


1985

ESL Training Guide for Prospective Refugee Teachers

Gail Virginia Reynolds
SIT Graduate Institute

Follow this and additional works at: https://digitalcollections.sit.edu/ipp_collection

 Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Curriculum and Instruction Commons](#), and the [Educational Methods Commons](#)

Recommended Citation

Reynolds, Gail Virginia, "ESL Training Guide for Prospective Refugee Teachers" (1985). *MA TESOL Collection*. 620.
https://digitalcollections.sit.edu/ipp_collection/620

This Thesis is brought to you for free and open access by the SIT Graduate Institute at SIT Digital Collections. It has been accepted for inclusion in MA TESOL Collection by an authorized administrator of SIT Digital Collections. For more information, please contact digitalcollections@sit.edu.

ESL TRAINING GUIDE FOR PROSPECTIVE REFUGEE TEACHERS

Gail Virginia Reynolds

B.A., University of California, Los Angeles, 1975

Submitted in partial fulfillment of the requirements
for the Master of Arts in Teaching degree at the
School for International Training, Brattleboro, Vermont.

April, 1985

This project by Gail Virginia Reynolds is accepted in its present form.

Date

May 14, 1985

Principal Advisor

Michael Gerald

Project Advisor/Reader:

Elizabeth Tammelaum

Acknowledgments: Thanks to the Experiment in International Living and Save the Children for the unique opportunity to work as a teacher trainer overseas. Special thanks to all the wonderful colleagues and Indo-chinese refugees who worked in the English programs in Indonesia and Thailand.

TABLE ON CONTENTS

	page
Introduction	1
Format of Training	7
Session 1 - Teaching Without Translation	11
Session 2 - Dialogues	16
Session 3 - Drills	21
Session 4 - Role Plays	28
Session 5 - ESL Songs	33
Session 6 - ESL Games	41
Session 7 - Visual Aids	48
Session 8 - Lesson Planning	52
Conclusion	57
Evaluation	59

INTRODUCTION

This training guide was developed for use with Indochinese refugees and is based on my experiences as a teacher trainer in refugee camps in Indonesia and Thailand. The primary purpose of the guide is to aid ESL teachers and non-professional relief workers who work in the capacity of teacher trainers. The trainers prepare refugees who have previously studied English to be ESL teachers for their fellow refugees within the refugee camp setting. The idea for this stemmed from my own need for such a resource when I began working as a teacher trainer and was reinforced as I observed inexperienced relief workers offering well-intentioned, but poorly conceived training sessions.

English programs were originally established to help prepare adult Indochinese refugees for resettlement in English-speaking countries, by teaching them basic survival English and orientation to Western culture. The programs were also intended to raise refugee morale by helping them to focus on the future rather than the past. The resettlement process takes a long time and although refugee camp living conditions are bearable, the overcrowding, monotony, and confinement increase pre-existing tensions and anxiety. Very little was initially offered in the way of education, recreation, or entertainment for the refugees. English programs in both first asylum and RPC (Refugee Processing Centers) or holding camps were instrumental in showing the benefits of providing such outlets for refugees to pass time in a constructive way.

First asylum camps are those where refugees are initially sheltered and interviewed by the UNHCR (United Nations High Commissioner of Refugees) staff to determine their eligibility for resettlement to a third country

(i.e., country of resettlement such as U.S., France, Canada,...). The first asylum camps are generally more remote and have fewer facilities and comforts. I worked as a teacher trainer in two such camps - Kamput near the Thai-Cambodian border and Ban Vinai, near the Thai-Lao border. Refugees wait in these camps for a period of months or years before it is determined if they are eligible for resettlement. If eligible, they then transfer to RPC or holding camps, where they begin the formal process of applying to third countries. I worked in two holding camps - Panat Nikhom, Thailand, and Galang, Indonesia. Holding camps have more facilities and services, but the same overcrowding and poor living conditions exist. Refugees continue to wait a period of months or years before acceptance to a third country is guaranteed, documents are in order, sponsorship is confirmed and official clearance is obtained.

Since 1982 adult refugees accepted for resettlement in the United States must attend an Intensive English Language and cultural orientation program sponsored by the U.S. State Department, conducted in holding camps. They attend these courses after formal acceptance by the U.S. Prior to acceptance they may have already begun studying English in a so-called regular English program.

The importance of learning English in the camps cannot be overstated, as the possibility for resettlement to an English-speaking country such as Australia or Canada is increased when a refugee has some degree of English proficiency. The vast majority of the regular English programs are conducted by religious affiliated voluntary agencies and organizations which operate on low budgets with limited staff. They rely upon refugee volunteers to work as teachers regardless of whether or not they have had

any previous teaching experience, training and/or formal English language instruction. These programs usually provide minimal, if any, classroom facilities, language materials, teaching aids, and trained supervisory staff.

In an effort to assist these agencies in conducting better quality English programs the UNHCR and Ford Foundation granted funds to provide technical support and assistance to these agencies in the form of teacher training and materials procurement. Administered by Save the Children and the Experiment in International Living the Regular English Language Program Support Services was begun in 1982. I worked as the trainer/coordinator of this project for one year, during which time I developed the training course described in this paper.

Some facts which may help in understanding the unique situation of training, teaching, and learning English in a regular English program are: (1) people may be resettled to a third country at any time; (2) they may be moved from one camp to another at any time; (3) they are subject to official interviews and health examinations without prior notice; and (4) they are called upon to perform a variety of camp chores and may be restricted to their living quarters at any time. Any program conducted by and for refugees must therefore be flexible and able to function despite such disruptions. The potential for rapid turnover of refugee teachers necessitates a training program which is compact in content and brief in length.

Over a period of three years I trained some three hundred Vietnamese, Khmer, Lao, and Lao Hilltribe refugees to be English teachers. Most of the prospective teachers were men in their twenties and thirties. The male to female ratio was always about five to one or greater. With the

exception of the Lao Hilltribe participants, the majority of people had at least a high school education. English had been taught in the primary and/or secondary schools in their native countries by the traditional grammar-translation method where emphasis is on reading and writing rather than listening and speaking. The Lao Hilltribe refugees, mostly Hmong, had a primary school education at best. They had learned English directly from U.S. military personnel or from relief workers in the camp, and as a result could speak English quite well but were generally poor in reading and writing it.

The prospective teachers varied in their levels of English proficiency. The Vietnamese were the most educated and sophisticated group. A sizeable number of them had been white collar professionals or university students. They usually had very good fluency in both written and spoken English. Many of them had had contact with Americans and other Westerners prior to fleeing Vietnam. The majority of Khmer and Lao had been white collar workers and soldiers. Their levels of English ranged from fair to very good. The Lao Hilltribe refugees were the least educated and sophisticated group. They were mostly farmers and craftsmen. As mentioned earlier, their oral English was good but their reading and writing proficiency was poor. In general, individuals who had worked with the U.S. military had the best conversational ability and command of slang and idioms.

The main reasons refugees volunteered to be English teachers were: (1) to improve their own English through contact with native English speakers who administered the program; (2) to improve their chances for resettlement by working with a relief agency; (3) to earn recommendations for future jobs and schooling in the country of resettlement; (4) to

earn money (most camp jobs pay a flat fifty cents a day wage); and (5) most importantly, to pass the time in camp constructively by helping others while helping themselves.

Prospective teachers were recruited by a variety of means. Announcements were made over camp public address systems requesting English speakers to volunteer, recommendations were given by relief workers and refugee staff, and general word of mouth spread the news to come and apply if interested. The criteria used for selecting potential teachers depended upon each particular program, but usually consisted of little more than a fair to good command of English and the willingness to work. A brief, oral interview to test listening and speaking proficiency and a short written essay to test reading and writing ability were often used to screen applicants. A common practice was to train all people who showed up and passed the screening test, whether or not there would be classes for them to teach. The justification for this was that teachers could be resettled at any time, and it was best to have a pool of teachers available to take over classes and provide continuity for the program.

Each agency determined which language materials to use for teaching. There was not a standard curriculum or text used in regular English programs, although at one time a basic text was made available through RESL Support Services and distributed to agencies requesting it. Programs generally allowed teachers to develop their own lessons based on what they felt their students should learn or adapt lessons from any textbooks they had. A series of lessons designed specifically for teaching survival English to Indochinese refugees in regular programs would have been very useful.

English classes were primarily conducted for beginning level students,

but some intermediate level classes were usually offered as well for students who had completed beginning level courses. Course length was determined by the agency conducting a program. An average course length was from four to six weeks. Students could usually repeat courses as needed, if space was available.

