



Registering students from language backgrounds other than English



Institute of Education Sciences
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Prepared by

**Nicole Marcus
Center for Applied Linguistics**

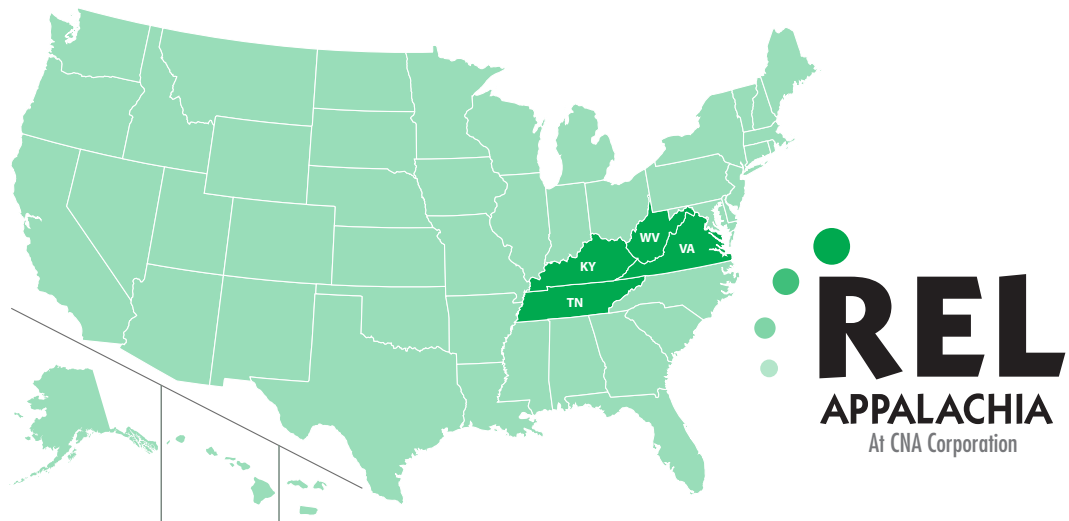
**Carolyn Temple Adger
Center for Applied Linguistics**

**Igone Arteagoitia
Center for Applied Linguistics**



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Summary

Registering students from language backgrounds other than English

This report seeks to alert administrators, school staff, and database managers to variations in the naming systems of other cultures; to help these groups accommodate other cultures and identify students consistently in school databases; and to provide knowledge of other cultures' naming conventions and forms of address to assist in interacting with students and their family members.

As a result of the No Child Left Behind Act, education systems are finding it important to track students across grades and are realizing the complications in such tracking. Students might move to different schools throughout their academic career, and with multiple variants of non-Anglo-American names, students' academic history might be easily lost. To facilitate tracking within and across schools, states in the Appalachia Region have created identification (ID) numbers. They have also established procedures for ensuring that two students with the same name do not have the same ID number and that a student who moves does not get a different ID number.

But systems that depend on ID numbers are not infallible. When ID numbers must be validated, the name that accompanies the number must be consulted. So the tracking system still

heavily relies on names. Because some students come from cultures with differently structured names, it is essential to recognize whether two names are truly different or whether they are predictable variants of the same name. A tracking system must uniformly record students' names so that records linked to those names can be retrieved reliably.

The parts of a name and the order in which they appear differ depending on language and culture. Many cultures do not follow the typical Anglo-American format: first name, middle name, last name. Problems arise when the student's name is Juan Carlos Hernandez González rather than John Robert Smith. And it is essential to be able to accommodate these types of format. When a student's name does not match the expected format of first name, middle name, last name, the person registering the student must decide how to fit the name into the name field provided. Subsequent recordings must be uniform.

The report provides an overview of naming conventions and ways to address parents for each of the eight languages other than English that are most common in the Appalachia Region.

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This report seeks to alert administrators, school staff, and database managers to variations in the naming systems of other cultures; to help these groups accommodate other cultures and identify students consistently in school databases; and to provide knowledge of other cultures' naming conventions and forms of address to assist in interacting with students and their family members.

THE IMPORTANCE OF GETTING STUDENTS' NAMES RIGHT

To meet the requirements of the No Child Left Behind Act, states and districts are finding it important to track student progress across grades. If students change schools or districts, it becomes necessary to match their records in the new school with those in the previous school. To facilitate tracking within and across schools, all states in the Appalachia Region have created identification numbers. They have established procedures for ensuring that two students with the same name do not have the same ID number and that a student who moves does not get a different ID number.

Systems that depend on identification numbers are not infallible. In practice, names remain an important means of identifying and tracking students in schools, because ID numbers are linked to student names. Where ID numbers must be verified, student names are consulted. If names appear to differ when the ID numbers across documents are the same, it is important to be able to recognize whether the names are truly different or whether they are predictable, acceptable variants of the same name. That makes it essential to record student names in a uniform way so that records linked to those names can be retrieved reliably.

Recording the name of a new student who comes from another culture can be challenging, since different cultures have different patterns for names. The student's culture may not follow the familiar pattern for names in the United States—first name, middle name, last name. On written records presented by the parents and guardians, the structure of the student's name may not match the expected format, which means that the person registering the student has to decide how to fit the name into the name fields provided. Later on, the student's name will again be recorded, perhaps for an assessment or for enrollment in another school or district. If the name is not recorded in the same way each time, record-keeping systems will treat

the different entries as representing different students. This can make it difficult to retrieve the student's records even when the ID number is provided. For the student, the family, the school, and the school district this circumstance will create confusion and delay.

The need for a practical report on cultural contrasts in names was first suggested by the Title III administrator for Kentucky and later verified by Title III administrators in the other three states. All had been asked about how to manage different naming conventions by districts and schools serving many students classified as English language learners. This report responds to their concerns.

To accommodate contrasting formats of names in other cultures, administrators must establish rules for database users to follow in entering students' names

To accommodate contrasting formats of names in other cultures, administrators must establish rules for database users to follow in entering students' names. The rules should be guided by knowledge of how names are structured in other cultures and defined in consultation with the database manager. The design of the data-

base will constrain the way in which names are entered into the system, so it may be necessary to modify the name. Every effort should be made to ensure that such name changes closely resemble the family's cultural naming patterns. Those who register students can talk to families and students to agree on a name that respects both their cultural patterns and the constraints of the database. That name should be written out and provided to the families and students in a formal notice written in the family's language, indicating that this is the name that will be used officially at school. Doing so will help students and families remember to use the modified name in school settings.

This report has two sections. The first provides an overview of the issues that staff face in registering student names and the options for addressing them. The second is a technical guide of naming conventions for the eight most common non-Anglo languages in Appalachia, including relevant

resources for each language. Sources used in the report are summarized in an appendix.

