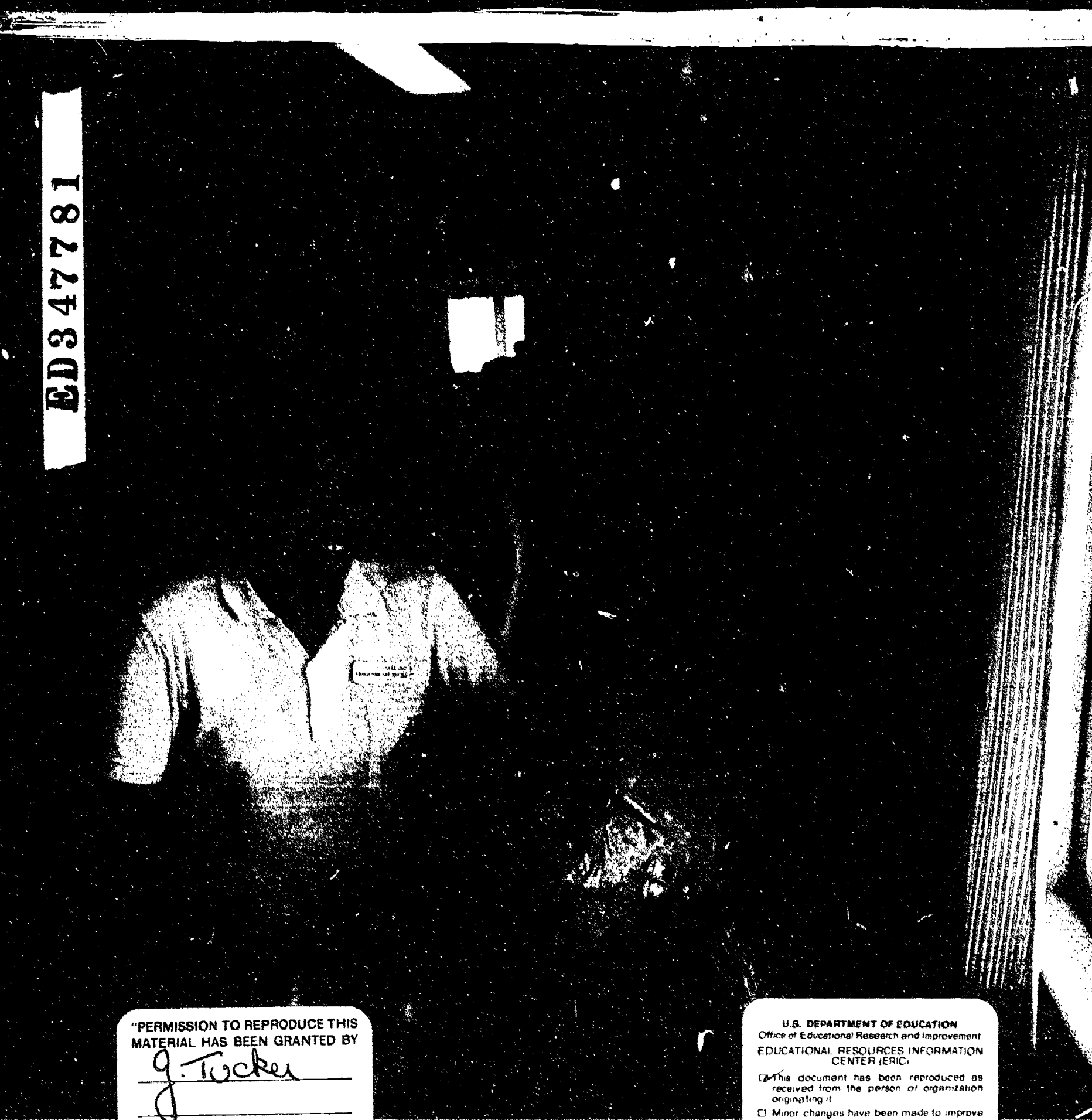
DOCUMENT RESUME

ED 347 781 FL 017 650

TITLE	Passage: A Journal of Refugee Education. 1988.
INSTITUTION	Center for Applied Linguistics, Washington, D.C.
SPONS AGENCY	Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE	88
NOTE	106p.; Ceased publication with this issue. For previous years, see ED 254 099, ED 273 096-101, and ED 289 343.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Passage: A Journal of Refugee Education; v4 n1-2 Spr-Sum 1988
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Acculturation; Bilingual Education; Classroom Techniques; Cognitive Style; Communicative Competence (Languages); Course Descriptions; *Cross Cultural Training; Cultural Education; *English (Second Language); Foreign Countries; Language Laboratories; Multimedia Instruction; Recreational Facilities; *Refugees; Science Instruction; Second Language Instruction; Simulation; Student Motivation; Teacher Education; Teaching Assistants; Vocabulary Development; Vocational Adjustment; *Vocational Education; Work Experience Programs; Young Adults
IDENTIFIERS	*Asians; Content Area Teaching

ABSTRACT

This combined theme issue contains articles on the following topics: science and the communicative classroom; educational and recreational facilities in the Phanat Nikhom, Thailand refugee camps; learning styles; use of visual aids for language teaching; whole language methods for second-language writing instruction; bilingual cultural orientation; training assistant teachers as refugee culture brokers; teachers training teachers; young adult refugees; motivation; refugee mental health; a factory simulation; teacher exchange programs in Bataan, Philippines; development of a textbook for instruction in English as a Second Language (ESL); viewing cultural orientation as learning a system of relationships; teaching vocabulary to upper-level students; using students' skills to generate language; meeting the needs of upper-level ESL students; a work experience program; a culturally-oriented language lab curriculum; video as a training tool; and follow-up discussions in cultural orientation. (MSE)



THE OVERSEAS REFUGEE TRAINING PROGRAM

The Overseas Refugee Training Program, which began in the fall of 1980, prepares Indochinese refugees for life in the U.S. The Bureau for Refugee Programs of the U.S. Department of State contracts with U.S.-based implementors to provide training at two Southeast Asian sites: Bataan in the Philippines and Phanat Nikhom in Thailand. In addition, the Bureau funds a Refugee Service Center in Manila. Implementors for the program are the International Catholic Migration Commission in Bataan; a consortium of Save the Children Federation, the Experiment in International Living, and World Education in Phanat Nikhom; and the Center for Applied Linguistics in Manila.

Although the training sites are located in different countries with different physical surroundings and are operated by a number of agencies, the essential program goals and specific curriculum objectives are consistent from one site to another. Instruction is provided for all adult refugees up to 55 years of age from Vietnam, Laos, and Cambodia. Students in the program follow a 20-week course of study, comprising 500 hours of instruction in English as a Second Language (ESL), Cultural Orientation (CO), and Work Orientation (WO). The needs of younger people are met through the Preparation for American Secondary Schools (PASS) program for refugees between the ages of 11½ and 17. At Bataan, refugee children ages 7 to 11½ years attend classes at Preparing Refugees for Elementary Programs (PREP), implemented by World Relief Corporation. In Bangkok, Thailand, a small-scale orientation program is provided for Vietnamese in the Orderly Departure Program. The Bureau for Refugee Programs also funds a short CO program for Eastern European refugees departing for the U.S. from Austria, Italy, Germany, and Yugoslavia.

A percentage of the students participating in the program are regularly tested, and results show that the refugees are learning English language, work orientation skills, and information about American culture that will help them toward self-sufficiency in the U.S. Pilot projects test the efficacy of new materials and teaching techniques in an effort to keep the program dynamic and able to meet the needs of refugees. By the end of FY 1987, 193,000 refugees had graduated from the State Department's program.

Front Cover: 1987 Bataan graduate Kongkham Banthavong takes a break from her job as a kitchen helper at Iliff Nursing Home in Vienna, Virginia, to chat with one of the residents. A D-level student and assistant teacher in Bataan's training program, Kongkham began working at Iliff one month after she arrived in the U.S. in August 1987. She found the job through a Lao friend.

Back Cover: Kongkham in ESL class at Arlington County (Virginia) Education and Employment Program (Top) and in typing class at the Employment Training Program, also in Arlington (Bottom). Both programs encourage students to work while they are studying. After graduating from the typing class, Kongkham got a job as a file clerk in Arlington. She continues to work at the nursing home on weekends.

The photographer is John Ranard, based in New York City, whose photographs have appeared in numerous publications, including *The Washington Post*, *The Village Voice*, and Joyce Carol Oates' *On Boxing*, published by Doubleday in 1987.

passage
a journal of refugee education

Volume 4, Numbers 1 & 2
Spring & Summer 1988

Passage is a joint project of the agencies implementing the Overseas Refugee Training Program.

Implementing Agencies

The International Catholic Migration Commission
World Relief Corporation
Bataan, Philippines

The Consortium: Experiment in International Living, Save the Children Federation, World Education
Phanat Nikhom, Thailand

The Intergovernmental Committee for Migration
Western Europe and Botswana

The Refugee Service Center, Center for Applied Linguistics
Manila, Philippines
Washington, D.C.

Passage has been developed and printed under a cooperative agreement with the Bureau for Refugee Programs of the U.S. Department of State. The material appearing herein does not necessarily represent the policy of that agency, nor the endorsement of the Federal Government.

Passage is published three times a year and distributed by the Center for Applied Linguistics, with offices located at 1118 22nd Street, NW, Washington, D.C. 20037 and The Victoria Bldg., 8th floor, 429 United Nations Ave., Ermita, Metro Manila, Philippines.

Back issues are available for $3.00 each from the Center for Applied Linguistics.

Passage is funded by the Bureau for Refugee Programs of the U.S. Department of State.

CONTENTS

FEATURES

DEPARTMENTS

A Message from the U.S. Department of State

Early this year, the Bureau for Refugee Programs and the agencies that implement the Overseas Refugee Training Program faced the difficult task of cutting program costs. It soon became clear that we would be forced to eliminate or reduce in scope a number of services we had offered in the past. In deciding where to cut, we looked first at services that did not directly affect the quality of instruction. Unfortunately, *Passage* fell in that category. We regret to announce that, for this reason, this will be the last issue of *Passage*.

Despite the cuts that budget restraints have imposed, the program will continue its efforts to provide refugees with the most effective training possible. By the time this issue of *Passage* goes to press, curriculum developers at the two training sites will have put the final touches on a special curriculum for 17- to 22-year-olds. Their work is the latest in a series of efforts to meet the needs of particular student groups, among them teenagers, young children, pregnant women and women with young children, and low-level learners.

The Refugee Service Center (RSC) in Washington, D.C., will continue to maintain a two-way flow of information between the overseas training sites and refugee resettlement and education programs in the U.S. As in the past, up-to-date information on the overseas program will be provided to U.S. service providers in workshops conducted by the RSC staff and field associates with recent experience in the overseas training program. A new publication (as yet untitled) in a newsletter format will provide overseas program staff with an in-depth look at the resettlement experiences of different refugee groups.

We regret the demise of *Passage*, which has been a most effective forum for information exchange. We will especially miss the opportunity *Passage* provided to present the views and suggestions of our readers who are U.S. service providers. The training program has benefited greatly from your experience. All of us associated with the training program wish to thank you for your past contributions and hope you will continue to work with us in achieving our common goals in refugee education.

Ann Morgan
Chief of the Office of Training
Bureau for Refugee Programs
U.S. Department of State

Editors' Note

Over the past four years, *Passage* has provided refugee educators in the Overseas Refugee Training Program and their colleagues in the U.S. an opportunity to share their ideas and their work in a professional journal. Ten issues and seven hundred pages later, this eleventh and final issue of *Passage* proves that the overseas refugee training program remains one of the most creative places for a refugee educator to work.

More importantly, as testing in the camps and tracking of refugees in the U.S. demonstrate, the program makes a difference: Students are learning, and what they're learning is helping them get a head start in their resettlement in the U.S. In this issue, we publish a letter from one of our readers, Brenda Otterson of Lutheran Social Service of Minnesota, who writes, "Your 'departees' are amazing us regularly with their cultural awareness, cooperativeness, and knowledge of the resettlement process."

Perhaps some of these "departees" studied in Eugene Labiak's class. Labiak is an American Studies instructor in the PASS program at Phanat Nikhom refugee Camp. In this issue, his article, "Let's Get Motivated!", reflects many of the skills and qualities that *Passage* was designed to document. Labiak shows what a classroom is like when the teacher demands the best from his students and himself. "Surprise yourself! Surprise me!" he seems to be saying to his students, and with that kind of infectious energy and enthusiasm, is it any surprise that they do?

* * * * *

Passage has been the collective effort of many people—too numerous to mention here. We would, however, like to give recognition to a group of people whose contribution has been invaluable. They are the site editors. Without them, *Passage* would not have been possible. Their conscientiousness, commitment to high standards, and enthusiasm helped make *Passage* a success.

Passage Site Editors 1984-1988

Galang Refugee Processing Center

David Armstrong
Linda Schneider

Philippine Refugee Processing Center

Lauren Crawford
John Duffy
John Marston
Mildred Seewald
Robert Walsh

Phanat Nikhom Refugee Camp

Dory Bayer
Mary Pat Champeau
Joan Combellick
Christina Herbert
Tom Van Blarcom
Ken Westhusing

Bad Soden, Germany

Robert Waterbury

Letters to the Editor

To the editor:

Thank you so much for the copy of *Passage* (Summer 1987) you sent me. It is very much appreciated.

There is, however, one production error that I would like to point out in Irene Felsman's and my article [*editor's note:* "Mental Health Service Delivery for Refugees: Training Paraprofessionals" *Passage* 3:2] on pages 47–52. It has something to do with the photo credits. On pages 49 and 50, the credits should be for Mr. Paul Tañedo, not Mr. Dan Pamintuan. The pictures on those two pages, taken a long time ago by Mr. Tañedo, are part of our files and were lent to *Passage* by Irene. Mr. Pamintuan only took the pictures that appeared on pages 48 and 52.

I hope you could make the necessary correction.

Again, thank you very much. Wishing you more power for 1988!

Sincerely,
Becky Verdun-Lanes
Training Specialist
Community Mental Health
& Family Services, Inc. (CMHS)

Thank you for letting us know of the oversight. Our apologies to you and Mr. Tañedo. —Editors

✍ ✍ ✍

To the editor:

Previous issues of your magazine invited communication from us in resettlement staff as a way to contact camp programs. If it is possible, please pass on the following to Bataan and Phanat Nikhom cultural orientation classes.

Cases coming to northern Minnesota must take three or occasionally four planes before arrival. Layover time in Minneapolis/St. Paul is short enough to create regular baggage problems.

The excellent job of teaching the recognition and use of baggage claim checks is evident. However, when one loses luggage, *tickets* must be submitted to begin a search. Refugees tend to produce a mountain of ICM identification tags, boarding passes, etc., not knowing what the ticket is or does. Tickets are often forgotten in Dad's pocket, dropped in among medical papers, etc. With no bilingual workers and no sample tickets available to show, I find this sometimes means a 30–45 minute delay.

You've done such a good job of teaching the importance of the ICM tags, it's hard to convince a new arrival we must search for something else. Could you perhaps explain that "boarding passes" are useful to get *on* a plane, but the *ticket* is the "whole story" of the trip, and therefore necessary for luggage searches? Maybe even teach them to keep the ticket near the luggage claim checks? Since I receive only the number of the *arriving* flight, the claim is dependent completely upon information on the ticket.

Also, those cases which come to the Lake Superior region usually are booked straight through via Seattle and Minneapolis/St. Paul, arriving at about 10:30 PM. We have lovely summers here, but the lake effect in the evenings is astounding. Our recent arrivals have come to weather in the upper 70's in the day, but only 35° to 45° at night, sometimes with accompanying winds. If it is possible, please have northern Minnesota and Superior, Wisconsin, cases bring long sleeves. The "West Coast winter" jackets are not given out in the summer. In the meantime, I will continue to haul quilts to the airport and have sponsors bring extra layers, just as we must do the rest of the year.

Keep up the good work. Your "departees" are amazing us regularly with their cultural awareness, cooperativeness, and knowledge of the resettlement process.

Sincerely,
Brenda Otterson, Area Coordinator
Refugee Resettlement/NE
Lutheran Social Service of Minnesota

Science and the Communicative Classroom

David Blair and Roberto Tagalog
Philippine Refugee Processing Center

To make science and math classes more interesting, teachers in the Preparing Refugees for Elementary Programs (PREP) at Bataan sometimes use the "class demonstration" approach. In these lessons, the teacher shows students how a process works, rather than merely talks about it. Usually the students have been given questions to answer as they watch, so they pay close attention while the teacher prepares a soap bubble solution, or shows how a magnet works.

But what if the students are given both a question and the materials with which to find the answer? Rather than watching a demonstration, they could be carrying out the investigation themselves. The teacher would then be free to move among the students, monitoring progress and asking questions. As they work together, the children would have the opportunity to talk with each other, as well as with the teacher. The result would be much more student talk and less teacher talk.

The PREP program is now introducing new math and science activities for the eight- to eleven-year-olds to give them more "hands on" experience with materials, not only for their enjoyment and interest, but also for the language practice students get when they talk about what they are doing. A number of language teaching specialists, such as Chamot & O'Malley (1987) and Mohan (1986), have pointed out the positive link between instruction in the "content areas" and language acquisition. Others, such as Lansdown (1971) and Collison (1974), have described the critical importance of students "talking together" as they develop understanding of new concepts. We are applying insights from this research and teaching experience in our PREP classrooms at Bataan.

Sample Lesson

Sitting between the front two desks, where all the children can see her clearly, Anna, the teacher, holds up and names four objects: a battery, a bulb, a piece of wire, and a flashlight. She turns the flashlight on and off, opens it to show the batteries inside, and points out the bulb. Anna then explains that every two students will receive a battery, a bulb, and a piece of wire, and that they will try to make a light. She repeats the explanation, and lists the materials on a chart taped to the board.

As Anna distributes the materials to each table of four, she stops to ask how many batteries each table will get. When a student answers, "One," she shakes her head. Another student says, "Two." She nods and, as she distributes the batteries, repeats, "One battery for two students." The language is repeated again for bulbs and wire.

PREP students make a light with the battery, bulb, and wire, and draw diagrams of their circuits.

Photo by Roberto Tagalog.

As the children look over the materials, Anna encourages them to begin making a light, and some try—rather tentatively at first—to assemble the materials. Soon everybody is involved with a partner, arranging battery, bulb, and wire, and talking with each other, mostly in Vietnamese. In a couple of minutes, light bulbs are blinking on around the room. As each team succeeds, Anna greets their success with enthusiasm:

"Great! Terrific! You made a light! Good job!" She passes out paper to each pair, and asks them to draw

their battery, bulb, and wire. She draws a sample diagram at the board, erases it, and again asks everyone to draw.

Next, Anna calls for their attention and explains that she will give every team another piece of wire. They will try to make a light with one battery, one bulb, and two pieces of wire. She passes out the wire, and in almost no time, the light bulbs are blinking again. Anna has the children draw again, and when most of the teams have completed diagrams, she asks them to put down their batteries, bulbs, pencils, and paper, and to sit on the mat in front of the board.

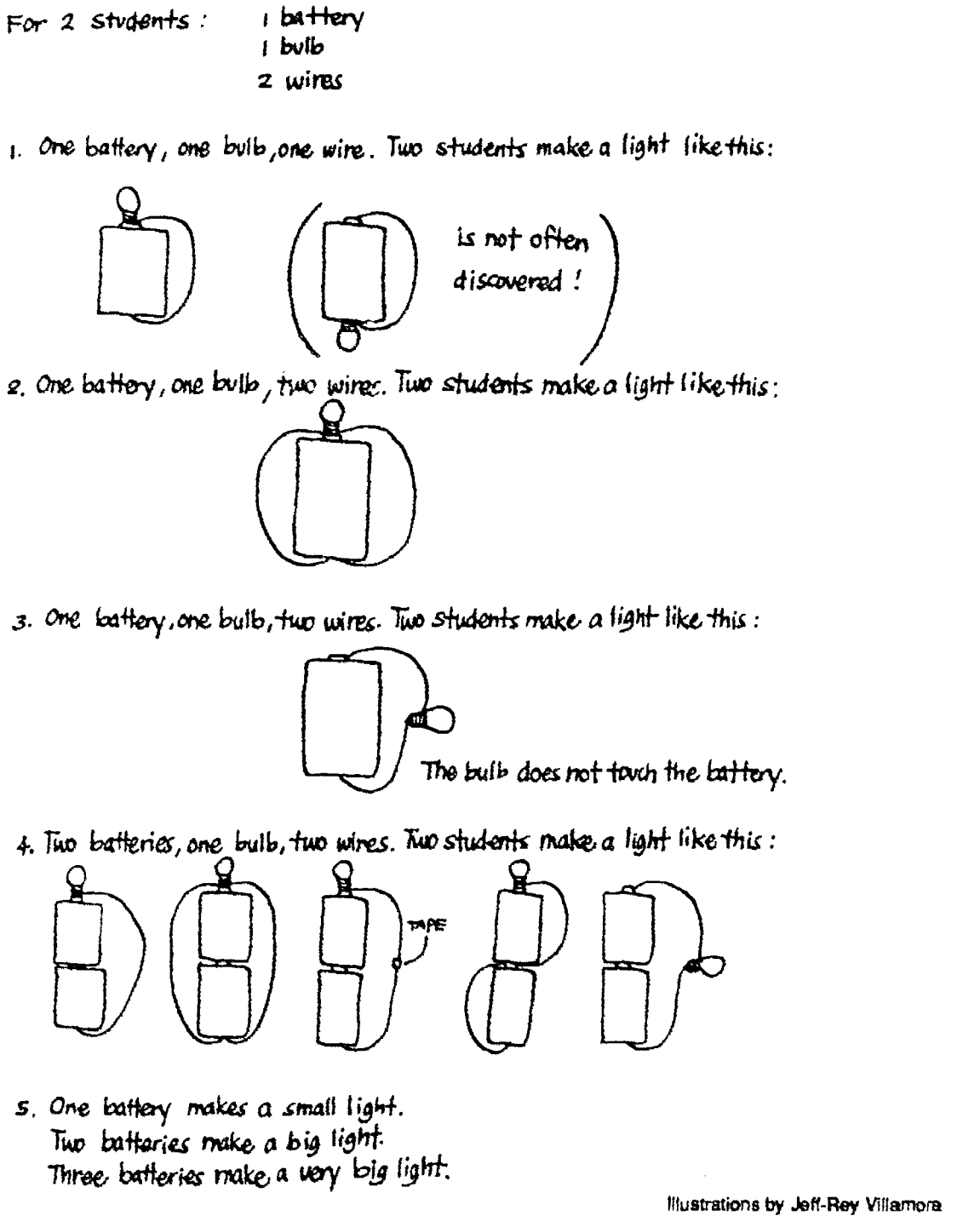
At the board, the class adds to the chart showing the list of original materials. Anna writes a big numeral *1*.

"What did I give you at first?" She points to the materials and writes the students' responses.

"What did you do with them? What did you make?"

"Light."

Figure 1. Students' experiments are recorded on one large chart at the front of the room.



Illustrations by Jeff-Rey Villamora

She records their exact words: *1. One battery, one bulb, one wire. Two students make a light like this.* (See Figure 1, item 1.)

When Anna writes the numeral 2 on the chart and asks, "What did I give you next?" several students repeat the model and respond, "Two. One battery, one bulb, two wires. Two students make a light like this." This time a student draws the diagram on the chart. (See Figure 1, item 2.)

Anna points out that everyone made a light by touching the bulb to the battery. She points to the drawings, and mimes "touch" with several students.

"Very soon you will go back to your desks and you will make a light again. But this time, the bulb cannot touch the battery." She demonstrates with battery and bulb, repeats the instructions, and asks the children to return to their seats and try to make a light this new way.

All the children's bulbs light up again, but none manages to accomplish it without touching the bulb to the battery. When some of the students are close to finding the solution, Anna offers them hints. After a time, the students admit they're stumped. Although some have arranged the four elements of the circuit in the correct order, none have discovered the difference between the side and bottom of the bulb.

Anna quickly puts a circuit together. The bulb lights, and a light also goes on in students' heads! Within moments, they are completing the circuit, as Anna moves around the room, commenting on their work and asking them to draw the circuit. She encourages them to try touching the wires to the bulbs in different places, until they can predict what will work and what won't.

Anna calls the class up front again, and a student writes her classmates' words, copying from the sentences above: *3. One battery, one bulb, two wires. Two students make a light like this.* Anna adds one more sentence: *The bulb does not touch the battery.* (See Figure 1, item 3.)

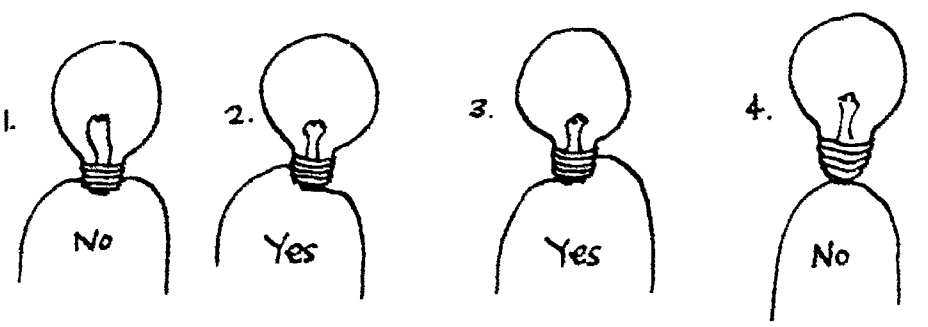
Pointing out the side and the bottom of the bulb, Anna draws four large light bulbs with different wire connections (see Figure 2). As she draws the first three and asks, "Will this make a light?" the students answer "yes" or "no." She asks a student to draw the fourth combination of wires, and the class answers, "No!"

The children are sent back to their desks one more time and asked to make a light using two batteries. The children find several different ways of completing a circuit, and Anna again asks them to draw their solutions, and then try another way. Some students tape their batteries and connections together, and are able to leave their desks while the bulbs stay on! One pair makes a switch by touching the wire to a terminal, then letting it spring back. An hour after the lesson began, the children are still going strong.

Anna calls them to the board for one last addition to the chart. The students summarize the latest explorations, and one writes: *4. Two batteries, one bulb, two wires. Two students make a light like this.* (See Figure 1, item 4.)

Anna and the students identify the different parts of these circuits, and then she asks, "What kind of light does one battery make?" She and a helper alternate making a light with one battery, then two, several times, and ask the children to watch the lights. She repeats the question. The students answer, and she writes (adding plurals, articles, and verb endings): *5. One battery makes a small light. Two batteries make a big light. Three batteries make a very big light.* This final statement is their prediction of what will happen using three batteries, and it is confirmed when three batteries are joined. The lesson has lasted an hour and ten minutes. It will be continued the following day, beginning with a review of the chart.

Figure 2. Students are asked about possible wire connections.



Illustrations by Jeff-Rey Villamora

Analysis

The "discovery" lesson has two basic parts: the investigation and the discussion, which, in this case, alternate with each other. The investigation requires a clear sequence of instructions and distribution of materials. The students must understand the problem set before them and have the materials they need to work with. They must also be prepared to work together. All this is possible, but not easy, in our classrooms. The presence of a bilingual aide, though not essential, was very helpful.

A student adds words and drawing to the class account of the experiments with batteries and bulbs, as David Blair watches. Photo by Roberto Tagalog.

The children quickly became involved in the activity, and with their excitement came lots of language—in this case, Vietnamese. In order to encourage the use of English, the teacher and the aide moved through the class, talking with the children as they worked, making comments and asking questions. If the students had been of different language backgrounds, more English practice would likely have resulted.

Most important, Anna asked the students to draw what they were doing, calling them away from their experiments at regular intervals to talk and write about their progress. This writing is essential, for it allows the teacher and students to consolidate the language they are using together. As students find and repeat a pattern, they begin to read the words they have heard, and then to speak them freely. The chart is there for them to consult during the lesson and to review the following day.

Lessons such as this one create an excellent situation for children to communicate with each other and with their teacher. A successful lesson requires careful selection and organization of materials, and a structured way of processing the activity, including keeping a written record of the activity as it progresses. Discovery lessons may require more materials, more time, and a bit more attention to classroom logistics than traditional demonstration lessons, but we have discovered that they also result in more learning.

References

Chamot, Anna Uhl, & O'Malley, J. Michael. (1987). *The cognitive academic language learning approach (CALLA) for limited English proficient students.* Rosslyn, VA: Inter-America Research Associates.

Collison, G. Omani. (1974). Concept formation in a second language: A study of Ghanaian school children. *Harvard Educational Review, 44*(3).

Enright, D. Scott, & McCloskey, Mary Lou. (1985). Yes, talking! Organizing the classroom to promote second language acquisition. *TESOL Quarterly, 19*(3), 431–453.

Lansdown, Brenda, et al. (1971). *Teaching elementary science through the investigation colloquium.* New York: Harcourt, Brace, Jovanovich.

Mohan, Bernard. (1986). *Language and content.* Reading, MA: Addison-Wesley.

David Blair has been a PREP curriculum specialist at the PRPC since July 1987, has taught environmental education and ESL in the U.S., and is a candidate for an MAT in ESL from the School for International Training in Brattleboro, VT. He holds an MST in elementary and environmental education from Antioch Graduate School.

Roberto Tagalog, PREP administrative assistant for curriculum and training, began at the PRPC in April 1986 as an ESL teacher in the World Relief Corporation's Youth Guidance Program. Tagalog holds a BS in agricultural engineering from Gregorio Araneta University Foundation in Metro Manila.

The Learning Center in Phanat Nikhom

Ana Turetsky, Lauren Bustard, and Sumonnat "Ou" Rattanakom
Phanat Nikhom Refugee Camp

What happens when an A-level Hmong student with no previous formal education becomes sick and misses the first crucial weeks of class? What about a student who has attended class every day, tries to participate and appears interested in learning, but simply cannot grasp the material? What are the special needs and resettlement concerns of a pregnant woman or a mother with small children? What can be done for refugee students who cannot take advantage of existing classes—students who are slow learners or those with hearing or vision problems? Are there any resources that can be provided for regular students who need "something extra?"

These are some of the questions that arose over two years ago when Consortium staff at Phanat Nikhom Refugee Camp discussed the needs of "exceptional" refugee students. Everyone agreed that if these students were not given preparation in camp, they would run a much higher risk of "falling through the cracks" in education systems and social service networks in the U.S.

At that time, "Super A" classes (described in *Passage* 2:2) in the ESL component were already available for students having physical or mental difficulties that interfered with learning. In April 1986, a dozen additional teachers and two librarians were added to the small core staff in order to begin a more comprehensive special needs program. Six supervisors and teachers set up a tutorial program and the others helped design supplementary classes for women. Super A "moved in," and the Learning Center at Phanat Nikhom opened its doors. From these beginnings, the Learning Center has grown into a full educational support system with four special service areas and an active Resource Center that is open seven days a week.

The Tutorial Program

Vue Xiong is a student in the Preparation for American Secondary Schools (PASS) Young Adult class. He seems very bright and is mastering alphabet and math concepts very quickly, but his ESL teacher is concerned about his pronunciation difficulties and lack of participation in conversation practice. His American Studies teacher reports that Vue is silent during group discussions and seems unable to answer questions, even when they are in his native language. Finally, a classmate told the teacher aide that Vue had a virus in early childhood that impaired his hearing.

A deaf student learns the sign for "airport."
Photo by Kamonthip ("Bea") Tansahawat.

When Mai Chang, a 52-year-old A-level student, arrived in camp, she had never been in a classroom before. She has now been in class for a month and only really knows the letters A and B, and numbers 1, 2, and 3. Her memory seems to come and go; sometimes she gets a correct answer, only to forget it ten minutes later. Her hands are slightly arthritic and shake when she tries to hold a pencil. Her ESL and Work Orientation (WO) teachers have tried a wide variety of teaching techniques, but they're frustrated because there are twelve other students in the class and Mai seems to be falling further and further behind.

A third student, Maly Southavone, is a young Lao woman who attended school in Vientiane and is liter-

ate in her own language. Shortly after registration, she delivered a baby, and was unable to attend the first three weeks of classes. Although she is a quick learner, her WO class has already covered basic numeracy and is now covering telling time. She is having difficulty catching up.

These three students can function within the regular class setting, but have fallen behind their fellow students. Through the Learning Center's tutorial program, they receive extra instruction and practice outside regular class hours. Students can be referred to the Learning Center and assigned to a tutor for either individual or small group sessions that meet twice a week. The tutorials are based on the curriculum of the teaching component from which the referral was made, and the tutor uses activities and techniques to meet the specific needs of each student. Some tutorials last almost the whole 20-week cycle—either reviewing or previewing weekly class content. This is usually the case with "poor memory," "slow learner," or "hearing impaired" referrals. Other students have missed just one important Cultural Orientation topic and can catch up in one to two weeks.

An increasing number of teachers are recognizing the value of individualized assistance for their students. They report not only academic progress, but, perhaps more important, increased self-esteem and confidence. It is exciting for students who have been struggling but still lag behind their classmates to discover that they can learn.

Super A

Entering the classroom, you first notice that at Station One, two people are grinding peanuts. A little to their left, at Station Two, a woman is sifting flour. The whine of an electric mixer greets you at Station Three. At Station Four, people are preparing pans and dough for baking.

We are walking through a Super A cooking simulation, which helps students develop cooperative skills as they practice with liquid and dry measurement on a simulated assembly line. A few individuals use sign language to communicate, but otherwise there is little to differentiate this hard working group of students from those in any other WO simulation. If you wait just a moment, you'll be able to participate in the "Quality Control" department and taste-test the product of their efforts—peanut butter cookies. Or you could wait and buy some when they go on sale to finance the next Super A WO simulation.

While the tutorial program was established to provide extra assistance to students already in the regular program, the Super A staff works with students whose needs cannot be met outside the Learning Center. These students enter the Super A program at different times. Some deaf, blind, and mentally retarded students are identified at registration and begin Super A classes at the same time that other students begin. Other Super A students join later, after they are referred from A-level classes during the first three weeks of the cycle. These students are observed and tested by Super A teachers to determine if they would benefit from a more specialized program. Super A students will continue to have unique needs in the U.S., so family involvement is an integral part of the Super A program. This includes conferences, group sessions, and home visits with family members to provide information about services available in the U.S.

Because Super A was originally part of the ESL component, teachers used to focus almost entirely on language instruction. But in the past two years, teachers have recognized the need for a more integrated curriculum, so CO and WO lessons have been adapted from the adult program to suit the Super A's. Like the tutorial program, Super A is individualized. Its foremost goal is to challenge each student to use his or her potential in learning situations in camp in order to prepare for the adjustment process of resettlement.

Mothers-to-be learn child development concepts in supplementary classes for women. Photo by Kamonthip ("Boa") Tansahawat.

Supplementary Classes for Women

Pregnant women and mothers of young children are given extra preparation for resettlement in weekly class sessions offering information, language, and Western concepts particular to their needs. Indochinese refugee women need careful, sensitive training to gain confidence in their ability to cope with new, sometimes frightening situations that await them in the U.S. They will need to maintain a home and perhaps hold a job while they raise their children, provide them with health care, and send them to school. In supplementary classes for women, students ask questions, make choices, and involve themselves in their own education. In these classes, they develop an understanding of social roles, conventions, and Americans' expectations. As a result, it is hoped that the

U.S. social system will seem less intimidating, and they will be confident enough to seek assistance when necessary. These refugee women learn about day care, medical and health care during pregnancy and postpartum, medical and health care for babies, child development, child abuse and neglect, home-based employment, consumerism, household safety, nutrition and cooking, personal safety, and community services. Bridging the gap between traditional and Western ways is an essential part of each lesson.

Teachers use a student-centered approach to insure that the primary culture of the women is not threatened. After all, Hmong, Mien, and Lao women have been having babies, rearing children, and managing homes successfully for many years. After affirming that traditional methods, such as calling upon a spiritual healer, are often the most appropriate in their own homelands, teachers present information to help the women to understand the different values and practices they may find in the U.S. By understanding some of these differences, refugee women develop a greater trust in U.S.-style services, and will therefore be able to make more informed choices in dealing with health care and family matters.

Some topics in the women's classes are taught outside the classroom. Women visit the Child Care Center in camp to see what a U.S. day care facility might offer. So that teachers can point out the household hazards that mothers with small children need to be aware of, the lesson on household safety is taught in the camp's model American house. The cooking simulation, where women discuss nutrition and prepare baby food with ingredients available in the U.S., is held in the WO coffee shop.

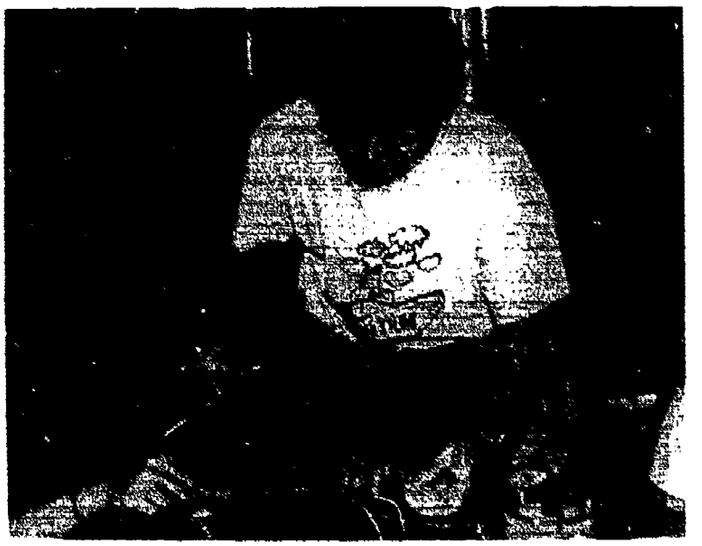
Learning Center staff create visual aids and other special materials used in the supplementary classes for women: pictures of the stages of child development, rattles made from plastic lotion containers, pull toys, etc. To prevent misunderstanding of the often complex concepts being presented, the classes are taught in the students' native languages, using a translator.

Since most of the teachers are also Asian, they bring natural insight and understanding to the concerns of their students. Many, however, have never been to the U.S., so they cannot respond with the authority of first-hand knowledge. Each cycle, American staff members in camp conduct a panel discussion for the women's classes. During the panel discussion, women are free to ask any question they want, and panelists answer as thoroughly as they can without making too many generalizations. This is difficult with questions as broad as "How can I find a job that pays enough to support my children when I don't speak much English," or as specific as "Is child care expensive in Orange County?"

Linkage with PASS

In one section of the Learning Center, small groups of students are constructing paper houses according to a specific floor plan. They have 15 minutes to complete their task. Only three groups finish in time.

"What happened?" the teacher asks the "unsuccessful" groups. There were problems, they report; some students didn't help with the work, another group spent too much time talking and not enough cutting and pasting. For the remainder of the half-hour session, the teacher and students discuss concepts important in group work: compromise, leadership, acceptance, and listening carefully when someone else speaks.



Seventeen- to 19-year-old PASS students assemble circuit boards in an on-the-job training simulation.
Photo by Kamonthip ("Bea") Tansahawat.

These are students from the PASS program—teenagers who will soon be in U.S. high schools, where it is important to build solid friendships and earn peer acceptance. This lesson is conducted in the Learning Center as part of an effort to provide PASS students additional "real world" activities to supplement their regular classes.

Prior to the activity described above, the topic "Making Friends" had already been covered in PASS American Studies classes, where students are grouped according to language ability and ethnic background. For one hour each week in the Learning Center, levels and ethnic groups are mixed in a new setting as the students practice and expand on what they have learned.

A recent development in the PASS/Learning Center program is "on-the-job-training" (OJT) simulations for the 17- to 19-year-old students in the PASS Young Adult program. Because of their ages, older teenagers may take part-time jobs while attending high school in the U.S., so they need to be prepared for the world

of work. In cooperation with PASS, the Learning Center carries out one OJT simulation each cycle. To train themselves, Learning Center teachers observed classes and trainings in the adult WO program, where there are many OJT simulations. With their newly-developed expertise and some extra help from WO supervisors, Learning Center teachers temporarily traded in their teaching jobs for supervisory positions, and their students became line workers.

In early lessons, the classes discussed employer-employee relations and expectations in the U.S., safety, common rules of the work place, and appropriate employee behavior. The necessity of asking for clarification and following all safety rules was stressed, as students learned the basics of how to work on an assembly line. When simulation day came, they successfully assembled small electronic circuit breakers, and no one had to be reprimanded for violating safety regulations or taking an unauthorized coffee break.

