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A Practical Handbook for Untrained English Teachers of Lao Refugees in Vermont

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A PRACTICAL HANDBOOK FOR UNTRAINED ENGLISH TEACHERS OF LAO REFUGEES IN VERMONT

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Abstract

This handbook is intended for use by untrained teachers or tutors in teaching beginning and intermediate English as a Second Language to adult refugees. Although most portions of this book are applicable to the teaching of refugees in general, this work is meant to address specifically the needs of those engaged in teaching members of the Lao ethnic group of Laos. The opening chapter provides information on the background of the Lao refugees. The novice teacher is then guided step by step through the process of designing a course syllabus, setting short-term objectives, and planning and executing individual classes. Other sections deal briefly with teaching pronunciation, teaching reading and writing, measuring students' progress, and evaluating one's own professional growth as a teacher. Several appendices, including a compendium of over thirty classroom techniques and an annotated bibliography of teacher resource books and student textbooks, complete the work.

To Damdouane and Phetsamone,
Somphone, Bouala, their families,
and the rest of Brattleboro's Lao community.

Table of Contents

1. Introduction

This work is based on the experiences of the co-authors as part-time English teachers of a small group of adult Laotian refugees in Brattleboro, Vermont, from December 1980 through June 1981.

Challenging as the job was for us, with a certain amount of previous teaching experience and professional training, how intimidating must such work be, we wondered, for the many people with no such training and experience who today find themselves trying to help satisfy the growing need for refugee educators. Thus, this handbook is an attempt to share our very limited expertise with those who have none, casting a ray of light, we hope, on the dark, daunting task of creating and teaching a course of English as a second language.

This work is intended to be both informative and practical. It is informative by providing information on the Lao refugees, their background, language, and culture. It is practical in that it leads the reader step by step through the entire process of course design and execution, from defining a personal philosophy of teaching, to constructing a course syllabus, setting short-term objectives, and planning and carrying out individual classes. It also offers concrete suggestions for teaching pronunciation and the reading and writing skills, for evaluating student progress, and for developing the teacher's own sense of professionalism. Finally, not the least practical element of this handbook is the collection of more than thirty classroom techniques that in our own experience have proven

to be especially useful in teaching adult refugees.

We hope that our work will be of service.

R. R.-P. & M.M.K.

2. The Lao Refugees: Who Are They?

It is useful, in teaching refugees, to know something about their backgrounds. The refugees themselves often talk readily about their lives in Laos, why they left, and how they got out. These topics and such questions as "Who pays for them to come?" and "What happens to them when they get here?" will be addressed briefly in the next few pages.

Most of the Lao refugees who came to the United States before 1975 were educated professionals who were not only literate in their own language but also had had some exposure to French or English. For these people assimilation in America (or other host countries such as Australia or France) was primarily a matter of refining language skills they already had and using their professional skills to gain financial independence.

More recently, however, the refugees have come from all walks of life. Many are former soldiers who resisted the Pathet Lao Communist takeover and fled to escape retribution. Some were Hmong hill tribesmen who were part of the CIA's secret anti-Pathet Lao guerilla faction. Some were farmers who lost their land and/or were assigned to communal farms and had difficulty adjusting to the new ways of working. They were hampered by bad weather for several consecutive years.

About eight percent of the population of Laos have left the country as refugees. Two thousand more people flee each month.

Economically, the years since the revolution have been difficult for most people in Laos. Before that time Laos depended heavily on American aid to support it financially. For example, in 1973 the Lao government estimated $5.7 million from all sources of revenue, while American aid for the same year totalled $172.25 million. The aid was promptly withdrawn with the installation of the Pathet Lao government, and the economy is still recovering, recently with Soviet financial assistance.[1]

Many refugees fled across the Mekong River, which constitutes much of the border between Laos and Thailand. Some put their clothes in a plastic bag, inflated it, and swam the river (a two-hour swim) at night. Some managed to cross secretly in boats. Guards on the Lao side often fire if they see anything suspicious. Recently the border has been sealed by the Thais, and Lao boats have been fired at from the Thai side of the river.

Many refugees (including the ones we work with), talk as freely as their English proficiency will permit about their lives in Laos and how and why they left. Many, too, express a desire to return to Laos someday.

Upon reaching Thai territory a Laotian will be taken by border police to a station where he/she will be searched and questioned. If the authorities believe that the person had the right reasons for leaving Laos, he/she will be taken to a refugee camp. Often a rendezvous has been planned before the escape, and various members of a family

[1]Chris Mullins, "Laos is not so Poor as it Looks," The Manchester Guardian Weekly, 1 March 1981, p. 9.

may cross the river at different times, in different ways, and at different places. When they arrive at a refugee camp they report in and their names are broadcast over a loudspeaker. Family and friends are thus reunited.

In the camp, the refugees are asked information regarding their ethnic heritage, language, educational background, and number of family members. An effort is made to place relatives as close to each other as possible, although sometimes relatives such as adult siblings will end up in different countries unless they insist on staying together.

The information gathered on the refugees is relayed to organizations which facilitate relocation, usually church groups who have representatives in the camps and in Bangkok. Some of these organizations are: Church World Service, Lutheran Immigration and Refugee Service, U.S. Catholic Conference, and International Rescue Committee. These organizations send the information on the refugees to their various constituents in the United States or other host country.

The refugees cannot enter the U.S. without a sponsor. The information on the refugees is examined by a potential sponsor, which is usually a church congregation or other social group. The sponsors look for a family or individual who can be supported with the funds they have available. When the sponsors find a refugee family or individual whom they think they can support, they commit themselves as sponsors and forward money to Thailand for air fare.

In Thailand the refugees are notified that they have been accepted by a sponsor. They are issued "T-numbers" and wait sometimes months or years for final arrangements to be made, during which time they work at small jobs or attend language classes. At last they are notified

that all is ready, and they are taken to Bangkok. Processing there may take several days, and then they depart for their host country. They are not accompanied by a translator or anyone from the sponsoring agency. Depending on where their final destination is, and if it is in the United States, they will stop either on the west coast or in Chicago for further formalities and a cross-cultural briefing.

The sponsors are responsible for finding jobs and housing for the refugees, and also for handling financial affairs such as procuring welfare or food stamps, or taking care of any unanticipated expenses such as medical operations or other health care. Sponsorship is, however, only a moral committment, not a legal one. The assistance is accorded without obligation to persons of refugee status. Under some sponsoring agencies the money for the air fare must be repaid over a number of years without interest.

Refugees are on parole for one year following their arrival in the U.S. Their case is then reviewed, and, if there are no complications, they are granted Registered Alien status. The year of parole counts as one in the five they need to become U.S. citizens. Their welfare status is, of course, contingent upon their income and expenses. Some refugees in Brattleboro have been financially independent of their sponsors and welfare within six months.

The refugees in Brattleboro, most of whom arrived in 1980, have adapted very readily to the American way of life, and have been very successful in gaining the independence seen as necessary in America. The male refugees are all employed, and some have two jobs. The only childless woman is employed also. They do most of their own budgeting and check-writing (skills which they have acquired since coming to this

country). They have savings accounts and are conscientious about putting money away for future use. The single man has bought a car, and the others are anxious to have the mobility a car provides.

In some ways the refugees maintain their Laotian cultural identities. Some Laotian holidays are still celebrated with traditional Laotian religious ceremonies and celebrations. For instance, April 15, which is the Laotian New Year, is celebrated with a basi, a ceremony wherein a Laotian priest or elderly man will wash away everything bad and bring on good luck by splashing drops of water on the people. People wish each other good luck and show their good will by tying strings around one another's wrists. The strings must be left on for a certain number of days afterward.

In celebrations and in everyday life, certain aspects of the refugees' cultural heritage are preserved. Most of the meals served at home consist of Laotian foods such as sticky rice and various fish and meat sauces with hot peppers. Some of these foods are expensive and hard to find. Laotian music is preferred to American pop or disco. Parties almost always consist of wine, Laotian music and group dancing, and, sometimes, the painting or making up of the males' faces, as is done on special holidays in Laos.

There are signs, however, that the Laotian in the refugees is to be short-lived, and that very little of it will be passed on to the young children born in Laos or here in the U.S. The five-year-old children often use English at home, and almost never use Laotian outside the home. The parents, too, lose a little more of their "Laotianness" every day, and are less and less insistent that their children behave according to the Laotian code.

3. Your Beliefs About Learning and Teaching

Before you begin teaching you may find it worthwhile to try to clarify your own ideas about teaching and learning. Even if you have never experienced teaching before you have certainly experienced learning, and you can probably recall some learning experiences that were very good and some others that weren't so good. If you take the time to think about what made your own learning easy, pleasant, particularly effective--or the opposite!--you can begin to get some idea about what to aim for and what to avoid as a teacher.

Having a clear idea of your beliefs will also make your job easier by giving you a basis on which to make decisions about <u>what</u> to teach, in what order, using which technique--or <u>how</u> to teach, what correction strategy to use, whether to give tests, and so on. If, for example, you believe that learning is more difficult when the student is under stress, you could avoid classroom activities that are too challenging or games that encourage sharp competition, and similarly avoid anything in your own behavior that could cause stress in the classroom, such as abrupt correction or blunt criticism.

As you review your own long history of learning, both formal and informal, in school and out of school--whether you were acquiring information, mastering a practical skill, or somehow changing your personal attitudes or behavior--see what answers you can find for the following general questions about learning and teaching.

Your Learning Experiences

Which learning experiences stand out as the most rewarding? The most exciting? The most pleasant? Why?

Which stand out as the least fruitful? The most painful? The dullest? Why?

What can you still remember well that you "learned" in high school? Why do you remember some things in particular?

What Is Learning and When Does It Take Place?

How do you know when you have really learned something? How long does it take to "master" something? Is memorization important sometimes? What tricks can you use to make memorization easier?

Do you have to understand something completely before you can learn it? Is it possible to learn something piece by piece and fit it all together much later on your own?

Learning in a Group

Is learning in a group more or less fun than learning by yourself? Is it more or less effective?

When is competition good or bad for learning?

The Role of the Teacher

Why or when are teachers necessary? Did you ever "teach" yourself something? Was it more or less satisfying than being taught by someone else? Why?

Who is responsible for the student's motivation and learning? The teacher, the student, or both? One more than the other? Who knows best

what the student needs to learn?

Are teacher and student equals?

Tests, Mistakes, and Correction

Can tests help you learn? How?

Is making mistakes a natural and necessary part of learning? Who should correct a student's mistakes? The teacher, the student her/himself, other students? Or what combination of these under what conditions?

How would a teacher know if s/he were correcting a student too much or too little?

Through your answers to these questions you can begin to outline what your own definition of a "teacher" is, what sort of experiences a teacher should provide her/his students, and what your personal set of "do's" snd "don't's" in the classroom will be.

As you read the following chapters on course planning and execution keep these questions and your answers in mind. You may find that your answers change, and they are even more likely to do so once you start teaching. If you have never taught before you may discover that being in "the teacher's seat" gives an entirely new perspective to classroom education. The best way for you to learn may not be the best way for another person, especially a person from a different culture. And even if you have taught before, you may find that teaching adult refugees presents some new challenges to your beliefs about learning and teaching.

There is nothing wrong with changing your ideas--many professional teachers find that their philosophy of teaching is still evolving after years of experience--as long as you keep your classroom habits and the

techniques you use consistent with your ideas. Have a reason for everything you do in your class.

4. The Syllabus

Summary

Now that you have begun to build a personal philosophy of teaching you can use it as a basis to attack the apparently daunting task of creating a course from scratch, breaking it into lessons, and actually presenting it to the people who will be your students. This task is not really so difficult if it is taken step by step in the manner which is described in the course of the next three chapters.

This chapter deals with compiling a syllabus, which is an outline or list of all the subjects, or items, that you wish to teach in the order that you wish to teach them. An example of an item might be "The Verb TO BE", or "Parts of the Body".

In the second chapter we will examine the advantages of breaking the syllabus into smaller units which represent the amount of material--or the number of items--which can be covered in class in a week. We will show how an item on the weekly plan might be fleshed out into greater detail and how techniques, or classroom activities designed to help students learn material, might be chosen for teaching particular items.

Finally, the third chapter of this group will present some guidelines for using the weekly plan in turn as the basis for the plan of a single day's class. We have chosen to call this the daily plan. One day's class usually consists of several lessons, each lesson being the activity or series of activities that deals with one particular item. For example,

in a single class one might teach a lesson on "The Present Progressive", another on "Colors", and a third on "Making Introductions".

Course Objectives and Student Needs

The syllabus for any course is designed according to the objectives or goals of that course. Course objectives can vary a great deal from course to course. For example, in a very traditional classroom the course objectives might have been to have each student know a given quantity of material (say, poetry or scientific laws) by heart. Nowadays school teachers see value in providing their students with tools and skills, so they may pursue individual interests, as well as pure information. All the same, teachers in schools today are usually provided with objectives for the courses they teach, even if the objective is something as broad as, say, preparing students in Math III for Math IV.

As a teacher of adult refugees your course objectives are not so easily defined. Your students can't "graduate" and there is no final exam to prepare them for. You yourself will have to decide where your course is going.

The objectives and goals of school courses--and even of school itself--are based on what society (in the form of parents, teachers, and administrators) feels the pupils need to learn--their learning needs. This is the basis on which you too should choose course objectives. How does one go about determining student learning needs? First, by quite simply getting from the students themselves the best idea you can of what they want to learn. Secondly, by asking their sponsors, their job supervisors, and anyone else who interacts with them on a regular basis what they feel your students need to work on to function better at their jobs and in American

society at large. Lastly, do not leave out your own good judgment. As a member of the society that the refugees have chosen to enter you probably have a fair sense of what they will need to learn in order to fit in. Of course, as you get to know your students better you should get an increasingly better idea of their needs.

Be forewarned that those you question will not necessarily agree on the needs of your students. A refugee may tell you that s/he would like to concentrate on reading and writing skills in class, while her/his sponsor insists that improved oral communication skills are her/his most pressing need. Ultimately you will be the judge of which direction your course should take. On the other hand, student needs might abruptly change, if, for example, students change jobs, or buy a car and wish to learn to drive. In this case you may have to be prepared to adjust your objectives accordingly if you see fit.

Constructing Your Own Syllabus

Once you have a good idea of what your students want to learn and what you and others think they ought to learn, you can begin to write down specific course objectives, which, when listed finally in the order you hope to meet them, will constitute the items of your course syllabus.

If there were just one universally accepted structure for a language course, our task in helping you draw up a syllabus would be much simpler: we would simply provide you with a copy of the syllabus for that "universal language course"! Unfortunately, there are currently many different approaches to language teaching in wide use today, and several different types of language course syllabuses as well. In the remainder of this chapter we will attempt to characterize what we consider to be the five major

syllabus types, then demonstrate a method by which you can pick items you want from any or all of the five sample syllabuses given in Appendix I and arrange them to form a new syllabus, tailor-made for your students' particular needs.

Five Syllabus Types

(It is recommended that the reader refer to the samples given in Appendix I of the following syllabus types in order to get the fullest understanding of each.)

A. Textbooks for language study used to be (and often still are) based on a grammatical syllabus. In such textbooks each chapter typically focuses on a single grammatical structure of the language, such as the present progressive, comparatives, reflexive pronouns, indirect objects, and so on.

B. Typical of the "self-study" foreign language phrasebook is the situational syllabus. The language is studied through its use in particular everyday (or travel) situations, like "At the Post Office", "At the Restaurant", or "At the Airport".

C. Language can also be studied on the basis of a topical syllabus, that is, through a series of topics, such as weather, geography, food, clothing, family relationships, and so on.

D. A fairly recent addition to the syllabus types is the notional-functional syllabus, devised by language teachers who felt that it takes much more than an understanding of grammatical structures or vocabulary to be able to communicate and function in a foreign language the way a native

speaker would. This syllabus type stresses culturally-appropriate language use (as opposed to language forms). For example, if a non-native speaker wanted to borrow a book s/he might well say, "I want to borrow your book, please", whereas a native speaker would probably say, "Excuse me--I wonder if I might borrow your book?" or "Hey, can I borrow this a sec?" or "Do you need that book right now?" depending on how well the speaker knew the person s/he was addressing, the relative ages and social positions of the two people, their sexes, and a host of other factors. Thus the notional-functional syllabus is arranged according to the language "functions" which the speaker wishes to perform: explaining, arguing, apologizing, complaining, etc.