The goals of the teacher training course are (1) to enable the refugee volunteer teachers to teach basic, survival English competently to fellow refugees by preparing them with some practical teaching ideas, techniques, and activities to use; (2) to build self-confidence and motivation among the participants, so that they can assume the role of teacher with some degree of ease; (3) to develop a team of teachers who can work together to help each other when the trainer is not available.

This training guide has been used as both a sole source for training and as a foundation upon which further training was built and expanded. It could be used to train other nationalities and ethnic groups besides the Indochinese.

FORMAT FOR TRAINING

I have divided each training session into five parts. The first part states the purpose and goal of the training session and gives a description of the training topic.

The second part explains how to present or demonstrate the topic to the prospective teachers. A detailed procedure is given, with examples, which the trainer can follow or alter.

The third part offers suggestions for discussion based on the topic presented. A list of questions are included to help guide the discussion.

The fourth part describes how to have the prospective teachers peer-practice the particular technique or activity presented. This is to give some direct "hands on" opportunities for practice within the group.

The fifth and final part gives suggestions for an additional activity that could be included in the training session, time and conditions permitting.

The training course is designed to have the prospective teachers participate on all levels as learners, observers, and teachers. They work with the group as a whole, as well as in small groups, pairs, and individually. Small group and pair work is especially important due to the passivity and shyness of the Indochinese people. The social, educational, and professional backgrounds of the prospective teachers vary greatly as do their levels of English proficiency. Due to the diverse backgrounds and abilities within any given group, it is important to use clear and simple English, to avoid long and involved explanations along with highly technical and/or specialized vocabulary, and to ask for frequent feedback to make sure that whatever is being discussed is understood by all.

I usually conducted training over a period of ten days, but occasionally was asked to conduct a course over five or six days. Teacher training was considered a luxury by many agencies and they felt that investing more than a week or two in it would be impractical, given the potential for rapid turnover of refugee teachers. Short training courses which could be given when a need arose were considered the practical solution to having a steady supply of teachers.

The unique conditions that exist in refugee camps help to dictate when training can take place. Most camps restrict or prohibit activities for both refugees and refugee workers after dark. In daylight hours the refugees have numerous chores to attend to. The intense heat and humidity during mid-day traditionally forces people to rest after lunch. A productive amount of time for training each day was about four hours since the participants were receiving instruction in a new field, conducted in a foreign language. A typical day of training would be held from about 8:30 a.m. to 11:30 a.m. and again from about 2:00 p.m. until 3:30 p.m.

The number of participants in a training course ranged from a low of ten to a high of seventy-five. The number of people to be trained was always determined by the agency requesting training, and as mentioned earlier it was common to let as many individuals as passed the screening test attend the training course. Training sessions were more often than not crowded. After training a group of fifty prospective teachers by myself I saw the value of a team of trainers working together. Whenever possible, I would assemble a team to help me plan and conduct training. Team members might be other trainers, host country or expatriate teachers, or experienced refugee teachers. A team effort allows for a trainer to work with small groups and facilitate the peer practice, discussion, and additional

activities which follow major presentations allowing for greater individual participation by the prospective teachers and more direct contact with a trainer. Trainers, as well as trainees, benefit from the team approach by learning new ideas, approaches, and teaching styles. I recommend one trainer per ten or twenty teacher trainees.

The training time is so short and the amount of material so much that ample review time is essential in order to make sure the teachers fully understand the material presented. It is important to allocate a certain amount of time each day for a general review of the past session's material, no matter how tight the schedule. It is up to the trainer to determine how much time is necessary for such review.

Prior to the first formal training session, I allow time for meeting the participants and outlining the training schedule. Warm-up activities which focus on learning each other's names and a little autobiographical information are always included. I try to create a relaxed and informal environment by using first names and having the group sit in a circle or semi-circle. This is usually the basis for our first sharing of cross-cultural differences. The Indochinese give their full names when initially introducing themselves, and acceptable informality is to call someone by his or her first name preceded by a title of Mr., Mrs., or Miss. In the first few training sessions I conducted I tried in vain to get the prospective teachers to drop the titles and simply use first names, explaining that this was the custom in the U.S. I subsequently learned it was socially unacceptable to omit the title if others are present and therefore began to address people using their title plus first name.

Sitting in a circle causes some awkwardness when both men and women are present, since the sexes usually sit apart from each other. Any

touching is taboo for the Indochinese when in public. The young and quite sophisticated groups that I worked with were not as shy and intimidated by contact with the opposite sex, but they too would keep about an arm's length from a member of the opposite sex. Shaking hands with and sitting next to members of the opposite sex were accepted as customary in the West.

The warm-up activities, sitting in a circle, and using first names always proved a positive experience despite any initial awkwardness. It helped to establish an intimate group feeling and opened the door to learning about cultural differences. I think an important key to building good rapport, trust, and support among the group is to relate to the group as an individual. Teachers are highly regarded in S.E. Asia, ranking just below God and right above parents. The initial introductions made while sitting together and using first names helped to divert attention from our roles as teacher and trainees, and instead focus attention on ourselves as individuals.*

Note: Prospective teachers are hereafter referred to as PTs.

SESSION 1 - TEACHING WITHOUT TRANSLATION

PURPOSE: To demonstrate how to teach a language without using translation. To let the PTs experience learning a new language without relying on grammar-translation for understanding.

GOAL: The PTs will adapt a similar method for teaching English.

DESCRIPTION

Most of the Indochinese PTs learned English by the traditional grammar-translation method and are likely to adopt that method unless they see other ways of teaching. In order to encourage other ways of teaching, which do not rely on direct translation, select a language which is not known by the PTs - commonly called a "shock language." Plan a lesson in the shock language which will let the PTs experience learning a language without translation. If the trainer chooses to teach a language which some of the PTs already know, the class can be divided into two groups: learners (those having no knowledge of the language), and observers (those having some knowledge of it). I usually taught French when training by myself and there were always some individuals who knew it. The division of the class into learners and observers worked well. Learners participate directly in the lesson, while observers watch the process and note the trainer's teaching style.

The shock language lesson is approximately 40 to 50 minutes long. Non-verbal communication skills and tools are emphasized as much as possible during the lesson. Body language and gestures are more readily understood and communicated than words or phrases, and are therefore helpful to those who do not yet understand the language. In the peer practice part of this session, PTs will focus on gestures by thinking about how to demonstrate

common classroom commands. They will begin work on non-verbal communication.

PRESENTATION

Have the PTs sit in a semi-circle if possible. Ask if any of them know the language about to be taught. If any do, then ask them to observe only and not speak during the lesson. Have them sit behind or apart from the learners. Ask them to observe: (1) what is being taught and how, and (2) what the students learn and how. They will be asked to share their observations in the discussion that follows.

Explain that you are going to teach a beginning lesson as if this were an actual class meeting for the first time. Present an extended dialogue which contains material likely to be found in a first lesson. Use gestures as non-verbal commands to give directions and indicate responses. Visual aids such as simple drawings on the blackboard, pictures, maps, etc., can be used to help identify some of the vocabulary being taught. Interact with the class as much as possible to encourage full participation.

Here is a simple extended dialogue (a longer than normal dialogue for demonstration purposes) which could be taught in the shock language:

- Hello.

- Hello.

- How are you?

- Fine, thank you. How are you?

- Fine, thank you. My name is Gail.

What's your name?

- My name is Nai Sio.

- I am an American. I come from the United States.

Are you American?

- No, I am Lao.
- Where do you come from?
- I come from Laos.
- I am a teacher. Are you a teacher?
- Yes, I am a teacher. or
No, I am a farmer.
- Nice to meet you.
- Nice to meet you, too.

DISCUSSION

Begin a discussion on the topic of how we learn languages. Ask the PTs to think about how they learned to speak their native language and compare it to how they learned to speak English. What similarities and differences come to mind? Discuss how the shock language was learned and compare it to how they learned the other languages.

Write the shock language dialogue on the blackboard and have the PTs who were learners translate it orally into English. Have both learners and observers participate in a discussion that attempts to identify the different factors which helped or hindered learning in the shock language lesson.

Questions:

1. Did the teacher translate at any time during the lesson?
2. How did you understand what was being said? Describe what the teacher did to help you understand.
3. What is a gesture? Which gestures did the teacher use and what do those gestures mean? How does the use of gestures help to make students more attentive?

