

**AN APPRAISAL ON THE TEACHING OF ENGLISH TO
VIETNAMESE REFUGEES ON THE ISLAND OF GALANG**

**A Thesis
Presented to
The English Department
Sanata Dharma
Teachers' training institute**

**A Partial Fulfilment
Of the requirements for the
Sarjana Degree**

by

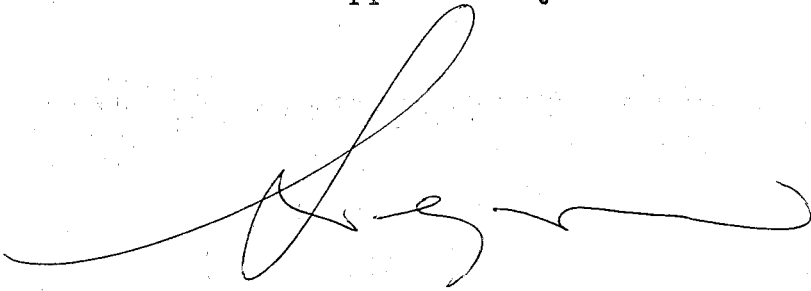


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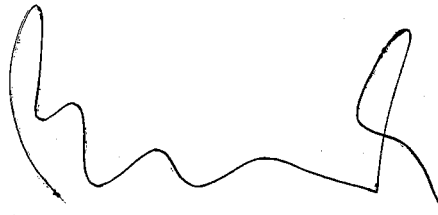
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Chapter I

Introduction

Civilized people in the whole world will agree with this opinion that experience, how trivial it is, is very worthwhile to mankind or even, in some cases, invaluable. People, undoubtedly, all learn by experience, no matter what kind of field they deal with. They do not necessarily have to meet with any experiences themselves, but they can sometimes learn something worthy from others' experiences. Thus, by experience people may presumably become wiser, more skillful or more reliable in the field they are concerned. In other words, they become more convincing in their field mastery.

In line with the writer's subject, teaching experience is indeed inevitable since the writer has been a student of a teacher-training college. It is, to the writer, of great importance and surely it is an asset required for being a professional teacher.

Being an English teacher to Vietnamese refugees at the refugee camp on the island of Galang for more than three months, the writer can possess some valuable teaching experiences. The period of the teaching there, the writer would admit, is considerably short; yet, the experiences obtained, to the writer's mind, are truly of high value. They are of high value for several reasons; among others, the people being taught were from a different nation. Automatically there is a different culture that influences the process of the teaching and learning the English language. They were the refugees who were stateless. No doubt that their living condition was psychologically affected by their status as refugees.

Willy-nilly, this also affected the process of learning the language. Besides, they lived temporarily in a refugee camp which is not located in their homeland and the general condition of which is, in the writer's opinion, far from normal. This factor colours the process of learning and teaching the language as well.

Some reasons mentioned above, influence the teaching and learning process in some ways so that it becomes unique. Such a situation with the same condition can never be found in any other parts of the world.

*of Bidang,
Philippines*

Due to this uniqueness, in this thesis the writer would like to appraise entirely and as objectively as possible all what the writer has done for the English teaching on the island of Galang, in terms of language teaching variables, teaching syllabus, method and techniques employed. At the end of the thesis, the writer intends to raise teaching achievement and a general evaluation of the whole teaching and learning process.

As the bottom line, from these experiences the writer hopes other English teachers as well as English learners can pick up something worthy to achieve better results in their teaching and learning activities.

The procedure of the presentation is as follows :

In chapter two, the writer is going to illustrate first, the teaching backgrounds including the motive of the English teaching, the need of the learners and the objectives of the teaching. Second, some opinions on learning and teaching variables will be presented.

. In chapter three, the writer will carry out analysis on the learning and teaching variables of the English teaching.

. In chapter four, the writer will talk about the teaching syllabus, method and techniques in the teaching activities.

In chapter five, teaching achievement will be presented.

In chapter six, overall evaluation and recommendation will be raised.

Chapter II

A. Teaching backgrounds

1. The motive of the English teaching

To begin with, Galang is a small island belonging to the Republic of Indonesia and located in Riau isles, close to Singapore. It functions as a temporary settlement of thousands of boat people coming from Vietnam. Those people were the refugees who left behind their homeland, in order to seek for freedom of life which, according to their judgement, was no longer in existence in their own country. At Galang refugee camp, they occupied barracks that were made available there by the United Nations High Commissioner for Refugees (UNHCR). For the time being, they stayed in the camp while waiting for the resettlement in other countries because, as far as the writer knows, the Indonesian government only provides Galang island for the temporary settlement. With the effort arranged by the UNHCR, many countries, such as the United States of America, Canada, Australia, West Germany, France, etc. have already given the Vietnamese refugees asylums. Galang refugee camp, up to this present time, is still functioning since boat people keep coming from Vietnam and even lately from Cambodia as well.

Due to the fact that the majority of the Vietnamese refugees were resettled in English-speaking countries, it is certainly reasonable that they should know English because it is a means of communication. Thus, they have to learn the language for speaking and communicating themselves with the people in their new countries, so that they can adjust themselves to new ways of life, new societies more easily. This is of great importance, otherwise they can be in troubles.

One proof that the learning of English is very important and badly needed is shown in a brochure published by Lutheran Council in the USA, Department of Immigration and Refugee Services.¹ It is written down there that an essential part of becoming a member of American society is learning English. And it is mentioned further that both tasks- having a job and learning English- are of such importance that neither can be postponed or given priority over the other.

one
reason of
learning
English

Being aware of this urgent necessity, volunteers under Social Services made great effort to teach English to the refugee at the camp, to give knowledge of English to them while they were waiting for the resettlement.

2. The need of the learners

Based on the illustration in the previous part, people will presumably take the conclusion that the learners meant in the sub topic are the refugee living at the camp. Indeed it is true. They were the refugees with heterogeneous living backgrounds and coming from various regions in Vietnam. There at the camp they were gathered and had to await the coming of the departure day to the third countries.

From the previous experience, the majority of them were resettled in the United States and then, Canada. Knowing this, as far as the writer knows, the majority of the refugees coming later usually hoped to be resettled there too. The United States is the first choice. The refugees have come to the realization that they had to be able to speak English, if they wanted to be the members of American

1. A brochure published by Lutheran Council in the USA, Department of Immigration and Refugee Services, Lutheran Center, 360 Park Avenue South, New York.

society. With this reason they thought they needed to learn English then. Even the need then increased drastically since the U.S. government announced a condition to be fulfilled by those going to be resettled in the USA, i.e. they should know English and could communicate in English. Thus, with the coming of volunteers who gave free English lessons, they were indeed very grateful.

As a matter of fact, English is not the only language to be taught at the camp, but German is presented too. The reason of this is obvious already; namely, some of the refugees were given asylums in West Germany. Hence, those going to be resettled there, needed to learn the language while waiting at the camp for the resettlement. By learning the language they could later get more ease in adjusting themselves to new ways of life and societies in West Germany.

Anyway, the discussion in this thesis will be on the English teaching only.

3. The objectives of the teaching

It is then clear that what becomes the major subject of the teaching at Galang refugee camp is English language. Also it is already understood that the refugees only stayed temporarily at the camp. Even they themselves did not have any idea how much longer they should stay there. They just had to wait for the final decision being processed by the parties concerned on their cases. And then the parties gave the announcement concerning the resettlement.

Regarding the temporary situation at the camp which could change any time, "Save The Children" which is in charge of the management of the English program, realized that the urgent need of learning English had to be met within a short span of time possible. Teachers working under "Save The Children" then tried to make every effort to

set up attainable objectives of the English teaching.

As stated by Robert Lado ², there are four skills included in the language proficiency, i.e. understanding, speaking, reading and writing. With regard to the condition at the camp as well as the pressing need of the refugees to be able to communicate in English as described in the previous lines, the first two skills were then considered to be best suited for them. It was unanimously decided that the two above-mentioned skills were put at the top priority as the objectives of the English teaching activities concerned. The refugees, particularly those wishing to be resettled in the English-speaking countries, at least, had to be able to understand the very basic elements of English. By which, it is hoped that they could communicate in English using words frequently used in daily life, regardless of the fact that they are limited in number. Further explanation about the latter will be presented on the later pages.

As stated by Robert Lado
speaking
(2 skills)

B. Opinions on learning and teaching variables

Many opinions have been proposed concerning the language teaching activities; among others, as stated by Mary Finocchiaro in her book Teaching English As A Second Language.³ She says that even after there has been consensus as to the type of mastery sought (aural-oral, reading, writing) and the degree of accomplishment expected, many factors in the teaching situation will determine the program which will evolve.

2. Robert Lado, Language Teaching. New York: McGraw-Hill, Inc., 1964.

3. Mary Finocchiaro, Teaching English As A Second Language. New York: Harper & Brothers, 1958.

These factors reside within the pupils themselves, the teachers, the school walls, and the community. The elements within each of these supposedly entities will together influence the formulation and implementation of the instructional program in the classroom.

