

Improving the Bangkok Refugee Learning Center:
An Assessment of the Current Program and the Development of a Computer
Literacy Course

An Interactive Qualifying Project Proposal
submitted to the Faculty
of the

WORCESTER POLYTECHNIC INSTITUTE



in partial fulfillment of the requirements for the
Degree of Bachelor of Science
by

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Date: March 1, 2007

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Abstract

The Bangkok Refugee Learning Center provides an education for urban refugees who would otherwise not receive one. This project sought to improve the BRLC, primarily by designing a computer literacy course. We conducted experimental classes to revise and improve the curriculum we developed. We produced twelve computer skills lessons and an online resource guide to provide additional educational material. We also provided a set of recommendations for improving the BRLC.

Acknowledgements

We would like to thank the following individuals for their contributions to this report:

- Rufino Seva for being our liaison and giving us the opportunity to help the Bangkok Refugee Center
- The Bangkok Refugee Center for sponsoring this project
- Simon Cox of the English and Computer College for providing us with the most information about effective teaching methods
- Varunee Rungsangmanoon for scheduling our focus groups, interviews and experimental classes with the refugee students
- All the refugees who participated in our focus groups, interviews and experimental classes
- Isara Nampreeda, Amarith Moeun Nao and Sakara Onn Som for allowing us to train them to teach our lesson plans
- Professor Tuler and Professor Addison for their guidance through this project
- Professor Vaz and Professor Demetry for heading up this project center
- Ruth Gerson for discovering this project
- Google for creating the collaborative Google Docs software that helped us write our report

The project would not have been as successful without all of your help. Thank you.

Acronyms

BRC – Bangkok Refugee Center

BRLC – Bangkok Refugee Learning Center

CBCT – The Catholic Bishops’ Conference of Thailand

CCSDPT – Committee for Coordination of Services to Displaced Persons in Thailand

COERR – Catholic Office for Emergency Relief and Refugees

ECC- English and Computer College

FISRAPT – The Foundation in Support of Refugee Assistance Programs in Thailand

ICS – International Child Services

JRS – Jesuit Refugee Service

NGO – Non-Governmental Organization

SDA – Seventh Day Adventists Language School

UNHCR – United Nations High Commissioner for Refugees

ZOA - Zuid (South) Oost (East) Azie (Asia) *in Dutch*

Executive Summary

In many parts of the world, people flee their homelands to escape from violent conflicts and the consequences of those conflicts, such as economic turmoil. Thailand is home to millions of these displaced persons. Many of the displaced persons who come from Burma and reside in border camps receive refugee status from Thailand, giving them certain rights to protection and social services. However, many refugees come from other countries and live in urban areas such as Bangkok. These urban refugees are recognized by the United Nations, but do not receive the same recognition from the Thai government and are therefore regarded as illegal immigrants. The Bangkok Refugee Center (BRC) exists to provide basic services to these urban refugees in Thailand. They assist these urban refugees by providing them with a monetary stipend for living, social and legal services and an education through the Bangkok Refugee Learning Center (BRLC). Before our project, the BRLC only taught English and a few classes on art with limited math and science included in English classes. Our project helped to improve the BRLC in three different ways by:

1. designing a computer literacy course to add to the curriculum at the BRLC;
2. creating an online resource for refugee students and teachers to help them with the computer class and give them materials to create further classes at the BRLC; and
3. providing recommendations to improve the English program and the BRLC as a whole.

Methodology

To achieve these accomplishments, we performed both background and empirical research. We wanted to find information about the future goals of refugees, appropriate teaching methods for refugee education, and what the refugees want and need to learn. The empirical research was done in three stages: focus groups, individual interviews and experimental classes. First, we conducted focus groups with refugee students to understand what their wants, needs and future goals were. Then we followed up with individual interviews with members of the focus groups who we thought would give us more in-depth responses. At the same time, we held interviews with NGO officials and private school administrators primarily to gain information about appropriate teaching methods for refugees. We then created lesson plans for the first few lessons of the computer literacy course and carried out several experimental classes with refugees. We used observations from these classes as well as feedback from refugee students and teachers to revise and test our curriculum. In addition to the empirical research we conducted background research on best practices to expand our knowledge of teaching methods and appropriate content for a computer class.