4. How many times did the teacher repeat a word or phrase? Is there a limit on the number of times something can be repeated?
5. Did the teacher call on students to help model correct pronunciation and responses? Why call on students to help each other with the correct response?
6. Did you feel that you participated fully in the lesson? In what ways did the teacher have you practice speaking?
7. Could you teach English to students here in the refugee camp in a similar way? What are some difficulties that may be encountered?
8. When can translation be useful? How can it be kept to a minimum?

PEER PRACTICE

Have the PTs brainstorm a list of gestures which can be used in teaching. The list should include the following:

stand up	listen
• sit down	ask (me, him, her, etc.)
pick up (your pen)	you
put down (your pen)	he/she
open (your book)	we/us
close (your book)	I/me
come (to the board)	they/them
go (to the door)	stop
repeat	What?
speak	good
speak louder	bad
I don't understand	divide into two groups
silence/be quiet	all together

Ask for volunteers to show how to make each gesture. Then have the PTs as a whole practice making each gesture. Ask if anyone has another gesture which means the same thing. Call on each person to make a gesture and have the others identify what it means.

ADDITIONAL ACTIVITY

Divide the PTs into small groups or pairs. Assign each to plan a short, simple lesson in which they will teach their own native language as a shock language to the trainer(s). The lesson only has to be about five minutes in length. Have someone from each group act as the teacher and teach the lesson to the trainer(s). If possible invite several fellow refugee workers, who do not know the language, to come and participate as learners.

SESSION 2 - DIALOGUES

PURPOSE: To introduce dialogues and offer guidelines on how to prepare and teach them. To give each PT a chance to write and peer teach a dialogue.

GOAL: The PT will follow the suggestions given for the preparation and presentation of a dialogue.

DESCRIPTION

Dialogues are a good way to teach basic conversational English and have proven to be the most popular and successful teaching activity in the regular programs. Few materials are needed, and the entire class participates.

A good dialogue is one that students will be able to understand and repeat without too much difficulty. A dialogue should be short, simple, and relevant. It should be limited to two to six lines, with no more than eight words per lines. Introduce new vocabulary and structures sparingly and sequentially. Build upon previous dialogues to foster conversational English.

The teacher can write the dialogue on the blackboard if the students can read and write, draw symbols or lines to represent words, or simply have the students listen to it. Whichever way of presenting it, the teacher must indicate clearly that two persons are involved in conversation. The use of "talking hands" (right hand = man/left hand = woman); colored chalk (blue = doctor/red = patient); stick figures (♂ = Bill/♀ = Anna); or puppets are some ways to show this.

A standard technique or pattern for teaching dialogues should be established. I recommend training the PTs to follow what I call the "7 Step Technique." It is a step by step method for teaching a dialogue and allows students to practice in a variety of ways. The series of steps

are structured so that students gain confidence in speaking as the dialogue activity progresses.

7 Step Technique

1. Teacher says the dialogue using talking hands (or other means) to indicate that two persons are involved. Students listen. Teacher repeats dialogue again.
2. Teacher uses line by line repetition - having students repeat each line after the teacher. Practice correct pronunciation of any difficult words and give the meanings of any new vocabulary.
3. Teacher says the lines of role "A." Students say the lines of role "B." Switch roles and repeat.
4. Teacher divides the class in half. One group has role "A" and the other role "B." Switch roles and repeat.
5. Teacher asks two students to stand up and assume the roles of "A" and "B." They practice before the class then switch roles. Teacher asks for about two or three other pairs of students to do the same.
6. Pair practice. Teacher asks each student to pair up with the person next to him or her. Have them practice the dialogue together, switching roles and repeating it many times. Teacher circulates and listens to and assists the students.
7. Teacher calls on several students to stand up and practice the dialogue with him or her. The teacher and student can substitute real information when appropriate such as name, age, occupation, marital status, etc. Stress natural speed and speech at this point.

PRESENTATION

Ask the PTs to pretend that they are students in a beginning class.

and that you are their teacher. Choose a simple dialogue and write it on the blackboard. Proceed to teach it using the 7 Step Technique. Use gestures whenever appropriate. Here is a sample dialogue:

A: Hello. What's your name?

B: My name is Ngan.

A: Where are you from?

B: I'm from Vietnam.

DISCUSSION

Lead a discussion on dialogues which examines the different considerations that need to be made in the preparation and presentation of them. Review the shock language lesson from the previous session and ask the PTs to consider why a dialogue format was used to teach that material. Then discuss the way that the model dialogue was just presented.

Questions

1. What is a dialogue?
2. How are dialogues useful in learning a new language?
3. How were the two different speakers identified? Why is it necessary to indicate that two speakers are involved? What are some other ways to show clearly that there are two persons speaking?
4. Try to recall the sequence of steps that were used in teaching the dialogue. In other words, what did the teacher do first, second, third, etc. (At this point I would write the correct sequence of steps on the blackboard and abbreviate as follows, having the PTs copy them.)

- (1) Teacher-Teacher (demonstration)
- (2) Teacher-Students (line by line repetition)
- (3) Teacher-Students (part A/part B, then switch)

- (4) Group 1-Group 2 (part A/part B, then switch)
 - (5) Student-Student (part A/part B, then switch. Several pairs.)
 - (6) Pair practice (part A/part B, then switch. Repeat.)
 - (7) Teacher-Student Volunteer (use real information when suitable.
Repeat with several students.)
5. How does this sequence of steps help to build confidence among the students as they proceed to learn the dialogue? What is the value of having them practice in so many different ways (whole class, group, pairs, and individually)?
 6. What materials are needed for teaching a dialogue?
 7. How much time should be spent on teaching and practicing a dialogue?
 8. Which gestures did the teacher use during the presentation of the dialogue?
 9. Should dialogues be reviewed on following days? Can you give some ideas on how to have students continue to practice them?
 10. What is important to keep in mind when writing dialogues for your students? What does it mean to "build upon" previous dialogues when writing new ones? Why is this so important?

PEER PRACTICE

Divide the PTs into pairs and ask each pair to write a short dialogue. Have the pair practice their dialogue with each other, bearing in mind the 7 Step Technique. Allow sufficient time for them to prepare. Assist any PTs who need help. One by one have each PT present his or her dialogue to the whole group as if it were an actual English class.

Following each presentation ask for a short verbal critique of the PTs teaching. The main considerations are:

1. Did he or she speak loudly and clearly enough?
2. Did he or she use gestures effectively?
3. Were the 7 steps followed correctly?

Depending upon the number of PTs and trainers participating in the course, it may take a while for everyone to have his or her turn. I recommend spreading them out over a few days allowing time each day for some PTs to have their turn while continuing with other topic presentations.

ADDITIONAL ACTIVITY

Have PTs work in groups of three or four to write a series of dialogues based upon a specific topic area featured in the text or curriculum that they will be using. Topics such as family, health, food, clothing, transportation, etc., will most likely be included. Gear the dialogues to the students that they will be teaching. Ask the PTs to arrange the series of dialogues in a proper sequence for teaching. Meet with each group and have them explain their work.

SESSION 3 - DRILLS

PURPOSE: To present some basic types of drills which can be used. To give some ideas on how to prepare and use them to expand upon material previously presented in dialogues.

GOAL: The PTs will use similar drills in their teaching.

DESCRIPTION

Drills help students to learn and practice sounds, vocabulary, and sentence structures. A drill is aimed at meeting a specific objective such as students' ability to give correct pronunciation of sounds or words indicated by the teacher in a listen and repeat exercise. There are four basic types of drills which I teach to the PTs, described briefly as follows:

Pronunciation Drills - Students learn and practice correct pronunciation of sounds and vocabulary through exercises such as minimal pair drills, stress and intonation drills, and tongue twisters.

1. Minimal Pair Drill: Two different words which sound the same except for one difference in sound are contrasted. Example: Teacher models the sounds and words as students listen. Students repeat the words after the teacher. Teacher points to words and students say them.

<u>sh</u>	&	<u>ch</u>	<u>j</u>	&	<u>y</u>
sheep		cheap	jeer		year
shin		chin	jello		yellow
shoe		chew	jam		yam

2. Stress and Intonation Drill: The same word or sentence can express different moods or feelings depending upon how it is said. Certain word(s) are stressed and certain intonation is given to deliver

different messages. This drill is valuable in preventing unintentional rudeness. I limit this drill for use when students apply the wrong stress and intonation to a word or sentence. I do not use stress and intonation symbols due to their complexity for teachers and students. Example: "Where are you going?" or "What is your name?" is often heard in a beginning English class as a harsh demand instead of a neutral question. Point out the mistake in intonation and model the correct speech. Have the students practice saying it with the proper stress and intonation.