On the same scale, Robert Lado in his book Language Teaching⁴ also mentions that specific conditions and variables must be considered when programming any teaching. The chief conditions and variables that must be faced are related to the following,

1. the student
 - a. age
 - b. educational level
 - c. capacity
 - d. handicaps
 - e. level of proficiency
 - f. goals
 - g. linguistic and cultural background
2. the materials and equipments
 - a. the number of equipments
 - b. kind of equipments
 - c. laboratory
3. the teacher
 - a. qualification
 - b. kind of teachers' speech
4. linguistic and cultural setting
 - a. speech used in community
 - b. the position of language to the learners
 - c. atmosphere of the culture of the language in the classroom

Similarly William Francis Mackey in his book Language Teaching Analysis⁵ says that dozens of factors

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4. Robert Lado, Language Teaching. New York: McGraw-Hill, Inc., 1964.
 5. William Francis Mackey, Language Teaching Analysis. Indiana University Press, Bloomington and London, 1965.

are involved in the learning of a second language, each highly variable, and each related to other factors. It is doubtful whether the present state of our knowledge can make possible a complete analysis of all these factors, for we are not sure what precisely the understanding and speaking of a language involves. Nevertheless, there are all sorts of notions, opinions, and beliefs on what influences language learning. And these affect the teaching of languages, through syllabus, texts, policy and teaching techniques. The main influences are of three types as the following :

A. Linguistic influences

- 1.differences
- 2.interference

B. Social influences

1. Contact

- a.home
- b.community
- c.occupation
- d.school
- e.the ethnic group
- f.church
- g.play group
- h.radio, television, cinema
- i.reading matter

2. Factors

- a.time
- b.population
- c.use
- d.skills
- e.standard
- f.attitude
- g.pressure
 - g1.economic
 - g2.administrative
 - g3.cultural
 - g4.political
 - g5.military
 - g6.historical
 - g7.religious

C. Psychological influences

1. age
2. motives
3. native skill
4. intelligence and personality
5. memory span
6. readiness
7. emotion
8. drive

The three opinions put forward just now, give a clear illustration to the readers as to how many factors are involved and have to be well considered in the learning and teaching activities.

From the three above-mentioned opinions, the writer assumes that the opinion given by William F. Mackey is the most complete and distinct one, in the sense of his way to explicitly put it in words and format. With reference to that, it is considered to be best suited for the analysis of the English teaching at the camp. The writer admits, however, that she has to make some modification concerning the factors proposed by Mackey, in order to achieve an appropriate analysis.

Some factors which are not relevant to the English teaching situation at the camp will likely be dropped; whereas on the other hand, the teacher factor and its elements which are not yet discussed by Mackey in the language learning and teaching activities will be added in the analysis.

However, before coming to the analysis the writer thinks that it might be important to clarify the status of the English language to the perception of the language learners at the camp.

Is English as the target language in this teaching and learning activities to the language learners a foreign language, a second language or a third one ?

According to Lado ⁶ a target language is the language being taught and learned. This term is sometimes preferable to FOREIGN LANGUAGE, because the language being taught or learned may not be a foreign one. It is sometimes less ambiguous than SECOND LANGUAGE, because the target language may be the third or fourth language for a particular individual. A SECOND LANGUAGE may also refer to a nonnative language taught or learned for national communication.

Based on Lado's opinion, it is then clear that the terminological use of target language is the safest way to say in order to avoid ambiguity. Thus, in line with that it is not very wise to say whether the English being taught at the camp is a foreign language because to some people it may be a second language. Now, to say it is a second language is probably, to some extent, not wise either because, as far as the writer knows, some language learners also speak Chinese and French.

However, in the coming analysis the writer will sometimes use the term second language because the term is indeed appropriate to the majority of the language learners. In addition, the fact that the majority of them will be resettled in English-speaking countries where English is used for national communication, in the writer's opinion, legalizes the using of the term. The using of the term itself, in this case, gives more ease to the writer in carrying out the analysis.

6. Robert Lado, Language Teaching. New York: McGraw-Hill, Inc., 1964

Chapter III

Analysis on the learning and teaching variables of the English teaching

A. Linguistic influences

William F. Mackey states that process and progress in second language learning depend on (1) how the second language differs from the first and (2) how much the first language interferes with the second.⁷

As far as the writer knows, the vast majority of Vietnamese people have the Vietnamese language as their mother tongue. Like Chinese or Thai, the Vietnamese language is a tone language. It uses contrastive pitch units as phonemes of pitch or tonemes. The words in the Vietnamese language are expressed by segmental phonemes plus tonemes.⁸ As to the English language, it is not a tone language, pitch units in the English language are not parts of the word but of the sentence and the phrase. When pitch units are parts of the sentence and the phrase rather than of the word, they constitute intonation.⁹

This brief notation already gives an illustration that the Vietnamese language is different from the English language. The differences may be in phonology, grammar, vocabulary, stylistics and graphics. To give an example, in the process of teaching the language the writer found out that there is a difference between the Vietnamese language and the English language in terms of name construction.

7. William F. Mackey, Language Teaching Analysis. Indiana University Press, Bloomington and London, 1965.

8. Le Tinh Thong, Linguistic & Syntactic differences & Likenesses Between English & Vietnamese. (Illustration). Institute for cultural pluralism, San Diego University.

9. Robert Lado, Language Teaching. New York: McGraw-Hill, Inc., 1964.

The construction of names in the Vietnamese language is quite the opposite of that in the English language. In the Vietnamese language, surname or last name comes first, followed by middle name and given name or first name comes at the last; on the contrary, in the English language, first name comes first and then followed by surname or last name. In addition, middle initial name is sometimes used between the first name and the last name.

Example :

Nguyen Van Ba

<u>Vietnamese</u>	Nguyen	Van	Ba
<u>names</u>	<u>surname</u>	<u>middle</u> name	<u>given name</u>

Le Thi Hai

Le	Thi	Hai
<u>surname</u>	<u>middle</u> name	<u>given name</u>

English

names

James C. Johnson

James	C.	Johnson
<u>first</u> name	<u>middle</u> initial name	<u>last</u> name

Kay J. Nelson

Kay	J.	Nelson
<u>first</u> name	<u>middle</u> initial name	<u>last</u> name

From the experience, it was evident that some language learners found confusion in learning the English name construction because they have already had the deeply ingrained pattern of Vietnamese names in their brains.

Due to the limited time and lack of chance, the writer cannot make a further and in-depth study on the differences and similarities between the two languages.

As a matter of fact, the writer confesses that such a study is indeed indispensable, particularly when the writer has to consider and select what methods and techniques are suitable for the teaching in order to meet the objectives, and also on what aspects of the English language the writer has to give more emphasis and attention.

B. Social influences

Mackey says : " Since language is essentially a social phenomenon, the social influences on its acquisition are numerous and interrelated in complex ways. These social influences may be analysed as (1) a number of language contacts operated by (2) a number of different factors." ¹⁰

1. Contacts

a) home:

Home is a place where a family live and spend most of their time together. It is also a place where members of the family have plenty of chance to meet, communicate and share with one another their daily experiences, problems of life, etc. For a language learner, home is a proper place for practising the language he learns, if there are persons to whom he can talk about things using the language learned.

Regarding the living condition at the camp, the refugees did not occupy single houses as people normally do. They were grouped in barracks, having to share each barrack with more or less one hundred persons. The size of each barrack is by any means too small for that number of persons. However, the present figure occupying each barrack may have declined due to new departures.

10. William F. Mackey, Language Teaching Analysis. Indiana University Press, Bloomington and London, 1965.

In addition, there is no separation in the barracks, thus resembling long sheds with open space inside, in which, the refugees shared their room for resting. On the whole, as far as the accommodations are concerned, there is simply no privacy at all. It might be worth noting though that some of the refugees came together with their families. For these "privileged people", privacy is slightly granted as they were usually placed within the same barrack. This enabled them to maintain somekind of mutual understanding among themselves.

Now, whether or not they had the chance to practise their English wholly depends upon how many of the members spoke it and how many of them learned it by taking English lessons provided at the camp as well as their willingness to share their knowledge of English already acquired with other members of the family and/ or barrack who were in need. In fact, some refugees were found to be reasonably capable to speak English but it is not deniable that the vast majority of them did not. Thus, for those sharing the same room with persons who spoke English, the degree of possibility to practise it at home was consequently higher compared with those sharing the barrack with the same nature of people speaking no English whatsoever.

b) Community :

Mackey states further that the community is perhaps the most important context for the learning and maintenance of a language. A learner of a second language may have no contact with a community in which the language is spoken, and this may be one of the reasons for his failure to learn or maintain his second language. ¹¹

11. Ibid

Concerning the refugees at the camp, the majority of them spoke Vietnamese as their mother tongue. Besides, a small number of them, particularly with Chinese origin, spoke Chinese. The English language, on the other hand, was still something new for the majority of them. Thus, it is no wonder if the language learners found it hard to pick up the language for it was not spoken in the community. If then many of them proved to learn well enough within a relatively short period, there must be another reason underlying. *what?*

c) Occupation:

Regarding the occupation, Mackey says that although the majority of people generally use in their work the same language as that of the community, there are many whose occupation involves the use of a second language.¹²

At Galang refugee camp, there are some working places available which employed both Indonesian and expatriate workers, such as Indonesian Hospital operated by PMI, International Red Cross Association, German Red Cross, Swiss Red Cross, United States Joint Voluntary Agencies (USJVA), Intergovernmental Committee for European Migration (ICEM), World Relief Association, Save the Children Fund (SCF), and Camp Development Project. In addition, market places and shops are also available. Some Vietnamese refugees were also employed in the above-mentioned working places, particularly those having capability to work in any of the fields related to their backgrounds and / or lights as well as previous experience.