THE CHALLENGE POSED BY NAMES: OVERVIEW OF ISSUES AND OPTIONS

School forms and databases are structured to accept the standard American name structure. When a student provides his name as *John Robert Smith*, this name is easily entered in the three fields commonly used in the United States:

John Robert Smith	
Given/first name	<i>John</i>
Middle name	<i>Robert</i>
Family name/last name/surname	<i>Smith</i>

When a student named *Juan Carlos Hernandez González* registers, the situation is not as straightforward. It might seem reasonable to guess that Carlos is the middle name (because it follows the first name) and that González is the family name (because it appears last). But this guess would be inaccurate, and it would produce a database entry that would make it difficult to retrieve data. Carlos is actually the second part of the two-part given name that is standard for Hispanic names. And most Hispanic people use two family names: the family name of the father (in this case, Hernandez) followed by the family name of the mother (González):

Juan Carlos Hernandez González	
Given name	<i>Juan Carlos</i>
Family names	<i>Hernandez González</i>

The two family names are both important, but the first is more important. Spanish speakers might drop the second family name in some situations. So Juan Carlos might call himself Juan Carlos Hernandez, but he would never (except for deceit) call himself Juan Carlos González. If his family name has been recorded as González, the school might not be able to find him when the family calls for Juan Carlos Hernandez in an emergency situation. Requests for his school records could run into trouble. The fact that there is not a one-to-one correspondence

between the elements of Hispanic names and the likely fields in the registration form or database that record-keepers must fill out—with first name, middle name, last name—increases the possibility of error or misinterpretation when student records are shared across different offices or when data are merged from different sources.

Variation in the structure and spelling of names

Structure. The structure of personal names differs in two ways:

- The parts of the name.
- The order in which the parts appear.

In the United States a person's name is typically made up of the first or given name, the middle name, and the last or family name, in that order. Other cultures organize names differently. In many of them the systems for naming people do not include middle names. In some cultures the given name includes more than one name; in some the family name includes more than one name. In this report the term *family name* is used instead of *last name* because *family name* is more generally appropriate. The term *surname*—the name inherited, not given—is used interchangeably here with *family name*, following common practice. Technically, the term *surname* refers to a broader category that includes family names and patronymics, a name that derives from the father's name. For example, in Saudi Arabian names such as *Abdul Rahman bin Tariq bin Khalid Al-Alawi*, where *bin* means *son of*, bin Tariq is a patronymic.

The order of writing the different parts of the name varies too. For example, in Japan the family name is written first and the given name is written last. Thus, a Japanese person might have the following name:

Suzuki Eichi	
Family name	<i>Suzuki</i>
Middle name	—
Given name	<i>Eichi</i>

This name would be written as *Suzuki Eichi* in Japan.

A further complication comes from westernizing names. Sometimes families who have come from other countries change their names to match the structure of names in the United States. When school staff members are aware of the traditional naming patterns in various cultures and the fact that names might have been westernized, they will ask families to identify the given name and the family name when they register students.

Spelling. Another challenge for recording names in schools is spelling. Parents and guardians often present documents written in English when they register their children. If the documents list the children's names consistently, school staff will not have to figure out how to spell them. But questions may arise about spelling if different documents show different spellings of the same name: For example, *Mohammed*, *Mohamed*, *Muhamed*, *Muhammad*, and *Imhemed* are different spellings of the same name written one way in Arabic. Schools are familiar with spelling differences for Anglo names that sound the same (*Marion*, *Marian*, *Marianne*; *John*, *Jon*; *Tompson*, *Thompson*), but the notion that the same name may be spelled in different ways may be unfamiliar. At school it is important that a student's name always be spelled the same way so that it can be retrieved reliably. Thus, registrars may need to talk with the family to reach a shared understanding of how to spell the student's name.

There are several explanations for variability in spelling international names. Every language has its own sound system, which may contrast with the sound systems of other languages. Writing systems provide a way to represent the sounds in a language. Several languages spoken in the Appalachia Region (Arabic, Japanese, Khmer, Korean, and Urdu) use traditional alphabets that differ from

In the United States a person's name is typically made up of the first name, the middle name, and the last name, in that order. Other cultures organize names differently

the Roman alphabet that English uses. Some of the sounds in other languages do not occur in English, so decisions about how those sounds should be written in the Roman writing system (English) are often inconsistent. The inconsistency can arise because different people make different decisions about how to represent a sound that does not occur at all in English or because English has different ways of writing a single sound (such as the *f* sound in *rough* and in *cuff*). Thus, there can be more than one way of representing the same name. This helps to explain the different spellings of Mohammed.

Some languages whose writing systems use the Roman alphabet have characters not found in English (such as *ñ* in Spanish). These characters are often represented by the English symbol that seems most similar (such as *n* for *ñ*). This practice is used for convenience even though it does not faithfully capture the sound in the other language and has the potential to collapse two names that are in fact different.

Database and registration options

School districts can take steps to increase the likelihood that each student's name will be registered, accessed, and used in a consistent form. They can convene a task force that includes the database

manager and staff members who have experience in working with families and students from other cultures. Taking into account the general characteristics of names in various cultures, such as those presented below, schools can decide how to handle differences.

School districts can take steps to increase the likelihood that each student's name will be registered, accessed, and used in a consistent form

Database decisions. Issues of accommodating name differences must be addressed and resolved in consultation with database managers. Generally, the database permits only the traditional American format. But depending on the district's sensitivity to culture and the system's search strategies, flexibility can be tolerated in the entry of names. If there is desire to accommodate diversity in naming conventions, the following options can be considered:

1. The strongest option is to modify the database so that student names can be entered in the form supplied by the family, the form that conforms to the native format. The resulting variation in the formats and spelling permitted in the database will require culture-sensitive search capabilities to address the expanded values and variation in spelling.
2. A less robust change would require additional information about the student (culture, gender, and date of birth) and establish search techniques that look for such personal information. The scope of the information that can be requested is limited, of course, by the Family Educational Rights and Privacy Act. In this case, information about the student's culture informs the search engine.
3. The least desirable option, but one that is easier to implement, is to force the name into the fields of the existing database—for example, by dropping the second family name for Hispanics. The student's full name could be entered in the comment field, so that no information about the student is lost. Database searches would return the comment so that data would be available for differentiating people with the same name.

Registration decisions. Once decisions have been made about the database, directions will need to be developed for those who register students from other cultures so that name data are entered consistently according to the database rules. In developing these directions and the related training, registrars should be part of the task force, which will need to answer such questions as:

- What questions can be asked of parents and guardians at registration to determine a new student's given name and family name? To get at this information, school staff can ask such questions as:
 - What is your child's given name? Or what name or names was your child given at

birth? Or what name or names does your child use? Does he or she use a nickname?