The PASS/Learning Center program has been particularly effective in helping students work and socialize together outside the classroom. They develop academic skills and work readiness as they gain experience in making choices about their own learning.

The Resource Center

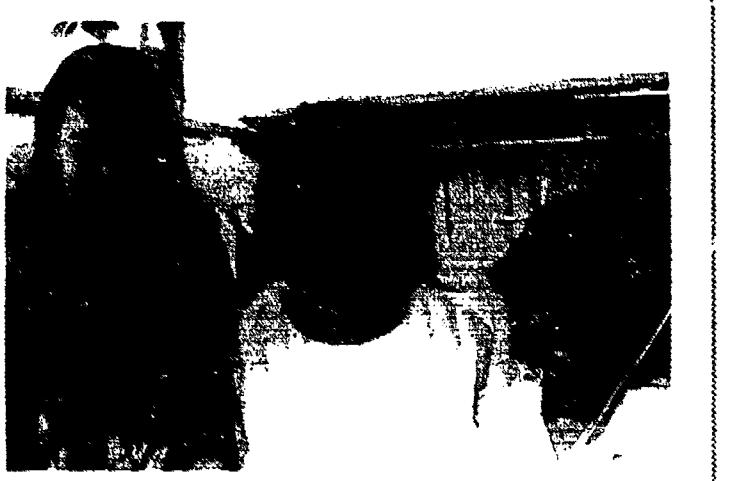
With its games, materials, books, videotapes, and story hour, the Resource Center provides the opportunity for students of all levels and ages to interact in a learning environment that promotes learner initiative, independence, and self-paced learning. There are many kinds of games, materials, and books for the students. In addition, the Resource Center sponsors exhibits, displays, and special events to enhance the students' learning experiences.

The Resource Center is open not only during regular weekday hours, but also in the evenings and on weekends. Whenever students are not in class, they are free to come and read current newspapers and magazines. There are games, picture books, and a story hour for those unable to take advantage of the printed materials. And there are review and remedial activities to help slower learners cover basic ESL material. For students who enjoy intellectual challenges, there is a "think lab" with thought-provoking stories and riddles. Others can check their job skills with the "job box," which provides a variety of exercises organized by profession. In the weekend program, students are involved in spelling bees, debates, research projects, individualized taped exercises, and other supplementary activities. Videotapes of U.S. movies are also shown every weekend.

Students can check out most of the Resource Center's reading materials, texts for language practice, as well as books for pleasure reading. Only the periodicals and reference materials must remain in the building. Before they can borrow the materials, though, students must attend an orientation session to learn the responsibilities and the rules involved in borrowing from a library. Only then are they given an official Resource Center membership card.

Conclusion

Young adult refugees, women, slow learners, those with hearing or vision problems—all find assistance in the Learning Center. The Learning Center meets the wide range of student needs in the only possible way—by providing a variety of resources. Through independent learning, guided choices, tutoring, and other approaches, hundreds of refugee students benefit from the Learning Center daily.



*Authors (left to right): **Lauren Bustard** has been a supervisor at the Learning Center at the Phanat Nikhom Refugee Camp since March 1987. Her previous experience includes teaching and counseling in special education programs in the U.S., and training special education teachers in Ecuador as a Peace Corps volunteer. Bustard holds a BS in special education from the College of St. Rose in Albany, New York, and has completed coursework for a Master's degree in international administration from the School for International Training in Brattleboro, Vermont.*

Ana Turetsky has been the coordinator of the Learning Center since July 1987. Previously, she coordinated an adult education program in Berkeley, California, and taught ESL, special education, and preschool. Turetsky holds a BA in theater and sociology from California State University in Los Angeles and an MA in education administration from San Francisco State University.

Sumonnat ("Ou") Rattanakom, a Learning Center supervisor, has been a staff member at Phanat Nikhom since October 1984. She was a CO instructor and a Learning Center instructor before assuming her present position. She holds a BA in liberal arts from Silpakorn University and has completed course work for Master's degrees in liberal arts and comparative religion from Mahidol University and Earlham School of Religion, respectively.

Starting Out in Phanat Nikhom

Jon Phillips and James Hicks
Phanat Nikhom Refugee Camp

As I enter the classroom, I hear laughter and shouts of amusement. Nine middle-aged Hmong and Mien students are sitting around a table, happily tasting tea, coffee, and cola. The teacher opens a jar of powdered cocoa. She puts a bit on a spoon, tastes it, and grimaces.

"Uhh! I don't like it!" She offers some to each student, asking, "Do you like it?" Students respond with "Yes, I do," or "No, I don't." The actual tasting of each drink makes the language immediate and meaningful. As students become familiar with the names of the food items, their responses are more fluent, and the teacher gradually expands the language content, reviewing and reinforcing previously-taught material.

"Do you drink coffee at night? Do you drink Coke in the morning? When do you drink tea? What time?" As the teacher asks these questions, she holds up clear, colorful pictures depicting the time of day. Some students respond spontaneously, others with coaxing.

The teacher then posts a chart of the sentences students have been practicing orally, introducing a new phase of the lesson: recognition of sight words. At this stage in their language learning, the students can recognize letters and words, though they cannot actually read. The students begin by responding to a series of yes/no questions. The teacher points to the word *coffee*.

"Is this coffee?" she asks.

"Yes, it is," a student responds. She points to the word *tea*.

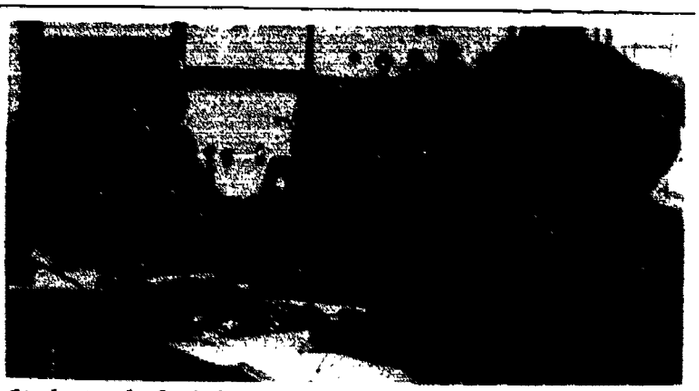
"Is this tea?"

"Yes, it is."

"Is this coffee?"

"No, it isn't."

The teacher proceeds to "Is this coffee or tea?" and finally, "What's this?" Individual students are called on to recognize and point to words. Faster students are directed to tap out their own questions and responses from the scrambled words on the chart. Other students are asked to recognize and tap out sentences dictated by the teacher or their classmates. In the second hour of the class, the students open their workbooks to practice writing, matching, and recognizing the language items they've been practicing orally.



Students check their answers on a literacy worksheet.

As I observe the class, I am impressed by the students' self-confidence. They are actively involved in the lesson, and genuinely enjoying themselves. I am especially struck by how much English the students are able to understand, recognize, and use. This is a low A-level ESL class. The students were slash-and-burn farmers from the mountains of Laos, individuals with no previous schooling or literacy skills in any language. What is more, the teacher is fairly new, having taught at Phanat Nikhom for only seven months. The teacher has been trained, but another factor strongly influences the progress of her students' learning and the carefully-planned lesson: the new A-level ESL curriculum, *Starting Out* (Consortium 1987), and the accompanying workbooks, *First Steps*, developed by James Hicks for the Consortium (1987).

The Learning Needs of A-Level Students

In 1985, representatives from the three training sites in the region (Galang, Indonesia; Phanat Nikhom, Thailand; and Bataan, Philippines) and consultants from the U.S. met to discuss how the refugee training program could better meet their students' resettlement needs. Do A-level students in the camps really need to learn the language for opening a bank account? In the U.S., do they negotiate for renting houses and apartments? Do they take part in job interviews conducted in English? Evidence showed that non-literate refugees do not do these things, and that

Figure 1. Charts

Charts are used daily with First Steps *to test and review material. The charts used in early lessons feature the alphabet, numbers, time, and money. Later ones include sentences for review. Below each chart here are sample instructions for the teacher to give to students.*

Week 1

A	B	C	D	E
F	G	H	I	J
K	L	M	N	
0	1	2	3	4
5	6	7	8	9
10		11		12
$	¢			

Point to A.
Is this A?
Is this A or B?
What's this?

Week 6

0	zero			1¢	penny
1	one	10	ten	5¢	nickel
2	two	20	twenty	10¢	dime
3	three	30	thirty	25¢	quarter
4	four	40	forty	50¢	half-dollar
5	five	50	fifty	$.01	
6	six	60	sixty	$.05	
7	seven	70	seventy	$.10	
8	eight	80	eighty	$.25	
9	nine	90	ninety	$.50	
				5¢	cents
				$.05	five cents

Point to three.
Is this six?
Is this two or three?
What's this?

Week 8

Are you	Thai?	Yes, I am.
	Hmong	
	Mien	
from	Thailand?	No, I'm not.
	Laos	
	married	
	single	
	hungry	

Point to Hmong.

Week 14

What is	next to	the	drugstore?	The	bus stop.
	across from		bus stop		bank
			market		drugstore
			bank		market

Point to the bus stop.
Read this.

the language we were trying to squeeze into a 20-week period was overwhelming for both teachers and students.

Characteristics common to many A-level students were considered. Most had never been to school before, and therefore all classroom materials were new to them; they had no study skills and lacked basic study habits; they were unfamiliar with basic classroom instructions and therefore had difficulty following them; they could not use a worksheet or text. Students at this level tended to get bored more quickly than students in the higher levels, particularly when activities were poorly focused, too long, or not sufficiently concrete. Other factors to be taken into account were that many A-level students were middle-aged or older and had hearing and vision problems. Younger A-level students might be nursing babies.

The 1985 regional ESL conference decided to revise the regional ESL competencies at all proficiency levels and to give more attention to reading and writing. The number of competencies that A-level students were expected to master was reduced to allow more time for literacy and numeracy. Phanat Nikhom's response was the development of a new curriculum for A-level students—*Starting Out*.

A Foundation in Literacy and Numeracy

Starting Out, together with its accompanying four-volume workbook, *First Steps*, is a 196-hour course designed to provide non-literate students with a foundation in the four skill areas of listening, speaking, reading, and writing. The curriculum comprises 17 units: Personal Identification, Language and Nationality, Family, Skills and Daily Routine, Social Language I and II, Health I, Telephone I, Transportation I, Health II, Transportation II, Housing, Shopping for Food, Shopping for Clothing, Telephone II, Bank and Post Office, Sponsor. Practice with numbers, time, money, and clarification language is provided in each unit.

Starting Out follows a developmental approach, in which students progress from the easy to the difficult, step-by-step. Mastery comes through practice of the same skill in different ways over a long period. Items are taught, reviewed, re-taught, and reviewed throughout the course. A wide variety of activities are offered, each designed to provide a successful experience for students. Teachers' use of carefully planned commands and questions to present and to review material further assures students' success and allows teachers to evaluate student progress at each step of the lesson. Teachers correct errors by modeling the correct response to the class, never forcing an individual student to repeat a response in front of classmates.

Curriculum Features

With the very first unit, students are introduced to reading and writing—and this is perhaps the most significant change from our previous curriculum. *Starting Out* begins with an introduction to the alphabet, and continues giving students a daily opportunity to write and read what they have learned to say in English. By the final lessons, students are reading short paragraphs of four sentences.

The instructor is the teller in this bank simulation, in which students practice filling out forms, cashing checks, and counting money.

Because practice in listening, speaking, reading, and writing is guided and integrated, speech comes spontaneously, springing from comprehension and the desire to communicate. There is no forced speech or memorization through repetition.

Lessons offer a variety of short activities to keep the class interesting and moving at a good pace. Although students are not expected to master all the material in those activities in such a short time, the practice they get in one day's activities is enough to prepare them for follow-up activities in subsequent lessons.

Activities range from reliable, traditional ones to the most effective of current instructional techniques. Charts (see Figure 1) are used every day to test and review material, such as alphabet, numbers, time, money, and later, sentences. Attention is also given to students' need to relate sounds to their written symbols (see Figure 2). Many of the worksheets help students with numeracy as well as literacy (see Figure 3).

Appropriate dialogues appear in the curriculum as they are required by the lesson objectives. Dialogues are not to be memorized, only practiced, to let students speak the language and hear it. The curriculum encourages teachers to help students practice the dialogues through a variety of techniques, including dialogue grids, flashcards, and "vanishing dialogues."

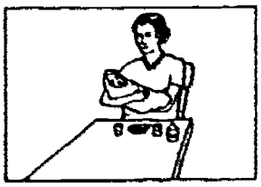
Figure 2. Sound/Symbol Correspondence

Beginning at the sixth week and continuing throughout the course, students practice initial consonant sounds, blends, and, finally, vowel/consonant combinations. Vowels are not taught as separate sounds. Only words that students have

Week 6

COPY

Mm



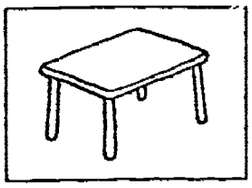
mother

male

Monday

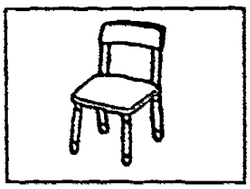
Week 9

Circle the correct sound and the correct word:



t	d
dress	table

s	c
sew	cook



b	ch
chair	book

r	w
walk	read

Week 10

COPY

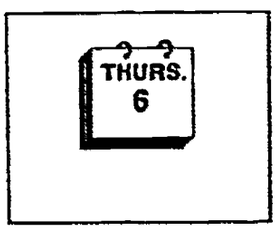
th

3

three

30

thirty



Thursday

13

thirteen

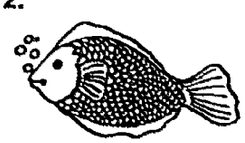
Week 10

MATCH: Circle the sound.

1.

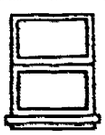
S F W

2.



S F W

3.



S F W

4.

S F W

5.

S F W

6.

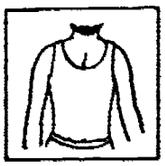
S F W

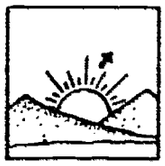
already heard and spoken appear in these exercises. Most of the words are accompanied by pictures. Abstract, low frequency, and nonsensical words have been avoided.

Week 11

r	b	s	m

Listen to the teacher and write in the correct letter:


1. __ ack


2. __ orning


3. __ ice


4. __ ew


5. __ ead


6. __ eer

Circle the word the teacher says:

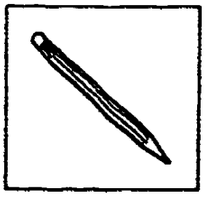
7. rice beer sew

8. morning back read

Week 12

Listen and write the correct letters.

__en__	th__



1. __ree 2. p____cil 3. chick ___.

__ing	__er

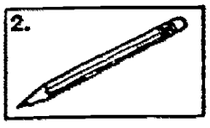
4. quart ____ 5. read ___ 6. sist ____s

Week 12

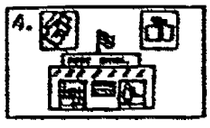
Read the word. What's the sound?

1. 

cents — cen ts

2. 
pencil — pen cil

3. 
December — De cem ber

4. 
post office — po st off ice

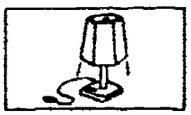
Circle the sound the teacher says:

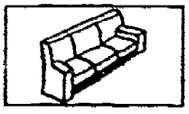
5. C B L

6. er en m

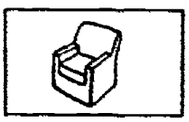
Week 13

Read the words. What's the sound?
Copy the words.

1. 
lamp — l amp

2. 
couch — cou ch

3. 
fan — f an

4. 
chair — ch air

Circle the sound the teacher says.

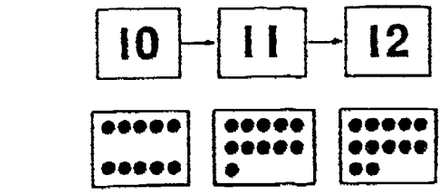
5. m c r

6. f l ch

Figure 3. Literacy Skills Worksheets

The worksheets in First Steps *are an integral part of each lesson. Literacy/numeracy tasks are: match, trace and copy, listen and point, listen and repeat, read, sequence, circle, and write from dictation.*

1



MATCH

10	9	11	10	12	10
11	11	9	10	11	12
12	9	10	11	12	12

TRACE AND COPY

2

MATCH

1. — 2:00 A.M. 2:00 P.M.
2. — 8:00 A.M. 8:00 P.M.
3. — 6:00 A.M. 6:00 P.M.

DICTATION: Circle the time the teacher says.

1. 7:00 A.M. 7:00 P.M.
2. 8:00 A.M. 8:00 P.M.
3. 9:00 A.M. 9:00 P.M.
4. 3:00 A.M. 3:00 P.M.

3

a b c d e f g h i j k l m

n o p q r s t u v w x y z

FILL IN THE BLANKS:

a		c		e	
	h		j		l
m		o		q	
	t		v		x
	z				

DICTATION: Write the letter the teacher says.

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

4

Fill in the blanks.

1. 997 ___ 999 ___ 1,001 ___ 1,003

MATCH

2. 1,000 — 100 1,000 10,000
3. 5,000 — 50,000 500 5,000

TASKS: • Listen and point.
• Read aloud.
• Write the number the teacher says.

4. 990 995 999
   a. _____ b. _____
5. 2,000 3,000 4,000
   c. _____ d. _____
6. 7,000 6,000 5,000
   e. _____ f. _____
7. 8,000 10,000 9,000
   g. _____ h. _____

5

Circle the correct answer.

How much is this?

It's $ .95.
It's $ .86.
It's $1.15.

How much is this?

It's 71¢.
It's 75¢.
It's 21¢.

In addition, the Language Experience Approach (see Hamayan & Pfleger 1987 for a description of this approach) provides students with an opportunity to write and read what they can say. To ensure that the language is meaningful and to make the class more active, some units prepare students for classroom simulations in the areas of health, transportation, shopping for food, shopping for clothing, and using the bank and post office.

Starting Out provides teachers with daily two-hour lesson plans. Figure 4 shows lesson plans for Unit 5, Social Language I, which is taught for five days. This lesson has four objectives for language and nine for literacy. There are suggested time frames for how long the teacher should spend on each objective, although teachers are free to adjust times to suit their students' needs.

Teaching vocabulary to A-level ESL students. Photo by Sunisa "Toom" Tanyasiri.

Mien students copy sentences in their workbook, First Steps.

In Phanat Nikhom, A-level students also attend listening lab classes and daily native language literacy classes, both of which support literacy lessons in their ESL classes. The listening lab lessons provide review and practice through taped exercises and worksheets which check comprehension. The native language literacy classes rely on worksheets, boardwork, and other written materials to help A-level students learn to read and write their own language. Studies indicate that acquisition of native language literacy has a positive influence on English acquisition, particularly for Hmong and Mien refugees, whose written language uses the Roman alphabet.

With each cycle, as we see the results of teaching literacy, it has become clearer that reading and writing both support and enhance the listening and speaking skills. By devoting time to literacy instruction, nothing is lost, and much is gained.

References

Consortium. *Starting out.* (1987). Phanat Nikhom, Thailand: Author.

Consortium. *First steps.* (1987). (Suppl. student workbooks 1–4). Phanat Nikhom, Thailand: Author.

Hamayan, Else, & Pfleger, Margo. (1987, Winter). Teaching ESL reading to young children: Three whole-language methods. *Passage,* 3(3), 24–29.

Figure 4. *Starting Out*

Starting Out *includes detailed lesson plans for the instructor. This sample from Unit 5 includes the session discussed in this article.*

UNIT 5	SOCIAL LANGUAGE I	LESSON 1

CONTENT

Language	Sight Words	Numbers	Money
Do you like coffee? Do you drink coffee in the morning? When? What time?	coffee, tea, Coke, milk, water, beer	optional: 100 - 900	U.S. bills

LESSON OUTLINE

	Procedure	Content	Estimated Time (min.)	Activity/Materials
1.	REVIEW	zero - ten twenty - ninety U.S. coins	15	CHART 5/1/1
2.	PRESENT AND PRACTICE	coffee, tea, Coke	10	TPR, Q/A REAL OBJECTS/PICTURES
3.	PRESENT AND PRACTICE	Do you like coffee? Do you drink coffee in the morning?	15	Q/A
4.	PRACTICE	I like coffee. I drink coffee in the morning.	15	read write WORKSHEET 5/1/4
	B R E A K			
5.	OPTIONAL: PRESENT AND PRACTICE	100 - 900	10	match listen and respond listen and repeat
6.	REVIEW	U.S. bills $1, $5, $10, $20, $50	10	read write from dictation WORKSHEET 5/1/6
7.	PRESENT AND PRACTICE	milk, water beer	10	TPR Q/A REAL OBJECTS/PICTURES
8.	PRACTICE	Do you like milk? Do you drink milk? What time? When?	15	Q/A
9.	PRACTICE	I don't like milk. I don't drink milk.	10	read write WORKSHEET 5/1/9

UNIT 5 SOCIAL LANGUAGE I 5 LESSONS

LANGUAGE

T:	Do you like coffee?	like/drink
T:	Do you drink coffee?	coffee/tea/Coke/milk/
	in the morning?	beer/water
T:	What do you like to drink	drink/eat
	in the morning?	
T:	Do you eat chicken?	eat/like
		chicken/eggs/rice/oranges/bananas
T:	Would you like a beer?	beer/Coke/milk
T:	Would you like some water?	water/coffee/tea/rice
T:	What would you like to drink?	
S:	Please. Thank you. You're welcome.	
S:	I like coffee.	
S:	Where? When? What time?	

LITERACY/NUMERACY

	Literacy	Numbers	Money
Items:	A - Z, a - z words	100 - 900	$, ¢, $_.__ U.S. coins and bills

CHECKLISTS

Language Objectives		Covered in Lessons
_____	1. Use common expressions of courtesy (please, thank you, you're welcome).	4, 5
_____	2. State preferences for food and drink.	1-3
_____	3. Respond to invitations and offers using simple language.	4, 5
_____	4. Respond to and use clarification language.	1-3, 5

Literacy/Numeracy Objectives		Covered in Lessons
_____	1. Recognize items that are the same.	1, 2, 4, 5
_____	2. Copy items.	1-5
_____	3. Recognize items said orally.	1-5
_____	4. Recognize and pronounce items correctly.	1-5
_____	5. Sequence items correctly from memory.	4
_____	6. Circle or write items dictated by teacher.	1, 2
_____	7. Recognize U.S. coins and bills by name and value (ex: a dime = ten cents).	1, 2, 5
_____	8. Read digital time using A.M. and P.M. correctly.	2, 3
_____	9. Fill out a simple form with personal ID information.	3, 4

How Is Kia Doing?

by James Hicks

Dear America,

Has anyone seen Kia? I last saw her in that A-level ESL class of Hmong women during the final week of the cycle. I got goosebumps from joy and wonder as I heard her read. I got chills listening to her answer the teacher's questions with enthusiasm and confidence. Sitting there watching her, I could hardly believe this was the same woman I had seen the first week of class. Then, she didn't even know how to hold a pencil. It was her first time in a classroom, and she was terrified. I wondered how this woman or, for that matter, any other student in that class would ever learn English. They couldn't read or write their own language, or even recognize a letter of the alphabet. I already questioned how much progress they would make under the best study conditions. Seeing them in that hot classroom, distracted by noisy classes nearby and nursing babies on their laps, I didn't think there was much hope for them.

Kia is gone now, but I still get goosebumps as I observe classes at the end of the cycle. The same small miracle is repeated with every new group of refugee students. Illiterate Hmong men and women, young and old, apply themselves at developing language skills and leave with a solid foundation in listening, speaking, reading, and writing skills.

Kia isn't just one Hmong woman—she represents a new generation of people who have entered the bright, mind-expanding world of written words. This generation of learners is very unusual. They aren't children or teenagers; most are women from 21 to 55 years of age. Despite their age, literacy has transformed them into new people ready for a new life.

Kia left Phanat Nikhom in February 1987. She left with 161 other "Kia's." This new generation of literate Hmong is growing, and will continue to grow as they apply themselves each study cycle. As of April 1988, the new generation has swelled to 1,350 people.

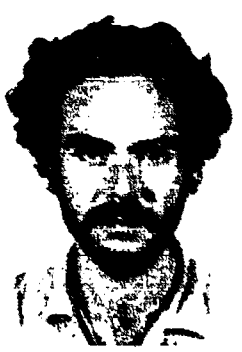
So, America, now I ask you, "How is Kia doing?" I have seen only old newspaper articles describing the painful difficulties faced by illiterate Hmong women. Could someone let me know how the Kia I know is doing? Surely someone has seen her. Please look around and let me know. Maybe she's hard to spot. She looks like other Hmong and there are many Hmong in the U.S. now, but it won't take too much detective work to find her.

Check her handwriting. It's beautiful. Watch her handle money. Kia knows the names and values of the coins and bills, and she can tell if you've given her the right change. She can look at a digital clock and tell you the time, and she knows the numbers from zero to a thousand. Ask her a few questions about herself. She can answer them. With a little help from you, Kia can fill out a simple form, and she can read sentences with simple vocabulary. She has the basic skills to study English with other beginners.

If you haven't seen Kia yet, you will. All the Hmong coming from Phanat Nikhom are of the new generation. Please look after them and help them make even more progress.

Sincerely,
James

P.S. Tell Kia I miss her and wish her well.



Jon Phillips has been an ESL support supervisor at Phanat Nikhom Refugee Camp in Thailand since March 1987. He was also an ESL supervisor for two years at the Galang Refugee Processing Center in Indonesia. Previously, he taught English in Ghana, in Nepal, and in Puerto Rico. Phillips holds an MAT in ESL from the School for International Training in Vermont and a BA in English from the University of Colorado.

James Hicks has been a curriculum developer at Phanat Nikhom Refugee Camp since June 1986. He was also an ESL supervisor in the Galang refugee program for two years. Previously, he taught English in the U.S. at the University of Louisville, in Saudi Arabia, and in Morocco as a Peace Corps Volunteer. Hicks holds an MA in psychology from DePaul University in Chicago.

Learning Styles: Implications for Teaching

Lourds Stevens and Stanley Hanna
Philippine Refugee Processing Center

One challenge at the Philippine Refugee Processing Center (PRPC) is to train Filipino teachers who instruct Indochinese refugees in English, Cultural Orientation, and Work Orientation in order to prepare the refugees for their new lives in the U.S. The variety of students' learning styles and preferences complicates the task. Both teachers and trainers have observed, for instance, that when learning the concepts of telling time, some refugees prefer to use the traditional clock face, while others prefer the digital display. Some students need the clock face in order to sense the relationship of one time to the whole day. Others prefer the digital presentation of abstract numbers, one at a time. Likewise, when simulating the use of the telephone, teachers have observed that some refugees learn by watching and reflecting on what is taking place. Others, however, need to use the telephone themselves in order to learn.

To help staff better understand these learning differences, trainers offered teachers at the PRPC a four-part in-service workshop, "Learners and the Learner-centered Classroom." The sessions covered students' learning styles, teachers' learning and teaching styles, learning style lesson planning, and the transition from classroom instruction centered around the teacher's style to one that accommodates student learning styles.

According to Guild & Garger (1985), a learning style is an "attitude or an approach that is brought to the educational process. . . . Theories of style do not provide a new set of techniques to constitute a standardized method of style. Rather, these theories provide an approach to methods already being used" (page 75).

Following this view, trainers at the PRPC modeled methods which teachers could use to give students opportunities to learn as their individual inclinations permitted. The goal was to demonstrate that real learning for both the teachers (during their in-service) and the refugees only takes place when each individual accepts responsibility for his or her own learning.

Learning and Teaching Styles

The first session began with a discussion of several questions: Who are our learners? How do individuals learn? What are their personal learning styles?

The discussion progressed naturally to the idea that people are different in what they care about and what they will spend time doing. This is just plain common sense, but it holds tremendous implications for educators.

Next, trainees engaged in a sample learning experience: how to draw stick figures with faces expressing five basic emotions. This experience was then analyzed using "key words" from David Kolb's *Learning Styles Inventory* (1976). This, coupled with trainees' reflections on how they learned in the past, formed the basis for each participant to complete his or her own personal learning style inventory. The inventory is an attitude survey that enables individuals to chart their learning styles as being predominantly in one of four modes. Each participant's style was plotted on a double axis grid, taking into account both the way information is received (perception) and the way it is processed (see Figure 1).

Bernice McCarthy (1987) has developed an educational program based on Kolb's learning styles studies. McCarthy divides individuals' learning characteristics into four basic learning styles: *imaginative, analytic, common sense,* and *dynamic* (see Figure 2). These learning style characteristics, based on the findings of many researchers, were thoroughly discussed, and each trainee's profile was interpreted. As Susan Leflar (1982) points out, "When the individual [student] has the results of the inventory interpreted, there is an exciting sense of self-discovery." (I'm an innovative person! She's analytical!) "There is also a sense of personality conflicts being explained or interpreted" (page 5). When the results of the inventories had been plotted, both teachers and trainers had a better understanding of how an individual student learns.

Once familiarity with the concepts was established, trainees took a few minutes to reflect upon their own styles. Participants then reinforced this

self-discovery by discussing the results with others in the group. Often, other group members saw them as they saw themselves, thus confirming each individual's growing understanding of his or her own unique learning characteristics.

It seemed critical at this juncture for the trainer to encourage an atmosphere of understanding: No style should be perceived as inherently bad or good; each has its own strengths and weaknesses. Individuals come to their own learning style through a unique combination of heredity, environment, and experiences. It is important that individuals accept their strengths and weaknesses, learn to capitalize on their abilities, and develop a healthy respect for the uniqueness of others. All this takes place while "furthering their ability to learn in alternative modes without the pressure of being wrong" (McCarthy 1987, page 90). Hence, the more comfortable we are about who we are, the more freely we learn, and the more we are able to learn from others.

The awareness and excitement of discovery carried over to the small group discussions that followed. Groups were formed around the four styles of the model and the style of each participant. The task was to further analyze the characteristics of their styles and how these may be manifested in their teaching styles. It was revealing to discover that sometimes a teacher's particular teaching style may be ineffective for a large portion of the students in her or his classroom.

This first training session concluded with a discussion of how we use what we have learned. The discussion led to the problem of identifying the learning styles of students at the PRPC. How does a teacher discover the learning style of a low-level student without using an inventory? A surprising number of possibilities emerged. For those students with higher language proficiency, it's just a matter of clarifying certain terms used in Kolb's inventory. Refugees who work as assistant teachers or bilingual aides in the Assistant Teachers Paraprofessional Training Program (ATPTP) have already determined their own learning styles through the inventory. An inventory, plus observation, feedback, and interactions with the students, could also reveal the student's learning preferences. For beginning students, the inventory could be filled out through translations into their native language and through oral interviews.

The teacher could also devise observation sheets for tallying students' preferences for certain activities, and generalize from that. For example, when students confirm that they prefer working with worksheets and a lot of hands-on exercises, that would reveal that they have the "common sense" learning style. Other students could be presented with different types of activities for a particular topic, and asked to choose which activity (e.g., simulation, discussion, lecture, critical incidents, or creative work) they prefer in order to accomplish a task or solve a particular problem. If a student consistently chooses a particular kind of learning activity, that would indicate a learning preference.

The "4MAT" System

The second training session offered an additional solution to the problem of identifying individual learning styles. If we make use of each of the four styles identified in the Kolb/McCarthy model, then *everyone* in the class has the opportunity to work in his or her preferred style some of the time. Each student has the chance to shine, to increase his or her self-confidence. At the same time, each is exposed to the styles of others and can learn to function more effectively in these "less preferred" learning modes.

McCarthy's "4MAT" system takes students around the four-quadrant circle implementing each of the learning styles (McCarthy 1987). The process of such instruction begins with the past experiences of the refugees and leads them to concept formulation, to practice, personalization, and, finally, to integrating the application with the experiences they face after resettlement in the U.S. (see Figure 3).

The first quadrant includes *imaginative* learners who rely heavily on personal experience and reflect on that experience. They want to know, "Why do I need to learn this?" They prefer interaction with others when checking out their ideas and feelings. The methods that work best to answer their questions are discussion and sharing, allowing them to "pull it all together." The teacher's role is to motivate the refugees, often starting with their experiences in their native country to answer the question, "Why?"

Quadrant two depicts *analytic* learners, those who are introspective and rely on their intellectual ability for understanding. They prefer to know "what" the facts are or "what" the experts say. Here, the teacher's role is to teach by giving students information in an organized fashion, resulting in a set of facts or skills which can then be used to formulate concepts.

The *common sense* learners described in quadrant three need to find the answer to "How does the concept work?" They need to try it for themselves. They personalize learning by practice and application. By providing the materials and an atmosphere open to this kind of experimentation, the teacher becomes a coach who encourages the student to try things out.

As shown in the fourth quadrant, *dynamic* learners integrate the application with experience. They rely on intuition as they test the knowledge gained through personal experience, and experiment in order to answer the questions, "What if ... ?" or "What

Figure 1

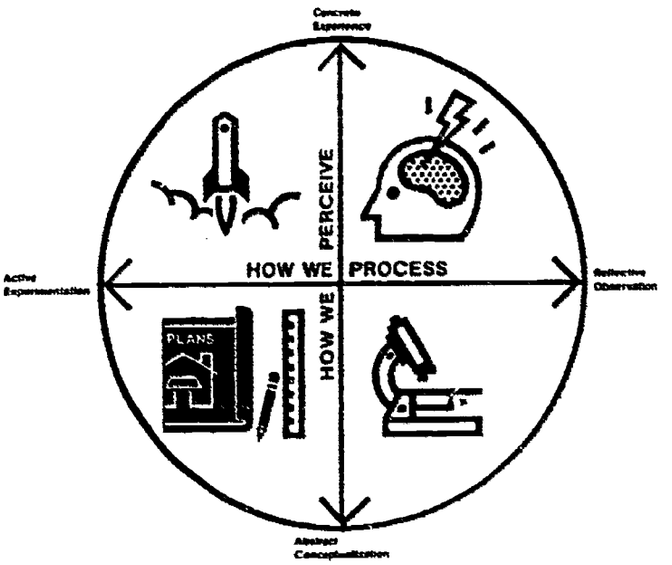


Figure 2

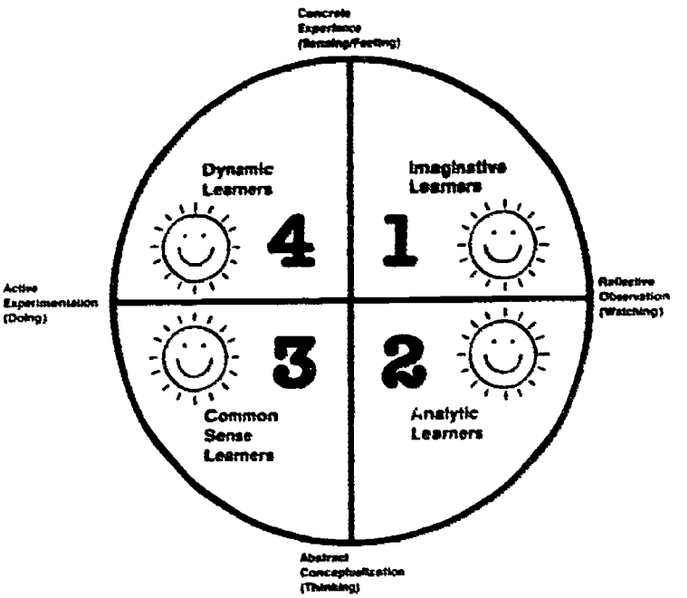
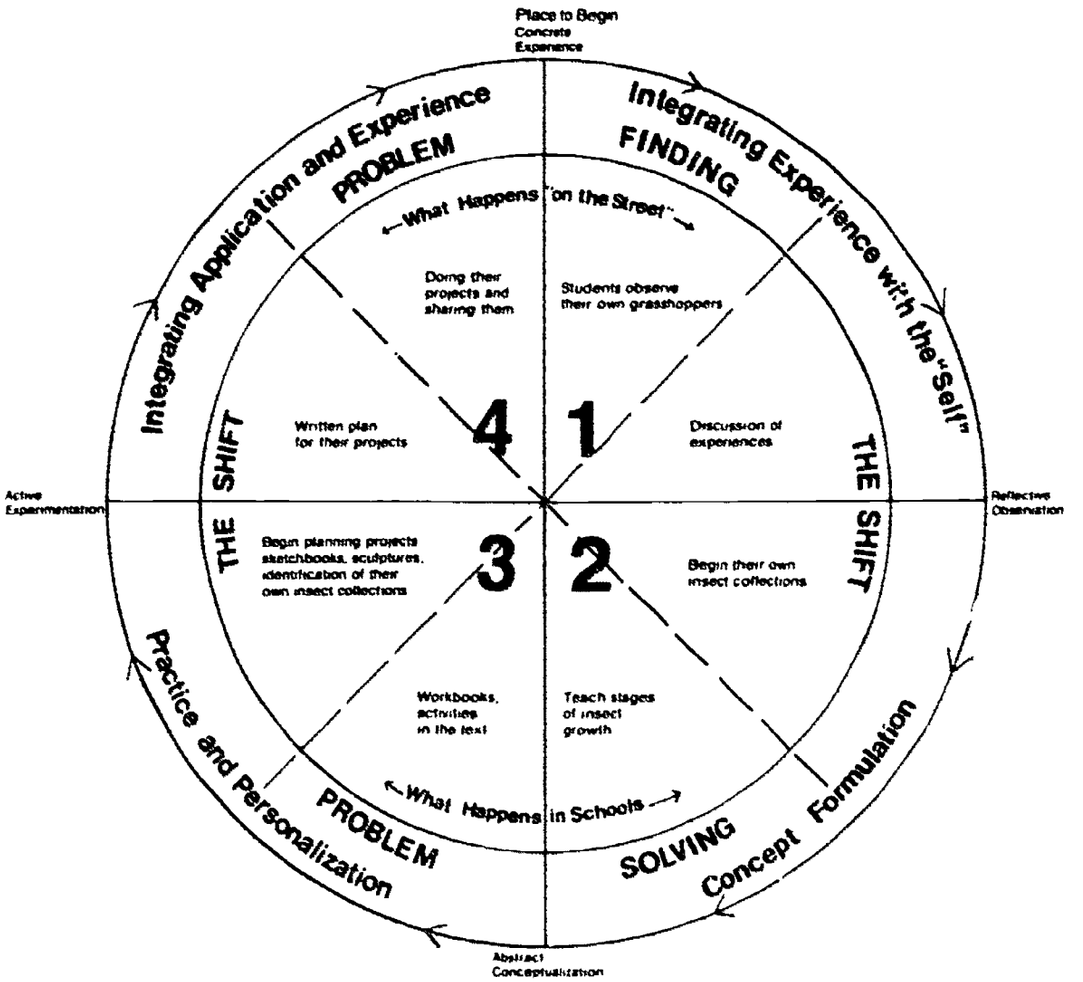


Figure 3. The Complete 4MAT System Model



Source: McCarthy, 1987, pages 24, 50, and 156. Reproduced with permission of the author.

will make this better?" Because of their need to learn on their own, active self-discovery works well. At the same time the teacher can guide, encourage, and challenge them.

McCarthy (1987) translates this into teaching practice in the following way:

Imaginative Learners
Give them a reason—"Why or why not?"
Create an experience.
Analyze that experience.
Analytic Learners
Teach it to them—"What are the facts?"
Integrate the experience into the materials.
Give them the facts/skills.
Common Sense Learners
Let them try it—"How does this work?"
Give them prepared materials.
Let them create materials of their own.
Dynamic Learners
Let them teach it to someone else—
What if . . . ?"; "What can this become?"
Analyze their creations for relevance and originality.
Do it and share with each other. (page 123)

After instruction in the "4MAT" method, teachers were asked to select a competency from their ESL, CO, or PASS program and use it to create lesson plans that would meet the learning style needs of all four types of students. Accommodating all learning types demonstrates that the teachers respect the learners as individuals with varying backgrounds and as adults who share responsibility in the learning/teaching process.

The Challenge

As teachers prepare refugees for life in a new culture, they must recognize that many refugees need to relate past experiences to their future. Relating the refugees' experience in their native country to their future in a new culture is helpful when attempting to answer the imaginative learner's question, "Why?" In addition, analytical learners can be taught by integrating this past experience into an analysis of, "What facts and skills will be needed when I arrive in my new country?" Obviously, the various simulations and practice opportunities in camp programs allow common sense learners to try out concepts and discover, "How does it work?" And finally, dynamic learners can explore the "What if . . . ?" as it relates to using past experience and new knowledge or skills in the U.S. The circle is complete.