Findings

Through our empirical research we made several findings that we grouped into four major topics. These topics were: the computer literacy course we developed, the overall program at the BRLC, class design and classroom environment. Some of these findings came from our interviews and focus groups while others came from general observation and our experimental classes.

Our first set of findings dealt specifically with the computer literacy course. We found that students were very interested in learning about computers. This helped us justify producing

the computer literacy course for the BRLC. In terms of content, we found through interviews that the students were most interested in learning to type, using *Microsoft Office*, browsing the Internet and using e-mail. Through our experimental classes we found that students who had never used computers had more trouble using a mouse than we anticipated. In our experimental classes on Internet browsing, we tried to teach the students how to use dictionary.com because we thought that would help with their English. However, this was not helpful because the wording of the definitions was too complicated. Another finding was that refugees preferred visual aides in the lessons and multimedia-rich web pages.

Our second set of findings related to the overall program at the BRLC. These findings were concerned with the desire for a more general education. First, we found that the majority of the staff at the BRC was dissatisfied with the BRLC. Teachers did not like the current textbooks or lessons that were being taught. We also found that most of the teachers at the BRLC were not formally trained as teachers, and therefore needed outside assistance with improving the BRLC's education program. Additionally, we found that refugee students wanted more courses. They thought that although the English classes they were taking were important, there were many more subjects that would help them if they were available at the BRLC. Furthermore, we found that refugees had very broad goals regarding employment after resettlement. This was further evidence to support the refugees' desire for a broad array of subjects because a common employment goal for the students did not exist. Students desired more class time because they only have one and one half hours of classes a day.

Our third set of findings dealt with the topic of class design. We found that experts suggested grouping students by skill level, and we observed from one of our experimental classes that not doing so could impede the learning process significantly. Secondly, experts recommended making classes flexible so that teachers could change the content of the lessons. We also found that experts and refugees felt that task-based learning, blended learning and practical classes would be effective methods for teaching refugees. In our experimental classes, we found that these styles of teaching and learning were well suited to refugee education.

Our last set of findings was related to the classroom environment. These findings were concerned with how classes should be run in practice. First of all, we found that classes should be very hands-on. For example, in a computer class students should be given as much time to complete tasks on the computers as possible. Through our experimental classes we found that one-on-one time with teachers is very helpful for refugee education. Though this takes up more class time than simply having the teacher talk to the whole class, this seemed to be necessary in the unique environment of the BRLC. Finally, we found that the experimental classes flowed much more smoothly when taught primarily in English by a teacher who could fall back on languages that the students could better understand if necessary. This observation was further supported by our interviews with outside experts and refugee students.

Initial Class Design and Experimental Classes

We designed our experimental classes based on what the refugees wanted to learn and what methods we found to be effective for refugee education. In the first set of classes we taught the students the basics of turning a computer on and off and opening and closing programs. This proved to be very difficult because of language barriers and our inexperience in teaching. Our later classes taught more advanced lessons to students who already had experience using computers. In these iterations of the class we had teachers of the BRLC teach in English, Thai and some of the native languages of the refugees. This proved to be more effective than teaching

only in English. After each iteration of the experimental classes we revised our curriculum accordingly. Through our experimental classes we determined that our lesson plans were, in fact, effective when in the hands of a more experienced teacher.

Conclusions

These findings gave us the information required to finalize the design of the computer course for the BRLC. We decided to include twelve lessons that the BRLC can either try to teach in one of their nine week terms or stretch over two terms. These classes started with material on computer basics such as turning a computer on and off, using a mouse, and navigating menus. Following that, the class focused on typing with the *Mavis Beacon* software and using *Microsoft Word*. Then the class shifted to teaching *Rosetta Stone*, an English instruction program. Finally, we included lessons on Internet searching, signing up for and using e-mail, and instant messaging. These were the subjects we determined were the most important based on findings from refugee wants and needs.

