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Using a Computer With the Language Experience Approach

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USING A COMPUTER WITH THE
LANGUAGE EXPERIENCE APPROACH

CAROL MARIE JENNINGS

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

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This project by Carol M. Jennings is accepted in its present form.

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ABSTRACT

This paper attempts to explore the use of a computer in language learning. It describes twenty lessons that were given to a non-native speaker using a computer with the Language Experience Approach. It includes three hypotheses that were formulated before the lessons began, the rationale of how the hypotheses were developed, a description of the lessons, and conclusions. The paper lists difficulties that were encountered in the lessons as well as factors that helped learning.

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COMPUTER ASSISTED INSTRUCTION

LANGUAGE EXPERIENCE APPROACH

LANGUAGE LEARNING

ENGLISH AS A SECOND LANGUAGE

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Section 1

INTRODUCTION

I gave twenty lessons using the Language Experience Approach with a computer and printer to a Cambodian woman, Teany Heng. These English as a Second Language lessons are the topic of my Independent Professional Project. Section 1 of the Project is the Introduction; it lists my original hypotheses before the lessons were given. It also contains the rationale of how the hypotheses were developed. Section II explains what happened in the lessons including the procedure that was followed, what helped learning, and what difficulties were encountered. Section III, the Conclusion, summarizes the results of the lessons relative to the original hypotheses. It also includes other thoughts and ideas as a result of the lessons.

HYPOTHESES

Hypothesis # 1 - Combining the Language Experience Approach (LEA) with a computer and printer would improve primarily Teany's oral language skills, and secondly, her reading language skills.

Hypothesis # 2 - Using the LEA with a computer and printer would generate materials that were more relevant to Teany than standard ESL textbooks or commercial software.

Hypothesis # 3 - Combining the LEA with a computer and printer would facilitate the teacher's job of transcription, storage, record keeping and follow-up activities.

RATIONALE

These three hypotheses were developed over nine years of my personal teaching experiences. Working with both beginning and advanced ESL students I saw the need for personal vocabulary and experiences to be incorporated into a lesson. Teaching ESL to a doctor in Japan and ESL to Indo-Chinese refugees in the United States made me somewhat dissatisfied with commercial textbook series. Thus, the Language Experience Approach¹ appealed to me. The LEA is an approach in which the student generates his own language based on his personal experiences. He chooses his topic to discuss and uses vocabulary and sentence structure meaningful to him. Using a computer in my Learning Disability classroom frequently over three years convinced me of the strengths of the computer as a teaching tool. Combining the strengths of the computer with the advantages of the LEA seemed to me a natural progression.

While I was living in Japan, I taught ESL to a Japanese doctor once a week for two years. He was very proficient in reading and writing as he had studied English in college and had read medical textbooks and journals in English. However, he could not converse except on a very elementary level. All of the texts that I found at that time emphasized grammar through reading and writing or oral production through an audio-lingual approach. Since my student became bored with audio-lingual training and didn't need reading and writing, none of the commercial texts that I knew of seemed appropriate to his needs. He and I both

¹Ruth Calvin and Jane Root, Tutor: Techniques Used in the Teaching of Reading (Syracuse: Literary Volunteers of America, 1976) p. 18-23

wanted some materials which would allow him to practice and utilize his repertoire of English skills. He was particularly interested in orally practicing his medical terminology in order to converse with American doctors.

When I returned to the United States and began teaching beginning Indo-Chinese refugees, I experienced the same dissatisfaction with standard textbooks. Although I felt the series I was using, an audio-lingual one, was benefitting my students, something else was needed. My students were producing some correct grammatical phrases through repetition but I didn't allow for personal expression.

For my Master's Degree internship, I taught an advanced intermediate ESL class of Indo-Chinese refugees. My students were well educated in their own countries and could read and write English. They liked and were very adept at completing complex written grammatical exercises. However, their oral skills were not commensurate with their written skills. For example, one particular student could always provide the correct answer about the conditional tense. However, during the breaktime she couldn't tell me about her daily activities. I realized that I needed to provide an opportunity for her to practice English in addition to studying grammatical rules.

All these factors heightened my interest in the LEA. Teaching ESL to a Japanese doctor, working with Indo-Chinese refugees, and teaching an advanced class made me realize that a more personal and meaningful approach was needed.

THE LANGUAGE EXPERIENCE APPROACH

Because of my frustration with commercial textbooks and a belief that my students needed to express themselves in class in a more personal way, the Language Experience Approach appealed to me. Three assumptions of the LEA² seemed to fit the needs of my students.

- a. Language is a collection of personal experiences, ideas and feelings.
- b. Language that the student generates is more meaningful to him.
- c. The student learns better if she/he is personally invested in the process.

Combining the LEA with a computer and printer seemed logical to me. During the time that I was teaching ESL and feeling the need for my students personal expression, I was also taking computer courses for educators.³ Almost everyday from the fall of 1982 through the spring of 1985 I used a computer with learning disabled adolescents. I found the computer to be extremely beneficial to learning math, spelling and reading and saw no reason why it could not be applied to oral language learning.

²The information of Language Experience is taken from Kimberly Gerould, "Teaching ESL Literacy to the Functionally Illiterate Adult: Using Language Experience and Words in Color," Thes. School for International Training, 1982.

³Minnesota Education Computing Consortium, Using the Computer in the Classroom, (Minnesota: MECC Publications, 1982).

STRENGTHS OF THE COMPUTER

Current literature cites the merits of using a computer for teaching and learning for both general instruction and language learning.⁴ I personally found seven major advantages which are listed below.

a. The computer/software provided immediate feedback.

The commercial software that I had been using, Milliken Math Sequences, by Milliken Co., provided feedback to the student after he completed each problem. If the problem was correct the computer re-inforced the student with responses such as "Good work, Mary" giving the student's own name. If the student made an error, the computer indicated so, and the student was immediately given another chance to correct it.

Many times in my teaching I could not provide immediate feedback to my students. I would often be working with a small group of students in one corner of the classroom and have the rest of the class working independently at their desks. I would walk by their seats and see them completing an assignment incorrectly. However, because I was working with another group, I had no time to assist them. The computer was a distinct advantage in this area.

⁴Seymour Papert, Mindstorms: Children, Computers, and Powerful Ideas (New York: Basic Books, 1980); Evelyn Elizabeth Fella, "Computer-Assisted Language Learning: Issues, Perspectives and Practices," Thesis, SIT 1094; Sheila Swett, "Cross Cultural Computing," Electronic Learning, January 1986, p. 48-52.

- b. The computer/software had a large storage capacity.

One floppy disc would store the equivalent of seventy pages of single-spaced text. In the area of math the computer could generate an infinite number of the same type of problems. The student and teacher could have access to it instantaneously.

- c. The computer/software provided a management system.

Many commercial software programs now have management systems. The hardware and software together allow the teacher to give students specific assignments, change them to easier or more difficult material, and keep records of their work. The reading, spelling, and math programs by the Milliken Co., provided all three features.

The management system allowed me to give each of my students a different assignment depending on his or her needs. By sitting at the keyboard for five minutes before the student started, I told the computer what kind of work I wanted my student to do. The level of difficulty, the number of problems, questions, or stories, and the percent accuracy required were all previously determined by me. Then, as each student had his turn on the computer, his assignment was ready.

The computer was able to automatically progress the student onto more complex material or move him to easier material. Only if the teacher had commanded it to do so and only if the student had mastered the previous skills would the computer move him to more difficult

material. The students were often aware of their progress and were very motivated to watch themselves progress through the various levels of increasing difficulty. Many times they were also relieved when the computer would give them easier material.

The management system also provided a record keeping portion. The computer kept a current and a cumulative record of each student's work. It told me how many and which stories my student had read or how many and which kind of math problems he or she had completed. Then it would give the total number of problems completed and a percentage score. Some software, such as the Milliken Comprehensive Power, even made an item analysis of the student's errors. With this software the computer told if the errors were in literal understanding, analysis, appreciation, interpretation, or evaluation.