- Does your family have a family name? Or is there one single name that your family uses to identify everybody in the family? If not, what is the set of names that follow the given names of family members? Have you selected one of those names to use as your family name in the United States?
- If parents and guardians are not proficient in English, whom can the school call on to help with registering students from other cultures?
- What documents listing the student’s name in the Roman alphabet are required or requested for registration (such as passport, refugee documents, birth certificate, medical records)?
- What questions can be asked of parents and guardians to verify that the form and spelling of the student’s name as written in these documents is considered appropriate for use by the school?
- If the student’s name is written in different ways on documents, how can the difference be resolved? Which form will be used at school?
- If users of the record-keeping system discover inconsistencies involving a student’s name, how can the system be corrected?

Staff training. Teachers and other staff members will need to understand the importance of using the name entered in the district database for reporting purposes.

NAMES IN THE APPALACHIA REGION: A GUIDE FOR THE EIGHT MOST COMMON NON-ANGLO LANGUAGES

Schools in the Appalachia Region serve students from many cultural backgrounds in which

languages other than English are spoken. The top five languages other than English spoken in the Appalachian Region are, in descending order of the number of speakers, Spanish, Vietnamese, Arabic, Korean, and Urdu (table 1). Data come from the web site of the National Clearinghouse for English Language Acquisition. The figures represent the language situation in 2002, the latest year with comparable data (<http://www.ncele.gwu.edu/policy/states/reports/statedata/2001>, retrieved June 15, 2006).

Across the region, Spanish is the first language of 59 percent of English language learners, followed by Vietnamese (5 percent), Arabic (4 percent), Korean (4 percent), Urdu (3 percent), Bosnian/Serbian/Croatian (1 percent), and Khmer (0.2 percent).

The information here comes from a review of the research on names associated with these languages, which is very limited. Linguists with expertise in the structure of these languages have been consulted—and native speakers of the languages, with personal knowledge about naming, have been interviewed (see the appendix for a further description of the sources and method). In some cases there was disagreement among information sources and experts concerning names. It can be explained by the facts that styles of naming change with time and that naming conventions vary regionally.

Thus, there is always some variability in the system of names. In some cultures there is variability in what people consider their names to be. This happens in the United States to some extent in completing a form requesting a middle name (for example, some women enter a middle name and some enter a maiden name). But something similar occurs on a larger scale in other cultures. Furthermore, families may change their names when they come to the United States. Print and

Teachers and other staff members will need to understand the importance of using the name entered in the district database for reporting purposes

TABLE 1

Frequency of the top five non-English languages spoken by English language learners in the Appalachia Region

	Kentucky		Tennessee		Virginia		West Virginia	
	Language	Share of English language learner population (percent)	Language	Share of English language learner population (percent)	Language	Share of English language learner population (percent)	Language	Share of English language learner population (percent)
First most common language	Spanish	47	Spanish	62	Spanish	61	Spanish	26
Second most common language	Bosnian/Serbian/Croatian	13	Vietnamese	5	Korean	5	Arabic	9
Third most common language	Vietnamese	6	Arabic	4	Vietnamese	5	Khmer	9
Fourth most common language	Japanese	5	Korean	2	Urdu	4	Japanese	4
Fifth most common language	Arabic	4	Japanese	2	Arabic	4	Korean	3
Number of English language learners	5,119		12,350		35,298		1,139	

Source: Retrieved June 15, 2006, from <http://www.ncela.gwu.edu/policy/states/reports/statedata/2001>.

web resources for further information on names are listed below for each language. Popular web sources may be less reliable, so users will want to consult several sources to identify patterns.

The descriptions of naming in the various cultures, discussed here in alphabetical order, include basic information on the patterns that names generally follow (table 2). Choices about what information to include were based on judgments of what would be most useful to schools. The resources can be consulted to understand exceptions to the basic forms described here.

The information provided here will not answer all the questions that arise in schools and districts regarding name differences, but it should help make educators aware of the scope of the challenge and assist them in making basic decisions.

Arabic names

Name elements and their ordering. Naming practices differ across the Arab world, and there is a

great deal of variability in Arab names. In general, they consist of a given name, sometimes with more than one part, followed by up to six names that reflect the person's paternal ancestry. In some parts of the Arab world the government requires use of a family name. The given name is normally written first, and the surname may be preceded by an article. For example:

Abdul Rahman Al-Alawi	
Given name	<i>Abdul Rahman</i> [meaning Servant of the Merciful One]
Middle name	—
Family name	<i>Al-Alawi</i>

When the student's name includes the father's and grandfather's name, it may be preceded by *bin/libn* (son of) or *bint* (daughter of). The use of *bin* is typical of Peninsular names, especially those in Saudi Arabia.

Abdul Rahman bin Tariq bin Khalid Al-Alawi	
[literal meaning: Abdul Rahman, son of Tariq, son of Khalid, of the family Al-Alawi]	

TABLE 2

Summary of main characteristics of traditional personal names by language

Language	Order	Number of given names	Number of family names	Women’s family name	Use of Roman alphabet	English spelling variability	How to address parents
Arabic	Given name, set of patronymics ^a	More than one part	Several parts (for example, son of + father’s given or family name)	Women keep their own name at marriage	No	High	Mr. [given name] or [family name] Mrs. [given name] or [husband’s given name] or [family name]
Bosnian/Serbian/Croatian	Given name, family name	One	One (father’s)	Women adopt husband’s name	Yes	Medium	Mr. [family name] Mrs. [family name]
Japanese	Family name, given name	One or two	One (father’s)	Women adopt husband’s name	No	Medium	Mr. [family name] Mrs. [family name]
Khmer	Family name, given name	More than one possible	One (father’s)	Women keep their own name	No	High	Mr. [family name + given name] Mrs. [family name]
Korean	Family name, given name	Two part	One single-syllable (father’s)	Women keep their own name	No	High	Mr. [family name] Mrs. [husband’s family name]
Spanish	Given name, family name	Two	Generally two (father’s and mother’s in that order)	Women keep their paternal name; add husband’s paternal name	Yes	Low	Mr. [paternal family name] Mrs. [her paternal family name] or Mrs. [de + husband’s paternal family name]
Urdu	Given name, family name	More than one	One (father’s given name or father’s family name)	Women adopt husband’s name	No	High	Mr. and Mrs. [name selected as family name in United States]
Vietnamese	Family name, middle name, given name	One or two	Generally one (father’s)	Women keep their own name	Yes	High	Mr. [given name] Mrs. [given name] or Mrs. [husband’s given name]

a. A name that derives from the father’s name.

