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A Teacher Training Plan for Refugees as ESL Teachers

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A TEACHER TRAINING PLAN

FOR

REFUGEES AS ESL TEACHERS

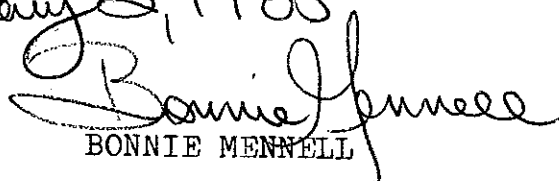
Submitted in partial fulfillment of the requirements
for the Master of Arts in Teaching degree
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Estela Libas-Novell

This project of Estela Libas-Novell is accepted in
its present form.

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Abstract: This paper is addressed to the need of revising a teacher-training plan used in the refugee camp of Vietnamese and Cambodian victims of war. My personal experience in teaching the refugees served as an impetus in making the revised training plan that will seek to answer the following questions:

1. What type of a teacher-training plan can best suit a group of Vietnamese English teachers whose spoken and written English is limited due to lack of contact to the western cultures?
2. What language elements can be infused in the training plan that will help uplift the low sagging morale of the refugees caused by the long wait for acceptance of a resettlement country?
3. What training scheme can be developed that will show congruency between/and among training objectives, methodologies and evaluation?

In this teacher-training plan, discussions and presentations of lesson plans, description of teaching pedagogies and tools for evaluation can be found. It also includes the types of materials and activities used in training refugees to become teachers of English.

Both the original and the revised teacher-training plans can be found in this paper.

ERIC Descriptors: American English, EFL, ESL, ESOL, Language Instruction, Language Skills, Second Language Learning, TEFL

P R E F A C E

This paper represents the teacher-training plans used in the refugee camp of Vietnamese and Cambodian victims of war. It attempts to describe my personal experience in drawing a teacher-training plan based on the needs, nature, educational background and attitude of the people to whom the training plan was addressed. The paper consists of five parts, namely:

- 1) an introduction that describes the socio-ecological conditions surrounding the drafting of the first teacher-training plan and then the need for its modification and/or revision;
- 2) the revised-teacher-training plan which includes:
 - a. procedure in the selection of participants to the teacher-training program
 - b. overall goals and objectives; approach and activities used in the teacher-training;
 - c. daily objectives and activities;
 - d. descriptions of techniques used in the teacher-training
- 3) a summary of my own personal experience in the use of both the original and revised teacher-training plans, as well as my recommendations and suggestions for further improvement of the revised teacher-training plan;
- 4) the original teacher-training plan, as an appendix for the readers of this to see the extent of revision done to the teacher-training plan; and,
- 5) a bibliography of the books, unpublished materials and records which were found to be useful in writing this paper.

On the whole, this paper will seek to provide a first hand information on how a teacher-training plan can be drafted and modified to suit the needs of the refugee-trainees at a given time. It will also give the readers inputs on the language elements that can be infused in a training plan not only to train refugees to become teachers of English but also to lift their low sagging morale.

TABLE OF CONTENTS

	Page(s)
I. INTRODUCTION	1 - 7
A Historical Background	
II. THE REVISED TEACHER TRAINING PLAN	8
A. Procedure in the Selection of Participants to the Teacher Training	9 - 10
B. Overall Goals and Objectives Approach and Activities	11 12 - 15
C. Daily Objectives and Activities	16 - 31
D. Descriptions of Techniques and Activities: An Appendix	32 - 50
III. SUMMARY AND RECOMMENDATIONS	51 - 56
IV. APPENDIX A	
The Original Teacher Training Plan	57 - 65
V. BIBLIOGRAPHY	66

I THE INTRODUCTION

As a starting point, this paper takes into account the brief historical background relating to the existence of the so-called Vietnamese refugees.

Vietnam, as a country since the French left, had never been united. In fact, it was divided into North and South Vietnam to emphasize the ideological and diametrical opposition of one Vietnamese group to another. It then became a confrontation arena between democracy and communism with the world's superpowers participating. As a result, South Vietnam was invaded by the communists in 1975.

Such an invasion led to what was historically known as the "Plight of the Boat People". This was dramatically staged when the South Vietnamese started leaving their country. Most of them did this by hiring boats and travelling by sea. Others walked reaching the mainland of China, Cambodia and Thailand. Those who poured into the sea went to Thailand, Malaysia, Singapore and the Philippines. Their direction was dictated by the wind and some circumstantial incidents caused by pirate disturbance and food shortage.

During the first year of this exodus, the refugees were settled in small temporary camps established by the governments of the countries they landed. This was facilitated by the intervention of the United Nations High Commissioner for Refugees. Later, larger semi-permanent camps like those found in Indonesia and the Philippines were built and established. The refugees were to stay in these camps until after they were given territories for their final resettlement. The camps were established such that most of what the refugees needed were available.

These had been labelled as Refugee Processing Centers (RPCs).

One of these camps was that established in Galang Island, a part of the clusters of islands in Riau Archipelago. This had been known as the Indonesian Refugee Center.

Galang was formerly scarcely populated with ten families at the most living near the harbor. As it is only 3 to 5 hours travel from the ports of Singapore, medical evacuation and transfer of refugees by sea was made easier.

Soon, Galang became a transitory camp for the Vietnamese refugees. As such, it needed improvement to function effectively well. Several international agencies came in to provide assistance to the refugees. Among these agencies were: the Indonesian Red Cross which provided health and social services as well as tracing and mailing services; the International Council for European Migration, for transporting refugees to their final resettlement countries; the World Relief, for special refugee youth program; and the Consortium established by the Save the Children and the Experiment in International Living for educational and nutrition programs. It was in the Consortium's program in education that I was involved. I was part of a team of master teachers who were assigned to work in the three different camps based in Indonesia. We were selected on the basis of our educational qualifications and cross-cultural work experience particularly in that of language teaching. Having been a Foreign Service graduate, a language instructor and a language coordinator in several US Peace Corps Philippines programs for no less than six years, I was able to compete fairly well with the other applicants. I was accepted and was asked to join the four other master teachers sent to Camp Galang to provide the refugees their needed education.

My first few days in the camp were spent mostly in

observing how the different programs of the different agencies were established, undertaken and accepted by the refugees. I tried to study not only the ecological conditions found in the community but also the social acceptability of the people lending help to the refugees. I also took note of how the refugees themselves became involved in the activities provided for by the agencies. It was noteworthy to find how responsive, receptive and appreciative the refugees were towards the people giving them assistance. They showed deep concern and active participation in the projects initiated by the different agencies. They manifested industriousness and self-reliance coupled with the spirit of volunteerism drawn from their eagerness and enthusiasm to implement and undertake any given task.

Nonetheless, they showed particular interest in and special concern about the programs pertaining to education. This was proven by the fact that even before our arrival at the camp the refugees had already an organized school. Such an organization of a school was initiated by a former dean of one of the universities in Vietnam. He recruited Vietnamese teachers who were qualified to teach general education subjects for the elementary and secondary levels. To find out that there were people who had started the work that we, the master teachers were meant for, inspired us more to look into the form of education given to the refugees so as to see where we could best fit in. We gathered information on how things were going on in the camp, what the refugees felt they needed more in terms of education and how they could relate themselves with the people of other nationalities. From the information we got, we found out that most of the prospective resettlement countries for the refugees were those where English is spoken. From there we knew that the refugees must learn how to speak English for communication. Thus, teaching English to the refugees became our point of departure. Who

to teach, what elements of the language to include and how to teach the language were then our major concerns. Having in mind that there were qualified teachers in the organized school in the camp, we thought of identifying who among these Vietnamese teachers could teach English to their co-refugees. We did find some certified ones, but ironically, they were not available to teach in school because they were already teaching English in their barracks for fees.

With such a constraint, we had to have a strategy by which to attract these certified English teachers to teach in school. The strategy was to hold seminars in language teaching methodologies. So, announcements were made and a lot of teachers came and attended the seminar. Certificates of attendance were given the participants as incentives. In-service training was offered to those who would stay and join the staff. The strategy proved to be effective. Certified teachers of English joined the staff to teach their co-Vietnamese refugees. For six months we had these teachers. They taught while we, the master teachers, provided them the needed curriculum. By the time we were ready to start the in-service training for this batch of teachers, they had to leave the camp for their final resettlement. The school teacher-manpower was then depleted. Yet, we had to continue the work of teaching the refugees the English language. In the absence of the qualified ones, we were to content ourselves with those who were left in the camp. They were non-degree holders and their English was limited. Nevertheless, we did find a way to cope with the situation. A selection scheme for the would-be-refugee-trainees was utilized. Oral tests were given; written examinations were administered and interviews were done to those who passed both tests. Furthermore, for those who were taken, an intensive teacher-training was to be given.

Consequently, a more comprehensive teacher-training plan

was needed. Going over the results of the oral tests and written examinations as well as the data gathered from the interviews given to the newly recruited refugee-trainees, we formulated the goals and objectives of the plan basing them on the would-be trainees' needs. We included in the plan provisions for language learning through experiencing the use of the language; language teaching methodologies and use of appropriate evaluative techniques. The training plan included a 12-day combination of lecture-forum, peer and practice teachings and curriculum development. At this point, I would like to mention that during the period my co-American master teacher and I were in the process of drafting the teacher-training plan, three other master teachers came. They were assigned to work on the self-study projects at the listening center of the camp. They were to update the school library and develop self-learning materials for resettlement orientation. The group gave some inputs to the training plan that my companion and I were able to come up with.