The management system feature of the computer was extremely advantageous to teaching. There have been many occasions when I was not able to immediately provide easier or more difficult material directly to a particular student because of classroom demands. Often I was not able to correct the student's work right away, losing valuable time in the teaching progression. For record keeping, the management systems were far better than anything I had ever used in teaching. What would literally take me hours to correct, score, and record, the computer could do in a few seconds.

- d. The computer/software had an authoring system.

Many software programs on the market contain an authoring system which allows the teacher to add his/her own material. I used the Milliken Spelling Program which allowed me to add twenty words of my choice. The software provided the structure of the lesson yet I provided the content of the lesson.

- e. The computer/software provided drill and practice in game format.

One portion of the Milliken Spelling Program offered the student and teacher four game options. Even though each game was different the same words were used repeatedly in a variety of ways. My students loved to play the 'game' as they called them and seldom became bored. For these reasons I felt the computer far outweighed any other teaching method for drill and practice.

- f. A printer provided a hard copy.

Using a printer with a computer allowed me to obtain a hard copy of certain portions of the courseware. Using the Math Sequences I was able to obtain a copy of any or all of the student's progress on a piece of paper. Other programs allow the teacher to get a hard copy usable as a worksheet.

g. The computer/software utilized colorful and animated graphics.

Many of the good educational software programs are as colorful and animated as watching a movie. The characters and objects move across the screen capturing the student's attention. Scholastic Microzine and Space Journey have picture and movement that no worksheets or textbooks could ever compare with.

SUMMARY

I found seven major advantages using a computer. The computer/software provided immediate feedback to the student and a management system for the teacher. The computer/software contained a large storage capacity and with a printer, made a hard copy. Providing an authoring system, presenting drill and practice in a game format and utilizing colorful and animated graphics were additional strengths.

This section has dealt with my original hypotheses and how they were developed. Teaching ESL in Japan, working with beginners in an audio-lingual approach, and teaching an advanced ESL class made me realize that my students needed more personal vocabulary and events used in class lessons. The assumptions of the LEA seemed to meet the needs of my students. Teaching with a computer convinced me that it is a powerful learning tool. Therefore, combining the advantages of the LEA with the strengths of modern technology seemed like a realistic teaching technique.

I thought that I could use the computer as a tool to facilitate the teaching and learning process in the LEA. I planned to follow the same basic procedural steps used in the LEA except that I would use the computer. The student could pick a topic and tell a story significant to him. However, instead of transcribing the story on paper by hand, I would transcribe it by typing it on a computer using a word processor.

Section 2

THE LESSONS

This section is a description and discussion of twenty lessons that were given using a computer and printer with the Language Experience Approach. It includes the background of the student, the equipment used, and a step-by-step explanation of the process followed in the lessons. This section also lists factors that helped learning as well as difficulties that were encountered during the lessons.

THE STUDENT

These lessons were given to Teany Heng, a thirty-three year old married Cambodian woman with two children. She had been in the United States for three years. Teany was employed in a technical position, cleaning and inspecting contact lenses, and had been promoted twice in her company since the time she was hired.

Because Teany had been a student of mine during the previous year I was aware of her language background, strengths, and weaknesses. She had been enrolled in my advanced class for four months, two evenings a week, along with four other students. She had also studied English in high school in Cambodia and in other adult vocational ESL class in Minneapolis. Teany was very proficient in listening, reading, and writing but her oral skills were deficient. She could complete complex reading comprehension or written grammatical exercises yet it was hard

for her to carry on a conversation. She made many pauses, used incorrect grammar, and giggled often. I believed that she needed an opportunity to orally practice the language that she had mastered in written form.

In the following year as I was developing my ideas for my Independent Professional Project I remembered her and felt that she would be a perfect candidate for the LEA lessons. I contacted her by phone to see if she was interested in free English lessons. She came to my school to discuss the matter and seemed quite enthusiastic. We started the lessons shortly thereafter.

EQUIPMENT

I used an Apple IIe or IIc computer, one disc drive, a monitor, and an Epson printer. For software I used the commercial work processing program Bank Street Writer. In addition to Bank Street Writer, another disc was employed to store the LEA stories. Although I utilized these specific brands, any computer, disc drive, printer, or word processing software program could be used.

PROCEDURE

Each lesson was approximately one hour long over twenty consecutive Monday or Wednesday afternoons. The lessons were conducted from February through July of 1985. Each lesson followed the same basic format similar to the traditional Language Experience Approach:

1. The student told her story.
2. The teacher transcribed.
3. The student read the story aloud.
4. The student edited using the teacher.
5. A print-out was made.

1. The student told her story.

During the beginning lessons about fifteen minutes were devoted to having Teany orally produce the language. Each week Teany came to class with her topic previously chosen. During the first lesson I wrote eight possible topics on the blackboard for her to choose from: occupation, family, economics, hobbies, travel, customs, religion, and Cambodia. These were areas that I was interested in hearing her talk about and thought she might enjoy. After that first lesson she always had her exact topic in mind at the start of each lesson. Some topics she chose were: a family vacation, escape from Cambodia, religion, economy, and her job (see Appendix for all stories). Teany and I sat at a table away from the computer and she talked spontaneously. If there was a lull in her oral production I asked questions in order to stimulate more oral language.

In the last few lessons only five minutes were devoted to oral production. It became apparent to me that Teany had enough language to later transcribe onto the computer and more time was needed for that. It became obvious to me that the purpose of the beginning of the lesson

was to generate and stimulate the language

The beginning of the lessons was important for another reason. Many times Teany talked about an important and significant idea and then later inadvertently omitted that idea during the transcription onto the computer. I then clued Teany with a key word or idea and she was then able to orally produce another train of thought.

2. The teacher transcribed.

During this part of the lesson Teany and I moved in front of an Apple computer. I sat directly in front of the keyboard and Teany sat next to me facing the screen. I transcribed the story simultaneously as she retold and expanded it. I followed the theoretical application of a true Language Experience Approach and typed the language exactly as Teany said it. The words showed up on the screen as Teany produced them. There was an immediate visual display of her oral production. This part of the lesson lasted thirty to forty minutes.

I used the Bank Street Writer for transcribing the story. I inserted the disc onto the computer before Teany arrived so that it was loaded and ready to begin. After Teany finished her story and I finished transcribing, she gave the story a title. I then loaded the second disc onto the computer and stored each story on the second disc. A catalogue, or table of contents, was at the beginning of the disc listing all the titles.

3. The student read the story.

After Teany finished telling the story, she then read back the story out loud to me. I called the beginning of the story back onto the screen and Teany read from the screen. This portion of the lesson lasted five to ten minutes.

4. The student edited using the teacher.

As Teany was reading her own story she could correct or change it using the Bank Street Writer. I was able to immediately delete, add, or change any words or sentences if Teany directed so. She usually found two or three errors in each story. The Bank Street Writer program enabled the corrected version to replace the old version on the disc.

The eight, ninth and seventeenth lessons were entirely devoted to rereading and editing previous stories. The time lapse was two to six weeks between the time the stories were made and when they were again edited. Teany found zero to three errors in each story.

5. A print-out was made.

After the previous steps were completed, I ran two hard copies of the stories on a printer. This portion of the lesson took less than five minutes. At the end of the lesson Teany took home her own personal print-out and I saved one for my records.

Using the Bank Street Writer program and a printer, it was very simple to obtain a print-out. After the story was typed and saved, the computer asked the user if he wanted a print-out. By merely pressing a few keys the computer was commanded to transfer the story onto a regular piece of paper using standard type and print.

Section 2 has thus far explained the lessons; the student, the equipment, and the procedure followed. The next part of Section 2 will be an evaluation of the lessons.

