Greetings to all of you, our wonderful alumni, students, faculty, staff, and friends.

Each person is born with divine potential to develop noble character. Each person’s lifelong journey is distinctive in length, settings, and challenges. Each person also has different resources to assist and guide his or her individual progress. We learn from our environment, our parents, and from all whom we encounter. Blessed is the child who has nurturing, loving parents who carefully provide a foundation for life’s journey. Fortunate is the child who has kind relatives, friends, and neighbors who likewise offer support. Aligned with these natural networks, many children are blessed with professional educators who assist their learning with competent, nurturing teaching.

When a child is denied any of these resources, life’s journey becomes more difficult. The ideal path toward fulfillment of a person’s potential would be a straight upward trajectory, constantly moving in the right direction. But life’s path has many ups and downs. This is to be expected, even through we strive for constancy; to be human is to be variable in our progress.

In recent years educators have focused on what is called the “achievement gap”—the difference between desired academic progress and actual performance. Even more critical is the potential for a gap in development of character. Kindness, gratitude, and gentleness must all be nurtured, along with a desire to serve. Unfortunately, far too many of us experience a widening gap between the preferred path to reaching our divine potential and our actual path. I believe professional educators can help individuals close some of the gap between potential and current performance.

The faculty and staff of the David O. McKay School of Education strive to prepare noble educators who will nurture the development of noble character and divine potential within the children they teach. We also seek to assist parents and families in strengthening children and youth in this challenging world in which they live and learn.

This issue of McKay Today shares specific concerns for children who have the obstacle of learning English as a second language. Articles present student needs, effective practices, and success stories. Please join the McKay School of Education in our desire to help all of God’s children reduce the gap between what they now are and what they may become.

Sincerely,

K. Richard Young

Message from the Dean
Steve’s hopes for the new school year were shaken as he reviewed the class roster. Five of the students in his class were not proficient in English; two had never attended public school. How could he possibly help them? He immediately enrolled in a district training program on teaching English language learners (ELL). He also found two volunteers to tutor the children in English after school, set up a peer-mentoring system within the class, and assigned homework to practice English based on curriculum he located on the Internet. With the help of an interpreter, Steve...
met the students’ parents. He used online translation software to send notes home to involve the parents in class activities and to track homework completion. Steve realized in hindsight that he learned more about teaching in that year than in any other. He had learned from the students, and they had learned from him.

ELL student numbers are increasing significantly. Between 1979 and 2009, the number of school-age children in this nation increased by 19 percent. During the same period the number of ELL children increased by 124 percent. As exemplified by Steve’s situation, teaching ELL students presents opportunities to develop enhanced skills and practices. When teachers and ELL students learn from each other, they “understand one another, and both are edified.” (D&C 50:28).

Journey of Hope

Immigration to the United States is a journey begun in hope—hope for a better future. For many immigrants without English proficiency, however, that hope is replaced by the realities of poor job prospects, misinformation, and marginalization from mainstream society. Aspiration gives way to routine. Hope shifts to the possibilities for future generations. Children can succeed with assistance, but much more assistance is needed to continue to be at risk for educational failure. ELL students can succeed with assistance, but much more assistance is needed to narrow achievement gaps across the nation. The classrooms were small and cold; the textbooks and access free online materials and translation services.

Our contemporary challenge is not so much a lack of resources as the need for individuals to take personal responsibility for the ELL students within their circle of influence. Rather than referring all needs to ELL specialists, overall success is more likely when teachers make efforts to communicate effectively with all students.

**Introduction to Learn**

We are told to “study and learn, and become acquainted with the languages, tongues, and people” (D&C 90:15). In response to this invitation from the Lord, the Prophet Joseph Smith sought out opportunities to learn other languages, eventually studying the New Testament in Latin, Hebrew, Greek, and German. Out of all the tasks in which the Prophet could have otherwise engaged, the study of languages occupied his attention over several years.

As teachers we can heed this divine invitation by becoming acquainted with the languages of all our classroom students. Learning a mere 100 words that are relevant to our classes (such as homework and understand) can certainly help us communicate more effectively with students who have limited English proficiency. Resources to learn basic words in most languages are available through an online search, i.e. “learn samoan.” Learning basic words of an ELL student’s language demonstrates that we value that student and empathize with his or her efforts to acquire thousands of words.

**Love for Language Learning**

Barriers in communication do occur with ELL students, and sometimes teachers struggle to know how to best respond. Yet these barriers are typically temporary when students are provided with consistent English exposure. Rather than feeling frustration at the initial awkwardness of communicating with ELL students, successful teachers anticipate the joy of getting to know the students as they begin to express themselves more in English. This process can be like watching the sunrise over an unfamiliar landscape, revealing what was always there, yet previously hidden from view. As the process unfolds, a teacher might be heard to say, “I was initially nervous about having Sami in my class until I found out that she speaks three languages besides English. We had her teach us!” or “When I learned that Chenda knew how to play chess, I immediately enrolled him in the school chess club.”

Successful teachers understand that language is merely the medium of education. More important than the acquisition of facts or concepts is a student’s certainty that she or he belongs—which comes from the universal languages of inclusion and love. Successful teachers find ways to include ELL students and highlight them as participating members of the classroom team. An included student is a motivated and supported student. Regardless of initial communication difficulties, a student who has hope in the future will persist in language acquisition and academic learning. Teachers instill hope in the rising generation. To all immigrants, we give that which our ancestors were given by their teachers and that which our teachers gave to us: not merely a language but aspirations—and the means to achieve them.