To supplement our computer class we created an online resource guide. This can be seen at <http://users.wpi.edu/~brlc>. The guide is split up into two sections. The first section provides teachers with the materials for our computer class as well as links to free online curricula on a variety of subjects. The second section presents students with links to different educational games and websites, and material taught in class such as Google, Wikipedia and Gmail. When the students use the online resource guide they will learn from the educational links, as well as practice using the Internet and computers.

Our last product for the BRLC was a list of recommendations to improve their current program. In short, we recommend that they:

- adopt our computer class
- increase class time to at least four hours a day.
- provide more subjects for the refugees.
- make use of task-based learning.
- utilize blended learning.
- make the classes more interactive.
- teach new classes in English, with native languages used when necessary
- keep the classes flexible and open to change.
- group students by skill level for each of the classes.
- have WPI students work on a future project with the BRC to:
 - evaluate our computer literacy course
 - extend our computer literacy course
 - develop other courses for the BRLC
 - create a website for the BRC

During the course of this project, we came to realize how truly important education is for refugees. English is valuable to refugees in enhancing their future prospects of resettlement, education, and employment. Computer skills can be a great help in the education process. We hope that through our work at the BRLC, we have made a contribution to helping refugees overcome the numerous obstacles that they face.

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1. Introduction

In many parts of the world, people flee their homelands to escape from war, violent conflicts and economic troubles caused by these conflicts (UNHCR, 2006b). In their attempts to settle into a new country they face numerous challenges. These include language and cultural barriers, as well as difficulties in obtaining employment and education. They also lack monetary resources and access to social services (UNHCR, 2006c). As of 2006, the Office of the United Nations High Commissioner for Refugees (UNHCR) estimates that there are eleven million stateless people in the world (UNHCR, 2006b).

Millions of displaced persons from all over Asia reside in Thailand (Huguet, 2005). The Thai government has granted refugee status to about 120,000 displaced persons within the country's borders. However, the number of displaced people within Thailand is actually much greater than this number because Thailand only gives refugee status to a limited number of displaced persons, and there are many people who would be regarded as refugees by the UNHCR but not under Thai law (Ibid). All refugees in Bangkok are displaced persons that have not been granted refugee status by the Thai government but are refugees according to the UNHCR. Displaced persons within Thailand, whether or not they have been granted official refugee status, have difficulty accessing educational programs.

Education can provide significant benefits to displaced persons in Thailand. For example, a study conducted by the Innovative Structure for Partnerships in Refugee Children found that traumatized refugee children have psychological problems that can be eased through going to school (INSPIRE, 2004). Education is also important because it can provide essential information on health and human rights to refugees (Ibid). Fortunately, there are institutions in Thailand that assist in providing refugees with many forms of education (UNHCR, 2006c). Two of these organizations that specifically deal with urban refugees in Bangkok are the Office of the United Nations High Commissioner for Refugees (UNHCR) and the Bangkok Refugee Center (BRC). The BRC was our project sponsor and we assisted them with their educational programs for refugees.

The BRC offers protection, legal support, and provides at least minimal living standards for urban refugees residing in Bangkok that come from a wide range of countries such as Lao PDR, Cambodia, Congo, Vietnam, China, Nepal, Sri Lanka, North Korea, and the Middle East (Seva, 2006a). For most refugees, the goal of the BRC is to assist them with resettlement to a

third country (Seva, 2007a). In order to do this, the refugees must meet certain requirements so that they can be more easily integrated into the society of a new host country. Perhaps the most common requirement is the ability to speak English (Ibid). However, most refugees at the BRC arrive with little or no education or experience with English (Seva, 2006a). To rectify this, the BRC has established the Bangkok Refugee Learning Center (BRLC) that offers English classes and works with the UNHCR to provide scholarships for higher education (Seva, 2007b; UNHCR, 2001b). Though the BRLC only offers a few classes right now, the BRC wants to provide additional classes in many subjects such as computer education, science, and mathematics.