EVALUATION

Evaluation of the Process

While teaching with the LEA and a computer I found three major factors which contributed positively to the learning process. One factor was that during the major portion of the lesson Teany was actually speaking. The second factor was that reading became a re-inforcement activity for the oral production. Third, the vocabulary that was generated during the lessons was relevant to Teany's own life.

I believe the main factor that helped learning was that Teany was orally producing the language during two-thirds of the lesson. In Step 1 Teany was spontaneously telling her story for about ten minutes time. During Step 2 she was retelling and expanding upon her story for approximately twenty to thirty minutes. This amounted to about forty

minutes out of a sixty-minute lesson when Teany was verbally describing an event or idea mainly unaided or unguided by the teacher.

Oral production of the language is one of the main tenets of language learning. All schools of thought, including the varied approaches of Audio-Lingual, Counselling Language-Learning, Suggestopedia, and Silent Way encourage and support the fact that the student needs to be talking. Each approach uses a different method and/or technique in order to solicit the language from the student, but each approach works towards that same goal. Combining the LEA with a computer also allowed and encouraged Teany to be using the language as much as possible.

Another factor that helped learning was that reading became a reinforcement activity for Teany. She always read her story from the computer screen twice as fast as she orally produced it; there were no long pauses, hesitations, or questions. When she read the story out loud to me she was always able to visually recognize words that she couldn't orally produce in Steps 1 and 2. The context of the story and her prior reading ability helped her to read and re-inforce her previous oral production skills.

Another factor that helped the learning process was that the vocabulary generated during the lessons was extremely relevant to Teany's own life. In her lessons Teany was practicing words that had meaning to her, either from memories from Cambodia or in her life now in the United States. Words such as molding, radius, buffing, diameter, inclusion, and microscope, taken from Story 2, are examples of needed occupational terms. Words from Stories Nos. 1, 3, 12 and 13 pertaining to foods are not commonly

found in commercial ESL series but applied to Teany's life. Mango, papaya, smoked fish, banana leaf, sardines, eggrolls, ricestick, palm juice, seafood platter are all examples of this. Geographic names and places, such as Florida, Key West, Epcot, Orlando, Illinois, Indiana, Kentucky, Palm Beach, Tennessee, Georgia, Wisconsin, and Virginia, are words Teany used in Stories Nos. 13 and 18. Almost every lesson generated uncommon words from her occupation, special foods that she ate, or specific geographical places.

Evaluation of the Computer

The key issue in using this technique is that the computer was merely a medium for transferring the language back to Teany. The computer did not add, delete, change, edit or modify any language unless directed to do so by Teany. The computer only recorded and stored her speech. It did not do any work for Teany; it only gave back the language that she generated.

Using a word processor for transcription was beneficial both for me as the teacher and for Teany as the student. Teany was able to immediately see her words on a screen as I transcribed them on the computer. The words were in uniform size and shape and not subject to my handwriting style. They were directly in front of her on a colored screen and easy to read. As a Thai, Tagalog, and Chinese language learner this was often a problem for me. The teacher's handwritten version did not look like the standard printed version.

As a teacher, using the LEA on large sheets of paper, my students would often incorrectly read a word because of my poor handwriting. As a teacher I found typing the words on the computer to be easier and faster than writing on large sheets of paper. Because I had previous typing ability I was able to listen and concentrate more on Teany's words and less on writing and spacing the words and sentences.

In Step 4, Editing, the computer greatly helped learning. Transcribing the changed or edited word or phrase with a processor automatically deleted the old version of the story. The new story looked neater and easier to read than crossed out words as used in the traditional LEA.

I believe that the computer's capability to store and retrieve the stories was another factor that helped learning. At the end of each lesson the story was saved on the second disc and all twenty stories were saved on the same six inches by six inches one-eighth inch disc. In using the traditional LEA without a computer I have found this to be a problem. The large sheets of paper have been difficult to organize and store. Often I wanted to review old stories, but I hadn't organized them for quick access. By simply following a few easy steps described on the Bank Street Writer I was able to store and retrieve any or all of the stories in less than a minute.

The printer was another important advantage. At the end of each lesson Teany had a hard copy of her own story. In one minute,

using the Bank Street Writer, her story was transferred from the screen to paper. Because Teany did not have to hand copy it during the lesson, there was more time available for oral production. She could then take home the story and study it if she wanted.

The use of the computer memory and printer allowed the teacher to minimize preparation time. In the traditional LEA if Teany were to take home a copy of the story she would have to hand copy it during the lesson or I would need to spend time outside of the class typing the story. With this technique everything was done right during the lesson.

Evaluation of the Difficulties

The last part of Section 2 deals with five areas of difficulties that were encountered in the lessons. Four of them related to following a traditional Language Experience Approach and one was in using the hardware. I believe all five problems were minor and did not hamper the learning significantly.

One of the difficulties I encountered was my personal frustration in using the LEA. Following a traditional LEA the teacher is not supposed to correct the student's errors. However, I found it very difficult not to correct Teany; she made many errors in skills which I thought she had mastered. She consistently made subject verb agreement errors and verb tense errors in almost every lessons. As a student of mine in the previous year she never made those errors in

class.

During the Editing Lessons of 8, 9, and 17, my personal frustration was even greater. I felt that since Teany could not find her errors during the actual lessons, she would surely find them weeks later. When she didn't self correct, I spent a great deal of time thinking about and redefining the term mastery. The difference between classroom mastery of a skill and actual usage of that skill outside the formal lesson became even more significant to me.

Another difficulty occurred in transcribing Teany's oral language into written language. Teany's speech sounded normal to me, yet, when I tried to put it into sentence form, it didn't translate exactly the same way. She had many run-on sentences or sentence fragments and I couldn't tell where to stop the sentence, punctuate, or begin another sentence. This issue was never resolved and much of the time it was mere guessing on my part. Based on her pauses and intonations, I would punctuate with a comma or a period.

Another minor difficulty occurred during the beginning lessons only. I was transcribing exactly as Teany spoke and didn't specifically mark the unknown or problematic words. In Lesson No. 4 I realized that I needed to separate the known from the unknown words for teaching purposes. Therefore, I began to use the apostrophe mark at the beginning and end of those words and continued to do so throughout the lessons. I would have preferred underlining but the computer didn't have that option.

After the lessons were half over, I realized one of the biggest

problems. I did not analyze and record Teany's grammatical or syntactical errors after each lesson. I was so involved in the five procedural steps of the lesson and the stories themselves that I wasn't aware of the recurring errors. Had I analyzed or recorded the errors after each lesson, I would have incorporated some review of the previous lesson into the following lesson.

In addition to minor problems in following the LEA there were also difficulties using the computer and printer. On two or three occasions the computer did not work properly. This caused only a minor inconvenience as we had access to many other computers. Teany and I merely moved on to another computer to complete the lesson. On two or three additional occasions the printer was malfunctioning; the paper was incorrectly feeding into the machine and getting torn or wrinkled. On those days Teany could not take home a copy of her story. After class I would make a few minor adjustments on the printer, obtain a copy, and give it to her on the following lesson.

This concludes Section 2, a description and discussion of the lessons. It included the background of Teany, the equipment used, and an explanation of the five steps of the lessons. An evaluation of the process and an evaluation of the computer were made. Five areas of difficulty were also examined. Section 3 will now be the Conclusion.

Section 3

CONCLUSION

This section summarizes the results of the lessons. The first part of the section examines the lessons in relation to the original hypotheses. Other insights and reflections are also included. At the end of the paper recommendations for future use of the LEA and computer are given.

ORIGINAL HYPOTHESES

Hypothesis # 1 - Combining the LEA with a computer and printer would improve primarily Teany's oral language skills and secondly her reading skills.