There is no reason why this university could not become the place where, perhaps more than anywhere else, the concern for literacy and the teaching of English as a second language are firmly headquartered in terms of unarguable competency as well as deep concern.
For our nation to succeed in facing the opportunities of language diversity in its K–12 schools, teacher preparation institutions must be included in the process. The David O. McKay School of Education (MSE) is actively creating and refining programs that instruct current teachers as well as teacher candidates in strategies for teaching English language learners (ELLs). The flagship of those efforts is the Teaching English Language Learners (TELL) program, which is being adopted by school districts in Utah and around the nation. TELL is described below, along with programs that accent TELL course work.

TELL

Marilynn Terry, a fifth-grade teacher in Provo School District, and her student Daniel sat at the computer laughing together. Marilynn was explaining Daniel’s homework using an online translation program as a teaching device. As they worked, Daniel not only began to understand the directions for the assignment, but he also developed his English and Spanish literacy. Later Marilynn taught this approach to fellow teachers, showing them an engaging way to support English language development in students.

Mary Rice, a junior high English and ESL teacher in Nebo School District, stood in the cafeteria as a BYU undergraduate student taught Mary’s ninth-grade honors class a folkl dance as part of a unit on the Crusades. The class included regular education and ELL students. That morning Mary had supported ELL students in writing poetry responding to Shaun Tan’s graphic novel about the immigrant experience, The Arrival. The next afternoon she was on the BYU campus using an experimental blended format to instruct a teacher education class.

These two anecdotes capture the collaborative nature of the history, development, and delivery of the TELL program at BYU. The development of this seven-course English as a Second Language (ESL) endorsement program began as an effort of the BYU–Public School Partnership in the 1990s when an Alternative Language Service (ALS) director in Provo District sought the help of the David O. McKay School of Education and the BYU linguistics department in educating teachers to work with ELLs. The partnership first tried using summer school and Ednet to instruct teachers. After two years only 11 teachers had received the endorsement. Partnership ALS directors needed hundreds of trained teachers to meet legal requirements. At that point, Ramona Maile Cutti, Annela Teemant, and Winn Egan joined the team, bringing expertise in teaching and delivery systems. Soon after, Stefinee Pinnegar, the current program director, joined TELL, bringing additional understanding on teacher development.
Today, faculty and students from the McKay School and BYU’s linguistics programs have joined with the BYU–Public School Partnership leaders and teachers to produce and improve the seven courses (including practica) that currently make up TELL. TELL is one of the strongest examples of collaboration within the BYU–Public School Partnership. Partnership constituents worked together to develop and fund the courses. TELL uses the ProfessorsPlus™ delivery system, which permits the partners to teach TELL courses in school district buildings using both video segments and facilitators—making the endorsement easier and more attractive to teachers already in the classroom.

TELL materials include minilectures developed by professors using taped quotes from experts in applied linguistics and various fields of educational research, as well as stories of practice from teachers.

**TELL Courses**

- Foundations of Bilingual Education
- Second Language Acquisition
- Assessment
- Second Language Literacy Development
- Integration of Content and Language Instruction
- Creation of Parent, Family, Community Connections
- Practicum

**Blended/Hybrid Format**

The need to prepare large numbers of teachers to work with ELL students encourages innovative approaches. Yet quantity does not always equal quality. Simply moving teacher candidates through the process of acquiring teaching strategies does not necessarily prepare them to work effectively with ELL students. There is a danger of focusing only on teaching skills without developing positive attitudes toward ELL students.

The TELL blended/hybrid learning effort seeks to instill in teacher candidates the view that working with ELL students is a moral endeavor, as well as to equip them with the skills that necessarily prepare them to work effectively with ELL students. Faculty built strong relationships with their students by getting to know more about their cultures and families. MSE special education faculty members continue to teach teacher candidates to be more culturally responsive by using some of the same methods.

Results of the initial program years are exciting: 90 percent of the minority teacher candidates completed the courses. Most are now teaching in special education settings where they also use their language endorsement training. The bilingual minor started five years ago when MSE and linguistics faculty realized that teachers need special training to instruct English language learners in their classrooms.

**Bilingual Minor/TESLO Minor**

The McKay School has two recognized minor programs that prepare teacher candidates to teach ELL students in public school classrooms. The impetus to develop the K–12 minor and the bilingual minor started five years ago when MSE and linguistics faculty realized that teachers need special training to instruct English language learners in the public school setting. The linguistics department had created the TESOL minor (Teaching English to Speakers of Other Languages) to train anyone interested in teaching English to any second language learner. However, research showed that a one-size-fits-all program does not fit all students.

Children who have immigrated to the United States and are immersed in an English-speaking classroom have very different needs from students or adults living in a foreign country who want to learn English. “An immigrant student doesn’t just need to learn English, he needs to learn it well enough to be able to understand math, physics, and other subjects taught by an English-speaking teacher,” explains Ray Graham, who was involved with the development of both minors.

Responding to these facts, faculty from the McKay School and the linguistics department worked together to create programs that would meet the needs of teachers instructing English language learners in their classrooms.

The TESOL K–12 minor was the first program developed. It now incorporates the TELL curriculum and results in a Utah State ESL teaching endorsement. The TESOL K–12 program was moved to the McKay School just last year.

The bilingual minor prepares teacher candidates to work in a class consisting of both native English speakers and native Spanish speakers. Students receive instruction and respond in English for part of the school day and Spanish for the remainder of the day. The purpose of the dual immersion strategy is to prepare teachers to develop and preserve second language skills in K–12 students through content instruction in native languages.

Research shows that strengthening a student’s native language proficiency can actually enhance an ESL student’s performance in English. The bilingual minor was developed last year.

The requirements of the bilingual minor and the TESOL K–12 minor are similar but have a few different class requirements and a different practicum experience based on the needed skills. The bilingual minor is currently taught only for Spanish speakers but is expected to be extended to Chinese and perhaps French in the future.