In the above case, the language learners who happened

12. Ibid

to be employed in any of those agencies, might have more chances to practise their English with the other co-workers who used English as a means of communication. Besides that, they might also get more exposure of the English language by listening to the language spoken by the native speakers of English, such as Americans, Canadians, Australians and Englishmen who got involved in carrying out their work and / service at the camp.

d) school :

Mackey states that the first contact that most people have with a second language, however, is in school; and the majority, this is often the only contact they ever get.¹³

This statement is quite true to the fact at the camp. School was, for most of the learners, the only place where they could have chance to learn English. It was really very beneficial to learners having a school site at the camp where they could take free English lessons. English was taught at school everyday. Moreover, it was largely used as a means of communication and the medium of instruction. At school English was exposed as much as possible to the learners, in order to give more inputs to them and to make them get used to hearing English sounds.

Regarding the condition of the school buildings, they were all very simple and were only impermanently built. Actually they were barracks that have been converted into classrooms. They were modified in such a way to meet the "need" of classrooms for the teaching and learning activities.

13. Ibid.

e) ethnic group :

As stated by Mackey ¹⁴, ethnic groups tend to maintain the use of second languages through meetings, public lectures and social functions. In a community with no other possible contact with the language, regular attendance at such social and cultural functions may maintain and even improve a person's skill in a second language .

The latter illustrates precisely what happened at the camp as it has been described in front when the writer analyses contact in the community. Since English was not spoken in the community, the majority of the language learners, consequently had to practise it only with their classmates, and the teachers at school or at class meetings and social gatherings they sometimes held.

f) church :

Mackey states that church groups are often connected with the ethnic groups. But a person may associate with one and ignore the other. It is not unusual for a foreign family to ignore their ethnic group and yet bring the children to their church and Sunday school, where the sermon and instructions are given in a language which is not that of the community.¹⁵

At Galang refugee camp, there are also churches, i.e. a Catholic church and a Protestant church. Those churches usually gave services everyday or at least every Sunday . However, in the writer's opinion, their existence did not help the language learners much in learning the language, since the services were almost always given in Vietnamese, and only in certain occasions the services were given in English, particularly when there were foreign visitors.

14. Ibid.

15. Ibid.

g) play group : ✓

Mackey says that in the field of sports and recreation, certain clubs may have a majority of members who speak a language which is not that of the area. Persons who join such clubs may hear nothing but their second language.¹⁶

What happened at Galang refugee camp was like what has been described in the previous paragraph. Since English was not spoken in the community, the majority of the learners always made effort to find a place or milieu where English was mostly used as a means for communication.

Places for doing sports and having recreation are also available at the camp. From the writer's observation, those places besides being used for their main purposes, were also used for practising English. The learners who happened to be at the same time doing sports or having recreation together, made benefit their meeting for practising the language. Often they purposely arranged recreation together, for instance by going on a picnic to the beach, merely with an intention to practise their English.

h) radio, television, cinema :

Mackey expresses his opinion as follows : " These powerful media of mass communication can give millions of people their only contact with a second language. People have been known to succeed in learning a second language and develop an acceptable accent in it, simply through the radio, although their opportunity for speaking the language is limited. Television is an even greater and more powerful medium of contact, since the objects and gestures the viewer sees are often a clue for the meaning of what he

16. Ibid.

hears. The cinema has the same advantages. Regular attendance at foreign films may succeed in maintaining a person's comprehension of the second language." ¹⁷

Some refugees at the camp, as far as the writer knows, also possessed radios and tape recorders. Colour televisions were also available in every zone at the camp, even though they were just a few to compare with the large number of the refugees. Moreover, there was also a movie theatre and sometimes there was a movie show conducted by the Protestant church. However, the writer has no judgement about how much help those media of communication could give to the language learners in their learning process, and also how far they could make benefit of those media in connection with their language learning.

Due to their limited number, those media of communication, in the writer's view could only give some kind of consolation to the refugees. They, undoubtedly, needed to have refreshment, a different view or a changed atmosphere from their routines.

i) reading matter :

Mackey says that although this involves neither listening to the language nor speaking it, reading is an important means of maintaining contact with a second language. This is because it may give all the features of the spoken language except the sounds. People with no other means of contact with a language they once knew, have often kept themselves from forgetting it completely by frequent and abundant reading of books, newspapers, or magazines. ¹⁸

17. Ibid.

18. Ibid.

What happened at the camp, as far as reading matter is concerned, was indeed commendable. Libraries were also available at school and churches. A lot of books written in English could be found in those libraries. In response to the pressing need of learning English, people who were in charge of running the libraries at school as well as at churches gave many chances to those desiring to read and/ or borrow books from the libraries. In addition, the school also made student books available to be borrowed by the learners for a certain period of time. They were allowed to bring books home after being used at school. The main reason of this was to expose the English language to the learners as much as possible.

2. Factors :

a) Time :

Mackey says that the amount of time spent in learning a second language is one of the most important factors in mastering and maintaining it. Persons who start a second language in the first years of primary school and use it continually are obviously further ahead than those who start only in secondary school.¹⁹

Indeed the writer agrees with Mackey's opinion mentioned above, particularly if a language learner intends to master the speaking skill. The more time the learner has to practise the language, the more fluency the learner can own.

However, to judge whether or not there was enough time for the learners to learn English at the camp is something the writer cannot perform. Besides the writer does not possess any valid information concerning the period of stay of the refugees at the camp, the situation at the camp itself is subject to change any time.

19. Ibid.

b) Population :

About population, Mackey indicates that occasions for speaking a second language largely depend on the number of persons with whom one comes in contact. If the community is a large metropolis there will be more occasions of contact than if it is an isolated hamlet.²⁰

As it has been described at the beginning, Galang refugee camp is only a place serving as a temporary settlement of the refugees coming from Vietnam. The camp is a restricted area. Besides the refugees were not allowed to contact other people outside the camp in person; Galang itself is only a small island and used to be an uninhabited place.

From the fact, the majority of them spoke Vietnamese; thus, it was obvious that the language spoken in the refugee community is Vietnamese. As a result the refugees wishing to learn English really lacked occasions for practising it.

c) Use :

Mackey says that another important factor in the mastery or maintenance of a second language is what the language happens to be used for. If it is used as a medium of instruction it will not have the same effect as when it is used as a medium of entertainment.²¹

In this matter the writer also agrees with Mackey's statement. Because of some factors described earlier, the majority of the learners at the camp did not have as much time to learn and practise English outside the school as they had it at school. Thus, the fact that English was used as a medium of instruction at school was truly beneficial to the learners.

20. Ibid.

21. Ibid.

d) Skills :

On this point the writer will not carry out further discussion since in the previous chapter the writer has pointed out what skills should be aimed at in the teaching activities.

e) Standard :

As to standard of the English language taught, the writer will not make further discussion either, since she has no idea about it. Even, in her view, to make a judgement about the standard of the language to be taught at the camp is simply unfit. The reason is definite, namely there are so many influencing factors as described earlier which make the judgement itself improper to be carried out. Moreover, there is another reason which is apparently more determining, i.e. the teachers themselves come from different countries of origin. They are from Indonesia, the USA, the Philippines and also England. They certainly have different dialects, accents, styles from one another.

f) attitude :

Mackey says that a speaker may have different sorts of attitudes to his various contact; attitudes toward the person he meets, toward certain situations, and even toward the language itself, and to language learning in general.²²

To evaluate all attitudes of the whole language learners is by all means beyond the writer's capability. Anyhow, in the writer's opinion, the majority of the learners showed positive behaviour toward the language they learned as well as toward the teachers who taught them.

22. Ibid.

The teachers were highly respected. Based on the experience, the writer assesses that the majority of the writer 's own learners certainly made the benefit from the chance given for learning English at school. They faithfully attended the classes twice a day, regardless of the fact that they could only pick up a little.

g) Pressure :

On this point Mackey says that in any of the areas of contact with others, a variety of social pressures may influence an individual's use of his second language. These pressures may be 1). economic, 2). administrative, 3). cultural, 4). political, 5). military, 6). historical, 7). religious. ²³

Regarding what kinds of pressures which drive the refugees to the state of need to learn English, the writer frankly finds it difficult to measure and define it. This is due to the fact that in order to assess such and dig out the most valid result, an in- depth study using questionnaires becomes necessary. And this can be a big project that the writer simply cannot afford. However, from the fact that the majority of the refugees are resettled in English- speaking countries, it can perhaps be concluded that they learned English basically for social adjustment with new societies in their new countries.