After seven months implementing the teacher-training plan I took a study leave. Another teacher-trainer came to take my place. During my leave of absence, I learned from those I left behind (that was after I came back to the camp) that the team of master teachers not only continued training teachers of English but also developed curricular materials for the out-of-school refugees. They were those who were either too old for school or too busy in their household chores attending to their children's needs. But because they wanted to study English, self-learning kits were provided them. The teachers on the other hand came to their barracks and held classes which they called "housewives and golden age classes".

As the waves of refugees coming into the camp varied in socio-cultural background, the nature of the refugee-teacher-trainees joining the training program also varied.

Geographical changes occurred and resettlement and non-resettlement of refugees prevailed. In one of the sites built in the Galang camp were Khmer refugees who were sent to the camp to undergo intensive language training in English because they were already accepted to stay permanently in one of the United States territories. Such a situation created enviousness and anxiety if not demoralization on the part of the refugees who had not yet been accepted by any country for resettlement.

At this point in time I was back in the camp. As part of the same group of master teachers of the Consortium, I had the tasks to continue training teachers of English and to develop and implement a literacy curriculum. In doing the first task I found difficulty in getting refugee-trainees. There was a low sagging morale among the refugees who were still uncertain of their final resettlement. There was a dearth of refugee-trainers who would teach their co-refugees the English language. Because of this situation, Indonesian teachers were hired. Eighteen of them came in. They majored in English and were given a contract to teach the refugees for six months. Four of them were made literacy teachers and the rest were assigned to teach English.

To maintain its manpower stability, the program continuously identified human resources for prospective teachers of English. So as classes went on, the refugees who excelled displaying the potentials of a good English teacher were identified. They were first asked to serve as teacher-aides then later, they were asked to join the teacher-training sessions. Upon completing the teacher-training sessions, they opened their own classes. As an incentive they were invited to attend a more advanced English class handled by another master teacher. The scheme became a continuous process such that as the number of trained teachers increased so did the number of refugee English classes.

Consciously, we knew that additional inputs were getting into the teacher-training plan; unconsciously, a number of modifications in the training plan had been made. There was an enhancement in the degree of the program's internal efficiency. In view of this, I felt that as we tried to strengthen the program more and more modifications were needed. Hence, there was a need to revise the teacher-training plan. One important consideration in revising the teacher-training plan was the change in the socio-cultural and educational profile of the refugees. Another was the growing anxiety surrounding the refugees which had affected unfavorably their attitude towards learning the English language. From these two significant aspects departed the revised teacher-training plan.

The revision of the teacher-training plan was not done overnight. It passed through a tedious process: making perusals of the strengths and weaknesses of the original teacher-training plan; looking in retrospection why and how additional inputs to it were done; soliciting comments and suggestions from my co-master teachers particularly on simple techniques in conducting English pronunciation lessons; and, trying it out on small groups of refugees.

On the whole, I would want to regard the revised teacher-training plan as one that is sought to explore every possibility in the teaching of English as a second language to groups of refugees who have limited knowledge of the language and whose determination and desire to learn it can be greatly affected by the future of their final resettlement. I used the revised teacher-training plan and found it helpful in the months I served the refugees as a language trainers' trainer. It is then hoped that this revised teacher-training plan could serve as a frame of reference for future and subsequent teacher-training programs for refugees.

As has been mentioned earlier in this paper, the revised teacher-training plan is sought to provide a fairly detailed picture of a plan that can meet a situation where refugees have to teach co-refugees a language not their own. Such being the case, the plan is expected to surmount pressures coming from within and outside training itself. Hence, it covers the following parts:

- II A Procedure in the Selection of Participants
to the Teacher-Training Program (pp. 9 - 10)
 - 1. Recruitment of participants
 - 2. Selection of participants/refugee-trainees
- II B Overall Goals and Objectives
Approach and Activities (pp. 11 - 15)
 - 1. Overall Goals of the Teacher-Training Plan
 - 2. Participants' objectives
 - 3. Trainors' objectives
 - 4. The Experiential Model
- II C Daily Objectives and Activities (pp. 16 - 31)
 - 1. Day to day objectives and activities
 - 2. A lesson plan format
 - 3. A sample lesson plan in Pilipino
 - 4. The goal-oriented instructional model
- II D Techniques Used (pp. 32 - 50)
 - 1. Techniques in conducting pronunciation activities
 - 2. Activities for mastery learning
 - 3. Evaluation activity exercises
 - 4. Lists of suggested:
 - a. name games used in introducing oneself
 - b. action songs for community singing
 - c. gesture games
 - d. jazz chants
 - 5. Trainors' guide for cultural sharing
 - 6. Guide for class observation
 - 7. "Shock Language" follow up discussion guide

II A Procedure in the Selection of Participants to the Teacher-Training Program

1. Recruitment of Participants

- a. Direct - The master teachers visited the refugees in their barracks and invited those whom they thought could make refugee-trainees;

The refugee-trainors also invited their co-refugees whom they identified to have the potentials of an English teacher;

- b. Indirect - Announcements were made through a loudspeaker around the community.

2. Selection of Participants

The refugees who came and signified the intention to attend the teacher-training course in English were screened by way of an oral interview which was done in this manner:

- a. A refugee-applicant-trainee had to fill out a personal data sheet; (See attached copy of the form on p. 10)
- b. Upon completion filling out the form, the interviewer (a master teacher) asked the refugee-applicant-trainee questions relevant to the entries the latter had done in the personal data sheet;
- c. Simulation exercises were given the interviewees to find out how much or how little the stock of English vocabulary and structures they had;
- d. The refugee's attitude towards learning the language and teaching it to his/her co-refugees was also sought;
- e. The date and time the refugee-would be-trainee had to report for training was then specified.

GALANG REFUGEE CAMP SCHOOL
REFUGEE-TRAINEE PERSONAL DATA

Name: _____ Status: _____
 Barrack No.: _____ Place and Date _____
 INS No. _____ of Birth: _____
 Educational Background: _____

YEAR	SCHOOLS ATTENDED	PLACE

Instructions: Read and answer the questions below. Indicate your answer by putting a check mark before your answer.

1. After attending the teacher-training, do you promise to teach? _____ Yes _____ No
2. What time of the day can you teach?
 _____ morning _____ afternoon _____ evening
3. Can you do any of the following?
 _____ typing _____ operating a ditto machine
 _____ drawing _____ others
4. Do you swear that you are not a communist?
 _____ Yes _____ No

 Name of the Interviewer
 (Print)

 Name of the Interviewee
 (Print)

 Date

II B Overall Goals and Objectives: Approaches and Activities

The revised teacher-training plan has for its goals and objectives the following:

1. Overall Objectives:

- a. Develop a team of refugee-teachers who will teach English to adult refugees
- b. Build a team of active and confident teachers
- c. Build a sense of commitment among the members of the school teaching force regardless of race and nationality

2. Participants' Objectives:

At the end of a 75-hour teacher-training each trainee is expected to:

- a. master the presentation of the first four lessons of the curriculum intended for the refugees learning English as a second language
- b. go through a thirty (30) minute listening activity taken from the first four lessons of the curriculum
- c. discuss and provide solutions to teaching problems presented by the participants

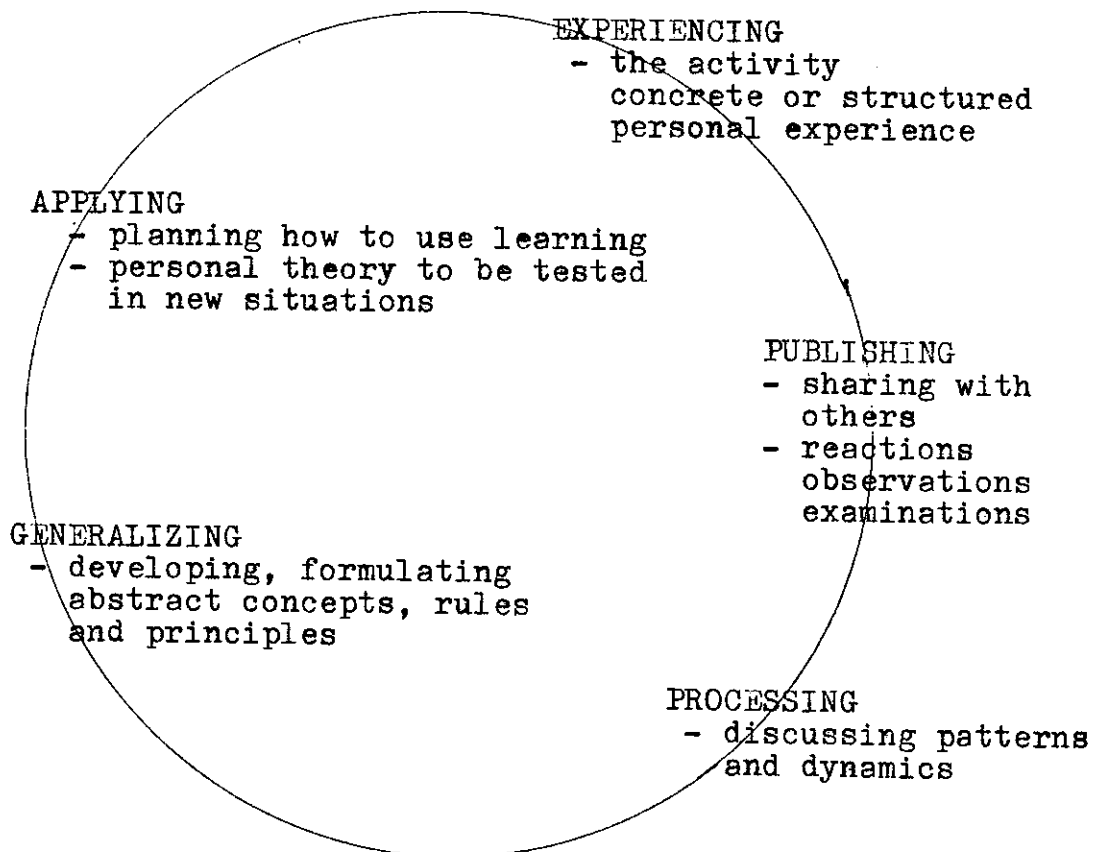
3. Trainors' Objectives:

- a. identify strong teachers from the group to be paired with the weaker ones to blend language teaching skills
- b. assist the newly trained English teachers
- c. identify and set special projects for the new English teachers should there be no possibility for them to open their own English classes due to logistic constraint

4. Approach and Activities:

The revised teacher-training plan made use of a model utilizing the experiential approach in the teaching of English as a second language. The illustration below represents the model.

THE EXPERIENTIAL MODEL¹



¹Taken from: A Book of Readings for Peace Corps/Philippines Training Facilitators, (Manila, Philippines: Peace Corps, March, 1980).

Based on the model, the flow of activities using the experiential approach was as follows:

A. Experiencing

As suggested by the activity itself, the trainees were given learning experiences, first-hand and concrete. At first, they were asked to play the role of the students in an English class. Then, by turns, each of them was a language teacher-trainor. Structured dialogs were used. In both situations, there was complete manipulation of the language elements in use. The trainees were dictated what to say and do. However, the degree and/or amount of opportunities for the trainees to go from the manipulative to the communicative process in handling a second language was greater in playing the role of a teacher-trainor than in being a learner. Manipulative in this sense, is a process by which a learner simply plays the role of a robot mimicking the sounds and structures of the language under-study and imitating the gestures as dictated and illustrated by the teacher. Whereas, in the communicative process, the learner gets away from a controlled situation to a freer expression of thoughts, a situation which is largely dependent on the stock of vocabulary and structures the speaker has.

In the experiences given the refugee-trainees, two types of behaviors were manifested, external and internal. External behaviors were those actually performed by the learner; internal behaviors were not visible but could somehow affect

external behaviors. These internal behaviors were then expected to be shared during the publishing and processing activities.

B. Publishing

Every experience given the trainees was discussed. Each of them was given a chance to share with the group what he saw and how he felt about the experience he went through, learning and teaching a second language. The discussion was usually done in English to provide the participants practice in the use of the language. Nevertheless, should there be a need for the trainees to use their native language to express their thoughts and feelings more comprehensively, then, they were allowed to do so.

C. Processing

Hand in hand with publishing went the processing activity. As the trainees were sharing their thoughts and feelings about the experiences they had had, reconstruction of experiences took place. Under the direction of the trainor, the trainees were able to relate the present experiences with the previous ones in so far as learning a language was concerned, be it first or second language.

D. Generalizing

Gathering the thoughts, feelings and comments shared by the trainees about the experiences given them, the master teacher-trainor led them

in formulating some generalizations, rules and principles in the teaching of English as a second language to the refugees. Soon the participants were ready to embark upon peer teaching activity.

E. Applying

As an application of what had been gained from the experiences the trainees went through, each of them was assigned to do a peer teaching job. Situations were given them with the appropriate structures to be found in the lesson plans compiled in folders provided each participant. All the other instructional materials were made available to the trainees. And the teaching environment was set such that it would behoove every refugee-trainee to participate well and do the best in performing any of the assigned tasks.

The revised teacher-training plan covers a 75-hour program of activities spread out in seventeen (17) days. It includes a set of objectives and activities so arranged such that provisions are made for the refugees to view the teacher-training program in its total perspective, to be able to enumerate expectations of and establish rapport with each of the members of the training community and to gain insights of the whats, hows and whys in the teaching of English as a second language to the refugees. Avenues to ask questions, to share viewpoints and to make comments and suggestions are made wide open to the refugee-trainees. Flexibility in the conduct of the training particularly in those that pertain to the date and time the refugee-trainees can be gathered altogether is provided for. The activities to be taken up for the day can be discussed and decided upon by the refugee-trainees under the guidance of the trainers. Extra time for the refugee-trainees who ask for some reinforcement and/or more sharing activities is also provided for.

The listing of the daily objectives and activities for the revised teacher-training plan can be found on the next seven (7) pages following this page.

Following the 7-page list of objectives and activities are: a lesson plan format and a sample lesson plan in Pilipino.

The goal-oriented instructional model is also included in this section.

DAY	OBJECTIVES	ACTIVITIES
:	:	Orientation on the purpose of the training program
:	Build a propitious environment for a purposive classroom atmosphere	Name game (see page 40 for the description)
:	Build a sense of belongingness among the participants	Discussion of course expectations
1	Make provisions for the participants to express their course/training expectations	
:	Present the course schedule for the participants' comments/reactions	Schedule presentation and modification, as the case may be
:	Establish professional atmosphere	Open discussion between the trainers and the trainees
:	Provide for a common language learning: experience to the participants	Presentation of the " Shock Language "
:	Discuss the insights gained from the presentation	Discussion of what has been presented (see page 49)
:	Provide a language teaching framework to identify and categorize the activities in a lesson	Presentation of a lesson plan format (see pages 24-26)
2	Provide check-up of the participants' knowledge of the parts of a lesson	Filling out a lesson plan form (see pages 27 to 29)
:	Continue build up group teamwork	Community singing
:	Review the steps in a lesson	Review session
:	Introduce different techniques in presenting pronunciation lessons	Demonstration/discussion on how to conduct pronunciation lessons (see pages 33 and 34)
3		

D A Y	OBJECTIVES	ACTIVITIES
Continuation of Day 3	Discuss with the participants the strengths of the techniques presented	Discussion of the different techniques presented
	Provide for a small group practice : teaching	Practice/Peer teaching in small groups
	Review the insights gained from the : practice teaching	Reflection session
	Provide activities for more active : participants' participation	Charade game (see page 44)
	Introduce dialogue presentation of : a language lesson	Demonstration/discussion on dialogue presentation without translation
4	Present the "listen-repeat-practice : sequence drill "	Sequence drill patterns
	Provide more practice on dialogue : presentation	Practice on dialogue presentation
		Reflection session
	Introduce mastery learning technique :	Discussion of the goal-oriented instructional model
5	Discuss the components in a lesson : that makes use of the mastery learning technique	Discussion of the activities for mastery (see pages 35 to 37)
	Provide for sharing experiences in : learning a language where mastery had been attained by the participants	Sharing of experiences in language learning

D A Y	:	OBJECTIVES	:	ACTIVITIES
Continuation of	:	Provide practice on presenting a lesson using the mastery learning technique	:	Peer teaching using the mastery learning technique
	:	Evaluate the five-day learning experiences	:	Evaluation/Clearing house session
Day 5	:	Present the following week-schedule with provision for modifications	:	Schedule presentation Schedule modification if needed
	:	Provide for review of past lessons	:	Review sessions
	:	Introduce supplementary activities for reinforcement	:	Demonstration on how to give supplementary/reinforcement/enrichment lessons
	:	Discuss the usefulness and appropriacy of such supplementary lessons	:	Discussion /demonstration
6	:	Introduce some warm up exercises in starting a lesson	:	Presentation of games, jazz chants and action songs
	:	Provide for sharing cultural games, rhymes and songs that can be used as " lesson opener "	:	Cultural exchange of games, rhymes and action songs
	:	Provide for song adaptation using English lyrics	:	Writing of songs and/or song adaptations
	:	Discuss the importance of the activity in relation to learning a language	:	Discussion

DAY	:	OBJECTIVES	:	ACTIVITIES
	:	Orient the participants with some evaluative techniques used in assessing the learner's progress	:	Demonstration on the use of some evaluative techniques/devices (see pages 38 and 39)
7	:	Discuss the importance of evaluation	:	Discussion/demonstration
	:	Provide the participants the experience on assessing performance, interpreting results and making use of test results	:	Discussion of the insights gained from the practicum
:		Provide the participants with self-evaluation activity	:	Evaluation of one's learning
:		Assist the participant to make use of the results of self-evaluation	:	Followup activities that will augment participants' learning needs
:		Provide opportunities for sharing one's own culture	:	Guided discussion on one's culture
:		Present some cultural situations for participants' reactions	:	Critical analysis of cultural situations
:		Show sameness and differences in doing things by different people of different culture	:	Reflective discussion of one's culture
8	:	Introduce materials for cultural discussion	:	Curriculum/content analysis
:		Provide time for content analysis of cultural materials	:	Listing of suggested topics for inclusion in the curriculum