E. Finally, most clearly designed for the needs of immigrants or refugees is the survival skills syllabus. This is centered on the skills it is believed such people will need in order to survive in a new and alien society: not just speaking English, but also telling time, counting change, reading basic warning signs, using a telephone, applying for a job, and doing anything else the immigrant might not have had to do in the society s/he has left.

Although each of these syllabus types focuses on a different aspect of language, such as grammar, appropriate usage, or vocabulary (or perhaps a combination of aspects in the case of the situational and survival skills syllabuses), these aspects are naturally interrelated and not independent of the others. For example, grammar will be covered--even if indirectly--in a course based on a notional-functional syllabus, just as a certain amount of vocabulary must be dealt with in a course following a

grammatical syllabus. In fact, most language courses these days use a syllabus that combines elements from several syllabus types. For example, many language textbooks can be found today in which each chapter contains a section on appropriate expressions in a particular cultural context (usually in the form of a dialog), another section on a specific grammatical structure, and a third section on new vocabulary. It is just such a combination or "mixed" syllabus that is most likely to meet the special needs of your students.

Selecting and Ordering Syllabus Items

There are two parts to the task of constructing your syllabus: first, selecting all the items that you want your course to cover; second, placing the items in the order in which you wish to teach them. Outlined below is a practical technique designed to make both parts of the task simple. To carry out this activity you will need a large number (probably several dozens) of small slips of paper, say, one inch by three inches. (Special thanks to the Master of Arts in Teaching Program at the School for International Training for the activity described below.)

1. Selecting items. Read through Appendix I very carefully, writing any item (from any of the five syllabuses) that you think ought to be included in your course on a single slip of paper. You will probably end up with quite a few items. If you think of an item that you feel belongs in your course but is not listed in any of the syllabuses, write it on a slip of paper too. Step 2 below will be easier if your slips of paper are color-coded according to syllabus type. For example, every item chosen from the grammatical syllabus might be written on green slips, every item

from the topical syllabus on pink slips, and so on.

2. Putting the items in order. Now arrange your slips of paper in a column in the order in which you feel the items should be taught. This job can be made slightly less chaotic by initially sorting only the items taken from one syllabus type, preferably the one from which you have selected the largest number of items. The order in which you place them may (but need not be) the order in which the items are given in the sample syllabus. It will now be easier to insert the remaining items at whatever points seem appropriate.

On the following page is an example of what at least the beginning of your paper-slip column might look like. In this case items from the grammatical syllabus were ordered first--they are marked by asterisks.

Give considerable thought to both your selection and your ordering of items. Below are some questions you might ask yourself about choice or placement of items. Note that for some items the answers to these questions might be contradictory.

How important is the item? That is, do you believe your students must learn it? For example, you may feel it is urgent they know how to call an ambulance, even though it is unlikely they will ever have to do so.

How simple or regular is the item? For example, putting a verb in the future tense by preceding it with "will" (eg. she will come) is a less complex operation than making the future with forms of the verb "to be" + "going to" (eg. she is going to come). It will similarly be easier to deal with all the verbs that we put in past tense simply by adding "-ed" (eg.

Part of a Sample Mixed Syllabus

* Simple present tense of BE
* Statements and questions: It is green. Is it green?
* Short answers: Yes, it is.

Colors

Weather

Personal pronouns

Greeting others

Taking leave

Numbers

* Singular and plural noun phrases: a book, the rods

Classroom objects and furniture

[Learner] Can respond to questions concerning name, address, etc.

Can write above and other items likely to be on forms

Can express lack of understanding

* Simple present tense with verbs other than BE
* Statements: He works.
* Questions with do, does: Does he work?
* Short answers: Yes, he does. No, he doesn't.

Family relationships

Introducing and meeting people

Days of the week

Months

Parts of the body

Telling time

etc.

worked, played, fished) than to wrestle with the countless verbs that have irregular past tense forms (eg. come/came, think/thought, go/went).

How frequently are students likely to encounter the item? You can bet they will hear a lot about the weather in the next few years, even though knowing how to talk about the weather is not usually crucial to survival in the United States. Although they are not as simple as regular past tense verb forms (see the preceding paragraph), irregular past tense verbs forms are actually used much more often--therefore it is possible that you would decide to teach the irregular forms before the regular.

How basic or "fertile" is the item? In other words, does the item relate to a wide variety of other items? For example, the number system is essential to telling time, going shopping, keeping a bank account, and so on. Thus you will probably want to teach the number system quite early in your course. By the same token, the verb "to be" is used to make a wide variety of statements, such as, "I am a man", "It is cloudy", "There are four rods in the box"; it is also used to construct progressive verb forms (eg. she is walking) which in turn when used in the present tense with the verb "to go" is one way to express future tense (eg. they are going to leave next week).

Does the item have an evident connection to another item, as is the case with "At the doctor's office" and "Parts of the body", or perhaps "Asking for help" and "Offering help and assistance"?

Or, conversely, does it make sense to place two quite unrelated items next to each other for the sake of variety?

When you have settled on a final arrangement of items--it will form a very long column--copy the list on paper. This is your syllabus: a.

list of your objectives based on your students' learning needs. It represents the long-range, overall view of your course. In the course of the next two chapters we will "zoom in" on a small part of the syllabus to show how the syllabus may serve as the foundation for planning a single day's class.

5. Planning By the Week

The syllabus you have constructed tells you where your course is going by showing what goals or objectives you hope to meet. Your task now is to plan how to meet those objectives--to plan, in short, how you will teach your syllabus items on a day-to-day basis. In this chapter we will show you how to take the first step in this direction by closing in on a small portion of your syllabus, bringing the syllabus items of that portion into fine detail, and selecting the techniques that you think might be appropriate for teaching those items.

The Weekly Plan

Your syllabus needs to be broken up somehow into smaller pieces which can serve as the basis of daily class plans. Teaching one item per day, moving down your syllabus like down a checklist, is clearly not the answer. Spending an entire class period on a single subject would be deadly dull for both you and your students, and would not allow for long-term retention of what is learned. Instead it is recommended that your short-term planning be based on clusters of syllabus items, each cluster being comprised of the number of items that you feel could be covered within the period of four or five classes. Teaching on such a basis will allow you to work on a particular item several days in a row while at the same time giving you enough different items to keep each day's class varied and interesting. Assuming that you teach a class

every weekday, the obvious choice for this unit is the week.

Practically speaking, it is difficult to predict just how much class time it will take to cover material when teaching a course for the first time. Therefore we suggest that you plan each week as it comes along. This way if you have not had the chance by the end of a week to get to all the items that were scheduled for that week, you can simply start off your next weekly plan with those items. In the activity described below we will try to guide you in drawing up a weekly plan for the first week of your course.

Drawing Up A Weekly Plan

To carry out this activity you will need one or more sheets of lined paper on which is ruled a right-hand margin roughly two and a half inches from the edge of the paper. The activity consists of three steps:

Step 1. Isolate the group of items at the beginning of your syllabus that you think can be taught in the first week of your course, and list them on a sheet of lined paper, leaving four or five lines blank between each item. Use more than one sheet if necessary.

Step 2. "Flesh out" this list of items, detailing in the space below each exactly what you feel is involved in the learning and teaching of that item. Here are some questions that may help you give greater definition to your items:

How might this item be broken down into smaller component pieces?

What skills do your students need to have in order to learn this item?

Will this item need to be limited, and if so, how?

What problems can you anticipate your students might have with this particular item?

Step 3. Inside the right-hand margin, in the space adjacent to each item and your notes on that item, jot down the names of the techniques and materials that you think you will use to teach the item. We recommend that before you carry out this step of your planning you familiarize yourself thoroughly with the contents of Appendix II, which is a collection of some of the classroom techniques that we have found to be most useful in teaching adult refugees. You will note that at the beginning of each description of a technique in this appendix we have listed the more obvious applications of that technique. The listing is intended to make this step of planning easier by giving you with a rapid glance an idea of whether a particular technique might be of use in teaching a particular item.

We do not wish to give the impression, however, that you should confine yourself in selecting techniques to those listed in our appendix. By all means refer to any other sources you may have for more ideas on techniques, including your own imagination.

To clarify and illustrate this process of drawing up a weekly plan, a sample weekly plan is provided on the following page.

Using Variations of the Same Technique

We have stated that the advantage of planning by the week is that it provides you with variety in the subject matter (i.e. items) for each class while at the same time allowing you to reinforce learning by working with the same subject matter several classes in a row. Therefore it makes sense to discuss briefly how you might exploit this advantage in the classroom.

	WEEK BEGINNING SEPT. 20	
	Simple present tense of BE: am, are, is — start with is	
O	Statements and questions: It is green. Is it green? also negative statements: It is not green	Rods Are Words Transformation Drill
	Short answers: Yes, it is. No, it is not. also must understand Yes & No — save contractions for later	Rods Are Words
	Colors: white black blue green yellow red brown orange, pink, purple light ..., dark ... later on	rods to show colors colored pens too? Substitution Drill
	Weather: cloudy, sunny, windy, raining snowing if they know what it means or use picture Same format as colors: Is it cloudy? {Yes, it is. / No, it is not.} It is sunny.	drawings, magazine pics. (dictionary?) Substitution Drill
	Personal pronouns: I you he she it (only) plurals later Teach with emotional states: happy, sad, crazy, mad, tired also names: I am Anong. She is Pheng, etc. format: I am happy. Are you happy. She is not happy, etc.	Substitution Drill Mime Game magazine pictures Rods Are Words
	Greeting others Hi (informal) retort: Hi maybe How're you doing? How're you? (more polite) Fine, thanks.	Verbal Volleyball chain drill
	Taking leave Bye. retort: Bye. also See ya later! Take it easy! Goodbye (more polite? formal?) also Thank you! — You're welcome!	Verbal Volleyball chain drill
O	Numbers 1–12 only — begin writing them practise with clock: Is it 10 o'clock. It is not 10 o'clock, etc. also maybe phone no's later: What is your telephone no.? It is —.	written exercise sheets chain drill
	Singular and plural noun phrases: a book, the rods What is this? This is a book. What are these? These are books. also maybe What color {is this? This is / are these? These are} blue. Adjectives used to modify nouns: brown pen, ten pens, ten blue pens later that/those vs. this/these (here/there?)	Rods Are Words Substitution Drill Transformation Drill Expansion Drill
	Classroom objects and furniture: table window chair door book pen rod — whatever else is handy format: What is this. This is a —. Is this a —? No, this... Yes, this...	Hide & Seek Variation 1 Commands
	Learner can respond to questions concerning name, address, phone no., (date of birth, age, refugee status) later format: What is your name? My name is... What is your address? What is your telephone number?...	Rods Are Words Verbal Volleyball
	Can write above and other items likely to be on forms. Check ID cards for correct info & spelling begin to learn alphabet, names of letters (first 10 letters this week) begin to learn to write letters — printed style maybe begin later to try reading simple words — "sounding out" must understand "write" "word" "read" "letter" "alphabet"	written exercise sheets Alphabetical Order (simplify) Rods Are Words Variation 1 Matching Pairs Concentration (simplify)
O	Can express lack of understanding: I don't understand. maybe also I don't know.	dictionary?

It has been suggested that something is best learned and retained when it is worked with on four distinct, successive occasions (Fantini, personal communication). Thus, if possible, you want to work on each particular syllabus item during at least four classes in the course of a week. It should be obvious that studying an item by doing exactly the activity four days in a row could get rather boring. The trick, then, is covering the same material in a variety of ways. However, this does not necessarily mean coming up with four entirely different techniques--doing that can quickly exhaust both you and your "bag of tricks". Often just using four slight variations of the same technique will be enough to maintain student interest from one class to the next. For example, the technique called "Matching Pairs Concentration" could be used to teach students to understand, speak, and read the names of the professions four classes in a row if the technique is modified somewhat from one class to the next. (Read over the description of this technique on page 102 if you have not already done so.) The activities of the four classes might be as follows:

Day 1: Show cards with drawings or pictures of professions one at a time; discuss each; ask students if they know the English name of this profession; do they know anyone of this profession? Is this their profession? Do such people make a lot of money? etc. Students write names of professions on a matching set of cards; students lay out entire deck in pairs (picture/word); read each card, students repeat chorally.

Day 2: Deck is laid out again; students repeat chorally again as you read; students try to read cards on their own; play matching pairs concentration game with all pictures face-down on one side of table, all

words face-down on the other.

Day 3: Review deck again briefly; play "Old Maid" variation

Day 4: At some time when students are busy working individually, run through the deck briefly with each student one at a time, asking them informally to name professions shown on picture cards or read word cards.

Note that Day 4's lesson consists of an activity that effectively "tests" the individual students to see how well they have learned the material. Putting such activities near the end of your weekly plan gives you a way of judging whether your students have met your objectives for that week (i.e. learned that week's items)--and simultaneously provides you with some feedback on the effectiveness of your teaching. If you do not feel your item has been completely absorbed, "Day 5" of that week is a good time to review--or the item can be tacked on to the next weekly plan.

Another advantage to using variations of the same technique rather than a wide variety of techniques to teach an item is that the students' familiarity with the technique will reassure them, permit you to use up less class time with procedural instructions--and save you some preparation time besides. For the same reasons, it might make sense to use the same series of technique variations to work on similar items in separate weekly plans. For example, you could choose to follow exactly the same procedure that you used to teach the names of the professions one week to teach the names of fruits and vegetables the next week.

6. The Daily Plan

In this chapter we conclude the process of constructing a single day's class on the basis of our syllabus. First we will examine how each lesson on a particular syllabus item (a day's class will be made up of several such lessons, each on a different item) can be said to consist of three stages: presentation, practice, and communication. Next, we will outline some general considerations for planning a day's class. Finally, we will present a possible format for writing up daily plans and a practical method of keeping a complete record of your course.

The Three Stages of a Lesson

A well-prepared lesson on any item will consist of three stages:

STAGE I: Presentation. In this stage the teacher might do any one or a combination of the following: introduce the item; give examples of the item; "expose" students to the item; explain or otherwise get across the meaning of the item; establish the format of the technique or activity that will be used to learn and practice the item.

STAGE II: Practice. Under the teacher's guidance students carry out activities, exercises, or drills until they begin to have a good understanding of the item.

STAGE III: Communication. Students manipulate the item among themselves in new and less rigid contexts with minimal input and correction from the teacher.

Another way to show this is:

STAGE I: Presentation	teacher talks; students listen
STAGE II: Practice	teacher talks; students talk
STAGE III: Communication	teacher listens; students talk

Let's look at how these stages might be reflected in a lesson on am, are, and who:

STAGE I

Teacher (pointing to self): I am Nancy. (pointing to student) You are Phady. I am Nancy. You are Bouala. I am Nancy. You are... etc. Who am I? I am Nancy. Who are you? You are Phady. Who are you? You are Bouala. Who am I? etc.

STAGE II

Teacher to Phady: Who are you?	Phady: I am Phady.
Teacher to Bouala: Who are you?	Bouala: I am Bouala.
Teacher to Pheng: Who are you?... etc.	
Teacher to Phady: Who are you?	Phady: I am Phady.
Teacher: Who am I?	Phady: You are Nancy.
Teacher to Bouala: Who are you?	Bouala: I am Bouala.
Teacher: Who am I?	Bouala: You are Nancy.
Teacher to Pheng: Who are you?... etc.	

STAGE III

Phady to Bouala: I am Phady. Who are you?

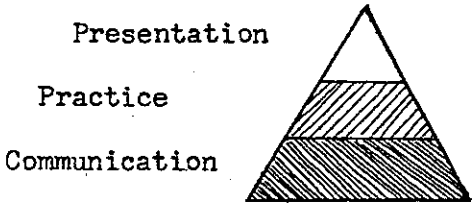
Bouala: I am Bouala. (to Pheng) Who are you?

Pheng: I am Pheng. (to Phiang) Who are you?... etc.

(This is called a "chain drill".)

