). She concludes with a good-bye to everyone and a good-bye to Kawai. Then she signs off with her name. It seems that Kamaile was addressing her second story to Kawai in the form of a letter. She has a definite sense for her reading audience.

- b. Kamaile seems to have a clear idea about the separateness of her two stories. This is evidenced by the horizontal line between the texts. At the same time, her writing is quite fluid. She doesn't seem to stumble over words, nor does she seem to let the numbers in the left margin disturb the flow of her sentences.
- c. Kamaile seems to use Kākou ("we" 3 or more, inclusive) for several purposes:
-"we" 2, exclusive;

- "we" 3 or more, inclusive;

- "we" 3 or more, exclusive.

d. Her sentences are grammatically well constructed and reflect an ease with the language. Only on 3 occasions does she err, but these are relatively minor and will be overcome in time:

- Line 3: ame => a me (word separation)

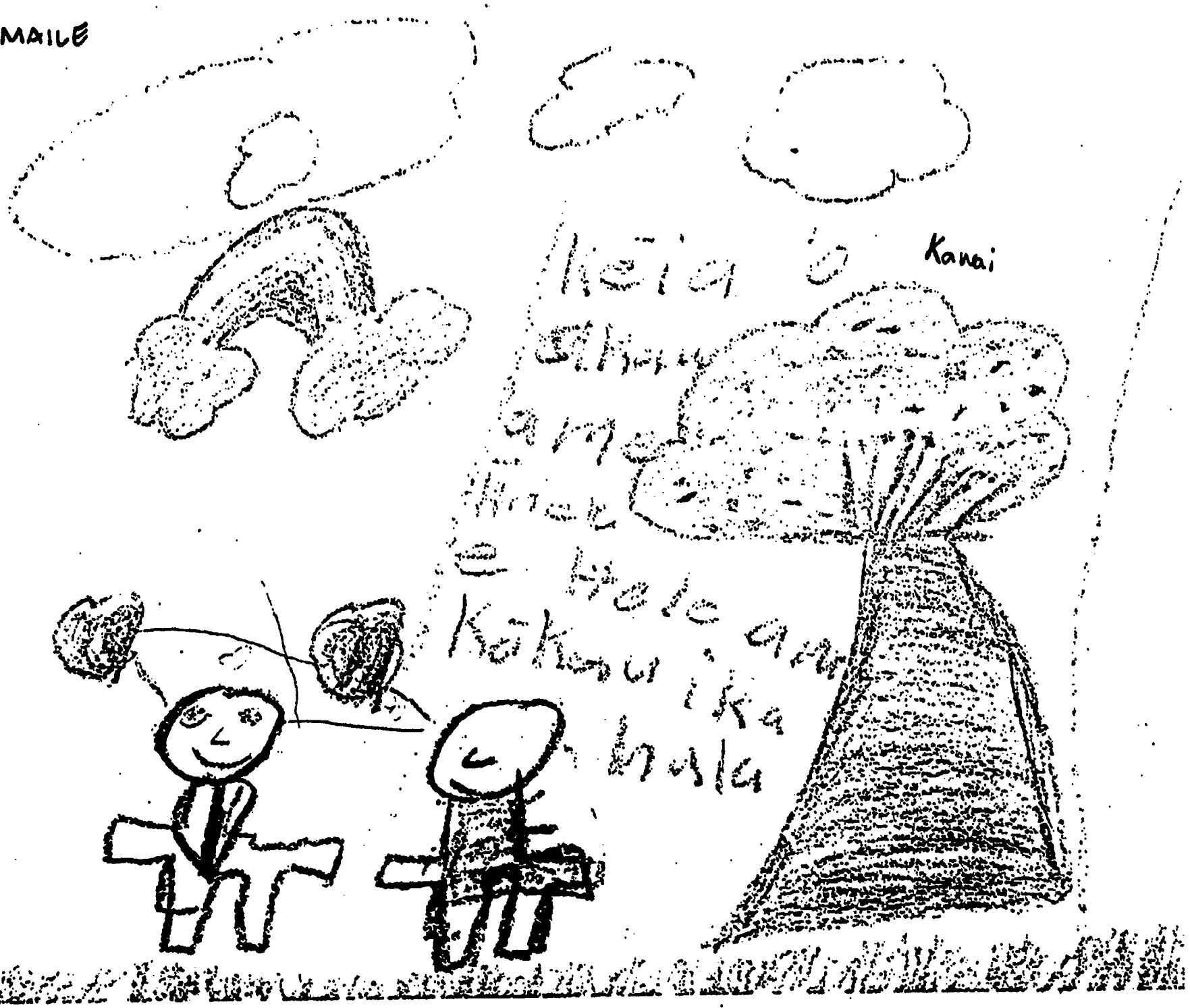
- Line 12: ka anuenu => ke ānuenu (using correct article)