C. Psychological influences

Mackey expresses his opinion as the following: "The ability to learn a second language varies from person to person. There are persons who immigrate in their youth and yet never succeed in mastering the language of their new country, while others succeed in learning a second language

after a few periods of foreign residence. Some of the reasons of their differences are (1) age, (2) motives, (3) native skill, (4) intelligence and personality, (5) auditory memory span, (6) intension or readiness to learn, (7) emotion and (8) drive."²⁴

Again, due to the limited time and lack of chance the writer admits that she could not undertake a thorough research on every single different factors stated above while she executed the teaching activities. Thus, in this case the writer will not deliver discussion concerning all the above factors, but she will only examine the three of them, i.e. age, motives, intelligence and personality. What becomes the reason of this, is that the degree of possibility to examine the three above-mentioned factors within a short period of time available is higher compared to that of the rest. To undertake deep observation on the rest of the factors, in the writer's opinion, needs a long period of time as well as much experience of the observer.



1. age :

Indeed it is popularly assumed that the younger a person starts a second language, the better.

Starting from this assumption, the language learners at the camp were classified into two groups using an age-based classification. They were first, the group of young learners ranging from 18 to 22 years old; second, the group of adult learners ranging from 22 to 60 years old. By this classification it was hoped that the young learners of more or less the same age might study in the same classes having suitable learning situation to their age. The same thing was hoped from the adult learners, though in this group the age still greatly varies.

24. Ibid.

As to the age 22 chosen as the separation limit between the two groups actually did not matter much. It was chosen just for the sake of convenience, since the young learners under 22 were of much bigger number compared to those above 22. The classification itself was not strictly applied in actual practice because, as far as the writer observed, there were many under age learners taking the course as well.

From the writer's experience, it was evident that the younger the learners, the better they made progress in learning the language.

2. motives :

Mackey says : " The reason a person wants to learn a second language and how much he wants to learn it, how well and in what manner, may determine the amount of effort he is willing to put into it. Psychologist have claimed that practice without willingness gives poor results." ²⁵

To judge whether or not all the language learners enrolled have compelling motives to learn English is something the writer cannot perform in this thesis. However, the fact that the writer encountered while teaching at the camp indeed supported Mackey's statement. Based on the writer's observation, the learners having great willingness to be able to speak English did make good progress in learning in spite of their unfavourable living condition in general. They, unless otherwise having solid reasons, would faithfully attend the whole course.

Having strong motives certainly spurs the learning activities. The fact that there were a large number of

25. Ibid.

drop-outs during the course as reported by other teachers might have been caused by the lack of strong motives besides other causes, if any, which handicapped them from finishing the course.

3. Intelligence and personality :

Does intelligence make for better language learning ? Mackey states that some studies seem to indicate that if intelligence is a factor, it is not the most important one.²⁶

Indeed the writer agrees with Mackey's statement. Based on the writer's experience, it was evident that intelligence was not the most important factor which determined the success of a language learner. Even the success of learning, muchly depended upon the personality of the person concerned.

When the writer taught at the camp, she possessed many bright learners and most of them were still adolescent. What happened at the end of the course was really surprising. Many of them did not achieve better results compared with those who were less intelligent. And after having some observation in this matter, the writer found out that they could not gain better results, not because they were handicapped by other factors, but simply because they were not diligent, having no mood to be active in class. In addition, they were shy students. Indeed shyness in this case destroyed the creativity of the learners. Those, who were active to ask questions in class and did not feel hesitant when asked to demonstrate certain actions in connection with the lessons being taught, did make good achievements in spite of their being less intelligent.

In grouping the learners, intelligence did not play any important role as there was not an aptitude test or such.

26. Ibid.

Successful applicants enrolled were grouped into two levels of their classes based on the speaking ability and fluency, namely class A and class B. The learners belonging to class A were those with zero knowledge of English or those with very little English, i.e. being able to answer a very limited number of the questions given in the interview. On the other hand, those enrolled in class B were of those supposedly able to know some basic English and were able to answer many, if not all, of the questions given.

To give a description as to what kind of questions put forward in the interview, the following might be illustrative.

The candidates were supposed to answer these questions:

1. What is your name ?
2. How old are you ?
3. What is your barrack number ?
4. How do you spell your name ?
5. Are you here with your parents/ brothers or sisters ?
6. What country are you going to ?
7. When did you arrive in Galang ?
8. What did you do in Vietnam ?

For those who, because of their previous education had already mastered the elementary level and those who had finished studying in class B were allowed to study in class C. This class was for intermediate learners.

Special class for advanced learners was also provided for those desiring to learn more English and this class was also specially designed for the prospective teachers. Thus, graduates of this class were hoped to be teachers/ assistant teachers in order to voluntarily help teach their fellow refugees.

D. The teacher factor

To start the analysis the writer quotes Mary Finocchiaro's statement as follows : " The teacher is the most important single element in any teaching situation ; there are no good or bad methods, there are only good and bad teachers." 27

The above statement is fully agreed by the writer . And even it is already a well- known fact that a teacher plays a very important role in any teaching situation. Often it happens that a teacher becomes the only person having the ability to give spiritual support to his students to gain success in their learning; but on the other hand , it also happens that a teacher becomes the cause of the students' total failure in learning, simply because they do not like their teacher.

Regarding the teacher factor at the camp, as the writer has alluded it a little bit in front - there were twelve teachers at the time, namely seven Indonesian teachers and five expatriate teachers. In addition, as stated before there were also Vietnamese teachers who had been trained in the prospective teacher class. These Vietnamese teachers were needed in order to meet the need of more teachers or assistant teachers.

To examine every element within the teacher factor of all the teachers concerned is certainly impossible. Thus , in the following the writer will mainly evaluate her own concern with sometimes alluding to the general condition of the other teachers.

27. Mary Finocchiaro, Teaching English As A Second Language.

New York : Harper & Brothers, 1958.

1. Knowledge of English and language teaching :

English language is the major subject of the writer's study. She has been a BA graduate when she taught at the camp with two years experience in English teaching. And she has studied in the post graduate for two years. However, how much knowledge of English and language teaching she has gained up to the time, is something that cannot be stated definitely. The same thing applies to the other teachers, except for the expatriate teachers whose mother tongue is English. Their mastery of English is perhaps already unquestionable.

2. Personal ability to teach :

The writer will not analyse the other teachers' ability to teach since every teacher has his own style and specific way of teaching which is unique in itself.

Before the writer started to teach, she had realized that to keep the learners' interest and motivation at the highest level possible, the teacher's class performance was of great significance. In this case, it muchly depended on the techniques used in the teaching. Further discussion about this will be put at the back, together with the method and techniques the writer employed in teaching.

The writer had also realized that paying attention to every learner regarding their attendance had a very positive effect on the learners. Being helping, not testing the learners, as well as giving continual words of encouragement helped the learners gain confidence. The writer also learned a lot about the learners and that has been very significant in order to relate and communicate well

with them so that psychologically they could feel right at ease. In addition, the writer also maintained that using little language, i.e. limited number of vocabulary and simple structures was an excellent approach. Good time division was also a must. This was very essential to avoid the possibility of students come to the point of boredom and fatigue.

Chapter IV

A. Teaching syllabus

The English course held at the camp has been arranged in such a way to meet the objectives of the teaching. With regard to the uncertainty of the situation at the camp, it has been decided to give a three- week course to the language learners at the time. However, the present policy might have been changed due to the latest development.

The three- week course was divided into three- weekly divisions. Thus, there were divisions of :

Week I

Week II

Week III

Each week consisted of four learning days, namely on: Day 1, Day 2, Day 3, and Day 4.

Day 5 was used for review presentation and Day/6 was for testing.

Since there were three- weekly divisions, there were then three- weekly tests. These tests were given in the written forms, but mainly created for testing the understanding/ listening skills of the learners. At the end of the course, there was a test for the overall course already given. This test was carried out orally only. After finishing the course each learner would receive a certificate notifying that he or she has completed the three- week course. This certificate was given to the learner on graduation day.

As to the learning period of each day, the learners were given two hours for learning activity and two hours for listening activity.

The learning activity was held in the morning from 10.00 to 12.00 at noon; while the listening activity was held in the afternoon from 4.00 to 6.00 p.m. This schedule, however, was subject to change depending upon the availability of the classrooms as well as the teachers.

Regarding the lesson plans, each teacher did not need to make up any of his own for his teaching program, since all the lesson plans of the whole course as well as their material supplements were already made available. Each teacher was instructed to use them in his teaching activities. The daily lesson plan was formulated in such a way that it already included every item which had to be taught to the learners. The teaching materials presented were situationally-oriented and structurally-sequenced.

The following are the models of every lesson plan for the whole course.

LESSON PLAN

Week I Day I

Objectives: At the end of the lesson learners will be able :

1. To respond to useful language learning phrases
2. To identify common classroom items
3. To give an appropriate response when
 - a. greeted, b. asked his/ her name, c. asked first and last name, middle and full name
4. To recite the alphabet and spell his/her own name

Material supplements

1. Lesson 1 Modulearn
2. Modulearn pictures: P1 & P2
3. Realia for classroom items/pens/pencils etc.
4. Morley listening comp. exercise unit 2 lesson 1
5. Flip charts:
 - (1) Different ways of writing names
 - (2) Form first, last, middle etc.
 - (3) Dialogues
 - a. Modulearn(1) 4
 - b. Modulearn(1) 5
 - c. Modulearn(1) 6 rewritten
W/Vietnamese name
 - d. How do you spell it ?
6. Vocabulary homework handout
7. Numbers handout

Vocabulary presented

<u>Questions</u>	<u>Verbs</u>	<u>Nouns/Pronouns</u>	<u>Adj.</u>	<u>phrases</u>
What	am	I	Fine	Hello
Is it ?	are	you	first	fine, thank
How	is	it	last	you
	spell	today	a	listen
	do	your	easy	repeat
	finish ?	my		open your
	ready ?	pen		book/s
	understand	pencil		close your
		blackboard		book/s
		window		look at page
		chair		turn the
				page
				do you
				understand?
				I don't
				understand

phrases

yes/No

Speak more slowly

Structures

What's your name ?(My name's) _____

What's your first name ?(My first name's) _____

What's your last name ?(My last name's) _____

What's this ? It's a (pen).