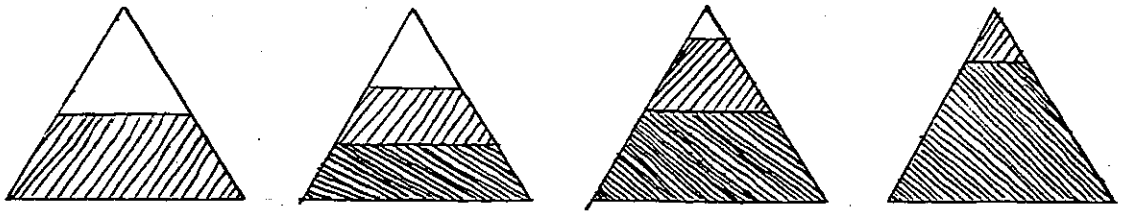
Phady to Bouala: Who am I?	Bouala: You are Phady.
Phady to Bouala: Who are you?	Bouala: I am Bouala.
Bouala to Pheng: Who am I?	Pheng: You are Bouala.
Bouala to Pheng: Who are you?... etc.	

Ideally the amount of time spent on each stage is different. We can illustrate this with the following diagram, where the triangle represents the total amount of class time spent on a particular item:



Thus, the least amount of time is given to Stage I and the most amount to Stage III, with Stage II somewhere in between.

Remember that this triangle represents the total class time spent on a particular syllabus item--not necessarily just one lesson. In fact, the total class time probably consists of at least the four lessons on four successive classes that we recommended for every syllabus item in the previous chapter. How would our triangle be spread out over four lessons? We can show how best by another diagram:



Lesson 1 (first day) | Lesson 2 (second day) | Lesson 3 (third day) | Lesson 4 (fourth day)

The first triangle suggests that in the first of the four lessons the teacher might have to spend a good deal of time on introducing and explaining the item and only do a few practice exercises. By the third class period, on the other hand, very little presentation time--perhaps just enough to refresh students' memories--is needed, the bulk of the class being devoted to communication.

General Considerations for Planning a Class

In addition to the concept of the three stages of a lesson, the following general suggestions may be useful to you as you plan a day's class:

A. Try to vary the energy level within a class period. For example, open conversation could be followed by oral drills, then individual writing exercises, then a physically active role play.

B. By the same token--assuming that you are teaching all four language skills--try to devote some class time to working with each: listening, speaking, reading, and writing.

C. Always have one or two activities in reserve in case you finish all your planned activities too soon--or in case one of the activities you planned is a complete flop!

D. Consider doing the same activity at the same point in every class--"ritualizing" it, so to speak. For example, for the first five minutes of every class you could present, discuss, and practice one new idiom or common expression; or you could reserve working with the textbook for the last half hour of every class. Knowing what to expect can increase a student's sense of security, as well as your own. However, there is a line where soothing becomes boring. You will not know where that line lies until you are well acquainted with your particular class.

E. Be prepared to spend as much time preparing your classes as teaching them--even more if you have to prepare some classroom materials like cards or games. There is usually a direct correspondence between the amount of preparation and the quality of your performance as a teacher.

A Daily Plan Format

The daily plan is the sheet of paper that tells or reminds you of what exactly you intend to do in that day's class--your instructions to yourself, as it were. So far this chapter has been concerned with the contents of the daily plan. Now let us turn to the format of the daily plan--that is, the way in which we write it up on a piece of paper. A good daily plan format should be neat and clear for easy reference in the classroom. It can also be designed to incorporate evaluative comments pertaining to the class with which to keep track of your students' needs and your own development as a teacher. A sample daily plan that follows a format that we have found to be clear and practical is given on the next page. The content of the daily plan is based on our preceding samples of syllabus and weekly plan, and should also serve to illustrate some of the guidelines for class-planning described earlier in this chapter. (This plan is for a two-hour class.)

A Sample Class Plan

	SEPTEMBER 23	
o	Use greetings also "Are you happy?" "Is it sunny?"	They seem to like to talk a bit — should take 15 mins. at beginning of class regularly to try to chitchat about jobs, etc. as much as they can? Bouala told about driving a tank in Laos.
	Review simple present of BE: statements, questions, negatives ("is") provide a few quick examples to refresh — ie Is it blue? No, it isn't. It is red. Then let students ask each other questions in groups of two: 1 group — colors, using rods 1 group — weather, using pictures 1 group — colors, using pictures later, switch around	OK, but groups using rods got bored pretty fast. I should not correct Phiang so quickly — she knows the answers but takes her time.
	Reviews personal pronouns: I you he she Are you Phetsamone? (student answers) Are you crazy? or happy, sad etc. (student ans) Use magazine pictures showing faces have volunteer ask questions about pictures ie Is she tired? etc	This dragged on a bit I'm not sure they really understand the word "tired" — get a dictionary.
o	Objects in room: Commands "Point to the ——" "Touch the ——" also "Walk to the ——" set out on table: 1 yellow rod, 3 blue, 5 red "Point to a yellow rod." "Point to five red rods" etc	Next time let Bouaay give the commands — he seems ready. This activity a great success — as always.
	Singular/Plural Noun phrases + adjectives What is this? This is a yellow rod. What are these? These are three blue rods. 1. repeat chorally 3. answer me indiv. 2. repeat individually 4. student ask student	These sentences are very long for them — Damdouane gets very impatient and gives up easily, relying on Phet. to help her out. However, sometimes when he corrects her too fast she gets mad. Seat them separately?
	Reading/Writing On piece of paper they write names. Dictation: letters and numbers I collect dictations	Very, very slow! Writing always takes them so long — except Phetsamone
	Using Rods Are Words card variation: using cards, spell out Is it blue? Yes, it is blue. Then practice reading these sentences — then individual words in isolation. Discuss "?" "," "." point out letters we know. They copy 4 sentences in notebooks.	They were very interested in this. It was good to let them move cards around and discuss it among themselves — should do more of it.
	Name, address, phone no. — verbal Volleyball Taking leave — In reserve: verbal volleyball — first 10 letters in alphabetical order	Getting better with phone numbers! Somphone knows "So long!"
o	IN-CLASS NOTES Bring tape tomorrow to hang up charts — also tacks Pronunciation practise with "th" sounds tomorrow Call Bouala's sponsor about getting him transportation	

You will notice that the format of this sample daily plan includes two areas that are not part of the description of the class' content. The first area, under the second horizontal double line, is labeled "In-Class Notes". This is a place where the teacher can jot down quick notes during class, perhaps to remind her/himself later of particularly persistent student errors or difficulties, sudden bright ideas for future activities, or even small class-related errands, such as a meeting with a sponsor.

The second area, to the right of the second vertical margin, is a place where the teacher can write notes after class commenting on the success or failure of the adjacent activities, student progress or lack of progress, interest or lack of interest, and the teacher's own performance. These observations and reflections can be invaluable in guiding one's class planning and in assessing one's professional growth as a teacher. These notes should be made diligently, either immediately after each class or immediately before planning the next class--in the latter case, they are an excellent way to "re-warm" one's thoughts.

Keeping a Record of Your Course

A simple way for you to compile a comprehensive record of your course is to keep your syllabus, weekly plans, class plans, and all other notes pertaining to your course in a single notebook. Ideal for this purpose is the "ring binder" type of notebook, to which one may add additional sheets of paper as the need arises. By the same token, if the notebook seems too unwieldy for use in the classroom, sheets containing class plans can be taken out and used individually.

Your notebook could be organized as follows: at the beginning of

the binder, your course syllabus; next, a weekly plan, followed by the five class plans for that week (plus evaluative notes); next, weekly and class plans for the following week; and so on. Copies of special items pertaining to a particular week or a particular class--such as vocabulary lists, written exercises, or descriptions of techniques--could be inserted in the binder at the appropriate places.

Keeping such a notebook record of your course can serve several purposes. First and foremost, it can help to give you a sense of direction and organization in your teaching. Second, it can serve as a valuable reference in the event that you teach a similar course in the future. Finally, if you decide some day to turn your class over to a new teacher, your notebook can provide that person with a very clear picture of both where your students are--in other words, what they have studied--and how they got there.

7. In the Classroom

The Effect of Your Students' Background

Your students' previous experience with classroom learning will affect--especially at first--their responses to activities that you wish to have them carry out. Even those who never actually went to school in Laos will have an image of the teacher as an authoritarian figure who issues commands and assignments which good students carry out with unquestioning respect. (Your own experience in schools, by contrast, was probably less disciplined and tended to encourage more initiative and independent thought on the part of students.) Therefore don't be surprised if your students do everything you tell them to do--even role plays or active games that American adults might consider childish or silly--but seem at a loss when you give them opportunities for creativity or initiative. This will probably change with time as they get to know you better and come to understand, with your help, what is expected of them.

Your open friendliness and the relaxed, informal style of your teaching may be strange for them, too, at the outset. However, Laotians, like Americans, seem to enjoy and prefer informality and will quickly adjust to your classroom, while never losing a good sense of self-discipline. This may not be the case with older generation adults, for whom the move to the United States has meant a much harsher uprooting from their native culture. In Laos they may have owned property or held an important senior job, and whatever their circumstances they were accorded

enormous respect by their community because of their age. In moving to the United States they may have lost all but their dignity. Dignity can be very important to an individual: if it seems to be, take that fact into account both in planning your classroom activities and in dealing with that person on a personal level.

In the Classroom--General Considerations

A. Make sure you don't monopolize class time by doing all the talking. Remember the triangle!

B. Be patient--don't correct too quickly. In fact, try to work out a strategy for correcting that you stick to consistently, such as, first, giving the student who made the error a chance to correct her/himself; next, seeing if any other student can make the correction; finally, making the correction yourself.

C. Try to get your students to speak English throughout the class period. If they say anything in Lao, ask them to translate it. To encourage free expression in English, consider setting aside some time during each class when they may talk about things of personal interest, like their life in Laos, without having their English corrected by you.

D. Get students involved in the process of their own learning. Ask them to help you construct classroom materials. Give students chances to lead the class, correct each other, or work in pairs or small groups. They will have to rely on each other when you are not around, so encourage them to work together whenever possible.

E. At the same time, do what you can to avoid rivalry between students: this can interfere with everybody's concentration in class. Seat rivals separately, perhaps, or pair them up with students that they get along with.

F. Do your best to eliminate outside distractions from the classroom. Find the quietest location possible for class. Try to discourage social calls during class time, and make arrangements so that mothers can leave their pre-school-age children in someone else's care.

G. Make the classroom a learning environment. Even if it is a room in a private home, students will generally be happy to have diagrams, lists, pictures, and lessons tacked to their walls. You never know how much a person might learn just by seeing these displays every day.

H. Have some time each class when each student can work by her/himself at her/his own pace--either on the same or different assignments. This is especially important if your students are at different levels or have different strengths and weaknesses. Such an activity will provide, moreover, a perfect opportunity to give students individual attention and evaluate informally each student's progress.

I. Note and use material that your students give you. Construct lessons around real conversations they have and stories they tell. Pay attention to what seems to interest them. Even if you decide you would rather not put material students introduce to immediate use, make a note to incorporate it into a future lesson plan.

J. Whenever it is possible, tie your students' learning into life outside the classroom. Take them shopping; walk around the town with them, reading signs and visiting public buildings; take field trips into the countryside. Bring real objects, like clothing or tools, into the classroom so that your students can study them rather than words or pictures. Practice reading and writing with real job application forms, bank forms, store flyers, TV guides, etc.

K. Give your students the opportunity to involve as many of their

senses as possible in their learning. You could try teaching your class a song, or helping them follow an American recipe to bake a cake, or watching a TV show in class, then discussing it and working further with material that the show introduced.

L. If you do decide to supplement your course with a textbook (see the introductory remarks to Appendix III), do not feel obliged to use it in every class. Make sure that your work with the book is an integrated, planned part of the lesson--not just a time-filler. The textbook should be viewed as a tool for achieving ends that you define, rather than an end in itself.

M. Don't forget that your students are people with their own lives to lead, their own private preoccupations, good moods and bad. There will be classes when, despite the most painstaking preparation, it seems impossible to maintain student interest. Especially if they are just home from a full-time job, your students may be unwilling to expend much energy on learning English. Be prepared to replace the more demanding activities in your lesson plan with lighter ones like games or open discussion.

N. In general, make your class fun. The more enthusiasm you show, the more you will get back from your students. Also, the Lao enjoy a good sense of humor--put yours to work.

These have been some general suggestions regarding your role as a teacher in the classroom. However, no two groups of students are the same, and what works well in one class may fail completely in another. In the end you will have to rely on your own instincts to learn what kinds of activities work best in your class and how your relationship with your students can be made most comfortable for all of you.

8. Teaching Pronunciation

Most Laotian students have difficulty with English pronunciation. Why pronunciation should be taught, why students find English difficult to pronounce, and how teachers can deal with the problems are the major concerns of this chapter.

A student of English as a Second Language (ESL) can know words, sentence structure, and when to say what, but still have trouble communicating because of inaccurate pronunciation. Pronunciation can and should be taught in the classroom. However, improving pronunciation is a long process for most students and progress may be slow on a day-to-day basis. A pronunciation skill taught and demonstrated one day may be forgotten the next. But once taught, the skill should be recalled quite readily by the students when they are reminded of it. In our classes, some problems in pronunciation were solved quickly and easily with as little formal work as a simple presentation; others required presentation plus a lot of practice and focusing much attention on the specific problem. Most difficulties are still being worked on. It is important to remember that the goal of the students is not necessarily perfect native-like pronunciation. A more practical and realistic goal is to be understood be the speakers around them, that is, native English speakers other than the teacher.

The teaching of pronunciation is important because sometimes students <u>think</u> they are pronouncing words correctly, and to their own ears their pronunciation sounds the same as the teacher's, when in fact, na-

tive speakers are having problems understanding them. The students must first realize that their pronunciation is inaccurate and then they can work on improving it.

The amount of time spent on pronunciation may vary according to the students' abilities, needs, and interests. We have often begun our lessons with about fifteen minutes of pronunciation review and presentation of, or focus on, a new area if we feel the students are ready. As problems arise, strategies for dealing with them are implemented. Besides the fifteen-minute daily pronunciation work, occasional half-lessons (our lessons are two hours long) or even whole lessons are devoted to work on pronunciation.

Words and phrases used in pronunciation exercises should, if they are not presented in context, be used in context soon after presentation, preferably in the same lesson. Even for native speakers, pronunciation changes somewhat when repeating a word in isolation to using the same word in context. The sounds which come before and after a given sound in a word influence that sound. Although some of the skill attained in pronouncing a word in isolation may transfer to the pronunciation of the word in context, the student should be aware that the two are not exactly the same.

VOWELS

Laotian has a great variety of vowel sounds and makes many distinctions which are also made in English. Probably for these reasons, our Laotian students have fewer problems in hearing and pronouncing vowels than consonants. At times when there are problems, they can usually be traced to the consonants before or after the vowel. For instance, our students have no problem pronouncing the vowel sound in "not,"

but when confronted be a very similar vowel such as the one in the first syllable of "dollar" they have trouble with it because their anticipation of the following consonant distorts their pronunciation.

Most of the pronunciation problems we encounter involve consonants, either directly or indirectly. The English and Laotian consonants will be discussed in some detail below.

CONSONANTS

Here is a chart showing the English consonants and where they are articulated in the mouth. This is a side view of the mouth. The lips would be on the left, the glottis on the right.

b			d		g		
p			t		k		
				ǰ č			
	v	ð	z	ž š		h	
	f	θ	s				
m			n		n͡g		
			l				
				y		w	

Some of these symbols may need to be explained:

ǰ represents the first sound in "Jim."
č represents the first sound in "check."
ð represents the first sound in "this."
ž represents the middle sound in "measure."
θ represents the first sound in "think."
š represents the first sound in "shy."
‿ means the two letters are pronounced as one sound.

When compared with the illustration of the Laotian consonants on the following page, significant differences and similarities can be seen. Notable are the absence of /ð/ and /θ/ in Laotian. Important too are the absence of /z/, /ž/, /ǰ/, and /š/. The English /č/ and the Laotian /t͡y/ are very similar. Laotian has no /g/ as in English.