- Line 14: i loko i => i loko o (using correct preposition)

e. With the exception of the exclamation point, Kamaile doesn't use punctuation to end her sentences. However, she does indicate the beginning of a new sentence either by capitalizing the first letter (Lines 8, 20, 21) or by creating space between the sentences (Lines 5, 8, 14, 15, 16).

f. Kamaile has not quite learned to write her p's below the line and she curls her t's on the left.

g. It's difficult to tell if she's writing an upper or lower case "k."



Ke mānā nei o' KAMAILE

Kawai i ka hula i ka hula
ke mānā nei a i ka hula

Ke mānā nei o' ke
Kawai i ka a ma e me

me ka ma ka ma mi

hale me i ka
hale me i ka
hale me i ka

hale me i ka
hale me i ka
hale me i ka

hale me i ka
hale me i ka
hale me i ka



KEALOHA Gr 1, PL:

Picture: Happy sun, nice blue clouds; Kawai swimming in the blue ocean; yellow beach in the foreground. Stars surrounding Kealoha's name.

- 1 'Au'au pono 'o Kawai.
- 2 A polū kona lole a me ke
- 3 kai.
- 4 Melemele kona kama'a a me
- 5 ke one. Hau'oli 'o Kawai.
- 6 Makemake 'o Kawai e 'au'au.
- 7 (Signed) Kealoha

CONVENTIONAL WRITING AND ENGLISH TRANSLATION:

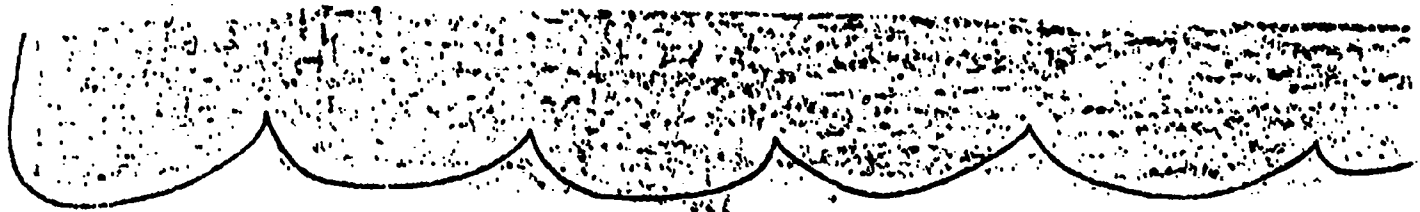
- 1 'Au'au pono 'o Kawai.
Kawai swims well.
- 2 A polū kona lole a me ke
And his shirt is blue and so is the
- 3 kai.
ocean.
- 4 Melemele kona kama a a me
His shoes are yellow and so is
- 5 ke one. Hau'oli 'o Kawai.
the sand. Kawai is happy.
- 6 Makemake 'o Kawai e 'au'au.
Kawai wants to swim.
- 7 (Signed) Kealoha

OBSERVER COMMENT:

- a. Kealoha's story is well developed and cohesive. She first announces her subject, Kawai, complimenting him on his swimming ability. Then she describes the color of his clothing and shoes, noting how they match the ocean and

sand. Next she describes his affect, saying that Kawai is happy. Finally she concludes with the statement that he wants to swim.

- b. That Kawai uses the conjunction, a (and), in Line 2 to link her sentences together indicates an awareness for connectedness within a story.
- c. In terms of observing spelling conventions, Kawai is the most advanced of all the writers. Her letters are well formed and in straight lines. She appears to use a straightedge as a guide. She has a definite sense for spacing, both between words as well as sentences. Her sentences begin with capital letters and she ends them with periods. She includes all of the glottals and only misses one macron: kama'a => kāma'a.