In addition to increasing the number of minority special education teachers who are also endorsed in the area of teaching English language learners, today the program continues, supported by university funding. In addition to increasing the number of minority special education teachers with an ESL endorsement, the grant’s purpose includes increasing the cultural responsiveness of MSE special education faculty. To accomplish this, faculty received 72 hours of training over the last four years. They also visited teacher candidates in their homes. Faculty built strong relationships with their students by getting to know more about their cultures and families. MSE special education faculty members continue to teach teacher candidates to be more culturally responsive by using some of the same methods.

Today, the program is designed to support both the special education department and the TELL curriculum designers, a Spanish bilingual component was added to the dual endorsement program.

**Dual Endorsement**

Five years ago the special education program at the McKay School of Education received a federal grant focused on increasing the number of minority special education teachers who are also endorsed in the area of teaching English language learners. Today the program continues, supported by university funding.

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The skills taught in the TESOL K–12 minor can be applied to students speaking most foreign languages.

**The Future**

The ELL teacher programs described in this article are innovative and ambitious. Yet faculty are continuously aspiring to learn what more might be done. Many say teacher preparation institutions should prepare all education graduates with an ESL endorsement—both to meet legal requirements and to ensure that all ELL students receive a quality education.

Additionally, McKay School faculty members see the importance of instructing candidates about their moral stewardship for teaching all children. Says Professor Ramona Maile Cutri, “We must help graduates learn how to embrace English language learners.” She quotes Elder Wirthlin voicing his concern in the April 2009 general conference about treating people as outsiders: “Some are lost because they are different. They feel as though they don’t belong. . . . They may look, act, think, and speak differently than those around them, and that sometimes causes them to assume they don’t fit in. They conclude that they are not needed.”

While the context of Elder Wirthlin’s statement is built around Church membership, the principle and results of selective treatment are the same. MSE faculty members know that all children in our school systems are precious and need special care. Thus, the McKay School will continue to intensify its efforts to prepare teachers to embrace the academic and spiritual skills needed to instruct school children to learn not only content but also English.

The following contributed to this article: Ramona Maile Cutri, Ray Graham, Stefinne Pinnegar, Betty Francis, and Carol Solomon.
Alfredo has been his family’s interpreter since he was six. He was born in the States but did not know any English until he entered kindergarten. Maria, his mother, came to the U.S. when she was 14. But her father refused to let Maria attend school. Years later Maria and her husband have a different view. Alfredo explains, “They have taught me that education is really important, that without a good education you are going to have a hard time in life.”

Now an A student taking difficult classes, Alfredo remembers feeling “dumb.” He has been able to overcome that notion but admits it still pops up in his chemistry class occasionally when it seems like the other students catch on faster. Yet Alfredo is quick to say that students learning English should take pride that they are becoming bilingual and should not be afraid to ask questions.

Maria has continued to coach her son in his academics by helping him learn to make good decisions. Not being able to help Alfredo with English has been very hard on her. Alfredo says students learning English should not feel dumb when they don’t understand. He suggests, “Try your hardest to understand. Participate. Ask questions.” Alfredo adds, “There are classmates who are timid. When you raise your hand, you may be asking for the answer to the question the guy next to you has.”

Pu Lay was born in the Mae La refugee camp in Thailand. He remembers hiding from Burmese soldiers when he was only three as they fired on the camp. He also remembers not having enough money to buy necessities. Using his limited English, Pu Lay uses the word scary to describe aspects of his former life. When he was 15 the International Refugee Committee brought Pu Lay’s family to Utah. The family continues to receive assistance and support through the Asian Society as they acclimate to life in the U.S.

“I have been here for one year and 21 days,” explains Pu Lay. He loves computers and the Internet and, like all teenagers, fusses with his hair before being photographed. Asked about a career, Pu Lay says he wants to translate for Karen-speaking refugees like his family.

Pu Lay’s family has no car, though he recently passed his driver’s test. Through support from caseworkers and the school system, he has learned to use public transportation. He takes the bus across town to a Cambodian market to purchase the ingredients for his favorite Thai dishes. He often looks for Thai recipes on the Internet.

“Pu Lay is really smart,” says Miss Susana, his ESL teacher. His English is very limited, but he is passing all his high school classes. Miss Susana notes that Pu Lay’s outgoing personality may be an important source of his resiliency. But immigrant parents are older and are not as flexible. Says Miss Susana of the many immigrant parents she
visits, including Pu Lay’s: “The parents miss their homelands. But they want their children to be here. They want their children to be educated, to read and to write in English—that’s power for them to go on.”

Sarah is part of a large family from Eritrea. After the war between Eritrea and Ethiopia ended in the late 1990s, large numbers of the Kunama—the heritage of Sarah’s family—fled to avoid repressions from the Eritrean government for staying in the area invaded by Ethiopia. Sarah’s family spent years in the Shimelba Refugee Camp in Ethiopia. About two years ago an international agency brought the family to Dallas, Texas. However, the American dream soon became a nightmare. Cultural and language differences contributed to the death of Sarah’s father, who was hit by a car as he crossed a freeway walking home from his job because he had missed the last bus. Institute and isolated, the family moved to the Rocky Mountains in order to be close to extended family members.

Sarah has a glowing smile but says she does not have friends. It is obvious that she struggles with English, but she is learning. She nods hard when asked if teachers help her. “They stop and explain words,” she says. Despite being shy, Sarah says she will ask questions when she does not understand.

At home Sarah helps to take care of several younger siblings, including a one-year-old. She cleans and cooks—but only dishes from her home country. She takes the bus to an African market several miles away. Hearing this, her ESL teacher’s eyes light up. “Sarah’s cooking is delicious,” she says. “Sarah brought some to school to share.”

To read more about Sarah’s family, please visit http://www.dallasnews.com/sharedcontent/dws/dn/latestnews/story/050408dnmeteritreans.2e72b0d.html.