These are the Laotian consonants. Again they are shown where they are articulated in the mouth. The lips are on the left, the glottis on the right.

b		d		k'		
p'		t'	ty	k		?
p		t				
	f	s				h
m		n	ny	ng		
		l				
			y		w	

The apostrophe (') signifies aspiration, or a puff of air such as the one which follows the /p/ in the English word "pit." Laotian makes a meaningful distinction between aspirated and unaspirated consonants.

?is the symbol used to represent a glottal stop. This consonant is sometimes difficult for English speakers to hear. The sound exists in English too, but pronouncing it or not does not change the meaning of a word. For example, say the words "an egg" distinctly, and then say "egg" by itself. A glottal stop may preced the vowel in the latter but not the former. The meaning, however, does not change.

Any of the twenty Laotian consonants can occur at the beginnings of words. However, only nine of them can occur at the ends of words: /p/, /t/, /k/, /ʔ/, /m/, /n/, /ng/, /w/, and /y/.

Especially at the ends of words, it is almost as if, in Laotian, the final consonant is subordinate to the preceding vowel. When pronouncing English the final consonant sound (particularly one which follows a vowel combination or diphthong) is therefore reduced or even dropped. Thus Laotians learning English will pronounce "fine" without the /n/, "house" without the /s/, "towel" without the /l/, "light"

without the /t/, etc.

Consonants occurring within a word present less of a problem. They are heard and pronounced, but, according to the nature of the sound, the pronunciation may be difficult for Laotians. Sounds such as /l/ and/r/ frequently occur at the ends of verbs, and pronunciation problems arise with the present participle forms of these verbs. "Telling," "smelling," "tearing," "wearing," "smiling," "stealing," and "peeling" are some examples.

When working with written words, it should be remembered that the same sound can be represented by many different letters or combinations of letters. This can be very confusing for students. If students are not aware of the sound represented by a particular letter or group of letters in a given word, they may have trouble producing the desired sound in a pronunciation exercise. For instance, "food" and "look" contain vowels which are spelled the same but pronounced differently; "laugh" and "half" contain different consonant spellings which are pronounced the same.

One way of dealing with this is to focus as much attention as possible on the sound or sound contrast without referring to a written form. When the writing differences are taught, the words can be written on cards with the represented sound in focus circled or underlined. Cards can then be grouped by students according to the sounds represented. For example, "food," "blue," and "shoe" would go in one group, and "look," "put," and "soot" would go in another.

Consonant clusters are consonants occurring consecutively without vowels between them. These occur in Laotian only very rarely, and in very limited combinations. Because consonant clusters are new to them,

Laotian students sometimes find them strange and difficult.

Certain consonant clusters possess commonalities. Some of them occur because of the addition of a suffix to a word, as in making nouns plural (e.g. "cups"), forming possessives ("Pat's"), third person singular present tense forms ("works"), and contractions ("it's"). Pronunciation lessons on these should precede or be incorporated into lessons whose grammatical focus is one of these forms.

/s/ added to a word in English will be pronounced /s/ as in "writes," /z/ as in "rides," or /əz/ as in "uses," depending on the sound preceding it. Speakers of Laotian have two problems with these: One is that their language does not contain the sound combination; the other is that Laotian does not have suffixes, so students must learn the skill of making that meaningful addition to English words. Some of the most difficult sounds in this group are /ps/ as in "cups," /ts/ as in "cats," /ks/ as in "walks," /fs/ as in "laughs," and /ths/ as in "paths."

Often students will add vowels between the consonants of a consonant cluster; they might say something like "top-uh-suh" for "tops." As a general rule, this can be accepted as long as the word is understood by native speakers. We have found in our classes that students are more easily understood when they add vowels between the consonants and pronounce the consonants than when they omit one or more consonants in the cluster.

The next group of clusters are those formed with the addition of the suffix used in English to make past or perfect forms of regular verbs. The group includes /pt/ as in "stopped," /kt/ as in "liked," /cht/ as in "watched," /ft/ as in "laughed," /st/ as in "missed," and

/sht/ as in "washed." Depending on the final consonant of the root word, some of these suffixes will be pronounced /d/. For example, the /bd/ sound in "robbed," the /vd/ in "lived," the /md/ in "climbed," the /thd/ in "breathed," the /nd/ in "listened," and the /zd/ in "closed" all have the final /d/.

There are many final consonant clusters with /l/ (help, belt, old, else, film, etc.), and /r/ (hurt, work, worm, burn, etc.), but these tend to be easier to pronounce. Also, a student can quite easily get by and be understood whil distorting the sound somewhat in order to make it easier for him/her to pronounce, e.g. pronouncing "sharp" like "shop," or "old" like "ode." If native English speakers other than the teacher understand the students easily however they pronounce certain sounds, less attention can be paid to the modification of those sounds.

9. Teaching Reading and Writing

The role of reading and writing in your course will depend very much on your individual students. You may have some students who are illiterate in their native language and do not even understand the concept of sounds corresponding to marks on paper, while others may be already familiar with the Roman alphabet and the sounds that we give to the letters in English. Attitudes towards learning reading and writing will vary as well, some students viewing it as a difficult and useless chore, others pursuing it with such enthusiasm that it interferes with their practicing other langauge skills like aural comprehension that you feel are much more important for them. The latter case is the more likely, in fact--undoubtedly a reflection of the prestige with which literacy is regarded in the students' native culture and the style of education they are used to in which reading and writing are heavily stressed. However, it may also show your students' awareness of the relatively important functional roles that reading and writing play in American society: it is much more difficult to cope with the demands of daily life in the United States without possessing at least minimal literacy skills than it is in Laos. And even though you may feel that your students' desire to learn reading and writing is way out of line with their real needs in this area, it would be a shame not to tap any energy and interest they may have for learning English--ultimately any time spent on reading and writing will not be wasted.

Even so, current trends in language teaching theory suggest that reading and writing be given secondary roles to speaking and listening,

since people do so much more of the latter two than the former. Thus, you may decide to attempt to at least introduce all your material orally, then use reading and writing activities to reinforce the learning.

Note before you start teaching reading and writing that in English we have in fact three distinct letter systems:

cursive: *alphabet*

block letters: ALPHABET

printed letters: alphabet

Give some thought to which systen you will teach your students to read and write first, and when and how you will introduce the others. Your students should also be aware that there are certain circumstances in which a particular letter system may not be appropriate--for example, cursive should not be used for filling out a form.

In the event that your students are not literate in their native language, you must be prepared to teach them some very basic "pre-reading" skills, such as being able to distinguish similar letter forms, coordinate eye and hand movement for writing, and read words from left to right. For more detailed assistance in this matter we would refer you to a publication of the Center for Applied Linguistics entitled Teaching ESL to Illiterate Adults--it is listed in Appendix III under "Resource Books: Teaching Illiterate Adults".

10. Measuring Your Students' Progress

We have already mentioned measuring student progress informally during class time simply by listening for and observing the pace of improvement in a student's performance. It is wise to supplement your own opinions with those of other people who deal with your students, notably those from whom you received a sense of students' learning needs at the beginning of the course. Question sponsors, job supervisors, and even your students' friends from time to time about their impressions of your students' progress. If you have an outsider observing your class from time to time (see "Evaluating Your Own Performance") that person will be in an excellent position to note patterns and changes in your students' classroom performance. And, of course, don't neglect to ask the students themselves if and where they feel they are making headway.

In the long run you may not be satisfied with the inconcrete nature of informal evaluation. You may choose to use a more formal measuring tool: the test. Tests can be useful to your students as well as yourself. Most students like to have the challenge of relying completely on their own memories and resources after they have established some confidence in their mastery over a subject. If a student seems threatened by a test, perhaps that confidence is not yet there. Unfortunately, tests with grades also give students a way of comparing their work against classmates', which can encourage competition. One way around this might be to carry out a test-like exercise--virtually any exercise where stu-

dents work individually without your assistance--without calling it a test or giving grades. Alternatively, you could give the same test-like exercise to different students at different times or on different days.

Don't forget that there are potentially four distinct language skill areas to test. You may have to give some thought to finding ways to test speaking and listening skills in particular. The Center for Applied Linguistics publication entitled English Language Testing (listed in Appendix III) will be a valuable guide in this task.

11. Evaluating Your Professional Growth

Any activity where learning is not taking place gets boring fast. That goes for you as well as your students. Teaching may become a boring job if you don't feel that you are making some kind of personal progress, if you don't feel that you are perfecting and expanding your teaching skills.

How can you make sure that this is taking place? First of all, by engaging in some regular process of self-evaluation, preferably written. Recording your feelings about your daily classroom performance among the notes you keep in the right-hand area of the suggested lesson plan format is one way. Another way is keeping a journal of your teaching career.

You will get a more complete picture if you make a practice of getting some kind of feedback from your students. This doesn't have to be anything formal or elaborate--you can simply engage them in a discussion on how they feel about the class. Be careful, though about asking questions like, "Did you like such-and-such an activity?" They may give nothing but positive replies, believing that it is improper to criticize the teacher--or that it will hurt your feelings. Try to present them instead with choices, such as, "Which activity did you like best: X, Y, or Z?"

It is good if you can get them accustomed to giving reactions to your class on a regular basis--say, at the end of each week. Accommodate their suggestions where you can, but don't give their opinions such weight that they in fact dictate what you do in class. As their teacher you are their guide into the unknown, and their confidence in your ability to lead

them is paramount for their security in exploring a strange language and culture. Take away that security and you will have a pretty miserable class. By the same token, direct feedback discussion toward the class activities rather than your personal behavior. Questioning your own competence will undermine their confidence in you.

Even having student feedback will not give you the fullest possible sense of how your class is going. Your students are invested and involved in the class just as you are, and they cannot give you the independent evaluation that an outsider can. If you are not occasionally observed by a supervisor, arrange it so that you are--if not by a supervisor, by a fellow teacher or even a good friend. Later, in private, listen carefully to what they have to say. Criticism is sometimes hard to receive (though a considerate critic will sweeten the bitter pill) but it is an important part of personal growth, and when the hurt feelings have healed somewhat give the criticism some good, hard thought. Weigh it against your own perceptions and, if you feel there may be truth in it, begin to think of ways to act on it.

Another potentially very instructive method of monitoring your teaching performance is to leave a tape recorder running during your class. When you play back the tape later at home, chances are it will surprise you. You may notice things about at least your verbal activity that you were quite unconscious of at the time--and you could gain valuable insights into your students' language needs as well.

Your Colleagues and Your Profession

Don't be afraid to exchange notes with other teachers. They are not your competitors--they are your colleagues, and there is everything to be

gained from sharing. You may find it very helpful--especially when class isn't going so well--to have a sympathetic support group of fellow teachers who have probably encountered the same problems and who might even be able to give some answers. If possible, try to arrange weekly or monthly meetings to keep in touch, especially if you all work in the same town and your students are part of the same Lao community. Even if your respective students are not well-acquainted they will probably be more than happy if you can arrange occasions for everybody to get together socially.

Finally, make use of and take an interest in the collective resources of your profession. Find and read books on teaching English as a second language (you might start with some of the books described in Appendix II). Get in touch with the professional organizations that are involved in the teaching of English to refugees, like the Center for Applied Linguistics (CAL) and Teachers of English to Speakers of Other Languages (TESOL)--you may choose to become a member (addresses for both organizations are given at the end of Appendix II). Attend regional, even national conferences, if you can. It can feel good to discover how many people are teachers--experienced or inexperienced, trained or untrained--of refugees, just as you are.

APPENDIX I

SAMPLES OF FIVE TYPES OF SYLLABUSES

SAMPLE 1:

A Grammatical Syllabus

1. Simple present of BE
2. Statements and questions: It is green. Is it green?
3. Contractions: It's green. It isn't green.
4. Short answers: Yes, it is.
5. Singular and plural noun phrases: a book, the rods
6. Simple present tense with verbs other than BE
7. Statements: He works.
8. Questions with do, does: Does he work?
9. Short answers: Yes, he does. No, he doesn't.
10. Adverbials of place and time: here, there, at work; yesterday, at 6 o'clock, on Monday
11. Past tense of BE in statements, questions, and short answers: He was here. Was he here? Yes, he was.
12. Past tense of regular verbs: worked, helped
13. Questions and short answers with did: Did he work? Yes, he did.
14. WH-Questions: who, what, where, when
15. Present progressive: He is writing.
16. Using adjectives and nouns to modify nouns: small class, grammar class

A Grammatical Syllabus (continued)

17. BE + going to to indicate future time: He is going to sing.
18. Negative statements: He isn't here. He didn't come.
19. Negative statements with single-word adverbs of frequence: He isn't always here.
20. Some and any
21. The articles: the, a, an
22. Count and noncount nouns: a pencil, some ink
23. Quantity expressions: much, many, a few, etc.
24. Demonstratives: this, that, these, those
25. Possessives: my, your, his, etc.
26. Requests: Please read the book. (Would you...; let's...)
27. Irregular nouns: man, men; people
28. The noun substitute one
29. The use of other and another
30. The object forms of pronouns: me, him, them, etc.
31. Verb and indirect object: Give her a book. Give a book to her.
32. Past tense form of irregular verbs: eat, ate; give, gave
33. Adverbs of manner: correctly, well, etc.
34. Noun phrase + modifier: the chair near the door.
35. WH-Questions: Who does Mary see? Who sees Mary?
36. Modal auxiliaries: will, can, etc.
37. Statements connected with and...too, and...either, and but
38. Verb + preposition + object: He calls on them.
39. Verb + particle + object: He called them up.
40. Adverbials of purpose: He went to buy some books.

A Grammatical Syllabus (continued)

41. Adverbials of means: He came by plane.

42. Adverbials of instrument: He wrote with a pen.

43. Verb + to + verb: George wants to go.

44. Verb + noun phrase + to + verb: George wants John to go.

45. BE + adjective + to + verb: This is easy to learn.

46. Very, too, enough

47. Some uses of it in subject position: It's early. It's easy to understand this lesson.

48. The expletive there: There is a book on the table.

49. Possessive of and --'s: the legs of the table; the dog's legs

50. Whose

51. One and ones

52. Expressions of comparison: the same as, different from, as...as

53. More than, -er than

54. Superlatives: the most, the...-est

55. Embedded statements: I know that he lives here.

56. Embedded WH-clauses: I know who lives here.

57. Relative clauses: I know the man who lives here.

58. For, during , when, while, before, after, until

(based on English Sentence Structure by Krohn et al.)

SAMPLE 2:

A Situational Syllabus

1. Stores and Shops
   - A. At the drugstore
   - B. At the supermarket
   - C. At the department store
2. Agencies and Services
   - A. At the bank
   - B. At the post office
   - C. at the laudromat
   - D. At the welfare office
   - E. At the Department of Motor Vehicles
3. Home
   - A. In the kitchen
   - B. In the living room
   - C. In the bathroom
   - D. In the bedroom
4. Health and Safety
   - A. In the hospital
   - B. At the doctor's office
   - C. At the dentist's office
5. Recreation
   - A. At the museum
   - B. At the movie theater
   - C. At the restaurant
   - D. At the night club

A Situational Syllabus (continued)

6. Travel

   A. At the airport

   B. At the railway/bus station

   C. At the hotel

   D. At the campground

7. Miscellaneous

   A. Paying a visit

   B. On the city sidewalk

   C. At the library

   D. At school

(Thanks to the M.A.T. Program of the School for International Training)

SAMPLE 3:

A Topical Syllabus

A. Numbers

B. Colors

C. Days of the Week

D. Months

E. Seasons

F. Weather

G. Family Relationships

H. Occupations/Professions

I. Clothing

J. Household Furnishings

K. Tools

L. Food/Drink

M. Parts of Town

N. Forms of Transportation

O. Geography

P. Animals

Q. Plants

R. Parts of the Body

S. Diseases and Medicines

T. Sports/Amusements

U. Government/Politics

(Thanks to the M.A.T. Program of the School for International Training)

SAMPLE 4:

A Notional-Functional Syllabus

A. Greeting others

B. Taking leave

C. Introducing and meeting people

D. Making small talk

E. Joking /Telling jokes

F. Requesting and reporting facts

G. Describing and requesting descriptions

H. Explaining how something works

I. Offering help and assistance

J. Asking for help

K. Making promises and commitments

L. Expressing intentions

M. Extending and accepting invitations

N. Apologizing and declining invitations

O. Expressing personal feelings

P. Giving advice

Q. Agreeing/Disagreeing

R. Requesting and giving permission

S. Ordering, commanding, and demanding

T. Begging and imploring

U. Persuading

V. Threatening

W. Forgiving

X. Denying guilt and reponsibility

A Notional-Functional Syllabus (continued)

Y. Blaming others

Z. Making excuses

(Thanks to the M.A.T. Program of the School for International Training)

SAMPLE 5:

A Survival Skills Syllabus

A. In the Classroom

1. [Learner] Can respond to classroom commands
2. Can respond to common gestures
3. Can express lack of understanding

B. Personal Information

1. Can resppnd to questions concerning name, address, phone number, date of birth, refugee status, age
2. Can write above and other items likely to be on forms
3. Can spell name and address orally
4. Can answer questions concerning sponsor, level of education, work, history
5. Carries card with all above information; also Social Security and I-94 cards

C. Managing Time

1. Comes to class on time, breaks, leaves on time
2. Can answer simple time questions such as: What time is it? What day is it?
3. Can read and write clock time
4. Can read and write the date in numbers

D. Using the Phone

1. Can use a phone and a payphone (dialtone, dialling, busy signal)
2. Can use and understand common phone conventions (Hello, may I speak with...? etc.)
3. Can use and understand: He's not here. He'll be back at 6:00.