Is this a pen ? Yes / No

Passive

Listen! Repeat!

Open your book, close your book

Look at page _____

Turn the page _____

Do you understand ?

How do you spell it ?

one each

Active

I don't understand.

Speak more slowly, please.

Homework

Vocabulary handout

Number handout

Tape program

Worksheets 1&3 Lesson 1

LESSON PLAN

Week I Day II

Objectives: At the end of the lesson learners will be able:

1. To count from 0- 50
2. To give an appropriate response when asked his/her address- city- state- zip code- telephone No. -area code-nationality-age
3. To tell time and ask time
4. To identify and use basic greetings and leave takings

Material supplements

1. Lesson 2 Modulearn
2. Modulearn pictures P 3 & P 4
3. Cardboard clocks
4. Morley listening comp. Unit I lesson 9 & 10 (address-telephone)
5. Flash cards with times/ numbers/vocab.
6. Flip charts:
 - envelope with address
 - Form with all new vocabulary
 - Modulearn(2) 5 (address-city)
 - state, zip code
 - telephone No. Area code
 - Name/nationality/age/where are you from ?
 - Modulearn picture (2) (13) Mini dialogues
 - Modulearn picture (2) (13) & 5

7. Vocabulary handout

Vocabulary presented

<u>Questions</u>	<u>Verbs</u>	<u>Nouns/Pronouns</u>	<u>Adj.</u>
What time	is	address	Vietnamese
How old	are	city	American
		zip code	
		nationality	
		state	
		telephone No.	
		area code	
		clock	
		time	
		minutes	
		hour	

Phrases

Good morning

Good afternoon

Good evening	What time is it ?
Good night	How old are you ?
noon	Put your name on the paper
midnight	Give me your paper
time	

Structures

What's your address	My address is _____
city	city
zip code	zip code
state	state
telephone No.	telephone No.
area code	area code
nationality	nationality
How old are you ?	(I'm) _____
What time is it ?	It's _____ o'clock
number 1- 50	It's <u>1:30</u> (2:15)
Good morning/Good afternoon/Good evening	

Homework

Vocabulary handout

Tape program

Worksheets 4,5,6,7 Lesson 2

LESSON PLAN

Week I Day III

Objectives: At the end of the lesson learners will be able:

1. To identify various occupations
2. To ask and answer Yes/No question
3. To respond correctly to: What does he/she do ?
What did you do in Vietnam ?
4. To use phrase: I'm looking for a job.
5. To use expressions: Excuse me; I'm sorry
Thank you; You're welcome
6. To use expressions: "Excuse me" to elicit information.
7. Understand time markers (yesterday, today, tomorrow)

Material supplements

1. Modulearn Chap: 3 section 1
Chap: 4 section 1
2. Modulearn pictures: P 5 & P 14, P 19, P 34
P 39
3. Flash cards
4. Flip charts: Dialogues
 - review of two days
 - Modulearn(3) 4. What is he ?
What does he do ? What does she do ?
 - Modulearn(4) 6. What are you ?
What do you do ?
 - Vocabulary handout
 - Form to fill out-Your home - work

Vocabulary presented

<u>Questions</u>	<u>Verbs</u>	<u>Nouns/Pronouns</u>	<u>Time markers</u>
What does	(to be)	we/he/she/they	today
What do	do	occupation	tomorrow
	does	doctor	yesterday
	teach	nurse	
	cook	write	
	work	cook	
		housewife	
		gardener	
		secretary etc.	

Phrases

I'm looking for a job
job
yes/no
I'm sorry
excuse me

Phrases

Thanks

you're welcome

Structures

What does S/he do ? -S/he's a _____
 What do you do ? -I'm a _____
 -I'm looking for a job.
 What do they do ? -They're _____
 What do you do ? -We're _____
 Is S/he a _____? -Yes, S/he's a _____
 Are you a _____? -Yes, I'm a _____
 Are they _____? -Yes, they are
 -No, they aren't. They are _____

Passive: Tomorrow is _____ April _____ 1980

Homework: Vocabulary handout

Form to fill out

Tape program:

Worksheets 8&9 Lesson 3

10&11 Lesson 4

LESSON PLAN

Week I Day IV

Objectives: At the end of the lesson learners will be able:

1. To use the demonstrative pronouns (this/that, these/those) correctly
2. To ask and give prices
3. To identify American money
4. Identify specific food items
5. To use the phrases : Can you help me, please.
I would like
Please give me

Material supplements

1. Modulearn Chap 6
Chap 7
2. Modulearn pictures : P 44, P 56, P 57, P 62,
P 60, P 70
3. Flash cards (Prices)
4. Realia (fruits, money), P 65, P 66
5. Flip charts: dialogues
 - Modulearn (6) 7
 - Modulearn (6) 9
 - Modulearn (7) 4 Add: How much
is it ?
It's cheap. It's 25 ¢
 - Modulearn (7) 10 Add: How much
are they ?
They're 69 ¢ (Give me one please)
 - Can you help me please
6. Vocabulary handout

Vocabulary presented

<u>Questions</u>	<u>Verbs</u>	<u>Nouns/Pronouns</u>	
how much	would	this/that	onion/s
can you	like	these/those	pepper/s
		money	
		hamburger	
		hot dog	
		doughnut	
		softdrink	
		cup of coffee	
		cup of tea	
		apple/s	
		lemon/s	
		orange/s	
		grapefruit/s	

<u>Adj.</u>	<u>Phrases</u>
cheap	I would like
expensive	Can you help me, please
fresh	
big	
small	

Structures

What is this/that ? This/that is _____

What are these/those ? These/those are _____

How much is this/that? It's _____

How much are these/those? They're _____

Can you help me,
I would like _____ OK ma'am/sir

Thanks You're welcome

Homework: Vocabulary handoutTape program:

Worksheets 15&16 Lesson 6

17&18 Lesson 7

LESSON PLAN

Week II Day I

Objectives : At the end of the lesson learners will be able:

1. To identify common locations
2. To distinguish between the expression "here" and "there".
3. To ask "where" questions
4. To ask and give simple directions
5. To ask for help.
6. To use the phrase " I'm lost"

Material supplements

1. Module learn lesson 8
2. Module learn pictures P72- P 79
3. Flash cards (places, directions)
4. Flip charts:
 - a) Dialogues
 - Module learn (8) 5
 - Module learn (8) 8
 - Module learn (8) 11
 - Module learn (24) 12+13
 - b) Directions (general)
 - c) Directions with dialogues

Vocabulary presented

<u>Questions</u>	<u>Verbs</u>	<u>Nouns/Pronouns</u>	
Where _____	go	bank	airport
Can you _____	turn	hospital	school
Is there _____		barber shop	movie theatre
		beauty shop	street
		laundromat	avenue
		post office	block
		super market	parking lot
		department store	

<u>Adverbs</u>	<u>Phrases</u>	<u>Prepositions</u>
here	go straight	at
there	turn right	on
	turn left	behind
	I'm lost.	next to
	Can you tell	in front of
	me where the	on the right
	post office is?	on the left
		on the corner of
		nearby

Structures

Where's Tom/he/she/the doctor ? -He's/she's at the bank.
here/there

Where are Tom and Bill/they/nurses ?

-They're at the hospital.
here/there

Is Tom/he/she at the market/here ?

-Yes, he/she is.
No, he/she isn't.

Are Tom and Bill/they at the
post office/here/there ?

-Yes, they are.
No, they aren't.

Where is the bank ? It's on the corner of
It's on Main street
Go straight one block
Turn right
Turn left
It's next to _____
It's behind _____
It's in front of _____
It's on the right
It's on the left

Is there a _____ Yes, there is.

Homework :Vocabulary handout

Tape program:

Worksheets 19&20 Lesson 8

LESSON PLAN

Week II Day II

Objectives: At the end of the lesson learners will be able:

1. To identify the different rooms in a house
2. To identify the furniture found in the rooms
3. To understand and use locative phrases with in, on and under
4. To use the phrases: There is; there are
5. To identify the vocabulary items in the lesson (ex: wallet, purse etc.)