3. Tongue Twister: A sentence or series of sentences which contain words with similar sounds are said rapidly. Example: Teacher models the tongue twister several times quickly and slowly. Students try to repeat the tongue twister slowly without making any errors, then quickly. A fun activity to practice correct pronunciation and word order.

Examples: She sells seashells by the seashore.

How much wood would a woodchuck chuck if a woodchuck
could chuck wood?

Repetition Drills - Students recognize and memorize vocabulary words, phrases, and structures through a process of listening and repeating.

Example: Teacher says the word and students listen and repeat.

Example: Teacher: "Good morning"

Students: "Good morning"

Repeat several times and then call on individual students to repeat the phrase or word. Have students who know the correct pronunciation model it for those having difficulty.

Substitution Drills - Students build and expand upon their present knowledge of grammar structures and vocabulary by substituting new ones in their place. Example: Teacher presents a model sentence and indicates that a certain word or structure in the sentence will be replaced with another. Teacher cues students on what new word or phrase to substitute. For example: I have a blue shirt.

The word blue can be substituted by other color words. Teacher points to a color flashcard or says the color word - red. Students say "I have a red shirt."

Transformation Drills - Students practice transforming sentences from one form to another: affirmative to negative, question to statement, singular to plural, possessive adjective to possessive pronoun, etc. Example: I am thirty years old. (statement)

Teacher asks students to transform or change that statement into a question.

Students respond. How old are you? (question)

Example: The food in camp is good. (affirmative)

Change to negative.

Students respond. The food in camp isn't good.

Before beginning any type of drill word the teacher needs to explain what the objective is and give a few examples of how to do the exercise.

The use of visual aids such as flashcards, pictures, and objects help to make drills more fun and more interesting as well as more effective.

Limit the amount of new material introduced in drills to allow review of the old.

PRESENTATION

Select a dialogue which contains suitable material for illustrating a substitution drill. Prepare flashcards of key vocabulary words which will be taught and substituted; also prepare some simple pictures which illustrate these words. If possible, bring a few of the actual objects (real or fake) in place of using pictures.

Step 1 - Write the dialogue on the blackboard and teach it using the 7 Step Technique as if this were an actual class of students.

Sample: A: Hello Chau. Where are you going?
 B: Hi Cuong. I'm going to the market.
 A: What for?
 B: I want to get some fish.
 A: Can I come with you?
 B: Sure.

Step 2 - Explain that you are now going to teach some new vocabulary using a repetition drill. Hold picture or object and say the word. Have students (PTs) repeat.

Sample: <u>Place</u>	<u>Item</u>
post office	stamps
restaurant	coffee
bank	money
hospital	medicine
store	toothpaste

Step 3 - Tell students they will now work on pronunciation. Write new vocabulary words on board. Distinguish the /st/ in the words containing it by either underlining or using colored chalk. Pronounce each word and have students repeat chorally and individually. Erase words

that do not contain the /st/ sound. Work on pronunciation of the /st/ sound in the remaining words. Ask PTs to name some other words containing /st/.

Step 4 - Underline the key words in the dialogue (market and fish) which will be substituted with new words. Tell them that they will now do a substitution drill. Give an example. Divide the class into two groups and assign each group a role. Have them repeat the dialogue substituting the new words which the trainer indicates by holding up associated flashcard, picture, or object. Switch roles and repeat. Now call on individuals to take the roles: 'B' is given the 'place' card (picture or flashcards of a place); 'B' must correctly match the 'item' to the 'place.' Repeat this procedure with other students.

Step 5 - Finally, demonstrate a transformation drill. Make cards containing a symbol or punctuation mark (?,.,+,-). Explain that you will make a statement or ask a question based on the dialogue. Then you will hold up a card denoting the type of response that you want (a question, a statement, an affirmative response, a negative response). Students must respond accordingly.

Sample: Teacher

Student

"I'm going to the market.

(Holds up '?' card)

"Where are you going?"

Have PTs practice this drill.

DISCUSSION

Initiate a discussion on the topic of drills by asking the PTs to remember if and how drills were used in teaching them English. What kind of drills can they remember doing? Were they enjoyable exercises or not?

What were some of the pros and cons of drillwork and how would they try to remedy the negative aspects?

Questions:

1. What is a drill?
2. Name the four types of drills that were presented. Give a brief description of the purpose of each one.
3. How do drill exercises help students to learn the language?
4. Give an example of a substitution drill. What types of words (nouns, verbs, adjectives, etc.) can be substituted in a sentence?
5. How many new words were introduced and practiced in these drills? Why should the teacher control the amount of new vocabulary?
6. Name some of the types of visual aids that were used. How were they helpful to both teacher and student?
7. What is a minimal pair drill? (Teacher should demonstrate.)
8. What is a tongue twister? Do you have tongue twisters in your native language? Give some examples.
9. What type of drills are minimal pairs and tongue twisters?

PEER PRACTICE

Have the PTs form groups of four. Assign each group a dialogue (pre-selected by the trainer for suitability) and ask them to create four drills based on the dialogue: substitution, repetition, pronunciation, and transformation. Each person in the group will be responsible for presenting one of the drills, but have them work together in developing them. Encourage the use of visual aids in their drills and the making of pictures, flashcards, etc. Supply materials such as paper, scissors, marking pens, etc. Allow ample time for this activity and assist where needed.

One by one have each group present its drill lessons. Begin by asking one member of the group to write the dialogue on the board. If someone in that group has not yet practiced presenting a dialogue, he or she could teach this dialogue. Otherwise it is not necessary to go through the motions of teaching the dialogue. Proceed directly to the individual drill presentations. These should be done as if this were a real English class. After each individual's drill allow a few moments for comments by the trainer and PTs. Offer constructive feedback on each PT's classroom presence, correction of students' mistakes, clarity of presentation, and use of gestures and visual aids.

ADDITIONAL ACTIVITY

Have PTs proceed to create drills based on the series of dialogues they have written. (See Additional Activity section under Dialogues.)

SESSION 4 - ROLE PLAYS

PURPOSE: To introduce role plays as useful activities for conversation practice and cultural orientation. To offer suggestions on how to prepare for and direct role plays.

GOAL: The PTs will recognize role play situations suitable for their students and include them in lessons, following the suggestions given.

DESCRIPTION

A good way to encourage conversation practice is through the use of role plays. A role play is an activity that lets students practice what they would say and how they would behave in various situations. Whereas dialogues allow students to learn and practice specific speech, role plays permit them to express any language appropriate to the given situation - including body language.

Before students can participate in a role play they must already have learned and practiced the necessary language needed in the particular role play situation. For example, a teacher cannot plan on having a "doctor-patient" role play until the students have studied basic vocabulary and structures pertaining to body parts and health. This language must first be taught through dialogues, drills, and other activities.

Role plays generally require only two persons. The teacher can control the amount of time permitted for each one so that all students have an opportunity to participate. Refrain from correcting mistakes made by students until after they have finished, as interference with the action may inhibit them. In classes of pre-literate and beginning students the teacher may have to guide the students through the activity or require that they practice only the role or part that they would need to use in real life

(i.e., patient or customer) and the teacher or an advanced student would assume the other role (i.e., doctor or salesclerk).

The use of props (real and fake, i.e., artificial fruit, plastic telephones, etc.) adds a touch of realism and fun. Things such as telephones, clothing, food items, eating utensils, medical equipment, household items, etc., help generate more speech since students will use them and include conversation about them. The program administration should try to set up a materials library and purchase or seek donations of such things. Many relief agencies and relief workers are glad to donate items to English programs if asked. In addition, some programs hire refugee artists to make representational materials for the teachers to use. If no materials library exists, the teachers can usually find or make some props. For instance, they can bring eating utensils and empty food containers from home, make toy stethoscopes and telephone receivers out of cardboard and string, or use an item such as a pen to represent an injection needle.

PRESENTATION

Trainer sets up a "store" simulation in the classroom with some miscellaneous items displayed for sale. For example: place some objects on a table in front of the class (sunglasses, hat, pocket knife, comb, etc. - anything one happens to have), hang a few articles of clothing around the blackboard. Distribute play money to the participants.

Assisted by another trainer (or a PT with whom the role play situation has been discussed) assume the roles of salesperson and customer. Do a role play based on shopping in a store. It should last from three to five minutes and include language such as greetings, small talk, descriptions of merchandise, and price, etc. Inject humor and have fun with the role

play so that the PTs will do the same.