A Survival Skills Syllabus (continued)

Call back later.

4. Can ask for clarification (Speak slowly, please. Excuse me--what did you say?)

E. Directions

1. Can ask and give simple simple geographical directions
2. Can ask and give simple directions related to job

F. Basic Health and Safety

1. Knows the names of body parts
2. Knows the words "hurt", "ache", "sick"
3. Recognizes and can use common medicine and first aid items
4. Can ask about dosage
5. Can read warning labels or phrases
6. Can react to fire alarms, and use simple fire equipment
7. Can call an ambulance
8. Understands pedestrian safety signs

G. Money

1. Can fill out and endorse a check
2. Can recognize and manipulate coins and bills; understands money symbols
3. Understands checking and saving account uses
4. Can add and substract mentally
5. Can use a calculator

H. Shopping

1. Can identify common clothing and food items

A Survival Skills Syllabus (continued)

2. Can identify common containers and sizes
3. Can read labels, advertisements, unit abbreviations
4. Can make simple price/unit comparisons
5. Can use proper oral expressions for shopping
6. Can exchange unsatisfactory items

I. Housing and Furnishings

1. Knows family relationships, and can respond to questions like: How many children do you have? Who will be living with you?
2. Knows names of rooms and furniture
3. Can ask about rent, utilities, and other possible obligations

J. Postal Services

1. Can buy stamps
2. Can address an envelope properly
3. Can distinguish mail slots
4. Can fill out and use change of address cards
5. Understands other post office functions such as telegrams, registered mail, photocopy machine, etc.

(Adapted from An ESL Curriculum by C. Evans et al.)

APPENDIX II

CLASSROOM TECHNIQUES

The following collection of techniques does not pretend to be comprehensive. Many more techniques can be found in the books listed in Appendix II under the heading "Resource Books: Techniques and Activities".

Description of each technique has been kept as brief as possible in the hope that teachers using the technique will not feel confined to details of prescribed procedure but will freely adapt the technique to best suit the needs of their particular classroom.

None of the techniques that follow requires the use of expensive materials. Thin or heavy cardboard is often discarded in large quantities by shops or can otherwise be purchased along with index cards at a stationery store. Old magazines from which to clip pictures are also not hard to obtain--ask your friends to save old issues of anything they subscribe to that has pictures--the wider the variety of subject matter the better. "Monopoly Money" or "Play Money" and Cuisenaire rods (also known as "Math rods") are versatile teaching tools, well worth the expense, and often available in toy stores. (Cuisenaire rods may also be ordered from Educational Solutions Incorporated, 80 Fifth Avenue, New York, NY 10011.)

The techniques are grouped roughly according to the materials used or the general character of the activity as follows:

GAMES

"VERBAL VOLLEYBALL"

Applications: Subject-verb agreement; present/past tense forms of verbs; many others possible

Materials: Bean bag, ball, or any object which can be thrown and caught easily

Procedure: Class decides on a verb with which to practise subject-verb agreement, say "run". Teacher calls out a subject, for example "the man", and throws the ball at a student who must say "runs" while catching the ball. Student then calls out another subject, for example "Bob and Phetsamone", and throws the ball to another student who must answer "run" while catching. It is now this student's turn.

Variations: For present/past tense verb forms, the thrower might call out the present form, for example "take", and the catcher would answer "took".

Notes: The pace of the activity should get faster and faster as responses get more and more automatic.

(Adapted from "A File of Student-Invested Activities..." by S. Rogers et al.)

GAMES

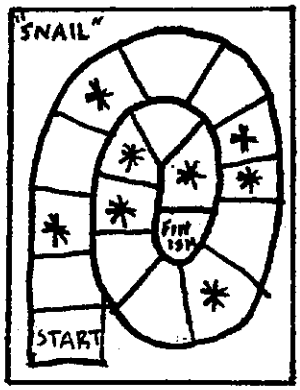
"BOARD GAMES"

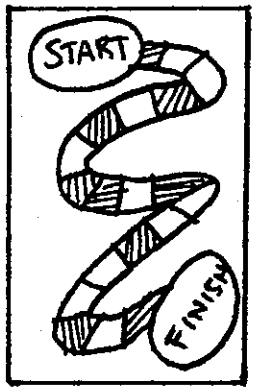
Applications: Grammar; vocabulary; driving skills; counting; many others possible

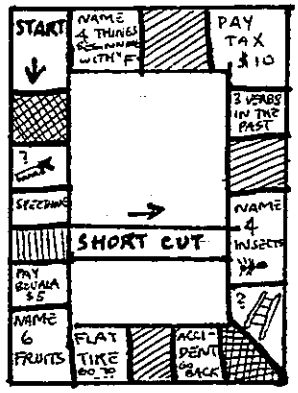
Materials: A large piece of carboard, index cards, counters, dice

Procedure: Students take turns rolling the dice and moving the indicated number of spaces forward on the board. When they land on a specially marked space they must pick a card and perform the task indicated on the card. They may be penalized if they cannot perform the task either by moving back a given number of spaces or skipping a turn. Whoever reaches the Finish first wins.

Sample: Possible board designs:



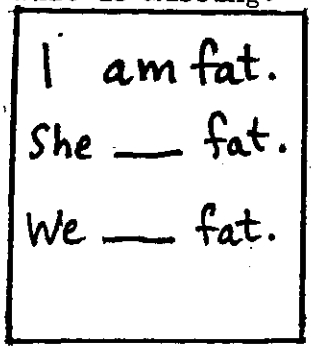




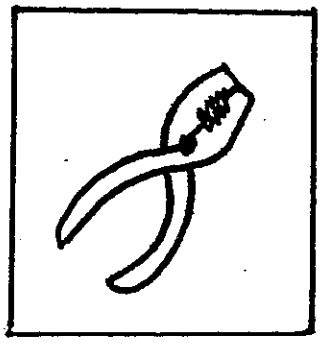
GAMES

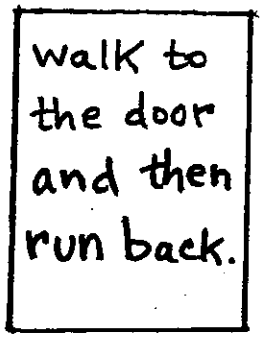
Possible card tasks:

What is missing?

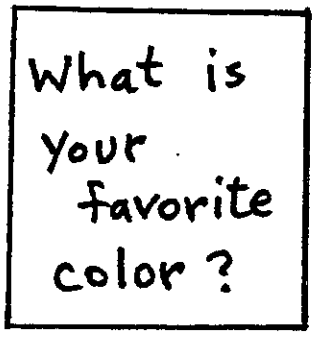


What is this?

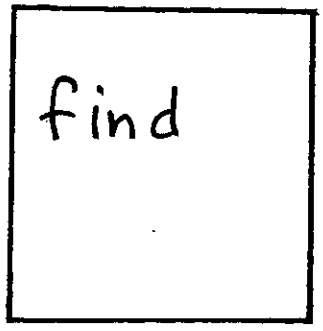


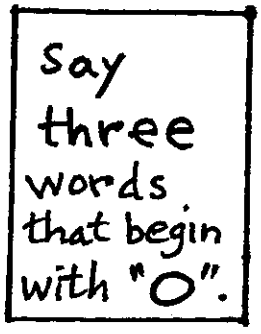


Give a correct answer.



Give the past tense.





Variations: Students are given a certain quantity of play money before they begin the game. If they cannot perform card tasks they must pay the bank--or their neigbors--a fine. When all players have reached the Finish the person with the most money left wins.

Notes: Students who cannot read can have their cards read to them.

(Thanks to Vicki Turner and Sonya Kennedy)

GAMES

"BIG BILLS"

Applications: Making change; learning how numbers represent quantities

Materials: Play money, one die

Procedure: Set aside a limited quantity of play money (say $100 X the number of people playing) in a wide variety of denominations. Put each denomination in a separate pile so counting is easier. Students take turns rolling the die. The number they roll is the quantity of money they take from the piles of money. Whenever they can substitute a big bill for a quantity in their hand--for example, a $10 bill for ten $1 bills--they must do so. When all the money has been taken, every player counts her or his money. Whoever has the most wins.

Notes: This game is especially appropriate for refugees who have had little or no experience with numbers or money.

(Thanks to Vicki Turner)

"TWENTY QUESTIONS"

Applications: Vocabulary; yes/no questions

Materials: No special materials needed

Procedure: A student thinks of something in a particular category such as animals, professions, foods, etc. (The rest of the class knows the category but not the chosen item.) Other students ask up to twenty questions to help them guess what item the student is thinking of. They may ask only questions that can be answered with "Yes" or "No". If the class has not guessed the answer after asking the twenty questions, the student has "won" and reveals her/his secret.

Notes: Beginners may need some written sample questions to give them an idea of how to eliminate choices efficiently. For example, if the category is "animals", students may tend to ask questions like, "Is it a cat?" or "Is it a fly?" rather than more general questions like "Does it have four legs?" or "Does it live in the water?".

GAMES

"HIDE AND SEEK"

Applications: Yes/No questions with short answers (Is it in here? Yes, it is.); prepositions; vocabulary

Materials: No special materials needed

Procedure: One student leaves the room. The other students take a small object--say, an eraser-- and hide it somewhere in the room. The student returns and attempts to locate the object by asking questions, such as, "Is it behind the TV?" "Is it between the books?".

Variations: 1. When the student leaves the room, some object that was previously visible can be placed inside a paper bag. The student has to guess what the object is rather than where.

2. An object can be given an imaginary hiding place within a picture of a room or an outdoor scene.

3. A collection of various numbers of small objects--say 12 papers clips, 7 rubber bands, 6 thumbtacks, 2 coins, a screw, a nail, and a safety pin-- are placed in a jar. One student chooses four objects and conceals them in her/his hands (or some container). The rest of the class must determine what the

four objects are by asking yes/no questions of the form:

"Is there a safety pin in your hand?" or

"Are there three thumbtacks in your hand?"

The other students may examine the contents of the jar if they wish.

(Adapted in part from "A File of Student-Invested Activities..." by S. Rogers et al.)

GAMES

"MIME GAME"

Applications: Vocabulary (professions, tools, verbs); present continuous tense; WH questions

Materials: No special materials needed

Procedure: After learning the names of the professions, students take turns miming activities characteristic of particular professions. While a student is miming, the teacher or another student asks the class "What is s/he doing?" then "What is her/his profession?".

Variations: 1. Students can mime verbs that have been studied and simultaneously ask the class, "What am I doing?"

2. Students can mime an elaborate operation, such as building a table, or the routine of a profession, such as a businessman's day or a visit to the doctor. The rest of the class describes what is taking place.

Notes: The teacher should be prepared to give several demonstrations so that the students understand what miming is.

ROD ACTIVITIES

"WHAT'S DIFFERENT?"

Applications: Prepositions; yes/no questions

Materials: Cuisenaire rods

Procedure: Students create a complex arrangement of rods on a table. One student leaves the room and five small changes are made in the arrangement. The student returns and tries to determine what the changes are by asking yes/no questions such as, "Did you take that blue rod off the orange rod and put it between the two white rods?"

"BACK TO BACK"

Applications: Prepositions; imperatives

Materials: Cuisenaire rods

Procedure: Students sit back to back in pairs. Each pair has the same assortment of rods (probably not more than 10 rods per student). One student makes a construction with her/his rods and simultaneously (or afterwards) gives her/his partner instructions so that the partner may build an identical structure without seeing the original. When the partner is finished, both students turn around to compare their work.

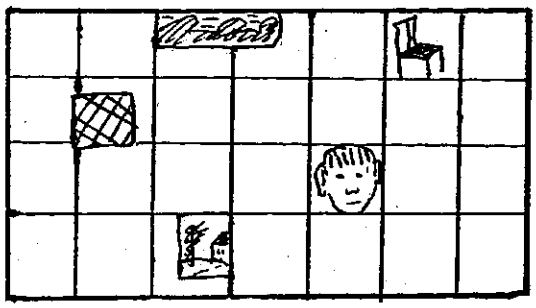
Variations: 1. Pairs can attempt to make the same geometric drawings.

2. To practice reading long numbers and solving simple math problems, one student can make up a problem (for example 476 + 9993 + 207), then dictate it to her/his partner. Each works out her/his own answer, and they compare solutions.

3. Each partner is given a large piece of paper or card that has a simple grid ruled on it and an identical set of five or six magazine pictures. One partner--or another student--places her/his set of pictures on the paper in a

particular arrangement relative to the grid. That partner then tells the other how to place the other set of pictures on the paper in a particular arrangement relative to the grid (for example, "Place the armchair in the middle square of the fourth column").

Sample:



(Thanks to Diane Larsen-Freeman and the M.A.T. Program of the School for International Training)

ROD ACTIVITIES

"RODS ARE WORDS"

Applications: Statements; negatives; questions; subject/verb; agreement; contractions

Materials: Cuisenaire rods

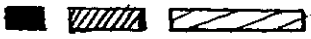
Procedure: Rods are used to represent words in a sentence. Teacher and students move the rods around to illustrate transformations of that sentence.

Sample: As teacher says the sentence s/he points to the rods that correspond to the words.

"She is happy."

As s/he changes the sentence to a question s/he sets out a new line of rods.

"Is she happy?"



A negative statement:

"She is not happy."

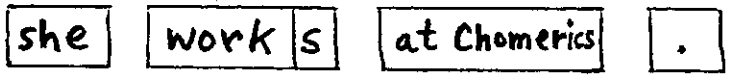
A negative statement with a contraction:

"She isn't happy."

Variations: 1. This activity is especially useful for pre-readers because it reinforces the notion that symbols can represent spoken words, and helps students keep track of the number of words in a sentence as well. Rods can gradually be replaced by cards as students begin to read simple words.