Source: Authors’ analysis based on data described in text.

Bin is less common in some parts of the Arab world (such as Egypt and Iraq), so this name may also be written as

Abdul Rahman Tariq Khalid Al-Alawi

As the examples suggest, the given name is the most stable, invariable part of an Arab name. What follows differs in different parts of the Arab world and can even differ for an individual, depending on the situation.

In the United States Arabs may adopt American naming conventions because of the length and inherent variability of Arab names. In that case, they might reduce their full name to a given name and a family name shared by other members of the family:

Abdul Rahman Al-Alawi

Parents’ names, child’s name. Women normally retain their own name—a given name followed by

the father's name—when they marry. Thus, a student's name may differ from the mother's name.

Spelling. Arabic is generally written in the Arabic alphabet. When Arabic names are written in the Roman alphabet, alternative spellings are possible because of differences between the sound system of Arabic and English and because of differences in pronunciation across the Arab world. *Muhammad*, *Muhamed*, and *Imhemed* are different spellings of the same name, as are *Khaddafi* and *Qadafi*, and *Abdul Rahman* and *Abderraman*.

Addressing parents. Parents can be addressed as *Mr.* and *Mrs.*, followed by the family name that they have selected for use in the United States. A married woman may also be addressed as *Mrs.*, followed by her name. Her husband can be addressed as *Mr.*, followed by his name.

Parents are often referred to as “the father/mother of” plus the name of their first son plus the person's given name:

Abu Yusuf Hasan

[the father of Joseph, Hasan]

Umm Ja'far Aminah

[the mother of Ja'far, Aminah]

Database recommendation. If the family presents documents with a variety of surnames, the registrar should ask what surname they have selected for use in the United States and enter that name. If a surname has not been selected, the registrar should advise the family to select one. Other surnames can be captured in the comments field in the order in which they occur in the native name.

Resources

Print

Nydell, M. K. (2006). *Understanding Arabs: A guide for modern times* (4th ed.). Yarmouth, ME: Intercultural Press.

Schimmel, A. (1989). *Islamic names*. Edinburgh: Edinburgh University Press.

Popular web sites

- General Information on Arabic names
 - Arabic Name on Wikipedia web site: http://en.wikipedia.org/wiki/Arabic_name
 - Arab Names in What's in a Name? on Roger Darlington's Homepage: <http://s170032534.websitehome.co.uk/useofnames.html>
 - Period Arabic Names And Naming Practices on About.com web site: http://genealogy.about.com/gi/dynamic/offsite.htm?zi=1/XJ/Ya&sdn=genealogy&cdn=parenting&tm=5&gps=68_11_1276_779&f=00&su=p284.8.150.ip_&tt=14&bt=1&bts=1&z=http%3A//www.s-gabriel.org/names/daud/arabic-naming/
- Common male Arabic given names
 - Male Arabian Names, Arabic Names on 20,000 Names from Around the World web site: http://www.20000-names.com/male_arabian_names.htm
- Common female Arabic given names
 - Female Arabian Names, Arabic Names on 20,000 Names from Around the World: http://www.20000-names.com/female_arabian_names.htm
- Arabic baby names
 - Arabic Baby Names on Baby Name Guide web site: <http://www.babynamenameguide.com/categoryarabic.asp?strCat=Arabic>
 - Islamic/Muslim Baby Names on The Milli Gazette web site: <http://www.milligazette.com>

com/misl/muslim_islam_islamic_baby_names_girl_boy_name.htm

- Romanized writing systems for Arabic
 - Romanization of Arabic on Wikipedia web site: http://en.wikipedia.org/wiki/Arabic_transliteration
- Questions and answers about Arab Americans
 - 100 Questions and Answers about Arab Americans: A Journalist’s Guide on Detroit Free Press web site: <http://www.freep.com/legacy/jobspage/arabs/arab3.html>

Bosnian/Croatian/Serbian names

Name elements and their ordering. The term *Bosnian/Croatian/Serbian* was created as an alternative to *Serbo-Croatian*, which was used to refer to one of the official languages of the former Yugoslavia but is offensive to many native speakers today. This document uses the term *Bosnian/Croatian/Serbian names* to refer to personal names of Bosnians, Croats, and Serbs. Whether Bosnian, Croatian, and Serbian are different varieties of the same language or three separate languages is controversial. All three are mutually intelligible—meaning that speakers of any one can understand speakers of the other two.

Bosnian/Croatian/Serbian names consist of a given name and a family name, in that order:

Božidar Filipović	
Given name	<i>Božidar</i>
Middle name	—
Family name	<i>Filipović</i>

Bosnian/Croatian/Serbian names do not normally include a middle name.

Many family names end in *-ić* (pronounced like the English word *each*). Many women’s given names end in *-a* (pronounced like the *a* in *father*) or *-ica* (pronounced “EET-sa”). Names ending in

-ić may be written with *-itch* or *-ich* in the United States to indicate pronunciation; or they may be written as *ic* and pronounced as “ik” (as in *music*).

Parents’ names, child’s name. Women adopt their husband’s family name at marriage, and the student will have the same family name as the parents.

Spelling. Bosnian and Serbian use the Roman and the Cyrillic alphabets, while Croatian uses only the Roman alphabet. Spellings in the two alphabets generally show a one-to-one correspondence. Bosnian/Croatian/Serbian names written in the Roman alphabet may include letters with diacritics (ć, č, đ, š, and ž). Even though the practice of using the closest English symbol (such as *č* and *ć* written as *c*) could result in two different names being written the same, that practice is often followed in the United States.

Addressing parents. Parents of Bosnian, Croatian, and Serbian students should be addressed as *Mr.* and *Mrs.*, followed by their family name. It is also acceptable to address them as *Mr.* or *Mrs.*, followed by their given names.

Database recommendation. If the spelling of the family name varies on different documents, the registrar should ascertain which spelling the family prefers.

Resources

Print

Hawkesworth, C., & Jović, I. (2006). *Colloquial Croatian*. New York, NY: Routledge.

Magner, T. F. (1972). *Introduction to the Croatian and Serbian language*. State College, PA: Singidunum Press.

Maners, L. (1995, December). The Bosnians: An introduction to their history and culture. In *CAL Refugee Fact Sheet Series No. 8* (rev. ed.). Washington, DC: The Refugee Service Center, Center for Applied Linguistics.