Because no standardized or criterion referenced tests were administered to Teany at the beginning or end of these lessons, this hypothesis is difficult to objectively or scientifically prove. In addition to these lessons once or twice a week, Teany was also enrolled in an adult vocational ESL class two nights a week. Furthermore, she was employed full time in a company where she was surrounded with Americans and needed to understand and speak English in order to survive on her job. I believe that the LEA lessons, the vocational class and her employment position all helped together to improve her oral language. With all these factors in play simultaneously over a six-month period, it would be impossible to attribute her improvement solely to the LEA lessons.

However, I believe that if a student orally practices language that he/she needs or wants, his/her oral language will improve. These lessons provided an opportunity for Teany to practice language of her choice. For thirty to forty minutes in each sixty-minute lesson she was orally producing language that she used on her job or in social situations.

Hypothesis # 2 - Using the LEA with a computer and printer would generate materials that were more relevant to Teany than standard textbooks or commercial software.

I conclude that this hypothesis proved true during the twenty lessons. Almost every lesson generated uncommon words from Teany's personal life. Lexical items from her occupation, special foods or specific geographic names appear in each story. Such occupational terms as molding, radius, buffing and microscope do not occur in standard ESL series but are terms which Teany needed on her job. Rice stick, rice flour, seafood platter, banana leaf, garlic and palm juice are all food items not commonly listed in ESL texts. Rambler, split level, transfer camp, tracing card, third country, and incense are other unique words which had special meaning to Teany.

In addition to specific vocabulary, the overall content of the stories was especially relevant. All of the stories pertained to the Cambodian or American Culture. Nine of the seventeen stories centered around Teany's life in Cambodia, four of the stories centered around her life in the United States; and four were a comparison between life in the two countries. The Language Experience stories about Cambodia covered a variety of topics including: religion and death in Story 5, the daily market in Story 4, cooking in Stories 10 and 12, village life in Story 14 and holidays in Story 15. Sewing, driving, foods and holidays were topics about which Teany compared her life in Cambodia and the United States. Stories 1, 11, 12 and 20 tell about

her life in the United States describing family vacations, her occupation, and a typical day.

In addition to the specific vocabulary and high cultural content of the stories another factor verifies the relevancy of the material. Some of the stories were extremely poignant and personal. In Stories 2 and 3 Teany described her family's escape from Cambodia and her life in a refugee camp. All of the stories that compare the Cambodian and American cultures are very personal and describe the cultures as seen through Teany's own eyes.

The language that was generated in these lessons is sometimes found in ESL teaching materials, but not always. The vocabulary items, the cultural content and the personal nature are all too specific for books that are mass produced. All of the ESL computer software that I have used or seen advertised at conventions or in publisher's catalogs is grammar-based and has minimal cultural content.

Hypothesis # 3 - Combining the LEA with a computer and printer would facilitate the teacher's job of transcription, storage, record keeping and follow-up activities.

I believe that this hypothesis proved to be true during the twenty lessons. Using the Bank Street Writer word processing program for transcribing the story, I could instaneously correct my own typographical errors without interfering with Teany's oral production. The word processing feature was also helpful for editing the story. Whenever

Teany found an error I could immediately change it and the corrected version would replace the old error on the screen. Storage and retrieval of the stories was also made easier with the computer because all the stories were stored on one disc. Any of the stories could be called onto the screen within a few seconds. In Lessons 8, 9 and 17 this was especially helpful because three or four stories in each lesson were reviewed and edited.

The computer was also a valuable tool because I did not have to spend time outside the class typing the story. A hard copy of each story was made at the end of each lesson by merely pressing a few keys. Teany would then take a copy home to practice and study.

The last part of the third hypothesis, record keeping and follow-up activities, is unable to be verified or disproved. As a teacher I neglected to analyze and record Teany's grammatical errors at the end of each lesson. I believe it would have only taken ten to fifteen minutes after each lesson to post the errors under each story or on a separate file. I could then have spent five minutes at the beginning of each lesson reviewing the mistakes.

OTHER INSIGHTS

After using the technique I realized that each lesson was very student oriented; the teacher and the computer took secondary roles to the student. In Step 1, I mainly listened to Teany and only interjected an occasional question. In Step 2, I used the computer to transcribe what Teany said. Teany was in control of the language and the computer input through me. In Step 3, I was passively listening while Teany actively read from the computer screen. In Step 4, I was again only following Teany's editing directions. It was only during the last step, Step 5, that Teany sat passively and waited while the printer made a copy.

I believe that the student needs to be actively involved before real learning takes place. In my earlier years of teaching ESL I believed that the audio-lingual method was successful with my students. Now I wonder how many were just repeating what I said and were not internalizing their learning. Since that time I've taught ESL to children using games and activities which encourage their own personal investment. The response was overwhelming. For this same reason I believe that the LEA/computer was beneficial; Teany was actively and personally involved.

Teany's overall reaction to the lessons was very positive. Her attendance was nearly perfect and she always telephoned in advance if she would be late. After the first lesson she always came to class prepared with her topic previously chosen. This indicated to me that

she had spent time thinking about what would be important or significant for her to talk about. When I asked her directly if the lessons were helping, she would pleasantly, but not emphatically say, "Yes, I think so."

. However, many times she would indicate that the lessons were difficult. During the oral production times she would often sigh and say something to the effect that she couldn't think of anything else to say. When she appeared frustrated I would smile and allow a comfortable pause in the lesson. Then I'd ask her questions until she was able to relax and freely respond.

During many lessons Teany became emotional in her speech and used body language to express her ideas. She often used her hands, shifted her body in her chair, or changed facial expressions as she was speaking. When she was talking in Lessons 2, 3 and 4 about her escape from Cambodia and her life in the refugee camps she was very soft spoken and serious. In Lessons 10, 13 and 16 when she talked about her family trip and her hobby, sewing, she was lighthearted and laughed.

I felt that it was significant for Teany to be able to tell her story and to be listen to. I believe that by combining the emotional realm with the intellectual realm truer learning takes place; the student is better able to internalize the learning and therefore retain it. I think the lessons gave Teany confidence in her English speaking ability by being able to express herself and be understood. I believe they also gave her pride in her experiences as a Cambodian.

I had originally hoped that Teany would practice reading the print-outs at home. However, it appeared that she did not. When I asked her if she studied them she would never answer me directly either yes or no. At first I felt personally hurt. Then I realized that I had perhaps unrealistic expectations of my student. Teany was working full time, raising two children, maintaining a family, and attending classes two evenings a week all in addition to attending the LEA lessons.

In the stories I did not find a progression in terms of Teany's ideas or vocabulary. Most of the stories were the same length and the ideas and vocabulary seemed consistent. Two hundred or three hundred words was the average length of each story.

Only one lesson was much different from the others. In Lesson No. 11, about her job, Teany was able to freely talk without any prompting from me. In that story she produced over four hundred words. The vocabulary was also more detailed and specific. Teany was using words that I wasn't familiar with so I often had to stop and ask her the meanings and spellings of certain words.

Teany's reactions to the lessons only verified my opinion that the lessons were appropriate for her needs. They seemed neither too easy nor too difficult. Her attendance, body language, and the content of the stories themselves all encouraged me to continue.

RECOMMENDATIONS

Because I believe this technique was successful for the reasons listed previously I would recommend it for others to use. Eventhough similar one-on-one ESL teaching situations with computer availability are rare, this technique could also be used with groups of children or adults. With a computer and a large overhead monitor, a language experience story could be written by a whole class together. Another option would be to use the computer as a learning station in the classroom for individuals to work in pairs. With minimal instruction on word processing, a student, parent volunteer, or teacher assistant could do the transcription. In a language lab where there were many computers, students could also work in pairs using the same technique.