Research on brain behavior supports what teachers have long believed intuitively: Lessons should be presented in a number of ways, engaging all of the senses in the learning process, and students should make their own connections between what is to be learned and what they already understand. Then they will be able not only to learn in the best way suited to their style, but also to develop a full and varied repertoire of thinking/learning strategies (Williams 1983). The challenge for both trainers and teachers lies in helping unique individuals to reach their full potential.

References

Guild, Pat B., & Garger, Stephen. (1986). *Marching to different drummers.* Alexandria, VA: Association for Supervision & Curriculum Development.

Kolb, David. (1976). *Learning styles inventory.* Boston: McBer.

Leflar, Susan. (1982). Implementing a learning styles inventory. *Journal of Developmental and Remedial Education, 5* [Special issue], pp. 4–5, 18.

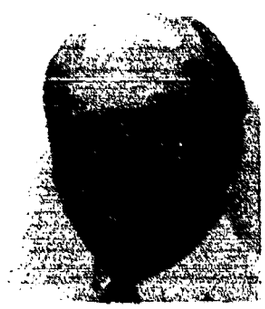
McCarthy, Bernice. (1987). *The 4MAT system: Teaching to learning styles with right-left mode techniques.* Barrington, IL: Excel.

McCarthy, Bernice. (1983). *4MAT in action: 1982.* Barrington, IL: Excel.

McCarthy, Bernice, et al. (1987). *The 4MAT workbook: Guided practice in FourMat lesson and unit planning.* Barrington, IL: Excel.

Williams, Linda V. (1983). *Teaching for the two-sided mind: A guide to right brain–left brain education.* New York: Prentice-Hall.

Lourds Stevens is a teacher trainer at the Philippine Refugee Processing Center. She has taught and supervised ESL there since 1983. Previously, she worked as language coordinator, teacher, and project director for the U.S. Peace Corps/Philippines. Stevens holds an AB in English and literature from the University of the Philippines, and is a candidate for a Master's degree in educational management from Ateneo de Manila University.



Stanley J. Hanna is an associate professor at Gloucester County College, Sewell, NJ, where he teaches history and has taught reading and study skills. He is acting director of the Business and Industry Training Center at the College and a doctoral candidate at St. John's University, Jamaica, NY. In 1987, he observed programs at the PRPC, collecting data on learning styles, training, and participating in a refugee homestay. Hanna holds an MA from Glassboro State College in New Jersey.

Beyond the Picture

Clarence Manicad
Philippine Refugee Processing Center

Illustrations by the Author

Visual aids are crucial when teaching unfamiliar concepts to A- and B-level students in Work Orientation (WO) classes, but we need to use them carefully. Although a visual may present a lesson that supports the curriculum, we must also consider the way it is presented. Is it interesting? Is it meaningful? What are its effects on the students?

A visual's effectiveness in drawing attention and sustaining interest is very important for overcoming student boredom, education's arch enemy. The instructional value of a visual greatly depreciates if it is dull and uninteresting. One weapon that can surely crush boredom is a good sense of humor, and this is why, in part, cartoons are a favorite means of illustrating points in the WO classes at Bataan.

On the other hand, a visual also needs to be effective in getting the message across. If it's all joke and no substance, then it belongs to show business, not education. It must meet the needs of the students in a clear and logical way. For example, a picture must be complete enough to contain all the details needed to portray a situation accurately, but it must also be clear. Everything in the picture must have a legitimate purpose; otherwise, the picture is cluttered and will distract students from the main point.

Unintended Messages

No one questions that visuals can be effective for instructional purposes. But when the subject has been presented and the lesson is learned, what happens next? One overlooked aspect of the use of visuals is the unintended aftereffect they may have on our students. Too many classroom visuals portray the refugee as an unintelligent and helpless individual who is always confronted by problems whose solutions are beyond reach. The refugee in cartoon stories is usually making mistakes, being reprimanded by his supervisor, and always ending up with a question mark hovering over his head. While it is true that these visuals can help us to teach our students the importance of following instructions or to explain what five inches is, one cannot help but wonder if they are entirely worthwhile.

Although we want refugees to be aware of problems they will face in the U.S., we do not want to make them fearful. Although we want them to be oriented to the American work place, we do not want them to feel that they are stupid or inadequate. Many of the details we teach in WO classes will be forgotten, but if our students walk away with confidence—with the feeling that they can succeed in the U.S.—then they are already well off. So, in addition to its straightforward instructional function, a visual should promote confidence and a healthy attitude toward the challenges a refugee may encounter in the U.S. After all, these are at least as important as knowing what five inches is.

At Bataan, the A/B WO department's "Visuals Committee" has been reviewing visuals in its library, and there has been a suggestion to phase out some of the visuals that show the refugee in a bad light (see Figure 1). Weeding out visuals such as this provides an immediate solution, but in our attempt to avoid hurting the feelings of the refugees, we could slip into another trap and altogether forget certain realities a refugee could encounter in America. Making mistakes on the job can really be a painful experience, and since making mistakes is part of learning, it cannot be ignored.

Presenting Options

The question is how to address such common problems as refugee's reluctance to ask for clarification, and to address them in such a way as to boost students' morale, not lower it. In solving this problem, we have many options, and this indeed is our solution: options. We must give our students choices. We need to show them that making mistakes and being reprimanded are not necessarily inevitable. They can do things right, too.

One technique for presenting options in comic strip-type visuals is the "open-ended story." This is very effective—most of the time. But even though there is no limit to our students' imaginations, this approach relies rather heavily on their willingness to share their thoughts and on their ability to communicate in English. This is a problem particularly for Level A and B students. Thus, many students, when suggesting

Figure 1

Figure 2

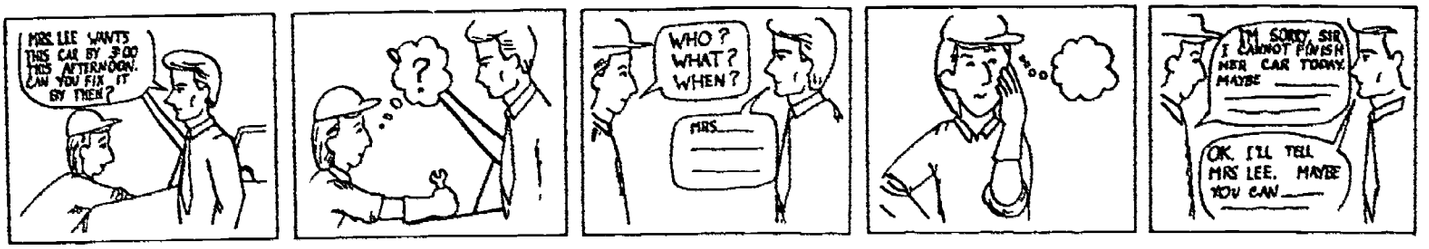
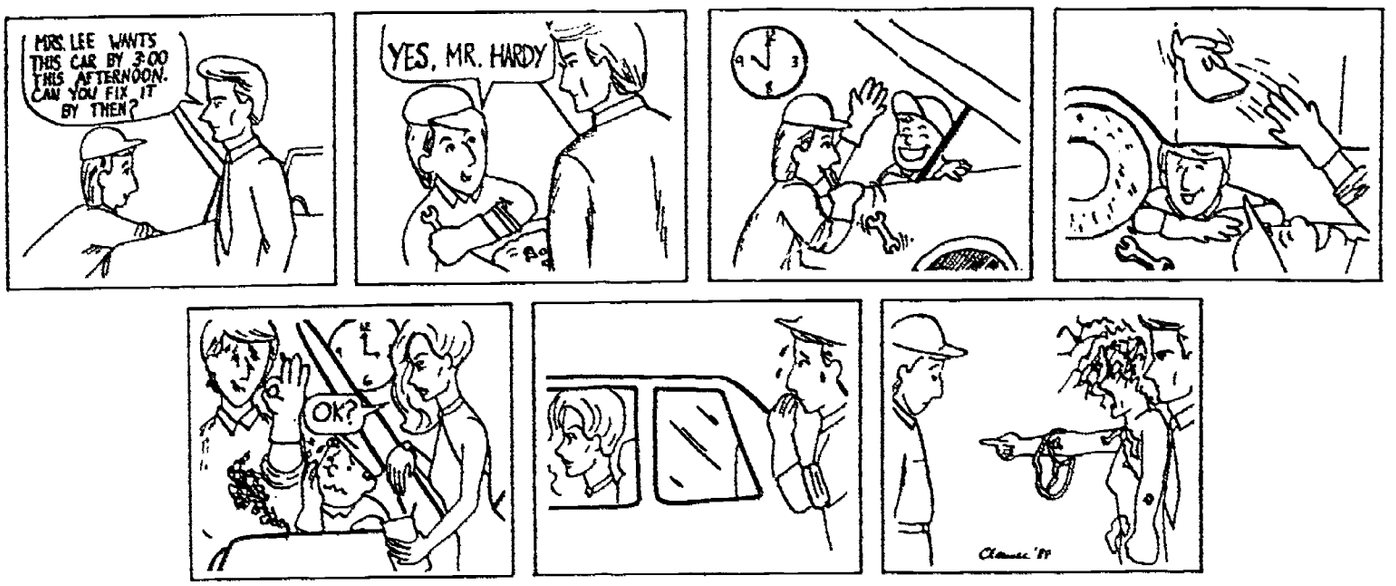


Figure 3



endings for open-ended situations, resort to easy answers or blurt out generalizations like, "Teacher, supervisor get angry, go home, no job." They give an answer they can say, not the one they believe.

What is needed are better launching pads to set our students thinking and speaking. We need visuals that suggest more possibilities. Figures 2 and 3 show that there are more angles than one to a problem and its solution. In Figure 1, the problem can be traced to language and cultural differences (i.e., reluctance to ask for clarification), but Figure 2 shows that language and cultural differences need not be a problem. In Figure 3, the refugee character makes a mistake that is not due to language or culture, but to an attitude universally considered negative.

Figure 4

In the Classroom

If all these possibilities are combined, there will be a more balanced picture with three possible endings, each indicating a positive or negative outcome, or both. This is what I did in my own Level B WO classes, and it proved to be very effective. Using the

cartoon shown in Figure 4, I discussed with the class the main character, his job, and the initial situation. I then posted Figure 4 on the board and drew three arrows projecting from the last frame. I divided the class into three groups, making sure that the "fast" learners were evenly distributed. I explained that there were three possible outcomes of the initial situation. Each possibility is depicted in three sets of individual pictures: Set A (Figure 1), Set B (Figure 2), and Set C (Figure 3). I gave each group a set to arrange in logical order, and allowed the students to discuss the situations among themselves in their native tongue.

When the groups had decided on a logical sequencing of the pictures, I asked them to post them alongside Figure 4. The students usually came up with the expected sequence. Once, they switched the third and fourth frames of Set C, but this did not change the story drastically. In fact, it was more interesting and effective because it demonstrated the students' creativity, making the activity more student-centered. After all the sets were posted on the board, I placed a blank frame next to the last frames of each set, signifying that all the possibilities are open-ended.

What followed was a fruitful discussion with minimal input from the teacher. The students realized the value of asking for clarification and being diligent on the job. We also delved into how to clarify unclear instructions and what to do when one "messes up" on the job.

This material was successful. It sustained interest among the students, and the lesson was spiced with occasional laughter. The pictures were colorful enough to attract but not to distract. The clarity of the illustrations gave the students confidence in their interpretation, so they readily voiced their opinions. Furthermore, because options were presented, the students felt at ease in stating their own opinions instead of just saying the "right thing." Because of the possibilities presented, the discussion was broader and deeper, and flowed better.

A student in another class responded to a visual similar to Figure 1 with, "Teacher, the same me in America because I don't know English." After presenting the "options" visuals to that same class, there was no reaction of this sort. Instead, when asked what they would do if they were put in the same situation, they said they would do what the character did in Figure 2. To demonstrate, they acted out the situation, and succeeded in proving to me and, more important, to themselves that they were able to do it.

This is just one technique for presenting options and promoting confidence through visuals. There are dozens of variations that teachers and trainers can invent for their own purposes, and it is worth the effort.

After all, there is more to a visual than its instructional content. Just as sometimes we can read between the lines, hear unspoken words, or follow unwritten rule, we can also see beyond the picture.

Clarence Manicad has been a teacher of A/B-level Work Orientation classes at Bataan since April 1987. His previous experience includes three years as an elementary school teacher in Manila. Manicad holds a BA with a major in communication arts from De La Salle University in Manila.

Whole Language Methods That Promote Writing in L2

Else Hamayan, *Illinois Resource Center, Arlington Heights, Illinois*
Margo Pfleger, *Center for Applied Linguistics, Washington, D.C.*

*This article concludes a three-part series on English literacy development in limited-English proficient (LEP) children from non-literate or low literacy backgrounds. Part One (*Passage *3:2) described how literacy emerges naturally in children raised in literate homes, and argued for an approach to ESL literacy instruction that encourages this natural development. Part Two (*Passage *3:3) described three whole language methods for teaching ESL reading to LEP children. Those methods included reading stories based on the children's experiences, using large-print books, and silent reading in the classroom. Part Three, presented here, describes two whole language methods to promote student writing skills.*

Whole language writing activities have intrinsic communicative value because students are writing for real purposes—to communicate their thoughts and feelings. In addition, whole language activities build on students' oral language and their immediate environment. In this way, young writers make the association between sounds and symbols quite naturally. Finally, whole language approaches take into account the interests and attitudes of the learner. They increase students' motivation for writing, because the content is interesting and familiar to them.

This article describes two whole language methods—Creative Writing and Dialogue Journal Writing—used in the Preparing Refugees for Elementary Programs (PREP) program at Bataan to promote the development of students' writing skills. This article also describes several literacy activities that reinforce the interrelationship of reading and writing.

Creative Writing

The use of creative writing as a teaching tool is based on two premises. First, the purpose of writing is to communicate ideas and feelings. Second, children have a natural urge to express their thoughts and feelings in writing.

In this approach, children are given the opportunity to write about anything they feel like writing about. They are encouraged to produce "written" language and, by means of feedback from the teachers, are led to organize their thoughts better and eventually to follow the conventional rules of writing. Grammar and spelling are explicitly taught only after children experience the thrill of uninhibitedly expressing themselves through writing.

Children taught in this way take pride in their work and in themselves. Their writing initially takes the form of drawing, which may be combined with squiggles representing verbal language. If children are exposed to enough written language—in the form of language experience stories or children's literature—and if the teacher gives the appropriate feedback, their mock-writing will gradually be transformed into acceptable forms of writing. In that process, children will follow their own unconventional rules of writing. They will also use invented spelling: TNK U FOR THE EARGS I JUS LUV THOS EARGS (Thank you for the earrings, I just love those earrings).

As in the case of oral language, children need to receive feedback regarding their written production, and, as with oral language, the feedback should first focus on the content of the message and its meaning, rather than on its form.

Feedback can be given to children by means of "conferences," in which the teacher talks to the child individually about his or her piece. There are two types of conferences—content and process. In a content conference, the teacher comments on the ideas, the *what*; in a process conference, the teacher comments on the ways in which the piece is written, the *how*.

As with any writer, the child needs to share his product with others. Thus, a very important component of the creative writing approach is the "publishing" of children's work. A book or story written by the child may be photocopied, exhibited in an author's corner, or "sold" to another class.

How to Use Creative Writing

1. *Plan for the Writing Workshop.* Make sure there is a variety of paper and writing utensils (pencils, felt pens, crayons). Bring to class any visuals, such as

magazine pictures, props, or toys, to stimulate the imagination of those children who are unable to write spontaneously. You may also read a story to the students, but stop before the end and have them write a conclusion, either individually or in groups.

2. *Turn the Classroom into a Writing Workshop.* Rearrange the furniture, if necessary, to allow enough space for each child to write, and for you to move around, have conferences with each child, and do your own writing.

3. *How to Start the Writing Workshop.* At the beginning of a semester, model the creative writing process for the children. Start by sharing a personal story with the children: tell them about something that happened to you, preferably in an area that interests children. Tell the children that you would like to write about that, then elicit topics they would like to write about. If children respond in their native language, have your aide or one of your more proficient bilingual students translate.

4. *Organizing Ideas.* Allow the children time to think about what they want to write. You may pair them up and have them tell each other their stories.

5. *Writing.* When children are ready to start writing their stories, let them write. A child may ask for assistance, either from the teacher, from another child, or a native speaker aide. If the children are independent enough to sit quietly in their seats and write by themselves, take advantage of this short time to write letters, or anything else you may want to write for pleasure.

6. *Have a Conference with Each Child.* Once a child is finished writing, go to his or her desk and have a brief conference on the piece produced. Conferences do not need to take any longer than 2 to 3 minutes—nor can they, with 25 students to tend to! You do not need to have a conference with each child every day. If you talk to each child once every 3 days, you will be doing pretty well.

- The ***content conference*** focuses the child's attention on the meaning conveyed in the piece. Try to draw out the main points, expand the details, and get the child to add to the story. Through your questions, attempt to tighten the piece and focus it on its central theme. You may wish to follow these steps:
  a. Ask the child what the piece is about.
  b. Tell the child what you want to know more about.
  c. Ask for (more) examples or for a continuation of the ideas presented.

After you have completed the content conference with one child, go on to the next child. Later, or on a subsequent day, return to each child and have a process conference.

- The ***process conference*** focuses the child's attention on the *techniques* and *strategies* used in writing. Draw the child's attention to what steps he or she took in order to produce the piece. You can ask the following questions to help the child become aware of the mechanics of writing:
  a. Was it easy or hard to write this piece?
  b. What did you do first?
  c. Did you make any changes? (Children should be encouraged to make revisions.)
  d. What would you like to change in this piece?
  e. What would you do differently next time?

For children who are very limited in English proficiency, conferences may have to be limited to content, since the child may not have the language necessary to participate in a process conference.

7. *Revision of Writing.* Children should be encouraged to revise their writing, either on the basis of the conference they have had with the teacher or from talking to other children about their writing. Make sure that children have erasers, scissors, and tape to help them with their revisions. Revision could be done on the same day that the child wrote the piece, or preferably on a subsequent day.

8. *Clean-Up.* Signal to the class, by means of a bell, a whistle, or a song, that the writing workshop has ended. Children should return all unused paper and writing utensils to their proper storage area and should store their uncompleted work in its proper place. Completed work (see section below on publishing) should also be stored in the class "book corner" or exhibited on the wall.

9. *Publish!* Two of the best rewards for writing are seeing your work published and watching others enjoy your writing.
  a. Take the children to the photocopying machine and let them see their stories being copied for "publishing." This would make a great language experience activity.
  b. Have materials available for making books: heavy cardboard, needles, thread, stapler and staples, glue, assorted metal rings, brass fasteners, tape, cloth, paper scissors, markers, pencils, and crayons.
  c. Create as many copies of the children's books as you need. Have children color any drawings they've done in their books. Cover each book with cardboard, and have children decorate their books.

Dialogue Journal Writing

Dialogue journal writing is an approach in which students regularly write to the teacher in a bound notebook about topics of their own choice, and the teacher writes back as an active participant in a written exchange that continues throughout the school year. The topics should be personally significant to the student. Typically, the student's journal entries are somewhat disjointed at first, switching topics from one sentence to the next. Later, a greater continuity should be apparent (Kreeft et al. 1984). In dialogue journal interaction, writing is student-generated and functional, and the context for interaction non-threatening. Children are invited to write about topics that interest them, at their level of language proficiency—even if it is minimal. The teacher responds individually to each student's entry, accommodating to the language proficiency level of that student.

The focus of dialogue journal interaction is on communication rather than form. The teacher, as well as the child, writes as a participant in a conversation between an adult and a child. While the teacher doesn't evaluate or comment on a student's language, the teacher's writing serves as a language model within the context of the message being communicated (Staton et al. 1985). Dialogue journals also help create a strong emotional bond between teacher and child.

Dialogue journals are a practical instance of reading and writing development bound together in a single functional experience. The language input the child receives from the teacher's entry is slightly beyond the student's language ability. As children read the teacher's guided responses to their own journal entries, they gradually adjust their writing by providing context and more information about their own experiences, thus improving their language skills. Journal entries by students may start with single words or pairs of words. But dialogue journal work done in many school districts indicates that children's entries expand significantly by the end of the program. As in language experience stories, students' printed words become meaningful and personal, and comprehension is ensured.

How to Use Dialogue Journals

1. *Plan to Get Started.* See that each child has a bound notebook with his or her name on it. The notebook should be used solely for journal writing. Through a bilingual aide, the children can be told that each day they are to write in their notebook at least one idea or one thought and give the notebook to the teacher. Students must be assured that they can write anything they want in their journal, that only the teacher will see it, and that there are no correct or incorrect entries.

2. *Make the First Entry.* Collect the children's notebooks, confirming that each one has a name. Tell the children you will be writing each of them a message. The message you write to each child must be simple enough for the child to decipher, possibly with your help. Examples of initial journal entries follow:

Hello Sokhm, I'm happy you're in my class.
Ms. Hernandez

Hello Thu, I like your drawing.
Ms. Hernandez

Hello Danh, How many sisters do you have?
Ms. Hernandez

Write clearly and in the same format as you would a letter to a friend. Try to make your message as personal as possible, without spending too much time thinking about what to write to each child.

3. *Distribute the Notebooks.* Return the notebooks to the children. Make sure they understand that they are to write back to you at least one thought. A bilingual aide might be used to convey this message to the children. It must be made clear that children are not to copy from what you have written, from a book, or anywhere else. Two words that the child spontaneously writes to express a feeling or an idea are worth much more than many perfectly copied sentences.

4. *Collect the Notebooks.* Every day, five days a week, collect the notebooks with their new entries.

5. *Respond to Children's Entries.* Write a response to each child. It doesn't have to be long. In fact, for beginning-level students, your response should not exceed a five- to six-word sentence. Write in complete sentences and in language that is grammatically acceptable, but keep it simple. Remember not to respond to the form of an entry, but only to the message. Also, keep in mind that a journal is something that only you and the child share.

Activities That Relate Reading and Writing

Many of the literacy activities outlined in this series of articles seek to strengthen the relationship between reading and writing. The Language Experience Approach (LEA) does so by allowing students to read their own productions. Students can see their own oral language written down, and subsequently read the story. In creative writing, students are asked to share their writing with others, and in doing so they may "read" what they wrote. Thus, in both of these

approaches children are prompted to read their own writing. In daily journal writing, students read what another person has written in response to their own productions.

In addition to these approaches that link reading and writing, students may do extensions of shared reading and sustained silent reading that combine reading and writing activities.

Extensions of Shared Reading and Sustained Silent Reading

After children have read a book, either in a group or on their own, they can adapt the plots of stories they have read, or create new plots based on those stories.

Adapted Plot Writing. The following are ideas for adapting plots.

- Renaming characters or the central focus of the story: For example, in the story entitled *The Big Toe*, ask children to think about what would happen if the old woman found a big nose. Let them write a new story.
- Changing the type of the characters in the story: For example, in *The Hungry Giant*, what if the giant had been very sleepy or very bored?
- Changing events: For example, in *Grandpa, Grandpa*, what if the little girl wanted to go to the market instead of fishing?

Plot Creation. Children extend a story they have read by taking it back in time or projecting it into the future. For example, after reading *The Night of the Ooley Bugs*, have children write a story about what happened the night before the Ooley Bugs came out of the ground.

Producing Books in Class. After the children have read a big book, they can make their own big book, or regular-sized book, based on the story they have read. Big books are easier to produce because they involve gross motor skills, and it is possible to involve many more students in the process than with smaller books. Here are some steps to follow to produce a big book:

- Collect the following materials: butcher block paper, thick felt markers, ruler, crayons and pencils, regular-sized paper, one piece of pliable cardboard or construction paper the same size as the butcher block paper, yarn, and a big sewing needle.
- Help students write the whole story on one piece of butcher block paper. This will make it easier for them to map out the eventual distribution of the story over the pages of the book. If the story the students have just created differs very little from the original one, follow the same format as the original. If, on the other hand, the new story deviates from the original one, you can discuss the advantages of one format over another.
- Decide how sentences will be distributed on the pages, and make a smaller version of the book on regular-sized paper. Calculate the number of sheets needed by dividing the number of pages by four. (Each sheet of paper folded in half yields four pages.)
- By making a mock-up drawing, students may wish to indicate what the illustration on each page will look like.
- Have a small group of students plan the cover of the book.
- You are now ready to start making a big book. Distribute a sheet of butcher block paper, along with one of the mock-up sheets, to each small group of students.
- Have one group of students make the cover, using construction paper or pliable cardboard.
- Assemble the book by stitching down the middle.
- Enjoy reading your very own book!

References

Kreeft, Joy, et al. (1984). *Dialogue writing: Analysis of student-teacher interactive writing in the learning of English as a second language*. Washington, DC: Center for Applied Linguistics.

Staton, Jana, Kreeft, Joy, & Gutstein, Shelley. (1985). Dialogue journals as a reading event. *Dialogue, 3*(1).

Else Hamayan is coordinator of Training and Services at the Illinois Resource Center, Des Plaines, Illinois. She has served as consultant to the PREP program at the PRPC, training staff in curriculum development and teaching methodology. Hamayan's research interests include second language acquisition processes, social parameters of language use, and the emergence of literacy in children from non-literate backgrounds.

Margo Pfleger is a program associate at the Refugee Service Center in Washington, D.C. From 1982 to 1983, she was an ESL/PET supervisor at the PRPC and, from 1983 to 1985, served as a staff member at the Refugee Service Center in Manila. She recently conducted a student tracking study to determine the effectiveness of programs preparing refugee youth for U.S. schools. Pfleger holds an MA in linguistics from Georgetown University.

Whole Language Literacy: One Teacher's Way

Duane Diviney with Carolyn "Kay" Pantangan
Philippine Refugee Processing Center

In the Preparing Refugees for Elementary Programs (PREP) program at Bataan, teachers use a variety of whole language approaches to help children develop oral fluency and literacy in English. With a whole language approach, children make the link between oral and written language by talking, reading, and writing about experiences they have had inside and outside the classroom. The whole language approach assumes that when reading and writing are meaningful and enjoyable to children, they are more motivated to read and write, and the more they read and write, the better readers and writers they become. Furthermore, through reading children become better writers, and though writing they become better readers. The following description of a whole language classroom in the PREP program shows many of these principles in practice.

It's 11:20 on a hot, humid morning. Ceiling fans whir overhead. The children listen carefully as a warm, friendly voice announces, "Time to read a book." Faces brighten, anticipation builds. "Now we're going to the book section *[chairs move, children get ready]* and choose a book." The children rush to a corner of the classroom, where a sign in bold letters invites: "Come! Let's read a book!"

Two girls skip back to their seats, each triumphantly carrying a copy of the same book, perhaps an old favorite or a new-found friend. They begin reading expressively in unison. A classmate hovers nearby, a look of wonder in his eyes as he intently follows their story. Another child rolls out a large mat at the front of the room, where he is soon joined by several friends, each with a book to share. In another corner, children edge closer to the teacher as she begins reading a story. Other children have found their own quiet places to read. So begins another shared session in Kay Pantangan's PREP classroom at the Philippine Refugee Processing Center.

It wasn't always this way.

"The first week they were in my class, the children were repeating almost everything I said," Kay explains. "I would say, 'Please sit down,' and they would echo, 'Please sit down.' The only thing the children could write in their journals were the few words we had learned that week. Now I'm amazed when I look at their notebooks—they are writing their own stories."

At the front of the room, an open book in his lap, a boy gestures emphatically as he enthralls a group of friends with his animated telling of a story.

"I just let them be. Because of that, the children relax. When I ask them about the story they're telling to the other kids, they respond naturally in English, telling me what happened, even if I don't understand some of what they're saying."

Kay's class is clearly an environment where children want to communicate, where they are comfortable and willing to take risks in their new language.

"I don't correct them," she says. "I just let them talk. When they're talking with me and a certain

English structure comes out wrong, I just put it into my reply in the correct form . . . naturally."

The children continue reading. Some of them have moved to another part of the room, where a visitor has begun to share a book with a child. Soon several other youngsters have joined them.

"Sometimes the children fight over a book, especially one they have mastered. They're so proud reading it! I sometimes select a book and ask, 'Would you like me to read this one to you?' They come over to me, and as I read, they mimic me, following along with me. Soon I discover a stack of books lined up beside me. And they say, 'I'm next!' And then the next one and the next!"

As the reading period comes to a close, the children drift back to their assigned seats. The school day is nearly over, but some important business remains. After a lively review of the day's lessons, Kay tells her class about her plan to visit each child at home that evening to look at the plants they've been growing. Hands shoot up, as children clamor to tell the teacher about their plants: "My plant die!" "Mine corn." "My plant very big, teacher."

"The children were so excited for their plants to grow. So they poured and poured water on them, and the plants died. But most of the children wrote about their plants the next day. Each day, after the children write, we sit in a circle and I ask, 'Who's going to read his or her story?' Some have just one sentence, but I tell them, 'That's it! That's good!' "

Kay attributes her children's progress in acquiring English to giving them opportunities to relate their experiences and to learn about their environment.

"I just let them explore, and follow their own interests. If the topic is something like community helpers and a child is talking about a fire she has seen somewhere, I just let her talk, even if it does stray a little from the topic. I don't stop her just because I have to finish the topic. I don't hinder them when they're reading a book. I'm firm with discipline, but in the learning process, if children want to read lying down, that's OK. If they want to read in a corner, that's OK, too. The important thing is that they're reading!"

The school day ends. The children put on their flip-flops, pick up their book bags, and head for home. With their teacher's encouragement and support, they have learned a lot today. And they have much more learning to look forward to in the days to come. But what about the teacher? What has she learned from the children?

"Learning should be fun, and teaching should be fun, also."

Duane Divine is the training specialist for the PREP program at the PRPC, where he also worked as a teacher supervisor in the program for adult refugees from 1982 to 1983. Divine has taught ESL to elementary school children in Ithaca, New York. He holds a Master's degree in TESOL from Westchester University of Pennsylvania.

Carolyn "Kay" Pantangan is a teacher in the PREP program. She taught English and natural science in Philippine high schools before joining World Relief Corporation in 1985 to teach refugee children at Bataan. She holds a Bachelor's degree in secondary education from Palawan State College.

Bilingual Cultural Orientation: How and Why It Works

Robert Lindsey
Intergovernmental Committee for Migration, Rome

In the Intergovernmental Committee for Migration's (ICM) Cultural Orientation (CO) for Eastern European refugees, native English-speaking teachers and bilingual interpreters team teach in a format that makes maximum use of the skills of both groups. As a way to present information about resettlement in the U.S., this American-plus-interpreter approach might seem clumsy and inefficient to the casual classroom observer, who is likely to see only a linguistic duplication of effort. Let us therefore look beyond the mere transfer of information for the advantages of our collaborative approach.

English

One advantage of the approach is that it exposes students to native American English. For students with some English proficiency, it offers a valuable opportunity to evaluate and perhaps to improve their language skills. For those with little or no proficiency, exposure to English at least introduces the sounds of the language to them. It also serves to bring home the reality of their predicament and the urgency of their need to learn the language.

Credibility

Another benefit of this method is credibility. Refugees are often reluctant to believe many of the things we teach, until they hear them from an American. Some still don't believe what they are taught, especially when it contradicts certain longstanding (and often self-serving) expectations, but the American CO teacher begins a process of reinforcement that will continue in the United States.

Interpersonal Cross-Cultural Experience

American Teachers

The greatest benefit of the bilingual approach is that it offers refugees at least 24 hours of involvement with real, opinionated native speakers, who often are the refugees' first informal contact with America. Each teacher's attitudes, beliefs, reactions, gestures, and clothes reveal similarities to and differences from other Americans. Many things about one American will be generalized to other Americans, but, perhaps more importantly, much about him or her will not. In other words, American teachers are important both as *individuals*, and as examples of *types*. Furthermore, our students see them as both *authorities* on American culture and as *products* of that culture.

Bilingual/Bicultural Interpreters

Just as the teachers offer their American selves, the interpreters contribute their bilingual, cross-cultural selves—Polish/American, Czech/American, etc. The role of the interpreters is complex. They act as (1) interpreters for the teachers, (2) interpreters for the refugees, (3) resource people on refugee culture for the teachers, (4) "interpreters" of American culture for the refugees, (5) living examples of successful cross-cultural adaptation. Each interpreter is a bridge, a reservoir, a role model, and, of course, a teacher in his or her own right.

The Teacher-Interpreter Team

Thus, the most important cultural contribution of these two collaborators—teacher and interpreter—is the model of *themselves*. For this reason, it is essential that their personalities emerge fully. This happens quite naturally with the interpreters, but whether it happens with the American teachers depends on their interaction with the refugees. With the interpreters, there is little risk of this not happening, unless they choose not to let it happen. The interpreters have ample linguistic and cultural means to interact fully with the refugees.

For the American teachers, the risk is somewhat greater, however, in that expressing the fullness and complexity of each teacher's personality depends in part on the degree of fidelity he or she obtains from the interpreter—fidelity not only in terms of vocabu-

lary and phrasing, but also of emphasis and tone. Therefore, the interpreter must sometimes give an exact verbatim translation, and even, to the degree possible in the native language, an expressive mimicking of the teacher's presentation.

It is essential to note, however, that when we ask the interpreters to render what we really say, and not to say what they think we have in mind, we place an important responsibility on ourselves for every word we utter. This discipline makes the teachers more conscious and deliberate about their teaching, and less inclined to waste words in a situation where there is too little time.

When and how faithfully we want to be translated (or can be translated) varies according to what we are doing in the course. In general, any deviation from a more or less exact translation of the teacher's English will be the result of a mutual agreement between the teacher and the interpreter. There are times when it may be more effective or efficient to leave the choice of words, or even the entire presentation, to the interpreter. There are also times when the interpreter finds the teacher's remarks inadequate or incomplete, or perceives some obstacle to comprehension, and suggests an addition, clarification or elaboration. In all cases, however, the teacher and interpreter decide together what kind of translation is appropriate for the objective at hand, and keep each other informed as to what they are doing and what they expect from each other.

In general, wherever it is primarily a matter of information, it may be more efficient to give the interpreter the wheel. Whenever it is a question, however, of the American's self, experience, feelings, attitudes, values, sense of humor, etc., then as faithful a translation as possible will be best. Faithful translation is also necessary to carry out certain sequential presentation techniques. It goes without saying that every teacher and translator and class is different, and each single collaboration will have its own special characteristics.

Summary

The main purpose of CO is to make refugees more *conscious* of what they are doing, of what is really involved in the choices they have made and must continue to make. The only way to do this is to make cultural orientation a cultural experience, for consciousness is always the result of experience. The approach described here provides an interpersonal cultural exchange between many refugees and a few unique, but also typical, Americans, carried out across the bridge of interpreters who are themselves excellent examples of what our students can achieve.

Robert Lindsey *has been teaching cultural orientation to East European political refugees in Rome since 1986. He previously held a Fulbright in Italy as a TEFL teacher trainer and has taught ESL, American culture and literature in California, Europe, and China. He holds in MA in TESL from UCLA and a BA in comparative literature from the University of California, Irvine.*

Training Assistant Teachers: Refugee Culture Brokers

Lauren Crawford
Philippine Refugee Processing Center

"More women in America are working than ever before. There are a number of reasons for this, as we've already discussed. But what about you? How many of the women in this class worked outside the home in Vietnam?" The teacher stops and nods to the petite, young woman standing off to the left: "OK, Lan."

Lan steps forward and speaks rapidly in Chinese to the class. A few students raise their hands. Two respond in English:

"I'm seamstress."

"I was a cook."

The others respond in Chinese, which Lan quickly translates into English:

"Mrs. Mai says she used to be a vendor in Vietnam. Mrs. Ky says she used to be a nurse, but she wonders if she can be a nurse in America, too."

As the lesson continues, Lan bounces from translating a lecture to acting as question-and-answer intermediary between teacher and students, and finally to assisting small groups of students in a discussion. It is an impressive performance, but not an uncommon one—like approximately 120 other refugees in the Philippine Refugee Processing Center (PRPC), Lan is an Assistant Teacher in the Cultural Orientation (CO) program. An additional 100 refugees work as Assistant Teachers in the Work Orientation (WO) and Preparation for American Secondary Schools (PASS) programs. Each component utilizes these refugee aides differently, and there are additional variations within each. Lan, for example, wears two hats in CO: On Mondays and Tuesdays she's in the classroom, but on Wednesdays and Thursdays, she's in the instructional media services studio, dubbing videos into Chinese.

All Assistant Teachers, or "ATs," share something in common—they're trained for their jobs by the Assistant Teachers Paraprofessional Training Program. This program, known in camp as "AT World," has been around in one form or another since 1982, when it began as an informal offshoot of the CO program. It was established for two reasons: 1) to fulfill the translating needs of the International Catholic Migration Commission instructional programs, and 2) to prepare the ATs for resettlement. Today it is a full-fledged instructional program staffed by 2 managers, 2 supervisors, and 12 teachers (10 for CO and PASS, 2 for WO). Nearly all the teachers were formerly on the CO and WO instructional staff, so they are well acquainted with the requirements of those departments.

To an outsider, the recruitment of ATs appears to be a formidable task. How do you locate 200 refugees with high-level English skills, and then convince them to work long hours at a tough job for no money? As it turns out, locating the English speakers is simple. When refugees first arrive in the camp, they're tested for English proficiency. Those who "test out," or obtain the highest level possible on this test, are invited to volunteer as ATs in the PASS and CO programs, rather than attend ESL and CO classes as students. Work Orientation ATs are recruited in the 12th week from upper-level CO classes, just before the 6-week WO cycle begins. Refugees become ATs, not for the free T-shirt and occasional field trips outside the camp, but to gain confidence, to improve their résumés, and—like Lan—to improve their language skills.

"I wanted to become better in English," Lan says, "so I said yes. But also, they really needed people who could speak Chinese, and I was one of the only ones." Since there are not always enough refugees who "test out," intermediate-level speakers are occasionally recruited. Lan tested at Level D, or high-intermediate.

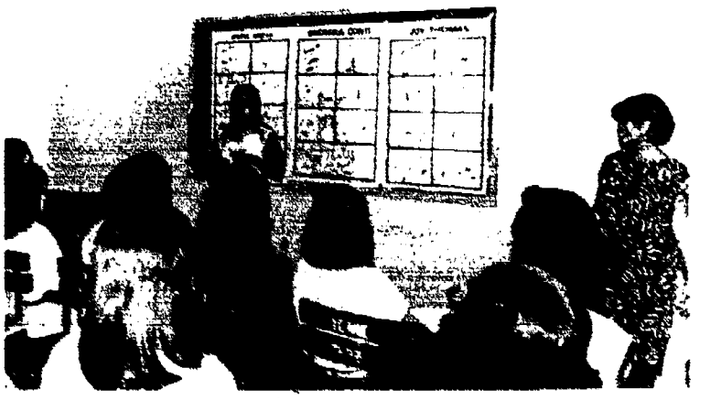
Pre-Service Training

AT World begins with a week of pre-service training to help refugee volunteers understand their roles and responsibilities as ATs, while introducing them to the content of the upcoming first week of class. During

this week, ATs see videos demonstrating various AT styles in the classroom. (A video of a CO class being conducted with no AT eliminates any doubt as to whether or not ATs are absolutely necessary: The blank, uncomprehending faces of the students in the English-only class say it all!) Basic teaching methods and lesson planning are also introduced early during pre-service training.

The second half of the week includes sessions on interpreting skills, and the ATs are given a one-hour "student teaching" experience in the WO, CO, or PASS classes. Next, representatives from the components describe their programs to the trainees, who are then assigned to either CO or PASS, based both on program need and the individual AT's preference (as noted above, additional ATs are recruited later specifically for WO). The new ATs then observe classes in their components and attend training sessions where they gain a broad overview of what it means to teach orientation to another culture.

During the last two days of the six-day training week, ATs are encouraged to take voluntary supplemental ESL classes, and do further research on topics relevant to their resettlement. Some ATs volunteer to work for other agencies in the camp during this time.



Vietnamese assistant teacher (center) provides translation, as CO instructor (right) looks on. Photo by Dan Pamintuan.

On the last day of pre-service training, the ATs return to the classes they had observed for their teaching practicum, easily the most nerve-wracking part of the week. Afterwards, experienced ATs meet with the novices to discuss fears, possible problems, and other aspects of assistant teaching. Pre-service training culminates with AT assignments to specific CO or PASS classes scheduled to begin the following week.