D A Y	:	OBJECTIVES	:	ACTIVITIES
9	:	Enhance the participants' critical thinking	:	Present situations that will require the participants to think critically
	:		:	Conduct brainstorming sessions on alternative identification
	:	Orient the participants on how to conduct a listening activity	:	Presentation of a listening activity lesson
	:	Provide the participants practice in: conducting a listening activity lesson	:	Micro-teaching
	:	Provide the participants with the actual experience in operating a tape recorder	:	Operating a tape recorder by turns
	:	Reinforce the participants skills in: giving insights learned from a lesson observed	:	Post demonstration discussion
	:	Reinforce the participants' ability to solve simple problems	:	Presenting situational problems, e.g. non-availability of batteries for the tape recorder
10	:		:	Problem discussion and offering alternative activities
	:	Provide a mid-training evaluation for the improvement of the training itself	:	Evaluation session
	:	Discuss with the participants the program of activities for the days following	:	Schedule presentation

D A Y	OBJECTIVES	:	ACTIVITIES
Continuation of	: Provide the participants with the knowledge on how to do class observation	:	: Perusal of the guide for class observation (see page 48)
:	: Provide the participants with an experience on actual class observation	:	: Actual observation of an English class handle by an Indonesian teacher
Day 10	: Demonstrate the attributes of an enjoyable class as compared to the factors that may result in a boring class	:	: Actual observations of a good and a boring class
:	: Show how observation comments can be given/received	:	: Simulation exercise on feedback giving and receiving
:	: Provide the participants with the appropriate structures used in giving observation comments	:	: Eliciting reactions/feelings in playing the roles given the participants during the exercise
:	: Discuss the importance of feedback	:	: Discussion/illustration
11	: Get the participants ready for peer: and/or demonstration teaching	:	: Planning and/or preparing for an actual demonstration teaching
:	: Provide the participants time to practice teach for one and a half (1½) hours	:	: Peer teaching in small groups
12 - 14	: Provide time for feedback sessions	:	: Feedbacking sessions
:	: Provide time for re-teaching and/or: reinforcement exercise if needed	:	: Re-teaching when necessary

D A Y	OBJECTIVES	ACTIVITIES
Continuation: of Days 12-14	Make provision for a 30 minute evaluation of the activities	Reflection session
15	: Evaluate the merits and demerits : the training course against its objectives : Assist the participants on how : to open their own English classes : Assist the participants plan for : a culminating activity and/or a graduation exercise	Evaluation session Planning participants' opening their own classes Supervised activity on planning for a culminating and/or a graduation exercise
16 - 17	: Assist the refugee-teacher trainers : organize their own classes : Assist the refugee-teacher trainers : in the total preparation for : teaching	Assignment and/or scheduling of classes Assignment of specific jobs to specific refugee-trainers; e.g. flip chart making, office-re-structuring and arranging lesson plan folders and files

A LESSON PLAN FORMAT

I. OBJECTIVES : (Teacher's expectancies of the learners in terms of performance)

Writing Skill

Listening Skill

Cultural Understanding

II. PROCEDURE:

STEPS	:	CONTENT	:	TECHNIQUE/MATERIAL
<hr/>				
A. <u>Pronunciation exercises</u>	:	Contrasting sound	:	Repetition/Mimicry of words with contrasting sounds written in flash cards
T- models the correct pronunciation of the words with the sounds under study.		Words containing the critical sounds are taken from the dialogue		
S- Students repeat after the teacher(T)				
T- drills more on the critical sounds				
S- resorts to listen-repeat activities				
B. <u>Dialogue presentation</u>		A dialogue that contains the sounds and structures under study		
T- reads the dialogue by whole				Listen-repeat drill by the whole class;
S- listen				by rows; by three's or
T- reads the dialogue by parts				by two's then individually
S- repeat after the teacher				Presentation may be done with the use of puppets and gestures
T- asks questions(in the first dimension level) about the content of the dialogue				
S- lift answers from the dialogue itself				
T- reads the whole dialogue again with more emphasis				

STEPS	:	CONTENT	:	TECHNIQUE/MATERIAL
on the structures under study				
S-		read the dialogue by the whole class; by rows; by three's or by two's; and then individually		
C.	Mastery Activity :	Drill exercises		Substitution drill
T-	presents enrichment exercises	Situational exercises		Cumulative exercise
S-	follow/do the exercises			Role playing
T-	asks the students to role play the dialogue			(Exercises and dialogue are written on flip charts and/or on the board)
S-	follow as told			
D.	Supplemental Activity :	Parallel dialogues		Presentation of parallel dialogues.
T-	provides supplementary activities like parallel dialogues, rhymes, jazz chants	Rhymes Jazz chants		is through the modeling of the best student in the class.
S-	take note of the structures contained in the supplementary dialogues			Rhymes and jazz chants are introduced with emphasis on the sounds and structures learned and mastered.
T-	gives the students freedom in handling the supplementary activities			
S-	handle the activities freely			
E.	Evaluation	Procedure on evaluation		Role playing by memory or by filling in the blanks with the required structures and/or vocabulary
T-	calls for pairs of students to role play the dialogue with no mistakes on the sounds and structures learned, or, asks the students			

STEPS	:	CONTENT	:	TECHNIQUE/MATERIAL
use appropriate structures in a given situation		Situational exercises	:	Situation presentation and eliciting appropriate structures and/or vocabulary
S- follow as instructed				
F. Cultural Discussion Cross- cultural understanding				
T- asks the students to relate the situation found in lesson with one's own culture			:	Situational-comparative discussion of two or more cultures on one specific situation where all answers elicited are treated as correct (brainstorming)
S- give own interpretation of relationship based on one's experience				
T- assists the students in making analysis of the cultural similarities and differences				Abstraction/Assimilation process
S- make reactions and/or interactions to the similarities and differences in the use of certain structures				Making conclusions and forming generalizations
G. Listening Activity				
		A taped material related to the sounds and structures taken up		
T- recalls standards for listening				
S- listen to the tape with points of consideration to follow				Appropriate use of a tape recorder

A SAMPLE LESSON IN PILIPINO

Instruction: After 2 hours of Pilipino, please fill out the blanks in the trainor's lesson plan. Please supply the missing parts. To help refresh your memory, some parts have been filled out.

I. Objectives: At the end of the lesson, the students will be able to:

- | | |
|---|---|
| (Listening
Speaking
and
Cultural
understanding) | 1. greet each other in Pilipino
2. ask biographical information about one's self e.g. name and address
3. use Pilipino gestures in greeting one another |
|---|---|

II. Procedure:

S T E P S	:	CONTENT	:	TECHNIQUE	MATERIAL
A. Pronunciation Exercise	:	Contrasting sounds as in /n/ vs /ng/	:	Listen-repeat-practice	flash cards
T- produces the sounds					
S- watch point and manner of articulation		Words from the dialogue pangalan			
T- checks on the students' ability to discriminate sameness and difference in sound production		anong saan		T-says three words with one of them having different sound S- choose the word having the different sound T- says a word S- repeat	
B. Dialogue presentation	:	" Oy, kumusta ka?" " Mabuti, ikaw?"	T- says the first line		Pictures Gestures

S T E P S	:	CONTENT	:	TECHNIQUE	MATERIAL
	:	" Mabuti rin. Anong pangalan mo?"		S- repeat after the teacher	
	:	" Ako, si Estela. Ikaw, anong pang- lan mo?"		_____	_____

C. Mastery Activity

The same dialogue	Substitution drill
	" Kumusta _____?"
	" Mabuti, ikaw?"
Practice exercises	" Mabuti rin.
Pattern drills	Anong pangalan
Situational exer- cises:	mo?"
Meeting someone	" Ako, si _____.
a. at the air- port	Ikaw, anong panga- lan mo?"
b. in school	Chain drill
	T- calls for different students who give their own names that name giving becomes a chain. Another variation of this drill is the chain deletion of words in the dialogue.
	T- presents a situation
	S- use the structural patterns called for in greeting someone

D. Supplemental Activity

Rhymes

Jazz chants

T-presents rhymes con-
taining the sounds and
structures under study

S T E P S	:	CONTENT	:	TECHNIQUE MATERIAL
			:	Simulation and role playing
E. Evaluation	:	Some evaluative devices		Filling in the blanks to complete a dialogue
F. Cultural discussion	:	Exchange and/or understanding of some cultural ways of greeting someone		Sharing one's way of greeting someone Identifying similarities in greeting someone as well as the differences or variation of doing such greeting from culture to culture
G. Assignment	:	Words for the next lesson	T-	gives the set of words orally
H. Listening Activity	:	A taped conversation	T-	recalls standards for listening
			S-	follow the standards
				Listen and answer practice
				Questions are given through the tape for the students to answer