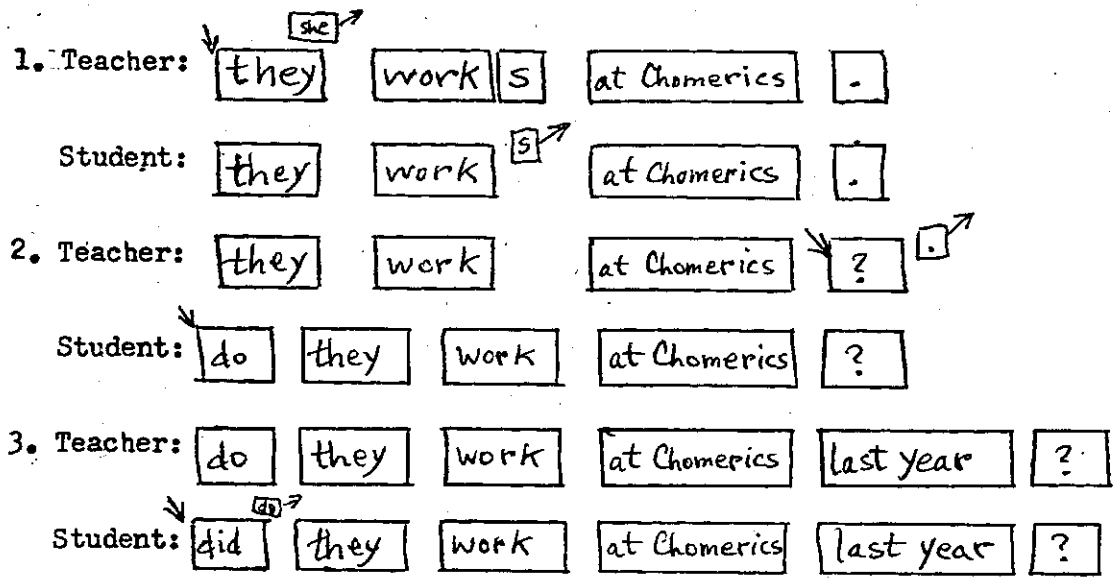
("She")  ("happy")

2. A similar activity using cards is another way to practise sentence structure in questions and negative, verb tenses, and subject-verb agreement. Each word (or phrase), punctuation mark, and verb suffix is written on cards which are laid down in form of a correct sentence.



The teacher then adds, subtracts, or replaces one card in the sentence and asks a student to make any changes in the sentence that are necessary because of the switch. Some examples:

ROD ACTIVITIES



Notes: 1. The rods should not be changed for a new sentence that has the same structure as the previous one. For example, the rod arrangement used for "She is happy" can be used for:

We are happy.

Bouala is tired.

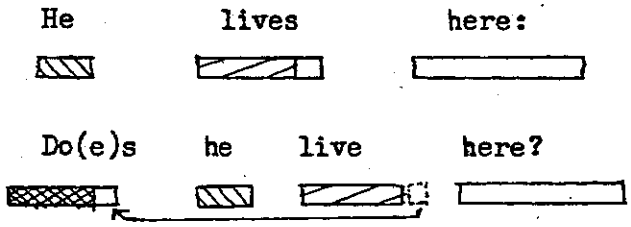
Yesterday was Wednesday.

Also rods may replace phrases rather than single words.

The tall man is in the kitchen

2. The rods are a good tool for showing how, in making a

question that needs the supporting verb "do", the suffix "s" needed for third person subjects will switch from the original verb to the supporting verb.



Using the rods (rather than cards) also saves the students from being confused by the apparently extra "e" in "does".

3. For the variations of this activity that use cards, it might be instructive to write all words that are the same part of speech on the same color index card.

(Thanks to the M.A.T. Program of the School for International Training)

ROD ACTIVITIES

" A DAY IN THE PARK"

Applications: Verb tenses; vocabulary; prepositions

Materials: Cuisenaire rods

Procedure: Using the colored rods, teacher constructs an imaginary park, making simple statements describing what is being constructed, for example, "Around the park is an iron fence," or, "In the middle of the park is a round pond." Depending on the level of English being taught, the teacher may continue by describing people or animals in the park and what they are doing there. Then the park is dissolved. Students take turns volunteering to reconstruct the park and its visitors element by element, repeating or restating the statements made by the teacher in the course of the park's construction.

Variations: 1. The park can be described or redescribed in tenses other than the present, for example, "Around the edge of the park there will be a hedge," or "Every day Mrs. Thomas went for a walk around the flower garden."

2. A particular rod can be given a name ("Mrs. Thomas") and as she walks around the park students can describe what she sees, for example, "She walks past the statue. To her left is the

flower garden. Behind her there are two girls playing hop-scotch."

3. After the teacher builds a park and the students have rebuilt it, the class can discuss what would be different about the park in the students' own country and what different things people might do in a Laotian park. Students then construct that park.

4. The same procedure can be followed for constructing a town or a house--either real or ideal, American or Laotian.

Notes: It is important that the teacher carry out the construction process initially to provide correct models of English sentences.

(Thanks to Diane Larsen-Freeman)

CARD ACTIVITIES

"TALKING COMPUTER"

Applications: Pronunciation practice

Materials: Index cards

Procedure: Teacher explains that s/he is a talking computer that repeats any English word it hears. In front of students are placed cards on which are written various English words that students find difficult to pronounce. One at a time students try to pronounce a word of their choice, simultaneously picking up the card on which that word is written. The "computer" repeats that word--until the student puts down the card.

Variations:

1. Pronunciation of a word may be more difficult or just different--when that word is in the context of a phrase or sentence rather than in isolation. Therefore cards could show different phrases containing a particular word.

2. Intonation as well as pronunciation could be practised by using written paragraphs or transcribed dialogs instead of single words. In this instance the student simply reads whatever portion of the text s/he wishes to practise pronouncing.

3. The entire exercise can be recorded and played back later so students can listen to their errors and improvement.

Notes: If students are all seated in a row facing away from the teacher during the exercise they will be able to give more attention to the sounds of the words rather than the expressions and reactions of the teacher. (It may be useful, on the other hand, to let them see the shapes of the teacher's mouth when s/he speaks.)

(Thanks to the M.A.T. Program of the School for International Training)

CARD ACTIVITIES

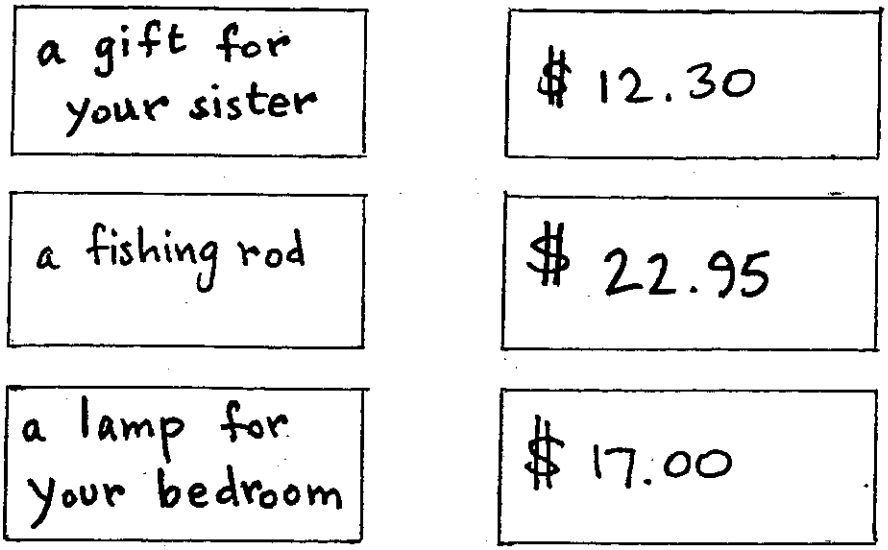
"SHOPPING ON A LIMITED BUDGET"

Applications: Managing a budget; comparing prices

Materials: Assorted department or grocery store flyers or catalogs; index cards

Procedure: Two sets of cards are laid face-down in front of students. On one set of cards are written different amounts of money from $10 to $25. On the other cards are written items to be purchased, such as household furnishings, gifts, food items, etc. Students individually or in small groups draw a card from each set: one card tells them what they need to buy and the other card tells them how much money they can spend. Students look through the store flyers until they find the best bargain, then explain their choice to the class.

Sample:



CARD ACTIVITIES

Variations: Students can be given shopping lists instead of single items--but they must be able to add.

Notes: Don't forget sales tax!

(Adapted from "A File of Student-Invested Activities..." by S. Rogers et al.)

CARD ACTIVITIES

"CATEGORIES"

Applications: Pronunciation; vocabulary; adjectives; parts of speech

Materials: Index cards

Procedure: Students sort a large quantity of cards into different categories. Categories may be defined according to

1. topic: fruits; kitchen utensils; parts of the automobile; clothing; family relations; etc.

2. vowel sounds: words with vowel sounds like "e" in "red" (said, head, any, friend,...); words with vowel sounds like "u" in "put" (wood, should, cook, woman, full,...); etc.

3. consonant sounds: "s" sounds (ceiling, some, tense, piece,...); "z" sounds (use, size, lose, pans,...); "k" sounds (catch, cook, talk, make,...); etc.

4. color: green (grass, leaf, lettuce, money,...); red (blood, tomato, stop sign,...); etc.

5. usual location: bathroom (razor, shower, toilet,...); kitchen (sieve, can opener, spices,...); farm (cow, tractor, barn,...); sea (shark, boat, seaweed,...); etc.

6. particular qualities: long and narrow (telephone pole, pencil, antenna,...); soft (grass, cotton, pillow,...); noisy (TV, truck, saw,...); etc.

Variations: 1. Teacher or class as a whole can pick a category. Then one student thinks up or is assigned an item from that category and the rest of the class tries to guess what that item is while the student tries to depict the item through mime.

2. The same as Variation #1 except that the student is given a list of five items in the designated category, and must get the rest of the class to guess those five items within a certain time limit. The student may speak but cannot say the name of the item.

Notes: If students are sorting cards according to pronunciation they should be reading the words aloud.

(Thanks to the M.A.T. Program of the School for International Training)

CARD ACTIVITIES

"MINIMAL PAIRS"

Applications: Pronunciation

Materials: Index cards

Procedure: On a pair of index cards are written two English words that students have trouble distinguishing, either in speaking or in listening. Following a lesson on how to hear and pronounce the difference in the two words, the cards are placed widely apart from each other but in front of the students. As the teacher says one word or the other, students point to the card that corresponds to what they have heard. Later students take turns trying to say the words while the teacher and classmates do the pointing.

Sample: Potential problem pairs for Laotians:

Initial Sounds	Final Sounds
/l/ - /r/	
light/right	four/fall
long/wrong	steal/steer
/s/ - /θ/	
sink/think	mouse/mouth
some/thumb	

CARD ACTIVITIES

/w/ - /r/	final consonant/final vowel
one/run	like/lie
wing/ring	bite/buy
	house/how

/č/ - /š/

watch/wash

catch/cash

/č/ - /t͡s/

catch/cats

match/mats

/t/ -/s/

right/rice

but/bus

Variations: Real objects--or cards with pictures rather than words (or both)--can be used.

(Thanks to Diane Larsen-Freeman)

CARD ACTIVITIES

"GUIDED ANSWER DRILL"

Applications: Idioms and common expressions

Materials: Index cards

Procedure: Teacher gives several sample exchanges in each of which a particular expression is used. For example:

Can you come over to our house for supper tonight?
I'm afraid I can't. I have to do my laundry.

Can you drive me to King's tomorrow?
I'm afraid I can't. I have to take my car to the garage.

Each student is then given a card with a written cue such as "take my car to the garage" or "go to the dentist". The teacher asks each student a question to which the student can reply using the expression that is being practised and the cue on her/his card. For example, the teacher might ask, "Can you go shopping with tomorrow morning ?" and the student would reply, "I'm afraid I can't. I have to go to the dentist."

Later students may exchange cue cards and ask each other questions. Ultimately the cards can be set aside so students can make up original replies.

CARD ACTIVITIES

Variations: Students can be given two or more choices in their answers. For example, in reply to requests such as those given above, they could decide to answer either "I'm afraid I can't" or "Sure, I'd love to."

Notes: The expression being practiced should be written down and displayed where students can easily refer to it.

(Adapted from Language Teaching Techniques by R. Clark)

CARD ACTIVITIES

"QUESTION CARD GAME"

Applications: WH-Questions (what, who, where, why, how); subject pronouns; verb tense practise

Materials: Forty index cards

Procedure: Ten simple questions are constructed and each question is written on four separate cards. Below each question is given a cue for a possible answer, with four different cued answers for each question.

Sample:

What is Phiang going to do tomorrow? – do the laundry	What is Phiang going to do tomorrow? — go shopping
What is Phiang going to do tomorrow? — visit Anong	What is Phiang going to do tomorrow? — eat lunch

The deck is shuffled and four cards are dealt to each student, the remainder of the deck being placed face down. The object

of the game is to collect as many sets of four as possible. In order to do so each student in turn asks any other student the question from one of the cards that the first student holds in her/his hand, for example, "What is Pheng going to do tomorrow?". If the other student holds a card showing the same question s/he must reply using the cue, changing the subject noun in the question to a pronoun. The reply to the example above might be, "She is going to go shopping tomorrow." If the second student holds two or three cards of the same set all the cues must be incorporated into a single-sentence answer, for example, "She is going to go shopping and do the laundry tomorrow." The second student then gives the first student the card or cards. If the second student has no-cards of the set requested, the asking student picks a card from the deck. If by asking or picking the student completes a set, s/he lays down the four cards face up and takes another turn. If her/his hand is emptied in the course of the game, s/he must take another card from the deck.

The game ends when the deck is exhausted and all sets are face up. The student with the most sets "wins".

Variations: This game can be used to review vocabulary. Again the deck

consists of sets of four. Each set belongs to a particular category of vocabulary items, such as professions, vegetables, parts of the body, etc. The category is written at the top of the card. Below that is a picture of one item from the set, and under that the names for the remaining three items of the set. Here is a sample "professions" set.

If a student had the "secretary" card and wishes to collect the rest of the set, s/he might ask another student "Do you have the "waitress" card? Since the word "waitress" is not written on the "waitress" card, the other student must be able to identify the card by the picture. In all other respects the rules of play are identical to those for the "Question Card Game."

(Thanks to Sonya Kennedy)

CARD ACTIVITIES

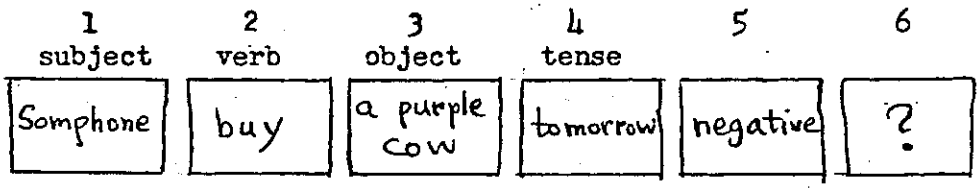
"SENTENCE GRID"

Applications: Sentence formation; negative statements; yes/no questions; verb tenses

Materials: Index cards

Procedure: Cards are divided into six sets of at least ten cards each. On each of the ten cards of the first set is written a noun phrase which will serve as the subject of a sentence. On the second set are written transitive verbs; on the third set noun phrases which will serve as objects; on the fourth set the names of verb tenses ("simple present","present continous," etc.) or the words "yesterday", "every day", "right now", or "tomorrow" (there will have to be duplicates); on the fith set either "+" or "-" (or the words "positive" or "negative"); and on the sixth set either a period or a question mark. The sets are then shuffled individually and placed face-down in piles in the order in which they are described above. In turn each student picks six cards, one from each set, and constructs a sentence according to the cards.

Sample: A student picks the following cards:



The student says,"Won't Somphone buy a purple cow tomorrow?"

Variations: 1. A simpler variation is to use either Set 5 or Set 6 but not both in one game.

2. If you wish to practise making tag questions (Somphone won't buy a purple cow, will he?") add cards marked "tag" to Set 6.

Notes: 1. Instead of being marked "positive" and "negative" or "+" and "-" cards in Set 5 can be either marked "not" or left blank.

2. If present progressive ("right now") is one of the tenses being studied, make sure that all the verbs may be used in the progressive (eg. "Somphone is seeing a purple cow right now." is not correct usage).

(Adapted from Language Teaching Techniques by R. Clark)

CARD ACTIVITIES

"SCRAMBLED SENTENCES"

Applications: Sentence structure; word order; logical connectors and conjunctions (so, if, because, and, etc.)

Materials: Slips of unlined paper or card

Procedure: Sentences are written out word by word or phrase by phrase on slips of paper. Students individually or in small groups attempt to reconstruct the correct sentence.

Variation: "Scrambled Paragraphs": one-paragraph stories or short dialogs are divided into sentences, each of which is written on a slip of paper. Students try to reconstruct the original by following the logical progression of the sentences.

Sample: A "Scrambled Paragraph" unscrambled:

Bouasy wanted to buy some food for supper.

He went to P&C.

He got some chicken and paid the cashier.

"Here is your change, sir," said the cashier.

Bouasy said, "Thank you," and went home.