The BRLC faces many challenges in providing refugees with these classes. Language barriers present a significant challenge in education because refugees at the BRC come from many different countries and have many different native languages. This barrier can make it hard to design classes to teach all the refugees since even if the instructor knows all the native languages of the students, which is rarely the case, the instructor can only speak in one language at a time. In addition to the language barriers that come with different nationalities, cultural differences make it difficult to create an educational program for refugees (Moro, 2002). Furthermore, the BRC does not have the resources to hire enough full time teachers to cover all the material that it would like to include in its curriculum. This lack of resources also makes it difficult to design and conduct classes. The UNHCR recommends that refugee students have at least four hours of class each day (UNHCR, 2003a). Currently, the BRLC is only able to provide one and a half hours each day for refugees. Constraints such as these make it difficult for organizations like the BRC to create an educational program for refugees.

The focus of our project was to assist the BRLC in its development. We did this by:

1. designing a computer education class to add to the curriculum at the BRLC;
2. creating an online resource guide to assist teachers and students at the BRLC;
- and
3. providing the BRLC with a set of recommendations on its current program.

We performed background and empirical research to properly create the computer class and provide a set of recommendations (Seva, 2006a). Since the program was designed to help refugees, we first identified what refugees believe is important in both general education and, more specifically, computer education. Then we talked to officials at the BRC and other organizations specializing in refugee education to determine what aspects of education they felt

were important and how we should go about designing a class for refugees. Finally, we researched best practice methods to determine how to set up a computer education program for refugees and to provide the BRLC with a set of recommendations to improve the program as a whole.

After performing the research, we began curriculum development and testing of experimental classes. We made further findings based on the results of our classes and revised our lessons where it was appropriate. The first set of classes was taught by us, while the rest were taught by teachers at the BRLC that were possible candidates for teaching the computer class after we left. The latter set of classes was especially helpful because it allowed the teachers to be a part of the course development because we asked them what they liked and disliked about the lessons we designed for them.

The goal of implementing a sustainable computer education program is to provide refugees with some of the skills they need to settle in a new country. Our research identified the necessary elements for creating a sustainable computer education program. Because the BRLC has limited resources, training refugees to become teachers is a good strategy to implement a system for educating future generations of refugees while keeping the educational program affordable. There are many occupations where people are able to earn a living wage using computers, both inside and outside of Thailand. For example, there are many data entry jobs that require only basic computer skills. Through our project we developed a computer literacy course that included an online resource guide and provided the BRLC with a set of recommendations to improve itself.

2. Background

The definition and determination of the status of refugees is fraught with complexity in Thailand. The United Nations (UN) defines a refugee as a person who “owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear is unwilling, to avail himself of the protection of that country” (Huguet, 2005). Thailand does not recognize the international conventions that define this status and it considers many people who would be defined as refugees to be illegal immigrants. All refugees that reside in cities like Bangkok are classified as urban refugees and fall under the category of refugees seen by the Thai government as illegal immigrants. In the following sections of this document the term “refugee” refers to those persons granted refugee status by the UN regardless of whether or not they were granted that status by the Thai government. The term “asylum seekers” refers to those who have not received this status. Because of the complexity of this issue, we describe Thailand’s method of granting refugee status and discuss the differences in the terms refugee, asylum seeker, and displaced person according to the UN and the Thai government in Section 2.2.1.

The first section of this chapter discusses refugee support structures in Thailand. Knowledge of the organizations that support refugees is essential because these institutions have played a critical role in Thailand’s history, education programs, and laws regarding refugees. The second section explores the history of refugees in Thailand and how the Thai government deals with refugees. The reasons people seek refuge in Thailand and the rights granted to them by the Thai government determined how the computer course we developed was structured to help alleviate problems faced by refugees.

After discussing these issues that are central to Thailand, we moved on to a discussion about the purposes and methods of refugee education in the third section of this chapter. Research on other educational programs and best practices methods for refugee teaching were used to enhance the development of an educational curriculum and computer literacy program. The research presented in these sections illuminates difficulties faced in developing programs for refugees.