Carina is in the fourth grade. When she was two her family immigrated to the U.S. with the hope of increasing their opportunities for education. When she was three, Carina’s parents enrolled her in a preschool for English speakers. Introduced to English, Carina first stopped speaking altogether. “We thought we made a big mistake, that we should go back to Venezuela,” says her father, Paolo. He and his wife, Meiver, took Carina to be assessed by language experts at BYU. “They said it was normal and that she would get over it herself,” explains Paolo.

At four years of age, Carina began speaking again. This time she spoke in both languages. “We came to America because we wanted a better life for our children and more freedom,” explains Paolo. “In our country, if you are poor, your children will be poor. In America you have a chance to improve yourself.” He adds that they wanted their children to be able to follow their dreams. “In Venezuela there is too little chance to be what they want to be—a writer, a baseball player, or an actor.”

Carina continues to be bilingual and is also excelling in school. Both parents speak at least conversational English, and Paolo is currently enrolled in an electrical apprenticeship program. Spanish is still spoken in their home, and Paolo and Meiver say that Spanish translations are available at every turn. This was a blessing when they arrived, but as the years go on, they say that having fewer

Spanish resources would spur them to speak English better. “When we first came, we thought it was a blessing. Now we think it is a handicap,” says Paolo.

The couple have two other children. They say their experiences with public school have been positive. Meiver says, “They accommodate children. In our country the schools won’t do that. In the U.S. it is education for everybody. I feel grateful for that.”

Myunghee is on her school’s cheer squad and is also enrolled in two advanced placement courses.

“Learning a language takes a lot of patience. You have to get it right before you move to the next level.”

—Alfredo

Myunghee is a family emigrated to the U.S. from Korea in 2006 on an education visa for her parents. Myunghee is a junior in high school and already receives As in all her classes. Much of her motivation comes from her mother: “I tell my children, ‘You are not American—you have to try harder.’”

Myunghee took her mom’s advice literally. She is on her school’s cheer squad and excels in her two AP classes. She loves math and says she wants to be an accountant.

Fellow students helped her at first when the language difference was most noticeable, explains Myunghee. Teachers were also helpful, but she has had two who stand out in her mind. “My freshman year, my biology teacher knew I had English problems, and we had to read a lot of books with hard vocabulary words,” recalls Myunghee. “She let me use the book for some assignments.”

Her ESL teacher was especially instrumental in helping Myunghee adapt culturally. “When I tried out for cheer, I asked about the program requirements,” Myunghee says. “My ESL teacher found out the details and information and then explained the process to me. She would do that for every question I had about school life.”

Rebecca Richardson recently talked to her students about how to go to college. She advised them to apply for scholarships and also that they would need to earn A grades to receive funding for college. “This is the time that you need to think about college,” Richardson told the students. When the language difference was most

students. While her situation may seem like a typical high school classroom, it is not. Richardson was teaching one of the four Level-II ESL language arts classes assigned to her. Her students range from ninth through 12th grade and include Bolis from Sudan, Hussein from Kenya, Augustine from Mexico, and Mohamad from Somalia. There are also students from the Dominican Republic, Thailand, Liberia, and various South American and African nations.

Each day hundreds of classes like this one convene in America’s junior and senior high schools where students from several grade levels and all nationalities learn together to become fluent in reading and writing English. These students come to the United States needing to finish their education so they can compete in an international job market. Richardson is animated and optimistic when she speaks. She uses gestures, switches languages, and praises the students with skill and grace. Expecting compliance, she says, “All eyes up here,” and then adds, “That was perfect.”

The day’s objectives are on the board. There is a class discussion on the word community. Positive traits of a community are listed: people who help each other, people who work together to solve issues, people who are friendly to each other, people who are not racist.

After writing this last response, Richardson recently talked to her students about how to go to college. She advised them to apply for scholarships and also that they would need to earn A grades to receive funding for college. “This is the time that you need to think about college,” Richardson told the students. When the language difference was most
Are We Speaking the Same Language?
By Carol Westby

Successful learning in schools in the United States requires more than fluency in English; it requires learning "how to do school" and feeling comfortable in the educational environment. Mainstream education typically involves presentation styles and teacher-student interactions that are unfamiliar to students from many cultures. Edward T. Hall, a noted anthropologist, claims:

Education is deeply rooted in culture. In the United States, whites are most typically brought up in some version of the northern European tradition. This makes problems for everyone else, because educators ... practice an unconscious form of cultural imperialism which they impose indiscriminately on others. ... I refer not so much to content as to how learning is organized, how it is presented, its setting, the language used, and the people who teach it, the rules by which they play, as well as the institutions themselves.

Even when teachers and students are speaking the same language, teachers may not be communicating effectively with students. Researcher Susan Philips explains that minority students' efforts to communicate are not understood by teachers who do not have the needed cultural knowledge. She adds that in the U.S. it is a teacher's position and authority that puts the burden of understanding onto the student.

As educators, we must become aware of when our communication style and expectations may be responsible for the difficulties students experience comprehending the required curriculum content rather than any deficit on the part of the student. The following columns give more examples of concepts teachers need to be aware of and help students to understand.

Cultural Variations in Nonverbal Communication

Perception and Use of Time
Mainstream American classrooms are run by the clock. An opening pledge begins at 8:30; literacy block follows until 10:00; math begins at 10:05. Testing is even more time bound. Time is of the essence—faster is often considered better. To appear intelligent, students must perform quickly and finish within the given time limits. Native American, Latin, and Middle Eastern cultures are less bound to this view of time. In these cultures, activities take place "when the time is right" and need not be started and completed within a specified time frame. Students from those cultures may not respond to efforts to have them complete a task as quickly as possible, either because they do not view speed as critical or because they have not previously had to manage time in the way demanded by U.S. classrooms.