I recommend following the same basic procedural steps with one exception: greater attention needs to be paid to the student's errors. After each lesson I would analyze and record the errors under each story and on a separate file. I would identify what line the error was on and then label it. For example:

Line 5 - subject-verb agreement
Line 10 - new word

Then at the beginning of the next lesson five minutes could be spent reviewing the mistakes. The teacher could pronounce the vocabulary item the student didn't know in the previous lesson and the student would make two or three sentences orally using that particular word. The student would be guided to find her own grammatical error and then

correct it. With a cumulative list of errors the teacher would then be alerted to consistent mistakes. During extra time in any lesson she could practice with the student.

My experience has shown me that the computer can be useful tool for language learning. I look forward to being in the ESL field during the next thirty years to see the changes ahead. I believe that we will see the computer become just as an integral part of language learning as it is becoming in regular education.

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A P P E N D I X

Language Experience Stories

Language Experience Story No. 1
February 25, 1985

Vacation

I will plan to Florida between June and July. I will take a two weeks. We will drive down there. We will have three cars and we going to stay there maybe one week. We knew some friend over there. We knew their family. They used to live in my county. He have a daughter got married with American. They knew each other. They used to work together American Embassy. They left Cambodia before 1975. Now they have one child. Their parents always send food that kind of stuff from Cambodia. Those food like a mango, papaya, mint, etc. We give them a call very often and talk about the family, how's the weather up there. We do have a grapefruit in Cambodia. His daughter flew from Florida to Minnesota to visit us last summer. We had a good time. We brought her to see Lake Superior. We spent all day up there. When we come back we brought some smoked fish. It tastes so good! She stay here for one week and she go back to Florida. May parents, my family, and my sister we all go together to see the big lake we never seen before. That lake look like the ocean. We drive across the bridge to the island. We got off the car and get to feel the water. The water was so cold. We drove back. When we drove back in the car everybody fell asleep in the car because we were so tired. The year before we went to Toroto Canada, we took a drive. We stopped at China town. We had lunch at a China restaurant. We had a good food. We see a lot of China people live up there. They all live in one city. It seemed like a China country.

Language Experience Story No. 2
March 11, 1985

Escape

We left Cambodia in 1980. My family all came together. That time I had my first child and I was pregnant with my daughter. We had a really hard time to escape from Thailand. We try to walk in the morning or night whatever is a good time. We walked the whole group of people follow the same road in the big forest. The Kmere-Rouge still live in Cambodia by the border in Thailand. Sometime they attacks the Vietnamese. We have to walk a different way we dont want to meet them. If we meet them we gonna have trouble. My family was Ok that time. We were lucky. We made a trip when we got in the camp. The Red Cross take care of the refugee.

Language Experience Story No. 3
March 18, 1985

Camp

We all got in the camp. We have to build our own home. The Red Cross started to deliver the food and the kitchen tools such as rice and vegetables, meat etc. The leaders of the Red Cross walk house to house to see the people. When the people get sick they give them some medicine and brought them to the hospital. When some people got really sick they brought them to our camp to the main hospital. Every day we got a food. Every morning after we got the food we cooked them and ate them. We were walk around and we were waiting for the letter come from our country or any letter that came from relative. When we received some letter we were so happy. Some people received some money from the relatives and they have to get it changed from Thai people. We have a 'tracing' card. Every family have to put their name in tracing card. Some people apply for US embassy. They want to go to the third country. Later on we heard our name from the US embassy. People know their name. They have a name on the paper and they stick on the board. People see their name that mean they got to go to their third country. The Red Cross have a big bus and give the people a ride to the transfer camp. In this camp people have to take a test with the immigration whatever the question they ask you have to answer the exactly question the relative announce to Embassy.

They gave you some seafood tastes so salty. They give some sardines. They give some supplement 2 times a day and vitamins. They cook you some food and after you eat it they give you some fruit. I forgot about fruit.

Language Experience Story No. 4
March 25, 1985

Life

In Cambodia the people go to the market place every morning. They want to buy fresh vegetables, meat, and fruit. Most of the women is the housewife. They just stay home and take care of the children at home. Only one person in the family can take care of the whole family. They can make enough money to spend the budget. Most of the family they have four children at least. In the better family they have a people work for and they pay money. They do cook for you, wash clothes, and babysit, and clean house. They stay in sleep and the house and we pay a salary to them. We get along very good.

The butcher kills the pork or beef and chicken every early morning. They can sell right away. The fisher person cut the fish and bring to sell to the market. But the fish they still alive. Most of the kids they going to school. The school start at 7:30 in the morning till 11: am in the afternoon. They start again at 2:30 pm to 4:30 pm. After they have a ball the program were changed. They divide two time. Some student go for the morning and some go for the evening class. Some time the Kmer-Rouge blow the bomb in the middle of the city and the school have to be closed. When I were there something happened.

The market stay outside the door. They only build a roof but build all around. They just want to protect the rain. Some people just sell outside. Nothing over it up. People like salespeople they walk person to person and ask how much the price costs and we can 'bargain'. Some salesperson they cost the things so much higher. Whatever you get them a price they get mad. They think it is too cheap for them.

The market made from wood of bamboo. The materials store they have a wall they can look the door. They have a roof to cover.

Learning Experience No. 5
April 1, 1985

Religion

Our religion is Buddhist. The Buddhist people live in one place called a 'monastery.' They eat two times a day. In the morning and at noon. Lunch time they start having at 12:00 and they eat the same place and sit on the floor. When it is a holiday a lot of people bring their food to the monastery. They have so much food in the holiday and after that the Buddhist get to eat. The people can eat after that. They cannot hold the money when someone invited to their house. They give them some money, candle, incense, rice, food, and etc. When the people die they go to their house and give them a Bible to the body. They get to eat lunch one to one week. They 'cremate' our bury the body. After they cremate the body they get the bone and and take them home. When they get home they keep the picture with the bone in the same place. They can pray whenever they want.

Learning Experience Story No. 6
April 15, 1985

New Year

April 13 is a holiday in Cambodia a lot of people in the morning. People make food and bring to minister. After that family meet them together and have a lot of fun at their own house. In the United States all the Cambodian people have a party in one place. They do have a show, game, food, and dancing. The show have a different costume. It was interesting. We can see American people wear Cambodian dress. They can dance like a Cambodian dancing. They have a nice song. People enjoy very much. The show have two pieces of wood. Two people make noise. The people jump between them. Another game they make from a coconut shell. One person hold two of them and turn around the way the song is.

The dress have long skirt and polka dot blouse. A skirt made from not from cotton but 'silk.' They do have a different color shiny and smooth. The blouse have a polka-dot with flowers.

Language Experience Story No. 7
April 22, 1985

Economy

In Cambodia, they do plant corn, rice, coffee, fruit, rubber tree in the whole country. They import cotton, cars, bicycle, motorcycle, leather, steal, oil, sugar etc. They import from the Republic of China, Indonesia, Philippines, France, Japanese, USA. They export they export the above items. They do have a factory cigarette, glasses, tires, and materials. They do export the fancy dress like a polka-dot material and cute clothes.

They do have four rivers. The one is bigger have a lot of fish any kind of fish. They make dry fish, smoked fish. Sometimes they export fresh fish. They don't have many people like seafood. Some family have equipment to catch the fish by themselves. They don't have to buy it at the market place. They do have 'floods' in the city or 'suburbs.' The water brings fish and when the water is gone they left the fish in the pond.

The difference between fish in the United States and Cambodia is the taste. They do have a lot different that you can tell. Right now in the United States you can buy Cambodian fish in Oriental store. The price is the same as American fish. The people do not take the bone before they cook.

They do fry fish, smoke but the smoked fish they do not put salt. The smoked fish costs less. They pile them up at the market place. They are about two feet high. The people from the farm they do buy a lot of smoked fish because they can keep them very long. They keep them for a couple of years.

Lesson No. 8
April 29, 1985

Edited Story No. 2

Escape, edited

We left Cambodia in 1980. My family all came together. That time I had my first child and I was pregnant with my daughter. We have a really hard time to escape from Thailand. We tried to walk in the morning or night whatever is a good time. We walked the whole group of people follow the same road in the big forest.