How are ATs assigned to their classes?

"We take into account a lot of things," says Rufino Tangonan, deputy program officer. "We look at the AT's language ability and, of course, ethnic group. Generally, the ATs with lower ESL proficiency would rather work with lower-level classes. Certainly the preferences of the ATs are important. Some prefer morning or afternoon classes; others prefer older or younger students. We also try to do some personality matches with the teacher. And occasionally there are special classes, such as all women or all 17- to 19-year-olds, and we take that into consideration, too."

Continuing Training on the Job

Once the ATs begin to work in their assigned classes, they enter the second phase of training, "in-service." In-service training lasts for the duration of the class cycle, either for 12 weeks (CO and PASS) or 6 weeks (WO). The content and classroom time devoted to in-service training varies widely between CO/PASS and WO.

CO and PASS ATs

Assistant Teachers in the CO and PASS components attend training either three mornings or three afternoons each week, depending on their teaching schedule. During their in-service sessions, they study the CO or PASS curriculum, always keeping one week ahead of what is being taught in class. Lesson-specific vocabulary is introduced; videos and slides to be shown in the classroom are previewed. Continuing emphasis is placed on facilitation and interpretation skills: How could an AT help move the class along in this situation? What are some of the likely problems students will have with this topic?

In addition, they attend a weekly meeting of their team, which consists of the CO or PASS teachers and supervisor assigned to a particular cycle. The team meetings serve as hands-on training for both AT and the teachers. Besides discussing the content and focus points for the coming week, the ATs and teachers plan a lesson together. This is when ATs point out teaching techniques that might be culturally awkward for the students, or areas in the lesson that could present problems.

"We call them our 'culture brokers'," says one CO teacher. "They point out the potential hot spots." To help the ATs improve their skills, a teacher and a CO or PASS supervisor sit in on classes to observe; afterwards, they meet with the AT, offering tips, constructive criticism, and praise.

WO ATs

Aside from classroom observations and follow-up conferences, WO ATs receive in-service training that is quite different from that received by their CO/PASS counterparts. By the time they become ATs, they have already participated as students in 12 weeks of ESL and CO, so their training focuses on the work-related issues covered in WO: finding jobs, career planning, on-the-job relationships, and so on. WO ATs tend to

have a lower level of English proficiency than other ATs, so they spend more time in language study; many attend the supplemental ESL classes arranged for them. Because of outside work responsibilities, WO ATs attend fewer hours of training each week, and are unable to participate in team meetings. At the end of their six weeks of in-service training, WO ATs leave for the U.S.

Post-Service

At the end of their in-service training, CO and PASS ATs still have six more weeks before their departure. So, while their former students go on to WO, the ATs attend post-service training in the morning or afternoon, and spend the rest of the day translating for other agencies or serving as refugee neighborhood leaders in the camp administration. During post-service, the ATs study advanced ESL, as well as other subjects of their choosing. Subjects that are usually requested include preparation for the Test of English as a Foreign Language (TOEFL), driver's education, career planning, and more in-depth coverage of CO or resettlement issues. ATs also attend special, advanced-level sessions at the language lab.

Throughout their time in AT World, ATs have access to an excellent library, established and run entirely by and for the ATs themselves. In fact, the library was set up by a former AT who had studied library science in Australia. They also have their own AT council, which provides AT input on departmental issues and decisions. The position of AT council president is regularly rotated among the refugee ethnic groups.

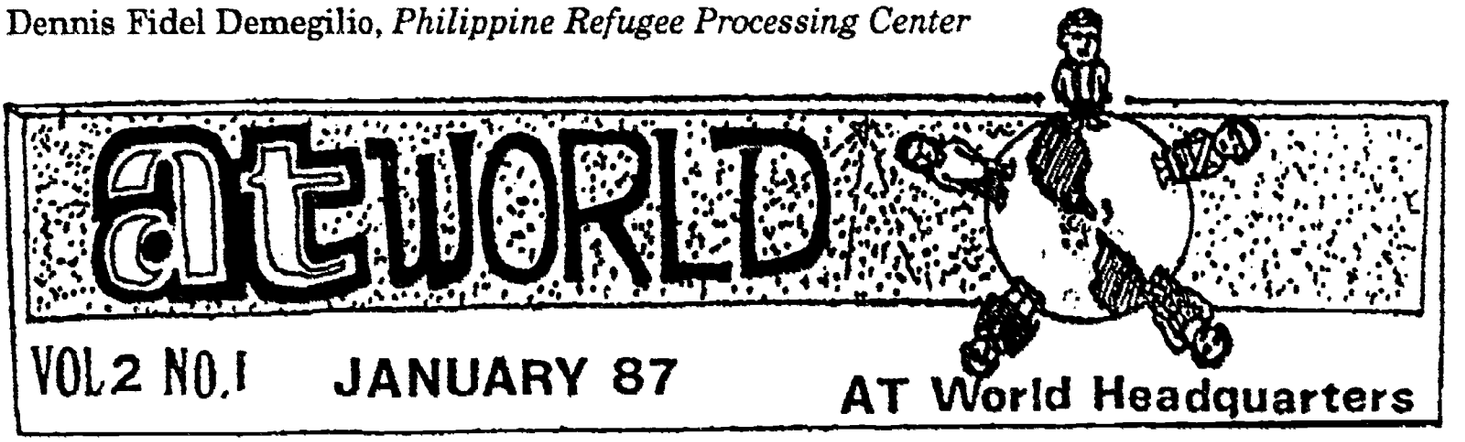
"The AT council is something like a Mutual Assistance Association (MAA) in the U.S.," says Gaylord Barr, AT services coordinator. "It was created to fight the attitude that so many refugees pick up during their long stay in the camps: 'I'm just a refugee; I can't make a difference.' Here, they have a voice in decisions that affect them." Another forum for voicing their concerns is the monthly newsletter, *AT World*.

Each AT leaves the program with a certificate, letters of recommendation, and a neatly-typed résumé, but what else do they really get from the experience?

"Better English and a lot more self-confidence," Lan says. "I didn't know if I could do it, but I did!"

The *AT World* Newsletter

Dennis Fidel Demegilio, *Philippine Refugee Processing Center*



"... Bars of gold, a bundle of clothes
A pot of rice, two cans of food,
A band of dollars tied to my knee
Braving the red waves, I set to sea
Against armed men with bullets of copper
... another drink of beer.
... Escapes from Vietnam,
Stories of my land,
I know your ears are numb
The English I speak
Like boats that wrecked
Teacher, have another beer ...."

(from "Teacher, Let's Drink Beer," *AT World*, December 1986)

Every refugee student has stories to tell of years of persecution, re-education camps, daring escapes by boat or land, death. The long waits in first asylum camps, language and cultural training in the Philippine Refugee Processing Center (PRPC), and the refugees' hopes and fears for their future will all no doubt some day be part of Asian and American history.

In Bataan, the refugees' past struggles, their current efforts to cope with life in a refugee camp, and the uncertainties of their future are documented in the *AT World*. This newsletter is published by the Assistant Teachers Paraprofessional Training Program, usually referred to as "AT World," as a vehicle for student expression in English and to promote cross-cultural un-

derstanding. As editor Ton Quach put it in the first issue, "The purpose of this is to share their points of view, ideas, feelings, and expressions through experiences (past and present) among Assistant Teachers (ATs) and staff. We encountered so many hardships and sufferings. We lost our countries. We lost our freedom. But nobody can destroy our confidence, our beliefs in ourselves. Nobody can destroy our identity and pride . . . Let our voices and feelings not only stay in our hearts; rather, let *AT World* and the whole world know us."

The *AT World* newsletter began as a bimonthly publication in September 1986 with only six pages. "But little by little, [the ATs] became eager to share their hidden skills in writing poetry, music, essays, short stories, riddles, jokes, and so on," Ton Quach wrote in March 1987. "They even share with us their experiences after resettlement by sending us letters from the U.S. that some teachers of other programs have used as teaching materials."

The *AT World* is a collective endeavor of all assistant teachers and assistant teacher instructors. As in the Assistant Teacher training program itself, everyone is part of the team. Assistant Teachers, students, and staff members, through the encouragement of teachers, AT council officers, and AT newsletter staff, submit their articles to the editorial staff for editing. The editor-in-chief writes the editorial in each issue. Both he and the associate editor are ATs, but the managing editor, who checks articles for factual and grammatical errors, is a staff member of *AT World*. Together, the editors decide what to include and polish the material. Edited articles are then typed by the program secretary and submitted to two volunteer layout artists.

Teachers volunteer time to provide general assistance as needed, including further polishing of the writing. After the "cut-and-paste" process is finished, the resulting dummy is forwarded to instructional media services for photocopying and stenciling. After the secretary and program clerk oversee sorting and collating, the finished newsletter is distributed.

All these functions and responsibilities are voluntary, yet the staff has consistently, and more or less punctually, published an issue every month.

Contents

The newsletter contains the following sections in each issue:

1. *News Update.* The cover page generally contains the news about developments in the program and important information for the ATs. For example, the AT World program officer has a regular column to keep staff and students abreast of relevant events.
2. *Editorial.* This is usually the editor's call to action in response to camp issues.
3. *Features.* The features section has published student reflections, complaints, personality or class profiles, essays, suggestions, farewell messages, and cultural information about the students' native countries.
4. *Special Stories.* These pages include persecution narratives, escape stories, national folklore, and translated works of Indochinese writers.
5. *Poetry.* This is the section most read, and probably most loved. Most contributions are for the poetry pages. AT World has published more than a hundred poems so far.
6. *Letters from the U.S.* Those who have left us keep on writing. Students already resettled in the U.S. share their experiences. Excerpts from the letters share useful information about resettlement concerns, such as housing, employment, welfare, and education.
7. *Other.* The newsletter occasionally prints other material, such as jokes, musical compositions, announcements, and artwork.

Lauren Crawford, Bataan site editor of Passage, *is a Cultural Orientation supervisor at the PRPC. Prior to that, she was assistant to the director of the New England regional office of the World Relief Corporation (WRC). She was also editor of that agency's regional newsletter. In 1982–83, she taught in WRC's Youth Guidance program at the PRPC. Crawford holds a BA from Kalamazoo College, where she studied religion and English.*

Dennis Fidel Demegilio has been an instructor at the PRPC since 1983. Now a teacher in the Assistant Teacher Paraprofessional Training Program, he previously taught ESL, Work Orientation, and in the PASS program. His background includes experience as a news correspondent and features editor for a Philippine daily newspaper. Demegilio holds a BA in English and literature from De La Salle College in Bacolod City.

Our Mondays: Teachers Training Teachers

Louis De Meo
Phanat Nikhom Refugee Camp

It's a typical day in the Phanat Nikhom Refugee Camp, as teachers climb the stairs to the training room. Although supervisors try to vary the format of their training sessions as much as possible, teachers know what to expect when the supervisor unrolls the newsprint listing the day's objectives: They will review the objectives, discuss them, and ask for further explanation, if necessary. They will then break into small groups to discuss one or two of the objectives, returning later to the large group with the results of their efforts. The supervisor will wrap things up, and the day will continue much like other days in camp—hot, busy, animated.

But today is Monday, and there is a different atmosphere in the training room. The supervisor has taken a seat just behind the circle of teachers, one of whom is taping visual aids to the white board. She introduces the lesson: "Money: Making and Counting Change." Each of the other teachers has an index card with a skill area written on it, such as *techniques, classroom management, use of materials,* and *error correction.* The supervisor is an observer, taking notes and monitoring the training as it progresses.

Supervisor's Informal Observation Sheet

Teacher_____ Date_____ Period____

_____ Preparation/Organization
_____ Variety of Activities
_____ Presentation/Sequencing
_____ Directions
_____ Comprehension Checks
_____ Student Monitoring
_____ Teacher Language
_____ Classroom Management
_____ Pacing
_____ Student Language
_____ Student Centered
_____ Motivation
_____ Other

OTHER COMMENTS:

Teacher Nisakorn "Nong" Kitisathatham, at right, trains her colleagues for a lesson about U.S. currency.

Photo by Mary Pat Champeau.

Peer training offers an alternative approach to the traditional model of supervisors training teachers. In the peer training model at Phanat Nikhom, teachers train each other in curriculum-specific topics, explaining approaches or techniques they have tried and field-tested. A teacher acting as trainer presents a lesson for a full "class period" (30 to 40 minutes) to the other teachers, who assume the role of students. The teacher brings in all the materials he or she would normally use, and conducts the lesson just as he or she would in the classroom.

At the end of the lesson, the supervisor involves all participants in an informal feedback session, beginning with the teacher who conducted the lesson discussing how he or she felt about it. Specific questions are then drawn from the skill area cards to ensure that all relevant areas are covered. Each teacher addresses the skill area he or she has been asked to assess, with a brief open discussion following each.

The supervisor must continue to listen carefully to what is being said while guiding the feedback session. The atmosphere in this portion of the peer training model must be supportive and focused on learning, so that teachers can feel comfortable in this exchange of experiences and ideas. It is the job of the supervisor

to keep the group focused and productive. Great care must be taken so that teachers are not embarrassed or humiliated in front of their peers. The feedback session must never become too critical, or the presenting teacher could feel overwhelmed. At the end of this session, the supervisor summarizes the feedback in a comprehensive manner, commenting and comparing the most important ideas that have been brought up.

The peer training approach has many benefits for teachers and supervisors. Teachers become aware of how their own lessons should be evaluated, and they learn how to evaluate others. They see what it is like to be the recipient of a lesson. In peer training, interaction among teachers is maximized. Teachers learn to see themselves and each other as resources, and become aware of different teaching/learning styles. In the feedback session, teachers learn to articulate their philosophy on various approaches, assumptions, and techniques.

Both experienced and inexperienced teachers participate as trainers, although inexperienced teachers are usually advised to teach the curriculum for a month or so before taking their turn to train. In peer training sessions at Phanat Nikhom, inexperienced teachers have proved to be almost as resourceful as their experienced colleagues. As for the experienced teachers, they are enthusiastic about the opportunity to share classroom experiences, seeing the experience as recognition of their expertise.

For the supervisor, the time saved in preparation for training can be devoted to the more time-intensive requirements of the observation-feedback process. In addition, by acting as an observer for the first 30–40 minutes of the training session, the supervisor can pinpoint strengths and weaknesses of the team members. This contributes substantially to the ongoing task of assessing teachers' needs for additional training. Since teachers train each other in curriculum-specific topics, the supervisor can plan trainings with a wider scope, enabling him or her to focus on the professional development of the team as a whole.

Peer training is not a new concept. For years, it has been going on informally wherever teachers are gathered—sharing ideas, lending and borrowing teacher-generated materials, describing favorite activities and techniques, and talking about what went on in class that day. By formalizing this situation, the skills of teaching and evaluating are honed in a professional setting.

Reference

Gaies, Stephen J. (1985). *Peer involvement in language learning* (Language in Education series no. 60). Washington, DC: ERIC Clearinghouse on Languages and Linguistics; available from Prentice-Hall. (ERIC Document Reproduction Service No. ED 256 181).

Louis De Meo has been a supervisor in the Preparation for American Secondary Schools program at Phanat Nikhom Refugee Camp since March 1988. Previously, he was an ESL teacher and supervisor of instructional assistants in a bilingual program in Sacramento, California. De Meo holds an MS in education from City University of New York and a BA in liberal arts from Wagner College in Staten Island, New York.

New Focus on Young Adult Refugees in the Overseas Program

Douglas Gilzow
Center for Applied Linguistics

Upon reaching the U.S., young adult refugees face a bewildering array of options and responsibilities. They are no longer children, but they have not been prepared for the adult world of paid employment and community obligations. War, communist takeover, flight, and separation from friends and family in a refugee camp in an alien land make up the experience of a young adult refugee from Laos, Vietnam, or Cambodia. Defining their new roles in the family and in U.S. society is confusing, and for some, overwhelming.

Recognizing that younger refugees have needs different from those of their older companions, the Overseas Refugee Training Program initiated the Preparation for American Secondary Schools (PASS) program in 1985. PASS helps refugee students 11 1/2 to 16 years of age to make the next transition in their lives, and preliminary reports indicate that the program is succeeding. Needs of younger refugees, 7 to 11 1/2 years old, are met at the Philippine Refugee Processing Center (PRPC) by the Preparing Refugees for Elementary Programs (PREP). Now young adult refugees, those between the ages of 17 and 22, are benefiting from a newly focused curriculum at both Phanat Nikhom Refugee Camp and the PRPC.

Service providers in the State Department-funded overseas program recognized the plight of young adult refugees as early as 1984, when the PASS program was being developed. In 1985, at a high-level meeting for program design review, U.S. and overseas participants recommended that more attention be focused on refugees with special needs, and among the groups mentioned as needing more assistance were the young adult refugees.

As a result of this attention, Phanat Nikhom initiated a pilot program placing 17- to 19-year-olds in PASS as "seniors," separate from the younger students there, and at Bataan, 17- to 22-year-olds were grouped separately by age (and by other placement criteria, as well) in the adult program of ESL, Cultural Orientation (CO), and Work Orientation (WO) classes. Teachers and curriculum writers at both training sites began adapting lessons for these young adults. Clear regional direction began to emerge in 1987, when the Center for Applied Linguistics (CAL) was requested to oversee a U.S. survey of recently-arrived young adult refugees and of individuals with significant contact with them, such as employers, educators, and refugee service providers.

Young Adult Refugee Survey

The survey questionnaire was developed by CAL with input from overseas staff to examine needs of young adult refugees in such areas as schooling, employment, and adjustment to U.S. society. The questionnaires were filled out by "field assistants" across the U.S. during three weeks in late July and early August of 1987. Altogether, interviews were conducted with 19 staff members of voluntary agencies and 13 refugee mutual assistance associations; 24 employers; 13 state refugee coordinators; 28 educators in adult education, vocational training, or community/junior college programs; and 26 high school educators. Perhaps most significant, there were interviews with 255 young adult refugees, between the ages of 17 and 22, in 11 key sites across the U.S. These Hmong, Lao, Vietnamese, and Khmer refugees, most of whom had arrived in the U.S. during the previous two years, responded to translated questionnaires in their own languages.

The main finding of the Young Adult Refugee Survey was the overwhelming importance of English language proficiency for this group. When asked what skills should be further emphasized in the overseas program, there was agreement among all respondents, from state coordinators to employers to the refugees themselves: ESL. English was also named as the first priority by those on the job and by those in school.

Most young adult refugees go to school, the survey found. Fifty-seven percent of those surveyed entered high school during their first six months of resettlement. Those not enrolling tended to be over-age, according to the laws in their states of resettlement. In addition to those in high school, 30% of the young adult refugees surveyed had entered adult education, ESL, or vocational training classes. Thus, 87% were in some kind of educational program.

Other survey results indicated that 83% of the young adults were still living where they had been

Additional Topics for Young Adults

Social Behavior and Interaction

- State commonly accepted rules and customs in public places.
- Compare and contrast activities of young adults in America with young adults in Southeast Asia.
- Describe ways of resolving conflict.
- Understand normal challenges of maturation: *male/female relationships, dating, peer pressure, generation gap, role models.*
- Develop social interaction skills: *customs and rules of public behavior, including non-verbal communication; topics of conversation in social situations and in the workplace, with emphasis on interacting with other ethnic minorities; common extracurricular/recreation activity options; implications of dress and associated stereotypes; and the implications of selecting positive or negative role models*
- Develop an awareness of socio-economic classes.
- Develop an awareness of racial/ethnic prejudice.

Youth and Legal Issues

- Understand treatment of juveniles vs. adults in U.S. legal system.
- Understand specific laws and consequences (e.g., fines, incarceration): *driving, drugs, statutory rape, shoplifting, disturbing the peace.*
- Understand system of legal records: *criminal, driving, paternity, licensing, public assistance.*
- Identify, deal with, and prevent common crimes committed against refugees.

Work/Study Options

- Understand options of work and study.
- Understand career planning/accessing career counseling.
- Develop realistic expectations of educational options as related to individual situations.

resettled initially, and 52% live with their parents. Their most commonly cited misperception about the U.S. before arriving was that life here would be easier than it turned out to be. One refugee noted that he had mistakenly thought "one person could support a family." Young adult refugees were asked what suggestions they would give to new arrivals. "Work and study," was the advice offered by 38% of the respondents. Thirty-six percent said, "Go to high school."

Regional Meeting

In October 1987, ESL specialist Lydia Stack visited the two Southeast Asian refugee training sites. Stack is a staffmember at Newcomer High School, a model program for secondary school-bound language minority students in San Francisco. Along with Molly Kirby from the Center for Applied Linguistics, Stack presented the preliminary results of the Young Adult Refugee Survey and discussed the implications for the training program. Lydia Stack also facilitated an October 27–30 regional meeting attended by representatives from all instructional components at both Phanat Nikhom and Bataan and from the Refugee Service Center. The meeting participants formulated recommendations about teaching points and topics, establishing regional guidelines for instruction to young adult refugees.

Rather than attempt to devise a totally new set of competencies or content standards, participants based their work on current regional curricula for PASS, ESL, CO, and WO. They proposed retaining all ESL, WO, and PASS math competencies, and concentrated on revising those for CO and PASS American Studies and on adding new topics suggested by the results of the Young Adult Refugee Survey and other sources of information about this age group. (See "Additional Topics for Young Adults," on this page.)

Because training time is limited and new topics were added to the curriculum for this age group, the lists of topics and content standards from PASS American Studies and adult CO had to be combined and revised. The broadest statements covering the most critical areas were retained, while those seen as less important for 17- to 19-year-olds were trimmed. For example, in the area of "Housing," statements regarding safety and basic landlord and tenant rights and responsibilities were kept, but those dealing with describing furniture and typical U.S. dwellings were cut. Other topic areas cut or reduced were telephone-related competencies, social service information, and competencies in consumerism. In many cases, deleted

competencies were replaced by ones in the same area, but more relevant to the needs of young adults.

No new ESL curriculum for young adults was drawn up. However, it was decided that, in addition to supporting WO and CO curricula, ESL classes would emphasize social language "in school, community, and workplace settings"and they would promote "language development to succeed in educational situations [and] . . . to access information regarding skills development and certification."

Participants also drafted a number of broader recommendations. They urged that both sites "investigate ways of increasing refugees' use of and exposure to English language across the program." The survey indicated that a major factor in young adults' successful initial adjustment in the U.S. is support from their families, so the recommendation was made that in the overseas training program, parents be "urged to provide support and encouragement of their young adult daughters and sons in pursuing educational goals."

Implementation

At both Phanat Nikhom and the Philippine Refugee Processing Center, efforts are underway to improve instruction for young adult refugees. At Phanat Nikhom, the PASS seniors program for 17- to 19-year-olds has begun a Work Orientation on-the-job training (OJT) feature to augment the more academic classes in math, American Studies, and ESL. In the OJT, young adult refugees spend an hour or two per week at the Learning Center learning basic concepts about the U.S. workplace. Eventually, they participate in a work simulation in which they apply their mastery of WO skills and concepts. The emphasis throughout is on the work/study option, which has proven successful for a number of refugees in that age range.

At Bataan, WO, ESL, and CO components have participated in an integrated approach to reinforcing their individual efforts with young adult refugees. Each component has indicated what part it will play in addressing the new teaching points. Although most areas are particularly relevant to CO, new math-related topics are covered in WO classes, and ESL is expanding and revising lessons on social language. Whenever appropriate, one component reinforces, without duplicating, topics covered in another one. Some of the health concerns dealt with in CO, for instance, will also be featured in ESL reading materials.

Staff are urging young adult refugees to take advantage of additional opportunities for English language practice, and helping them to develop strategies for learning more English outside class hours. There are opportunities at both training sites for refugees to use the language laboratories and libraries or reading rooms "after hours" or on weekends. In addition, there are extra voluntary courses to meet individual needs of 17- to 22-year-olds. The PASS Recreation Center at Phanat Nikhom, for example, offers lessons in driver education, with particular emphasis on U.S. rules regarding licenses, insurance, and safety. At Bataan, evening classes in adult education subjects are popular. Also at the Philippines site, refugees' mandatory participation in the camp's Work Credit Enhancement Program simulates a work/study experience.

Supporting the training sites, CAL's Refugee Service Center has produced *Resettlement Case Study, Young Adults: 17–22 Years Old*. This 30-page document, based on results of the Young Adult Refugee Survey and an earlier CAL telephone interview survey, puts essential information for teachers into a storyline format, with key discussion points noted in the margins. The *Case Study* describes three fictitious characters, an 18-year-old Cambodian, a 22-year-old Lao, and a 19-year-old Vietnamese, recounting their experiences in adult education, high school, and on the job. Other resources have been compiled by the Refugee Service Center into a large collection of recent articles, reports, and other materials—all arranged under such topics as "Crime/Youth Gangs," "Acculturation and Adjustment," "Education," and "Unaccompanied Minors."

Of course, no amount of resources and no extra attention to appropriate pre-arrival training can completely resolve the problems that young adult refugees face upon resettlement. Nor can their tragic past be undone. What the new focus on refugee youth can do, though, is to help 17- to 22-year-olds develop more realistic expectations of their lives in the U.S. and assist them in planning how they can best meet the challenges that lie ahead.

Doug Gilzow, Manila editor of Passage, *has been a program associate at the Refugee Service Center in Manila since 1984. Gilzow's experience in the field includes teaching English in Laos, Iran, and the U.S. For three years he directed an ESL program in Lansing, Michigan. Gilzow holds a Master's degree in linguistics from the University of Michigan.*

Let's Get Motivated!

Eugene Labiak
Phanat Nikhom Refugee Camp

Teachers, do you enjoy the rush of a lively, productive class? Do you look forward to going to work, to the creativity that is part of learning, to inspiring students through imaginative lessons, games, and activities that don't feel like "work?" If so, read on. If not, *please* read on!

A teacher is standing in front of his class. He has stood there day after day, cycle after cycle, with his notes spread before him, delivering knowledge into the heads and notebooks of his students. He has gone to the teachers' room, break after break, to smoke a cigarette, grade papers, bid a weary "hello" to his fellow teachers, and relax as far from the tedium of his classroom as possible. At the end of a day, he gets on the bus or into his car and heads for home, tired. It is no secret that teaching is hard work and, no doubt, this teacher has worked hard. This teacher has not grasped the concept of a student-centered classroom, however, nor has he reaped its exciting rewards. Chances are, once he is home, watching TV or reading a book, he will have forgotten what he taught that day. And chances are, unfortunately, his students also will have forgotten.

Prepare the Classroom

Start with the setting. If we don't prepare the setting, our whole project may flop. Our setting is the classroom. Let's set it up. For a moment, imagine that you are the student—a PASS student, a teenager. Look around your classroom and what do you see? If you are in Phanat Nikhom Refugee Camp, you see bamboo poles and dust, a table, desks, and a few trees outside the window. You are hot. You feel the sun even though you are inside a classroom. You watch the red and blue marks continually drying on the whiteboard. So what's there to look at? What grabs your attention—the clock, perhaps? Yes, that's it. You can watch the clock. You can sit there and figure out how much longer you have until it's time to leave. Teachers—here is how we will set our challenge. Find a clock twice the size of the old one, hang it in the exact center of your whiteboard or chalkboard, and try to teach a class where not one student notices it.

A few decorations can go a long way. Put some interesting English phrases on the walls and change them periodically. Put up things the students have said—funny things, interesting things, intelligent things. Have the students make calendars and charts. Keep track of test and participation scores. Bring in colorful paper, crayons, markers, and scissors. Draw pictures and hang them up. Your classroom can become a gallery of learning. Wouldn't you as the student feel more comfortable with your own creations all around you? Maybe you'd even feel more eager to get to class if you knew there would be new additions to the wall decorations. Maybe you'd find out what your scores were from the day before, or how many bonus points you'd received (be generous with points, teachers!).

The ongoing decoration process requires time and thought, but for refugees in the camp the classroom is the second most lived-in room after their own bedroom. Make it look that way. Have fun with it—cover that clock with a student's self portrait, or better yet, a student-drawn portrait of the teacher! Give students the freedom to change what's on the walls. Ask them to bring things in. Be aware every day of how your classroom looks.

Know Your Students

Now you have an imaginative backdrop. Students are comfortable with the walls around them; they are reading the quips and admiring their work. Let's be students again. You are a refugee, and even though you are of school age, you haven't had any formal education. If you have been in a camp that had educational programs, you may have studied for a few years, but here you are in an "intensive" preparation program. You aren't sure what it's all about. All you know is that within a few months you will be going to a new life in a new country and you've heard many things about it, both good and bad. It's exciting and it's frightening. A lot of change is coming your way. So, what do you spend your time thinking about? Probably not the past tense of irregular verbs. But here you are, sitting in a class, and the teacher is speaking a language you don't understand. You can imitate a

little of what you hear, a phrase or two. But you doubt that you'll remember much. This is not really a classroom to you yet—it's a waiting room where you'll sit for six months before your name is called to go to the U.S.

Empathizing with the students is nothing new to teachers, but after many long days, weeks, and months, we sometimes forget that our students may have very different priorities from ours. This means that we may have lost sight of our students as people.

From the very first day of class, make it a priority to learn the names of the people in your class. Have them make colorful nametags. Encourage them to decorate their names, write nicknames, or draw a picture of something that means something to them. Keep the tags in a bag and, in the beginning, pass the names out yourself. When you are confident of everyone's name, begin giving the wrong names to people—in fun. Have them give the tag to the right person. Later, let the students pass all the tags out themselves.

Students Teach, Students Learn

Those first few days can establish the trust required for students to feel free to make mistakes in their language learning. Learn a few words or phrases of their native language(s) and use them. Let the students laugh, correct you, and model the proper pronunciation. Ask them to repeat until you get it right. A language exchange begins to take place, and it becomes clear that you are not asking them to learn a new language to replace the one they're comfortable in. Equally important is the other exchange—the exchange of roles. They are the teachers and you, as a student, are not afraid to sound "funny" in a strange tongue—you are not afraid to make mistakes. You appreciate their help and encouragement, even their laughter. It's all a part of trying something new, a part of the risk involved in learning.

The students are no longer looking at the beautiful walls around them. The decorations are a colorful background, but not the most interesting thing about the classroom. They are interested in you, and you are interested in them. The exchange that will continue and deepen later on has a firm footing. A smile is language. If you've smiled and they've smiled back, or vice versa, you've communicated.

All right, now you are smiling at them and they are smiling at you, and everybody is happy to be in class. You notice an expectant look on their faces: You are the teacher, and it's time to teach. You have your objectives and you've been through training, so you can begin the day's lesson. The students watch. They feel they are learning—or at least that they should be learning. After all, you have gone to all this trouble with your visual aids and exercises. You ask them questions and try to help as much as possible. They are still smiling when they leave, and you are exhausted.

"Poor teacher," the students think. "He must be awfully tired when he goes home." Well, he is! He's too tired to move. But the energy was well spent, he consoles himself. It was spent on students. How many students? Twelve. How many teachers? One. It doesn't seem fair, he might think in a weak moment. Are the students as tired as the teacher? Probably not. Do they have as much energy as the teacher in class? Probably more. Let's rethink our strategy. Let's tap their energy. In the preparation stage, you established the special bond between teacher and student. Now take it a step further. Nurture the student-student bond.

Students and teacher select items they'd like to discuss in a nutrition lesson. Photo by Kamontip Tansahawat.

Get the students up and out of their seats. Send them to the board and in front of the class. In the beginning (if they are teenagers) they may giggle and run back to their seats, but only in the beginning. Give them your visual aids and have them ask the questions. Give them cues and prepare them to teach. Let students model the language—this saves you from the monotonous repetition that often bores or frustrates them. After a while, they begin to volunteer. Distribute your "props" at the start of class. The students don't know when they'll be called upon to assume the role of teacher, so they're on their toes, waiting for cues.

You have distributed six pictures, or flashcards, or pieces of fruit, so now there are six teachers in the class. They are guided into their roles; you have set them up for success (through careful planning) and they teach each other. Set them up in pairs as often as possible or do small group work. Give a student advance notice, then provide several minutes of class time to teach anything he or she wants to in English. It may not be something that meets your specific "language objectives," but the lesson learned, no matter what the content, will be a valuable one.

Provide Variety

Of course, any approach—no matter how effective—can become routine if practiced often enough. There is a fine line between consistency and monotony. It is inevitable that after a month or so, students begin to think, "Oh, there goes Kao Vang up to teach again." Ideas that were once fresh become stale, so your techniques and methods have to be evaluated regularly. Examine them, but don't throw them away and start from scratch. Ask friends how they use their materials. Rework an activity using concepts students are already familiar with, but inject it with new life. Your daily planning of activities should begin with the word *active*. It is important, however, that the students are involved in active *learning*, and are not led into a situation where they are merely active.

Think about the purposes of your activity. For example, one of our most "boring" lessons in PASS is teaching students how to open combination locks. If we demonstrate how to open a combination lock and then distribute locks to our students and walk around helping as they try to open them, we have conducted an activity. But should it stop there? Let's think about the locks they will have to open in an American high school.

"You've got four minutes to get to your locker before the next class. The pressure is on. You need a book from that locker, and you don't want to be late. If you're late, you might be penalized, and you'll certainly be embarrassed. You are frightened of both." At camp, how can we simulate the situation? Let's hang the locks from the ceiling on strings. Hang them from one end of the class to the other. The students line up facing the locks. The bell rings. As the teacher, you feel confident that the students know how to open the locks, but you add the element of a time constraint. It's a game, so nobody feels badly if they can't open their lock. They get back in line and try again when their turn comes.

And how about the next day? Do we want to hang the locks once again for a review? Probably not. Let's lock the doors and windows of the classroom. Let's tie some desks together and lock them. We can't begin our class until the locks come off, so let's get to it!

Reviewing and Evaluating

You have a classroom where people want to be. Students are participating in their own and others' learning. Your activities are focused, fun, and effective. Nobody, including you, has his or her eyes on the clock. Is that all it takes? No, not quite.

You have determined that a student-centered classroom is a key ingredient for motivation, and when students and teacher are motivated, the atmosphere is conducive to learning. Now it is review day. You find yourself once again in the position of having to "re-cycle" information that has already been presented in class, but needs to be reinforced. Learning must be evaluated in some way. Collect all your props—everything you've used to teach the lessons you plan to review. Bring the props to class, put them on the table, and take a seat with the class. Relinquish your role as the "visible" teacher. Turn the review over to the students. Let them pick up the props they feel comfortable with and have them ask the questions, do the role play, organize the game, or whatever it is you've done to present the material a few days before. They can use anything at their disposal—the board, books, other students.

As the observer, you are conducting a mental assessment of what has been effective and what has not. How comfortable are the students with the language they are using or the activity they are participating in? Is any particular activity lacking focus? Were the objectives clear to the students? Has there been enough time spent on a given lesson? Handing the review over to the students and asking them to teach themselves is not something to be done without preparation. Students have to experience the teaching role every day.

As it becomes clear that teaching and learning are shared responsibilities, people begin to understand how to assess their own learning, and the teacher does not have to depend solely on his or her perception of how different individuals are doing. In trying to teach something, we often discover what we know, as well as what we don't know. Students begin to ask for help in specific areas, and they are not confined to asking the teacher, because they can ask each other.

Once you have established this type of atmosphere in your class, and you decide to relinquish your role completely, if only for 30 minutes or so, you may find the results are startling. You may see a class where learning is so student-centered that the teacher could leave the classroom and the lesson would continue. But don't leave—stay and enjoy!

Eugene Labiak has been an American Studies instructor in the PASS program at Phanat Nikhom Refugee Camp since March 1987. As a Rotary Club scholarship winner, Labiak spent four years in Thailand studying Thai. He has also taught English in a primary school in Chonburi, a city near Phanat Nikhom.

The PASS Recreation Center at Phanat Nikhom

Text and photos by Maria Angelina M. Castro

Established in 1986, the Preparation for American Secondary Schools (PASS) Recreation Center is a multi-purpose recreation facility for 11- to 19-year old refugee students at Phanat Nikhom Refugee Camp.

The Rec Center's facilities—the shaded, outdoor lounge and patio, spacious kitchen, ping-pong tables, and guitar studio accommodate numerous student activities simultaneously. Many of these are structured and guided, such as the clubs for cooking, electronics, guitar, and arts and crafts, and help reinforce and supplement PASS classes. Short courses in softball, football, frisbee, letter-writing, poetry, nutritional baby food preparation, and driver's education taught by volunteers and PASS teachers serve to encourage students to participate in extracurricular learning. These courses are especially helpful to the "young adult" group, ages 17 to 19, whose time outside is taken up with domestic obligations or employment in the camp.

But much of the center's popularity is due to its less formal options—students are constantly in and out of the Rec Center, borrowing or returning a wide assortment of games, art supplies, sports equipment, and musical instruments. And the ping-pong tables are seldom quiet. The system of signing out equipment and returning it by a specified time may be new to many of these young people, but they learn it quickly.

Ping-pong is particularly popular among refugee teenagers.

Hmong PASS students enjoy painting pictures in the Rec Center's outdoor lounge.

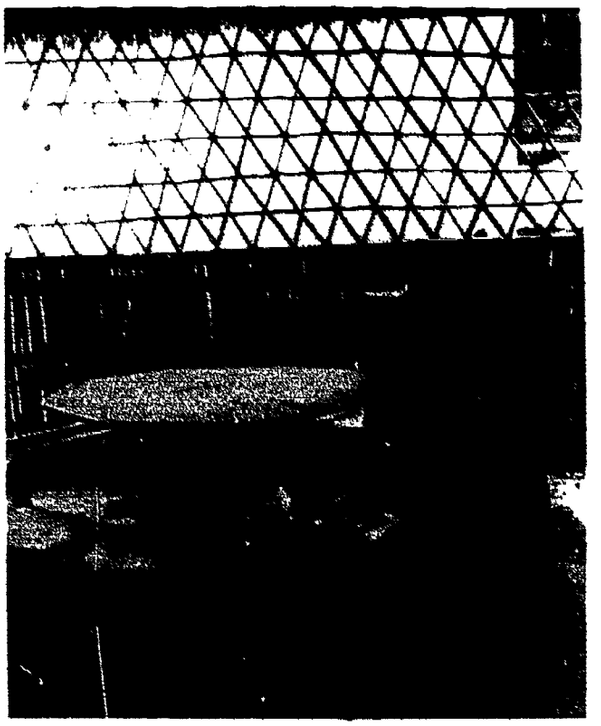
Entrance to PASS Recreation Center at Phanat Nikhom Refugee Camp. The cubes on the right are water storage tanks.

PASS students learn to play the guitar.

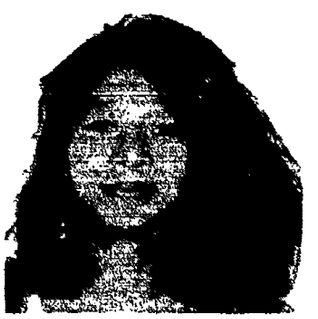
A two-person staff plan the Rec Center activities, supervise the clubs, teach the courses, and manage and maintain the facility. Refugee teacher aides help by maintaining materials and by training students in the proper care and use of the equipment.

Of the 400 students currently enrolled in PASS, over half take advantage of the services and courses available daily, including weekends, at the Rec Center. The benefits of self-motivated learning in such a relaxed environment have been tremendous. Students enjoy taking part in group-work activities where they improve communication skills and develop new friendships among their peers. In addition, the clubs and courses offer valuable glimpses of U.S. teen culture. By taking an active role in and responsibility for their own education, students build the confidence necessary to meet the new challenges of education and employment in the U.S.

Hmong students work independently after learning safe, economic use of kitchen supplies and equipment.



This Hmong amateur musician is a self-taught virtuoso on the melodion.



Maria Angelina Castro has been an American Studies instructor in the Preparation for American Secondary Schools (PASS) program at Phanat Nikhom Refugee Camp since December 1987. Previously, she was a volunteer teacher at the PASS Recreation Center. Castro holds a BA in journalism from the Columbia School of Journalism at the University of Missouri.

FORUM: Refugee Mental Health

The majority of Indochinese refugees demonstrate remarkable tenacity in their efforts to re-establish new lives for themselves and their families. Nevertheless, studies indicate that a significant number suffer serious levels of psychological distress, which in turn can sharply limit their progress into the mainstream of U.S. society.

Passage invited five social service professionals to discuss the issue of refugee mental health. From the training sites in Southeast Asia, Marian Webster and Perlita Galicia describe how they and their colleagues help refugees cope with the stresses that accompany the refugee experience. From the U.S., mental health professionals Amy Wells, Richard Mollica, and J. Kirk Felsman discuss their work with two "at risk" groups: Vietnamese Amerasians and Cambodians. And on page 56, a companion article—"What the ESL Teacher Can Do"—examines the important role that ESL professionals can play in promoting mental health in their refugee students.