Teaching Methods
Belief's about how learning occurs vary across cultures. In mainstream American culture, adults assume that for learning to occur, children must be explicitly taught with words. In many cultures, learning occurs more often by observing others. Children are encouraged by adults to "watch me." Adults may seldom give verbal explanations. Children watch until they can do the task. Children from some non-mainstream cultures may expect teachers to show them how to do the tasks; the concept of learning by trial and error can be uncomfortable, and they may lack the problem-solving strategies expected from this kind of instruction.

Group Versus Individual Orientation
Mainstream American culture values and encourages individual achievement. Students are singled out for accomplishments in sports, arts, and academics. From infancy, children are encouraged to display their abilities, and the child who displays the best skills is publicly rewarded. In contrast, in a number of cultures a high value is placed on being part of the group and not appearing socially inappropriate, and students may be hesitant to perform if they feel their performance will separate them from their peers. Also in such cultures, students may not be expected to perform a new, unfamiliar task alone. They expect assistance from peers and readily give assistance to peers—a behavior that mainstream American teachers may view as cheating.

Cultural Variations in Verbal Communication

Questions
Teachers rely heavily on questioning. Cultures vary considerably in terms of who asks questions, what type of questions are asked, and why they are asked. In all cultures people generally ask genuine questions when they need information. In mainstream American culture, however, adults engage in much pseudo questioning with children: i.e., asking questions to which they know the answers. They do this from the time children begin to talk: e.g., "What's this?" (said while looking at a picture book). Teachers do this all the time—asking for information about the lesson they have just taught. Mainstream American children know that the adults asking the questions know the answers, and they recognize these pseudo questions as requests to perform. Some cultural groups rarely ask pseudo questions. Native American children are unlikely to answer a question if they think the adult should know the answer. To do so would be insulting because it would suggest that the adult does not know. Shirley Heath notes that members of a black community in the Carolina Piedmont seldom asked pseudo questions. Pseudo questions were usually asked by an adult following some transgression of the child: e.g., "Who ate the last piece of cake?" A pseudo question signals to children that they are in trouble. Similarly, a Mississippi psychologist explains that she sometimes receives the response "I didn't do it! Not me!" when she asks the question "Who discovered America?" Students believe they are being accused of a bad deed.

Reasoning Process
In everyday conversation, speakers and listeners rely heavily on the context to communicate meaning. In school, however, particularly beyond the early elementary grades, the meaning of most lessons must be transmitted by words. There are not other visual, auditory, or tactile-kinesthetic contextual cues present. Many students, including ESL students, do not have personal experiences to bring to the lesson. Formal Western education trains students to reason from the words. For example, they may be given a question couched in a syllogism:

All mammals are warm-blooded.
A tapir is a mammal.
Is a tapir a warm-blooded?

Students are expected to answer, "Yes, a tapir is warm-blooded because it's a mammal." To answer this question, students need not know that a tapir is a large South American rodent. Students who are unfamiliar with the expectation that they are to reason from the information in the question will often attempt to personalize the task and respond by saying they don't know what a tapir is.

Language Organization
Talking with friends is different from talking about a lesson in class. Conversational discourse is symmetrical: that is, anyone can talk at any time, and participants can assist one another in carrying on the conversation by helping each other find necessary words and clarify ideas. In contrast, classroom instruction uses a lot of asymmetrical communicative interaction: one person talks and the other listens. Asymmetrical communication requires more language organization skills because speakers are responsible for organizing the entire discourse to be understandable to the listeners. Without their assistance, speakers must constantly remember the topic and make certain that each statement is related to the topic and to preceding and following statements. Culturally different students may experience problems with this type of discourse because they have never been expected to produce it. Consequently, tasks such as telling a story may be overwhelming, and their performance may appear disorganized.

For a fully referenced version of this article, please visit education.byu.edu/news/magazine/ffocus.html.
Role Models and Families

Demographics in the United States have changed dramatically in the last 30 years, and those changes are mirrored in its schools. Students enter the U.S., where the language and culture are new and the need to learn is great. Besides taking a language class, how do newcomers learn the language with all of its nuances? They learn and practice with their family and friends, they teach others, and they discover a personal need and desire to use their new language.

Latinos in Action

Latinos in Action is a proactive program that recruits Hispanic youth to work with younger students to promote education and positive community involvement. Hispanic high school students serve as mentors and tutors to elementary students (primarily, but not limited to, Hispanic children) who are struggling with language skills and academics.

There are more applications than spots available in the Latinos in Action program, even though there are stringent requirements. One must be fluent in two languages, be thriving academically, be a good citizen, and be willing to act as a worthy role model. On the days they are not at the elementary school, Latino students work hard to qualify for the Latinos in Action program at Mountain View High School in Orem, Utah. Under the direction of Jose Enriques, students learn and grow as they help younger students.

Many practical subjects are covered in adult classes, such as procedures for visiting doctors and dentists, attending parent-teacher conferences, checking on a child’s progress in school, or discussing gang problems.

Family Literacy Centers

Family literacy centers often assign homework in which parents are asked to play vocabulary games with their children and reinforce what has been taught. As these dedicated parents progress, their confidence grows and they are more inclined to communicate with their children’s teachers and become family literacy centers report high interest and consistent adult attendance, due in part to the interest of the children. The children keep the interest of the children. Many parents report that learning with their peers takes away some of the reluctance and embarrassment they might feel in a regular class setting. While parents attend classes, school-aged children are receiving help with homework or playing educational games on the computer with a teacher nearby. Child care is provided, but as they play, the youngest family members are receiving instruction too.