The Kmere-Rouge still live in Cambodia by the border in Thailand. Sometime they attacks the Vietnamese. We have to walk a different way we dont want to meet them. If we meet them, we gonna have trouble. My family was Ok that time. We were lucky. We made a trip when we got in the camp the Red Cross take care of the refugee.

Lesson No. 8
April 29, 1985

Edited Story No. 5

Religion, edited

Our religion is Buddhist. The Buddhist people live in one place called a monastery. They eat two times a day. In the morning and at noon. Lunch time they start having at 12:00 a.m. and they eat the same place and sit on the floor. When it is a holiday a lot of people bring their food to the monastery. They have so much food in the holiday and after that the Buddhists get to eat. The people can eat after that. They cannot hold the money when someone invited to their house. They give them some money and candle and incense and rice and food. When the people die they go to their house and give them a Bible to the body. They get to eat lunch sometime they stay all night. They left the body in the house from one day to one week. They take them to the 'monastery' and do either way. They 'cremate' or bury the body. After they cremate the body, they get the bone and take them home. When they get home they keep the picture in the bones the same place. They can pray whenever they want.

Language Experience Story No. 9
May 6, 1985

Life , edited

In Cambodia the people go to the market place every morning. They want to buy fresh vegetables, meat, and fruit. Most of the women is the housewife. They just stay home and take care of the children at home. Only one person in the family can take care of the whole family. They can make enough money to spend the budget. Most of the family they have four children at least. In the better family they a people work for and they pay money. They do cook for you, wash clothes, babysit, and clean house. They stay and sleep in the house and we pay a salary to them. We get along very good.

The butcher kills the pork or beef and chicken every early morning. They can sell right away. The fisher person caught the fish and bring to sell to the market. But the fish they still alive. Most of the kids they going to school. The school start at 7:30 in the morning till 11: am in the afternoon. They start again at 2"30 pm to 4:30 pm. After they have a war the program were changed. They divided two times. Some student go for the morning and some go for the evening class. Some time the Kmer-Rouge blow the bomb in the middle of the city and the school have to be closed. When I were there something happened the people 'paniced.'

The market stay outside the door. They only build a roof but built just a little all around. They just want to protect the rain. Some people just sell outside. Nothing cover it up. People like salespeople they walk person to person and ask how much the price costs and we can bargain. Some salesperson they cost the things so much higher. Whatever you offer them a price they get mad. They think it is too cheap for them.

The market made from wood or bamboo. The materials store they have a wall they can lock the door. They have a roof to cover.

Language Experience Story No. 10
May 20, 1985

Cooking

In Cambodia they like Chinese food. Cambodia food they do put a lot of spice. Chinese food they put a lot of garlic. For breakfast Cambodia like to have noodle soup made from fish. We do not measure the spices or the amount of the things. They do cook spices little by little and they have to taste it. They do mix Vietnamese food, Chinese and Cambodian food together. The Chinese food they cook in a wok. They do fry vegetable with meat and put some spice. They put MSG they do put everyone and everytime. They do cook with fish more than meat. The fish is cheaper than pork or beef. The pork is expensive than anything. We don't have a stove most of the people cook with wood because the gas is so expensive. The charcoal is good for cooking rice. They eat rice three times a day. They can become a flour, they can make desert. Desert they do put coconut milk and sugar.

The rice cook. We boil water first and put rice in the pan until the water become 100 degrees C. And then we drain a little bit water depend on people like. To stick or whatever. Another way we cook different. They put the rice with water. The water must be over the rice by a finger from the rice. And when boil them together 100 degree and the water steam up. You have to turn down the power.

Language Experience Story No. 11
May 29, 1985

Lenses

Precision Cosmet is the company make lenses. They make many different kind of lenses. Some of them like a contact lenses, internal lenses that the doctor surgery in the eyes. Internal lense Department they call IOL Department. They have IOL molding they make mold, IOL finishing. They polish lenses, and IOL inspection. IOL molding department they make different kid of mold of lenses, different radius, different power. After they have pressed the mold they put them in the baby box by power and by radius. Each baby box they have a label in the top saying the radius and the power. Finishing have to cut the mold by design whatever they want to make. After they cut the lenses they have people buffing or polish some part not the whole lense. After that they tumble about two weeks and they send up to inspection. They have a small cap you can get easily to loose it. Some of models they do not need to be tumble at all. They send all those lenses to inspection to be checked. At first they check height and flatness. The second they check diameter, after that they check the radius, power, and the last time they check for 'visual.' People does visual have to have good 'vision.' They check and see the edge of the lenses nice and smooth. The cap can have nothing like an inclusion, pit, gouge, scratch, and crack. Whatever is on visual people decide to pass reject, or rework. After they check it they send the good lense for cleaning and packaging department. The reject lenses they can have them for the doctor make for a test. 100% lenses that they make they can only pass 60% to 70%. Sometime the whole lot of lenses they reject them all.

For visual they are using big microscope they can adjust to low power or high power. They have pan with air they call vacuum pan for you to pick up the lense. They using alcohol to clean greasy lenses dirty lenses.

Learning Experience Story No. 12
June 3, 1985

Eggrolls

Eggrolls is a Vietnamese food. Asian people learn from Vietnam. They like to put different kinds of vegetable. Some people put carrot, cabbage, string beans, bean sprouts, peas, etc. The skin rolls make from rice flour. Right now they do have frozen and dry skin rolls. They make people get easy than before. The way they make they chop the vegetable. They use ground pork. They put vegetable and ground pork together. They put salt, sugar, black pepper. Some people like to put garlic instead of onion. They roll them in the middle of the skin. Some people they roll a nice job. After they done rolling they deep fry. They use a lot of oil until they become brown and crunchy. It make me hungry. They do make sweet sour sauce, salt, sugar, vinegar, garlic. They mix them together and shake them together.

Everytime people have a party they always make eggrolls because most of the people like it. Everyone can eat from three to six. They make everytime at least two hundred eggroll for the party. You make it whenever you feel like you want to eat it. It take couple hours to make them because they do have skin frozen at the store. They are not really very high price. The skin roll cost about \$1.25 to \$1.50 and you can get about 25 to 30 eggrolls.

Learning Experience Story No. 13
June 24, 1985

My Trip

We went to Florida. We drove across many states Wisconsin, Illinois, Indiana, Kentucky, Tennessee, Georgia and went down to Florida. It's about 5000 miles all the way round trip. We had a lot of fun. We went to Cape Kennedy, Disneyworld to see Mickey Mouse. My children they afraid of Mickey Mouse. We see the 'parade.' We went to ride the space mountain with the sky 'train,' submarine that they pretend like a ocean. The other way we play a space mountain we were so scared a lot of kids like to ride that. We didn't go to Epcot. We stayed at a friend house in Palm Beach. We went to the beach. We see a lot of old people more than young people. We went to a shopping mall. The clothes are pretty in 'fashion.' They do pay tax on everything. We went to a little lake to get the clam. On the way to Key West we ate seafood at the restaurant. It was good. Shrimp, seafood 'platter,' and couple drink. On the way drive we see a lot of orange trees get burned. Many thousand acre of orange tree burn a lot. The temperature at nighttime is about 80 degrees at daytime 90 to 100 degrees. Every house they use a lot of air conditioning. They pay air conditioner instead of heat. In Orlando we stay in a motel that day it was raining hard. We couldn't see the road when we drive we had to pull over the side. The motel in Orlando it wasn't expensive like a single bedroom it cost \$15.00. They have so many motel and restaurants that's why they cheaper than anyplace.