Popular web sites

- Common Croatian and Serbian names
 - Serbian and Croatian Names on Behind the Name web site: <http://www.behindthename.com/nmc/ser.php>
- General information on the Bosnian language
 - Bosnian Language on Wikipedia web site: http://en.wikipedia.org/wiki/Bosnian_language
- General information on the Croatian language
 - Croatian Language on Wikipedia web site: http://en.wikipedia.org/wiki/Croatian_language
- General information on the Serbian language
 - Serbian Language on Wikipedia web site: http://en.wikipedia.org/wiki/Serbian_language
- General information on Serbo-Croatian
 - Serbo-Croatian Language on Wikipedia web site: <http://en.wikipedia.org/wiki/Serbo-croatian>

Japanese names

Name elements and their ordering. In Japan the family name precedes the given name or names, and there are no middle names. Sometimes there are two given names. For example:

Suzuki Eichi	
Family name	<i>Suzuki</i>
Middle name	—
Given name	<i>Eichi</i>

Japanese families in the United States may adopt the American naming order and place the given name before the family name (Eichi Suzuki).

Sometimes the family name will be written in all capital letters (SUZUKI Eichi or Eichi SUZUKI) to differentiate it from the given name.

Male given names often have the following endings:

_____	-ro
_____	-ta
_____	-ichi

Female given names often have the following endings:

_____	-ko
_____	-mi
_____	-ka
_____	-na

Parents' names, child's name. At marriage, a woman typically takes the husband's family name.

Spelling. The traditional Japanese writing system does not use the Roman alphabet, but systems have been developed for writing Japanese using the Roman alphabet. The most widely used, especially in the English-speaking world, is the Revised Hepburn Romanization system. This system requires the use of a few special characters, such as a macron to indicate some long vowels (such as *ā* for the long *a* vowel), and an apostrophe to note the separation of certain sounds. For example, the Japanese name written with the characters for *ju-n-i-chi-ro-u* is Romanized in Revised Hepburn as *Jun'ichirō*.

When Japanese words are written in English, spelling can be quite variable. Thus the same name may be spelled differently in different documents that families present. Some common alternate spellings for Japanese sounds that do not occur in English are listed below:

- a/ah/aa/ā
- di/zi/ji
- du/dzu/zu
- dy/zy/j
- sy/sh
- si/shi

- ti/chi
- tu/tsu
- ty/ch
- gw/g
- hu/fu
- wi/i
- wo/o
- ye/e
- kw/k
- mb/nb
- mm/nm

Addressing parents. Parents should be addressed as *Mr.* and *Mrs.*, followed by the family name (Yamamoto Kenji should be addressed as Mr. Yamamoto and his wife as Mrs. Yamamoto).

Database recommendation. The registrar should ask which of the names is the surname and which is the given name in case there has been westernization of the name.

Resources

Print

Asian Pacific American Handbook. (1998). Names: Getting them right. In *Harmony in diversity: Recommendations for effective library service to Asian language speakers*, 131–133. California State Library. Retrieved August 7, 2007 from <http://www.library.ca.gov/services/docs/names.pdf>

Backhouse, A.E. (1993). *The Japanese language: An introduction*. Oxford: Oxford University Press.

O’Neill, P.G. (1972). *Japanese names*. New York: Weatherhill.

Scholarly web sites

- Pronunciation of Japanese names
 - *Japanese Names in Cal Poly Pomona Asian Name Pronunciation Guide on Cal Poly Pomona* web site: <http://www.csupomona.edu/~pronunciation/japanese.html>

Popular web sites

- General information on Japanese names
 - Japanese Name on Wikipedia web site: http://en.wikipedia.org/wiki/Japanese_name
 - How Do Japanese Names Work? in Sci.Lang.Japan Frequently Asked Questions on Sci.Lang.Japan Newsgroup web site: <http://www.sljfaq.org/afaq/japanesenames.html>
 - Japanese Names in What’s in a Name? on Roger Darlington’s Homepage: <http://s170032534.websitehome.co.uk/useofnames.html#Japanese>
- Common male Japanese given names
 - How Do Japanese Names Work? in Sci.Lang.Japan Frequently Asked Questions on Sci.Lang.Japan Newsgroup web site: <http://www.sljfaq.org/afaq/japanesenames.html>
- Common female Japanese given names
 - How Do Japanese Names Work? in Sci.Lang.Japan Frequently Asked Questions on Sci.Lang.Japan Newsgroup web site: <http://www.sljfaq.org/afaq/japanesenames.html>
- Japanese given names
 - Japanese Names on About Names: Meaning and Origin of Given Names web site: <http://www.aboutnames.ch/japanese.htm>
- Japanese family names
 - Most Popular 500 Japanese Surnames on Japanese Name Translation web site: http://www.japanese-name-translation.com/site/top500_Japanese_family_names.xls

- Japanese baby names
 - Japanese Baby Names on Pick Baby Names web site: http://www.pickbabynames.com/_country/Japanese.html
- Romanized writing system for Japanese
 - Romanization of Japanese on Reference.com web site: <http://www.reference.com/browse/wiki/Romaji>

Khmer (Cambodian) names

Name elements and their ordering. In Khmer (pronounced “khmai”) the family name precedes the given name, and middle names are very rare. Given names can consist of more than one name. For example:

Sok Sam Bo	
Family name	Sok
Middle name	—
Given name	Sam Bo

Parents’ names, child’s name. Women retain their family name when they marry. A student will have the same family name as the father but a different family name from the mother.

Spelling. Khmer does not use the Roman alphabet, but there are several Romanization systems for Khmer. As with other languages, Romanizing Khmer names results in variable spelling in English because Khmer has sounds that do not occur in English. Khmer has a very rich sound system with 25–27 vowel sounds, depending on the dialect, and 17–21 consonant sounds. As with Japanese and Arabic, Khmer Romanization uses special characters (as in kâoh).

Addressing parents. It is generally appropriate to address parents using both the family name and the given name. Thus, Keo Saroeun would be called Mr. Keo Saroeun. Even though married women retain their family name, it is

appropriate to address them using the husband’s given name.

Database recommendation. The registrar should ask which of the names is the surname and which the given name in case there has been westernization of the name.

Resources

Print

Asian Pacific American Handbook. (1998). Names: Getting them right. In *Harmony in diversity: Recommendations for effective library service to Asian language speakers*, 131-133. California State Library. Retrieved August 7, 2007 from <http://www.library.ca.gov/services/docs/names.pdf>

Center for Applied Linguistics. (1981). *The peoples and cultures of Cambodia, Laos, and Vietnam*. Washington, DC: Author.

Morrow, R.D. (1989). “What’s in a name? In particular, a Southeast Asian name?” *Young Children*, 44 (6), 20–23.