Material supplements

1. Modulearn lesson 9
2. Modulearn pictures P 83-P 89
3. Conversation book 1 handouts, house vocabulary p.46-50
4. Flip charts:
 - Modulearn (9) 5+6 Picture and dialogue "Where are my shoes ?"
 - Pictures of a house/Cross. Section

Vocabulary presented

<u>Questions</u>	<u>Verbs</u>	<u>Nouns</u>	
where	is	glasses	shoes
what's	are	wallet	kitchen
what are	there is	purse	refrigerator
is there	there are	table	counter
are there	cook	bedroom	stove
		dresser	sink
		lamp	cabinet
		bed	(plus all the
		pillow	added vocab from
			Conversation
			Book 1)

Prepositions

in
on
under

Adj.

his
her
my
your

Phrases

Oh!
here it is
here they are

Structures

Is my purse/are my shoes in the bedroom ?
on the chair
under the table

Oh, yes. Here it is/ they are

There it is/ they are

Where's my / her/ the purse ?

Where is it ?

Where are my glasses ?

What's this/that

It's a bed/chair

Homework : Vocabulary handout

Tape program : Worksheets 21+ 22 Lesson 9

LESSON PLAN

Week II Day III

Objectives: At the end of the lesson learners will be able:

1. To Identify family relationship
2. To ask and answer "who" questions about family members
3. To give family relationship using the possessive(s)
4. To make grammatically correct statements about locations, such as at school, at home, at work
5. To answer questions about their marital status and family situation
6. To use adjectives to describe people/family members

Material supplements

1. Modulearn lesson 10
2. Modulearn pictures P 90- P 97
3. Conversation Book 1 handouts p.33-34
4. Flash cards(adjectives for people)
5. Flip charts:
 - a. A family tree
 - b. Modulearn (10) 6
Picture and dialogue
"This is my wife."
 - c. Modulearn (10) 10 Pictures
and dialogue
"Is your husband at home?"
6. Form to fill out

Vocabulary presented

<u>Questions</u>	<u>Nouns</u>		<u>Adj.</u>	<u>Phrases</u>
who	family	grandmother	old	at home
where	parents	grandfather	young	at work
are you	husband	grandparents	beautiful	at school
is he	wife	grandchildren	handsome	
	daughter	grandson	nice	
	son	granddaughter	intelligent	
	sister	aunt/uncle	strict	
	brother	niece/nephew	tall	
			short	
			possessives	
			('s)	

Structures

Who's Mr. Kim ? -He's the father/husband
Who is he ? -Lucy's father/Mrs. Kim's husband

My father is strict
 intelligent
 beautiful etc.

Is your sister young ? -Yes, she is
 -No, she isn't

Where is he/she/Tom ? -He's/She's at home
 are they ? -They're at work/at school

Homework: Vocabulary handout
 Part of the body handout
 Form to fill out

Tape program: Worksheets 23+ 24 Lesson 10

LESSON PLAN

Week II Day IV

Objectives :At the end of the lesson learners will be able:

- 1.To identify common ailments and carry on conversations about the ailments using the following structures
 - a."what" and "yes/no"questions with the verb "have"
 - b.short answers with"do/does" to"yes/no" questions
- 2.To use a telephone(1) to call a doctor
(2) to call for help in an emergency

Material supplements

- 1.Modulearn lesson 11
- 2.Modulearn pictures P 89- P 110
- 3.Flash cards(ailments, medicine,emergency)
- 4.Flip charts:
 - a.Modulearn(11) 6 picture&dialogue
 - b.Modulearn(11) 11 picture& dialogue
 - c.Dialogue"I don't feel good today."
 - "Can I make an appointment ?"
 - d.Dialogue" An emergency"

Vocabulary presented

<u>Questions</u>	<u>Verbs</u>	<u>Nouns</u>	
What's _____ ?	have	fever	a sore shoulder
Can I _____	think	headache	a sore elbow
	feel	toothache	a sore leg
		backache	a sore knee
		stomachache	a sore ankle
		a sore arm	the flu
			an emergency

Expressions

What's the matter.

I don't feel good.I think _____

Can I make an appointment ?

It's an emergency.Please send _____

Structures

I have a headache/ sore arm

Do you have a fever ? Yes, I do. No, I don't

Is this 391- 4850 ? Yes, it is. No it, isn't

Fixed phrases

What's the matter ? I think I have the flu.

Take an aspirin and go to bed.

That's too bad.

Not very well .

I don't feel good.

Can I make an appointment ?

It's an emergency. Please send an ambulance.
the police.

Homework : Tell them to review and to study. Tomorrow
is review day, the next day is test day
Vocabulary handout

Tape program:

Worksheets 25&26 Lesson 11

LESSON PLAN

Week III Day I

Objectives: At the end of the lesson learners will be able:

1. To discuss dwelling places (house, apartment)
2. To carry on a discussion with a landlady/ landlord regarding a rental
3. To discuss the number and types of rooms in an apartment or a house as well as certain items of furniture
4. To ask appropriate questions when looking for an apartment or a house

Material supplements

1. Modulearn lesson 12 section 1
lesson 13
2. Modulearn pictures 111-113, 120-123, 86, 89, 96
3. Flash cards (ads. for apartments, vocabulary)
4. Flip charts:
 - a. Modulearn (12) I want a home
 - b. Modulearn (13) 4 This is an apartment
 - c. Modulearn (13) 5 Do you have a large apartment for rent ?
 - d. Modulearn (13) 9 How much is the rent ?
 - e. Dialogue Landlord & renter (utilities, lease)
 - f. Dialogue there is a problem

Vocabulary presented

<u>Questions</u>	<u>Verbs</u>	<u>Nouns</u>	
How many	have	apartment	rent
How much	want	house	landlord
Are there	rent	home	landlady
Is there	buy	room	problem
Do you ___	speak	bedroom	lease
What		bathroom	utilities
		closet	
		kitchen	

Adj./Adv.

large
small
nearby
clean
comfortable

Phrases

May I help you ?
I want
There's only one

Structures

What do you want/have ? I want/have an apartment.
 Is there a kitchen in the apartment ? Yes, there is. No, there isn't
 Are there two bedrooms in the apartment ? Yes, there are. No, there aren't
 Is there a school nearby ?
 How much is the rent ? It's 150 dollars a month.
 How many rooms are there ? There are five rooms.

Fixed expressions

May I help you ?
 There's only one.
 Can I speak to the landlord ?
 There's a problem.

Homework

1. Vocabulary handout
2. Weight and measures handout

Tape program : Worksheets 27,28,29,30 lesson 12 & 13

LESSON PLAN

Week III Day II

Objectives : At the end of the lesson learners will be able:

1. To identify and discuss various food items
2. To discuss feelings of hunger and thirst
3. To express likes and dislikes
4. To order food in a restaurant
5. To recognize different units of weights and measures

Material supplements

1. Modulearn lesson 14 & 15
2. Modulearn pictures 132, 133, 135-139
3. Supplement with pictures of different fruits, vegetables and meats
4. Flip charts:
 - a. Modulearn (14) 8 I'm hungry
I'm thirsty
 - b. Modulearn (15) 3 American food
 - c. A menu
 - d. Dialogue in a restaurant(part 1)
 - e. Dialogue in a restaurant(part 2)
5. Flash cards for week 3 day 2(vocabulary etc.)
6. Menus to distribute
7. Plastic fruit

Vocabulary presented

<u>Questions</u>	<u>Verbs</u>	<u>Nouns</u>	
what do you	like	Chinese food	water
do you	want	Vietnamese food	meat
how much	prefer	American food	chicken
which one	eat	Japanese food	vegetables
	drink	Mexican food	fruit
	order	menu	ounce(oz.)
	pay	breakfast	pound(lb.)
		lunch	inch
		dinner	foot
		soup	yard
		main course	mile
		dessert	pint
			quart
			gallon

<u>Adj.</u>	<u>Phrases</u>
delicious	Would you like _____ ?
hot	I would like _____
cold	Can I please have the menu ?
spicy	I want to pay now, please.
hungry	
thirsty	

Structures

	like	likes
What does he/she/your husband prefer		He/she prefers
	want	wants
Are you/is he thirsty/hungry ?		Yes, I'm/He's thirsty/ hungry
		No, I'm not/He's not thirsty/hungry
Do you like American food ?		Yes, I do. No, I don't

Fixed phrases

I would like to order
 Can I please have the menu ?
 I would like _____
 I want to pay now.

Homework: Vocabulary handout

Tape program : Worksheets 31, 32, 33, 34 Lesson 14 & 15

LESSON PLAN

Week III Day III

Objectives :At the end of the lesson learners will be able:

- 1.To identify and discuss some articles of clothing
- 2.To use certain adjectives connected with clothing(short, heavy, light)
- 3.To shop for clothing
- 4.To name the months of the year
- 5.To discuss the seasons of the year and weather
- 6.To recognize ordinal numbers

Material supplements

- 1.Modulearn lesson 16
- 2.Modulearn pictures P 140-146
- 3.Flash cards(months, seasons, weather, clothing)
- 4.Handout on clothing
- 5.Calendar
- 6.Flip charts:
 - a.Modulearn(16) 10
Do you like winter ?
 - b.Buying a dress/pants
What size do you wear ?
 - c.Buying a dress/pants
It's/They're too big/small
 - d.The seasons(from Conversation book)
 - e.I want/need a heavy coat

Vocabulary presented

<u>Questions</u>	<u>Verbs</u>	<u>Nouns</u>	<u>Adj.</u>	<u>Phrases</u>
What ____ ?	buy	coat	short	already
	need	dress	long	yet
	try	skirt	new	try this on
	want	suit	old	can I help you ?
		shirt	light	
		jacket	heavy	
		winter	big	
		spring	small	
		summer	pretty	
		fall	wrong	
		month	right	
		year		
		size		

Structures

He/she/I have/has a heavy coat.
want
need

January is the first month of the year.