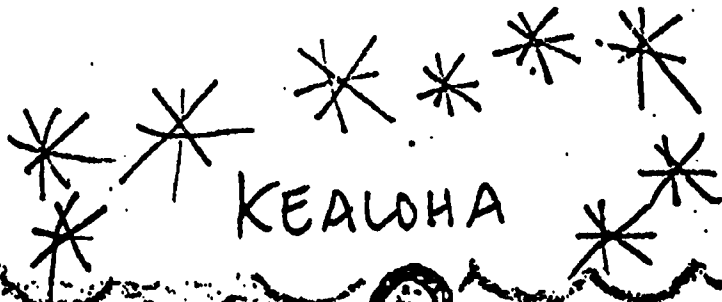
Au'au pono 'o Kawai

A polu kona lole a me ke
kai.

Mele mele kona kama'a a M

ke ~~one~~ one. Haha'oli 'o Kawai

Makemake 'o Kawai e 'au'au.



KEALOHA



Kawai

APPENDIX D

NARRATIVE PROFILE OF STUDENT LANGUAGE PROFICIENCY

Overall or Final Analysis/Interpretation

Narrative Profile of Student Language Proficiency

After listening to the entire elicitation in one language, both the Interactive Discourse of Global Topics and the Student Rendition of the Wordless Book, the analyst writes a short narrative statement about the child's performance on each task leading to describing the student's proficiency. Select relevant topics from the following series of questions in writing this short analysis (adding additional concerns or topics as they arise in the data):

1. Is there mutual development of topics between examiner and student? Yes No
2. Does the child build on topics suggested by the examiner or simply give elliptical and/or one-word responses? Yes No
3. Did the student initiate and develop new topics during the discourse? How did this happen? Yes No
4. Did the student attempt to change the topic during the discourse? How was this negotiated? Yes No
5. Is there evidence of misunderstanding between examiner and student? Yes No
6. What happens when the examiner encourages the child to further extend his/her responses to the topics after the initial responses? Yes No
7. When the child goes beyond the "necessary" response, how does s/he develop topics? Yes No
8. Are there chunks of discourse indicating that the child is developing a strategy or proficiency? Yes No
9. Did the student provide adequate background information and use reference appropriately so that the examiner and coder could comprehend the meaning of what was being talked about? Yes No

Source: Slaughter (1988, p. 129)

APPENDIX E
STUDENTS' NARRATIVES

Kealoha's story: One Frog Too Many

S: In English or Hawaiian?

E: English.

Note: Midpoint through the story C2 walked around the table to see the pictures while the story was told.

S: One day there was a little boy and he brought home a box!...And he opened it for the little frog, for the big frog and the big frog went on the dogies head, and looked down in it and it was a baby frog! And the the other frog was angry! And then, and then the little boy took the baby frog out, and the mommy just (said) she doesn't like it. But the little boy said, "Here's a baby frog." But the mother frog didn't like the baby frog, pushed her, and the mother frog just bit the baby frog's foot and the baby frog cried. And the little boy said, "Get out of (this house)!"
(C2 laughs)

One day, Another day they went on the turtles back and the mommy, and the baby. And then the mommy pushed the little froggy out and the baby frog was sad.

S2: And then

S1: They left the little, the big mommy on the side, and they went on, they went on the little woods and they had a little trip! And then the mommy frog jumped into the woods and, and then she, she was mad (because see the little froggy) but the frog was sad. Uoh [a sort of sound effect with facial expression] and the mom pushed the baby, kicked the baby out of the boat, and there was [a sort of shrieking sound effect], and then the little boy went "ah! Where's my baby frog?" () And then they were real angry to the mommy frog because the mommy frog kicked the baby out. And then the baby frog (went right here), and they were sad and then they be mean to the mommy frog. And they were angry and the baby was in the room, and they were all sad that, they all cried. And then, the mommy frog (jumped back) in. And then the mother was angry, but the baby was happy.
(laughs)

S2: No, the baby was angry, the frog was happy.

S1: And then they loved each other.

Melea's Narrative from the Wordless Book: One Frog Too Many

The boy had some presents...

And then the bad frog jumped on the, um, on the ... the dogs head.

He mean and then he don't like him...And then he got it out,And then he putted him down,

And he laughed at him...

And then he bites his toe, his leg, and he

()

And then he say "No! No!"

And then he (stay) on the turtle's back and then he kicks him down and then he says "No! No!" and then he says, "Stay here!"

And then he jumps on the (boat) and then he...he kicked him and he fell down.

And then the turtle telled him,

"Look it, look it, he kicked him, he kicked the frog down the water!" and he said "huh?"