National Indochinese Clearinghouse, Center for Applied Linguistics. (1978, November). Teaching English to Cambodian students. In *Indochinese Refugee Education Guides* (General Information Series No. 18). Arlington, VA: Author.

Tebeau, Sue. (1977). Cultural factors: A guide to understanding Asian ESL students. *Bilingual Education Resource Series*, Olympia, WA: Washington Office of the State Superintendent of Public Instruction.

Scholarly web sites

- Pronunciation of Cambodian names
 - Cambodian Names in Cal Poly Pomona Asian Name Pronunciation Guide on Cal Poly Pomona web site: <http://www.csupomona.edu/~pronunciation/cambodian.html>

- Pronunciation of Khmer
 - Vowels on Northern Illinois University, Center for Southeast Asian Studies, Cambodia SEAsite web site: <http://www.seasite.niu.edu/khmer/writingsystem/vowhtml/vowelsmain.htm>
 - Consonants on Northern Illinois University, Center for Southeast Asian Studies, Cambodia SEAsite web site: <http://www.seasite.niu.edu/khmer/writingsystem/consonant/conmain.htm>
- Khmer language
 - Khmer on Languages of the World web site: <http://www.nvtc.gov/lotw/months/april/khmer.html>

Popular web sites

- Romanized writing system for Khmer
 - Romanization of Khmer on Wikipedia web site: http://en.wikipedia.org/wiki/Romanization_of_Khmer
- Khmer writing system
 - Khmer Alphabet on Omniglot web site: <http://www.omniglot.com/writing/khmer.htm>

Korean names

Name elements and their ordering. In Korean the family name precedes the given name, and middle names are not used. Most Korean names consist of a family name followed by two given names. When they are written in the Roman alphabet, they are sometimes hyphenated. For example:

Kim You-Kyong	
Family name	<i>Kim</i>
Middle name	—
Given name	<i>You-Kyong</i>

Many Korean Americans switch the order of their names so that their family name is last, as in You-Kyong Kim.

Kim, Park, and Lee are the most common Korean family names. There are approximately 250 Korean family names, but more than half of the Korean population uses these three. So the given name has great significance in distinguishing individuals.

Parents’ names, child’s name. In Korea women retain their own family name at marriage, so a student will have the same family name as the father but a different family name from the mother. However, there is a current trend toward dual family names consisting of the father’s family name and the mother’s family name. Korean-American women usually follow the American model and adopt their husband’s family name.

Spelling. Traditionally, Korean does not use the Roman alphabet, but Romanized spelling systems have been developed for Korean. The McCune-Reischauer system is common in North Korea. The Revised Romanized system became the official writing system in South Korea in 2000. This system uses the Roman alphabet without special characters. But some names have been written in ways that ignore those two Romanization systems. As a result, there is a great deal of variability in the way that Korean names are written in English. Some of the possible spellings for the three most common family names follow:

- Kim, Gim, Ghim
- Lee, Rhee, Ri, Yi, I
- Park, Pak, Bak, Bag

Addressing parents. Parents should be addressed as *Mr.* and *Mrs.* followed by the family name (for example, Rho Tae-Woo should be addressed as Mr. Rho, and his wife as Mrs. Rho).

Database recommendation. The registrar should ask which of the names is the surname and which is the given name in case the name has been

westernized. If the spelling of the family name varies on different documents, the registrar should ask which spelling the family prefers.

Resources

Print

- Kim, I. (1996). *Colloquial Korean*. London: Routledge.
- Lee, I., & Ramsey, R. S. (2000). *The Korean language*. Albany, NY: State University of New York.
- Tebeau, S. (1977). *Cultural factors: A guide to understanding Asian ESL students* (Bilingual Education Resource Series). Olympia, WA: Washington Office of the State Superintendent of Public Instruction.

Scholarly web site

- Pronunciation of Korean names
 - Korean Names in Cal Poly Pomona Asian Name Pronunciation Guide on Cal Poly Pomona web site: <http://www.csupomona.edu/~pronunciation/korean.html>

Popular web sites

- General information on Korean names
 - Korean Name on Wikipedia web site: http://en.wikipedia.org/wiki/Korean_name
- Common Korean family names
 - List of Korean Family Names on Wikipedia web site: http://en.wikipedia.org/wiki/List_of_Korean_family_names
- Romanized writing system for Korean
- The Romanization of Korean on Tour2Korea web site: http://english.tour2korea.com/02Culture/KoreanLanguage/roman_korean_language.asp?kosm=m2_9&konum=subm4_1

- Korean Romanization Chart: <http://www.glossika.com/en/dict/Korpin.pdf>
- Korean Go Terms Discussion on Sensei's Library web site: <http://senseis.xmp.net/?KoreanGoTerms%2FDiscussion>

Spanish names

Name elements and their ordering. Naming practices differ in different parts of the Spanish-speaking world, but Spanish names generally consist of two given names and two family names. The given names are written before the family names. For example:

María Teresa García López	
Given name	<i>María Teresa</i>
Middle name	—
Family name	<i>García López</i>

The family name (García López) consists of two names: the father's family name (García), which occurs first, followed by the mother's family name (López).

The use of two family names in official documents is very widespread in most Spanish-speaking countries, but in Argentina only the paternal family name is used. Thus, if María Teresa had been born in Argentina, her birth certificate would have only her paternal family name:

María Teresa García

As for given names, traditionally it has been very common for Hispanic parents to pass on their own personal names to their children, especially to the eldest son.

Girls in Spanish-speaking countries are often named María, after the Virgin Mary, followed by a second name, as in María Teresa or María Luz. Because María occurs so frequently, girls are often called by the second given name or some form of it.

Parents' names, child's name. In Latin American countries a woman takes her husband's name by

adding his paternal family name preceded by the preposition *de* (meaning *of*). Because names can become quite long, people often drop the maternal name at marriage. Thus, if María Pilar Gómez Sánchez married José Antonio Ruiz Alvarado, she might choose to become

María Pilar Gómez de Ruiz

María Teresa and José Antonio's children would take their father's first family name and their mother's first family name in that order. So if they named their daughter Isabel Luz, she would be

Isabel Luz Ruiz Gómez

Spelling. Spanish uses the Roman alphabet. Characters with diacritics are usually rendered without the diacritic marks in the United States (for example, *García* is often written *Garcia*).

Addressing parents. Parents are addressed as *Mr.* and *Mrs.* followed by the paternal family names. So María Teresa Pilar Gómez de Ruiz would be Mrs. Gómez, and José Antonio Ruiz Alvarado would be Mr. Ruiz.

Database recommendation. If the database cannot handle a multipart surname, the first family name should be entered and the second surname captured in the comment field.