2.1 Refugee Support Structures in Thailand

There are many support organizations that help refugees start their lives over in a new country. These non-governmental organizations (NGOs) provide various services to refugees. In general, the goals of such organizations are to provide protection for the refugees while supplying them with a basic standard of living. In the following section, we describe three major organizations that assist refugees in Bangkok: the Office of the United Nations High Commissioner for Refugees (UNHCR), the Bangkok Refugee Center (BRC), and the Committee for Coordination of Services to Displaced Persons in Thailand (CCSDPT).

2.1.1 The United Nations High Commissioner for Refugees

The Office of the United Nations High Commissioner for Refugees (UNHCR) is an organization formed by the UN to protect the rights of refugees around the world (UNHCR, 2001a). This organization was formed in 1950 by the UN and works in 116 countries around the world to ensure that refugees are treated humanely and given access to basic resources for survival (Ibid). Since its formation, the UNHCR has set up field centers throughout Thailand to work closely with refugee camps on the Thai borders (Ibid). The UNHCR is forced by the Thai government to group refugees into two distinct categories: border and urban (Seva, 2007c). Additionally, the UNHCR publishes annual reports on the status of refugees at Thai border camps and refugees residing in Thailand's urban centers (UNHCR, 2006a). These reports describe what the UNHCR has accomplished in the past year and gives recommendations on what UNHCR workers and other NGOs should accomplish in the future.

2.1.2 The Bangkok Refugee Center

The Bangkok Refugee Center (BRC) is the sponsor to this project. The BRC, formerly known as the Foundation in Support of Refugee Assistance Programmes in Thailand (FISRAPT), was formed by the UNHCR to “provide basic services to urban refugees and asylum seekers” (Seva, 2006b). The UNHCR cannot administer the BRC because the Thai government does not allow the UNHCR to be directly involved with the affairs of urban refugees (Seva, 2007c). Instead, the BRC operates as a branch of the Catholic Office for Emergency Relief and Refugees (COERR) at the request of the UNHCR (Ibid).

COERR is based in Bangkok and was founded in 1978 by the Catholic Bishops' Conference of Thailand (CBCT) (COERR, 2006). Their mission is to give emergency assistance to victims of natural disasters, to relieve the stress and difficulties of asylum seekers in border camps so "that they may be able to survive by themselves and to assist them further in the preparation of returning to their homeland" and to assist the Thai people affected by the influx of refugees along the border (Ibid). Therefore, COERR is primarily focused on border refugees and the BRC is the only branch of COERR focusing on refugees residing in Bangkok. Although the UNHCR is the primary funding organization for the BRC, COERR acts as a backup source of funding (UNHCR, 2006a).

The BRC works with the UNHCR in two distinct ways. One of these is that the UNHCR provides administrative assistance by keeping in close communication with the BRC and evaluating progress reports of the BRC and their plans for the future (Seva, 2007c). Secondly, the UNHCR funds many of the projects that the BRC undertakes (Seva, 2007b). For example, in 2000, the BRC offered trips to local hospitals for emergency care for refugees, where all costs were covered by the UNHCR (UNHCR, 2001a). In other cases the BRC holds fundraisers to fund its projects (Seva, 2007d).

The BRC assists refugees from all over Asia including Lao PDR, Cambodia, Vietnam, China, Nepal, Sri Lanka, North Korea, Congo, and the Middle East (Seva, 2006a). Though the BRC provides emergency medical services and some legal assistance for asylum seekers when they face police interventions, they are only permitted by the UNHCR to provide all of their services to displaced persons given refugee status by the UNHCR (Seva, 2007c). These services include food, medical treatment, legal protection, education and other essential services for refugees (UNHCR, 2001b).

To determine which refugees require the BRC's primary attention, the BRC performs vulnerability and needs assessments (Seva, 2007d). The BRC provides a subsistence allowance and basic material assistance, such as supplementary food supplies to particularly vulnerable refugees (Ibid). While the BRC provides basic medical services on site, it also helps make outside health care available by seeking public health offices that will provide immunizations for refugee children and by paying hospital fees (Ibid). Furthermore, the BRC assists with all common legal needs, such as birth and death certificates, and also tries to protect the refugees when Thai police intervene in refugee activities (Ibid).