Demographics in the United States have changed dramatically in the last 30 years, and those changes are mirrored in its schools. Students enter the U.S., where the language and culture are new and the need to learn is great. Besides taking a language class, how do newcomers learn the language with all of its nuances? They learn and practice with their family and friends, they teach others, and they discover a personal need and desire to use their new language.

Latinos in Action

Latinos in Action is a proactive program that recruits Hispanic youth to work with younger students to promote education and positive community involvement. Hispanic high school students serve as mentors and tutors to elementary students (primarily, but not limited to, Hispanic children) who are struggling with language skills and academics. There are more applications than spots available in the Latinos in Action program, even though there are stringent requirements. One must be fluent in two languages, be thriving academically, be a good citizen, and be willing to act as a worthy role model. On the days they are not at the elementary school, Latino students work hard to qualify for the Latinos in Action program at Mountain View High School in Orem, Utah. Under the direction of Jose Enriques, students learn and grow as they help younger students.

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Language Unites Us

Children of Migrant Workers

School districts are accountable for all children regardless of their economic status. This includes the children of migrants, who have their education frequently interrupted due to the seasonal nature of their parents’ work. Some districts offer summer school classes as a time for review, catch-up, and reinforcement. ESL teachers are part of the summer faculty, providing the consistency of language development to these students.

Bilingual Model United Nations

The Model United Nations, an authentic simulation of the United Nations system, engages students in current issues and provides them an opportunity to practice the rules of procedure. Through participating in the Model UN, students learn and practice the skills of debate, compromise, negotiation, and conflict resolution. Students involved in a bilingual Model UN experience additional benefits as part of their preparation involves increasing their vocabulary and level of fluency in their second language.

International Clubs

International clubs bring together people of different races and cultures. English, the common language, is a unifying factor. Through these organizations, club members learn about other cultures, gain new friends, and provide acts of service to their school and community. A student in an international club comments, “Being part of this club has taught me important lessons about different cultures and the barriers that separate them. By working together and becoming friends, everybody in the club was able to bring down those barriers of prejudice.” By getting to know each other, students are able to see not only differences but also similarities between groups of people. They work to bring unity between individuals and become examples of unity for others. Although many clubs have chapters of specific cultures, they meet as one group for the benefit of all. Says another club member, “My club is important because it creates a sense of stability and a sense of security for the people who are part of it. The International Club is about coming into the club as different people and going out of it as one.”

Dual Immersion

Dual immersion is a method of teaching two languages simultaneously by alternating them as the language of instruction.

Dual immersion programs are also referred to as two-way immersion, bilingual immersion, two-way bilingual, Spanish immersion (or another minority language being taught), or developmental bilingual education (a term used by the U.S. Department of Education). The first dual immersion program in the U.S. began in 1965. (For more information, see http://www.carla.umn.edu/immersion/FAQs.html.)

A dual immersion school offers students the opportunity to become bilingual and biliterate. Students can sign up in early elementary school or later in the upper grades. Half of the school day is spent in one language and the other half in a second language. All subjects are taught in both languages, but each language is used exclusively during its designated instructional block. Teachers must be proficient in the language they use for instruction. Many are proficient in both. There are dual immersion classes across the nation and all over the world that report exceptionally successful results.

Along with learning a new language, students are exposed to a new culture and gain a better understanding of different people of the world and their perspectives.
When Beverly Cutler retired in 1995, Robert Patterson, then dean of the School of Education, said, “This woman is legendary for her goodness, virtue, generosity, and total inability to think or act in any negative, disparaging, or unkind way. She is uncompromisingly consistent in her dedication to serve and benefit others.” Beverly grew up in Salt Lake City, graduated from the University of Utah in elementary education, and taught school. Soon after she and her family had moved to the Bunt Court, her husband died unexpectedly. The young widow returned to Utah with her five children, obtained a master’s degree at BYU, and then earned a Ph.D from Stanford in child development.

With her love and enthusiasm for teaching, she joined the faculty at the University of Alberta in Edmonton, Canada, setting up the early childhood program there. Along with her teaching, she started a journal for early childhood education and established a readiness center nursery.

In 1969 Beverly joined the faculty at BYU. For the next 26 years she was an active member of the university community: teaching, serving on countless University and state committees, and continuing activity in professional organizations related to early childhood education and teacher education. When she was made associate dean in the College of Education, she became the first woman faculty member to hold a major administrative assignment in the college. She directed the first student teaching cohort in Spain, China and returned to China in 2000 to teach in Xiam. For her 2007 graduation Courtney Joan Kistemann has served a mission in St. Petersburg, Russia, been married in the San Diego Temple, and moved to Arizona. She has been teaching fourth grade at Kyrene de los Ninos in Tempe. She describes Ninos as an amazing school, a mini United Nations: “We have created a universal culture of academic success for all students.”

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Alumni
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Class of 2007

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Beverly is grateful for all the wonderful opportunities she has had and feels there is much more to do. Currently she is working on family history and serving in the Provo and Salt Lake temples.

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After BYU graduation Cort earned his MEd in administration and supervision at Arizona State University. He has spent more than 12 years teaching in public schools, working with bilingual programs for children and adults, and serving in administrative positions. He is currently the principal at Pedro Guerrero Elementary School in Mesa and also teaches at the University of Phoenix. Cort’s wife, Michelle, is a 1999 graduate of the BYU nursing program. They are the parents of four children.

Peter Chan
Classes of 2001 and 2003

Yee Kong Peter Chan received his BS from BYU–Hawaii in 1995, then his MS in instructional science in 2001 and PhD IP&T in 2003 from BYU in Provo. He created and conducted a program in instructional design and development at BYU–Hawaii and has also facilitated international collaborations involving institutions in Brazil, China, Mongolia, and other areas in Asia. Peter says, “For a large part, these opportunities have come not only because of the training

Gary Herbert, Lieutenant Governor of the State of Utah

“Work will win when wishy-washy wishing won’t” was a phrase Gary Herbert’s father used often. “My father was one of my greatest teachers. Early in my life, he taught me the importance of work. He demonstrated that when you put your best foot forward, you’ll succeed.” Herbert was also taught that the willingness to work and put in time could cover shortcomings in other areas. Being grateful and positive were also habits Herbert gleaned from his parents—his first teachers.