Resources

Print

- Gosnell, C. F. (1938). *Spanish personal names: Principles governing their formation and use which may be presented as a help for catalogers and bibliographers*. New York: The H.W. Wilson Company.
- Ruiz-Pérez, R., López-Cózar, D. & Jiménez-Contreras, E. (2002). Spanish personal name variations in national and international biomedical databases: Implications for information retrieval and bibliometric studies. *Journal of the Medical Library Association*, 90(4), 411-430.

Scholarly web sites

- General information on Spanish names
- Cellini, D. E. (1997). *En un nombre, que hay? An introduction to Spanish personal names*. Adrian, MI: Teacher Education Department, Adrian College. Retrieved August 7, 2007 from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/0e/aa.pdf.

Popular web sites

- General information on Spanish names
- Spanish Naming Customs on Wikipedia web site: http://en.wikipedia.org/wiki/Spanish_names
- Iberian naming customs
- Iberian Naming Customs on Wikipedia web site: http://en.wikipedia.org/wiki/Spanish_and_Portuguese_names
- Spanish orthography
- Spanish Orthography on Wikipedia web site: http://en.wikipedia.org/wiki/Writing_system_of_Spanish
- Spanish pronunciation guides
- Spanish Pronunciation Guide on Lingolex Learn Spanish web site: <http://www.lingolex.com/pronounce/index.htm>
- Spanish Pronunciation Key on The Pacific Coast of Mexico web site: http://www.tomzap.com/sp_key.html
- Spanish Pronunciation Tutorial on StudySpanish.com: <http://www.studyspanish.com/pronunciation/index.htm>

Urdu names

Name elements and their ordering. The structure of Urdu names is variable. Generally names consist of a given name and family name in that order. For example:

Mohammed Arif Akram	
Given name	<i>Mohammed Arif</i>
Middle name	—
Family name	<i>Akram</i>

The entire name may be written together or separated into given name and family name. The given name may include a personal name (Arif) and a religious name (Mohammed). A woman's name may include a personal name and a female title (such as Bano, Begum, Bi, Bibi) or another personal name. An individual may be addressed by the full name or by one of its parts.

Children usually take their father's personal name as a family name, but they may also take the father's family name. So Yusuf Ali Akram's daughter's name will be:

Khalida Parween Yusuf	
Given name	<i>Khalida Parween</i>
Middle name	—
Family name	<i>Yusuf or Akram</i>

Parents' name, child's name. When women marry, they often change their names. They may take their husband's personal name as their family name or their husband's entire name or just his family name.

Spelling. Urdu uses a modified form of the Arabic script. There is no standard way of representing the sounds of Urdu in the Roman script. For instance, the letter *t* is used to represent three different sounds of Urdu (all of which may sound the same to an English speaker).

Addressing parents. Parents may be addressed as *Mr.* and *Mrs.* plus the family name that they have selected for use in the United States.

Database recommendation. Because both the structure and the spelling of Urdu names are quite variable, the registrar should check carefully for variability in documents that the family presents and ask which version the family has selected for use in the United States. That name can be entered, with other varieties captured in the comments field.

Resources

Print

Alli, W. E. (1975). *Basic Urdu and English wordbook*. Author.

Scholarly web site

- Urdu names
- Urdu Names in Urdu on BBC web site: http://www.bbc.co.uk/voices/multilingual/urdu_writing_system.shtml

Popular web sites

- Urdu names
- Urdu-Arabic Names: http://www.geocities.com/~abdulwahid/muslimarticles/names_paki.html
- Urdu family names and given names for males and females
- Urdu-Arabic Names: http://www.geocities.com/~abdulwahid/muslimarticles/names_paki.html
- Urdu on Wikipedia web site: <http://en.wikipedia.org/wiki/Urdu>
- Romanized writing system for Urdu
- Roman Urdu on Wikipedia web site: http://en.wikipedia.org/wiki/Roman_Urdu

Vietnamese names

Name elements and their ordering. In Vietnam, Vietnamese names consist of a family name, a middle name, and a given name, in that order. For example:

Nguyen Van Khai	
Family name	<i>Nguyen</i>
Middle name	<i>Van</i>
Given name	<i>Khai</i>

In the United States Vietnamese students may adopt the American naming order (Khai Van Nguyen).

There are only about 100 family names, and more than 40 percent of the Vietnamese population has Nguyen as the family name.

Vietnamese given names may consist of one or two names. Middle names may have the following functions in Vietnamese:

- To indicate a person's generation
- To indicate separate branches of a large family
- To indicate an individual's birth order in the family
- To indicate a person's gender.

Parents' names, child's name. Usually Vietnamese women retain their own family name at marriage, so a student will have the same family name as the father but a different name from the mother.

But some Vietnamese families have a dual family name consisting of the father's family name followed by the mother's family name (for example, Nguyen Le Van Khai, where Nguyen Le is the two-part family name).

Spelling. Vietnamese uses the Roman alphabet, but it has characters with diacritics, usually to represent vowel sounds that do not occur in English

(such as *đ, ã, â, ê, ô, ú*). Spelling variation in English is to be expected.

Addressing parents. Vietnamese people are addressed primarily by their given names. In formal situations *Mr., Miss,* or *Mrs.* precedes the given name (for example, Mr. Khai).

Database recommendation. The registrar should ask which of the names is the surname and which is the given name in case there has been westernization of the name. If the spelling of the family name varies on different documents, the registrar should ask which spelling the family prefers. This spelling should be entered, with other spellings captured in the comments field.

Resources

Print

Asian Pacific American Handbook. (1998). Names: Getting them right. In *Harmony in diversity: Recommendations for effective library service to Asian Language speakers*, 131–133. California State Library. Retrieved August 7, 2007 from <http://www.library.ca.gov/services/docs/names.pdf>.

Center for Applied Linguistics. (1981). *The peoples and cultures of Cambodia, Laos, and Vietnam*. Washington, D.C.: Center for Applied Linguistics.

Do, H. D. (1999). *The Vietnamese Americans*. Westport, CT: Greenwood Press.

Luong, H. V. (1990). *Discursive practices and linguistic meanings: The Vietnamese system of personal reference*. Amsterdam: John Benjamins.

Morrow, R. D. (1989). What's in a name? In particular, a Southeast Asian name? *Young Children*, 44(6), 20–23.

National Indochinese Clearinghouse, Center for Applied Linguistics. (1976). *Indochinese Refugee Education Guides*. General Information Series No. 6. Arlington, VA.

Nguyen, A. (1998). Vietnamese in the United States. In *Harmony in diversity: Recommendations for effective library service to Asian Language speakers*, 81–106. California State Library. Retrieved August 7, 2007 from <http://www.library.ca.gov/services/docs/vietnamese.pdf>.