What does he have/ need ?

I don't have a new coat yet.

I already have a heavy sweater.

Is this the right size ? Yes, it is.

No, it's too big/small.

What's your size ?

Homework: vocabulary handout

Tape program: Worksheets 35&36 Lesson 16

LESSON PLAN

Week III Day IV

Objectives : At the end of the lesson learners will be able:

1. To discuss certain activities going on at the present moment
2. To discuss what people in certain occupations are doing at the present moment
3. To understand and use present progressive tense

Material supplements

1. Modulearn lesson 17
2. Modulearn pictures P 147-151, P 11, P 21
P 40, P 74, P 75
3. Flash cards (verbs, vocabulary)
4. Handout pg. 9, 10, 11 from Conversation book
5. Flip charts:
 - a. Modulearn (17) 11 I'm looking for a dress
 - b. list of verbs
6. Pictures of actions

Vocabulary presentedQuestions

What is he/she doing
am I
are they
are you

Verbs

sit help
stand work
study sew
talk type
learn give
walk sell
run look for
teach smile
clean laugh
write cry
read sing
listen scream
wash dance

Nouns

dishes
seamstress
secretary
waitress
haircut
shampoo
sale

Phrases

On Saturday

Sunday

I'm looking for a heavy coat

We're having a sale

Structures

What's he/she doing now ?	He/she's studying.
What are you doing ?	I'm reading
Is he listening ?	Yes, he is. No, he isn't
Are you/they studying ?	Yes, we are. No; we aren't they . . . they

Mrs. Kim is cleaning now. It is Saturday. She cleans every
Saturday

Tell the students to review everything. Tomorrow is re-
view day.

Tape program: Worksheets 37 & 38 Lesson 17

The lesson plans presented above were designed for teaching class A and class B. Thus, what were given in class A and class B were the same.

As to the lesson plans of class C and advanced class, the writer does not present and discuss them in the thesis since the writer did not teach in those classes.

As mentioned before, the materials to be presented both for the day to day basis and for the whole course had been made available in order to simplify as well as to unify the teaching activities carried out by all teachers concerned. In other words, the teachers could not make up their own. However, they were free to develop any materials provided and were encouraged to make some modification so that their activities could meet the objectives already set up.

The materials were taken from the Modulearn, a book designed for English as a second language learners.²⁸ All materials contained in this book are oriented to learning essential and most frequent American expressions which are useful particularly for new comers in the USA. These expressions are put in situations so that not only do the learners learn them in words/ sentences but they practise them in the forms of conversations as well. For example :

1). Going shopping at a supermarket. This includes learning American money/coins such as penny, nickle, dime, quarter, half dollar and dollar and also learning the English words of the groceries, fruits and other things found in the supermarket.

28. _____, English As A Second Language A new Approach For The 21ST Century. San Juan Capistrano : Modulearn, Inc., 1975.

2). Eating at a restaurant. Again, it includes learning American money and American food such as hamburger, hotdog, salad, etc.

3). Making an appointment with a doctor. The elements learned in it includes how to use a telephone and its number, area code and also learning some common ailments.

4). Learning American addresses that involves learning names of streets, numbers, city, state, zip code and asking direction that emphasizes the use of simple but polite expressions and common places such as church, school, hospital, supermarket, post office, bus station, etc.

5). Looking for a job that includes occupations such as doctor, teacher, nurse, farmer, plumber, etc.

In addition to the materials to be presented, some other teaching aids and supplements were also made available for all the teachers concerned. They included flash cards, flip charts, realia or actual objects and hand outs to be filled out by learners as classroom and home exercises. These teaching aids were found to be very useful both for the teachers and the learners as the means to bring the learners to the point as if they were brought into real situations.

It should be noted as well that the materials put in the situations were culturally oriented. This was important in order to give some cultural insights to the learners before going to their new countries where some cultural shocks might be found.

Listening program/ tape program was an activity added to the daily lesson presentation. In this program the learners were trained to listen to the English utterances of the native speakers through the tape recorder.

There was one tape recorder available for each class. Besides they were trained to listen to the English utterances, they were also asked to repeat what they heard from the tape recorder. This was significant for the learners because apart from having listening practice they also had practice for their fluency. The listening program was also a very useful means to reinforce learning because it was held in the afternoon sessions and the materials in this program were based on the same materials presented in the morning sessions. Thus, in practice, every unit lesson was presented within four hours; two-hour morning session for regular teaching presentation and two-hour afternoon session for the reinforcement, i.e. in the listening program.

Regarding testing, as it has been mentioned before, there were two kinds of tests; one conducted weekly at the last day of the week concerned and one conducted at the end of the whole course. The weekly test was mainly used as a means to assess the learners' listening skills. In this test the teacher was to read as loudly and clearly as possible so that the learners could hear clearly while having a look at their leaflets in order to compare what the teacher read with the pictures provided and furthermore, they were to mark the one read by the teacher.

The second type of the test was held at the end of the course and was carried out orally. Thus, the priority here was testing the learners on to what extent they encoded the message correctly, spontaneously, fluently and appropriately as well as how they selected forms in order to express themselves which should be in accordance with the situations.

Five situations which were presumed would be encountered most in daily life were provided in the test. They included :

1. Conversation with a doctor
2. Ordering food at a restaurant
3. Buying goods at a supermarket or department store
4. Asking and giving directions
5. Asking questions concerning someone's identities

In the test, there were Indonesian, expatriate and Vietnamese teachers who were in charge of those five sections or situations.

B. Method and techniques employed

In accordance with the materials presented which were situationally-oriented and in order to meet the objectives of the teaching, Direct Method was considered to be best suited for the teaching and learning activities at the camp.

At the beginning, it was very trying for the writer to teach English to people whose native language was not the same as the writer's. The writer did not know Vietnamese and none of the learners could speak the writer's native tongue. The only means of instruction was English. Thus, the learners were promptly introduced to the English language. During the first days, it was difficult to do so, but as the course went on further, no major problems were found. Moreover, the direct method proved to be very useful as the learners were forced to understand the presentation with no translation whatsoever.

It was also found out that the use of such method gave very positive impact on the learners as they were trained to hear English speech sounds independently. And as the result, they got used to English faster. Within a limited time they were able to ask and answer questions in simple English.

It should be noted, however, that the teacher could not always demand excellent feedback from the learners, neither grammatically nor stylistically, but it was encouraging enough to see the learners use English that was communicatively acceptable. On the other hand, it was a major demand for the teacher to, somehow, use as simple English as possible which was supported by other means possible, such as gestures or demonstrations.

Alluding to gestures and demonstrations, the writer wants to emphasize that those teaching techniques proved to be very useful for the English teaching at the camp, besides some other techniques, such as drilling, giving explanations or descriptions using pictures, realia, flash cards, flip charts, etc.

Having a teacher assistant while performing the teaching, in the writer's opinion, was indeed very beneficial in the sense that the assistant could be used as a partner when doing some demonstrations or acting.

Teaching a language, in the writer's opinion, is not just a matter of presenting sets of forms, but also providing the learners with lots of time for practice. Let them express themselves creatively; thus, learners centered. A teacher is just a counselor and a leader, or a guide in bringing the learners toward active involvement. In accordance with this, having classrooms which resembling long sheds with open space inside was also profitable. Often after the writer and the assistant modelled some actions, some

demonstrations or acting involving the learners could be performed.

Also, one key factor to bring the learners to a successful learning is to instill confidence within the learners by giving a lot of encouragement. Specific ways the writer have performed were, among others, by getting closer to the learners personally, being more open as well as attentive toward the learners and last but not least, being able to know the learners' names as soon as possible. The later gave very positive impact on the learners, particularly because the learners were of different nation. The fact that the writer could remember and call the learners by their names made them feel very happy and get closer to the writer. As the result, there was no gap between the writer and the learners, even they gave more respect to the writer and they felt more motivated in learning.

Songs and games proved to be very helpful in the teaching and learning activities. For example, when it rained heavily while the activities were being performed, it then became very noisy, especially because the classrooms were not sound proof. As the result, the activities were practically stopped. In order to handle the class situation and at the same time to give reinforcement to the learners, English songs and word games using cards, in this case, were the best techniques.

Also when the weather was extremely hot(which often happened at Galang) and the learners looked very tired and sleepy, songs and games became the best solutions to overcome the boredom and fatigue.

Chapter V

Teaching achievement

To begin with, the writer emphasizes again that at the time, the course given at the camp was a three-week course. The end of a course was marked by Graduation Day, on which learners got their certificates.

A three-week course was also named a cycle of teaching. When the writer taught at the camp, she completed teaching three cycles of teaching. During those cycles she was in charge of teaching four classes.

The following is the arrangement of classes the writer has taught :

1. The first cycle - Class A
2. The second cycle - Class B
3. The third cycle - Class B₁ and Class B₂

Talking about teaching achievement, the writer assumes that it is closely related to the achievement of the objectives. Thus, tests given to the learners were very essential to measure the teaching achievement.