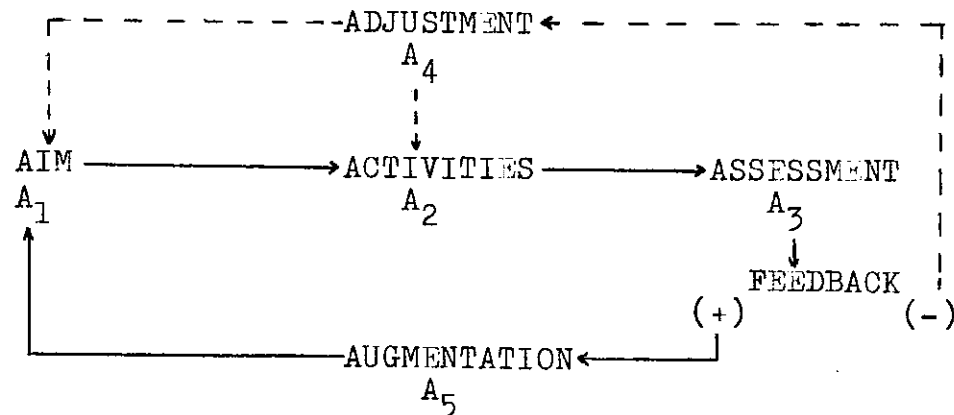
III. Overall Assessment of the class:

In any teaching-learning situation, the teacher always aims at effecting something good for the learners. That something is most often referred to by educationists as behavioral change. To define behavioral change is to know first of all what change is. Change in the parlance of education is the difference between Time 1 and Time 2. Time 1 and Time 2 represent before and after teaching. Behavioral on the other hand relates to performance; hence, behavioral change in this context is synonymous to performance and/or instructional objective. Any performance or behavioral change manifested by a learner is a product of the teaching-learning process. Such expected performance and/or behavioral change is set by the teacher prior to actual teaching. For a teacher to effect positive and acceptable behavioral change among the learners, he/she needs to follow maximum amount of precision and direction. One way of achieving such precision and direction in teaching is to have an instructional model. Such a model serves as a guide post in most of the things a teacher does while in the process of teaching. As in the revised teacher-training plan, the goal-oriented instructional model is prescribed.

The goal-oriented instructional model which I call the Five A's of Instruction (see page 31) shows how the different components of the teaching-learning process interrelate with each other. Such interrelationship requires and/or produces congruency between and/or among the different parts of the teaching-learning process. To illustrate, before a teacher selects an activity to be given to the learners, he/she has in mind which activity suits the attainment of the aim for the day. In making assessment, again the teacher sees to it that the assessment tool he/she uses is in conformity with the activity that has been given, that is to say that if the aim and the activity touch on a listening skill, then, tool for assessment must also be on listening

skill. The decision to make adjustment in any of the two parts of the model that precede Adjustment, is dependent on the negative feedback drawn from the result of assessment. In the same token, Augmentation, that is going to the next Aim, is done when positive feedback is attained. Below is the schema of the goal-oriented instructional model.

THE GOAL-ORIENTED INSTRUCTIONAL MODEL



- A₁ represents the Aim formulated on the basis of a need;
- A₂ stands for the Activities chosen to provide the experience that will accomplish the Aim;
- A₃ represents Assessment that gives two types of feedback, positive (+) and negative (-) on the result of instruction
- A₄ stands for Adjustment which is one of the decisions to be made after the feedback given in A₃ has been drawn;
- A₅ is for Augmentation, a decision to go on to the Aim next to the one already accomplished.

In this model, there is congruency between and among A₁, A₂, A₃, A₄ and A₅.

The revised teacher-training plan makes use of varied techniques and activities. Among these are games, action songs and jazz chants shared with me by some of my colleagues in Peace Corps/Philippines and co-master teachers in Galang Refugee Camp. Below is a list of the games and songs I used in training refugee teachers as well as the names of my colleagues who introduced these games, songs and jazz chants to me.

Techniques in Conducting
Pronunciation Exercises

Fluency Square	Debbie Dodd	pp. 33-34
Minimal Pair	Helen O' Connors	p. 34

Activities for Mastery Learning

Mechanical Drills	p. 35
Situational Exercises	pp. 36-37

Evaluation Activity Exercises

Simulation Exercise	p. 38
Lipson Box	p. 38
Cloze Exercises	p. 39

Name Games

Circle Game	Cecile Motus	p. 40
This Is Me Game	Luchie Shaffer	p. 40
Zip Zap Zop	Leila Barker	pp. 40-41

Action Songs

The More We Get Together	Mark Shullenberger	p. 42
Father Abraham	Leila Barker	p. 42
Rock Your Soul	Mark Shullenberger	p. 42
Cumbaya	Luchie Maturan	p. 43
Sing Your Way Home	Madame Philippe	p. 43
Hokey Pokey	Mark Shullenberger	p. 43

Gesture Games

p. 44

Jazz Chants

pp. 45-46

Trainers' Guide for Cultural Sharing

p. 47

Guide for Classroom Observation

p. 48

"Shock Language" Follow-Up Discussion Guide

p. 49

II D DESCRIPTIONS OF TECHNIQUES
AND ACTIVITIES: An Appendix

TECHNIQUES IN CONDUCTING
PRONUNCIATION EXERCISE

I. Fluency Square

Material: Flip chart with drawings (Note: This material was developed by Debbie Dodd while working as one of the five master teachers for the Consortium of Save the Children and the Experiment in International Living at Galang Refugee Camp).

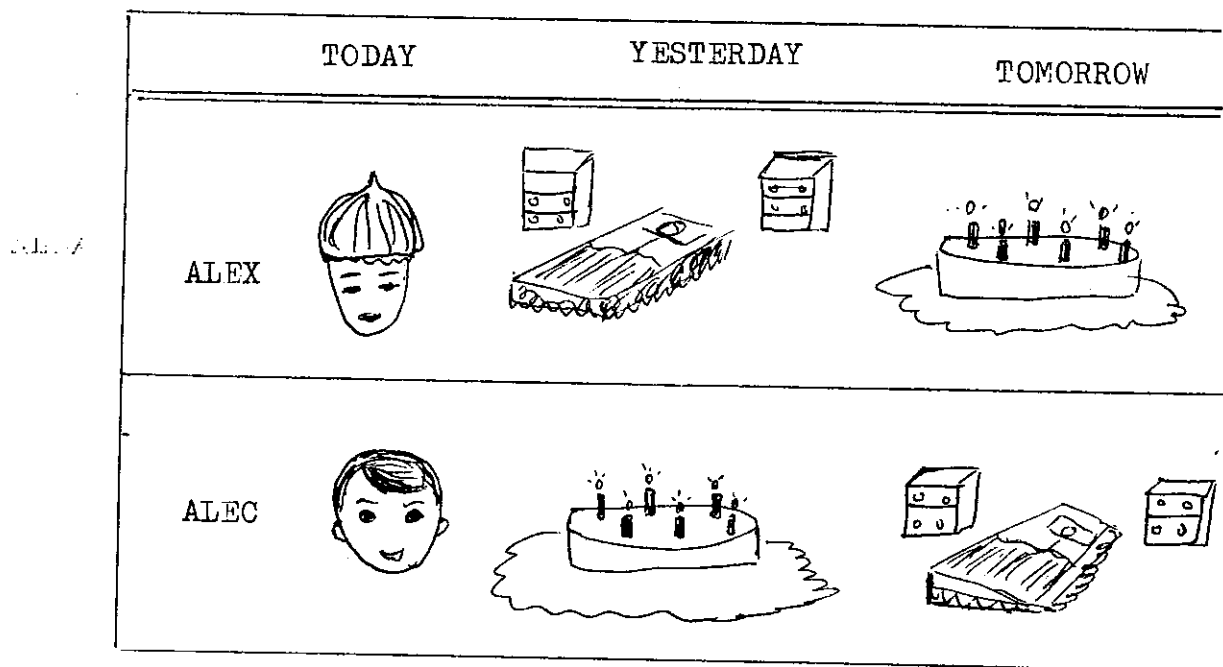
Procedure:

1. Teacher points to the adverb of time written on the board/chart
Ex. today, yesterday, tomorrow
2. Students read.
3. Teacher points to the drawings which have contrasting sounds.
Ex. sick vs. six
4. Teacher pronounces the words.
5. Students listen, then, repeat after the teacher.
6. Teacher points to the adverb of time, the name of a person (Alex or Alec) and the words with the contrasting sounds (sick or six).
7. Teacher cues the students to make a sentence based on the words pointed to.
8. Students constructed sentences out of the pointed words.
9. Teacher asks one of the students or a group of students to make as many sentences out of the pointed words.
10. Teacher asks a student to be the teacher.
11. Student-teacher points to the words that will be used in making sentences.

12. Teacher asks the following questions and students respond with Yes-No statements.

- a. Was Eric sick yesterday?
- b. Was Alex six yesterday?

Illustration for the Fluency Square Exercise:



II. Minimal Pair

Material: List of contrasting sounds (Note: The list of words with the contrasting sounds was prepared by Helen O' Connors, another master teacher of the Consortium who worked in Galang Refugee Camp).