CARD ACTIVITIES

Notes:

1. You may wish to help out beginners by clearly capitalizing the first word in a scrambled sentence and putting the period on the same card as the final word (rather than on a separate card). You may also wish to begin by dividing the sentence into fairly large phrases, then, as students find the task easier, cutting those phrases up into words or smaller phrases.

2. To keep all your sentences from getting mixed up write each one on different colored paper; or number the backs of the slips according to sentence; or keep the slips together between classes with paper clips.

(Thanks to the M.A.T. Program of the School for International Training)

CARD ACTIVITIES

"ALPHABETICAL ORDER"

Application: Learning to file in alphabetical order

Materials: Slips of paper or card

Procedure: Names, words, or groups of letters written on individual slips of paper are put into alphabetical order by students.

CARD ACTIVITIES

"MATCHING PAIRS CONCENTRATION"

Applications: Past/present tense verb forms; synonyms; antonyms; direct/reported speech; questions and answers; positive and negative statements; vocabulary; many others possible

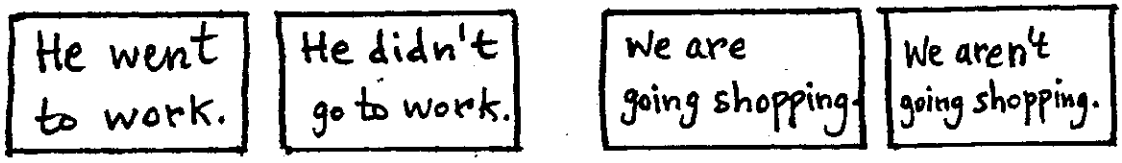
Materials: Opaque index cards

Procedure: A set of cards consisting of corresponding pairs is laid face down in a random arrangement on a table in front of the students. Taking turns, students turn over two cards at a time. If they turn over a matching pair they remove those cards from the table and then turn over a second pair, and if the second pair also match, they may remove them, try again, and so on. Eventually all the pairs have been found and removed.

Sample: Some examples of pairing categories:

Verb tenses

Positive and negative statements



CARD ACTIVITIES

Variations: 1. Drawings or pictures cut from magazines and glued to cards can be matched with the corresponding English words. Some categories that can be studied in this manner are:

Words and phrases from the Driver's Manual	Food
Clothing	Tools
Parts of the body	Furniture
Professions	Animals

2. An "Old Maid" type game can be played in which the cards are dealt out to the students who then try to collect pairs by asking other players for mates to cards they hold in their hands. A single "Old Maid" card is added. Whoever is stuck with the "Old Maid" at the end of the game is the "loser".

3. If there are many cards or you wish the game to take less time write one card of each pair on one color of card and the mate on another (for example, all the verbs in the present tense on white cards and all the verbs in the past tense on green cards).

Notes: 1. Students can be asked to make their own cards with words or pictures.

2. Don't let students shuffle the cards between turns--the game will take much longer!

(Thanks to the M.A.T. Program of the School for International Training)

"PICTURE MEMORY GAME"

Applications: Vocabulary; questions/answers; Is/Are there...?

Materials: Two pictures

Procedure: The class is divided into two groups, Group A and Group B. Each group studies one of the pictures, the teacher giving them any new vocabulary they ask for. The groups then exchange pictures. Group A asks Group B questions about the picture that Group B has studied to see how well Group B remembers the contents of the picture. Then Group B tests Group A's memory in the same way.

(Thanks to the M.A.T. Program of the School for International Training)

MAGAZINE PICTURES

"PICTURE STORY"

Applications: Vocabulary; telling stories

Materials: 3 - 6 pictures around which a story might be invented

Procedure: The pictures are set before the class. Students briefly describe each one and arrange them in whatever sequence they wish in order to create a story based on the pictures. One student gives the first sentence of the story, another adds another sentence, and so on until the story is told, each student contributing one sentence in turn.

Variations:

1. The story may be recorded sentence by sentence, then written down on a large piece of paper or card and corrected by the class, or used in later lessons.

2. Before recording her/his sentence as in Variation #1, each student can make sure it is correct. Thus the final recording will be a complete story in perfect English.

3. Each student can make up her/his own story--spoken or written--based on the pictures.

(Thanks to the M.A.T. Program of the School for International Training)

"PICTURE INTERVIEW"

Applications: Personal information questions and answers; professions; nations and nationalities; personality traits; verb tenses; adverbs and expressions of frequency

Materials: Magazine pictures of people or faces

Procedure: Each student chooses a picture that s/he likes. On the back of each picture is written the name, natiolality, profession, and date of birth of the person in the picture. One at a time each student is interviewed by the rest of the class. S/he may be asked for any personal information that might be requested on a form, such as "Are you married?" "How tall are you?" "How old are you?", and also personal questions like "What do you like to eat?" "Are you happy?" "What's your biggest problem?".

Variations: 1. Verb tenses may be practised with the date of birth((or a wedding date) through questions like "When were you born?" "Did you have a birthday party last year?" "Are you going to have a party this year?" "Who will you invite?" "When is your anniversary?" "When were you 20 years old?". Adverbs of frequency

might be studied through questions like "How often do you do your laundry?" or "When do you see your grandparents?".

2. Nothing may be written on the backs of the pictures so that everything is up to the students' imaginations.

(Thanks to the M.A.T. Program of the School for International Training)

ORAL EXERCISES

"SUBSTITUTION DRILL"

Applications: Subject-verb agreement; gender agreement; singular/plural agreement; contractions; vocabulary; personal pronouns

Materials: No special materials needed

Procedure: Students replace a word in a sentence with a cued alternative, making any necessary changes in the rest of the sentence.

Sample:

Teacher: She is going to school. They.
Student: They are going to school.
Teacher: They are going to school. Paitoon.
Student: Paitoon is going to school.
etc.

Variations: 1. In the above instance the same element of the sentence (the subject) is being replaced. This is called a single-slot substitution drill. In a multiple-slot substitution drill, more than one element may be replaced.

Teacher: She is going to school. Work.
Student: She is going to work.
Teacher: She is going to work. Driving
Student: She is driving to work.
Teacher: She is driving to work. Damdouane.
Student: Damdouane is driving to work.
etc.

2. Pictures can be used as cues rather than words. For example, the teacher says, "We are going to the movies," then holds up a picture of a bank. The student responds: "We are going to the bank."

Notes: (These notes pertain to all the activities in the "Oral Drills" section.) There are several ways in which oral drills can be executed in the classroom. The entire class can respond chorally to the teacher; one half of the class can respond to the other half (or men to women and vice versa); individual students can respond to the teacher; or individual students can repond to other students. In a "chain drill" one student gives a cue to a third student, who responds giving a cue to a fourth student and so on until all students have participated.

You may find a combination of the above most effective for using oral drills in your class.

(All oral exercises are adapted from Teaching English as a Second or Foreign Language by M. Celce-Murcia et al. and Language Teaching Techniques by R. Clark)

ORAL EXERCISES

"TRANSFORMATION DRILL"

Applications: Negative statements; questions; verb tenses; active/passive; direct/indirect speech

Materials: No special materials needed.

Procedure: Students effect a change or "transformation" in a sentence.

Sample:

1. Teacher: Change these statements to negative statements.
   He likes to drive.
   Student: He doesn't like to drive.
   Teacher: Do you want to go?
   Student: Don't you want to go?
   etc.

2. Teacher: Change these sentences to the past tense.
   She has two kids.
   Student: She had two kids.
   Teacher: They live in Laos.
   Student: They lived in Laos.
   etc.

ORAL EXERCISES

"EXPANSION DRILL"

Applications: Adjectives; adverbials of time; place, or frequency; placement of adverbials

Materials: No special materials needed

Procedure: Students "expand" a sentence by adding an item or items to it.

Sample: 1. A list of adjectives is written on the board:

expensive cheap noisy big heavy tiny

Students must add one of these words to sentences.

Teacher: Somphone bought a car.

Student: Somphone bought a noisy car.

Teacher: I can't carry these boxes.

Student: I can't carry these heavy boxes.

etc.

2. Teacher: Add "always" to these sentences.

She is smiling .

Student: She is always smiling.

Teacher: Bouasy gets to work on time.

Student: Bouasy always gets to work on time.

etc.

ORAL EXERCISES

3. On the board:

right now at 7 o'clock after lunch pretty soon

Students must add one of these time expressions to sentences.

Teacher: They have to do their laundry.

Student: They have to do their laundry pretty soon.

Teacher: My sponsor wants to talk to me.

Student: My sponsor wants to talk to me after lunch.

etc.

Notes: This type of exercise can be written as well as oral.

ORAL EXERCISES

"INTEGRATION DRILL"

Applications: Relative clauses; conjuctions; placement of adjectives

Materials: No special materials needed

Procedure: Students must combine or "integrate" two or more sentences or more sentences or elements into one sentence.

Sample:

1. Teacher: Join these sentences with "and".
   I went to P & C. I bought some chicken.
   Student: I went to P & C and bought some chicken.
   Teacher: Bouala went fishing. He caught four fish.
   Student: Bouala went fishing and caught four fish.
   etc.

2. Teacher: I have a car. It is blue.
   Student: I have a blue car.
   Teacher: They live in a house. It is cheap.
   Student: They live in a cheap house.
   etc.

3. Teacher: Join these sentences with a relative clause.
   My sister is pregnant. She lives in Illinois.

Student: My sister who lives in Illinois is pregnant.

etc.

Notes: This type of exercise can be written as well as oral.

ORAL EXERCISES

"REJOINDER"

Applications: Conjunctions; either/neither

Materials: No special materials needed

Procedure: The teacher makes a statement to which a student responds, restating what the teacher has said and adding something about her/himself.

Sample:

Teacher: Phady likes to swim.

Student: Phady likes to swim but I don't.

Teacher: Next week I'm going to Bennington.

Student: Next week you're going to Bennington and so am I.

Teacher: Souphine's job isn't easy.

Student: Souphine's job isn't easy and neither is mine.

MISCELLANEOUS

"TONGUE TWISTERS"

Applications: Pronunciation practise

Materials: Pencils and paper

Procedure: After working on pronunciation problems for a while the class writes up a list of English sounds, words or phrases that students find particularly difficult to pronounce. Individually or in small groups students then try to make up tongue-twisting sentences that will give their classmates trouble. Students then exchange sentences and attempt to read them to the rest of the class.

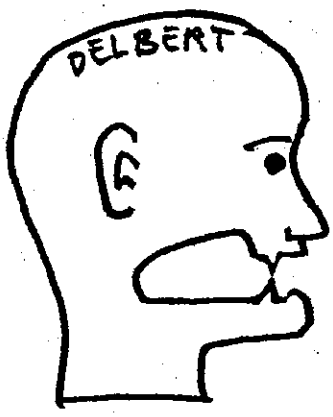
(Adapted from "A File of Student-Invested Activities..." by S. Rogers et al.)

MISCELLANEOUS

"DELBERT'S HEAD"

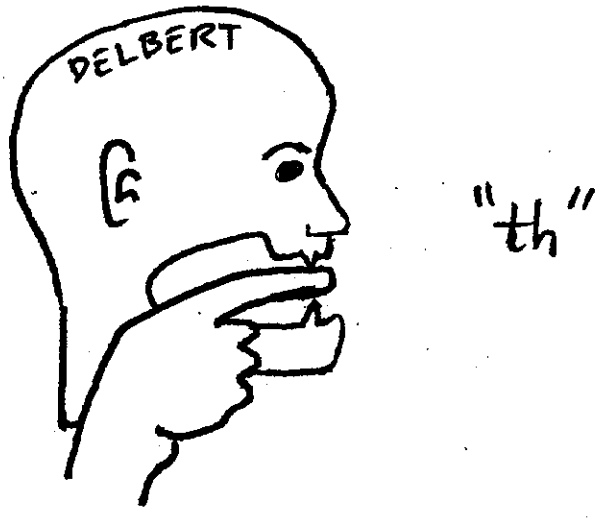
Applications: Pronunciation

Materials: Cardboard cut-out model (shown below)



Procedure: Teacher illustrates the position or movement of the tongue during pronunciation of a sound or word by using her/his finger to represent Delbert's tongue. Students later can be asked to demonstrate the tongue position on the model using other words containing the sound in focus.

Sample:



Variations: This exercise is nicely supplemented by having the students use hand-mirrors to check their own tongue and mouth movements while they pronounce.

Notes: The model can be drawn on a blackboard rather than cut out of carboard.

(Thanks to Diane Larsen-Freeman and Delbert)

MISCELLANEOUS

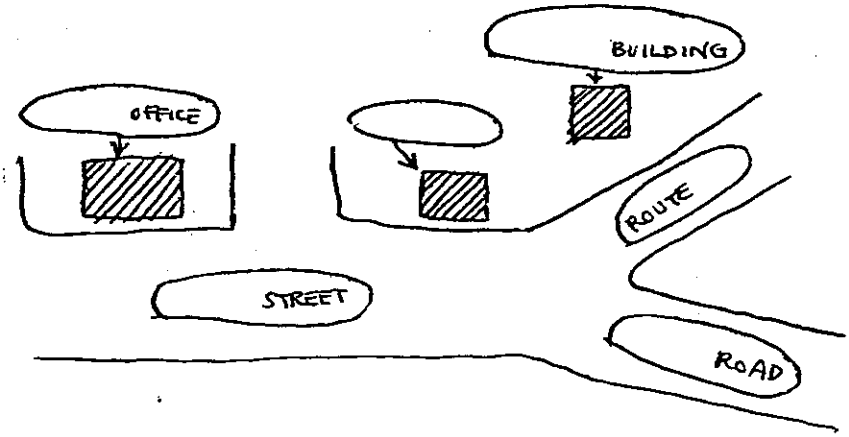
"FINISH THE MAP"

Applications: Local geography

Materials: Paper and pencils

Procedure: Before class teacher prepares simple maps of the town with major streets and buildings and places of interest to the students marked but not named on the map. In small groups or as a class students walk around the town and fill in all the missing names.

Sample:



Notes: 1. Teacher should make sure students know what a map is and how to use it! Also this exercise should follow a classroom lesson on the names and functions of public buildings and the different words for street (road, avenue, route, etc.).

2. Copies of the map are most cheaply made with carbon paper, though photocopies are usually neater.

(Adapted from "A File of Student-Invested Activities..." by S. Rogers et al.)

MISCELLANEOUS

"COMMANDS"

Applications: Imperatives; classroom or household vocabulary; parts of the body; clothing; prepositions

Materials: No special materials needed

Procedure: Students stand in a row facing teacher. Teacher gives simple commands such as "Touch your knees", "Point to the window", "Walk to the door", "Turn around", "Sit down".
Students carry out the commands.

Variations: 1. At first, the teacher may carry out her or his own commands to show the students. Later students may be asked to volunteer to give the commands. Alternatively, individuals can carry out commands on their own if they feel confident enough to do so.

2. "Simon Says": if the command is not preceded by "Simon Says" but is still acted on, the student is out of the game. For beginners "Don't" can be substituted for "Simon Says" so that they learn to recognize negative commands. If the wrong action is carried out players are also "out".

3. "Obstacle Course": one student is blind folded, spun around, then guided by a fellow student around, between, under, or over obstacles placed about the classroom. (These obstacles can be other students.) The guide cannot touch the person s/he is assisting but must direct that person solely by spoken instructions, like "Bend over", "Walk slowly", "Turn to the right", etc.

4. More advanced students can write out and exchange written instructions. This could be made deliberately humorous. They may need some written cues, such as :

Pick up the _____.

Put it on the _____.

Go to _____.

Come back and _____.

Notes: Start with very simple commands, changing the object but not the verb for a while. Gradually increase the vocabulary you use and the complexity of your commands.

(Thanks to the M.A.T. Program of the School for International Training)

MISCELLANEOUS

"MOODS"

Applications: Vocabulary; idioms and common expressions; register in speech

Materials: No special materials needed

Procedure: Students recite or read a text or dialog several times in succession, each time doing so in an exaggerated manner which portrays a particular mood: serious, sad, sarcastic, overly polite, angry, "stuck-up", cheerful, etc. This is a way to have students say and hear English sentences over and over again without getting bored.

(Adapted from "A File of Student-Invested Activities..." by S. Rogers et al.)