Helping Refugees Help Themselves

Marian J. Webster
American Refugee Committee
Phanat Nikhom Refugee Camp

Thanh, Sary, and Yer have been referred to the mental health clinic at Phanat Nikhom Refugee Camp because of frequent headaches and insomnia for which no medical cause can be found. Thuy is referred to a hospital in a nearby town after displays of irrational behavior and uncontrollable seizures. Her husband, Van, thinks she has a spiritual problem, and tells me of the weeks of sleepless nights for both of them, when she had nightmares of ghosts and visions of children calling to her. When the seizures began, the traditional healer referred her to the hospital.

The stories are numerous. Each is different, though the common threads running through them are loss, grief, and stress, which chip away at coping mechanisms and defenses, leaving the individual without resources. Body, mind, and spirit are challenged by the hardships and trauma of the refugees' journeys and camp experiences. They face the loss of friends, family, familiar customs, religion, and ways. They face a barrage of new customs and often confusing and inexplicable expectations from those they depend on for help in their resettlement. Camp rules and regulations restrict "normal" lifestyles and usual day-to-day activities. The refugees' sense of self may crumble under the stagnation, pressures, and changes. And so they come to mental health workers with signs of stress and emotional problems: headache, backache, dizziness, fainting, inability to relax or sleep, heart palpitations, suicide attempts, unsolicited outbursts of anger, or suspiciousness.

Extreme cases, like that of Van's wife, require professional attention. But Thanh, Sary, Yer, and others like them, can take steps to reduce stress:

1. Share with each other the experiences of leaving; talk with each other, and provide support within the community. One refugee, a mental health worker, says of his role, "We have lost so much sentiment in getting here. We can try to give some of it back, give hope."
2. Maintain contact with relatives and friends left behind.
3. Actively plan how to spend time and how to meet individual needs for study, health, and social contacts. One refugee worker believes it is important to stay busy and keep one's spirits up by helping others. He says that lessons to be learned in the camp are patience, endurance, problem-solving, and getting along with others in a limited space.
4. Be open to altering expectations for resettlement.
5. Provide skills and services to each other, such as traditional healing through massage and herbal medicines.
6. Learn about Western concepts of illness and health, emotional distress, and the options for care and treatment. Use the resources available.

Coping Strategies for Refugees

Perlita M. Galicia
Community Mental Health & Family Services, Inc.
Philippine Refugee Processing Center

In counseling refugees at Community Mental and Family Services, Inc., we emphasize that although coping with stress is certainly not easy, there are

ways to help prevent psychological problems and promote healthy behavior.

1. *Realize that grief is a natural consequence of loss, and that anyone experiencing loss undergoes this painful process.*

It is important to accept the reality of the loss—understanding that the person is gone and will not return—and to acknowledge the pain of grief. To adjust to the impact of loss, time is needed.

2. *Give close attention to these personal areas:*

Social adaptation. It is important for refugees to carry on with their tasks and their role in the family, at school or work, and in the community. Refugees face another problem that compounds their stress, for in moving to another country, they will inevitably be affected by cultural, social, and other environmental differences. They need to adapt to their new setting while retaining aspects of their native culture that they value.

Personal management. It is of utmost importance for refugees to identify their life goals. They may begin by asking, "What do I want out of life?" After deciding what they would like to achieve and experience, they can try to list them (e.g., love, a good marriage, a family, to find peace with myself, a better job, money, higher education). From this list, priorities can be set and a plan of action formulated, including specific activities and a time table.

Relationships. The ability to maintain rewarding and fulfilling relationships with others, as well as a healthy relationship with oneself, helps to reduce stress. Knowing what one expects to give to and get from relationships, knowing oneself and what one can and cannot do, and accepting and adjusting to one's limitations and those of others are ways of keeping relationships healthy and satisfying.

Physical condition. Stress places demands on the body, and health problems can compound stress. Refugees and others under stress need to pay particular attention to nutrition and exercise. They should learn to relax from a hectic schedule, spending time off with family and friends or involving themselves in sports.

3. *Learn about and make use of community support services.*

Every community has schools, social service providers (employment counselors, public health centers, legal aid services, etc.), ethnic associations, religious or civic groups, and refugee sponsoring agencies that can meet some of the needs of the individual and his or her family. It is important for people to know where to turn for assistance. Newcomers are often those who most need support but are the least aware of where to find it.

4. *Seek counseling when psychological problems become serious.*

Professional counseling is essential when emotional problems interfere with a person's functioning at work, in school, or in family and social relationships. Counselors can assist individuals and their families to understand their problems and how to deal with them.

The Psychiatric Care of the Cambodian Patient

Amy Wells
Richard F. Mollica
Indochinese Psychiatry Clinic
Brighton, Massachusetts

Sokun is a 40-year old Cambodian widow who arrived in the U.S. in 1983. At first, she seemed to adjust well to life in her new community. It was an ESL teacher who first noticed the decline in Sokun's functioning. No longer able to concentrate in class, she couldn't remember the English she had so quickly learned. She complained of headaches and dizziness, and eventually stopped attending class altogether. A physician at the local health center ordered a series of medical tests but was unable to detect any illness. When he asked if anything was upsetting her, she replied that everything was fine. It didn't occur to Sokun to mention to her physician that every night for the past three months she had been awakened by a nightmare of her husband's execution.

The Cambodian patient with serious emotional problems is likely to remain a diagnostic puzzle to the health care provider. Both patient and health practioners have difficulty linking medical symptoms with the trauma experience. Patients are often not in touch with the psychological causes of their distress, and medical personnel are often unaware of the cultural tradition of reporting only medical symptoms.

At the Indochinese Psychiatry Clinic (IPC) in Brighton, Massachusetts, where nearly 500 Cambodian patients have been diagnosed and treated since its inception in 1982, staff have learned that these patients suffer from more than just problems in acculturation. What has emerged is the recognition that the Cambodian genocide has had a profound impact on the lives of IPC's patients.

A recent study at IPC found that Cambodian patients were the most highly traumatized of all Southeast Asian groups. A typical Cambodian patient had experienced 16 major trauma events, including starva-

tion, imprisonment, combat injury, torture, rape, being lost or kidnapped, and witnessing the murder of family members.

Among the Cambodian patients, three high-risk sub-groups were identified. They included women who had been raped or sexually abused, those who had been widowed by the war, and those who had lost children to starvation, death, or kidnapping. This study also revealed that Cambodian patients experienced a greater degree of insecurity in their new communities than other refugee groups. Eighty percent of the Cambodian patients (as compared to 16% of other IPC patients) stated they had no one to rely upon, including family members. In addition, these patients reported hostility and prejudice from Americans and non-Khmer Asians in their local communities. Widowed Cambodian women were also unable to learn English, because of extremely poor attendance at ESL classes.

Based upon extensive research and clinical experience with highly traumatized refugee patients, IPC has developed a *bidimensional* approach to psychiatric evaluation and treatment.

Evaluation begins with formal psychiatric diagnosis. With our Cambodian patients, three major diagnostic categories are common: major depression, post-traumatic stress disorder (PTSD), and cognitive psycholigical impairment resulting from head injury.

Depression is the most frequently diagnosed disorder. The symptoms are either physical (such as headaches, insomnia, poor concentration, loss of appetite, and lack of energy) or psychological (such as sadness and feelings of hopelessness and worthlessness).

Studies have found that more than half of the patients who are seriously depressed also suffer from PTSD. PTSD symptoms in Cambodian patients usually include fear, anxiety, startle response, sleep disturbances, intrusive thoughts and recurrent memories, nightmares, flashbacks, phobias and a foreshortened sense of future. Many Cambodian patients also show symptoms of head injury, including unremitting irritability, fatigue, poor judgment, and concentration and memory loss.

A formal psychiatric diagnosis in traumatized Cambodian patients is often difficult since many do not report their emotional difficulties. They are unfamilar with Western mental health treatment and fear the stigma associated with psychiatric illness and treatment in Cambodia. In addition, patients who have been raped or tortured may feel ashamed or humiliated by their experience, and may not wish to stimulate painful memories. The detection of psychiatric disorders, therefore, can be facilitated by the use of standardized questionnaires that allow the patient to identify specific symptoms without having to articulate intensely painful emotions. IPC has developed and validated a number of such useful clinical screening instruments (available upon request).

At IPC, we believe that clinicians should avoid trivializing an individual's life experience by simply arriving at psychiatric labels without contextualizing the personal, cultural and historical meaning of these sysmptoms. For that reason, the second dimension of diagnosis focuses on the Cambodian patient's trauma story and life history. This dimension of diagnosis helps create the framework for IPC's therapeutic approach.

Our treatment philosophy, like our diagnostic approach, is bidimensional. The initial focus of treatment is on reducing symptoms through the use of medication. However, while medication and physical therapies can alleviate many physical and emotional symptoms, they cannot re-integrate patients in a social world that has been destroyed.

Most Cambodian patients have internalized a "horror" that has no name. Their trauma history has become the central experience of their lives. While little is known about the psychiatric care of survivors of mass violence and torture, it is clear that the patient must eventually deal with that experience before he or she can become a functioning member of the family and community. At IPC, once the patient's symptoms have been alleviated, he or she is is moved into supportive psychotherapy, which eventually includes family meetings and support groups. The use of specially trained bicultural workers as co-therapists and the inclusion of monks and other community workers as part of the healing process helps to bridge the gap between Western psychiatry and Cambodian cultural traditions.

Mental Health Issues and Vietnamese Amerasians

J. Kirk Felsman
Department of Psychiatry
Dartmouth Medical School
Hanover, New Hampshire

Over the last four years, my clinical work with Vietnamese Amerasians and their families suggests that diversity is what most characterizes this population. The obvious and striking physical differences among Amerasians in height, physique, facial features, hair and skin color are matched by the variety of their personal histories.

While the backgrounds of Amerasians generally involve early parental loss, little formal education, and serious economic disadvantage—all of which increases the risk for serious adjustment problems and poor long-term adaptation—there are, nonetheless, individual differences inspiring displays of genuine strength and resiliency. These strengths are often

overlooked by clinicians who have a tendency to focus on "pathology," emphasizing what is going wrong, often at the expense of seeing what is going well. Carefully assessing Amerasian's individual and collective strengths may help identify external resources that can promote increased coping and adaptation.

Much has been assumed about Amerasians and their "identity" problems, although in my experience many do not appear to be in greater psychological turmoil about their identity than other refugee youth. I have noted a tendency in many well-intended adults to force this issue prematurely by asking such artifically dichotomous questions as "Do you feel more Vietnamese or American?" Similarly, some caseworkers may tend to push the issue of identity and the search for the father as something the Amerasian "must face." In my clinical opinion, a more sensitive and effective approach is to remain open to the Amerasian's own questions and to provide avenues for discussion of the many issues and decisions involved in identity formation.

The underlying attitudes of teachers, caseworkers and mental health professionals guide their interactions with students and clients. Take for instance, the important distinction between sympathy and empathy. I have encountered many people who convey a sense of "sympathy" in their interactions with Amerasians. They are unaware of the inherent condescension in feeling "sorry" for "them," and are often puzzled as to why Amerasians soon reject their "help." In contrast, empathy takes time to establish. Empathic understanding makes few a priori assumptions. It is a more respectful process and is responsive in a way that allows a relationship to develop.

Problems of truancy and dropping out of school are significant among the younger Amerasian population. Although many Amerasians are described as being "hyperactive" and struggling with Attention Deficit Disorders, this has not been my clinical experience. In general, few Amerasians have been raised to place much value on academic achievement. Out of economic necessity, many worked to help support themselves and family members. They are easily frustrated by the rigidity of the traditional classroomare and keenly sensitive to any sign that their academic progress is slower than other (particularly younger) classmates. The worst situations I have seen involve refugee youth working in isolated settings that require no English and fail to promote the development of job skills.

Some programs in the U.S. have managed to avoid placing Amerasians in the unreasonable position of choosing between work *or* an education. Instead, they have stressed ways to allow for both. My experience is that as they begin to feel competent at work many Amerasians become better able to tolerate the frustrations of the classroom. In some instances, being able to send money back to Vietnam also takes on psychological significance and adds to their inner motivation.

Group work has proven to be an effective support system for mothers of Amerasians, who in some instances are isolated from the local Vietnamese community as well as the community at large. In addition, concrete opportunities for Amerasians and their mothers can emerge from the community when there is strong cooperation among resettlement workers, school personnel, mental health professionals and such community agencies as youth organizations, veterans' organizations, and local foundations.

The majority of Amerasians are "free cases"—i.e., not joining resettled relatives—and are understandably anxious about where they will be living in the U.S. Although the exact resttlement site is not determined until a few weeks before departure, it is possible that Amerasian cluster sites—areas designated by the government to resettle Amerasian "free cases"—could send various materials to the PRPC, providing an overview of the community and specific information on the kinds of programs that exist. In one instance, while working at the PRPC, I was provided with maps, a photograph album, and a videotape of the mid-Autumn Festival by a resettlement agency a number of weeks before a group of Amerasians departed for that community. The meetings and discussions that were generated from that material greatly decreased the Amerasians' specific fears and opened up helpful discussions of their anxieties about resettlement in general. Increasing the range of communication between resettlement sites and the agencies at the PRPC would certainly be in the Amerasians' best interest.

What the ESL Teacher Can Do

There is little question that the ESL professional can play an important role in the prevention and early identification of refugees' mental health problems and become a partner in the treatment process.

By helping students to develop language skills to cope with their new environment, teachers can alleviate a great deal of the anxiety that comes with the resettlement experience. The ability to perform life skills contributes to psychological well-being.

In addition, teachers can incorporate into the curriculum topics which allow students to explore cross-cultural and mental health issues. Techniques and strategies which encourage students to share feelings and life stories promote mental health and language acquisition simultaneously.

The ESL teacher can provide emotional support on a more personal level, While refugees tend to regard mental health providers with distrust and suspicion, classroom teachers are viewed as individuals of high status, wisdom, and power. Thus, the ESL teacher is a "natural helper," although each teacher must make his or her own decision regarding the appropriate and comfortable amount of personal involvement.

The ESL professional is in a unique position to identify early symptoms of psychological distress and, when necessary, to refer the student to a mental health professional. Early indicators of emotional distress include significant changes in students emotional responses lasting more than two or three weeks, an increase in unexplained absences or health complaints, and prolonged language-learning plateaus accompanied by student frustration and change in motivation levels.

More sophisicated screening instruments are now being developed to assist in the early detection of emotional distress in the refugee student. With guidance, the use of projective drawing and sentence completion tasks may be useful both as techniques for teaching ESL and for gaining clues about students' mental health.

By learning about the stages of culture shock, teachers can be attuned to some of the stressors students bring with them. H. Douglas Brown (1980) suggests that there may be an optimal point in the stages of acculturation for learning language. Awareness of where students are in their paths to acculturation may assist teachers in designing lessons and dealing with a multi-level class to meet individual needs.

Myrna Ann Adkins
The Spring Institute
Wheat Ridge, Colorado

Charles Ray
National Council of Community Mental Health Centers
Rockville, Maryland

The classroom has been recognized by mental health experts as an appropriate venue for introducing and practicing preventive strategies for coping with stressful situations. Teachers can help their students prevent or deal with stress by:

1. *Creating an atmosphere conducive to learning.*

Learning a new language can cause a great deal of anxiety among adult students; not being adequately proficient in the language is frustrating and is a block to further learning and adaptation. Recognizing this, the teacher can reduce anxiety by maintaining a non-threatening, non-authoritarian manner and by being a friend to the students. When students are having difficulty, simpler teaching techniques can be used—students should be given the chance to succeed. The capacity of the teacher to listen, empathize, exude warmth, and demonstrate a caring, sincere attitude also promotes student learning.

2. *Promoting mental health through individual or group activities that enhance self-esteem and coping skills.*

Teachers can acknowledge contributions in class discussions and activities, encourage peer support for shy or passive students, delegate classroom responsibilities to students, and share experiences in handling stressful situations.

3. *Finding out about community resources and services available to students.*

Teachers are often the first to learn of their refugee students' personal problems or difficulties. If they are aware of appropriate support services, they can help their students find the help they need.

4. *Keeping an eye out for signs of emotional difficulties among the students, and trying to secure appropriate treatment.*

When visible signs of emotional and behavioral problems are evident, professional help should be sought.

Taking these steps calls for a personal commitment on the part of the teacher, but in many cases the teacher is the only bridge between the students and their new environment.

Perlita M. Galicia
Community Mental Health and Family Services, Inc.
Philippine Refugee Processing Center

Since language, culture, and work skills training are a high priority for refugees, teachers can play a pivotal role in helping refugees avoid or deal with stress by:

1. Planning lessons that give refugees a chance to talk about and link their past and present experiences.
2. Recognizing signs of stress (note the high number of bodily/somatic signs in Asian populations) and initiate friendly contact with the student.
3. Becoming familiar with community resources, the range of options that refugee students have for assistance.
4. Maintain a continuing dialogue with others who help refugees. Don't be discouraged when answers don't seem apparent and problems seem overwhelming.
5. Reaching out to learn more about students' native culture in order to help bridge the cultural gaps and misunderstandings that can cause loss of face and self-esteem.

Marian Webster
American Refugee Committee
Phanat Nikhom Refugee Camp

Imagine yourself sitting in a strange classroom. You're there physically, but you aren't really there, and you feel you shouldn't be there. All these strange, new English words, dancing in front of you—so many syllables to remember, so many meanings to look for. You think you're never going to make it. You worry all the time. You're afraid to speak—afraid people won't understand you. You've been taught to say things properly, correctly. If you can't say it right, then it's better not to say anything at all. You feel restless. You feel helpless, like a child. You've come a long way, but the road ahead of you seems much longer. And for the first time, you wonder if it's really worth it. The struggle hasn't ended yet—it's only just beginning. All of a sudden, you wish you were home.

Have you ever felt like this? Maybe you have. We are all refugees at one time or another. As a teacher, you've tried very hard to reach out to your students, to pat their shoulders and tell them it's okay. But, at times, this doesn't seem to be enough, and you are frustrated.

It's important for a teacher to know students as individuals—to know that Tam, who sits next to Bousavath, is very different from Marith, who sits quietly at the other end of the room. We have a tendency to think that all refugees are the same. But they have different problems trying to adjust to the American way of life, and they have different needs. They have suffered in many different ways—loved ones left behind, conflicts with friends, conflicts within the family, horrifying experiences on their way to freedom. Some miss the family support that they once had. Others feel guilty about the ones left behind. Many are confused and lost. They find it hard to concentrate and study. They want to share their experiences and feelings with someone, but don't know how.

As a teacher, you can encourage them to talk to you. You can listen to them and see them as individuals. Encourage all of your students to write their feelings in their journals as an ongoing project. They can write in their own language—something that is very close to their heart—and someone can translate it for you so you can write back to them. You will be amazed at how much you can share with them. It's great to have a teacher, but greater yet to have a teacher who cares.

Huynh Thi Hong-Bich
Preparation for American Secondary Schools Program
Philippine Refugee Processing Center

Reference

Brown, H. Douglas. The optimal distance model of second language acquisition. *TESOL Quarterly* 14(2): 157–162.

The Cap Factory: A Simulation

Jojo Padolina
Philippine Refugee Processing Center

A/B-level Work Orientation (WO) teachers at Bataan try to select meaningful, comprehensive activities for their students' final week in the six-week program. Since many resettled refugees are employed in factory assembly-line work, which provides a context for the practice of critical competencies and survival skills, supervisor Collette Satuito's "C" team decided to undertake a factory assembly-line simulation.

The project, the "WO A/B Cap Factory Simulation," produced baseball-style caps. The objectives of the project were to provide students with teamwork experience in a factory setting; to set up a "real-life" situation where students could use their language and CO skills in an integrated and intensive way; and to help teachers identify student learning and/or training needs.

The "factory workers" were B-level students, both young and older Vietnamese refugees. Although some had been dressmakers in their native country, most had little or no work experience.

Planning and Preparation

The team began with brainstorming sessions to decide on the product to be manufactured, and to discuss the processes involved in the project. Each team member was assigned a specific task, such as research, logistics, or training. A feasibility study was made and presented to our program officer, who enthusiastically approved the project.

The team agreed that they needed first-hand exposure to an actual cap factory assembly-line. They surveyed cap factories in Sta. Rosa, Laguna, which is noted for its export quality caps. After choosing a cap factory, the team traveled to Sta. Rosa for a tour during their week off. They followed the production flow, as a guide explained in detail what is done at each work station. They were given "hands-on" experience at the work stations in order to grasp fully all the production processes.

Back in camp, as Cycle 96-A started, preparatory activities began in all six WO classes and continued throughout the six-week course. Among these were pattern-making, silkscreening, cutting, and sewing the parts of a cap. The activities were based on the WO A/B curriculum, but the concepts and competencies were fine-tuned to meet the project's objectives. For example, in Unit One, "Finding Work," one topic is job interviews. In line with this competency, the team conducted job interviews for the purpose of hiring workers in a cap factory. "Help Wanted" signs were posted outside the classrooms, and students were asked to apply for the positions available.

All students from the six classes applied for the 38 job openings: 10 tracers, 10 cutters, 6 sewing machine operators, 2 silkscreen artists, 2 dryers, 2 product inspectors, 2 packers, 2 stock clerks, 1 timekeeper, and 1 security guard. The applicants were advised by a teacher, acting as a job counselor, and were interviewed by three teachers. Thirty-eight students were "hired" after passing the job interviews. Those who were hired had previous work experience or were able to demonstrate skills they had either practiced in their native country or acquired during the preceding build-up activities. They were also required to have social security and tax account numbers and I-94 cards, which they had prepared during one of the preparatory activities. Next, the 38 newly-hired workers attended an orientation seminar, which served as a rehearsal for the actual simulation.

Because of their factory visit, the team was able to pattern the simulation after a real factory. A flow chart was drafted that closely followed the production flow of the factory. Adaptations to camp limitations—such as the physical area and materials available—were made with the assistance of two resource persons from the cap factory, who were invited to the simulation and were very helpful in providing technical assistance throughout the project.

The revised flow chart outlined seven work stations, showing the complete production process: Tracing, where cap patterns are made; Cutting, where parts are cut from the patterns; Sewing, where the parts are assembled; Silkscreening, where artists paint the design; Drying of the painted parts; Sewing again, where the painted parts receive final stitching; Quality Control, where workers inspect each cap and send rejects back to the appropriate station for repairs; and Packing.

The floor plan was equally elaborate. The work stations were positioned according to production flow,

a makeshift stockroom was installed, and a desk was arranged for the timekeeper. There was also a display lobby, a time clock, a security counter for the guard, and a mini-recreation room where workers could relax during break time.

The International Catholic Migration Commission Recreation Hall was converted into a factory, following the specifications of the floor plan. Seven sewing machines were installed, six for actual use, and the other to be used as a spare in case of a breakdown.

In addition to these preparations, the Instructional Media Services (IMS) technical staff videotaped the entire project, including build-up activities, the simulation itself, and the assessment process. The IMS later produced two videotapes of this project, one intended for classroom instruction, and the other for the training department.

The Simulation

The simulation began at around 2:00 P.M. The "workers" entered the "factory," punching in after hearing the timekeeper's bell. Dressed in simple work place uniforms of a white shirt, jeans, and tennis shoes, they lined up as they passed the security counter, where the guard inspected their bags. Workers reported to their assigned stations after picking up their tools and other materials from the stockroom. At the second bell, they started working. All work stations were able to begin simultaneously, because preliminary work had been done during the rehearsal—patterns had been traced, some pieces were already cut, others were already sewed and painted, and eight caps had been completed for the quality control and packing sections. Backlog was avoided, and all workers were kept busy. Every teacher on the team was a work station "supervisor" who answered questions and gave instructions, as needed. Workers interacted according to the flow chart.

Some problems did arise. A sewing machine malfunctioned, but the worker assigned to the broken machine immediately informed her supervisor, and a spare machine was installed. A case of employee absenteeism was resolved when alternate workers filled in for two students who, on the morning of the simulation, informed their teachers that they wouldn't be able to participate because of other commitments. (The team had foreseen this possibility and chosen additional workers to attend orientation and be on hand for the simulation.) When a worker from the cutting section meddled in the work of the silkscreening section, an artist complained to his supervisor. The supervisor criticized the worker's meddling and explained to him the importance of division of labor. The worker took the criticism well and reacted appropriately by apologizing to the supervisor and the offended party. These problem situations were perhaps the most worthwhile aspect of the simulation. The students' efficient responses to these situations fulfilled the project's objectives.

The students gained the valuable experience of working quickly and carefully. Teamwork was evident at every work station, as workers realized the importance of cooperation and sticking to their assigned task to avoid overlapping jobs. They also learned the importance of good timing in order to prevent a backlog in other sections.

Several CO points were emphasized—the supervisor criticizing the worker, workers reporting problems and complaints to the supervisor, and behavior expected in a work place situation. Language skills were utilized as students found the right words to say in each situation.

At the end of the two-hour simulation, 42 caps were assembled, with only three rejects. The caps passing the quality control standards were neatly packed, labeled, and placed in the display lobby.

The following day, the teachers held processing activities in their classes to assess the simulation in terms of how the students felt about the whole undertaking. The teachers were able to identify teaching/training needs of the students, such as the need for more emphasis on competencies related to work place situations, including problem-solving and adequate language structure to minimize miscommunication.

The project also served as an effective self-assessment tool for the teachers, who learned along with their students. The teachers had no previous exposure to factory assembly-line work, but their students' enthusiasm inspired and encouraged them. Together, students and teachers learned to deal with pressures and situations common in the U.S. work place.

This project greatly enhanced the students' confidence and self-esteem. As one participant commented, "Teacher, now I can work factory in America. No afraid go there."

Jojo Padolina has been an instructor of A/B-level Work Orientation at Bataan since April 1987. Previously, he taught political science and sociology at Olivarez Medical School and San Sebastian College in Manila. Padolina holds a BA in political science from San Sebastian College and has completed coursework toward advanced degrees in law and public management at the University of Santo Tomas.

Site Exchange: Preparing for the Hmong at Bataan

Frank DiGiacomo
Philippine Refugee Processing Center

Six of us departed Manila in September for Thailand. We represented all the components of the training program at Bataan: PREP, PASS, Work Orientation, ESL/AB, ESL/CDE, and Cultural Orientation (CO). Our mission: to determine what changes would be needed to tailor our training program to the needs of Hmong refugees.

It is anticipated that the Hmong, hilltribe refugees from Laos, will join Bataan's Indochinese melting pot of Khmer, Vietnamese, Lao, and ethnic Chinese. Bataan staff have gained expertise with these latter groups over the past eight years, but have had almost no experience with the Hmong. Only one group of Hmong have been in Bataan, and that was in 1983. Few of the current staff were in the camp at that time, and fewer still have worked with the Hmong.

Lao students in Bataan had told me that the Hmong were a rustic lot, living in small villages high up in the mountains of Laos, cut off from the rest of the population. Many were not literate in any language; indeed, until recently, the Hmong lacked a written language.

In contrast, most of the refugee students at Bataan are Vietnamese, most with several years of education, and many from urban areas. A number of our Lao and Khmer students are from rural environments, but some of the tales I'd heard of the Hmong in the U.S. were alarming, conjuring up images of a primitive folk baffled by a high-tech environment.

As curriculum coordinator for Cultural Orientation, I was worried that charts, graphs, videos, and classroom learning activities used in our current course might not be appropriate for Hmong learners. I was fearful that our materials would prove to be too complex and sophisticated, that these hilltribe people would be confused by our standard classroom activities. How much materials adaptation and retraining of teachers would be needed for this new group?

We would spend six weeks in Thailand learning about the Hmong. Most of our time would be spent at Phanat Nikhom Refugee Camp, which has been providing training to U.S.-bound Hmong for over eight years. The activities planned for us included a special training on Hmong culture, participation in teacher trainings, library research time, numerous classroom observations, and, most important, the opportunity to teach a variety of hilltribe classes.

Preconceptions Challenged

Reading through research, I learned that the Hmong had lived in Laos for less than 200 years, and trace their origin to China. Their religious beliefs are

A Hmong woman at Phanat Nikhom Refugee Camp takes care of her granddaughter while her son attends ESL class.
Photo by Ann DiGiacomo.

animistic, but they are by no means simple. Hmong beliefs involve reincarnation, a system of metaphysical cures, and a large pantheon of spirits. I had worried that our current course in Bataan would be too abstract, but I felt a bit lost myself trying to comprehend the level of abstraction involved in Hmong religious beliefs. In comparison, the concept of unit pricing at a supermarket didn't seem as if it would be a great hurdle for these folks, after all. The Hmong clan system and methods of determining family relationships were mind-boggling. The interrelationships of one area of Hmong villages looked like an organizational chart for General Motors. I paused to think of how many of my third cousins I could name. I know the names of none.

At the training session, I learned that the Hmong language had more tones than other languages in the region. It also has nearly every sound found in English, including the /ch/ and /sh/ sounds, which often confound Bataan's other ethnic groups. These "simple" folk were not only less simple than I'd thought, but their English pronunciation problems would be less dramatic than their peers from Vietnam and Cambodia.

During my six weeks at Phanat Nikhom, I was stumbling along through my own set of cross-cultural difficulties with Thai culture. Twice daily I ate *lap*, a spicy dish of ground chicken or beef, mostly because my mispronounced attempts at ordering other dishes produced only puzzled smiles. Thai menus were of no help, as I couldn't read the alphabet. The staff at my favorite restaurant were becoming used to the unimaginative fellow who seemed content to live on *lap*.

I worked with two teams of CO teachers at Phanat Nikhom. The teacher I worked most closely with was Nunthawan Chotipanwittayakul, who, fortunately for me, uses the nickname "Oi." She taught me a great deal about dealing effectively with Hmong students in the classroom as I observed her with a new class of older Hmong women. Oi's first few questions were greeted with polite smiles and an occasional, "I don't know" (in Hmong). Oi smiled and said, "Why can't we talk? Look at me. I'm no older than some of your daughters. When your daughters ask you questions, are you afraid to answer?" This strategy worked well. These Hmong women had a lot of questions and they were very specific. They wanted information about sponsorship and educational opportunities for their children. Few in the class had ever been to school, so Oi's approach of integrating Hmong family values into the unfamiliar atmosphere of the classroom worked extremely well. Perceiving the potential concealed by their initial reserve, Oi expects a lot from her students. Even the older Hmong women in the class, like students anywhere, were affected by their teacher's expectations. These would be useful pointers for our teachers at Bataan.

When it was my turn to teach, I presented a lesson on America's ethnic groups. I said to the Hmong translator, "Two in every one hundred Americans are Asians." He looked puzzled. Certain that I had confused him, I tried to come up with an easier way to express the information. But suddenly his face brightened and he said, "Oh, I understand: two percent of Americans are Asian." I nodded sheepishly. I was still underestimating the sophistication of the Hmong.

Needlework is a pastime and a supplementary source of income for many Hmong refugee women. Photo by Ann DiGiacomo.

Impressions of Ban Vinai

Towards the end of our stay in Thailand, we spent three days at Ban Vinai, a first asylum* camp with over 50,000 Hmong refugees. The camp is near the Mekong River, only a few kilometers from Laos. We stayed overnight at the "In-Out" Hotel—so named because that is the only English sign on the place—a 90-minute ride from the camp. When we arrived at the camp we saw that it appeared to be a huge village, but this was not a great surprise. What made our jaws drop was the selection of electronics for sale on the shop-lined street leading to the camp gate. I hadn't seen that many portable stereo systems anywhere outside Bangkok. I recalled hearing from resettlement workers that the Hmong refugees who arrived in the U.S. in the late 1970s had been unfamiliar with electricity and its uses. Well, maybe that *used* to be true, I thought to myself.

After passing the Thai guard who inspected our documents, we noticed that almost everyone in the camp seemed to be sewing. I asked about prices and found that counting skills would not be a problem for

*First asylum camps house refugees before they have been accepted for resettlement in another country.

Hmong children at Ban Vinai play with a non-traditional toy wagon, while their grandmother prepares a traditional meal. Photo by Ann DiGiacomo.

Hmong students in Bataan. My efforts at negotiating prices with a pen and pencil were useless, but even these apparently illiterate seamstresses were able to out-bargain my every effort at lowering prices. As I walked away with my arms full of beautiful embroidered bedspreads and wall hangings, I felt like a country boy who'd tried to get a good deal from a slick, big-city salesman.

Conclusion

The Hmong, like other newcomers, will have problems in the U.S., but I can no longer think of them as simple, unsophisticated hillfolk. Perhaps the Hmong would shake their heads at the "simplicity" of a man who eats the same food for lunch and dinner every day and can't name even one of his third cousins.

The arrival of Hmong students will require adjustments in the CO course in Bataan. These adjustments will not, however, be "Hmong- specific." For example, different materials are often required for non-literate students, and many Hmong are unable to read and write. Our current student population has few non-literate students, so these materials are available only in small quantities. They will have to be mass-produced for the Hmong.

The Hmong who arrive in Bataan may come from either Ban Vinai or Chiang Kham Camp, another first asylum camp in the north of Thailand. Those who come from Chiang Kham will have had fewer educational opportunities and less exposure to Western ways than those who resided in Ban Vinai, and they may present special challenges. My experience at Phanat Nikhom was primarily with the most educated Hmong who had spent years at Ban Vinai, where services are more sophisticated.

Whenever the Hmong refugees finally arrive at Bataan, I am confident that our teachers will not find them to be a group without skills. Rather, like other students in our program, the Hmong will be learning to adapt the skills they already have and how to apply them in a new context— the U.S.

Frank DiGiacomo joined the International Catholic Migration Commission (ICMC) staff at Bataan in February 1984 as a CO supervisor. Since 1985, he has been the CO curriculum and evaluation coordinator there. Previously, he was executive director of a sheltered workshop for the mentally retarded and emotionally disturbed in Ephrata, Pennsylvania. DiGiacomo holds a BA in history from Franklin and Marshall College.

The ESL-A/B Book Project

Helen Aguilar, Alan Blackstock,
Linda Mauricio, Sharon Snyder, and Srisuda Walsh
Philippine Refugee Processing Center

Introduction

Alan Blackstock and Sharon Snyder

For the past two years, the ESL-A/B department at Bataan has been providing our students with reading materials that are "predictable," that involve situations and stories familiar and interesting to the students. This effort is based on the findings of current reading and writing research, which indicate that students learn language—both spoken and written—faster when the language material is related to things they know about, care about, and are interested in. In other words, students learn to read faster when they are interested enough to try to predict what the language means, and they learn to write faster when they care enough to try to use the language to say what they want to say (Harste, Woodward, & Burke 1985).

Language can be used "predictably" in another sense, as well. Stories or poems can be written with repeated structures or words, lines can be rhymed, and perhaps most important, illustrations can be included to help the reader understand the characters, actions, emotions, and objects referred to by the author. This second aspect of predictability is particularly important for second language learners of literacy; however, it does not replace the central importance of choosing stories and other material based on students' backgrounds and interests.

We chose the genre of story as an instructional tool because story, or "narrative," is a fundamental system humans use to think about the world. Although the structures of stories vary from culture to culture, the structure within a particular society is highly predictable. Not only is the structure predictable, but readers are also led to anticipate the consequences of each step of the story, making the story predictable in another way. Stories with surprise endings are surprising only because the reader has predicted what should have happened.

Another advantage of using stories in language instruction is that story language is usually natural, and stories use all the language systems. The alphabet is in use (the grapho-phonemic system), appropriate word order and other grammatical conventions are shown (the syntactic system), vocabulary and grammar are used to create meaning (the semantic system), and the appropriate use of all these aspects of language in particular social situations (the pragmatic system) are shown in the story. Each of these systems support the learning of the others and are not fully understandable in isolation from them (Goodman & Burke 1980). If we provide beginning readers and writers with examples of simple but real language in use, and base that language on high interest or known stories, learners will be drawn into wanting to understand how language works.

Use of illustrated stories in A/B-level ESL classes led to the development of a series of large format books.

Photo by Jeff-Rey Villamora.

We began to search for high-interest stories based on students' background knowledge and experiences, or on future experiences they were wondering about, with supporting illustrations to show the meanings in the story clearly.

We soon found that there were no commercial materials meeting these criteria. The simplest materials intended for adults were set at too high a reading level and dealt with American characters in urban settings and other situations alien to our students. We therefore decided to develop our own books, drawing on folk tales and descriptions of holidays from the students' own cultures, experiences common to refugee life, and areas of American culture about which the students had some knowledge and desired more.

As the need for developing predictable, familiar,

high-interest materials became more widely recognized, an increasing number of supervisors and teachers became involved in seeking out stories known to students or of interest to students. A book committee was established to prioritize the stories submitted, using as guidelines the above criteria and keeping in mind the different refugee ethnic groups in the camp. In addition to prioritizing the stories, the committee oversees the editing, illustrating, and field testing of the stories, which are produced by the program's Instructional Media Services (IMS) department.

Stories submitted to the committee include some written in class by the students themselves; others were adapted by supervisors and teachers from published materials or well-known folk tales. Still others are written by staff about American holidays or situations refugees might face in America. In keeping with our guiding criteria, the predictability of the stories is enhanced by highlighting or repeating key structures and vocabulary, and by including illustrations to represent the content of the story. The attractive illustrations make the books visually appealing, thus heightening students' interest.

While the search for stories was under way, some of our teachers were experimenting with cartoon stories in class. These wordless picture books proved to be flexible and valuable, always generating language at the level of each student. As a result, a series of wordless cartoon books has been produced, as well.

ESL-A/B teachers are encouraged to plan their use of these books in the classroom in such a way that reading, writing, listening, and speaking are all included in the lesson. Teachers and supervisors have designed a wide variety of lessons using both the cartoon and regular books, which can be used to introduce, develop, or culminate a particular instructional unit. All books are produced in both bound and loose form, so the stories can be presented with the text or without it, allowing the teacher several options in introducing the language. Teachers are encouraged to lead the students in discussions of the stories and to have students write their own stories.

Stories Written by the Teacher
Srisuda Walsh

There were 12 students in the level B ESL class: six Vietnamese, three Chinese Vietnamese, and three Lao. They were writing stories about holidays in their native countries. Christian Vietnamese students described how they celebrated Christmas in Vietnam, and the others wrote about Buddhist celebrations in Laos and Vietnam. As I worked with them, I found their narratives to be very interesting, so I asked them to illustrate the stories and then to share them with the whole class. The students enjoyed reading the stories aloud as well as listening to them—especially the ones that were most familiar. The pictures helped the listeners a lot in comprehending unfamiliar material in the stories.

This experience gave me the idea of writing stories for our students. I asked whether they wanted to know how Americans celebrate Christmas, and they told me yes. That afternoon when I returned to my office, I wrote a U.S. Christmas story to present to them the following day. (See Figure 1.)

I posted the pictures on the board, and as I narrated the story, I pointed to people and objects in the picture. I did this two to three times, asking them to identify a person or an object. In this way, I made sure that they knew the vocabulary items before answering any comprehension questions. I told them to listen again while I read the story. Then the students and I read it together, and finally individual students read aloud. Toward the end of the session, students were able to read the story with no help from the pictures. I wanted to find out how well they understood the story, so I gave them a two-part test. In Part A, I pointed to things in the pictures, and the students wrote the word. In Part B, I dictated a word and the students wrote it down. When teaching this story to other classes, I have asked them afterwards to write a story of a holiday in their native countries. See Figure 2 for *"Tet,"* a story about Vietnamese New Year.

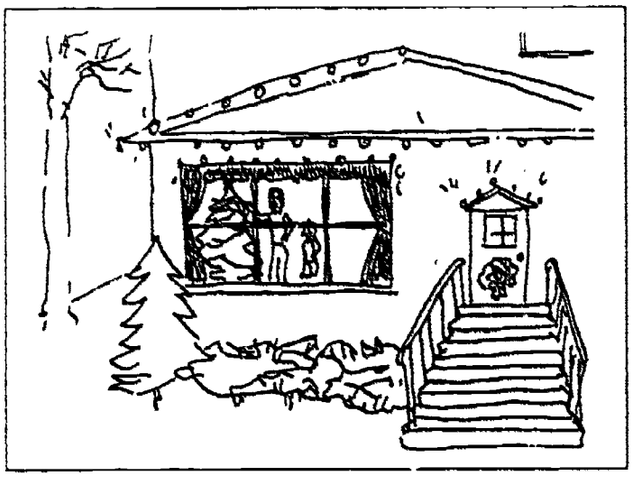
When I taught this story to Level A students, I used the same procedure, but toward the end I gave them a three-part test. In Part A, I pointed to a word and the students copied it. In Part B, I wrote words with missing letters, and the students completed the word. In Part C, I wrote sentences in which words were missing, and the students completed the sentences. Each part had five items.