Procedure:

1. Teacher pronounces words with two contrasting sounds. Ex. sick six sick
2. Students give the word that does not belong to the group of three.

Variation:

Words in this exercise are numbered or named as 1 2 3 or A B C as the case may be. So the answer will be the number or the letter that corresponds to the correct answer.

ACTIVITIES FOR MASTERY LEARNING

I. Types of Mechanical Drills:

A. Substitution

1. Fixed Slot

Teacher says a basic sentence. Students repeat.

Ex. He is a doctor.

Teacher has a list of words to substitute the underlined words, like, dentist, farmer, etc.

2. Movable Slot

Teacher gives a sentence. Students repeat.

Teacher gives sets of words. Students decide which word has to be substituted by the word dictated/given by the teacher.

Ex. Basic Sentence: He is a doctor.

Cue words or words to substitute the desired word: She

housewife

They/dentists

Americans

B. Repetition Drill

A repeat-after-me drill. Teacher says the word or sentence. Students repeat after the teacher.

C. Completion Drill

Teacher gives an incomplete sentence.

Students complete the sentence by providing the missing word.

D. Transformation Drill

Teacher gives a declarative statement.

Students change the statement into a question, a command, an exclamatory sentence and so on.

Teacher gives a sentence with a singular subject. Students change the subject into its plural form.

II. Situational Exercises

A. Role playing

1. Teacher writes a situation on the flashcards.

Ex. You are a couple looking for an apartment.

You are discussing on the kind of apartment you want. You are to arrive at an agreement.

2. A pair of students will be asked to read the situation and act it out in front of the class. Some comprehension questions will follow for the class to answer.

Examples of the comprehension questions are:

- a. Who are in the scene?
- b. What kind of relationship do they have?
- c. Did they have any problem?
- d. What did they agree on?

B. Interview

1. Teacher invites a visitor to come to the class.
2. Teacher prepares an interview form and writes it on the board.

Ex.

Name: _____
 (First) (Middle) (Last)

Birthdate: _____

Birthplace: _____

Marital Status: _____

3. Students are asked to interview the visitor.
4. Students write the information gathered on the board.

C. Celebrity Game

1. Teacher prepares names of different celebrities known to the group.
2. Teacher calls on a student and attaches the famous name on the student's back.
3. The group will see the name at the student's back while the bearer does not know who he/she is.
4. The student bearing the name will make a guess of his/her identity.
5. The student can ask the group as many as 20 questions to get the cue of who he/she really is.

Variation:

The group will decide on the punishment to give to the student who is not able to guess the name of the celebrity he/she bears.

EVALUATION ACTIVITY EXERCISES

I. Simulation Exercise

1. Teacher creates the atmosphere for a specific situation. He/She prepares in advance the different realia needed.
2. Students will be asked to perform the role specified in the instruction card.
3. Students will be graded or be given oral feedback after the performance.

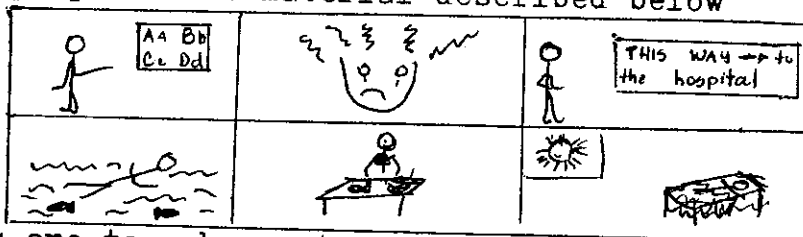
Ex. Different booths are prepared for the following situations:

- a. Booth A for the situation at the restaurant
This contains chairs, table, menu book and a waiter.
Instruction is for the students to order lunch.
- b. Booth B is for a doctor's office
The teacher acts as the doctor.
A student is instructed to consult with the doctor on his/her ailment.

II. Lipson Box

1. Teacher prepares the material described below

BRENDA



HARRY

2. Students are to make sentences based on the illustrations. These sentences will be an outgrowth of a previous lesson.

III. Cloze Exercises

1. Teacher prepares a paragraph with blanks on the desired sequence as of every ninth word, sixth, seventh, fifth or any of the nth word.
2. Students fill in the blanks with the correct words.

Ex.

Her name is Huynh Nam. She _____ in Barrack 97. Barrack 97 is _____ the church and facing the learning _____ of Zone I. Huynh is a _____ woman. She has three children. She _____ two boys and one girl.

In the example the deletion is done on every seventh word in the paragraph. The teacher may list down the words for the students to choose from the correct answer or just leave the blanks and let the students think of the correct word that will complete the meaning of the paragraph.

Variation:

The maze test is one variation of the cloze procedure. In maze test options are given to the testees, either in the form of figures, words or pictures.

NAME GAMES

I. Circle Game

1. Teacher arranges all the chairs in a circular formation.
2. Each participant must occupy a chair.
3. Teacher points to the participant who will start the game.
4. The participant assigned to start the game will then give his/her name.
5. The participant next to the one who starts the game will in turn give not only his/her name but also the name of the participant she is following.
6. The game goes on and on in this manner until the last participant should practically say all the names of the participants before him/her.

II. "This Is Me" Game

1. Each participant is given a set of drawing paper, pencil and drawing pen.
2. He/She will be asked to draw any thing on the paper that will represent himself/herself.
3. All the participants will then be divided into small groups. In each group each participant will share to tell about what he/she has drawn.

Variation:

In their small groups, the participants may have all their drawings altogether. One of the members of the group may be asked to pick out one of the drawings to interpret. The owner of the drawing will then agree or disagree to the given interpretation. This type of variation is given to assess how well the participants know each other.

III. Zip Zap Zop

1. The group is asked to form a circle with their chairs.
2. One of the participants is assigned to be the "It."
3. The "It" stays at the middle of the circle and gives the instruction for the game:
 - a. If the "It" says "Zip" pointing to someone in the circle, that someone should give the name of the player to his/her right.
 - b. If the "It" says "Zap" pointing to someone in the circle, that someone should give the name of the player to his/her left.
 - c. If the "It" says "Zip Zap Zop" then all the players will have to change seats,
 - d. The player(s) who could not follow the instruction will either be punished or be out from the game, or be the "It."

ACTION SONGS FOR COMMUNITY SINGING

The More We Get Together

The more we get together, together, together
 The more we get together, the happier are we.
 For your friends are my friends
 And my friends are your friends
 The more we get together, the happier are we.

Father Abraham

Father Abraham has seven children
 Seven children has Father Abraham
 One of them is tall, one of them is small
 But none of them is bright.
 Raise your right hand!
 (Repeat the song)
 Raise your right hand! Raise your left hand!
 (Repeat the song)
 Raise your right hand! Raise your left hand!
 Stamp your right foot! Stamp your left feet!
 Shake your head! Shake your hips!

Rock Your Soul

Rock my soul in the bosom of Abraham (3x)
 Oh! Rock my soul.
 So high I can't get over it
 So low I can't get under it
 So wide I can't get around it
 Oh! Rock my soul.

Cumbaya

Cumbaya my Lord, cumbaya (4 x)

Oh, Lord, cumbaya

Someone's crying Lord, cumbaya

Someone's crying Lord, cumbaya

Oh, Lord, cumbaya.

Note: The underlined word crying can be changed by other verbs.

Sing Your Way Home

Sing your way home at the end of the day

Sing your way home and drive the shadows away

Smile every mile for wherever you roam

It will brighten your heart

It will lighten your load

If you sing your way home.

Hockey Pokey

You put your right foot in

You put your right foot out

You put your right foot in

And shake it all about

You do the hokey pokey and turn yourself about

That's what it's all about.

To replace right foot: left foot
 right hand
 left hand
 right hip
 left hip

GESTURE GAMES

(Note: All the gestures found below were taken from the US Peace Corps-Philippines handouts.)

One-Word Charade

1. The teacher prepares the flash cards with the words under study written on them. (Ex. sleepy, happy etc.)
2. Each participant has to get one flash card and act out what is said in the word before the class.
3. The class makes a guess of word.

Dialogue-Story Charade

1. The teacher divides the class in pairs.
2. One pair will be brought outside the room to read a story.
3. Then the pair will go back to the room and tell the story they have read through actions.
4. The group will then provide the dialogue needed and/or summarize the story in the end.

Variation:

Divide the class into two competing teams.
A pair from each group will read the story and act it out before their respective groups.
The group that can give the story accurately wins:

JAZZ CHANTS¹

CATEGORIZED FOR DIFFERENT LESSONS

I. GREETINGSA. Hey, How're You Doing

Hey, how're you doing?

I'm fine, thank you.

I've been busy, I've been busy.

So you say.

II. INTRODUCTIONB. Tell Me your Name

Tell me your name again, please

Tell me your name

Tell me your first name

Tell me your last name

Spell your name for me, please

Spell your name

Pronounce your name for me, please

Say it again

What a beautiful name

What a lovely name

III. EXPRESSING PHYSICAL DISCOMFORTSC. My Feet Hurt!

My feet hurt!

Take off your shoes! (4 x)

It's hot here!

Take off your sweater! (3 x)

It's cold here!