Upon completion of the model role play, have a volunteer take one of the roles and do a role play with him or her. Then ask for two volunteers to assume the roles.

DISCUSSION

Begin a discussion on role plays by asking the PTs to describe what a role play is. In this discussion try to stress that role plays are opportunities which allow students freedom to experiment with both language and behavior appropriate to the given situation. A role play is a make-believe experience which lets them practice doing things that they will most likely have to do in their new country. Encourage the PTs to include information on Western culture and cultural behavior when relevant, so that students can learn about and identify cultural differences.

Questions:

1. How is a role play different from a dialogue? Explain.
2. What must students already know before they can participate in a role play situation such as the one presented?
3. How would those things have been taught? (i.e., through dialogues, drills, etc.)
4. What kinds of feelings can you express through body language? Can you use yourself as a visual aid? How?
5. What are props? How do props help to generate conversation?
6. Should a teacher interrupt a student to correct his or her mistakes during a role play? Why or why not?
7. Should role plays have time limits? How much time is sufficient for a role play?

8. Can different types of cultural behavior be taught and practiced in role plays? (i.e., Western handshake vs. Asian bow) How might this benefit students?
9. What are some other role play possibilities that could be useful for students to practice? (Brainstorm a list and write them on the black-board.)

PEER PRACTICE

Have PTs work in pairs or groups of three. Assign each to prepare a role play based on the situation given to them. The situation could be one of those mentioned in the list which was brainstormed or mentioned in the curriculum or text that they will use. Some probable situations would include:

- shopping for food/clothing
- ordering in a restaurant
- visiting a doctor
- buying stamps in a post office
- cashing a check in a bank
- reporting an accident or crime to police
- applying for a job

Allow ample time to prepare. Assist if needed. Have a variety of props and other visual aids available for them to use.

Have each group do their role play. Offer a short critique after each one.

ADDITIONAL ACTIVITY

Based on the role play situations that were presented by the Pts in the peer practice section, ask each group to write a list of the basic types of

vocabulary and structures that would need to be known by their students prior to attempting such a role play.

Sample: "Ordering in a Restaurant"

-food vocabulary

-beverage vocabulary

-numbers

-currency

-polite requests

-Wh questions

-greetings

-descriptive adjectives pertaining to food and cost

Have them share their lists with the whole group and discuss each one. Follow this by asking them to consider how they might order or sequence the role plays based on the types of language requirements of each. Discuss if such a sequence seems logical to our survival needs.

SESSION 5 - ESL SONGS

PURPOSE: To explore the educational benefits of using songs in the ESL classroom. To present guidelines on how to select and teach songs. To teach some useful songs.

GOAL: The PTs will include songs as a teaching activity based on the criteria recommended. They will practice the songs taught in training and use them in their teaching.

DESCRIPTION

Singing is a beneficial activity to help students overcome shyness while learning and having a good time. Songs are instructive, informative, and fun. They are particularly useful in the refugee camp classes as outlets for releasing emotions and expressing feelings.

An ESL song is a song that is specifically written for use with students studying English. Grammar structures and vocabulary are carefully selected and geared towards having students practice definite grammar points and subject matter. Many songs can be used as ESL songs, however, no matter what their original intention. "Old MacDonald's Farm" and "Hokey Pokey" are perfect examples of songs which certainly were not written for ESL students, but the clear presentation of material and repetitive nature of the songs qualify them as good ESL songs. Teachers should be careful to choose songs which contain appropriate material presented in a style that is clear and easy to follow. Songs which contain vocabulary and concepts already familiar to the students are best. Avoid songs which are abstract in meaning and contain a lot of new vocabulary. Try to select songs which practice material currently being taught to complement the lesson. For example, if the teacher is working on teaching parts of the body then songs such as

"Head, Shoulders, Knees, and Toes" and "Hokey Pokey" are relevant. Short, simple songs which are repetitive are ideal for beginning students.

Before proceeding to teach a song, sing it several times while the students listen. Then identify and explain vocabulary and phrases which are not understood by the students. Teachers may use direct translation to explain any abstract thoughts or difficult vocabulary, if necessary. Use visual aids and gestures wherever possible to illustrate the meaning of words in the song.

An effective way to teach a song is by first having a listen and repeat line by line repetition of it. Use a backward build-up technique for long or difficult lines. The second step is a listen and repeat two-line by two-line repetition of the song. After this the students should be able to sing the song along with the teacher. When they have sung the song through several times, divide the class into groups and have each group sing it alone. Some friendly competition can be encouraged by asking each group to sing better than the other group(s). Finish the song lesson by having the whole class sing it together.

PRESENTATION

Trainer chooses a song that is not known by the PTs and writes it on the blackboard. "Old MacDonald's Farm," for example:

Old MacDonald had a farm

E I E I O

And on his farm he had a (name of animal)

E I E I O

With a (sound of animal) here

and a (sound of animal) there

Here a (same), there a (same)

Everywhere a (same) (same)

Old MacDonald had a farm

E I E I O

And on his farm he had a (name of another animal)

- and so forth.

Tell the PTs that they are going to learn a song about an old man who had a farm and the kinds of animals found on his farm. Ask them to name some animals that are found on farms in their own country. Compare and contrast these animals to those common to U.S. farms. Have about six or seven volunteers go to the blackboard and ask each to draw a picture of one farm animal and label it. Then ask the group to mimic the sound that each animal makes. The trainer(s) should mention if the sound is the same in the U.S. or different, and mimic the sound.

Proceed to teach the song by first singing it solo two times (i.e., two different animals). Then have the PTs sing it using the listen and repeat line by line technique. Use a backward build-up technique with one or more of the lines to demonstrate it. (For example, in the line "Old MacDonald had a farm" isolate the words starting with the last and working forward: "farm" -- "a farm" -- "had a farm" -- "Old MacDonald had a farm.") Next, have the PTs do a listen and repeat two line by two line repetition of the song. With the trainer, have the whole class sing the song through once - the trainer can point to the animals on the board to indicate which one to substitute. Divide the class into two groups with a volunteer from each group designated to lead his/her group. The leader of each group indicates the animal substitutions. Each group takes a turn to sing the song

all the way through, substituting all animals drawn on the board. Finally, have the whole class sing the song together. Each day a new song should be taught so that by the end of training the PTs will have a number of songs to use with their students.

DISCUSSION

Begin a discussion by asking if a song such as the one presented could be taught to students in their classes and in what ways might it help them to learn such a song.

Questions:

1. Why do people like to sing and/or listen to songs?
2. What kind of songs are particularly useful in learning a language?
3. Does singing sometimes allow people to release feelings of happiness, sadness, and other emotions? Why might this be beneficial, especially in a refugee camp?
4. How was the song "Old MacDonald's Farm" taught? Name the steps.
(Trainer should write these on board.)
5. What is the "backward build-up"? How does it help the students to learn a long or difficult sentence? Give an example of how to do it.
6. Were visual aids used? Are they helpful in teaching songs? How are they helpful?
7. When teaching beginning-level students the teacher should select songs that are fairly short and simple. Why?
8. How often can a teacher include singing in his/her class?

PEER PRACTICE

Have the PTs work in groups of three or four. Assign each group to think of a song that they could teach to the trainer and class. This song

can be in any language, but it must be short and simple. Each group should prepare a lesson on how to teach the song and include some type of visual aids and/or gestures in their presentation. Allow sufficient time for them to prepare. Have a person(s) from each group teach the song lesson they prepared. Offer a short critique on each presentation.

ADDITIONAL ACTIVITY

Have the PTs practice and record all the English songs presented in the training course. Provide or arrange for some blank tapes, a tape recorder, and a guitar (if someone can accompany the singing with it) to be made available to the PTs for this purpose. This tape containing all the songs can then be used by old and new teachers so that it can be referred to when needed.

SONGS

These are some of the songs which I used. Refer to a songbook for unknown tunes and more suggestions. Alter them to fit the situation.

Ten Fingers

1 little, 2 little, 3 little fingers
 4 little, 5 little, 6 little fingers
 7 little, 8 little, 9 little fingers
 I have 10 fingers.

(sung to tune of "Ten Little Indians")

Happy Family

I love mother, she loves me
 We love father, yes sirree
 He loves us, so you see
 We are a happy family.

(Repeat song substituting for mother/father, auntie/uncle, sister/brother, grandma/grandpa, etc.)

Father Abraham

Father Abraham had 7 children

7 children had Father Abraham.