Additionally, the BRC assists refugees in obtaining educational opportunities. They provide funding and transportation for those refugee children who are able to attend Thai public schools or private schools (Seva, 2006b). However, there are some refugees for whom these forms of education are not suitable. For example, refugees from Lao PDR usually have no education prior to fleeing to Thailand (Ibid).

Most refugee children at the BRC attend its school, the Bangkok Refugee Learning Center (BRLC) and the center currently educates approximately 150 students. The BRLC provides learning language facilities, library resources, typing classes, income generating projects, art classes, socio-cultural activities, and training on sexual and gender based violence and HIV/AIDS (Seva, 2007d). The future goal of the BRLC is to provide a comprehensive educational center that meets the unique needs of refugee students and prepares them to enter the education system when they are relocated to a third country (Seva, 2007c).

2.1.3 The Committee for Coordination of Services to Displaced Persons in Thailand

The Committee for Coordination of Services to Displaced Persons in Thailand (CCSDPT) is an umbrella organization of all the NGOs that work to help refugees in Thailand (Seva, 2007c). The committee meets once a month to discuss issues pertinent to the plight of refugees in Thailand (Ibid). The vast majority of member NGOs is focused on helping the Burmese refugees at the border camps (Ibid). In fact, the only member of the CCSDPT other than the COERR and the BRC that deals with refugees in Bangkok is the Jesuit Refugee Service (JRS) (Ibid).

The JRS helps displaced persons all over Thailand, but in Bangkok they primarily work with asylum seekers (Seva, 2007c). Because the BRC is not officially allowed by the UNHCR to meet the needs of asylum seekers, these people rely on the JRS to provide basic services (Ibid). Additionally, the JRS provides legal services to refugees in the detainment centers and improves their health and living conditions (CCDPT, 2006). The JRS is uniquely equipped to provide these services because they have permission from the Thai government to have programs inside the detention centers and the BRC does not have this right (Seva, 2007c). Overall, the JRS helps displaced persons in Bangkok for whom the BRC cannot provide services (Ibid).

The BRC as a member of the CCSDPT continues to assist refugees in Thailand. The UNHCR and members of the CCSDPT must assist refugees in Thailand because people have

been seeking refuge in Thailand for many years. This is discussed in detail in the next section, concerning the history of refugees in Thailand.

2.2 History of Refugees in Thailand

The following section of this document describes the various refugees that flee to Thailand. Section 2.2.1 explores the motivations for refugees to flee to Thailand and their journey to Bangkok. The remaining two subsections discuss how the Thai government deals with refugees. The Thai government has complicated laws with respect to establishing the rights of refugees. To understand these laws, it is important to understand international protocols that have been established to protect the rights of refugees. Thailand does not directly recognize these international laws, but it has its own legislative mechanisms to define the rights of certain refugees (Huguet, 2005). It is important to understand what rights to education and employment are available to refugees in Thailand to develop an appropriate focus for an educational program.

2.2.1 History of Refugee Migration to Thailand

Relief organizations in Thailand have provided assistance to people who have been compelled to leave their homes due to violence, oppression, or economic downturn. The International Organization for Migration reports that Bangkok is home to displaced persons from Myanmar, Lao PDR, Cambodia, China, Sri Lanka, Africa, and other Asian countries, as displayed in Table 1 (Huguet, 2005). Thailand's humanitarian approach towards those fleeing oppression and conflict has convinced people from neighboring countries to seek refuge inside its borders (Tasker, 1993; Huguet, 2005).