Learning Experience Story No. 14
June 24, 1985

Village

People live in the 'village' by mountains. They grow their own vegetable and they have chicken, pork, beef, etc. They grow a lot of rice, corn, bean. They can put them year to year for eating. If they want to eat fish they go fishing. They do not go to market place very often. They go a couple times a year. The transportation they use 2 cow to pull a small truck. They can ride one town to town but time to go there. They just grow the vegetable every time they need they keep grow from season to season because it's a warm climate. They can make their own sugar they took the juice from the palm tree. They boil in the big wok about 50 gallons. They boil until it becomes creamy. Or they can make little pieces. Some husband they to to get a palm juice from the palm tree every morning. The woman can make the sugar at home. We can drink the fresh palm juice tasted like coconut juice but it tasted sweeter. They can make good for one day. After that they make vinegar from palm juice. Palm juice how they get the water way high up in the end of the tree. They have like a flower on the top and they take a knife and make it hold and squeeze it. They get the water. The water come down drop to drop until they fill up the can. The can made from bamboo. They hang on the palm tree from morning till noon until they fill up. Sometime they can take 2 times a day. The palm tree they grow by themself about 5 years age. They can get the juice. Palm tree they give you the fruit to eat tastes about the same coconut. When they become yellow you can eat it but you can make cake and get the smell from them. This smell delicious.

Learning Experience Story No. 15
June 26, 1985

Holiday

In Cambodia they have holiday the same day as American holiday. New Year we have three day off. In my country Memorial Day is a big holiday. People go to monastery and make food bring for the bodies. After they done to monastery they have a 'contest.' Can play one person to person or group to group. They have many different kind of contest. They have one group of woman and one group of men. They pretend towel and throw from group to group. The person who get hit the towel have to sing. The way they sing they have to walk from our own group to the other group. Good Friday people always go to the monastery and make foof for the Buddhists. Good Friday only have one day off.

New Year people pretend like a Santa Claus. Santa Claus they live 'heaven.' The first day of the New Year people think Santa always come down to throw flower to people. In front of every house deck they have a table. On the table they have fruit, soft drink, flower, cake, candle, 'incense' for Santa. The cake they make from rice stick, banana. The other way they put pork meat, green beans, fresh peanuts, black pepper. They roll it with banana leaf. After they done the rolling they boil them in a big pan. They can leave the cake for many days if they want to leave it longer than that they have to smoke it. They have sliced pork by pieces. They roll the cake by bananaleaf. They roll kike a eggroll. When we ready to eat we peel off the bananaleaf. In United States Cambodia people want to make that cake they use foil paper instead of banana leaf. They can by banana leaf in the Oriental store. They keep in the frozen part but they are very expensive.

Learning Experience Story No. 16
July 1, 1985

Sew

When I was in 'senior high school' I used to take sewing class couple hours a week. I know a little bit not of making shirt, skirt, couple cooking food. Later on I took private school learn how to make clothes. In a small private school we had about 10 people in a group. When my country was in the war they divided two separate time. Some school they go the morning class and some school they go the afternoon class. I always take sewing class in the afternoon from 1:00 to 3:00. In the class we don't have to learn the same thing at the same time. Everybody can take their own subject whatever they want to learn. I learn to make blouse at first. At first the teacher show you how to measure body, shoulder, waist, neck, bust, design the picture on the paper. After we get a picture we start to sew and we learn how to make hole button. After that I learn how to make skirt. The skirt measure from the waist to the bottom of the leg. Old people and young people can wear the same style. The other way I learn how to make short skirt, dress, and pants.

The way they make dress we have to draw the pattern of the top body. They measure from shoulder to waist and make another pattern to make skirt. We connect them together by pinning or tape. They have many different material like a silk, cotton, polyester etc. The material they import from Japanese, France, England, Thailand. The material some of them is nice flower, nice color and neat.

We have a extra room have a sewing machine. And have enough place to put stuff. I learn how to use sewing machine when I was 10 years old. Some people they don't have room to put sewing machine so they put in living room or dining room. A lot of people use a 'foot' machine. Not very many people have a electric machine.

Lesson No. 17
July 8, 1985

Edited Story No. 10

Cooking, edited

In Cambodia they like Chinese food. Cambodia food they do put a lot of spice. Chinese food they put a lot of garlic. For breakfast Cambodia like to have noodle soup made from fish. We do not measure the spices or the amount of the things. They do cook spices little by little and they have to taste it. They do mix Vietnamese food, Chinese and Cambodian food together. The Chinese food they cook in a wok. They do fry vegetable with meat and put some spice. They put MSG they do put everyone and everytime. They do cook with fish more than meat. The fish is cheaper than pork or beef. The pork is expensive than anything. We don't have a stove most of the people cook with wood because the gas is so expensive. The charcoal is good for cooking rice. They eat rice three times a day. Sometimes they make rice soup. Rice can make anything. They can become a flour, they can make desert. Desert they do put coconut milk and sugar.

The rice cook. We boil water first and put rice in the pan until the water become 100 degrees C. And then we drain a little bit water depend on people like. To stick or whatever. Another way we cook different. They put the rice with the water. The water must be over the rice by a finger from the rice. And when they boil them together 100 degrees and the safer steam up. You have to turn down the power.

Lesson No. 17
July 6, 1985

Edited Story No. 11

Lenses, edited

Precision Cosmet is the company make lenses. They make many different kind of lenses. Some of them like a contact lenses, internal lenses that the doctor surgery in the eyes. Internal Lense Department they call IOL Department. They have IOL molding they make mold, IOL finishing. They polish lenses, and IOL inspection. IOL molding department they make different kind of mold of lenses, different radius, different power. After they have pressed the mold they put them in the baby box by power and by radius. Each baby box they have a label in the top saying the radius and the power Finishing have to cut the mold by design whatever they want to make. After they cut the lenses they have people buffing or polish some part not the whole lense. After that they tumble about two weeks and they send up to inspection. They have a small cap you can get easily to loose it. Some of models they do not need to be tumble at all. They send all those lenses to inspection to be checked. At first they check height and flatness. The second they check diameter, after that they check the radius, power, and the last time they check for 'visual.' People does visual have to have good 'vision.' They check and see the edge of the lenses nice and smooth. The cap can have nothing like an inclusion, pit, gouge, scratch, or reword. After they check it they send the good lense to cleaning and packaging department. The reject lenses they can have them for the doctor make for a test. 100% lenses that they make they can only pass 60% to 70%. Sometime the whole lot of lenses they reject them all.

For visual they are using big microscope they can adjust to low power or high power. They have pan with air they call vacuum pan for you to pick up the lense. They using alcohol to clean greasy lenses, dirty lenses.

Lesson No. 17
July 8, 1985

Edited Story No. 12

Eggrolls, edited

Eggrolls is a Vietnamese food. Asian people learn from Vietnam. They like to put different kinds of vegetable. Some people put carrot, cabbage, string beans, bean sprouts, peas, etc. The skin rolls make from rice flour. Right now they do have frozen and dry skin rolls. They make people get easy than before. The way the make they chop the vegetable. They use ground pork. They put monosodium glutamate that bring the taste better. They mix vegetable and ground pork together. They put salt, sugar, black pepper. Some people like to put garlic instead of onion. They roll them in the middle of the skin. Some people they roll a nice job. After they done rolling they deep fry. They use a lot of oil until they become brown and crunchy. It make me hungry. They do make sweet sour sauce to eat with them. The sweet sour sauce make from fish sauce, salt, sugar, vinegar, garlic. They mix them together and shake them together.

Everytime people have a party they always make eggrolls because most the people like it. Everyone can eat from three to six. They make everytime at least two hundred eggrolls for the party. You make it whenever you feel like you want to eat it. It take couple hours to make them because they do have skin frozen at the store. They are not really very high price. The skin roll cost about \$1.25 to \$1.50 and you can get about 25 to 30 eggrolls.