For some, one teacher stands above the rest, but to Herbert many have served as outstanding mentors at different impressionable and challenging times in his life. They have included parents, teachers, coaches, religious advisors, business associates, and friends.

Herbert’s coaches taught him not only the importance of working hard as an individual day after day but also recognizing the importance of teamwork, even when everyone wants to be the star. His band teacher stressed making music by working together, and he took time at the beginning of class to give his high school students life lessons. These gems were simple things like teaching them to treat each other with kindness, look people in the eye when shaking hands, or avoid wearing white socks with their Sunday suits.

Each teacher or mentor provided valuable insights at teachable moments. Many of those pieces of wisdom remain with Herbert today: appreciating all good things, understanding that we all have options in life, acknowledging the need for honesty and integrity, and remembering to have joy in the journey.

Gary R. Herbert is Utah’s sixth lieutenant governor, elected in 2014. A realtor by profession, Herbert served as a Utah County commissioner and Utah Association of Realtors’ president and is a Utah Army National Guard veteran. He has received many civic and community awards. He and his wife, Jeannette, are the parents of six children and grandparents of nine.

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David O. McKay School of Education: Research Brief

McKay School of Education Announces a New Doctoral Program

The McKay School of Education’s new doctoral program, Educational Inquiry, Measurement, and Evaluation (EIME), prepares its graduates to enter the education field with a set of well-crafted research tools.

Purpose

“We want to create a culture of inquiry for our students,” explains Richard Sudweeks, director of EIME. “The purpose of the program is to help students look broadly, think broadly, and choose a method that fits the question.” The EIME doctoral degree is an interdepartmental PhD program focused on research training and designed to prepare graduates of the program to make significant contributions to solving persistent and challenging problems in education.

Participants in the program are required to enroll as full-time resident students. Financial assistance is offered to students in the form of tuition stipends, paid research assistantships, and health benefits. Application requirements and materials can be found at education.byu.edu.

Research Assistantships

The EIME program is designed to provide students a balance of theory and practice. Each student in the program participates in a part-time research assistantship each semester. Students work closely with faculty mentors on research, applying the theory they have learned in the classroom. Because writing is such a fundamental component of research, students are expected to become proficient writers and are encouraged to publish or copublish their research before graduating from the program.

Weekly Seminar

Another aspect of the EIME program is a weekly seminar designed to engage MSE students and faculty in research discussions and open their minds to new research opportunities. Seminar presenters introduce students and faculty to issues related to research methods, research questions, and valid designs for collecting data. Prior presenters have included scholars from BYU and other universities as well as educators from local school districts.

Cancer Opportunities

Career opportunities for graduates of the EIME program include work as researchers, evaluators, measurement and assessment specialists, and policy analysts in a variety of educational settings.

Cluff Lecture and Awards

The Benjamin Cluff Jr. Lecture, sponsored annually by the David O. McKay School of Education, was held March 12 in the Assembly Hall in the Hinckley Alumni and Visitors Center. Kathryn H. Au was the featured speaker. Au, who is nationally recognized for her scholarly work in addition to teaching, titled her lecture “Real Schools, Real Success: Improving Literacy Achievement.” She shared the innovative approach, which she calls Standards-Based Change (SBC), developed by SchoolKie, the private business she started in order to focus on improvement in literacy for all children. Marie Tuttle, Deborah Dean, and Debra F. Gehris were each presented with a Benjamin Cluff Jr. Excellence in Education Award during the same event. The award is presented annually to three educators recognized for their innovative work.

Army Fellow

Dr. Charles Graham of the Department of Instructional Psychology and Technology was selected to be one of six senior research fellows for the United States Army Institute (ARI) for behavioral and social sciences. The army contacted Graham because of his research on learning environments that integrate face-to-face and technology-mediated instruction. Graham was one of three fellows asked to prepare a white paper describing his method for instructing soldiers on counterinsurgency skills.

Maslowe Froke Outstanding Publication

A recent study by Dr. Scott Howell and his students Cary Johnson, Jonathan S. Spackman, Carrie Thompson, and Chandler Rudd was summarized in an article titled “Assessing Part-Time Faculty Job Satisfaction in Continuing Higher Education: Implications for the Profession.” The article, published in the Journal of Continuing Higher Education, was also honored as the 2008 Maslowe Froke Outstanding Publication at the 2008 annual conference of the Association of Continuing Higher Education.

NRC Outstanding Student Research Award

Gary Moser, a former McKay School doctoral student, was awarded the prestigious Student Outstanding Research Award from the National Reading Conference. Dr. Tim Morrison was Moser’s dissertation chair. According to Morrison, the National Reading Conference is the premier research organization for literacy in the nation.

Utah American Star of Education Award

Macy School alumnus Eric Kern received the 2008 Utah American Star of Education Award from the U.S. Department of Education. The award is given to one teacher in every state who shows innovation and dedication to improving students and implementing the No Child Left Behind Act.

New Bilingual Minor Offered

The McKay School recently implemented a new bilingual minor that prepares teachers to instruct in a dual immersion environment. In dual immersion programs, a class consisting of both native English speakers and native Spanish speakers are taught in both languages—receiving instruction and responding in English for part of the school day and in Spanish for the rest. Research shows that K-12 students make significant progress learning to be bilingual in a dual immersion setting.