As mentioned before, there were two kinds of tests given to the learners at the time, namely weekly-written tests and final-oral tests. The testor of the weekly-written tests was the teacher who was in charge of the class concerned, sometimes assisted by his assistant.

As to the final-oral tests, there were some testors in this case, since there were at least five teachers who were in charge of five situations presented in the tests. In giving these tests, the teachers were also assisted by some assistants.

In the following the writer would like to present the figures showing the results of the writer's own teaching. It should be noted, however, that the figures given below were based on the testors' judgement, since there was no definite standard available.

1. The first cycle - Class A

The number of enrolled learners : 39

The number of graduated learners : 28

The results of the written tests(three-written tests) are as follows:

7 % - very good

81 % - good

12 % - sufficient

The results of final- oral tests :

91 % - Without difficulties

9 % - With difficulties

2. The second cycle - Class B

The number of enrolled learners : 45

The number of graduated learners : 30

The results of the written tests(three- written tests) are as follows :

97 % - very good

3 % - good

The results of final- oral tests :

96 % - Without difficulties

4 % - With difficulties

3. The third cycle - Class B₁

The number of enrolled learners : 48

The number of graduated learners : 27

The results of the written tests(three- written tests) are as follows :

8 % - very good

86 % - good

6 % - fairly good

The results of final- oral tests :

96 % - Without difficulties

4 % - With difficulties

The third cycle - Class B₂

The number of enrolled learners : 52

The number of graduated learners : 36

The results of the written tests(three- written tests) are as follows :

9 % - very good

83 % - good

8 % - fairly good

The results of final- oral tests :

93 % - Without difficulties

7 % - With difficulties

Based on those figures, the writer assesses that the teaching achievement was satisfactory, eventhough the writer does not deny there were many drop- outs during the course was going on. This could not be helped since there were basic reasons dealing with the learners' personal concern. The reasons could be noticed after the writer did some observation; to mention just a few, as the course going on, many of the learners were resettled to the third countries. Willy- nilly they had to leave the course before it finished.

In other words, time did not permit them to stay longer and finish the course. .

Many of them struggled with financial problems. The fact that there were chances to make money since there were some working places available forced them to quit learning at school. Instead, they decided to learn English at their barracks with their fellow refugees.

Some of them had to take regular X- ray tests at the hospital. Since there were a great number of refugees, they practically had to queue to take the tests. This was really time consuming. As the result, they often had to leave the class, simply to get the chance to take the tests. This fact handicapped them to take the course which was strictly regulated daily. Everyday there were always new things presented in the class, and the materials given were cumulative. Thus, in order to meet the objectives of the teaching and learning activities, every learner had to take the course fully within three weeks. Furthermore, the school itself announced a regulation that for those who had been absent three times in a row had to withdraw and they were advised to enroll again in the following course. This policy was established since it would really be hard for those who had been absent three times in a row to keep up pace with the others who already progressed further.

Chapter VI

A. Overall evaluation

Having presented an analysis on the learning and teaching variables in chapter III, teaching syllabus, method and teaching techniques employed in chapter IV and teaching achievement in chapter V, the writer would like to present an overall evaluation on those things mentioned in the three chapters respectively, starting from chapter III.

However, it might be worth noting that in doing the evaluation the writer does not use any formal standard of evaluation whatsoever. Thus, in order to determine the quality of each element the writer uses the following degrees :

1. very good
2. good
3. poor
4. very poor

Evaluation on chapter III

1. Knowledge of the writer about the native tongue of the learners, in this case, the Vietnamese language is very poor. Eventhough the result of the teaching is satisfactory, the writer confesses that having knowledge of the native tongue of the learners would indeed be very helpful to the teaching presentation. The writer believes that the results of the teaching would be far more satisfying as the writer can give more emphasis on the elements of differences as well as interferences between the Vietnamese and English language.

2. Home and community, in the writer's opinion, do not give much help to the English learners because English is not used as a means of communication in the community.

Their support in English learning, thus, is poor.

3. Occupation influence in English learning at the camp is good. Some learners who happen to be employed in the agencies can have more chances to practise English.

4. School influence in English learning is very good. It is supported by the fact that it is the only place for the majority of the learners to get the chance to learn English. Also, the fact that English is used as a means of communication and medium of instruction gives more value to the school influence in English learning.

5. Ethnic group and church do not support much in English learning at the camp. Their support is very poor.

6. The support of play group in language learning at the camp is good. The learners who happened to be at the same time doing sport or having recreation make benefit their meetings for practising English.

7. Radio, television, cinema, do not give much support in language learning. Their support is poor.

8. The support of reading matter in language learning is very good. Many chances enable the learners to read and borrow books from the libraries. By reading books, they can get more exposure of English.

9. Time factor is very poor because the situation at the camp is subject to change any time. As the result, many learners cannot finish taking the course.
10. Population factor is also very poor. There is no chance for the refugees to contact other people outside the camp in person.
11. Use factor is poor as well. The majority of the learners can only practise English at school.
12. Attitude factor is good because the majority of the learners show positive behaviour toward the language they learn as well as toward the teachers who teach them.
13. Age factor is poor in the sense that the learners are so heterogeneous in age range. Thus, to make a proper class divisions with an age-based classification is very difficult.
14. Motive factor is very good. The majority of the learners have come to the realization that learning English is very important for their future lives. As the result, they have great willingness to learn English at school.
15. The entrance test is, in the writer's opinion, poor. The refugees come from various living backgrounds as well as educational backgrounds. Moreover, there is no official data whatsoever that can be used as a standard of making the entrance test. As the result, the entrance test seems to have been randomly composed.

16. Teacher influence is good. In the writer's opinion, the teachers have dedicated themselves fully to the success of learning and teaching activities at the camp.

Evaluation on chapter IV

1. Due to the uncertainty of the situation at the camp, the decision to give a three-week course to the learners at the camp, in the writer's opinion, is appropriate. And The application of it in practice is good.

2. Time division for teaching and listening activities is good. Two-hour period for each teaching or listening activities is reasonable, meaning that within two hours the learners still have energy to be active in the class and to absorb the teaching presented; but more than two hours will be too much and the learners might get fed up.

3. The selection of materials given to the learners is good. Situations and vocabulary, in the writer's opinion, have been selected on the basis of relevancy for the learners and a high frequency of occurrence in everyday living.

Only there is one minor weakness, namely if the syllabus is thoroughly applied for teaching class A, it is, to some extent, inappropriate. The materials and supplements are too much to be digested by the learners from class A within three weeks. It is a heavy load for them since most of them are beginners and many of them have zero knowledge of English.

The writer confesses that she has made some modification concerning the materials presented in order to give the learners more ease to learn better and progress properly.

4. The supply of teaching materials, supplements and teaching aids is very good. They are well organized and distributed to every teacher who needs them for their learners and for his own teaching activities.

5. The arrangement of the lesson plans is good. As the result, the unity and orderliness of the teaching of the whole classes can always be well controlled.

6. The decision to give weekly tests and final tests is, in the writer's opinion, good and reasonable. The learning progress of the learners can be measured. The results of the tests themselves can feed back to the teacher concerned, to evaluate his or her teaching presentation.

7. The direct method proves to be very good for the teaching and learning activities at the camp. The using of some teaching techniques which is in accordance with the method gives much support in meeting the objectives of the teaching.

Evaluation on Chapter V

1. The teaching achievement is good and satisfactory, despite some factors which are not much supporting to the success of learning.

B. Recommendation

1. The implementation of the syllabus proves to have been successful with the inclusion of some modification. After all, a teacher is the only person who knows better

the condition of his own learners and what is going on in his class. Thus, a teacher does not need to feel hesitant to make up some modification of the materials to be presented to his learners, in order to gain better results.

2. The approach of a teacher who is willing to be closer and more attentive toward his learners is very good. By doing so, a teacher can help his learners get more confidence in learning and they do not feel afraid to ask questions and to communicate with their teacher.

3. Good preparation of teaching materials, supplements and also teaching aids gives more ease and readiness both to the teacher and the learners to teach and learn better as well as faster.

4. The three-week course has proved to be successful for achieving the speaking skill. And in the writer's opinion, such a course can also be applied in English teaching in Indonesia. With some further modification which is in accordance with the factors/variables in Indonesia, such a course is good :

- a. for those who want to brush up their English and master English in terms of conversation.
- b. for those who are in real need, such as those going abroad where English is used as a means of communication.
- c. for junior or senior high school students who want to get more reinforcement for their English learning or to get chances to practise English.

Since English is not used as a means of communication in the society, the beginners of English really lack chances to practise the language. Such courses can help provide places and chances to practise it.

d. for secretaries, receptionists, tourist guides, waiters, bell boys, cooks, salesladies, salesmen etc. who need to be able to converse in English better in relation with their professions. These people can take such courses so that their abilities to converse in English can be improved. Such courses do not require a long period of time, yet the results gained later will likely be satisfying.

To end this thesis, the writer would like to say that though the writer has tried to be as objective as possible in appraising the teaching of English to Vietnamese refugees at Galang refugee camp, it seems to the writer that sometimes subjectivity cannot be avoided.

Finally, as mentioned in the introduction, the writer states again that hopefully from the writer's experience, other English teachers as well as learners can pick up something worthy for the success of their teaching and learning activities.

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