Lesson No. 17
July 8, 1985

Edited Story No. 13

My Trip, edited

We went to Florida. We drove across many states Wisconsin, Illinois, Indiana, Kentucky, Tennessee, Georgia, and went down to Florida. It's about 5000 miles all the way round trip. We had a lot of fun. We went to Cape Kennedy, Disneyworld to see Mickey Mouse. My children they afraid of Mickey Mouse. We weee the 'parade.' We went to ride the space mountain with the sky 'train,' submarine that they pretend like a ocean. The other way we play a space mountain we were so cared a lot of kids like to ride that. We didn't go to Epcot. We stayed at a friend house in Palm Beach. We went to the beach. We weee a lot of old people more than young people. We went to a shopping mall. The clothes are pretty in 'fashion.' They do pay tax on everything. We went to a little lake to get the clam. On the way to Key West we ate seafood at the restaurant. It was good. Shrimp, seafood 'platter,' and couple drink. On the way drive we see a lot of orange tree get burned. Many thousand acre of orange tree burn a lot. The temperature at nighttime is about 80 degrees at daytime 90 to 100 degrees. Every house they use a lot of air conditioning. They pay air conditioner instead of heat. In Orlando we stay in a motel that day it was raining hard. We couldn't see the road when we drive we had to pull over to the side. The motel in Orlando it wasn't expensive like a single bedroom it cost \$15. They have so many motel and restaurants that's why they get cheaper than anyplace.

Lesson No. 17
July 8, 1985

Edited Story No. 14

Villages, edited

People live in the 'villages' by mountains. They grow their own vegetable and they have chicken, pork, beef, etc. They grow lot of rice, corn, bean. They can put them year to year for eating. If they want to eat fish they go fishing. They do not go to the market place very often. They go a couple times a year. The transportation they use 2 cow to pull a small truck. They can ride one town to town but take time to go there. They just grow the vegetable every time they needed they keep grow from season to season because it's a warm climate. They can make their own sugar they took the juice from the palm tree. They boil in the big wok about 50 gallons. They boil until it becomes creamy. Or they can make little pieces. Some husband they go to get a palm juice from the palm tree every morning. The woman can make the sugar at home. We can drink the fresh palm juice tastes like coconut juice but it tastes sweeter. They can make wine too. They can make wine from palm juice but only can keep good for one day. After that they make vinegar from palm juice. Palm juice how they get the water way high up in the end of the tree. They have a flower on the top and they take a knife and make it hole and you squeeze it. They get the water. The water come down drop to drop until they fill up the can. The can made from bamboo. They hand on the palm tree from morning till noon until they get fill up. Sometime they can take 2 times a day. The palm tree they grow by themself about 5 year old. They can get the juice. Palm tree they give you the fruit to eat tastes about the smell coconut. When they become yellow you can eat it but you can make cake and get the smell from them. This smell delicious.

Lesson No. 17
July 8, 1985

Edited Story No. 15

Holiday, edited

In Cambodia they have holiday the same day as American holiday. New Year we have three day off. In my country Memorial Day is a big holiday. People go to monastery and make food bring for the bodies. After they done to monastery they a 'contest.' Can play one person to person or group to group. They have many different kind of contest. They have one group of woman and one group of men. They pretend towel and throw from group to group. The person who get hit the towel have to sing. The way they sing they have to walk from our own group to the other group. Good Friday people always go to the monastery and make food for the Buddhists. Good Friday only have one day off.

New Year people pretend like a Santa Claus. Santa Claus they live 'heaven.' The first day of the New Year people think Santa always come down to throw flower to people. In front of every house deck they have a table. On the table they have fruit, soft drink, flower, cake, candle, 'incense,' for Santa. The cake they make from rice stick, banana. The other way they put pork meat, green beans, fresh peanuts, black pepper. They roll it with banana leaf. After they done the rolling they boil them in a big pan. They can leave the cake for many days if they want to leave it longer than that they have to smoke it. They have sliced pork by pieces. They roll the cake by banana leaf. They roll like a eggroll. When we ready to eat we peel off the banana leaf. In United Stated Cambodia people want to make that cake they use foil paper instead of banana leaf. They can by banana leaf in the Oriental store. They keep in the forzen part but they are very expensive.

Learning Experience Story No. 18
July 10, 1985

Driving

When we drive from Minnesota to Wisconsin we have to go by the speed limit because the cop in Wisconsin is really strict. If you watch the driving Chicago it's terrible driving. They go 70-75. In Miami we can see the road in the morning really busy traffic. The sign on the road say at least two person have to share a ride to work but not very many people can do that. If we drive in an hour on the highway we can see the cop catch many many people for the speeding. In Virginia the law do not allow people to use the 'short wave radio.' On the highway most of the traffic use that kind. If you follow the truck the truck slow down you should watch it.

In Cambodia they don't have one way road they only have two way. The road are smaller than the road in the United States. They don't have many cars in the city because the car are expensive. They do have a bus from town to town.

My parents have a small car use for transportation. I used to ride the bike or walk to school. Most of the car in Cambodia they import from Japanese, French, England, Germany, but they don't have many American car because the gas is expensive. Another thing, they use one thing almost like bicycle but they have three wheel. And the people ride sit in the back in the front seat can fit for two people. They are not very high from the road. In Hongkong they use that transportation too. People use their own power to make money. They charge you a little bit more than buses. But you can ride anywhere you want to go. They drop you off right out in front of your house. I see the picture. My Mom been in Hongkong.

After one year I have been in Minnesota I try to take a written test. The third time I pass it. That time I don't really know very much about English. After a couple months I pass written test. I learned how to drive from my husband. I passed the driving test the second time. From that time I can drive where I want to go.

In my country they don't have 'automatic transmission.' That's why not very many woman drive car.

Learning Experience Story No. 19
July 15, 1985

Asia

The house in the United States have many different model. Some have a call rambler, split level. The rambler they have many houses. Split level is new model than the rambler. I have a split level house. It has two bedroom, stair, one bathroom, dining room, living room. Downstairs have two bedrooms and one bathroom and they can keep cool than upstairs. In Florida they have only couple house have a basement because they cannot dig. In Cambodia one house have a one acre lot. They plant coconut tree, banana tree around the front of the house. They have a big garden.

Banana tree at first they plant only one tree. They grow more babies around the first plant. After they get enough fruit, they cannot give you any more fruit because they only give you one time for one banana tree. They have many different kind of banana tree. Some of them get a big about the 'arm.' Some of them they have a banana like a banana in the United States. Also they have baby banana. It's about four finger size. About 'thumb' finger. This kind they taste better than any kind of banana. But are expensive. We find this kind of banana in Chicago, California.

Banana we can make cake with flour. We can eat it fresh or we can make dried banana keep last long. Some people they fry banana just like fried chicken. But they don't use the same banana in the United States. In the United States Asian people cannot find banana we used to have before, they use banana in United States instead of those banana. They taste the difference in all those banana in taste. Some of them they taste sweeter.

In Asia they have a small cafeteria in a city. Lot of people they go for breakfast. They have noodle soup, coffee, orange juice, but they are expensive for orange juice. When I first came in the United States we stop in California we have a food. Just like a Asian food. This food they make from all purpose flour, meat pork, onion, egg, Some people like to put more stuff like mushroom, yeast, milk.

Learning Experience Story No. 20
July 17, 1985

Day

Everyday get up at six o'clock eat breakfast and go to work. I drive to work sometime my father he drive me to work. My children still sleeping and my little boy walk to school later. My mother cook him breakfast. My husband has to drive to St. Paul in rush hour traffic. Take him 30 minutes sometime 1 hour in winter. I come home later and me and my mother cook dinner. Sometimes American food sometimes Cambodian food. Then I watch T.V. with the family and go to bed. My children like cartoons.

My mother like to garden in Cambodia. We have a big garden but here is little. We have split level house the basement is cooler. I have sewing room and I can leave my stuff up. Saturday we go shopping to buy food. I like the Oriental store on Lake Street. On Sunday I like to go to Ridgehall and look in the stores. But I make my clothes everything is so expensive.