Nguyen, D. (1997). *Vietnamese*. Amsterdam: John Benjamins.

Rutledge, P. J. (1992). *The Vietnamese experience in America*. Bloomington, IN: Indiana University Press.

Tebeau, S. (1977). *Cultural factors: A guide to understanding Asian ESL students* (Bilingual Education Resource Series). Olympia, WA: Washington Office of the State Superintendent of Public Instruction.

Thompson, L. C. (1965). *A Vietnamese grammar*. Seattle, WA: University of Washington Press.

Tri, B., Logan, L., & Gordon, F. N. (1976). *Han hanh duoc gap (Happy to meet you)*. Harrisburg, PA: Pennsylvania Department of Education, Bureau of Curriculum Services.

Scholarly web site

- Pronunciation
 - Vietnamese Names in Cal Poly Pomona Asian Name Pronunciation Guide on Cal Poly Pomona web site: <http://www.csupomona.edu/~pronunciation/vietnamese.html>

Popular web sites

- General information on Vietnamese names
 - Vietnamese Name on Wikipedia web site: http://en.wikipedia.org/wiki/Vietnamese_name#_ref-0
 - Vietnamese Names on Tu Dinh Nguyen's Homepage: http://www.saigon.com/~nguyent/hoa_03.html
 - Vietnamese Names in What's in a Name? on Roger Darlington's Homepage <http://s170032534.websitehome.co.uk/useofnames.html#Vietnamese>
- Common Vietnamese names
 - Family Name in Vietnamese Name on Wikipedia web site: http://en.wikipedia.org/wiki/Vietnamese_name#_ref-0
 - Vietnamese Names on Adopt Vietnam web site: <http://www.adoptvietnam.org/vietnamese/names.htm>
 - Vietnamese Names on Behind the Name web site: <http://www.behindthename.com/nmc/vie.php>
- Vietnamese baby names
 - Vietnamese Baby Names on Baby Name Box web site: <http://www.babynamibox.com/vietnamese-baby-names.html>

APPENDIX

ABOUT THE SOURCES IN THIS REPORT

Contrasting conventions for naming across cultures present challenges in education and in other domains of public life, such as health, intelligence, security, law enforcement, and social services. The challenges differ somewhat across these domains—deceit may be a greater issue in intelligence than in education. The need for detail also differs. In every case decisions about what information on naming conventions is likely to be useful must take the users' context into account. Although certain facts have broad relevance, such as the basic structure of Hispanic names, other information may be less useful (how to address parents may be less valuable in the intelligence arena than it is in school).

To assess the need for information for schools on naming conventions in other cultures, we conducted a review of print and web resources. Most of those located were deemed inadequate, based on errors of fact and oversimplification of the complexities associated with structural and, especially, spelling differences. Others did not pertain directly to schools. So we conducted a review of naming conventions for the languages other than English that are spoken most frequently in Kentucky, Tennessee, Virginia, and West Virginia.

We identified sources of expertise by conferring with our network of linguists and other language scholars. We also conducted a review of the literature. The following resources were consulted: primary sources reporting scholarly research, reliable Internet sites reporting scholarly research, popular Internet sites such as Wikipedia, native speakers of the languages, and linguists and other language scholars with expertise on the structure and use of the languages. The following scholars and native speakers contributed to this effort:

- Dora Johnson, Center for Applied Linguistics
- Mohammed Louguit, Center for Applied Linguistics
- Heather McCallum-Bayliss, Office of Disruptive Technology, U.S. Government
- Huy Nguyen, Center for Applied Linguistics
- Margaret Nydell, Georgetown University
- America Pinal, Center for Applied Linguistics
- Steven M. Poulos, University of Chicago
- Jeong Ran Ryu, Center for Applied Linguistics
- Leonard Schaefer, Language Analysis Systems
- Lupe Hernandez Silva, Center for Applied Linguistics
- Dan Singh, Center for Applied Linguistics
- Sanja Todoric-Bebic, Center for Applied Linguistics.

Primary print sources were identified by consulting the Education Resources Information Center, Modern Language Association, and Language Behavior Abstracts databases, and every effort was made to access these sources through the Georgetown University library, which houses a large collection of linguistics volumes. All available sources were reviewed. The Resources sections of the report list those consulted in detail.

Information obtained from popular web sites where the source of the information was not clearly scholarly was verified where possible through comparison with scholarly sources. Discrepancies were resolved by consulting a further scholarly source and then reviewing the findings with linguists who have expert knowledge of naming conventions in the languages and native speakers of the language, who have expert though limited knowledge.

In lieu of a reference list, the references are presented in the Resources list for each language. The list includes popular web sites, even though not all

of the information has been verified by consulting other sources, because these sites may be generally helpful to educators wanting to learn more about the languages and their use.

Identifying structural features of names was quite challenging because the literature on naming is sparse, because naming conventions for a language vary geographically, and because there are many exceptions to general patterns. We decided to report the general patterns that schools would be likely to encounter. Characterizing spelling was more complicated. The phonological systems of all of the languages contrast with that of English, and there are also alphabetic differences. Research entailed examining accounts of the sound system and writing system of each language and then judging how much of this information might be useful to schools. For languages that use the Roman alphabet, some of the symbols not found in English are included in the examples to demonstrate the kinds of differences that schools may encounter. For languages using a non-Roman writing system, such as Korean, research focused on the Romanized version of the writing system.

Decisions about what information to include in this document and how to express it were guided by the need to make the document useful to nonlinguists who encounter unfamiliar names. For that reason, citations do not appear in the text. As an example of the kind of information that was not included, detailed information about the phonological systems of the languages does not

appear here because it will probably be opaque to nonspecialists, even though such differences affect the spelling of students' names in English. Three district-level administrators reviewed drafts for the utility of the information provided and offered suggestions for revision, to which subsequent drafts responded.

This study focuses on contrasts in naming conventions and on ways in which practitioners might use the information. Further work is needed on database considerations. For example, attention to the approaches to record-linking used in areas outside of education could be helpful to the extent that they systematically take cultural differences into account. Work on accommodating naming differences being conducted in other areas is relevant to continuing to address the challenges in education. Because much of the work is not published, it is difficult to access. Partnerships across government agencies in which there is concern about names could be of use to schools.

In addition, information on naming conventions across cultures is broadly relevant to school staff members who work with children and families from other cultures. It will help them address and refer to students in ways that respect their heritage. Doing so conveys concern for children's welfare and attitudes of appreciation for the broad range of ways in which social identity contrasts. The information on naming presented here could be reformatted for use in teacher professional development.