1 of them was tall, 1 of them was small

But none of them was bright.

Raise your right hand. (repeat song)

Raise your right hand. Raise left hand. (repeat song)

Raise your left foot. (repeat song)

Raise your right hand. Raise your left hand.

Raise your right foot. Raise your left foot.

When You're Happy and You Know It

When you're happy and you know it - clap your hands

When you're happy and you know it - clap your hands

When you're happy and you know it

You can surely show it

When you're happy and you know it - clap your hands

(Perform underlined actions two times after saying them. Repeat song substituting for clap your hands: stamp your feet, nod your head, say ha-ha - HA-HA, and do all this (clap hands, stamp feet, nod head, say HA-HA)

We Love You

We love you (Ibu)

Oh yes we do

We love you (Ibu)

And we'll be true

When you're away from us

We're blue

Oh (Ibu) we love you.

(Change underlined word for any person or place name. This is a good song to honor someone when they leave.)

(Sung to the tune of "We Love You, Conrad" from Bye-Bye Birdie.)

Farewell My Friends

Farewell my friends, farewell my friends

Farewell, farewell.

I'll see you again, I'll see you again

Farewell, farewell.

(Underlined farewell may be replaced with:
goodbye
so long
adios (Spanish)
au revoir (French)
adieu (French)
shalom (Hebrew)
auf weidersein (German)
etc.)

Head, Shoulders, Knees, and Toes

Head, shoulders, knees and toes

Knees and toes.

Head, shoulders, knees, and toes

Knees and toes.

Shoulders, toes, head, knees, and toes

Knees and toes, knees and toes, knees and toes.

(Touch body part as word is said. Substitute other body parts as desired: ears, eyes, nose, mouth, chin, etc.)

Hokey Pokey

You put your right foot in

You put your right foot out

You put your right foot in

Shake it all about

Do the Hokey Pokey

Turn yourself around

That's what it's all about - YEAH.

Do You Speak English?

Do you speak English? Do you speak English?

Yes, but just a little bit.

Hello, how are you? Hello, how are you?

I am fine thank you. And you?

(Repeat song doing different actions. Underlined words may be replaced with:
left foot, right hand,
left hand, head, nose,
whole self, etc.)

(Sung to the tune of
"La Cucaracha")

Are You Sleeping?

Are you sleeping? Are you sleeping?

Brother John. Brother John.

Morning bells are ringing. Morning bells are ringing.

Ding, ding, dong. Ding, ding, dong.

(The above song may be changed and sung like a dialogue. For example:)

Are you hungry? Are you hungry?

Yes, I am. Yes, I am.

What do you want to eat? What do you want to eat?

Eggs and ham. Eggs and ham.

(or)

Where are you going? Where are you going?

To see Doctor Bore. My neck is sore.

When are you coming back? When are you coming back?

Back by noon! See you soon!

SESSION 6 - ESL GAMES

PURPOSE: To expose the PTs to a variety of game activities which they can use. To give them a chance to play the games and discuss when and how to use them. To give some suggestions on how to structure and conduct game activities.

GOAL: The PTs will be creative and use the game activities and ideas presented. They will create or adapt other games to fit the needs of their students.

DESCRIPTION

ESL games are activities that encourage students to practice and review material such as vocabulary, grammar, sentence structure, and miscellaneous information in creative and fun ways. They usually generate enthusiasm and excitement among the students and offer a break from more formalized instruction. Observing the students' ability to participate successfully in a game activity helps the teacher to recognize if students are having difficulty with certain material.

Games used in the refugee camp classrooms should require few materials due to the general lack of resources. A blackboard and some visual aids are sufficient for most game activities. Each game should have a purpose such as to practice or "test" the students on specific material (place prepositions, names of colors, spelling, etc.). As with drills, games must be explained and demonstrated before having students begin them. It is important to structure them so that everyone has an equal opportunity to participate and order is maintained.

The teacher can determine how to have the students play the game: the whole group or smaller groups, individually, in pairs, or as teams.

Dividing the class into teams and keeping score works well with Indochinese students since the team provides support to team members and scoring challenges members to do their best. No matter how a game is structured, the teacher needs to encourage the students to concentrate on what they are doing and not worry about winning or losing in a game.

To minimize the negative effects of competition, try to create an atmosphere in the classroom where support is given for trying. Offer words of encouragement to all participants rather than singling out individuals for praise or scorn. Plan games that review material which has already been taught. Avoid having any special rewards or prizes for winners, if anything give everyone something such as a piece of candy or a short break.

PRESENTATION AND PEER PRACTICE (COMBINED)

Due to the length of time required for this session, peer practice is combined with the presentation. Demonstrate a variety of different games that can be used in English classes, all of which require few, if any, materials. The PTs play each game as it is presented and then briefly discuss the point of the game. A PT is then asked to act as teacher and have the other PTs play the game.

The following games are suggestions, selected for their simplicity and adaptability.

PICASSO DRAWING

OBJECT: To practice prepositions of place and direction.

MATERIALS: Plain sheets of paper and pencils or pens.

HOW TO PLAY: Give each student a piece of paper and pencil. Teacher tells student to draw what is said. For example: "Draw a house in the middle of

the paper. Draw a man under the house. Draw a tree to the left of the house." etc. To correct, have a student go to the blackboard and draw what is on his or her paper. Ask him to tell what he drew and where it is located. Ask other students if their drawings are the same. If not, what are the differences? What directions did the teacher actually give?

CIRCLE GAME

OBJECT: To practice specific vocabulary.

MATERIALS: None.

HOW TO PLAY: Have students sit in a circle. Teacher selects a topic such as clothing and asks students to think of names of clothing items. Each student must name an article of clothing when it is his or her turn. If a student repeats any word already mentioned or can't think of a word, then he or she is out and must stand up. The last student sitting is the winner. Other topics include: foods, body parts, furniture, numbers, colors, countries, occupations, family members, places, etc.

NUMBER GAME

OBJECT: To practice numbers, telling time, and/or counting money.

MATERIALS: Flashcards and/or paper money or cardboard clocks.

HOW TO PLAY: Teacher distributes number flashcards, clocks, or money to students. The teacher says a number (an amount of money or the time) and students must hold up the correct number flashcard (or amount of money or time on the clock).

SIMON SAYS

OBJECT: To practice giving and following commands/directions.

MATERIALS: None.

HOW TO PLAY: Teacher commands the students to do things. For example: "Simon says raise your hand, stand up, pick up your pen, close your eyes, etc." Teacher then asks a student to give commands.

RUN TO THE BLACKBOARD

OBJECT: To practice vocabulary and numbers.

MATERIALS: Blackboard and chalk.

HOW TO PLAY: Divide class into two teams. Have them line up behind a starting line (indicated by a piece of tape or a chalk line on the floor), and give the first person in line a piece of chalk. The teacher says a number or word. In response, a student from each team runs to the blackboard and writes or draws the word. The first one to finish correctly wins and the team gets a point. For example, teacher says "57" and students must write it; teacher says "ear" and students must either draw an ear or write the word. For lower level students write the word or number on the blackboard, or put up pictures or flashcards. Students from each team draw a circle around the correct word or number or picture. The first one to circle it is the winner.

FACE TO FACE REVIEW

OBJECT: To practice asking and answering questions.

MATERIALS: Pictures and objects.

HOW TO PLAY: Have students stand in a row facing each other. Give each student in one row a different picture or object. Have the student opposite him or her ask an appropriate question based on what he or she is holding. For example: "What is that?" "What are those?" "Where are you going?" The other student must then respond accordingly. For example: "It's a book." "These are shoes." "I am going to the hospital." Then

pass objects and pictures down the row so that each student gets a different one and repeats the question and answer process with a partner. Do this for all items. Then switch and have the other row hold the items and repeat the activity.

HANGMAN

OBJECT: To practice the alphabet and spelling.

MATERIALS: Blackboard and chalk.

HOW TO PLAY: Teacher thinks of a word and puts a line on the board for each letter in the word. Students try to guess what the word is by naming letters of the alphabet. If a letter is in the word, then the teacher writes the letter in the appropriate space. If it is not in the word, then the teacher draws a part of the body that is hanging from a gallows. The students win if the word is guessed before the body is fully drawn.

TIC TAC TOE

OBJECT: To practice answering questions.

MATERIALS: Blackboard and chalk.