()

(And then he;s going to stay there cause he's bad and mean!)

And then () some noise.

That was a frog!

He jumped on his ()

And then they're all happy.

Now these two are friends.

Mele's Narrative from the Wordless Book: One Frog Too Many

Melen attended the Pūnana Leo for approximately two and a half years. She was a fluent speaker of Hawaiian upon entering the HLIP classroom.

The following is her narrative based on a story from a wordless storybook.

213 M: E pili ana i ka poloka. Hau'oli kēia poloka no ka mea mana'o 'o ia he makana kē, 'a'ole 'o ai i mana'o he poloka.

About the frog. This frog was happy because he thought that this was a present, he didn't think it was a frog.

214 E: 'Ā.
Ah.

215 M: Kēia he poloka pēpē. Ua 'ōlelo ka
This is a baby frog. The frog said
poloka "hmmmm". 'A'ole makemake kēlā poloka.
"Hmmmm". That frog didn't want.

(Quotes Big Frog making a frown and a upset sound)

216 *E: Hehehe

217 E: 'A'ole makemake.
He (big frog) didn't like it (new, little frog).

218 M: 'O ia ke kumu, ua huli 'o ia kona alo i kēlā 'ao'ao. Ua
hele mai 'o ia i loko.
That was the reason, he turned and faced away (from the
little frog). He came inside.

219 E: Maika'i kēia mo'olelo e?
this story is good, isn't it?

220 M: Ua kau 'o ia iā ia i lalo. E hana'ino ana 'o ia i kēia
poloka.
He put him down. He is going to act mean to this frog.

221 E: 'O ia?
Really?

222 M: 'Ae, ma hope. Nānā ke uē ne kēia poloka no ka mea ua
nahu 'o ia i kona wāwae.
Yes, later on. Look, this frog is crying because he bit
his foot.

223 E: Auē.
My goodness.

- 224 M: Hana'ino kēia poloka.
This frog was mean.
- 225 E: No ke aha lā e?
Why?
- 226 E: He aha kā lākou, he aha kā lā, he aha kāna e 'ōlelo nei?
What are they, what are th-, what is he saying?
- 227 M: Ke 'ōlelo nei lākou, "Mai nahu i kona wāwae! 'Ino loa 'oe!"
They are saying, "Don't bit his leg! You are very bad!
- 228 E: 'E. 'Ino nō.
Yeah. Bad, indeed.
- 229 M: 'O ia ke kumu, ua hāpai ka honu iā ia a me iā ia.
That's the reason that the turtle carried him and him.
- 230 E: 'Ahā.
Aha.
- 231 M: 'O is ke kumu, ua peku 'o ia iā ia i lalo. Ua 'ōlelo 'o ia iā ia, "Mai ha', mai peku 'oe i ka poloka hou."
That is the reason that he kicked him down. He said, "Don't te-, don't you kick the frog again."
- 232 E: Mmm.
- 233 M: 'O ia ke kumu, ua 'ōlelo 'o ia, "Noho 'oe ma 'ō a hiki ho'i mai au!"
That's the reason he said, "You stay over there until I back!"
- 234 E: Hehehe.
- 235 M: 'O ia ke kumu, ua, ua hele lākou. Ua lele 'o ia i loko, a ua 'ōlelo 'o ia iā ia, "E peku ana au i waho."
That's why they went. He jumped inside and he told him, "I'm going to kick you out."
- 236 E: Hehehe
- 237 M: 'O, 'o ia ke kumu, ua peku 'o ia iā ia i loko, a ua hana 'o ia "pfffthhhh."
Oh, that's the reason he kicked him in and he went, "Pfffthhh."
- 238 E: Auē.
Wow.