I also wrote competency-based stories and used them with A/B students. "Somsavinh's Problem" is one of my competency-based stories. I used to live in California, and when I taught the unit on housing to A/B students in Bataan, I thought of a Lao friend in San Diego. This man had a lot of problems with his apartment—robbery, in particular. When I told the story briefly to my students, it completely captured their attention. Since it is an open-ended story, there was a lot of discussion after I presented it to them. The story is shown in Figure 3.

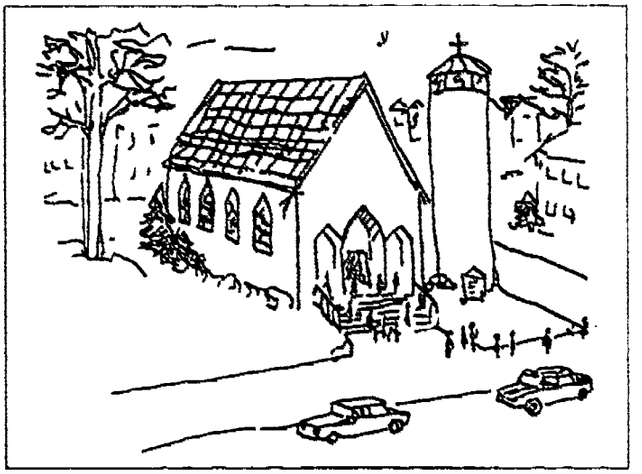
Stories in the Students' Words
Helen Aguilar and Linda Mauricio

One language teaching approach that has been very effective with our level A/B classes is "Free Conversation and Composition through Cartoons" (see Figure 4). The objectives in using cartoons are to provide a comfortable, relaxed classroom atmosphere to

Figure 1. *U.S. Christmas Story*—*Illustrations by Srisuda Walsh*

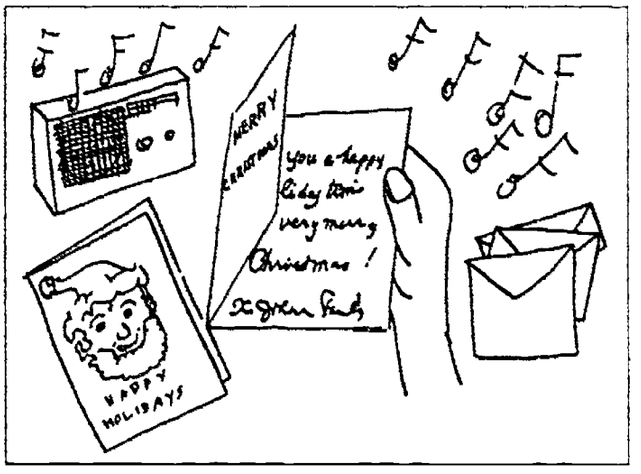


Christmas is a big holiday in the United States. Americans decorate their houses and put up a Christmas tree.



Christmas Day is December 25. Many Christian people go to church.

People invite their relatives to their house. They eat a big dinner and give presents. They usually put the presents under the Christmas tree.

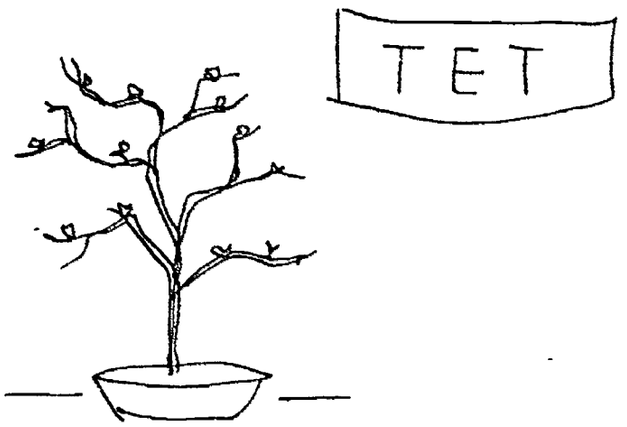


In the weeks before Christmas, people send Christmas cards to all their friends, and listen to Christmas songs.

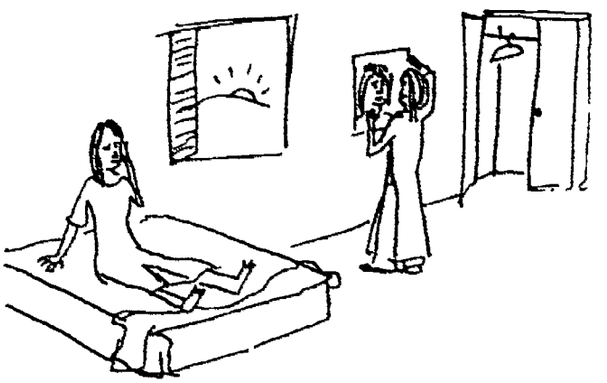
A lot of people go shopping, and the stores are decorated with colored lights.

People have parties at work and at schools. Working people get one or two days off and students have a two-week vacation.

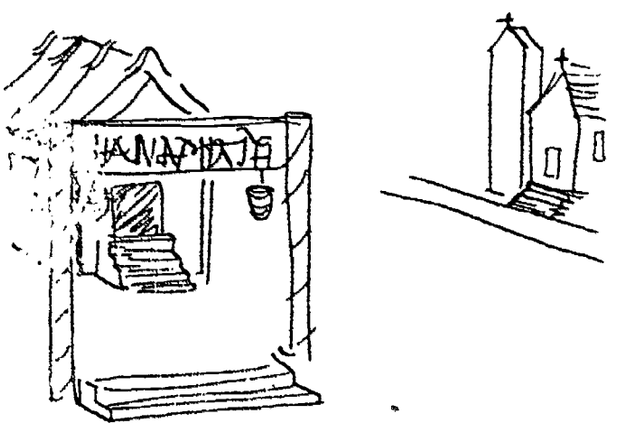
Figure 2. *Vietnamese New Year (Tet) Story*—*Illustrations by Srisuda Walsh*



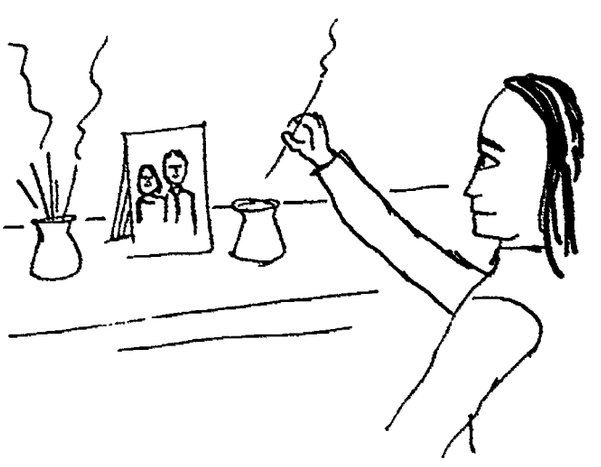
In Vietnam, the New Year is called Tet. Tet means Feast of First morning of the New Year.



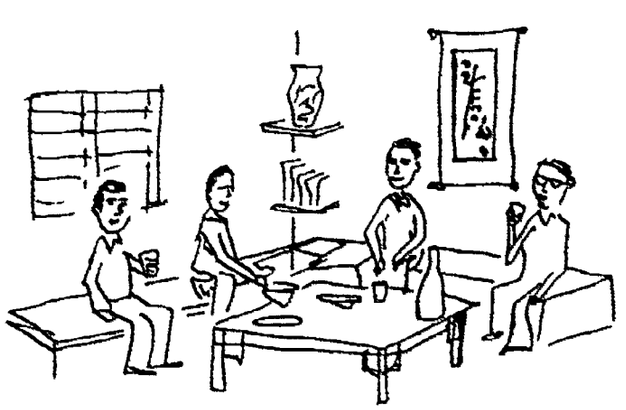
The New Year is for many people the biggest of all holidays. Everybody gets up at dawn and puts on their new clothes to greet the New Year



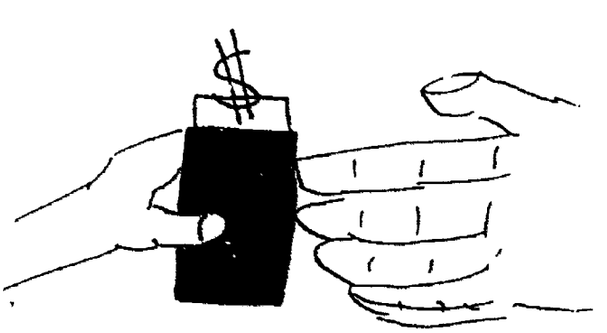
People go to temples or churches.



At home, they offer flowers, incense, wine, and meals to the ancestors.



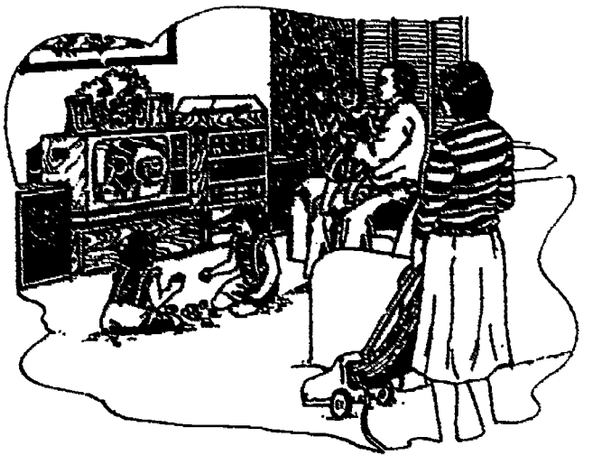
Many families enjoy sitting around the rice cake pot to talk, eat red roasted watermelon seeds, and drink wine for the coming of the New Year.



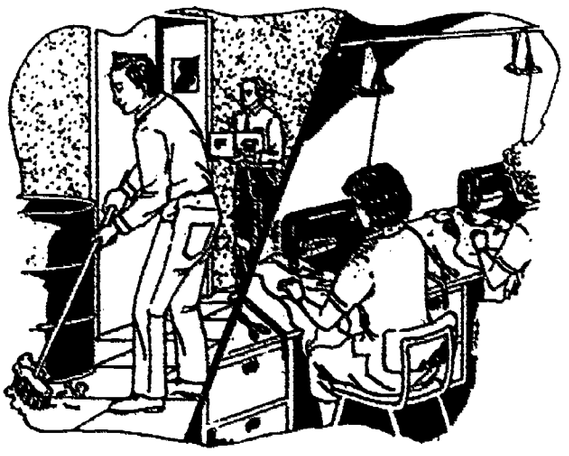
People give their family and friends a New Year present of cash in a red envelope.

Figure 3. ***Somsavinh's Problem****—Illustrations by M.S. Fulgencio*

Somsavinh and his wife, Malaythong, live in San Diego. Their apartment is cheap, but it is in a bad neighborhood.

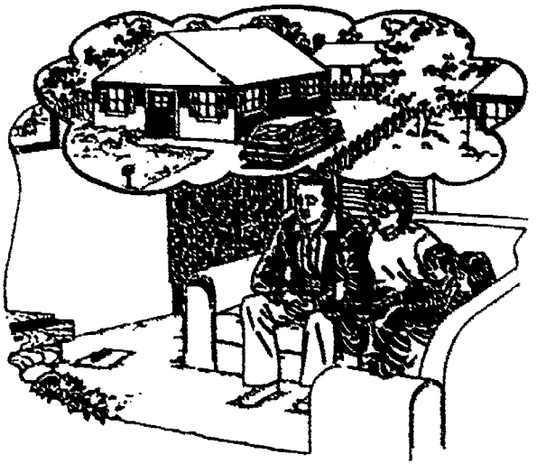


They don't have a lot of money, but they bought a car, a television, and a stereo on time payment.

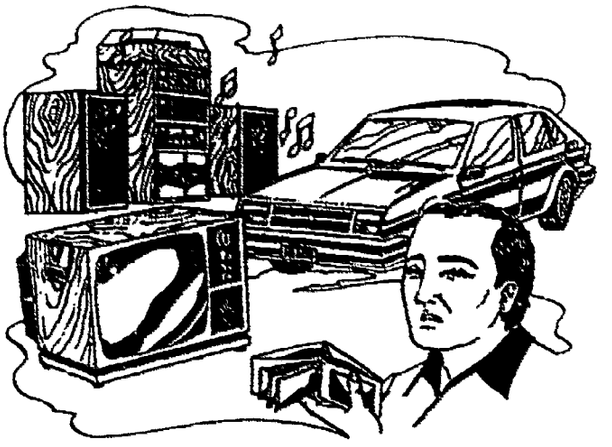


Somsavinh and Malaythong both work every day.

One day when they came back home from work, they found that someone had broken into their house and stolen their television and stereo.

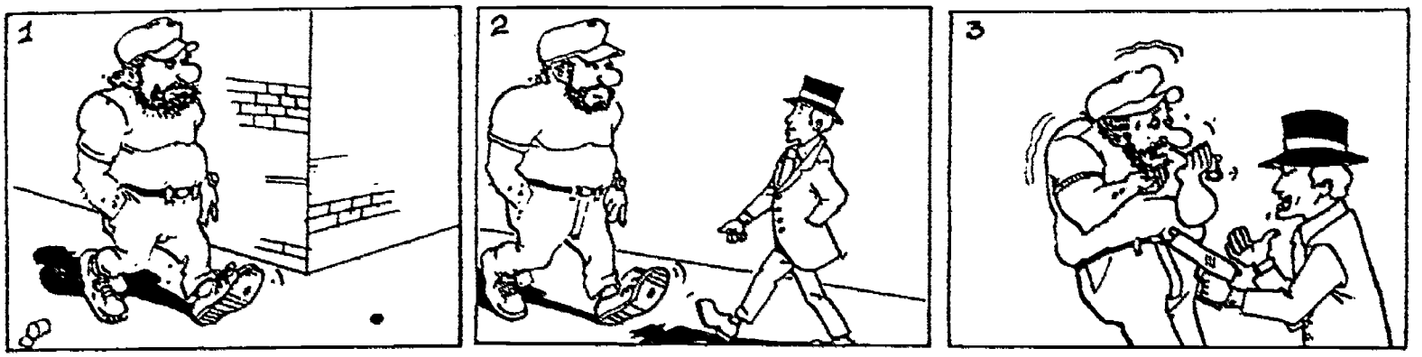


This is not the first time this has happened to them. They want to move to a better place, where there are not a lot of robberies and crime.



But they need to have at least eight hundred dollars in cash in order to pay the deposit and the first month's rent. They don't have the money, because they spent all their salary and didn't save any.

Figure 4. Cartoon Strips—



build up students' confidence, while developing students' listening, speaking, reading, and writing skills in English. By using cartoons, the teacher can help students expand and manipulate the language structures and vocabulary they already know. This approach allows them to use their knowledge to express feelings and reactions as they interpret what they see. For the most part, students find the cartoons humorous and interesting. They share ideas, help each other, and enjoy dramatizing the situations.

Each cartoon strip corresponds to one or more topics in the curriculum. The strip in Figure 4, for example, involves competencies on describing people and clothing. For this activity, I put the cartoon strip in booklet form, each page containing one frame. The last page has the complete sequence of cartoons to form a story. The cartoons lack captions and the booklet has no title, so students are free to create their own.

The Approach

After choosing an appropriate cartoon strip story, such as those in *America, In Sight* (Ligon & S.K. 1982), the teacher puts the strip into a booklet with one frame on each page. To begin, the teacher can distribute these booklets or simply post pictures on the board. To check the students' understanding of the story sequence, the teacher can ask where each picture belongs. Then, the teacher points to objects and actions in each picture and asks students to identify them. For each answer, the teacher writes "key words" on the board. This gives students useful notes to refer to later when they talk about the pictures.

Student volunteers tell the whole story using the pictures and words on the board. Then they are asked to tell the story again, but without using the pictures or word list. Sometimes during the activity, students

Reading through Folk Tales

by Alan Blackstock

When I arrived at the Philippine Refugee Processing Center (PRPC) in May 1987, the book project was already well under way. I had previously seen several Vietnamese folk tales presented as plays at Galang Refugee Processing Center, and some of these I thought would be easy to adapt for A/B-level reading material. My goal in rewriting these stories was to use natural and simple vocabulary, while retaining, to the extent possible, the depth of meaning and feeling carried by the original story. The following example is a very simple, poignant folk tale, "Hon Vong Phu" (Stone Awaiting Husband). The tale is familiar to almost all Vietnamese.

Long ago in central Vietnam, there was a happy family—a husband, a wife, and a baby boy.

One day the husband was called to fight in a war far away from home.

His wife was very sad and missed him very much. Every day she took her baby in her arms and climbed to the top of a nearby mountain to look for her husband.

She stood there waiting, in the wind, rain, and storm . . .

. . . until at last she became a stone.

And today, if you go to central Vietnam, you can see a mountain beside the sea.

On top of the mountain is a stone that looks like a woman holding a baby, still waiting for her husband, who will never come home.

My contribution is one of eight books based on Vietnamese and Lao folk tales that are now in use in ESL-A/B classrooms. In anticipation of the arrival of Hmong refugee students, stories are now being developed from Hmong folk tales, as well.

Illustrations by Jonie Arroyo

lack the vocabulary and just point or act out an expression. In those cases, the teacher can supply the needed word by pronouncing it and adding it to the word list on the board. The next step is pair practice—student A tells the story to student B and vice versa. As they check each other by looking at the key words and pictures, the teacher circulates, supplying words or explanations as needed. Then, several students repeat their stories to the whole class.

The activity then moves to writing. Students write their own stories on paper. They are encouraged to look at the pictures and word lists on the board and to ask for help from the teacher or a classmate. To check their work, the papers are collected and shuffled. A paper is chosen at random, and its author reads the story to the class. The teacher may interrupt to ask comprehension questions of the class or the writer.

The Discussion

In Level A classes, the teacher may need to ask leading questions to get the discussion going. Any answer should be accepted, though, unless it is far off target—in which case, a more accurate response should be elicited. Once they have experienced success in this free conversation, students become less shy about responding by pointing or acting out their ideas.

As noted above, one strip can be used for several topics. Using the cartoon in Figure 4, the teacher can ask, "If you were the person that the police brought to the police station, what would you do?" Students reply something like, "Call telephone." The teacher asks, "Whom are you going to call?" Students respond, "My wife," (or sister, brother, father, etc.). They give varied answers, providing a good review of kinship terms. The teacher asks, "What are you going to say?" Students answer, "Hello." This continues until the students complete the dialogue and role play the situation.

When describing physical characteristics, the discussion goes something like this:

Teacher: *How many people are there in the story?*
Students: *Three.*
Teacher: *Who are they?*
Students: *A big man, a small man, and a policeman.*
Teacher: *What does the big man look like?*
Students: *He is tall, strong, and about 160 pounds. He has long hair, a mustache, and long beard.*
Teacher: *And the small man?*
Students: *He is short and thin. He looks very clean and handsome.*
Teacher: *Why did the police bring the big man to the police station?*
Students: *Because he looks very dirty. He is very afraid. He looks like a robber, and he doesn't speak English very well.*

When describing clothing, the questioning can go along these lines:

Teacher: *Who is the robber?*
Students: *The small man.*
Teacher: *Why did the police bring the big man to the police station, but not the small man?*
Students: *Because the big man looks like a robber. His clothes are very dirty and the small man is very handsome.*
Teacher: *What is the big man wearing?*
Students: *He is wearing a T-shirt, a cap, old pants, and rubber shoes. Very old and very dirty.*
Teacher: *What is the small man wearing?*
Students: *He is wearing a suit, a beautiful hat, and new shoes.*
Teacher: *So that you will not be mistaken as a robber, what will you do?*
Students: *Look clean and wear clean clothes.*

Conclusion

Finally, the teacher may distribute the booklets and strips of paper. The students write a caption for each picture on the strips of paper and paste them on the appropriate pages of the booklets. After naming them, the students can add their booklets to the class library. While using the above example in our classroom, one student called the story, "The Stupid Policeman." When asked why, he said, "Because he just look at the person, bring and hold him at the police station without asking or questioning him." He added, "He has to bring both men to the station for questioning." Another title was, "The Thief Meets the Robber." The student's explanation was "The big man has just finished stealing something from one house. He is on his way home when he meet the robber on the street." Yet another title was "The Lesson." The student said, "It is a lesson that we have to wear old but clean clothes when going out on the street. Be sure we look neat and presentable."

This technique is perfect for reviewing a competency or topic area. Students consolidate the vocabulary they have just learned, using it to describe and interpret the pictures and give their own reactions. By involving them in listening, speaking, and reading-writing activities, the teacher is able to assess their progress in all skill areas on the topic, so evaluation is built in.

References

Cooter, Robert B., et al. (1986–87). Eliminating the literal pursuit in reading comprehension. *Journal of Clinical Reading* 2(1): 9–11.

Gollasch, Frederick V. (Ed.). (1982). *Language and literacy: The selected writing of Kenneth S. Goodman: Vol. 1. Process, theory, research.* Boston, MA: Routledge and Kegan Paul.

Harste, Jerome C., Woodward, Virginia A., & Burke, Carolyn A. (1984). *Language stories and literacy lessons.* Portsmouth, NH: Heinemann.

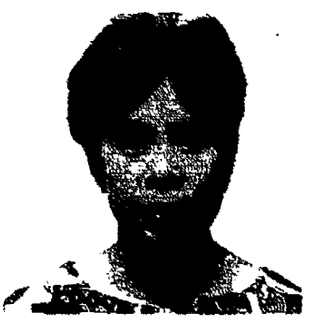
Ligon, Fred, & S.K., Herman. (1982). *America, in sight.* Brattleboro, VT: The Experiment in International Living.

Newman, Judith M. (Ed.). (1985). *Whole language: Theory in use.* Portsmouth, NH: Heinemann.

Watson, Dorothy J. (Ed.). (1987). *Ideas and insights: Language arts in the elementary school.* Urbana, IL: National Council of Teachers of English.

Helen Aguilar has been an ESL teacher at the PRPC since 1981. She has also served as a teacher trainer for substitute teachers in the Work Orientation program during her years at Bataan. She holds a BS in elementary education from La Consolacion College in Bacolod City, Philippines.

Alan Blackstock has been an A/B-level ESL supervisor at the PRPC since May 1987. Previously, he was an ESL supervisor at the Galang Refugee Processing Center in Indonesia. He has taught English in the People's Republic of China and as a Peace Corps volunteer in Thailand. He holds MAs in English from Northern Arizona University and in English literature from the University of New Mexico.



Linda Mauricio has been an ESL instructor at the PRPC since 1981. Previously, she taught elementary school in Manila. She holds a BS in elementary education from the University of Manila and is now working on a Master's degree in language teaching from Philippine Normal College.

Sharon Snyder is the program officer for A/B-level ESL at the PRPC. Before joining the staff there in 1986, she was a reading instructor at Indiana University, where she earned her PhD in reading education. Snyder has tutored beginning readers and ESL students in the U.S. and has conducted research on reading instruction and literacy.

Srisuda Walsh has been an ESL supervisor at the PRPC since 1983. She has taught English at Chiengmai University in Thailand and in San Diego, California. Walsh holds a BS in history education and an MA in English education, both from Philippines Women's University, and an Education Specialist degree in curriculum and instruction from Middle Tennessee State University.

Cultural Orientation: A Story of Relationships

David Hellman
Phanat Nikhom Refugee Camp

Culture is a system of relationships, and Cultural Orientation (CO) is a partial map of this system. What follows is a key to the CO map—a guide to help connect the dots that make the map and form the culture. In other words, these are a few ideas for teachers to keep in mind when preparing activities and lessons in CO.

Connecting Topics: A Sample Activity

One general rule is to contextualize the content—to put it in situations that are meaningful to your students. When teaching about paying bills, have students plan to start their own child care center—they will learn about the bills they have to pay to keep it going. Not only will your students be eager because of the meaningful situation, they will also be learning about an exciting idea—starting a child care center in the U.S. This may not be entirely realistic because of licensing restrictions, but many refugees are still able to help themselves through informal, cooperative child care ventures in the U.S.

Start the class with small talk about children and child care. Ask the students about their children. If there are any infants in the class, play with them, ask about their health, pick one up and put him or her on your back (but be careful—when I did this, I got wet!). Ask where the other children are. Are they at child care? Why not send some or all of the children to child care? Can you study or work with your children by your side? If you get a job in the U.S., who is going to take care of your children? What if child care is full or too expensive? Are there alternatives? What about your relatives? How about starting your own child care center? (Be encouraging, but realistic.)

Find out who would be interested in starting a child care center and who would want to send their children there. Talk about the benefits for both the center's staff and the parents. Tell the group that wants to set up the child care center to leave the classroom, and draw on newsprint pictures of their center, supplies they will need, and operating expenses.

Stay in the class with the "parent" group. Ask them if they are free to find a job, now that their children will be in child care. Talk a bit about finding a job. Send the teacher aide outside, to re-enter the class as a mail carrier (with a cap!). He gives each student one envelope. Inside the envelopes are utility bills.

You and the teacher aide separate yourselves from the students by sitting on the opposite side of the room. Inform the class that you are their neighbor in the U.S. You speak English, but the teacher aide (your friend) speaks the students' language. Don't mention the envelopes they've just received, and don't encourage them to ask for help. Wait while the students open their bills and think about them for a while. Give them time—they will come on their own for clarification.

As students begin to ask you, their neighbor, for help, explain each part of the bill to them, how to pay it, and the consequences of late payment. When the students have understood, tell them to imagine that they have just been given a new job. It is their job to explain to newly-arrived refugees and immigrants how to pay bills in the U.S. Their first assignment is to orient a group of refugees who are setting up a child care center, but don't know anything about the bills they will receive in their new venture. Review with the students what they will have to teach.

When the child care workers return, let them sit around a table or in the middle of the classroom and explain all about their new child care center. Ask the child care workers what expenses they will have to pay. Have the other students pay the child care workers for a month of child care services. Ask the teacher aide to step outside and re-enter the class again as a mail carrier, this time with an envelope containing one utility bill for each child care worker. Explain to the child care people that the other students have just found jobs (thanks to the new child care center for their children) working for the utility companies. Their job is to explain all about bills, how to pay them, and the consequences of neglected or late payments. Have the students sit in groups of two

around the room, with one utilities worker teaching one child care worker about the bill they received.

After everyone has learned about bills, have students look at each others' bills, so people get a chance to see different kinds. Facilitate a discussion to assess and clarify the students' learning. Post a large utility bill on the board to test understanding. Talk more about bills, budgets, child care, work, and life.

Connecting Lessons

It's important to remember that culture does not exist in a vacuum. Employment takes place in relation to transportation, expenses, health, shopping, and so on. While we are sitting here in training (employment), we may be a little tired from the bike ride we just took (transportation) to the bank (bills) to pay for last night's trip to the doctor (health) to cure the upset stomach caused by all that junk food we've been buying and eating (shopping/nutrition)! The lessons need to be related to one another. Constantly refer back and forth to things you've already taught or will teach. If you are teaching about leases, remind the students about other documents (such as bills, I-94, and medical history forms) that are very important in the U.S. This will help the students perceive and remember the important themes of American culture and our curriculum.

When teaching about communication patterns between landlords and tenants, see if the students can recall the "direct" style of communication often expected of employees when dealing with American supervisors on the job. If you are teaching about housing and the separation of rooms in an American house, you can relate that to the separation of foods into sections in the supermarket, as well as the separation of tasks on an assembly line! After all, seeing the cultural pattern is probably more important than memorizing the particular details of each topic.

Connecting with Your Students

A second rule of thumb to be followed when teaching a CO lesson is to begin where your students understanding is—that way they will be more motivated and confident to take the CO trip! If you are teaching about budgeting, find out how students budget their resources in the camp. Relate budgeting and finance to the ways students budgeted rice back in their native country.

Even though you may routinely begin a lesson with what is called a "cultural exploration" activity, remember that the entire lesson is a cultural exploration. Don't sepa[illegible]Laos from Thailand from America completely. [illegible] frequently to these places and cultures throughout the lesson. Relate what your students say and do to their culture, and how such behavior might conflict with American culture.

Think about role plays. When conducting a role play about law and legal services, for example, you may notice that your students are treating the police in a "traditionally" Lao manner. During your discussion afterwards, inquire about the ways people dealt with, or felt about, the police back in Laos. This is the first part of the cultural exploration. Now, compare and contrast their values/attitudes, as expressed through their words and actions, with those expected toward the police in the U.S. Our students will perceive America through Lao eyes. In a sense, they are not going to the U.S. of A.—they are going to the U.S. of "L.A.," the United States of *Lao* America.

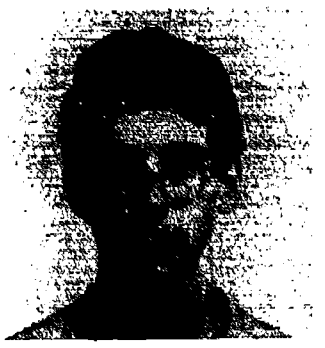
Our job is to help our refugee students see things as other Americans often see them—not to deny the value of their Lao vision, but to offer a special pair of bifocals, glasses with split lenses for different purposes. To do so, we must address questions of values and attitudes. A professor of mine once quoted anthropologist Gregory Bateson as saying, "Information is a difference that makes a difference." What he meant was that if something is not important to you, if it has no value for you, it will not be information. We have to try to understand the values that give information meaning. An effective way to do so is to discuss, in an unthreatening manner, the consequences of our actions in different cultural settings. By discussing the consequences of not asking for clarification on the job in the U.S., the information we teach our students (that asking for clarification is important) will become more meaningful.

If you hand out a sample lease to your students and you later notice someone crumpling it up on the way out of class, take this opportunity to ask in your most shocked voice, "What are you doing? So you think this little piece of paper is not important, do you?" Play it up, have fun, and bring the drama of culture alive in your classroom. Tell your students, or better yet, act out and discuss the consequences of their actions, and they will better understand the information and the values hidden in the information you teach.

As a facilitator, listen to the students' words very carefully. In your mind, link their words and actions to their personalities, to their culture, and to your objectives. By doing so, you will be able to ask more sensitive and appropriate questions. By knowing your students, you will be able to personalize and create more meaningful situations to act out and discuss. By understanding their individual needs and learning styles, you will develop more motivating activities. You will learn more, too.

As teachers and trainers, we must design activities in which we switch roles, i.e., students become teachers and vice versa, teachers become trainers and vice

versa. Learning from each other—there's no better way to build confidence and support. The bottom line is that we should all aspire to be students of one another, to develop our skills in understanding. It is this understanding which is the foundation and goal of CO.



David Hellman was a Cultural Orientation supervisor at Phanat Nikhom Refugee Camp from 1985 to 1987. He has taught ESL and CO in New York, and served as a Peace Corps volunteer in Thailand. Hellman holds a BA in communication studies from Oberlin College in Ohio, and an MA in Southeast Asian studies from the University of Michigan.

DANCING POND

Just as soon as February passed over,
The coldness disappeared with the wind from the East.
The heavy rain started to pour
Constantly, like my bed's sleeping net,
Covering all my village and rice fields,
Soaking the dry silk
And coloring the river bank and mountain slope
With brilliant flowers:

Red like the blood of the ancient Laotian hero,
Fighting to keep this land green and wet
For the hard-working farmer in the sticky-rice field.

Yellow like the spirit of the Buddhist monk,
Praying hard for the peace and freedom
Of his native land.

Green like the life of our own flesh and blood,
Living so all the nation can breathe the perfume
Of their own brilliant flowers.

The dancing pond:
Still below the current of a million butterflies,
Quiet beneath the song of sweet youth,
Silent beside the widows searching for the tender shoots
To feed the return of their young son from work
With their sweet bamboo soup.

For ten years I have wondered—
I, who disappeared with the cold wind
And drifted on my road of life
Along the red river of the west.
Are the ancient hero spirits still alive?
Is the song still sung across the dancing pond?
Do the old widows still gather in the bamboo grove and
The novice boil tea at dawn for the old monk in saffron robes?
Or are any of the old men
Who believed the north star would rise on the west horizon
Still alive to repopulate this wounded land?

I wish the rotation of life's circle
Could return to its old spot like the clock's needle
So I could turn again to where my umbilical cord is buried,
Where I could sit on the side of my old dancing pond
And, leaning over my favorite bamboo tree,
Sing my song to wake the spirits of my ancestors.

(I have returned home with success from the west
A great poet of my childhood dreams.
I can write more and more beautiful poems
As long as the palm tree grows leaves
To supply my words with paper.)

But I can not leave my life in the west.
The wave of the red river never drifts back
Against its current,
Only deeper down and down, always to a bigger pond.
I am only human,
Born through recreation of the world's nature.
I have no right to swim against the current now,
Only float along in this direction,
Waiting for the time I reach
The still water where my spirit can be calm,
Like my favorite dancing pond.

Thavisouk Phrasavath

Thavisouk Phrasavath, a 1982 Lao graduate of the training program at the Philippine Refugee Processing Center, is a 24-year-old electrical engineering student at the Pratt Institute in Brooklyn, New York.

Teaching Vocabulary to Upper-Level Students

John M. Graney
Philippine Refugee Processing Center

A learner's vocabulary and vocabulary learning skills plays a decisive part in ESL reading proficiency. Recently, this idea was reaffirmed when teachers in the upper-level ESL courses at Bataan indicated a desire to improve their skills in teaching vocabulary in reading classes. The following article is based on the author's notes in preparation for a training session on vocabulary teaching techniques that could be used with the reading texts in the upper-level ESL courses.

An approach for teaching vocabulary in a reading class should address two issues: the words worth teaching and the ways to teach them.

Which Words Are Worth Teaching?

First, a brief foray into some statistics concerning vocabulary and the everyday use of language: The number of frequently used words is a small proportion of the 400,000 words in an unabridged English dictionary. Yet the 2,000 most frequently used words are used 80 percent of the time (Nation 1983). With this in mind, a teacher can consider the following questions when deciding if an unfamiliar word in a text is worth teaching:

1. Will students see it often and soon enough to allow them to remember and process it?
2. Is the word needed to understand the lesson?
3. Can the students get by with recognizing the word as a synonym or antonym to another more useful word?

Will students see it often and soon enough to allow them to remember and process it? A word is worth teaching when the learner is rewarded with learning it by seeing the word frequently enough to have it reinforced; this allows the learner to "process" the word, binding form, meaning, and use. So, if a word in a reading is important to a competency in the curriculum, it will be used frequently and merits attention. This gives the teacher the opportunity to reinforce the learning through meaningful repetitions, with at least seven such repetitions necessary for retention (Nation 1983). Otherwise, if the learner does not see the word again, the learner and teacher have wasted their time.

Is the word needed to understand the lesson? One reality of the classroom is that we use words, such as *blackboard* and *vocabulary*, which are not frequently used elsewhere. Yet these words are useful in the context and are learned by frequent, meaningful repetition. In a reading passage, there may be words that are not common, according to frequency counts, but are important to the understanding of the lesson. Such words then will be reinforced within the particular passage, especially if the word or phrase contributes to the understanding of the main ideas. In this case, an important word is more likely to be learned and retained, even if difficult or statistically infrequent. Time spent on learning it will be rewarded with a better understanding of the lesson or text. However, to increase the probability of retention, teachers should include these words in future review exercises.

Can the learners get by with recognizing the word as a synonym or antonym to another, more useful word? If a word or phrase has some relation to words that the learners already know, it will require less time in presentation. This means that the emphasis in the presentation should be upon the familiar word and the type of relationship it has to the word in the lesson, building up the semantic relations (Gairns & Redman 1986). Sometimes the relationship will occur naturally in context, as in the following sentences taken from *An American Sampler*, a reader used in Bataan's ESL courses:

> Since Halloween is associated with evil spirits, some "Haunted Houses" are open around this time. The ghosts haunting the houses are, of course, played by human beings. (Kaito et al., 1983, p. 74)

Here, *ghosts* could be explained through its synonym *evil spirits*. In such cases, learners can build upon what they already know in developing their vocabulary.

Can the learners get along without knowing the word? In making this decision, the teacher should consider the usefulness of the word to the learners in relation to their present and near-future needs. Scientific words and words commonly found only in academic prose are not much use to the refugee learner whose primary need for English is conversational or vocational. If the word will not reoccur in subsequent lessons and is not important to the lesson at hand, time spent on it will not be rewarded. So the word can be skipped over. If the learners feel they must know what the word means, they can use their dictionaries. What must be avoided is the teaching of a word that might be fascinating to the teacher (perhaps eager to provide the history of the word *gossip*), but of little use to the learners.

Ways to Teach a New Word

In teaching vocabulary, there are two basic steps: presentation in the context of the passage and review afterward. However, other techniques can also be used in developing vocabulary.

Presentation

After deciding to spend time on a word, the next decision is *how* to spend the time. Four ways of presenting vocabulary are demonstration, definition, using patterns, and guessing from context. These ways as well as using the meaning relationships between words can be modified when reviewing or practicing vocabulary.

Demonstration of the word includes displaying real objects, pictures or drawings, and gesturing (Nation 1983, p. 47). The teacher may hold up a jar to teach *jar*. Or the meaning can be demonstrated by showing a picture or drawing of a jar or gesture to show the shape of a jar. Demonstration also consists of showing the word or phrase being taught through actions or other appeals to the senses. If possible, more than one kind of demonstration should be used in presenting a word.

Definition of a word includes giving an oral or written definition, preferably one that also demonstrates the word in grammatical usage. For example, in defining the adverb *suddenly*, the definition shows the typical position of the word in a sentence, while emphasizing the main ideas of the word.

> When something happens that we do not expect, and it happens so quickly that it surprises us, it happens suddenly. When people do something we do not expect and when they do it so quickly that it surprises, they do it suddenly. (Nation 1988, p. 52)

In defining a word, the teacher should go beyond supplying synonyms and attempt to include the concept underlying the definition. For example, the underlying concepts of *suddenly* are quickness and surprise. Translation is another way of defining a word, but it is most successful and in conjunction with other techniques when there is a one-to-one meaning relation between the word in the target language and native language (Nation 1983: 53–54).

A valuable way of reinforcing the patterns of the language is to use word parts or affixes. While nonacademic learners don't need to learn lists of Latin and Greek roots, endings that turn a verb into a noun, such as *-er* and *-ion*, occur regularly enough to be reinforced because they are helpful.

Recent emphasis on teaching vocabulary has focused on learning words from their context. This strategy—actually a combination of many different strategies—can involve a rather sophisticated use of English grammatical and discourse markers. Nonetheless, these skills can be developed through practice, and once developed, they will help the learner become a more self-reliant reader.

Using context in reading asks the learner to identify the part of speech of the word, look at what it does in the sentence, and look beyond the immediate surroundings for clues as to the possible meaning. One strategy for guessing words from context consists of the following five steps, making explicit the unconscious strategy of a good reader:

Step 1: Look at the unknown word and decide its part of speech. Is it a noun, a verb, an adjective, or an adverb?

Step 2: Look at the clause or sentence containing the unknown word. If the unknown word is a noun, what adjectives describe it? What verb is it near? That is, what does this noun do, or what is done to it? If the unknown word is a verb, what nouns does it go with? Is it modified by an adverb? If it is an adjective, which noun does it go with? If it is an adverb, what verb is it modifying?

Step 3: Look at the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs. Sometimes this relationship will be signaled by a conjunction like *but, because, if, when,* or by an adverb like *however, as a result.* Often there will be no signal. The possible types of relationship include cause and effect, contrast, inclusion, time, exemplification, and summary. [See Nation 1979 for a more complete list.]

Step 4: Use the knowledge gained from Steps 1 to 3 to guess the meaning of the word.