HOW TO PLAY: Prepare a series of questions for students to answer. Base the questions on material previously presented in dialogues, songs, etc. For example: "Where do you go to buy stamps?" (Post Office) "What did you do in your country?" (I was a vendor) "How many children did Father Abraham have?" (Seven children) "Can you name the days of the week?" (Yes. Monday, etc.) "What are you wearing today?" (Shirt, etc.)

Divide the class into two teams (X and O). Teacher draws a tic tac toe board on the blackboard. Flip a coin to determine which team goes first. Teacher asks a team member a question to which team member responds. If a correct response is given, then the team gets to choose where to put

mark. If an incorrect response is given, then a member of the other team is called upon to answer. If that person responds correctly, then his team gets to put their mark on the board. When neither team answers correctly, then the space is left blank. The first team to get tic-tac-toe (three spaces in a row across, down, or diagonally) wins.

CONCENTRATION GAME

OBJECT: To match words to pictures.

MATERIALS: Small flashcards having pictures and others having corresponding words.

HOW TO PLAY: Divide class into groups of four to five students. Give each group a set of flashcards. The set should contain about 10 word cards and their matching picture cards. Shuffle cards and spread out face down. Each student takes a turn selecting two cards. If they match, he keeps them. If they do not match, the cards are put back face down. The student should say aloud whatever appears on the cards whether they match or not. A student with a matching pair also wins another turn. Play continues until all pairs are matched. The student with the most pairs wins. This game has many variations and can be used with all levels of students. For example, it can be used for matching synonyms, antonyms, verb tenses, etc.

There are many other games which can be presented and used effectively in the refugee camp classroom. The trainer may choose to delete some of the above and add others.

DISCUSSION

Begin a discussion based on the subject of using games in class. Ask the PTs to consider what type of games would have been beneficial to them when they were learning English and in what ways.

Questions:

1. What does the word "game" mean to you?
2. Can students have fun and learn at the same time? Give some examples.
3. What types of games were just presented? Name them and give a brief description of each and how to play it. (Trainer should help summarize and illustrate each game on the blackboard.)
4. Do games test the student's knowledge? How does this type of testing help the teacher in planning future lessons?
5. Do you like working alone or on a team when playing a game? Explain your preference.
6. What is the point of competition in games such as these? Is winning the most important thing?
7. Are there other games that you know of which could be adapted for teaching English?

ADDITIONAL ACTIVITY

Divide PTs into groups of three or four. Ask each group to brainstorm ideas for what types of things could be reviewed in each of the games which were presented. Have them write down their ideas. At the same time they should consider if there are any variations on the games that might be used with students. Have them compare lists in a general discussion.

SESSION 7 - VISUAL AIDS

PURPOSE: To present a variety of visual aids which are useful in teaching and learning. To discuss the many considerations that need to be made regarding the creation or selection of visual aids.

GOAL: The PTs will make appropriate visual aids for use in teaching.

DESCRIPTION

Visual aids are any materials or objects that visually depict or represent things. The visual factor aids in learning and communicating language since we see what is being described in spoken or written word(s). Pictures, drawings, objects (real and fake, e.g., artificial flowers or fruit), cuisinaire rods*, flashcards, and people can be used as visual aids in the classroom. The creative use of visuals such as these when included in teaching activities enhances the overall effectiveness and impact of them.

Visual aid materials vary greatly in quality and should be selected or made according to certain standard criteria. Size, dimension, and color are important factors. Visuals should be large enough to be seen clearly. Proportions can be accurate or distorted depending on what is highlighted in the lesson. Color visuals are generally more effective and realistic than black and white ones. If available, try to use real or fake objects, or photos in place of line drawings when teaching low level students as

* Cuisinaire rods are sets of small, colored, wooden or plastic blocks of different lengths. There are many lessons that can be taught using rods as they are excellent for helping students to visualize and practice any number of things. However, I do not promote or encourage their use in regular English programs due to the almost certain lack of availability of such an item, large class sizes, and lack of supervision to instruct and monitor the use of rods. I include them in the visual aids session only when time permits to spark the imagination of the PTs. Trainers who know how to use rods as a teaching tool and have a set available might also choose to include a training activity on them.

they can more readily learn to identify them.

Humor too is an important factor to consider when preparing visual aids. Unusually large, small, or gaudy items are good for role plays. They not only add humor, but generate a greater range of descriptive vocabulary and expression. Humorous, cartoon-type drawings present even dull material in a way that attracts otherwise uninterested students.

PRESENTATION

1. Trainer draws a series of simple pictures on the blackboard that show expressions of basic feelings (happy, sad, angry, crazy, etc.) or actions (sitting, running, jumping, walking, etc.). Ask PTs to guess what feeling or action is represented.
2. Next, hand out blank sheets of paper to each person and ask him or her to draw a variety of things such as facial expressions, actions, and objects. Advise them not to spend too long drawing any one thing. Allow about ten minutes for their drawing. Circulate and look at the work as they draw. When they have finished, call for volunteers to reproduce some of their things on the blackboard. Ask the PTs as a group to guess what each drawing represents.
3. Prepare a one-word charade game of from 20 to 30 slips of paper with a different word written on each slip. The words should be descriptive adjectives that can be acted out. The point of this activity is to demonstrate how we can communicate using facial expressions and body language as visual aids. It could be used as a game activity with higher level students. The following are examples of suitable words:

old	happy	angry	stupid
young	sad	lazy	intelligent
hot	silly (crazy)	active	short

cold	serious	shy	tall
sick	beautiful	bored	fat
healthy	ugly	nervous	thin
sleepy	dizzy	tired	

Put slips into a container or hat. Ask PTs if they have ever played charades.

Explain that the point of the game is to act out (mime) the word without speaking as the others try to guess the word. Pick a slip and demonstrate a charade of the word selected. Emphasize to PTs that gestures and actions must be clearly visible to all. Ask each PT to select a slip of paper and perform the charade. Comment briefly on how the PT conveyed the meaning of the word. Ask anyone who wishes to, to offer other ideas on how to present the word.

DISCUSSION

Begin a discussion on visual aids.

Questions:

1. What does the word "visual" mean? What does the word "aid" mean? What does a "visual aid" mean?
2. Name some different types of visual aids which have been used in training presentations.
3. How do they help us to learn and understand? Give some examples.
4. What constitutes a good visual aid as opposed to a bad one? (i.e., size, appearance, color)
5. Can visual aids be funny and does humor serve any purpose?
6. What visual aid was used in the one-word charades? Can you name some more words that people convey by facial expressions and physical actions?
7. If you suddenly lost the ability to speak, do you think that you could continue to communicate? Explain why or why not.

PEER PRACTICE

Divide the PTs into groups of three or four. Assign each group to make a concentration game (described in the section on games) based on topics such as: food, clothing, colors, occupations, emotions, family members, places, animals, furniture, etc. Have them brainstorm a list of possible vocabulary and edit it down to ten words which would be most basic to teach beginning students. Create flashcards of these ten words and the ten corresponding pictures.

Supply materials necessary for the construction of the concentration games. Assist where needed. As groups finish, have them practice playing their own concentration games and exchange their games with others and play. Offer comments and suggestions about the words selected for each game and the quality of workmanship with regard to clarity.

ADDITIONAL ACTIVITY

Based on their concentration games, ask the PTs to draw large pictures of those drawn for the games. These larger pictures can be used for the initial introduction of this vocabulary in activities such as drills. Have several sets of each made. If a materials library is not in existence already (and it probably isn't), try to help the PTs develop one. There will most likely be some natural artists, organizers, and managers among the PT group who will take an interest in this.

SESSION 9 - LESSON PLANNING

PURPOSE: To present a simple way to write daily lesson plans and give suggestions on what types of information to include. To discuss the value of writing and keeping a sequence of lesson plans.

GOAL: The PTs will write daily lesson plans according to the guidelines given.

DESCRIPTION

Lesson planning is the final topic. Ideas and activities presented during the course of training are now tied together into a lesson plan. The process of preparing lessons carefully and sequentially helps both teacher and students. A good lesson plan reminds the teacher of what he or she will teach and how; it also provides a permanent record of what has been taught and can be referred to at any time.

An effective way to have the PTs begin to think about planning lessons is to show them how each training session had to be pre-planned. At the end of each session, beginning on the first day of training take a few moments to talk about how you planned and prepared for it. Present a simple lesson plan that contains the following basic information:

1. Purpose of the lesson.
2. Previous material to be reviewed.
3. New material to be introduced.
4. Activities to be used for presenting, reviewing, and practicing the material. Allot an amount of time to be devoted to each activity. This helps to plan fairly accurately the number of activities that can be presented on a given day. Overplanning is better than underplanning as an extra activity can always be omitted and used later.