Put on your sweater! (3 x)

My feet hurt!

Take off your shoes!

My hands are cold!

Put on your gloves! (3 x)

My feet hurt!

Take off your shoes!

¹ Carolyn Graham, Jazz Chants, Oxford University Press, 1978

D. Ouch! That Hurts!

Ouch! What's the matter?

I stubbed my toe.

Oh! That hurts, that hurts. I know that hurts.

Ouch! What's the matter.

I bit my tongue.

Oh! That hurts, that hurts. I know that hurts.

Ouch! What's the matter?

I got a cramp in my foot.

Oh! That hurts, that hurts. I know that hurts.

Ouch! Ouch! What's the matter now?

I bumped into the table, tripped on the stairs,
slipped on the carpet, fell over the chairs.

Gee! You're clumsy today.

Modification:

As the participants read these lines, they can
also do the appropriate actions.

TRAINOR'S GUIDE FOR CULTURAL SHARING

I. Trainor's Guide Questions

1. How do (Vietnamese, Khmer) greet one another?
Could you show it?
2. Do you think there is a difference in the American way and that of the Vietnamese/Khmer way of greeting?
Can you guess?
3. Which one is better than the other?
Why do you think none is better?
4. Do you think cultural discussion and/or exchange of culture is needed in the classroom?
5. How does learning other culture help you, as refugees of your resettlement countries?

II. What Trainor Should Emphasize

1. There is no culture that is better than the other.
2. Differences between and/or among cultures should be recognized.
3. Recognition does not mean adoption.
Adoption of other people's cultural ways does not mean integration with another culture.
4. One can integrate with the Western society without losing cultural identity.

III. Sample of a Critical Incident Presentation

Cultural Topic: Greeting

1. Teacher tells the class he/she is a Westerner.
2. Teacher calls one of the girls and greets her in the Western way (hugging and kissing)
3. The students reacts.
4. Teacher asks the group how they would react differently.
5. Other students play the part of the girl

6. Discussion follows on why people react differently to a particular situation and/or particular culture.
7. Teacher asks the group of the most appropriate reaction.
8. The teacher and the girl re-enact the situation with the suggested appropriate reaction given by the group.

GUIDE FOR CLASS OBSERVATION

I. Atmosphere

1. Did the teacher help create a supportive classroom atmosphere?
How?
2. How were the chairs, tables and other teaching paraphernalia arranged in the classroom?
Did the arrangement provide for the students' mobility on the classroom?

II. Preparation

1. Was the teacher prepared for the day's activities?
2. How did she/he prepare her/his lesson?
3. Were all the materials needed for teaching available?
4. How did the lesson go?
5. How often/seldom did the teacher glance at her/his lesson plan?
6. How varied were the activities provided for by the teacher to make the lesson enjoyable?

III. Execution

1. Did the teacher present the material objectively?
2. Did the students understand the content of the dialogue?
3. Were the structures presented from the simplest to the most complex?
4. What activities did the teacher provide for to students' participation?
Were the students active during the class?
Why?
Why not?

IV. Other Comments

"SHOCK LANGUAGE" FOLLOW-UP
DISCUSSION

Guide Questions

1. After one and a half ($1\frac{1}{2}$) hours of attending your language class, what have you learned?

Note: At this point the trainor has to ask the participants to look into the objectives of the lesson for the day.

2. How much or how little have you learned?
3. How did the teacher help you in learning the language?

Note: In answering the question, the participants must be directed to look into the procedure used in taking up the lesson.

4. What did the teacher use in presenting the different activities?

Note: The participants will have to refer to the activities and materials used in the lesson.

5. What did the teacher use in helping you understand the meaning/content of the dialogue?
6. Is it possible to learn a language not your own without translation?
7. In the classroom, who should learn the language?
Who needs practice in the use of the language?
How much talking did you do while learning the language?
How much talking did the teacher do?
Why must the teacher talk less?

III - SUMMARY AND RECOMMENDATIONS

Language learning and teaching became vital parts of the life of the refugees in the camp. These provided them not only a meaningful and relevant way of spending time but also prepared them for their final resettlement.

For the refugee turned teachers, teaching their co-refugees gave them the satisfaction of having done something good to their already depressed fellow refugees. Seventy percent (70%) of graduates of the training course had successfully handled two English classes each for a span of five weeks. A portion of the seventy percent, however, had to do some typing jobs, mimeographing of instructional materials, and/or collating other curriculum materials. Most of the remaining thirty percent (30%) taught the children in their barracks and at the neighborhood recreation centers. The rest of the thirty percent were either resettled or chose not to teach at all.

Some of the teachers who chose to teach the children had to work on a teacher-training program. They adopted the revised teacher-training plan which was used during their own training. They found the revised teacher training plan to be useful except for some needed modification in the curriculum content that would suit the children's needs. Thus, the graduates of the Consortium's teacher-training program were then teacher-trainers themselves.

Soon the process of skills transfer enhanced the spirit of cohesiveness and self-reliance among the refugees. The refugee-teachers continued helping their own people in whatever capacity they had. Dependence on outside help was very minimal as the refugee-teachers tried to put forth the best in them to produce other teacher-trainers among the refugees.

The spirit of teamwork and self-reliance was carried

on to their final resettlement countries. The refugees formed their own associations and they published newsletters in their languages. They sent copies to Galang camp. An example of the newsletter was the "Thong Dao" (Bell of Saigon) which was regularly sent to the camp. These newsletters served as venues for self-expressions of the thoughts and feelings of the groups who found refuge in the countries not their own, had helped boost the morale of the refugees who had not been given their final resettlement.

An English classes continued to be held in the camp, more and more insights were gained. Most of the refugees realized the benefits in learning the language they would use in the countries of their final resettlement. They enjoyed sessions on cultural differences. They became analytical in giving alternative course of actions when given situations that would require critical thinking in offering solutions. In some instances, they resorted to the use of their own language to express their views, feelings and attitudes towards the issues under study. In these classes, they were allowed to look into the "here and now" towards the future.

Inspired by what I observed in the classrooms, I was more than convinced that improving the training design would not only guarantee satisfaction for having done the work fittingly well but most importantly, it can reassure continuity of the program. Strengthening the program would also mean meeting resettlement countries' expectation of having qualified and certified teachers to handle all instructions among those who would be getting into their territories.

While it is true that there is a lot to be desired in learning English by the refugee teachers, concepts which appeared to be abstract to many of them, such as self-reliance and confidence, cohesiveness and teamwork should not be under-

emphasized. These abstract concepts are the very product of the classroom activities the refugees went through when they were in school. Such concepts can not be replaced by the quality of English any one can desire.

As has been mentioned, the revised teacher-training has a design which is so simple and comprehensive enough to be followed by a refugee-teacher-trainor. Consequently, the plan is being used in the refugee training camp, nowadays..

More specifically, what makes the revised teacher-training plan useful to the refugee-teacher-trainors are the activities which are easy and simple. The sequencing of the activities, from mere imitation and mimicry to forming generalizations gives the teacher-trainors directions on what to do. Peer teaching and demonstration lessons provide opportunities for the participants/trainees to build up confidence and at times freedom to explore other ways of presenting a lesson. These feelings of confidence and freedom were evidently shown when I was doing/conducting the training of the refugee-trainees now turned teacher-trainors. One comment made by one of these refugee-trainees, regarding peer teaching, he said: " it is in this activity that we are able to see ourselves as teachers, not with our own eyes but through our friends".

Another aspect of the revised teacher-training that makes it useful to the refugee-trainors is the utilization of the experiential approach in teaching a second language. Using the model, I found the participants sharing experiences, common or uncommon, in learning a language. They groped at the appropriate structures to use when given a situation and laughed at each other's mistakes. They knew which technique proved to be effective at certain lessons and they did not simply memorize theories but tried to assess effectiveness of instruction based on their experience. More often than not

the opinions and feelings that were solicited from the participants were the results of deeper reconstruction of thoughts, reconciling and integrating what they had before in learning a language with that of what they gained learning to teach a language. There was so much involvement on the part of the participants in making generalizations; hence, they felt comfortable in applying some language principles which they had arrived at in actual teaching. The use of the experiential approach was certainly a strong feature of the revised teacher-training plan.

Nevertheless, like any other plan of any sort, there is always room for improvement in making the revised teacher-plan worth saving and keeping.

In summary therefore, I would like to make the following recommendations:

1. Continue developing refugee-teacher-trainers in the camp. The trained ones can be made to handle review and beginners' classes while those certified and qualified teachers can be in advanced English classes. In this way, there can be full utilization of the manpower resource in the camp aside from giving the refugees the chance to work together, thus, developing self-reliance, camaraderie and the spirit of oneness among the members of each group.
2. Continue the use of the revised teacher-training plan. The design is simple enough to follow.
3. Further enhancement of the design can be done by taking into consideration the following:
 - a. Language teaching involves two processes, manipulative, that is, mere imitation and mimicry, and then, communicative which calls for language competence and performance.