Step 5: Check that the guess is correct. (1) See that the part of speech of the guess is the same as the part of speech of the unknown word. If it is not the same,

then something is wrong with the guess. (2) Replace the unknown word with the guess. If the sentence makes sense, the guess is probably correct. (3) Break the unknown word into its prefix, root, and suffix if possible. If the meanings of the prefix and root correspond to the guess, good. If not, look at the guess again, but do not change anything if reasonably certain about the guess using the context. Using affixes and roots alone as a means of guessing meanings is not very reliable. Also, once a word has been analyzed according to its part, this guess at the meaning is more likely to result in twisting the interpretation of the context than allowing interpretation of the context to modify the guess of the meaning. So by leaving the use of affixes and root until the last step in the strategy, the learner is more likely to approach interpretation of the context with an open mind. (Nation 1983, p. 89)

Using context effectively requires practice with the different sub-skills until the learners become proficient. Learners can be very frustrated if the tasks are too sophisticated, so the teacher might build up to guessing from context by introducing the parts of speech, the affixes that form different parts of speech, and the different word relationships that can exist across sentences, such as synonymy, antonymy, definition, and cause and effect. Grellet (1981, p. 38) identifies seven relation patterns as important for using context to guess meaning: equivalence (i.e., synonyms), contrast, cause, consequence, purpose, explanation/illustration, and generalization/specification.

In using these presentation techniques, the teacher might consider how to combine them. Since learners learn in more than one way, the teacher can more effectively reach the learners by using different techniques when presenting new vocabulary items.

Review

Review is important to the process of "binding," making the connection between form and meaning solid. Reviewing consists of using or identifying the word in meaningful contexts, so when reviewing words, the teacher should focus on context and word relationships. In reviewing, the teacher gives learners opportunities to use relationships in meaning. Such relationships include words of similar meanings, words of similar categories, and words of opposite meaning. Opposites are not used in the presentation of words because they can lead to confusion.

Activities for reviewing words include using grids, charting relationships between words, brainstorming all the words related to a category, and playing vocabulary games that help the learners to recall the words in relation to other words or through their forms.

Conclusion

Vocabulary teaching essentially focuses upon the usefulness of the word to be taught. After deciding that a word is worth spending time on, the teacher attempts to teach it in a context that allows the learners to begin to incorporate the word into a pattern. This will aid in the process of binding meaning to form, allowing learners to proceed in learning the word, and improving their reading proficiency.

References

Gairns, Ruth, & Redman, Stuart. (1986). *Working with words: A guide to teaching and learning vocabulary.* Cambridge: Cambridge University Press.

Grellet, Francoise. (1981). *Developing reading skills: A practical guide to reading comprehension exercises.* Cambridge: Cambridge University Press.

Kitao, Kenji, et al. (1983). *An American sampler.* Tokyo: Addison-Wesley Japan.

Nation, I.S.P. (1983). *Teaching and learning vocabulary.* Wellington: Victoria University.

Nation, I.S.P. (1979). The curse of the comprehension question. *RELC Guidelines* 2, 85–103.

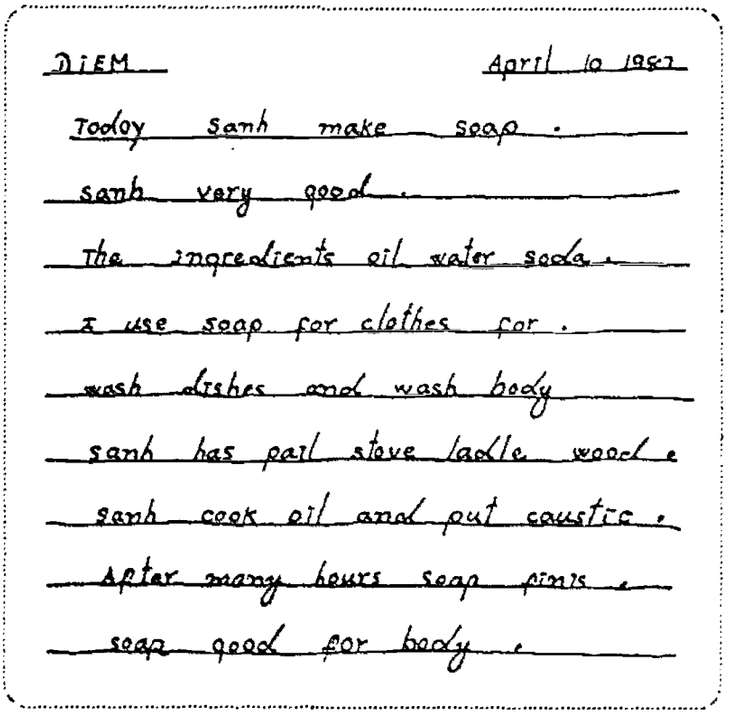
John M. Graney has been an ESL supervisor at the PRPC since 1987. Previously, he was an EFL teacher-trainer in China and Africa, and worked as an ESL teacher-coordinator at Ohio University. He holds Master's degrees in applied linguistics from Ohio University and in English from Marquette University, and BA in English from Benedictine College.

Using Students' Skills to Generate Language

Lucy Evangelista
Philippine Refugee Processing Center

Tapping the hidden talents of our students was the topic at a meeting of my team of ESL A/B teachers at Bataan. Compared to their upper-level counterparts, our A/B-level students were shy and unassertive about their skills and talents. My colleagues, Gomer Rubiano and Virgil Teyes, suggested an activity that would demonstrate students' capabilities while generating language. A student would speak before classmates, describing a skill and giving directions on how to do something. The "audience" would be asked to understand oral and written directions and later to describe the demonstration.

This activity fit well into our team's philosophy of ESL instruction. We work on the premise that our students will learn and use English if the activities are interesting, meaningful, within their range of knowledge and experience, and carried out in a friendly, supportive atmosphere. This demonstration activity would be a fine opportunity to improve their language skills while increasing their self-confidence.


DIEM April 10 1992

Tooloy Sanh make soap .

Sanh very good .

The ingredients oil water soda .

I use soap for clothes for .

wash dishes and wash body

Sanh has pail stove ladle wood e

Sanh cook oil and put caustic .

After many hours soap pins .

soap good for body .

First, we set out to identify the students' skills and potentials. After a few minutes of patient inquiry and careful explanation, my students started volunteering useful information. Their secret skills began to surface. It turned out that Nguyen was an accomplished hairdresser (he appeared in a photo essay in the Special Galang Issue of *Passage*). Linh was a dressmaker, Lien was a manicurist, Trang had produced tomato jam in Vietnam, and Sanh was an experienced soapmaker. Finally, the students selected Sanh to show them the process of making laundry soap, and I asked Sanh if he would be willing to do the demonstration. Willing? He was obviously eager to show his classmates what he could do.

Preparations

Later that day, I met with Sanh to find out what ingredients he would need and help him with the English expressions he might want to use in the presentation. I wrote the words *ingredients* and *materials* on the board, and his friend, Thanh, looked them up in his homemade English-Vietnamese dictionary and showed Sanh the meanings. After a few minutes of reflection, Sanh listed the ingredients and materials on the board, using a mixture of English, French, Vietnamese, drawings, and symbols to convey his message. The materials, I was relieved to learn, would not be difficult to obtain: tin pails, a ladle, a wooden mold, a thermometer, and a stove. To my delight, he also indicated the proportions of the ingredients—coconut oil, caustic soda, and water. The only items that would have to be obtained from Manila were the thermometer and the caustic soda.

Next, I helped Sanh find the English expressions he needed in order to explain the soapmaking process. For example, his "Stir no stop until soap little hard" became "Do not stop stirring until the solution hardens." And "Put caustic soda in water for one night because soda very hard" I understood to mean soaking the caustic soda in water overnight.

Demonstration

The demonstration lesson was attended by all the students and teachers on our team, as well as by our supervisor and program officer. Several of us had helped Sanh prepare. The kerosene stove was borrowed from a student in another class, the kerosene was supplied by Nguyen, Lien brought the tin pail, and another student bought four quarts of coconut oil from a market in the camp.

Sanh started his demonstration on soap making, confidently displaying a step-by-step procedure written on a piece of posterboard so the students could read and take notes. The following is a rough transcription of his narrative:

Good afternoon, teachers and fellow students. Today I want to show you how to make soap. These are the ingredients and materials. This is the procedure:

Soak the two pounds of caustic soda in two quarts of water in a tin pail for one night because caustic is very hard. The water should be 40 degrees centigrade [104° F.] at the start. The solution is now ready. I prepared it yesterday.

Pour the four quarts of coconut oil into this tin pail. Do not use aluminum pail and do not use steel pail. Heat the oil up to 80 degrees centigrade. Use the thermometer to see the temperature of oil. Remove pail from stove. Pour the caustic soda to mix it with the oil. Stir one minute. Use ladle. No touch. Very hot and hand becomes i. · When hand itchy, rub salt. No more itchy.

After 20 minutes, stir again. Do not stop until the solution becomes sticky. Before it becomes very hard, pour the soap into the molds. Wait for about five hours for it to cool down. After this, the soap is ready.

Sanh's classmates assisted him throughout the activity and served as his errand people. Gomer Rubiano's emceeing was effective—his simple jokes and questions made it possible to involve all the students.

"Do you use soap in Cambodia?" he asked the audience. "Where do you buy it? Do you buy it in camp?"

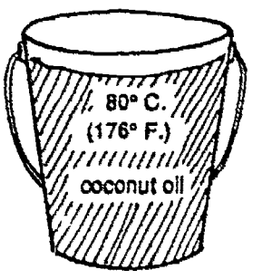
He encouraged the students to ask Sanh about the demonstration, and they complied, thoroughly fulfilling our hopes for everyone's participation in this language learning activity.

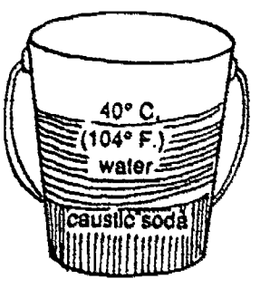
Audience:	*Where do you buy caustic soda?*
Sanh:	*From drug store.*
Audience:	*Where did you work?*
Sanh:	*In Vietnam factory.*
Audience:	*How long were you a soap maker in Vietnam?*
Sanh:	*Seven years.*
Audience:	*Do you make soap for washing or taking bath?*
Sanh:	*For washi ıg clothes.*
Audience:	*Why you put caustic in water one night?*
Sanh:	*Because caustic is very hard.*
Audience:	*Why do you use tin pail only?*
Sanh:	*Because caustic is not good for aluminum and stainless steel.*
Audience:	*If I want you teach me how to make soap, can I go to your class?*

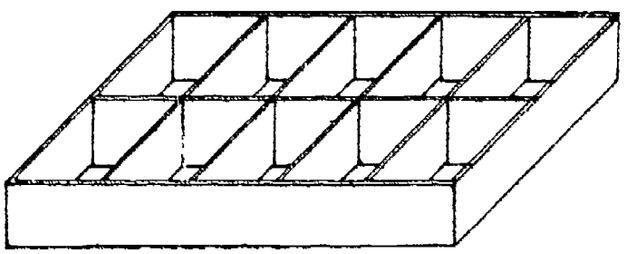
Ingredients

Coconut oil	6 kilograms
Water	3 kilograms
Caustic soda	1.5 kilograms

(4 parts coconut oil: 2 parts water: 1 part caustic soda)







wooden mold

Materials

tin pails
ladle
thermometer
wooden mold
stove

Sanh: *Yes.*
Audience: *Tomorrow can you give me soap? I go to your class.*

And later, this exchange:

Female student: *If I want soap, where can I see you?*
Sanh: *In my classroom, 5G2.*
Female student: *May I go to your house?*
Thanh: *His wife will get angry.*
Sanh: *Nobody will get angry. I'm single.*

Follow-Up

After the soap demonstration, the students went back to their classroom for discussions and other follow-up activities.

Teacher: *What did Sanh show us?*
Students: *Make soap.*
Teacher: *Do you remember the ingredients?*
Students: *Oil, soda, water.*
Teacher: *What is soap for?*
Students: *Wash clothes, wash dishes, wash body.*
Teacher: *Can you make soap now?*
Students: *Very easy. Students help Sanh. Now we know.*
Teacher: *Will you make soap when you go to America?*
Thanh: *Yes. I can make soap. If I no work, no job, I make soap. Sell in the market.*

At this point, I told Sanh to list the materials, ingredients, and procedure on the board, and asked the students to write a summary of the activity, using their own words. I supervised their writing, moving from one student to another to see how they were proceeding. I noticed that three or four students used their phrase books and dictionaries. Some writers had problems with finding the right words to use, writing the correct order of words in sentences, and figuring out the meanings of difficult words on the board. I made note of these problems for planning future lessons.

One of the best student summaries appears on the first page of this article.

When Sanh and his classmates handed out soap samples to teachers and other students the next day, I asked if I could use it for my skin. He told me that I could if I added perfume during the stirring process of the soap making. A week later, I followed Sanh's directions and manufactured soap at home. In fact, I made two batches and enjoyed doing it. I'm grateful to Sanh—I taught him ESL, and in return he taught me soap making.

Lucy I. Evangelista taught English and history in Brunei, British Borneo, before joining the Bataan staff in 1985 as an ESL instructor. She earned her BS in education from the Philippine Normal College and an MEd in language teaching from the University of the Philippines. She also holds a teacher's certificate in primary education from Stockwell College of Education, Kent, U.K.

Meeting the Needs of Upper-Level ESL Students at Bataan

Chas Algaier
Philippine Refugee Processing Center

In 1987 and early 1988, the upper-level adult ESL program (CDE) at Bataan carried out several curriculum projects to develop materials for a variety of areas, including pronunciation, testing, and listening comprehension. The areas of major development, however, have been in reading and writing, and three projects are particularly noteworthy: the Reading and Writing Workbook, the *Information Update* materials, and the *USA Today* Debates.

Reading and Writing Workbook

The Reading and Writing Workbook is a collection of 215 items that provide students with a wide selection of the kinds of reading and writing "texts" they will encounter in the U.S. The material in the workbook corresponds to the 13 competency topic areas in our *ESL Curriculum Guide*: personal information; time; locations; directions; shopping; telephone; health; employment: finding a job; employment: on the job; housing; banking; post office; and social language.

Some items in the workbook involve only reading skills. These include maps (location, directions), product coupons and labels (shopping), and telephone book white and yellow pages (telephone). Workbook items requiring both reading and writing skills include forms for job application (employment), health history (health), and auto, home, and health insurance applications (banking, housing, health), as well as greeting cards (social language). The workbook is used as a consumable text by all students at Levels C, D, and E and by those testing above Level E who act as Assistant Teachers (ATs).

A 50-page teacher's guide, with explanatory information for each item, accompanies the workbook. For example, it explains that to qualify for a library card for the Public Library in Austin, Texas, an applicant would need to "fill out this form and present it along with a photo I.D. and proof of current address (driver's license public safety I.D. card, etc.) in person to the Austin Public Library." Classroom teachers might otherwise be unaware of requirements that accompany many of the forms.

The teacher's guide also includes teaching suggestions for each item. For example, it suggests that teachers use the Washington, D.C., TV-Radio Sports Schedule in the workbook "by having students search for specific information ('Who plays Kansas on Sunday at 2:00 p.m.? Is the Baltimore-Minnesota soccer game televised on Friday night? Is the World Alpine Skiing Championship [4:00 p.m. Sunday] live or on tape?'), by letting them work out their own viewing schedules, by having them identify events that are broadcast on both TV and radio, by having them identify repeats of earlier broadcasts, etc."

Even when the workbook had been available for only a few weeks, teachers commented on its usefulness and convenience. One Level C teacher commented, "I used to have to bring in newspapers and magazines, and I still couldn't always get what I needed. This book brings the materials together, and since students can take it home, I can pick out items for [them to do as] homework."

USA Today Debates

The *USA Today* Debate project was initiated to develop realistic U.S. topical supplementary reading and discussion materials for advanced classes. A team of experienced teachers worked with the ESL curriculum specialist and instructional program officer to select from the opinion pages of the Gannett newspaper, *USA Today*, a total of 16 topics, among them AIDS testing, handgun control, drinking and driving, illiteracy, and designating English as the official national language. The teachers then culled vocabulary items and wrote guide questions for the main opinion page editorials and devised a format and procedures for the debates.

The format divides the debate activity into three sections, to be carried out on three class days. Day One is spent introducing the topic to the students, discussing it, and distributing reading materials. The teacher introduces unfamiliar vocabulary and allows students to take the reading materials home with them.

Day Two of the activity follows when the teacher

and students feel that they have had enough time to cover the materials, usually two or three days after Day One. At this time, the teacher uses topic-specific guide questions to initiate a general class discussion.

Students are then divided into groups according to their stance (pro or con) on the issue. Each group selects a facilitator and a recorder to lead and keep track of the session, as group members decide on roles and strategies for the debate. They select points to support their side of the issue, and note which points the opposing group is likely to raise in support of its position. In addition, each group makes plans to rebut probable opposition points and to defend against probable rebuttal of its own points.

Also on Day Two, roles are defined and individuals selected to be (a) the moderator, who is to remain neutral and keep the debate moving, and (b) the timekeeper, who strictly monitors the time allotted to speakers.

As a final preparatory step, the class reviews the ground rules for the debate. The usual arrangement is that each group has three speakers: the first two speakers have a maximum of eight minutes each to make general arguments; the third speaker has a maximum of five minutes to give rebuttals and make summarizing statements.

The debate itself takes place on Day Three—2 to 7 days after Day Two—whenever the students feel they have had adequate time to prepare for the debate. After the debate, other students in the class are encouraged to question the debators about their arguments or to make statements of their own. A lively class discussion on the issue generally ensues.

After a *USA Today* debate about making English the official U.S. language, a supervisor in the program noted that a month before arriving in camp he had seen the same topic debated at the Harvard Union. A well-known advocate of English as the official language had appeared on live video hook-up from Los Angeles, debating against professors from Harvard's John F. Kennedy School of Government, he recalled. The supervisor commented that although the Assistant Teacher debators' English was not as grammatically polished as that of the Harvard debators, the ATs brought up all the same arguments and more. He also felt that the ATs were "more creative in their use of anecdotes" to build their arguments.

Upper-level refugee students enjoy the challenge of looking at controversial issues from differing points of view. After a lively session debating care for the elderly, a Vietnamese student eloquently noted that the debates sometimes "force us to argue for what we don't believe in. We all believe that children should care for their parents when the parents are old. But for the debate, we can argue the opposite."

Information Update

Another endeavor that developed topical reading and discussion materials was the *Information Update* project. A team of teachers looking for interesting mid-level supplementary material hit upon *Information Update*, a series of informational publications produced by the Center for Applied Linguistics about refugee resettlement in the U.S. Although *Information Update* primarily addresses teachers and staff, the students themselves, it was felt, could effectively use much of the material. As one ESL administrator stated, "Who better to read about issues of refugee resettlement than refugees?"

The team of teachers selected material from the *Updates*, listed the important vocabulary items for each passage, wrote guide questions, and devised teaching formats for the various articles. This material was then organized into packets for classroom use. The packets cover such topics as "Problems with Assimilation," "Problems with Sponsors or Volags," and "Job Applicant Behavior and Employee Expectations." Each packet generally includes a teaching guide along with the student reading materials. The teacher materials include the reading passage, a vocabulary list, and suggested discussion questions. Teachers can have students read the materials in or out of class and then hold a general class discussion or have the students write essays on the topic concerned.

Two of the packets, "Refugee Survey" and "Information Bits," contain teacher materials only. The "Refugee Survey" packet introduces students to the opinions of resettled refugees on the topics of housing, consumerism, telephone, public transportation, education, health, and social relationships. The packet outlines a one-hour activity in which two teams of students compete to match the resettled refugees' answers to questions on these topics. For example, on the topic of health, students are asked, "What do you do when a person is sick? 1) Take the person to a hospital, 2) use home remedies, 3) use American medicine, 4) use Tiger Balm, 5) see a doctor, 6) use coining, 7) call an MAA." After each question, the teacher allows time for a brief discussion of the issue.

The "Information Bits" packet contains one-sentence summaries of information from *Information Update* on many topics, including health, employment, housing, education, banking, telephone, and transportation. Teachers can use the summaries in the ESL classroom as springboard information for further reading, as material for dictation or other writing practice, or as discussion starters. After a teacher gives the students the information, they discuss the accuracy and significance of such statements as, "In California, there is a large percentage of ethnic

doctors," and, "Landlords are reluctant to rent to families receiving welfare."

Throughout the development of these three projects, one major guideline has been to keep the materials as realistic as possible. Thus, the Reading and Writing Workbook includes only genuine forms, usually from typical resettlement sites, and articles from U.S. newspapers and other print media. The *USA Today* Debate project has focused on issues of current concern in the U.S. Because project members felt that students would benefit most from encountering the materials in their original form, the editorial pages have been reproduced in laminated photocopies. The *Information Update* project has drawn on materials that are both currently topical and of particular importance to refugee learners. Relevant, up-to-date, and challenging, these materials are good examples of how the critical language-learning needs of upper-level students are being met at Bataan.

Chas Algaier is a curriculum specialist for the ESL CDE-Level Department at Bataan. Beginning as an ESL supervisor there in January 1985, he also served as acting deputy program officer of the department before assuming his current position. Algaier's experience includes English language teaching and supervisory positions in Micronesia, Thailand, and Japan. He holds an MA in international studies and master's certificate in TEFL from Ohio State University and a BS in education from the University of Kansas. Algaier is the author of a series of children's books featuring his daughter, Assinthe.

The Work Experience Program: Work-Study for PASS Students

Danilo "Mot" Garcia David
Philippine Refugee Processing Center

Canh, a Vietnamese student from Cycle 92, had already completed his training in the Preparation for American Secondary Schools (PASS) program, but his departure had been temporarily delayed. He would be staying at the Philippine Refugee Processing Center (PRPC) longer than expected, and he had nothing to do. One day Canh told his tale of frustration to Don Ronk, a PASS social worker.

"I have to do something or I'll die of boredom," he told Ronk. Other PASS students were in a similar situation. They were bored because there was nothing for them to do "on the other side of the day," an expression PASS students use to describe the half of the day they do not attend classes. Like Canh, the students hoped that "Mr. Don" could help them escape their boredom on the other side of the day.

Recognizing this as a serious need, Ronk made arrangements with a few of the PASS staff to give these students work. Canh became an "assistant" to the attendance clerk, while other students with lower-level English skills were given cleaning or errand jobs. Although small in number, these students became familiar figures around PASS. Seeing them inspired the PASS guidance counselor to work with Don Ronk in drawing up a proposal for an organized student work program.

With the goal of providing meaningful part-time job experience for students, the Work Experience Program (WEP) was created and began operation in October 1987. The program aims to channel young refugees' excess time and energy into developing desirable work habits and practical coping skills. In addition, the program provides extra experiential ESL practice and cross-cultural training. I was selected to coordinate the program.

Introducing the Program

With the help of a bilingual aide, I introduced the WEP to PASS students and announced the job openings in the American Studies classes in November. I explained the rationale for the program, citing resettlement issues, such as the need to augment family income. After students expressed interest, I explained the various job openings, using job description forms (see Figure 1).

First, I discussed the specifics of the job: the responsibilities, duties, and working hours. When I asked, "Are you interested in applying for the job?" students eagerly responded, "Yes," and we proceeded to review the minimum requirements. For most office

Figure 1. Job Description

I. Job title: Toolkeeper (2 positions)
II. Supervisor: Woodworking instructor
III. Primary responsibility: To serve as a custodian of tools and supplies in the workshop.
IV. Specific duties:
  1. Issues supplies and tools to the students during woodworking classes.
  2. Collects tools borrowed by the students at the end of each class.
  3. Takes periodic inventory of tools and supplies for requisition purposes.
  4. Sweeps the work area at the end of classes.
V. Minimum requirements:
  1. Must be at least an intermediate ESL student.
  2. Must be familiar with basic carpentry tools such as hammers, saws, chisels, rulers, tri-square, etc.
  3. Must be honest, prompt, and hard-working.
  4. Must be able to submit one letter of recommendation.
VI. Working hours:
  Monday to Friday:
  Morning shift: 7:30 a.m. — 11:00 a.m.
  Afternoon shift: 1:30 p.m. — 5:00 p.m.

and clerical positions, the most critical qualification is English proficiency. Students with limited language skills can apply for positions demanding less English, such as busboys, toolkeepers, and cleaners. We repeated this review process for each job opening until the students understood the job description fo: ns.

Vietnamese students assist cooking instructor Lolit Abrigo (left). Photo by Dan Pamintuan.

The last part of the orientation was filling out job application forms. With the help of bilingual aides and occasional peer tutoring, students completed the forms, then took them home to obtain signatures from their parents or guardians, indicating consent for participation in WEP.

I explained to the classes that each student employee works a maximum of three hours a day, five days a week, until graduation (approximately 20 weeks), when the contract is terminated. Student employees receive token compensation each week, upon submission of their time sheets.

Because of program policy regarding refugee work service, WEP cannot pay students wages, but it does offer such rewards as movie tickets, T-shirts, an occasional party or field trip, and WEP certificates. The program is also attempting to implement a system of incentives for students with exemplary performance or perfect attendance. When students hear about the possible rewards, their eyes open wide and they giggle delightedly. This is generally the liveliest part of the orientation, when the mention of parties can lead to students enthusiastically sharing stories about Vietnamese dances or beautiful picnic spots in Laos.

The first job openings we posted were for office assistant, cooking assistant, library assistant, display artist, math test coder, Learning Center aide/artist, clerical assistant, property custodian, and toolkeeper. These jobs were coordinated through volunteer job supervisors who were willing to draw up the job descriptions and supervise the students.

Students can apply for WEP jobs either during the orientation, or, for those still undecided, as walk-in applicants. One morning a few days after an orientation session, Truong, a small Vietnamese boy, came to my office with his application form neatly rolled and tucked into his shirt pocket. After being seated, he very nervously handed me his application form and I asked him, "What job are you applying for?" He set his shoulders, and in a clear, authoritative voice said, "Teacher, I want to become a doctor." I almost fell from my chair in surprise at this boy who thought that WEP could dress him in a lab coat and arm him with a stethoscope and a diploma from medical school. I showed him a list of our more modest job openings, and explained that WEP could train him in basic work concepts and teach him some job skills. After a while, he recovered from his disappointment and said, "Okay, Mr. Mot. I want to work in the computer room." So we proceeded with his application.

Toolkeeper Khamsen Manivong replaces equipment used in PASS woodworking classes. Photo by Dan Pamintuan.

Processing the Applications

During the initial screening, students' qualifications are checked against the minimum requirements set by the job supervisors, and preliminary interviews are conducted. Before the students undergo a second screening, they are given outlines on how to handle job interviews. If the job supervisor requires applicants to take a written test, I advise them to prepare and review. My next contact with the students is to give them the results of their efforts. It is indeed a very happy moment when I shake the hand of a successful applicant and prepare his contract for signing prior to hiring. Those who do not qualify for one particular job but might qualify for others have their applications placed in the "active" file. Applications from those

with little chance of employment are placed in the "closed" file.

The saddest part is breaking the news to the unfortunate ones. Long, a student from Cycle 106, was sure he would get the job as computer room assistant. When I told him, "You did not make it. You got only 23 correct answers out of 100," he suddenly looked down, covered his face with his hands, and was quiet a long time. Finally, he looked at me and said, "I am very sad, but never mind. When I go to America, I will study computer." I wished him luck and advised him to do well in his studies. Of the 212 applicants, 38 were placed in positions, 163 were put in the active file, and 11 were placed in the closed file.

On the Job

Successful applicants are given a one-week probationary period and are closely supervised. During this time, they attend orientation sessions on contracts, job descriptions, logistics, and compensation. The job supervisors offer orientation on rules and regulations, employer-employee relationships, and other work conditions. Job supervisors are furnished with WEP policies and guidelines and are kept informed of ongoing job concerns. If an employee does not pass the probationary period, he gets a notification of termination with supporting documents and recommendations, and is replaced by an applicant in the "active" file.

No work place or system is free of problems, and employer-employee relationships sometimes heat up. Insanouk, a 14-year-old Lao working as a library assistant, was referred to my office by his supervisor for "being lazy," "not wanting to shelve books," and "constantly complaining." During our talk, I asked Insanouk what was happening and how he was doing in his work. After listening to his story, I reminded him of the work contract he had signed, and we reviewed his job description form. This helped to clear up any misunderstanding, and I informed his supervisor of our discussion. Insanouk decided to give his job another chance, and I told him that he would probably get to like his work when he had learned the job more thoroughly. He did. Now when we talk, he tells me how he enjoys getting to read different books and how proud he is in knowing where to shelve the books, impressing the other students who watch him.

Before a student graduates, there is a performance evaluation process administered by the WEP office and the job supervisor (see Figure 2). The result of this evaluation is recorded on the PASS student profile sheet given to every student leaving the program. As a final reward, the student receives a WEP certificate, which documents his efforts and provides a recommendation for future employment.

Looking Ahead

WEP is now in the process of opening jobs for its second group of students, from Cycles 105, 106, 107, and 108. The same procedures will be adopted, but we

Figure 2. PASS Work Employment Program Performance Evaluation

Name Phouang Savath Supervisor Romeo Lee

Job title Toolkeeper Period covered _____

This evaluation is designed to help identify the student-employee's strengths and weaknesses and to assist in developing a program for improvement.

Listed below are several traits, abilities, and characteristics that are important for success. Place an "x" mark on the rating you feel best describes the employee being evaluated.

Quantity	Weak 1	2	3	4	Strong 5
ACCURACY: Correctness of duties performed; quality of work				✓	
ALERTNESS: Ability to grasp instructions and follow directions				✓	
INITIATIVE & IMAGINATION: Finds new and better ways of doing things			✓		
COURTESY & FRIENDLINESS: Ability to get along with others					✓
ADAPTABILITY: Reaction to changing conditions			✓		
PERSONAL APPEARANCE: Grooming, neatness, cleanliness			✓		
PUNCTUALITY & ATTENDANCE: Present and on time				✓	
HOUSEKEEPING: Orderliness of work area and care of equipment and supplies				✓	
DEPENDABILITY: Works well with minimum supervision				✓	
MOTIVATION: Desire to achieve and learn				✓	
QUANTITY OF WORK: Amount of work an employee does in a day				✓	
STABILITY: Works well under pressure, accepts criticism, respects authority				✓	
OTHER:					

Comments

Major weak points are:
1. Grooming
2. _____
3. _____

and these can be strengthened by doing the following:
Giving more attention to personal hygiene & appearance

Major strong points are:
1. Cheerful
2. Honest
3. Asks questions

and these can be used more effectively by doing the following:

Rated by: Romeo Lee (printed name) Title: Woodworking Instr.

Romeo Lee (signature) Date: 2/15/88

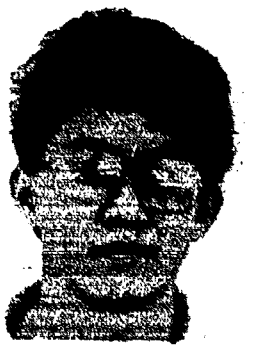
I have reviewed this evaluation and discussed it with my supervisor.

Phouang Savath (student-employee's signature) Date: 2-15-88

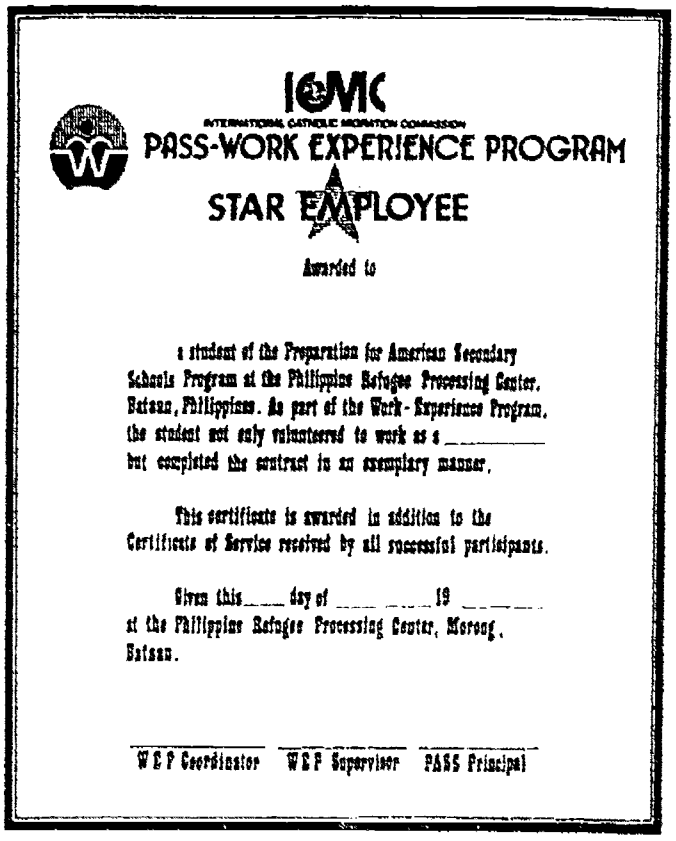
hope to open jobs outside the PASS program for this group. These jobs will be similar to those within PASS, and will help answer the needs of the increasing number of students who apply to participate.

As to its instructional goals, the Work Experience Program will be integrated into the ESL, American Studies, and Math curricula as a regular unit or subtopic. WEP can provide reinforcement or hands-on application of the concepts being introduced in units in the curricula dealing with work experience. As a result, the program will benefit not only the student employees, but the other students at PASS as well. Certainly the PASS staff benefits from these workers' efforts, too. Secretaries can get more work done, teachers find their photocopying is completed more quickly, and the library is kept more orderly than before.

The greatest benefit, though, is to the WEP student employees. For them, the other side of the day is no longer the boring side.



Danilo "Mot" Garcia David, Work Experience Program coordinator at PASS, has been a staff member at the Philippine Refugee Processing Center since March 1987. Before assuming his current position, he taught American Studies and Math in the PASS program. Previously a mathematics instructor at Angeles University Foundation, he has also held personnel positions in Philippine government offices. David holds a BS in business administration from the University of the Philippines.



ICMC
INTERNATIONAL CATHOLIC MIGRATION COMMISSION
PASS-WORK EXPERIENCE PROGRAM

STAR EMPLOYEE

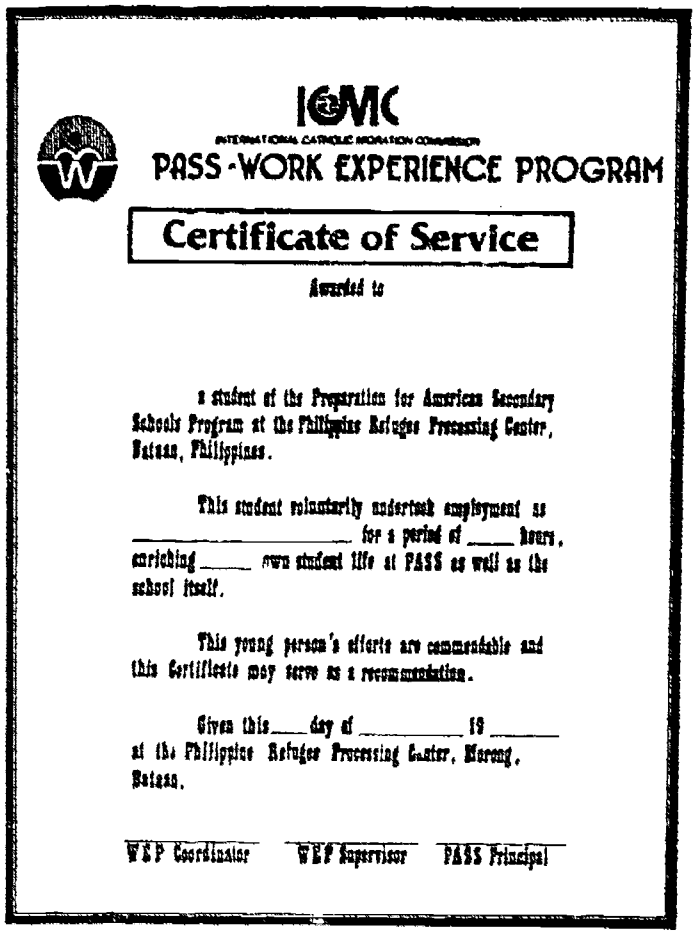
Awarded to

a student of the Preparation for American Secondary Schools Program at the Philippine Refugee Processing Center, Bataan, Philippines. As part of the Work-Experience Program, the student not only volunteered to work as a _____ but completed the contract in an exemplary manner.

This certificate is awarded in addition to the Certificate of Service received by all successful participants.

Given this____ day of _____ _____19 _____
at the Philippine Refugee Processing Center, Morong, Bataan.

_____ _____ _____
WEP Coordinator WEP Supervisor PASS Principal



ICMC
INTERNATIONAL CATHOLIC MIGRATION COMMISSION
PASS-WORK EXPERIENCE PROGRAM

Certificate of Service

Awarded to

a student of the Preparation for American Secondary Schools Program at the Philippine Refugee Processing Center, Bataan, Philippines.

This student voluntarily undertook employment as _____ for a period of _____ hours, enriching _____ own student life at PASS as well as the school itself.

This young person's efforts are commendable and this Certificate may serve as a recommendation.

Given this____ day of _____ 19 _____
at the Philippine Refugee Processing Center, Morong, Bataan.

_____ _____ _____
WEP Coordinator WEP Supervisor PASS Principal

"Living in the USA": New Language Lab Curriculum at Bataan

Cary M. Bohlin
Philippine Refugee Processing Center

In April 1986, staff at Bataan were considering changes in the language lab curriculum. A new ESL curriculum, reflecting recent revision of regional competencies, was implemented at the beginning of the year, and the language laboratory curriculum was needed to support it. In addition, in February 1986, class periods were shortened from 80 minutes to approximately one hour, meaning that all the existing language lab lessons were too long. The decision was made to develop a new curriculum for the language laboratory.

Three steps were involved in developing the new curriculum. First, we reviewed the relevant literature to develop a sound theoretical base for the entire project. We looked for answers to the question, "How do people listen—or improve their listening skills—in a new language?" Second, we examined possible content topics. Using the new ESL curriculum as the starting point, we looked for the topics that would be most relevant, and ones involving resettlement situations that make the most demands on refugees' listening skills. Third, we needed to set format guidelines for determining what kinds of exercises to select, and how to present them.

Theoretical Considerations

How do people listen? One listening comprehension model (Richards 1983) separates the process into two major components: message and medium. The message is the raw speech the listener takes into short-term memory, reorganizes, and puts into "propositions" forming a coherent message.

> Finally, once the listener has identified and reconstructed the propositional meanings, these are held in long-term memory, and the form in which the message was originally received is deleted. (page 221)

This means that the listener retains only the gist of the message. If, for example, my secretary says, "Steve Fuqua called to confirm your meeting at Alma's store in Morong at six o'clock this afternoon," I will remember something like, "Meet Steve at Alma's right after work."

The roles of both long-term and short-term memory have to be accommodated in devising listening comprehension instructional materials. Simply playing a tape and then asking students comprehension questions makes too many demands on long-term memory. There would not be enough context for the listener to retain much of the information presented. We wanted to create listening comprehension exercises compatible with the theoretical model, having students use their short-term memory as well as long-term recall.

Medium, the second major component of listening comprehension, refers to audible aspects of spoken language, such as rate of speech, reduced forms, and errors. We knew it was important that our students learn to listen to natural language use—the kind they will hear in the U.S. outside the ESL classroom, where people pause in mid-sentence and say "gonna" instead of "going to."

In most commercial materials, the dialogues are grammatically correct, few reduced forms are used, and the rate of delivery is almost always the same—slow. In these off-the-shelf lessons, the enunciation is near-perfect; and the speaker never pauses with an "... um ..." or makes a mistake (Porter & Roberts 1981). The major flaw in these materials is their flawlessness. In Richards' terms, they lack "transferability." That is, they have little resemblance to speaking situations in the real world. Since commercial texts generally lack transferability, it was clear that we would have to produce the new curriculum in-house. In this way, we could ensure that appropriate standards for both medium and message would be met.

Selecting Topics

Topics in the new curriculum were drawn from the *ESL Curriculum Guide* (International Catholic Migration Commission 1986), *Writing Back* (Riddle & Ligon 1985), and *Information Update* (Refugee Service Center 1985–88), with emphasis on the topics of employment (both finding a job and on the job), housing,

health, social language, and shopping. As in the previous language laboratory curriculum, this one comprises 30 lessons. The curriculum "spirals" these topics over the 10 weeks, meaning that the same topic appears several times to provide opportunities for review and expansion on the earlier material. Because so many different classes from different ongoing cycles are scheduled in the language laboratory at the same time, it was not possible for our curriculum to follow the ESL classroom sequence for the topics.

To maintain the students' interest, the lessons follow a storyline with two parallel narratives—one about a Vietnamese family who has lived in the U.S. for approximately three years, and one about a Lao couple who are new arrivals. Lam, the Vietnamese man, works in a Chinese restaurant but hopes to open his own restaurant some day. Kim, his wife, gets a part-time job at a drugstore to help make their dream come true.