- 239 M: Ua 'ōlelo ka honu i ke keikikāne, "Keikikāne, ua peku 'o ia i ka poloka pēpē. Ua 'ōlelo 'o ia, "Mai peku iā ia!" Ua 'ō lelo kēia 'īlio, "'Auuuu!" Ke uē nei 'o ia. The turtle told the boy, "Boy, he kicked the baby frog." He said, "Don't kick him!" This dog said, "Auuu" (howl) He's crying.
- 240 E: Ka 'īlio?
The dog?
- 241 M: 'Ae.
Yes.
- 242 E: 'Ae.
Yes.
- 243 M: Ua 'ōlelo ka honu, "Hmmm!"
The turtle said, "Hmmm!"
- 244: E: Hmmm
- 245 M: Ua, ua hana ka polokai, (Makes a frightened face)
The frog did this.
- 246 E: 'Ae. Pūiwa paha.
Yes, Frightened perhaps.
- 247 M: 'O ia ke kumu, ua huli lākou, nānā 'o ia i ke kumu, akā 'a'ole.
That was the reason they searched, he looked by the but didn't
- 248 S: Aia 'o ia ma laila.
He's there.
- 249 M: 'Ae, aia 'o ia ma laila.
Yes, he's there.
- 250 E: 'Ō, nānā. 'Ae.
Oh, look. Yes
- 251: M: Ke nānā nei lākou ia iā ia, 'ae?
They are looking for him, aren't they?
- 252 E: Mmm.
- 253 M: Ua ho'i lākou i ka hale o kēia mea, o ke keikikāne.
They went back to the house of this one, of the boy.
- 254 E: No ke ah?
Why?

- 255 M: No ka mea, ua ki'i ana 'o ia, ua mana'o 'o ia ua lohe 'o ia i kekahi mea. Kēlā poloka ua lele 'o ia ma luna ona. Hā! Pono ana 'o ia e hana'ino iā ia hōu. um, pono no 'o ia e hana'ino iā ia kekahi, no ka mea ua hana'ino 'o ia iā ia.
Because he was fetching, he thought that he had heard something. That frog, he jumped on top of him. Ha! He is going to have to be mean to him again. um He'll have to mistreat him as well because he had mistreated him.
- 256 E: Mmm. A 'o ia.
Mmm. That's right.
- 257 M: 'O ia ke kumu, kēia manawa, maika'i lā, 'o ia. 'O kona hoaaloha.
That's the reason, now th- he is fine. His friend.
- 258 S: Male iā ia.
Marry him.
- 259 M: Hau'oli lāua. Kēia manawa, lilo ana iā ia e like me ia!
They are happy. Now he'll be like him.

APPENDIX F

PARENT EVALUATION QUESTIONNAIRE

HAWAIIAN LANGUAGE IMMERSION PROJECT
Parent Evaluation
Spring 1988

Your child is participating in the first Hawaiian language early immersion program in Hawaii. We would like your input into the evaluation and recommendations for the program. Please circle the grade level of your child: K 1

1. Why did you want your child to participate in the Hawaiian Language Immersion Project?

2. Are you satisfied with the progress your child is making in school?

yes somewhat no undecided

Comments:

3. Is your child happy to be participating in the Hawaiian Language Immersion Project?

yes somewhat no

Comment:

4. Is your child learning the Hawaiian language?

yes somewhat no

5. Are you able to speak Hawaiian?

6. What language or languages do you speak with your child at home? yes no a little

English Hawaiian other (write in) _____

7. Are you satisfied with your child's English language development?

yes somewhat no

8. Do you plan to have your child continue in the Hawaiian Language Immersion Program next year if it is offered?

yes no undecided

Comment:

9. If you have a younger child, would you like to have that child participate in the Hawaiian Language Immersion Program?

yes no undecided

10. What are some of the things about the program that you like?

11. What are some things that you would like to see improved?

12. Do you feel that you know as much as you would like to know about early immersion education?

___ yes

___ no

Comment:

13. There are different ideas about how many years children should continue being taught in an immersion language, in this case Hawaiian. How many years do you want your child to be taught in Hawaiian before an English component is introduced during part of the school day?

_____ Begin English after Grade 3

_____ Begin English in Grade 3

_____ Begin English in Grade 2

_____ Other (explain)

14. Did you child speak Hawaiian before this year?

___ yes

___ no

Are there other things about your child's language development during the preschool years that are relevant to our understanding the program?

PLEASE FEEL FREE TO ADD OTHER COMMENTS OR CONCERNS ON THE BACK OR ON ADDITIONAL PAPER. WE WOULD LIKE TO INTERVIEW SOME PARENTS. IF YOU WOULD BE WILLING TO BE INTERVIEWED, PLEASE WRITE YOUR NAME, ADDRESS, AND PHONE NUMBER BELOW:

Name: _____

Address: _____

Phone Number: _____

For more information, contact Helen Slaughter (948-7710) or Karen Watson-Gegeo (948-8814), College of Education, 1776 University Avenue, University of Hawaii at Manoa, Honolulu, HI 96822.