- b. Corollary to 3 a, the activities should be sequenced such that the trainees must have the feeling of success in handling the language. Success would then develop confidence in oneself in learning a second language.
 - c. Provision for meaningful structured experience should be made in every language lesson.
- 4. The experiential model in teaching a second language can be made the basis in designing a refugee-teacher training plan. As has been proven, learning a second language has been facilitated through the use of the experiential approach. The experiences given the participants, learning and teaching the language, had certainly helped a lot in assimilating, absorbing and internalizing what were in the teaching and learning processes. The demonstration teaching done by the trainers paved the way for the trainees to gain insights in applying what had been observed. At the same time when asked to apply the teaching strategy observed, the trainees ~~were~~ given enough freedom to use their own creativity and imagination in making their teaching effective and self-fulfilling. The simulation exercise which was part of the approach built among the participants, self-confidence and determination to do their best to service their co-refugees.
- 5. Provision in the use of the goal-oriented instructional model is recommended to achieve congruency between and/or among the basic components in the teaching-learning process.
- 6. Subsequent training plans may also take into account some socio-linguistic considerations like:
 - a. training teacher-trainor aides in a

- bilingual/bicultural situation
- b. training refugees as volunteer teachers in a resettlement country, and,
 - c. training untrained ESL teachers in the United States schools.

IV THE ORIGINAL TEACHER-TRAINING PLAN

This is an outline of the 12-day teacher-training program given to the refugee-teacher-trainees in Galang Refugee Camp.

GOALS OF THE COURSE:

Prospective Teachers (PT) will be able to:

1. Execute the basic listen-repeat-practice Modulearn* lesson using gestures, pictures, games, songs and cultural discussion
2. Discuss and solve problems in teaching in groups

BASIC STRUCTURE FOR THE PTs' TRAINING CLASS:

1. Model demonstration by the teacher-trainer
2. Practice teaching for the PTs in small groups
3. Peer teaching for the PTs in the whole class
4. Discussion and synthesis

SCHEDULE OF ACTIVITIES:

Day 1

Objectives: PTs will be able to name at least 10 fellow students

Materials: Folder for each PT
Paper clips and 3x5 index cards

Activities: Circle Name game
" This Is Me" game
Song " The More We Get Together "

Synthesis: Each PT writes 10 names of his/her fellow participants each until everybody knows everybody in the class.

* Modulearn is a series of books developed in the United States to be used specifically in teaching English to the refugees.

Day 2

Objectives: PTs will be able to identify three (3) major parts of a lesson plan

Materials: Modulearn pictures

Activities:

1. Model demonstration by a teacher-trainor in a foreign language
2. Post-demonstration teaching discussion

Questions to the students:

- a. What did you learn?
- b. How did the trainor facilitate your learning a foreign language?
- c. Did you talk a little or a lot?
- d. What were the step by step procedure that the teacher did?
- e. Did the teacher resort to translation? Was it necessary?

Synthesis:

- a. It is possible to teach a foreign language without resorting to translation.
- b. " Listen-repeat-practice " is one basic technique in teaching a foreign language.
- c. Pictures and gestures facilitate learning.
3. Nickname game (PTs have to choose English nicknames.)
4. Song " Father Abraham " with actions

Day 3

Objectives: PTs will be able to execute before the class the following gestures used in teaching/ presentation a lesson on conversation:

1. listen
2. talking hands (used in showing how conversation takes place

between two people.

3. Divide the class into two groups. Group 1 repeats what speaker (SP)1 says; Group 2 repeats what SP 2 says; Group 2 repeats what SP 1 says; Group 1 repeats what SP 2 says.
4. Teacher is SP 1 while the class is SP 2.
5. Group 1 is SP 1 and Group 2 is SP 2 and vice-versa.
6. Give individual pair practice. Let the rest of the class listen to the pair.

Activities:

1. Teacher Trainor (TT) models greeting conversation in English.
2. PTs identify the three (3) parts of a lesson.
3. TT models for each group, PTs mimic simultaneously.
4. PTs demonstrate the gesture before the class.
5. TT continues to model each gesture, PTs follow the Teacher-Trainor's modelling.

Syntnesis:

Teacher-Trainor and Prospective Teachers review the gestures.

PTs recorded the name of the gesture.

Community Singing: "Cumbaya" or "This Is the Way I Wash My Face".

Day 4

Objectives: PTs will be able to discuss how to teach a conversation.

Activities:

1. Review the gestures of Day 3.
2. PTs are divided into six groups.
Each group is given a four-line conversation to practice on for teaching. TT will discuss and practice with each group. Peer teaching on the use of gestures is done in small groups.
3. Peer teaching for the whole group follows.
4. A post-peer teaching discussion is done using the following questions:
How did you feel?
How did the demonstration refugee-trainee help you learn the gestures he/she demonstrated on?

Synthesis:

- PTs are asked to make a list of the PTs who did the peer teaching writing the good points each has in doing the job.
5. Game - "How Many Names Do You Know?"

Day 5

Objectives:

PTs will be able to use fingers in showing contractions, number of words in a phrase or sentence, and in pointing out pronunciation problems and helping students correct themselves.

Activities:

1. TT does the modelling in using the fingers in showing contractions, the number of words in a phrase or sentence and in pointing out pronunciation problems and helping students correct themselves.

2. PTs practice and peer teach.

Synthesis:

Teachers can help the students to correct their own mistakes by the use of the fingers. The fingers can point the mistake without necessarily producing the correct sound or answer for the students.

3. Song - "Gunk, Gunk" with gestures and/or "Michael, Row the Boat Ashore".

Day 6

Objectives: PTs will be able to use gestures, pictures or objects in teaching vocabulary

Activities:

1. PTs are divided into small groups. Each group is given a list of related words to teach using any of the materials provided for.
2. PTs discuss and practice with small groups.
3. Peer teaching in small groups.
4. Post-peer teaching discussion and feedbacking.

Synthesis:

Teachers need to be creative in helping students understand the meaning of a word or a dialogue. Pictures and gestures are useful teaching devices.

5. Song - "Que Sera Sera" with gestures.

Day 7

Objectives: PTs will be able to use games in teaching a language lesson:

PTs will be able to participate in the games and discuss the value of games in language learning.

Activities:

1. TT will demonstrate some games.
PTs will be divided into six (6) groups to participate in the games.
Suggested games are:
 - a. Cocktail Party
 - b. Concentration Game
 - c. Tic Tac Toe
 - d. Picture Game
 - e. Question Circle
 - f. Matching Game
2. PTs are divided into small groups.
Each group is assigned to teach a dialogue using games. A participant from a group presents the lesson.

Synthesis:

Games are used in providing warm up and reinforcement activities in language teaching.

Day 8

Objectives:

PTs will be able to teach a song with actions. PTs are also able to develop a song in a given lesson.

Activities:

1. TT demonstrates teaching a song, "Color Song".
2. PTs break up into small groups. Each group has to select a song to teach and adapt the song in composing a group's song.

3. PTs will practice in groups and then teach.
4. Post-peer-teaching discussion follows.

Synthesis:

Songs like games can be used for language reinforcement activities.

Songs can make up a lively class.

Songs serve as cultural sharing.

Day 9

Objectives:

PTs will be able to teach one Modulearn lesson using what they have learned.

Activites:

1. TT distributes the Modulearn books.
2. PTs go through Chapters 2 and 3 under the direction and supervision of the Teacher-Trainer.
3. PTs are divided into small groups. Each group practices on a Modulearn lesson with some visual aids.
4. Each group gives a 10 minute demonstration lesson.

Synthesis:

Teachers can depend on the Modulearn lessons. Modulearn spells out the teacher's activities which she/he can follow in teaching.

Day 10

Objectives:

PTs will be able to lead a cultural discussion based on the Modulearn Cultural Supplement.

PTs will be able to develop a supplemental activity for a given Modulearn

lesson.

Activities:

1. TT distributes the Modulearn cultural supplement.
2. TT leads a sample cultural discussion.
The basic format is as follows:
 - a. TT describes an American custom.
 - b. PT describes a custom in his/her place.
 - c. TT again describes the custom but this time thru demonstration or a role play.
3. PTs are divided into small groups.
Each small group practices on how to conduct a cultural discussion, then decides on who to do peer teaching.
4. Peer teaching and/or role play of the the custom to be discussed follows.
5. Post peer teaching discussion is done with the whole class.

Synthesis:

Cultural understanding/discussion is one of the elements in language teaching. Such will lead to better relationship between the refugees and the people of their final resettlement countries.

6. PTs to develop some supplemental acti-
that can be used in cultural discussion.

Day 11

Objectives:

PTs will be able to run a listening/
worksheet class

Activities:

1. TT distributes tape transcripts
developed by the Vietnamese staff

from Modulearn audio-program and student worksheet.

2. Model demonstration by the TT.
3. Short peer teaching by the PTs.
4. Discussion follows in big group.

Synthesis:

Tapes provide a different learning experience for the students to have an opportunity to listen to a native speaker of the language they have to learn.

Taped lessons can facilitate learning a foreign language.

Day 12

Objectives: PTs will teach one Modulearn lesson each using audio-visual materials, gestures, games, songs and provide cultural discussion for cultural understanding.

Activities:

PTs to teach a class each in school for one hour.

Practice teaching is to be done in actual English classes handled by certified refugee teachers.

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