Somphone, the Lao man, spends only a short time on public assistance before he accepts an entry-level job as a groundskeeper. Although he is careless in some ways, Somphone's positive attitude toward work and his self-reliance pay off for him. His girlfriend, See, had been a teacher in Laos and is reluctant at first to get off welfare and take a job below her former status. Eventually, she realizes that being on welfare has damaged her self-esteem and is influencing others' perceptions of her. She has a change of heart and finds a job as a laundromat attendant.

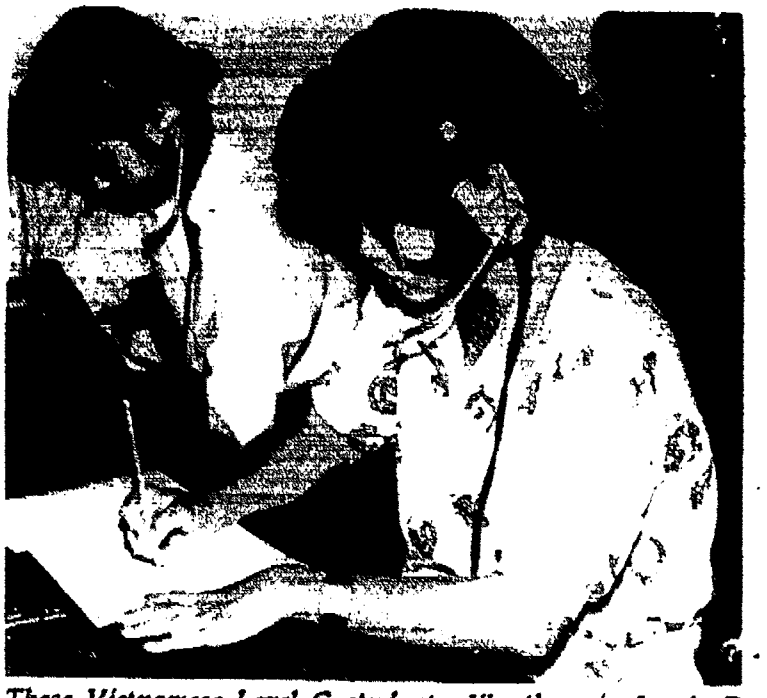
Students listen in as the characters adjust to living in the U.S. The characters have their ups and downs, their successes and failures, and their romances. Life is not easy for them, but in the end, each of their dreams comes true.

Lesson Format

Joan Morley's work (Morley & Lawrence 1972) provided the listening comprehension lesson guidelines we followed most closely. First, the lessons should have definite goals. Second, each lesson should require active participation. Whenever possible, the spoken material should require an immediate written response from the student, who should then receive immediate feedback on that response. Third, each lesson should be formatted so that the students know what to listen for, where to listen, and how to listen. Fourth, the exercises should guide students to disciplined listening of natural language. Finally,

> The lessons should stress conscious memory work with special attention to lengthening memory span and strengthening immediate recall. Hearing is perceiving, while listening is receiving. Receiving requires thinking, and thinking requires memory; there is no way to separate listening, thinking, remembering. Listening is thinking—and thinking is remembering. (page 102)

These ideas are consistent with Richards' and Matthews' more theoretical recommendations, which we had considered earlier.



These Vietnamese Level C students, like those in Levels D and E, attend lessons in the language lab three hours per week for ten weeks. Photo by Dan Pamintuan.

Our lessons had to be formatted to meet the needs of students at different proficiency levels. The language lab is used by students at C, D, and E levels, and by the assistant teachers (ATs), who have the highest English proficiency level of all. All students hear the same lesson tape with all the directions, questions, and possible answers, and every level uses the same answer sheet.

To adjust for the various levels, we devised different worksheets for the different groups. Level C students, for example, receive worksheets with both the questions and possible answers written out. Level D students get only the possible answers to the questions written out for them, i.e., they must rely entirely on the taped voice for the questions. Level E students and ATs do not get a worksheet. For them, the lessons are purely listening comprehension. Using this format, three different levels of classes can use the same taped material, even at the same time, if necessary. While the students are completing the exercises in the language laboratory, ESL teachers and the teacher-technician at the control console are available to help individuals with problems.

A Typical Lesson: Part One

Each of the 30 lessons of the new language lab curriculum, "Living in the U.S.A.," is divided into three

parts. Parts 1 and 2 consist of dialogues and listening comprehension exercises based on two topics from the ESL curriculum and the theoretical model discussed earlier. Part 3 is a listening-and-following-directions activity, also related to a curriculum topic. All questions and activities in each part of a lesson relate to the featured topic.

In the taped lesson for Day 9, Part 1 begins by telling students that they will hear a dialogue between Somphone and Mr. Rogers, Somphone's new employer. They then hear,

As you listen, pay attention to where most of the conversation takes place.

Students then hear a three-minute dialogue, followed by a general question with possible answers:

1. *Where does most of this conversation take place?*
   a) outside
   b) in a supermarket
   c) on a bus
   d) in an apartment

The students answer the questions on their answer sheets, thereby giving an immediate written response to the question. After seven seconds, the students are given immediate feedback to their response when they hear the answer to the question with a brief explanation. In this case, Mr. Rogers was orienting Somphone to his new groundskeeping job as they walked outdoors.

The next five questions are based on snippets of the original dialogue, in the order in which they originally appeared. As in Question 1, the student is first told what to listen for:

As you listen, pay attention to what the two speakers are talking about.

The dialogue follows:

A: Boy , it sure is a nice morning!
B: It's going to be a great day! Here we are. . . . For now, I'm gonna assign you to the apartment complex across the street. We're putting in lots of shrubs, flowers, and trees.

The narrator then reads the question and its possible answers:

What are the two speakers talking about?
a) housing
b) shopping
c) banking
d) employment

The students are given a few seconds to choose an answer before hearing an additional clue. For this question, the clue is a repetition of, "We're putting in lots of shrubs, flowers, and trees." Then the tape repeats the snippet, the question, and the possible answers. In this way, students are told what to listen for. They also hear the dialogue one more time, avoiding an unnecessary test of memory. Finally, after a seven-second pause, students are told the correct answer: employment.

Next, the students are asked to demonstrate that they have understood the question in Item 2. They are asked to fill in a blank in a short dialogue similar to the one they have just heard:

A: Wow, what a great day to work outside!
B: It sure is!
A: So . . . what do I have to do today?
B: _____.

It is in instances like this that a student's proficiency level makes a difference. A Level C student might answer, "Cut grass," a Level D student might answer, "You plant trees," and a Level E student or AT might answer, "You have to plant a garden."

The format for Questions 7 through 10 is the same as for 2 through 6, except that the student is asked whether or not a statement is true or false. Again, the snippets follow a chronological order.

The format for Question 11 in Part 1 is the same as for Question 1, except that the question is a more difficult inferential item:

11. *How does Somphone feel about his job?*
    a) He's not very interested or excited about it.
    b) He thinks it's just all right.
    c) He seems both interested and excited.
    d) He's not sure how he feels.

Students should be able to infer from the dialogue that Somphone is interested and excited about the new job.

The activity following Question 11 relates the dialogue topic to the students' own lives. At the Philippine Refugee Processing Center (PRPC), adult refugees are required to perform work credit jobs, such as groundskeeping, translating, clerical, and food distribution, for two hours a day to help maintain the smooth operation of the camp. In this day's lesson, the activity in Question 11 asks the students to give two reasons why they like or dislike their work credit jobs in the PRPC.

The last exercise in Part 1 is an "extender activity," which is also related to the original dialogue topic. The students are asked to complete orally a new dialogue, as their teacher monitors them. The dialogue for this exercise begins:

A: Hi, how was your first day on the job?
B: _____.
A: I see. How do you like your supervisor?

B: _____.
A: Really? How much do you get paid an hour?
B: _____.
A: That's not bad. And how often do you get paid?
B: _____.

When students have finished the extender exercise, they have completed 60 percent of the day's lesson.

A Typical Lesson: Part Two

The topic for Part 2 of the lesson on Day 9 is housing. See speaks to Mr. White, a landlord, about an apartment she wants to rent. As in the earlier exercise, the first question is a general one, like "Why does See want to speak to Mr. White?"

The second question asks students to list something in the dialogue as they listen again. For this dialogue, the students are told to list two things Mr. White says he'll do to improve the apartment.

Next, the students are asked to think about three inferential questions. They listen to the dialogue a third time before deciding on their answers.

In Part 2, the students are not provided with the answers to the questions, but they can discuss the lesson with their ESL teacher, usually during the next period. Part 2 concludes with an "extender" activity like that in Part 1.

A Typical Lesson: Part Three

In Part 3, the students hear dialogues based on a different curriculum topic, and complete listening-and-following-directions exercises. The students are asked to fill out a job evaluation form as they hear a supervisor review a work evaluation with a subordinate; to draw the route to a K-Mart store as they hear a dialogue about directions; or to fill out a money order as they listen to a dialogue in a bank.

On Day 9, the students listen to three dialogues in which a man looks at three different apartments. As they listen, students fill in a chart with information about rent, location, size, lease terms, etc. Afterwards, they are asked which apartment they would choose for themselves, and why.

Other Applications

The 30 lessons of the new language laboratory curriculum have been designed to meet the needs of our upper-level adult students. But the lesson format is already being applied elsewhere at Bataan. Already, ten lessons with a similar format have been written for Level A/B Work Orientation, and tape production is under way.

The Preparation for American Secondary Schools (PASS) program is considering a language laboratory program with similar format. In the PASS program, the storyline would involve four children of high school age—a Vietnamese boy, an Amerasian girl, and a boy and girl from Laos—with occasional appearances by their families.

We are also experimenting with ways to adapt the formats for lower-level students. One possibility is to use short taped snippets with worksheets that use pictures instead of words; for example, for the first dialogue in Part 1, the students could choose one of three drawings—an office, an outdoor scene, and one of a supermarket. In short, the format we have developed for our Levels C, D, and E lessons is flexible, and will continue to be adapted for other programs in order to better prepare refugee students for the U.S.

References

International Catholic Migration Commission. (1986). *ESL Curriculum Guide*. Morong, Philippines: Author.

Matthews, Debra D. (1982, May). *Teaching selective listening strategies for comprehension and acquisition*. Paper presented at the annual convention of Teachers of English to Speakers of Other Languages, Honolulu, HI. (ERIC Document Reproduction Service No. ED 222 090)

Morley, Joan, & Lawrence, Mary S. (1972). The use of films in teaching English as a second language. *Language Learning* 22(1), 99–110.

Porter, Don, & Roberts, Jon. (1981). Authentic listening activities. *ELT Journal* 36(1), 37-47.

Refugee Service Center, Center for Applied Linguistics. (1985–88). *Information Update*. (Available from ERIC Clearinghouse on Language and Linguistics, 1118 22nd Street NW, Washington DC 20037)

Richards, Jack C. (1983). Listening comprehension: Approach, design, procedure. *TESOL Quarterly* 17(2), 219-240.

Riddle, Tom (Author & Comp.), & Ligon, Fred (Ed.). (1985). *Writing back*. Phanat Nikhom, Thailand: Consortium.

Cary M. Bohlin has been the language laboratory curriculum coordinator at the Philippine Refugee Processing Center (PRPC) since 1986. Previously, he taught ESL as a Peace Corps Volunteer at Ubon Teachers College in Thailand, where he also developed language lab materials. Bohlin holds an MA in English from Hollins College in Virginia and a BA in English from Virginia Tech.

Seeing Yourself Is Believing: Video as a Training Tool

Rick Shaw and J. Frank Edgerton
Phanat Nikhom Refugee Camp

Most of us in the field of education have been involved at one time or another in training—either as the trainer or the one being trained. We have ideas about what constitutes a "good" training session. We may not be able to articulate exactly what "good" is, but, as with art, we know what we like. As staff developers at Phanat Nikhom Refugee Camp, we are challenged to define topics and develop training sessions that will meet the immediate professional needs of the trainees, while contributing to their development as individuals and educators.

In December 1987, we explored the possibility of using video in our trainings. Our teachers and supervisors were already accustomed to using the video camera to tape classes for later viewing and discussion. This method of self-evaluation has proven to be more effective than the standard supervisor-teacher feedback session. The camera is an objective tool that does not change or distort what it has recorded. Watching oneself on tape allows the viewer to play back portions again and again, seeing something new each time, and thus sharpening the viewer's insight.

With these benefits in mind, the staff development office designed two workshops: one for supervisors and the other for teachers. Both used basic videotaping equipment. Since a large part of the supervisor's job is observing classes and giving feedback to the teacher, the supervisors' workshop focused on self-evaluation of feedback skills. Teachers, who spend most of their time in front of classes, were trained in effective public speaking.

Self-Evaluation of Feedback Skills

In the first part of this workshop, supervisors discussed their philosophies of giving feedback, sharing what they had learned from experience, studies, other trainings, and consultants. Each supervisor wrote down his or her personal approach to giving feedback. The session then focused on what one could expect to learn from watching a video of oneself conducting a feedback session. Participants viewed and critiqued a brief taped segment of a feedback session of one trainer and a teacher. Though the teacher's voice could be heard, she never appeared on camera. This was done to minimize the pressure that teachers might feel about being videotaped while receiving feedback, and to prevent the supervisors from becoming distracted while viewing themselves on the screen. In the process of self-evaluation, watching yourself as a listener is just as important as watching yourself as a speaker.

While discussing the sample feedback session, supervisors raised the issue of confidentiality and were assured that no one other than themselves would see the video. The staff development trainer would leave the room after setting up the equipment for the feedback session. The supervisor could watch the taped session as often as he or she wanted, then erase the tape.

After all the participants understood what would be involved in the self-evaluation taping session, the trainer distributed a variety of sample observation sheets. These forms were excerpted or adapted from training manuals such as *Techniques in the Clinical Supervision of Teachers* (Acheson and Gall 1980) and *A Handbook of Structured Experiences for Human Relations Training* (Pfeiffer et al. 1975). Each supervisor chose an observation sheet to use in critiquing another segment of the video. Afterwards, participants agreed that none of the forms met their own needs, so it was agreed that they would develop their own personalized observation sheets. To conclude the first session of the workshop, two supervisors volunteered to be videotaped roleplaying a feedback session. This helped them get a good idea of what it would be like to be "televised live."

During the one-month time between the first and second parts of the workshop, each participating supervisor arranged to tape one feedback session. If a supervisor still felt uncomfortable about being videotaped, he or she could begin by recording only on audio tape. The trainers set up the equipment, and the supervisor could then play back the tape privately, evaluating his or her style of communication.

The second part of the workshop was primarily a

discussion of what supervisors learned through self-observation. Of particular interest were gestures and other body language through which we sometimes communicate our real feelings without being aware of it. One supervisor noticed that, at one point, her body language indicated she was not listening to the teacher. Participants also recognized their own individual questioning styles and tendencies to interrupt inappropriately. Not all observations were negative, however. One supervisor noted how becoming she looked when wearing red, while another thought he displayed good listening skills. Supervisors who had been videotaped were interested in repeating the experience, and those whose sessions had been recorded on audio tape were now willing to try video. The trainers continued to provide logistical support.

The video camera focuses on the supervisor (at left) during a feedback session. Photo by Consortium staff.

Speak Out and Be Heard: A Workshop for Teachers

"Videotape *me*?!" Some of the teachers were nervous, while others had stars in their eyes. Although they stand before groups of students every day, teachers were both excited and alarmed at the thought of delivering a brief speech and being watched on television by their peers. The teachers' workshop was the only training session we've ever conducted where participants crowded the bathrooms to get properly made up before beginning.

The first two hours of the training focused on techniques for improving public speaking skills. Teachers began with breathing exercises and strategies for overcoming stagefright. The trainer demonstrated how to increase volume without straining the vocal chords and talked about the importance of gestures and facial expression. Teachers then formed small groups and moved through four learning stations. At the first station, they read short jokes and poems into a tape recorder and then played them back, listening for dramatic pauses, timing, rhythm, and pronunciation. Others in the group provided feedback.

At the next station, a list of emotions—anger, frustration, concern, sincerity, enthusiasm, sarcasm, and disappointment—was taped to a mirror. These are the emotions most commonly expressed when trying to communicate a message to the public. One at a time, teachers faced the mirror and practiced while the others tried to guess which emotion was being expressed.

At the third station, teachers were asked to "read" a story using no language at all, only gestures and a chanting sort of murmuring. Others in the group guessed at the content of the story by trying to understand the arm and hand movements, facial expressions, and tone of voice. In this way, participants grasped the importance of more paralinguistic factors involved in communicating. The final station featured a "read and look up" activity, in which teachers practiced reading a speech from note cards, making eye contact with everyone in the "audience," taking care not to skip any words or sentences.

After the teachers had visited each station, the trainer and teachers discussed how to write a speech—what kind of information to include in the introduction, body, and conclusion. Teachers were asked to prepare a three-minute speech for the second session of the workshop, and were given observation checklists which they used in critiquing a sample speech given by the trainer. Feigning nervousness, the trainer forgot several lines, and spoke in a monotone. He did not fare well in the feedback session, but the teachers gained confidence—the trainer would not be a hard act to follow.

During the first session of the workshop, participants had met in two different groups in separate rooms. In the second session, the groups were combined for a brief discussion before giving their speeches. Those few who were still too nervous to be videotaped were given the option of working in a small group with a tape recorder, spending additional time preparing and listening to their speeches, without having to face themselves on the screen. The others returned to their original training rooms and the speeches began. Group one sent three speakers to group two's training room and group two sent three speakers

Speech Observation Checklist

Rate each speaker and speech from 1–5 in the following categories:

	Keep Trying		You're Getting There		Well Done!
Voice					
1. Pronunciation was clear.	1	2	3	4	5
2. The voice was alive through projection, volume, and pitch.	1	2	3	4	5
3. The rate of speech was not too fast or too slow, with appropriate pause.	1	2	3	4	5
Presentation					
4. The speaker was relaxed and sounded natural.	1	2	3	4	5
5. The speaker did not read the speech, but spoke to the audience.	1	2	3	4	5
6. Gestures were used to enhance the speech.	1	2	3	4	5
7. Good eye contact was made with most of the audience.	1	2	3	4	5
Content					
8. Subject and content were interesting.	1	2	3	4	5
9. Content was well supported (facts, stories, examples, etc.).	1	2	3	4	5
10. General organization of presentation (introduction, body, and conclusion easy to follow)	1	2	3	4	5

to address group one. When the speeches had been delivered and taped, participants watched their own group's speeches on video. This gave everyone a chance to see all of the speeches and avoided having participants sit through each speech twice—once live, and again on video.

As they watched the video presentations, the teachers filled out observation forms to rate themselves and the other members of their training group (see the Speech Observation Checklist on this page). The observation checklist used a 1 to 5 scale, rating the speaker's performance from "Keep Trying, You're Getting There" to "Well Done." This helped maintain the supportive spirit, and no one felt that his or her presentation had failed miserably. The anonymous observation forms were collected by the trainer and given to the speakers to compare their self-assessment with the opinions of their colleagues.

As a wrap-up, teachers discussed the experience of giving speeches in front of an audience and what they had learned from watching themselves and others on video. They agreed that it was a good opportunity to see oneself as others do and that by learning a few "tricks of the trade," their ability to communicate to an audience, whether students, strangers, or peers, had been greatly enhanced.

The success of these two workshops was encouraging to the trainers in the Staff Development Office. As the old maxim goes, "The more personal you make something, the more universal it becomes." By encouraging a personal investment on the part of supervisors and teachers, they were able to learn something not only about themselves, but about effective communication in general. In fact, trainers and trainees agreed that the video workshops were "good training."

References

Acheson, Keith A., & Gall, Meredith D. (1980). *Techniques in the clinical supervision of teachers.* New York and London: Longman.

Pfeiffer, J. Williams, Jones, W., & Jones, John E. (Eds.). (1975). *A handbook of structured experiences for human relations training.* Iowa City, IA: University Associates Press.

Rick Shaw (left) *has been a staff developer at Phanat Nikhom Refugee Camp in Thailand since March 1987. In addition to nine years experience teaching in junior high school in the U.S., he also taught ESL and trained teachers as a Peace Corps volunteer in Nepal and Togo, West Africa. Shaw holds an MA in world history and education from Ball State University in Indiana and a BA in political science from Anderson College, also in Indiana.*

J. Frank Edgerton (right) *has been a trainer with the Staff Development Office at Phanat Nikhom Refugee Camp since April 1986. Previously, he was a Work Orientation supervisor at the Galang Refugee Processing Center in Indonesia, and a Peace Corps volunteer in Benin. Edgerton is a candidate for a Master's degree in training from the School for International Training in Brattleboro, Vermont. He holds Bachelor's degrees in analytical management and in video production from the U.S. Naval Academy and Sierra Nevada College, respectively.*

Teacher Training at Bataan

Guillermina "Mimi" Verzosa
Philippine Refugee Processing Center

After five years of teaching at the Philippine Refugee Processing Center (PRPC), Susan's afraid that she's on the way to burn-out. After three years, Mario's getting bored and starting to feel limited professionally. Jun joined the teaching staff last year—he's eager to learn more about the job, and how to teach more effectively and efficiently. Tess is a fresh graduate from college. Newly hired, she admits she's sometimes afraid to enter the classroom, because she really doesn't know how to deal with students who may be 20 years older than she. These individuals are typical of many of the over 650 teachers on the staff of the refugee training program in Bataan. Their varied needs have presented a challenge to teacher training in the program.

A New Design for Teacher Training

Believing that human resources are its most valuable assets, the International Catholic Migration Commission (ICMC) recognizes that people need and want to grow and develop, improve themselves, and upgrade their knowledge and skills. In the interest of staff development, and with the ultimate aim of enhancing teachers' effectiveness in the classroom, the program undertook, in early 1987, a review and redesign of its teacher training.

The new design has four major components: preservice training, basic education, departmental training, and professional development. The Training Department (now the Staff Development Department) was responsible for designing and delivering preservice, basic education, and professional development training. Departmental training is the responsibility of each instructional department: Cultural Orientation, ESL A/B and CDE, Work Orientation A/B and CDE, and Preparation for American Secondary Schools (PASS).

Preservice Training

Preservice training prepares new teachers for their actual work at camp, while also filling gaps in the basic knowledge and skills that new teachers need. For two to three weeks, new teachers are oriented to the camp and trained in instructional matters. The instructional part of preservice training is divided into two main portions: generic training and departmental training. Generic training covers topics with program-wide application, such as Southeast Asian culture, refugee resettlement, second language acquisition/learning, and adult/adolescent learning styles.

Departmental training is carried out by the department to which the new teacher is assigned. A Cultural Orientation (CO) teacher, for example, will spend about a week being introduced to the CO program, learning about its curriculum, instructional materials, main references and resource materials, departmental approaches to teaching, and methods and strategies used in CO classes. She will be visiting classes, making lesson plans, and co-teaching with a host teacher. Toward the end of this period, she will teach a class by herself for a day or two.

One part of preservice training is the "homestay," in which new teachers spend one day with a host refugee family, joining them in their billet for meals, observing their routine, and accompanying them as they go about daily activities. This gives the teacher some first-hand knowledge of the refugee family's life at the PRPC. Another feature of preservice training is "shock" language lessons, given by a trainer or a resource person, on a language not known by any of the participants. In this way, teachers experience what their own adult students are going through in English classes.

Departmental Training

After preservice training, new teachers report to their departments for further training. They attend more sessions on curriculum and content, and learn about departmental policies and procedures. They also become accustomed to working as part of a team of teachers led by an instructional supervisor. Activities include team training, class observation, peer observation, demo-teaching, co-teaching, one-on-one sessions

between supervisor and teacher, instructional retreats, assistant teacher training, and sessions given by resource persons.

Departmental training continues regularly throughout a teacher's tenure, as scheduled by individual instructional departments. Most sessions are given by departmental staff, though there is frequent interdepartmental coordination on topics of common interest, in order to make best use of the program's pool of resource staff.

Basic Education

Inservice training includes basic education courses for teachers during their first year of teaching. Its overall aim is to give teachers a broad base of knowledge, and to help them develop skills and attitudes that will enable them to become better classroom instructors.

Basic education consists of four courses covered within a total of 96 hours: introduction to language, introduction to culture, teaching theory, and teaching practice. Each course is delivered in 12 two-hour sessions by staff of the Staff Development Department, with occasional assistance from resource persons within the camp. At the end of each course, teachers who have completed all the sessions receive certificates.

Teachers are also involved in departmental training activities at the same time that they are taking basic education courses. These activities help them distill specific classroom techniques and strategies from the broad base of knowledge and skills given by basic education. For example, at the same time that Jojo, a Work Orientation (WO) teacher, learns more about American culture and the workplace in basic education, he receives departmental training in strategies to teach the language and skills of job hunting, applying for a job, and job interviews.

Introduction to Language

Since the main activity in any classroom involves language (either as the subject matter to be studied, a skill to be acquired, or the medium of teaching), this course has been included in basic education for all teachers. The course gives an overview of the nature of language as both a means of communication and a system in and of itself. Topics include approaches to language use as a highly creative act; the individual and social dimensions of language acquisition and learning; and use and usage. The course ends with contrastive descriptions of Vietnamese and English and Lao and English. These sessions help teachers identify the similarities and differences between these languages and English (and each other) and also help them understand their students' difficulties in learning English.

Introduction to Culture

Language and culture are intertwined. Language is both a part of culture and a means of cultural transmission. In this course, teachers learn about aspects of culture and how they interrelate with each other and with language. The course also examines and contrasts Indochinese and American cultures, and studies the factors that lead to a successful adjustment to a new culture.

Teaching Theory, Teaching Practice

Basic education includes courses on teaching theory and teaching practice. The instructional program serves a wide range of ages, 17 to 55 in the adult program, 11 1/2 to 16 in PASS. Some students have had no formal education at all; others hold university degrees. Some have never been employed; others pursued full-time careers. Some speak English fairly well, most know little or nothing of the language. They come from a variety of cultures, considerably different from that of their teachers and vastly different from that of the land in which they will resettle. In this light, it is necessary to refocus views on teaching and re-examine traditional classroom styles, exploring methods better suited to the special purposes of the PRPC's mission.

The course on teaching theory includes sessions on adult learning, motivation, learning styles, and classroom management. The course on teaching practice begins with a discussion of the factors that a teacher should take into account when choosing methods and strategies to be used in a particular class for a particular lesson. Teachers participate in activities illustrating specific teaching. They also discuss when each strategy would be most useful, how to prepare for using it in class, and how to maximize its value, not only as an enjoyable activity, but also as a creative means of teaching and learning.

Professional Development

Staff development not only helps teachers perform better, but also helps them develop themselves as professionals. To date, the biggest project in this category at Bataan is the Graduate Studies Program. Linkages have been established with Ateneo de Manila University and Philippine Normal College to conduct graduate courses at the PRPC for instructional staff who want to earn a master's degree.

Through Ateneo de Manila University, courses are offered that lead to a Master of Arts in education,

specializing in educational administration and management. The curriculum includes courses in school administration and management, statistics, testing, materials and media, supervision of classroom instruction, research, and modern trends in curriculum and teaching.

Linkage with Philippine Normal College involves courses leading to a Master of Arts in education, specializing in language teaching, and a graduate certificate program in language teaching. This program offers courses in phonology, morphology and syntax, contrastive analysis, language testing, educational statistics, cultural anthropology, reading for literacy, research, scientific writing, structure of English, teaching a second language, and discourse analysis.

Professors from the Manila-based institutions and qualified ICMC staff serve as faculty in this graduate studies program. Other offerings under professional development training include Tagalog classes for foreign national staff, and classes in the Indochinese languages of the students at Bataan.

Future Directions

The newly-defined goal of the Staff Development Department is "to provide systematic, planned professional development and training to all instructional staff and non-instructional staff (on supervisory and managerial levels) for the purpose of reinforcing organizational goals and strategies." The new design explained here embodies this aim and will be further developed and refined as time goes on to better meet the training needs of the program and the staff.

Mimi Verzosa has been a staff developer and trainer at the PRPC since 1986. Previously, she held the positions of director of the Language Center, chairperson of the Department of Languages, and graduate professor in the College of Education at St. Louis University in Baguio City, Philippines. She holds a Bachelor's degree in education and a Master's degree in English from Stella Maris College, and a PhD in English from St. Louis University.

An Approach to Follow-Up Discussions in Cultural Orientation

Patrick Burns
Philippine Refugee Processing Center

The Cultural Orientation (CO) class is observing a dramatization. The scene is an apartment in Los Angeles. The teacher is playing the role of Bob, an unmarried, 30-year-old American man. Two students are playing the roles of Vietnamese refugees Trinh and Phan, who are husband and wife. Trinh and Phan have been in the U.S. for about six months.

Before the actual drama begins, the teacher sets the scenario. Bob and Trinh work together at an electronics company and have become good friends. The two often play tennis together, and Bob has been over to Trinh's house many times. He has met Trinh's wife, Phan, and feels very friendly toward her. He decides to invite Trinh and Phan over to his apartment for dinner.

The drama begins. Trinh and Phan are just arriving at Bob's apartment. They enter the apartment and Bob shakes Trinh's hand, expressing pleasure that they have arrived. Bob turns to Phan and says, "Phan, so nice to see you." He then places his hands on Phan's shoulders and kisses her on the cheek. The three move to the kitchen and begin eating dinner. Throughout the meal, Trinh and Phan smile and seem to enjoy themselves, but just before leaving Bob's place after dinner, Trinh tells Bob that he cannot play tennis with him the next day, as they had planned. Bob asks why and Trinh says he is very busy. Bob looks disappointed as they say good night.

After the drama is finished, the follow-up discussion, or "processing," begins. The teacher asks the following questions:

"What did you observe?"

"How did Trinh and Phan feel?"

"What will you do if you are in this situation in America?"

"Why?"

Experiential learning activities like this one are often used in CO classes at Bataan. Dramatizations, roleplay, simulations, and "critical incidents" provide concrete, specific situations in which cross-cultural problems arise.

But too often this type of activity is followed by a very short discussion with a few random questions, such as those offered in the lesson above. Although these questions may stimulate some thought and discussion, they fail to lead students in any clear direction, and at the end, they may be confused about the main points. A structured approach to the follow-up discussion can make the activity much more meaningful for students.

Teachers whom I supervise in the CO component have been trying an approach I have labeled "SLAP," for Structured Learning Activity Processing. One of the major goals of CO is for students to increase their problem-solving and decision-making skills in the context of the cross-cultural situations they will encounter in the U.S. The experiential activity—the drama, role play, or critical incident—provides a problem to solve, but it is during the processing of the activity, using the SLAP approach, that the teacher and students participate in actual problem-solving and decision-making.

Figure 1. The Processing Framework

Step 1. Identify initial behavior of characters.
Step 2. Identify reaction of other characters.
Step 3. Identify possible reasons underlying characters' behavior, including any cultural factors involved (customs, values, assumptions, etc.).
Step 4. Identify possible alternative behavior.
Step 5. Identify possible consequences of alternative behavior.

At the core of SLAP is a problem-solving/decision-making model or framework (Figure 1) listing the steps through which the teacher leads the students during the follow-up discussion. SLAP always starts with a reporting of the specific behaviors observed (Steps 1 and 2). In this way, the problem can be clearly understood by every student. At Step 3, students brainstorm possible reasons for the characters' behavior, examining the cultural issues involved. At this point, the teacher usually needs to introduce new information regarding American values, assumptions,

Figure 2. Structured Learning Activity Processing: A Sample Framework

STEP ONE	STEP TWO	STEP THREE	STEP FOUR	STEP FIVE
Identify initial behavior	Identify reaction	Identify possible reasons underlying characters' behavior	Identify possible alternative behavior	Identify possible consequences of alternative behavior
Bob kissed Phan	Trinh ignored and smiled. Phan did nothing. Trinh said he could not play tennis with Bob tomorrow.	<u>Reasons for Bob's behavior</u> : - American custom - Bob is friendly - Bob loves Phan <u>Reasons for Trinh and Phan's behavior</u>: - Trinh and Phan were embarrased - Trinh was angry - Phan loves Bob <u>Main cultural issues</u> - American vs. Asian styles of greeting <u>Related issues</u> - American vs. Asian ways of expressing affection toward the opposite sex - American vs. Asian concepts of friendship - Asian desire to maintain harmony	1. Trinh could do nothing and seek out a cultural informant. 2. Trinh could explain to Bob how he felt. 3. Phan could slap Bob. 4. Trinh and Phan could ask a friend to talk to Bob. 5. Trinh and Phan could avoid Bob. 6. Phan could kiss Bob back.	1. Trinh would learn more about American culture and lessen negative feelings toward Bob. 2. Bob might appreciate frankness on Trinh's part, but Trinh might feel too uncomfortable being so direct. - Bob might ridicule Trinh. 3. Bob would probably be offended. - Trinh would probably not be Bob's friend anymore. 4. Trinh and Phan might feel comfortable with - Bob might see this lack of assertiveness as cowardice. - Bob might learn about Trinh's culture. 5. The friendship might end. 6. Phan and Trinh might get divorced.

customs, habits, or whatever facts are relevant to understanding the situation. Often at this point American cultural traits are contrasted with refugees' cultural traits. This new information is then related to the characters' behavior in the experiential activity, thus promoting students' understanding of cross-cultural differences in values and attitudes. With this increased awareness, students are able to suggest alternative choices of behavior and discuss their consequences (Steps 4 and 5).

The teacher directs the discussion, providing new information whenever necessary. For example, if students cannot identify specific behavior in Steps 1 and 2 of the framework, the teacher does it for them. In Step 3, especially, the teacher must provide most of the material, and when students are unable to respond, the teacher supplies appropriate responses. As students become more familiar with the technique, they will respond more readily.

Let's see how the follow-up discussion would proceed for the dramatization described earlier. After the dramatization is performed, the teacher draws a chart on the blackboard, heading each column with a step of the processing framework (see Figure 2). Then the teacher asks students to describe, as specifically as possible, the behavior of the characters—what was said, what was done. This is recorded on the blackboard under Steps 1 and 2. The specific behavior of Bob (Step 1) was to "kiss Phan when welcoming her." Trinh's reaction (Step 2) was to "ignore it and smile." Phan's reaction was to "do nothing." A student might even give reasons at this point and respond, "Trinh cancelled the tennis date with Bob because Trinh felt strange when Bob kissed his wife."

In Step 3, the students brainstorm possible reasons for Bob's kissing Phan and for Phan and Trinh's reactions. The students may respond with: "American custom"; "Bob is friendly"; "Bob loves Phan"; "Trinh and Phan were embarrassed"; "Trinh was jealous and angry"; "Phan loves Bob." Then the teacher brings out the underlying cultural issues involved—in this case, the difference between American and Asian styles of greeting—and leads a discussion about them. Other related issues might also be discussed, depending on the objectives of the lesson and the course of the discussion, and these could be listed on the chart as well (see Figure 2).

In Step 4, the students and teacher brainstorm other ways Trinh and Phan might have reacted. To avoid discouraging students from volunteering ideas, it is important in this step that responses not be judged. Possible alternatives students generate might include, "Trinh could do nothing now, but later seek out a cultural informant to get information about this situation"; "Trinh could explain to Bob how he felt"; "Phan could slap Bob"; "Trinh and Phan could ask a friend to discuss this situation with Bob"; "Trinh and Phan could avoid Bob"; or "Phan could kiss Bob back."

In Step 5, the various alternatives are evaluated. It is important to note when there may be several possible consequences for one behavior (see Figure 2, Step 5). The consequences to alternative behaviors may already be self-evident before reaching Step 5. Still, it is valuable to go through them to demonstrate that there is rarely a single "correct" way to act or react. Despite general cultural traits, people are still individuals. Step 5 is also a time to bring in additional culture-specific information. It can be demonstrated here that the same behavior in Indochina and the U.S. may produce different consequences.

More than merely increasing students' awareness of cultural issues, SLAP is intended to build students' problem-solving skills. It provides them with a structured framework by means of which they can analyze problem situations. SLAP also provides instructors with a systematic basis for gauging student progress in their analytical and decision-making skills in resolving cross-cultural problems. As students improve these skills, the teacher may want to make the framework more flexible, and, for example, place less emphasis on looking at specific behavior and more on the interpretation of that behavior.

The SLAP technique is also useful for teacher training or other training utilizing experiential learning methods. For example, the consequences of certain teaching methods could be analyzed, and more effective alternative approaches could be generated. The key word is, of course, "structure," both in the design and implementation of the follow-up discussion.

Teachers at Bataan who have tried SLAP have found that it has increased the problem-solving/decision-making skills of their students. Each time the students participate in SLAP, they are actively solving problems and making decisions. The discussion may not proceed smoothly at first, but as with any other skill, repeated practice results in increased proficiency.

Patrick Burns has been a Cultural Orientation supervisor at the Philippine Refugee Processing Center since April 1986. Previously, he was a teacher of English in Japan. Burns holds a BA in sociology from the University of Wisconsin at Madison and is a candidate for a Master's degree in international administration from the School for International Training in Vermont.

passage staff

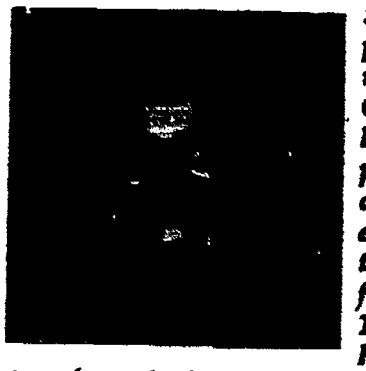
Lauren Crawford, Bataan site editor through December 1987, is a Cultural Orientation (CO) supervisor at the PRPC. Previously, she was assistant to the director of the New England regional office of World Relief Corporation (WRC) and editor of that agency's regional newsletter. From 1982 to 1983, she taught in WRC's Youth Guidance program at the PRPC. Crawford holds a BA in religion and English from Kalamazoo College.

Doug Gilzow, Manila editor, has been a program associate at the Refugee Service Center in Manila since 1984. Gilzow's experience in the field includes teaching English in Laos, Iran, and the U.S. For three years he directed an ESL program in Lansing, Michigan. Gilzow holds a Master's degree in linguistics from the University of Michigan.

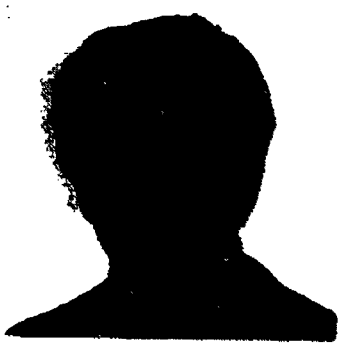
Robert Walsh, Bataan site editor since January 1988, is the special assistant to the executive office for the International Catholic Migration Commission at the PRPC. From 1982 to 1986, Walsh was the curriculum development officer there. Previously, he taught ESL in San Diego, Chicago, and Panama. He holds an MA in linguistics from the University of Illinois and a bachelor's degree in Spanish and teacher education from the University of Illinois at Chicago.

Don Ranard, Washington editor, is program associate at the Refugee Service Center in Washington, D.C. Ranard has worked as a literacy specialist in refugee programs in the U.S. and as a UNHCR program monitor in Hong Kong. Prior to this, he taught EFL in Taiwan and, as a Fulbright grantee, in Laos and Thailand. His articles on refugees have appeared in The Atlantic Monthly, The Washington Post, *and* The Far Eastern Economic Review. *He holds an MS in linguistics from Georgetown University.*

Mary Pat Champeau, Phanat Nikhom site editor, has been a member of the staff development office since May 1987. Previously, she was a Cultural Orientation (CO) supervisor and a Learning Center supervisor in the program at Galang, Indonesia. Champeau has taught English in refugee programs in Manhattan and was a Peace Corps volunteer in Niger, West Africa. She has a BA in journalism from St. Bonaventure University and an MA in writing from New York University, where she taught writing.



Sonia Kundert, Washington production editor, is a staff member of the Refugee Service Center in Washington, D.C. A lifelong admirer of the printed page, she has done word processing, typesetting, copy-editing, translating, and illustrating, most of it at the Center for Applied Linguistics since 1975. Kundert holds a BA in Russian language and literature from the University of Maryland.



Robert Waterbury, Eastern European site editor, is coordinator at the Bad Soden CO facility for Eastern European refugees. Before joining the Bad Soden staff as a CO teacher in 1985, Waterbury was the director of an intercultural musical theater project in Frankfurt, West Germany. He holds a BA in music from San Jose State University.