"ROLE PLAYS"

Applications: Going shopping; paying social calls; going to the doctor; getting a traffic ticket; having a job interview; finding an apartment; opening a bank account; making phone calls; performing any communicative functions

Materials: No special materials needed, but simple props will enliven the activity

Procedure: The activity which will be role-played is discussed and any vocabulary words which might be needed are written on the blackboard. Students then act out the activity, ad-libbing a conversation in which they use as much of the new vocabulary as possible.

Variations: "Guided Interview or Conversation": One participant in a dialog reads her/his lines of the conversation (usually questions) while the other must make up appropriate responses as both role-play the situation.

Sample: Calling the ambulance:

Student 1: Hello. Rescue Incorporated.

Student 2: _____

Student 1: Is this person sick or did she (or he) have an accident?

Student 2: _____

Student 1: Is she bleeding?

Student 2: _____

Student 1: Is she breathing?

Student 2: _____

Student 1: Is she conscious or unconscious?

Student 2: _____

Student 1: What is your address?

Student 2: _____

Student 1: OK. Don't worry. We'll be right over.

Notes:

1. It is usually a good idea for the teacher to take a major part in the role-play the first time it is performed to give students a model.

2. The role play should be kept short, say 1-2 minutes. Also the quantity of new vocabulary to be used should not be excessive.

(Adapted from Language Teaching Techniques by R. Clark)

APPENDIX III

AN ANNOTATED BIBLIOGRAPHY OF TEACHER RESOURCE BOOKS AND STUDENT TEXTBOOKS

In this appendix we give short descriptions of those books which we believe will be of most use to our readers, either as resource books or textbooks. "Resource book" refers to a book designed for use by a teacher as a source of information or ideas. Books which are intended to be used as study material by students are here referred to as "textbooks". However, a teacher might also choose to use a textbook as a source of ideas or a basis for lesson planning without students having individual copies. In short, textbooks can serve as resource books.

Textbooks are not essential to a successful class, but can be useful and enjoyable for students and teachers. In deciding whether to have textbooks, these factors should be considered:

Student security. Some students work well without a textbook. Others value the security of having things written down or of being able to work on their own as a means of reinforcing what they have learned. A textbook can provide a medium for meeting such student needs.

Continuity. A teacher may use a textbook as a convenient aid to sequencing lessons. Even if students do not have copies, a textbook can be used to help decide what comes first and what follows what. On the other hand, if teachers have to use a textbook or become too dependent on

it, the content and activities in the class can turn out to be very limited.

Cost. Good textbooks cost from five to ten dollars each. This may be quite expensive for refugees, especially recent arrivals. Sources other than the refugees themselves can be called upon if the refugees cannot afford books. The sponsors in Brattleboro have been very helpful in supplying the money for books.

These have been some of the factors to be considered in deciding whether to get textbooks. If these factors are weighed, a decision is made to purchase textbooks, and funds are found to pay for them, then a selection must be made. Some questions that should be kept in mind when selecting a textbook are:

What language level does the book demand of the students? Is it appropriate for the students now? Can students, with some guidance, work well with the material in the beginning of the book? Do the lessons build on each other and grow steadily more complex, or could students do lessons in any order?

What about the appearance of the book? How big is it? Is it cumbersome to carry? Are there plenty of pictures? How big is the print?

What is the book asking the students to do? Is there plenty of space to do exercises in the book, or will students have to write on a separate sheet of paper? Could students use the book when the teacher is not present? Could they use it with a tape recording? Are instructions short and simple?

Answering these questions before buying will make it more likely that the textbook is practical and enjoyable.

I RESOURCE BOOKS

A. Teaching Refugees

English Language Resource Center. Adult Education Series #2, A Selected, Annotated Bibliography of Materials for Teaching English to Indochinese Refugee Adults. Washington, D.C.: Center for Applied Linguistics, 1980. 74 pp. Free of charge.

A comprehensive, extremely useful bibliography with listings on the Lao language and culture, classroom activities, teaching materials, student textbooks, resource books, and publishers.

English Language Resource Center. Adult Education Series #6, English Lessons for Refugee Adults: A Guide for Volunteers, Tutors, and Teachers. Washington, D.C.: Center for Applied Linguistics, 1976. 48 pp. Free of charge.

A very readable handbook with sections on choosing teaching materials, preparing and executing lessons, teaching pronunciation, and, best of all, coping with special problems you might have with refugee students, i.e. native language illiteracy, poor classroom attendance, student insistence on grammar lessons, etc.

English Language Resource Center. General Information Series #19, Teaching English to the Lao. Washington, DC: Center for Applied Linguistics, 1979. 57 pp. Free of charge.

This provides information on the Lao alphabet and language, particular pronunciation problems that Lao-speakers are likely to have when learning English, and 27 lessons a teacher could use to try to cure those pronunciation problems.

All publications of the Center for Applied Linguistics/English Language Ressource Center are easy to follow and oriented towards practical classroom application. Moreover, they are generally inexpensive or free. Every teacher of Laotians should avail her/himself of the three pamphlets listed above in particular--they are real "musts".

B. Lao Language

Center for Applied Linguistics. English-Lao Phrasebook with Useful Word List. 152 pp. $4.00. Set of 3 cassette tapes $13.00.

This is a phrasebook for refugees who can read Lao. It concentrates on words and phrases that are most useful and practical for survival in U.S. society, i.e. dealing with money, recognizing signs, using public transportation, etc.

MARCUS, RUSSELL. English-Lao/Lao-English Dictionary. Rutland, VT: Charles E. Tuttle Co., Inc., 1971. 416 pp. $10.50.

A pocket-sized dictionary (5,000 entries) including some brief notes in English on the Lao language.

C. Techniques and Activities

CLARK, RAYMOND C. Language Teaching Techniques. Brattleboro, VT: Pro Lingua Associates, 1980. 120 pp. $5.50.

Twenty-six classroom techniques are described concisely. The focus is on spoken communication and oral exercises. In general these techniques are broadly applicable, from beginning to advanced level students.

KENNEDY, KATHERINE, & ELLEN SARKISIAN. Games and Butterflies: A Resource Book for Teachers of Adult Basic Education. Syracuse, NY: New Readers Press, 1979. 112 pp. $5.50.

72 language games and activities especially useful in a class of adults learning English as a second language. Most involve the use of home-made materials and are appropriate for beginning and intermediate students.

LEE, W.R. Language Teaching Games and Contests. Oxford, U.K.: Oxford University Press, 1979. 203 pp. $5.95.

A fairly exhaustive collection that tends to be oriented towards teaching children. However, all sections, especially those on pronunciation, writing, mime, and discussion, include games of use in the adult class.

McCALLUM, GEORGE P. 101 Word Games for Students of English as a Second or Foreign Language. New York, NY: Oxford University Press, 1980. 162 pp. $5.95.

Mostly for intermediate or advanced level classes (an appendix in the back of the book lists which games are appropriate for which level).

D. Reference Grammars

CELCE-MURCIA, MARIANNE, & DIANE LARSEN-FREEMAN. An English Grammar Course for Teachers of ESL/EFL. Rowley, MA: Newbury House, forthcoming.

This will be an extremely useful teaching tool, since each chapter on a particular area of English grammar includes a section describing classroom techniques appropriate for teaching that grammar.

FRANK, MARCELLA. Modern English: A Practical Reference Guide. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1972. 414 pp. $12.95.

Especially useful for teaching English at the intermediate or advanced levels, this is a clear, modern description of English usage and sentence structure in a form suited to quick reference rather than cover-to-cover reading.

PRANINSKAS, JEAN. Rapid Review of English Grammar: A Text for Students of English as a Second Language. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1957. 370 pp. $11.95.

Although designed as a student textbook, with dialogs at the beginning of each chapter and exercises at the end, this book makes a very handy grammar reference book, thorough but quite accessible.

E. Teaching Illiterate Adults

English Language Resource Center. Adult Education Series #9, Teaching ESL to Illiterate Adults. Washington, DC: Center for Applied Linguistics. 70 pp. Free of charge.

A practical guide to teaching illiterate Indochinese refugees pre-reading and beginning reading/writing skills, i.e. letter formation, sound-symbol correspondence, sight word recognition, etc. Many sample exercises.

F. Testing

English Language Resource Center, General Information Series #20, English Language Testing. Washington, DC: Center for Applied Linguistics. 35 pp. Free of charge.

A short practical guide to testing in an English language class for refugees with good testing techniques described.

II TEXTBOOKS

CARVER, TINA KASLOFF, & SANDRA DOUGLAS FOTINOS. A Conversation Book: English in Everyday Life (Books One and Two). Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977. 208 pp., and 192 pp., respectively. $8.50 each.

A very attractive book, full of pictures, that emphasizes practical vocabulary, reading, and communication skills for survival in the U.S. with chapters on shopping, public transport, employment, and health, among others.

Book Two reviews Book One and covers the same general topics in greater detail, giving more stress to social customs and appropriate social behavior, i.e. how to apologise, express thanks, etc.

DIXSON, ROBERT J. Graded Exercises in English. New York, NY: Regents Publishing Company, Inc., 1971. 182 pp. $3.50.

Quite simply, as the title suggests, a series of exercises, each preceded

by a concise outline of the grammar point on which the exercise is based. No reading text, no pictures.

Other books of possible use (they are inexpensive!) from the extensive "Dixson English Series" are:

Tests and Drills in English Grammar (Books One and Two). 120 pp. $1.95 each. Much the same as Graded Exercises.

Exercises in English Conversation (Books One and Two). Both 138 pp., but $3.95 and $3.25 respectively. Many questions to stimulate conversation in class.

Essentials Idioms in English. 217 pp. $3.75. With exercises.

Elementary Reader in English. 158 pp. $2.75.

Easy Reading Selections in English. 137 pp. $3.25.

Modern Short Stories in English. 106 pp. $2.95.

Probably only the first is simple enough to be used as a reading text in a class of refugees. All three have exercises following each reading selection.

MCCALLUM, GEORGE P. Idioms Drills for Students of English as a Second Language. New York, NY: Harper & Row, Publishers, 1970. 132 pp. $6.95.

Probably too advanced for direct use by your students, but of value as a resource book on common English idioms. (There are several similar and equally good books on idioms available.)

Modulearn, Inc. English As a Second Language: A New Approach for the 21st

Century (Student Worksheets, 2 Volumes, $2.75 each; Teacher's Guide $14.50). San Juan Capistrano, CA: 1979..

Designed as a complete "package" course for use by untrained teachers in refugee education programs, it might also be used piecemeal. You should be forewarned however that the Student Worksheets are hard to use without the instructions contained in the Teacher's Guide--which also includes copies of the Worksheets. The course is a nice blend of survival skills, pronunciation, practise, listening comprehension, and reading and writing. With illustrations.

MOLINSKY, STEVEN J. & BILL BLISS. Side By Side: English Grammar Through Guided Conversations (Books One and Two). Englewood Cliffs, NJ: Prentice-Hall Inc., 1980. 206 pp. and $7.95 each.

A charmingly illustrated textbook, similar to A Conversation Book but organized more tightly around a grammatical syllabus. Appealing conversational-style exercises are based on everyday problems and situations. Humorous.

PARNWELL, E.C. Oxford Picture Dictionary of American English. New York, NY: Oxford University Press, 1978. 186 pp.. $3.95..

Clear, attractive color pictures of city and country scenes, items of clothing, animals, plants, measurements, containers, actions, and many more, matched with the corresponding English words. Large wall charts of the same are also available for $25.00.

TAYLOR, GRANT. Learning American English. New York, NY: McGraw-Hill Book

Company, 1956. 215 pp. $4.50.

Another straight grammar exercise book like Dixson's Graded Exercises, thought slightly less dry. Also part of a large series ("Saxon Series in English as a Second Language").

Most of the books listed in this bibliography and many others in the field of teaching English may be purchased at the Book Cellar Bookstore that is located at the School for International Training, Kipling Road, Brattleboro, VT 05301. Store hours are Monday 11-2, Wednesday 11-5, and Friday 11-2. Alternatively, books may be ordered directly from publishers, who will also generally send free catalogs on request. Here are the addresses of the publishers of books listed in this bibliography.

CENTER FOR APPLIED LINGUISTICS, 3520 Prospect St., N.W., Washington, D.C. 20007. (202)298-9292.

HARPER & ROW, PUBLISHERS, 10 East 53rd Street, New York, NY 10022. (212)593-7000.

MCGRAW-HILL BOOK COMPANY, 1221 Avenue of the Americas, New York, NY 10020. (212)997-1221.

MODULEARN, INC., P.O. Box 667-A, San Juan Capistrano, CA 92693. (714)493-8122 (800)854-3508.

NEW READERS PRESS, Division of Laubach Litteracy, Inc., P.O. Box 131, Syracuse, NY 13210. (315)476-2131.

OXFORD UNIVERSITY PRESS, 200 Madison Avenue, New York, NY 10016. (212)679-7300.

PRENTICE-HALL, INC., Englwood Cliffs, NJ 07632. (201)592-2000.

PRO LINGUA ASSOCIATES, 15 Elm Street, Brattleboro, VT 05301.

REGENTS PUBLISHING COMPANY, INC., 2 Park Avenue, New York, NY 10016. (212)889-2780.

CHARLES E. TUTTLE COMPANY, INC., P.O. Drawer F, Rutland, VT 05701. (802)773-8930.

Also note:

ADULT BASIC EDUCATION, Department of Education, Montpelier, VT 05602

A.B.E. publishes a series of booklets designed to be used by native English-speaking adults who are learning to read and write. Among the topics covered in these booklets are making baby food, tuning a car, raising goats, and planting a garden. Of most use to refugees is the booklet entitled "Driving in Vermont", essentially a condensed version of the "Vermont Driver's Manual" on which the written portion of the driving test is based. Although the booklet is more concise than the "Manual" and less intimidating to look at, the English it uses is neither simple nor consistent. However, the same is true of the written test, many samples of which are included in the booklet. (Refugees are permitted to bring a translator with them to the test.) The cost of the booklet is 40¢ plus postage (minimum charge $1.00).

NATIONAL INDOCHINESE CLEARINGHOUSE (associated with the Center for Applied Linguistics), 1611 North Kent Street, Arlington, VA 22209.

Copies of many C.A.L. publications may be obtained by calling the Clearinghouse's toll-free "hotline" number: (800)336-3040. They also have Lao interpreters on their staff.

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL), 202 D.C. Transit Building, Georgetown University, Washington, DC 20057.

TESOL publishes books, several periodicals, and holds annual national conventions. There are also state or regional TESOL affiliates--Northern New England TESOL (NNETESOL) serves Vermont. Membership is $5.00. Write to Norman Malo, NNETESOL Treasurer, 34 Arthur Street, Salem, NH 03079.

Bibliography

CELCE-MURCIA, MARIANNE, & LOIS MCINTOSH, editors. Teaching English as a Second or Foreign Language. Rowley, MA: Newbury House, 1979.

CLARK, RAYMOND C. Language Teaching Techniques. Brattleboro, VT: Pro Lingua Associates, 1980.

CLARK, RAYMOND C., & JON P. DAYLEY. Belizean Creole Teacher's Handbook. Peace Corps Language Handbook Series. Brattleboro, VT: Experiment in International Living, 1979.

English Language Resource Center. Teaching English to the Lao. General Information Series No. 19. Washington, DC: Center for Applied Linguistics, 1979.

EVANS, C., L. KUNZ, & J. WITHROW. An ESL Curriculum. Experimental edition. New York, NY: Language Innovations, 1973.

KROHN, ROBERT, AND THE STAFF OF THE ENGLISH LANGUAGE INSTITUTE. English Sentence Structure. Ann Arbor, MI: University of Michigan Press, 1973.

MULLINS, CHRIS. "Laos is not so Poor as it Looks." The Manchester Guardian Weekly, 1 March 1981, p. 9.

ROBERTS, T. D., MARY ELIZABETH CARROLL, et al. Area Handbook for Laos. Washington, DC: United States Government Printing Office, 1967.

ROGERS, SUE, & MARION MACDONALD. "A File of Student-Invested Activities for the Foreign Language Classroom." M. A. Thesis. Brattleboro, VT: School for International Training, 1979.