5. Visual aids and language materials needed for the activities.
6. Evaluation (at the end of the lesson) - How did it work? What changes might be made?

By the time this session on lesson planning is presented, the concept of lesson plans will already be somewhat familiar to the PTs.

Stress the importance of writing lesson plans that can be understood by other teachers. Details of activities do not have to be given in depth, but enough information needs to be conveyed. For instance, a teacher needs to write down more than just the name of a game, e.g., Concentration. He or she must say what material the game aims to practice, e.g., Concentration-articles of clothing.

Designate a work area if possible for planning lessons so that teachers can exchange ideas and assist each other when necessary. Have resource materials and supplies nearby so that teachers can refer to them when planning. If a language program supervisor or trainer is available to work with them, group planning sessions could be held.

PRESENTATION

Trainer writes a sample daily lesson plan on the blackboard. Ask PTs to read it and note format. Discuss the reasons for writing daily lesson plans and discuss the basic types of information that are included in the lesson plan. Have the PTs try to describe the things this sample plan (for a high beginning or low intermediate level class) aims to teach and how.

SAMPLE LESSON PLAN

Purpose: To review/continue to teach body parts; to describe simple pain and its location; to review numbers 1-100; to review colors.

Review material: Head/eye/ear/tooth,teeth/nose/hair/mouth/color/blue/brown/black/red/white/yellow/numbers 1-100.

New material: Arm/leg/knee/foot,feet/toe/hand/finger/shoulder/back/stomach/ache/sore/hurt.

What's the matter?" "My _____ hurts." "Where does it hurt?"

Activities:

1. Run to the Blackboard game. Two teams. Draw the part of the face the teacher names. (5 min.)
2. New vocabulary-body parts. Teacher points to self and teaches new words. Students repeat. (10 min.)
3. Simon Says game - body parts. (5 min.)
"Simon says touch your arm."
4. Dialogue. Seven steps. (15 min.)
"What's the matter? / My head hurts. / Where does it hurt? / Here."
5. Substitution drill. "My head hurts." (5 min.)
6. Numbers review. Show number flashcards and have students identify the numbers. (5-10 min.)
7. Colors review. Point to different things in the classroom and have students name their colors. Full sentence Q and A. (5 min.)
8. Song. "Head, Shoulders, Knees and Toes." (10 min.)
9. Writing practice. A - Students draw picture of a person and label body parts. B - Students write two simple sentences about self: "I have black hair." and "My eyes are brown." C - Students draw a self-portrait. (15 min.)

Visual Aids: Use of self/students to show body parts, chalk/chalkboard, and number and body part (name) flashcards.

Evaluation: Here the teacher would write in comments for future reference as to what worked well and what didn't.

DISCUSSION

Begin a discussion on the importance of lesson planning. Try to encourage the PTs to think of lesson planning not as a chore but as an exercise in creative planning.

Questions:

1. What is so important about having a written lesson plan? What can happen if a teacher only plans in his or her head and doesn't write it down?
2. What are the six main considerations in the lesson plan presented?
Give a short description of each one.
3. Is it necessary to put down every detail in a lesson plan?
4. Was enough information given in the sample plan for a teacher to follow it without difficulty? What would you want to add or delete?
5. Why are approximate amounts of time indicated for each activity?
6. Are all classes the same? Are all students the same? What must be kept in mind when referring to someone else's or your own previous lesson plan?
7. What kind of ideas and materials can teachers exchange to help one another?
8. What are some advantages and disadvantages in planning lessons in a common teacher's room?

PEER PRACTICE

Have PTs work in pairs. Ask each pair to work together and write two lesson plans following the format illustrated in the presentation. Have

them prepare two one-hour lessons for the first two days of a beginning English class, so that some evidence of sequencing and reviewing of material can be seen. If there is a text or curriculum for the teachers to use, have them refer to that for material. Otherwise, they must rely on their own ideas of what they should teach first.

Let PTs have at least an hour to work. Help those having difficulty. Collect the sample lesson plans from each pair and go over them during a break. Write comments if pertinent. Return them to PTs. As a whole group, ask them to discuss what they included in their plans. Compare any similarities and differences and discuss.

ADDITIONAL ACTIVITY

If a text or curriculum is given to PTs to use, have them go through it section by section and make suggestions on what type of activities could be used to present and review the material. Also have them note any material which they feel is irrelevant for the students, or which is missing. Discuss the feasibility of deleting or adding such material.

CONCLUSION

This teacher training guide helps prepare volunteer English teachers in several ways. The refugee recruits receive instruction in some practical teaching techniques and activities suitable for use in the refugee camp classrooms and are given opportunities to peer practice them. Training is structured in such a way as to build self-confidence and enthusiasm among the participants. Open discussion and evaluation of material presented and peer presentations encourage the growth of group support and understanding.

I wanted the teacher training course to present both the teaching and learning of English as an enjoyable and fun subject. Creativity and humor are stressed as positive factors in language learning. Both teachers and students learn by doing and improve by practicing. Making mistakes and trying to learn from them is part of the learning process. The best teachers are those who are open to different ideas and are not afraid to try new things. I felt the prospective teachers left training and entered their classrooms sharing these same beliefs.

When a training course ended and English classes were underway, I tried to observe as many new teachers as possible and offer support. I would visit classes and observe part of a lesson. Before leaving a class I would give a quick "pep talk" to the students and teacher. Periodically, as time permitted, I returned to observe classes in depth. I would often pre-arrange to teach or team teach part of a lesson. After class the teacher and I would have a conference and exchange observations and concerns. From observing, teaching, and talking with teachers a lot of additional things arose to warrant in-service teacher training sessions.

In-service training offered workshops on new topic areas as well as refresher sessions on material previously presented. Some of the in-service training sessions that I conducted were based on: how to deal with large numbers of students; how to get shy, passive students to participate; how to teach various grammar structures; how to teach reading and writing. These sessions were generally lively and productive with teachers sharing classroom experiences and offering advice and ideas on these matters. Refugee teachers grew professionally from such on-going training, and were able to contribute to each other's growth.

It can be argued that two weeks of teacher training is hardly enough time to train qualified English teachers, and I would certainly agree under normal circumstances. However, given the unique considerations of the refugee camp programs, a good number of capable and competent refugee teachers effectively taught survival English to fellow refugees. Thanks to their efforts many people were able to begin learning English, who otherwise would not have had an opportunity.

EVALUATION

The method of training refugee English teachers that I have described worked well with the Indochinese. I decided on training them to teach structured activities such as dialogues, drills, games, and songs after observing classes and teaching in the refugee camp. I had to alter and/or omit many of my preferred teaching activities and approaches as I discovered they were unworkable and unsuitable for use in the refugee camp English programs. My frustration at having to readjust my own way of teaching was lessened by a realistic assessment of what could be accomplished in English classes in a refugee camp given the limited amount of time and resources available.

Based on the general lack of materials, large class sizes, and poor classroom facilities, I found structured activities such as dialogues, drills, games, and songs most effective. Simple techniques for conducting them could be learned without much difficulty, and both teachers and students had success with them. The Indochinese students felt most comfortable when working with the class as a whole in choral repetition exercises and in small groups where activities were structured.

Role plays posed some problems due to the tremendous shyness and passivity of the Indochinese students, especially women. Many of the students experienced anxiety when singled out to participate in such an activity. All but the most outgoing students in a class tended to be inhibited when asked to create role play situations lacking a set language structure. However, the persistent efforts of the teachers to encourage students to overcome shyness and participate ultimately made role plays more successful as classes progressed.

I deliberately omitted any activities involving the use of tape recorders as they were unsuccessful due to the poor acoustics and noise in and around the classrooms. Only programs that had tape labs were able to conduct listening comprehension activities with any degree of success. As previously mentioned, cuisinaire rods were unavailable to refugee teachers, and due to the large class sizes and inexperience of refugee teachers they would have proved impractical without proper supervision, even had they been available. I abandoned the promoting of either tool early in my training.

The Indochinese teachers were calm, resourceful, and flexible people who seemed undaunted by the lack of material resources and classroom comforts. They readily accepted the ideas put forth in training and genuinely did their best to follow any suggestions given. I felt pleased when I observed the lack of grammar-translation in classes and the wide use of gestures, visual aids, and variety of activities being used. Much of the success of the training program is attributable to the enthusiasm of the Indochinese refugees who patiently and wholeheartedly participated in it.