New Associate Chair

Dr. Janet Young was appointed to be a new associate chair in the Department of Teacher Education. She will continue in her teaching and scholarship roles, learning to be bilingual in a dual immersion setting. Young says, “Observing and learning from capable colleagues who have held leadership positions before me have shaped my own practices.”

Superstar in Education

Nancy Livingston is an educator with more than 50 years of service in classroom and administrative systems benefitting students of all ages. At the 2008 Utah Education Association’s Superstars in Education banquet, Livingston received the Charles Bennett Award for her work in advocating for literacy for all children and closing the achievement gaps through early intervention.

H. Kenton Reavis Special Educator Award

The Utah chapter of the Council for Children with Behavior Disorders (CCBD) recently honored MSE alumnus Georganna Guzman with the H. Kenton Reavis Special Educator Award for 2008. Guzman credits BYU for teaching him how to maintain positive interactions with his students and how to foster a safe classroom environment based on respect and accountability.

Nancy Peery Marriott Award

The McKay School presented two 2008 Nancy Peery Marriott awards. The first was given to Lane Fischer, a professor in the Department of Counseling Psychology and Special Education, to recognize his outstanding teaching. Christopher Dromey was the recipient of the second award.
Nancy Perry Marriott award, given for outstanding scholarship. Dromey is a professor in the Department of Communication Disorders.

Educational Leadership in the 21st Century
The David O. McKay School of Education and the Brigham Young University–Public Partnership held their fifth biannual conference, titled Educational Leadership in the 21st Century, last April in Salt Lake City. More than 1,200 educators gathered in the Salt Palace Convention Center to hear speakers such as Erik Weihenmayer, Jennifer James, and Ruby Payne.

Leadership Development Program
Lee Robinson, director of the BYU Speech and Language Clinic, was selected to participate in the prestigious American and Language Clinic, was selected to participate in the prestigious American

BYU–Public School Partnership Celebrates 25 Years
Administrators from the McKay School and the Center for the Improvement of Teaching and Schooling as well as leadership from each of the five Partnership Districts gathered for a luncheon in early May to remember the BYU–Public School Partnership’s 25 year history and to celebrate its many successes.

National Program Recognition
The Department of Counseling Psychology and Special Education (CPSE) was recently awarded approval status from the National Association of School Psychologists for its psychology program. This recognition validates the department’s work of embracing a collaborative, evidence-based approach to serving diverse individuals. CPSE graduates who successfully pass the Praxis exam for school psychology can now become nationally certified school psychologists, which makes it easier for them to become credentialed or licensed psychologists in several states.

Mentored Research Conference
On April 7, MSE student research assistants shared their inquiries and findings at the 2009 McKay School Mentored Research Conference in the Garden Court of the Wilkinson Student Center. Through poster presentations, participants showcased their work. Projects were from elementary and secondary programs and developed by both students and faculty members. The conference is presented annually to encourage mentoring and collaborative research.

View More about the McKay School, please visit education.byu.edu/news/index.html.

ESL Symposium
The David O. McKay School of Education, the College of Humanities, and the Wheatley Institution are sponsoring the first annual ESL Symposium on June 12, 2009. The purpose of the symposium is to build capacity in the English language learners populations of Utah. The symposium will also focus on the central role of institutions such as churches, schools, and universities in building this capacity. If you would like to attend, please contact Debra Stewart at 801-422-4542 or debra_stewart@byu.edu.

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"A Righteous and Strong Motive"

President Dieter F. Uchtdorf was ordained a member of the Quorum of the Twelve Apostles in October 2004. He is the first apostle in more than 50 years who was not born in the United States and the first ever from Germany. He was called as second counselor to President Thomas S. Monson in the First Presidency of The Church of Jesus Christ of Latter-day Saints in February 2008.

President Uchtdorf was born in Czechoslovakia during World War II. For a time the family lived in East Germany. When the war ended, they had to relocate because of his father’s vocal opposition to Communism. The family resettled in Frankfurt, West Germany.

Because of his circumstances, President Uchtdorf had to learn several languages. Here is how he described his struggles:

After the turmoil of the Second World War, my family ended up in Russian-occupied East Germany. When I attended fourth grade I had to learn Russian as my first foreign language in school. I found this quite difficult because of the Cyrillic alphabet, but as time went on I seemed to do all right.

When I turned 12 we had to leave East Germany overnight because of the political orientation of my father. Now I was going to school in West Germany, which was American-occupied at that time. There in school all children were required to learn English and not Russian. To learn Russian had been difficult, but English was impossible for me. I thought my mouth was not made for speaking English. My teachers struggled.

My parents suffered. And I knew English was definitely not my language.

But then something changed in my young life. Almost daily I rode my bicycle to the airport and watched airplanes take off and land. I read, studied, and learned everything I could find about aviation. It was my greatest desire to become a pilot. I could already picture myself in the cockpit of an airliner or in a military fighter plane. I felt deep in my heart this was my thing!

Then I learned that to become a pilot I needed to speak English. Overnight, to the total surprise of everybody, it appeared as if my mouth had changed. I was able to learn English. It still took a lot of work, persistence, and patience, but I was able to learn English!

Why? Because of a righteous and strong motive!


President Uchtdorf joined the German air force in 1959 and earned his pilot wings. In 1965 he joined lufthansa German Airlines, flying different types of aircraft, including the Boeing 737. He also held several executive positions within the company. At the time he was called as a member of the Seventy, he was senior vice president and chief pilot at lufthansa.
Professor Ray Graham illustrates concepts connected to teaching students who need to learn English while also trying to master academic content. Graham has been instrumental in developing the McKay School’s bilingual minor that prepares teachers to teach in a dual-immersion environment. For more information about the bilingual minor as well as other McKay School programs designed to assist teachers as they instruct English language learners, see page 6.