Country / area of origin	Refugees	Asylum Seekers
Myanmar	3,219	267
Lao People's Democratic Republic	58	103
Cambodia	55	82
China	40	48
Sri Lanka	21	31
Other Asia	74	318
Total	3,592	1,013

Data provided by United Nations High Commissioner for Refugees
Regional Office in Thailand

Table 1 - Refugees and Asylum Seekers in Bangkok (Huguet, 2005)

Five notable groups of people who have sought refuge in Thailand are the Vietnamese, Cambodians, Laotians, Chinese and Burmese. Approximately 68,000 people emigrated from Vietnam to Thailand in response to the various events leading up to the struggle known in the United States as the Vietnam War (Huguet, 2005). About 158,000 Vietnamese traveled to Thailand following the war (Ibid). Cambodians have been fleeing to Thailand since 1975 to escape, at first, the genocide of the Khmer Rouge regime, then the subsequent civil war, and finally the turmoil that followed (Ibid). Since the Vietnam War, 320,155 people from Laos have sought asylum in Thailand for various reasons (Ibid). Furthermore, many Chinese settled in Thailand after the People's Republic of China was established in 1949 to escape communism (Ibid). Many of these refugee groups and their descendants have remained to this day, and thousands more have traveled to Thailand in the last three decades (Tasker, 1993).

For over four decades, refugees have been fleeing to Thailand from Myanmar, formerly known as Burma (UNHCR, 1998). Many of these Burmese have traveled to Thailand to escape the conflict between the military dictatorship in Myanmar and armed ethnic groups demanding autonomy or independence (UNHCR, 2006c). Many Burmese also attempt to immigrate to Thailand in search of employment, as there is widespread poverty in Myanmar caused by civil conflicts with its military regime (Fairclough, 1996). A 2005 report estimated that between 1.5

and 2 million Burmese lived in Thailand at that time (Huguet, 2005). However, only about 120,000 are recognized as refugees by the UNHCR (Jesuit Refugee Service, 2005).

2.2.2 International Law Regarding Refugees

There are two UN declarations that are critical in defining international law about refugees. The first of these declarations resulted from the United Nations' 1951 Convention relating to the Status of Refugees. This convention defines a refugee as any person who:

As a result of events occurring before 1 January 1951 and owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable, or owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it (OHCHR, 1951).

The ratification of this document created the UNHCR and served as its statute (UNHCR, 2006a). The limitations set forth by the convention dealt with geographic and temporal restrictions, primarily extending protection to displaced Europeans in the aftermath of World War II (Ibid). The second declaration resulted from the 1967 Protocol Relating to the Status of Refugees and removed the restrictions on time periods and countries of origin, allowing many millions more people to apply for UN recognized refugee status (Ibid).

2.2.3 Thai Law Regarding Refugees

Thailand is not a signatory of the 1951 Refugee Convention or the subsequent 1967 Protocol and has also never drafted any domestic legislation that specifically deals with its refugee population (Huguet, 2005). Under Thai immigration law, asylum seekers and displaced persons are in fact considered illegal immigrants. This leaves them vulnerable to arrest, prosecution, detention, and deportation (Ibid). Displaced persons are immigrants with no refugee status and asylum seekers are immigrants in Thailand with pending refugee status (Ibid). Although Thailand has no written law defining refugee status, Thailand uses special cabinet resolutions and particular applications of immigration laws to grant temporary residency and refugee status to certain asylum seekers (Jesuit Refugee Service, 2005). These resolutions have granted 120,000 of the Burmese asylum seekers at border camps the right to stay there on

humanitarian grounds (Ibid). Table 2 summarizes the differences between displaced persons, asylum seekers and refugees with respect to the UN and the Thai government.

Term	UN Definition	Definition under Thai law
Displaced Person	Any person who has fled their country for persecution, violence, etc. (Huguet, 2005)	Same as UN definition.
Asylum Seeker	Displaced persons who are seeking refugee status (Huguet, 2005).	Any displaced person in Thailand that is not a Burmese person living in a refugee camp on the Thai / Myanmar border and those at camps without refugee status (UNHCR, 2004). These people are considered illegal immigrants by the Thai government (Huguet, 2005).
Refugee	Displaced persons who have been granted refugee status by the UNHCR and thereby have all the rights associated with that status (Huguet, 2005).	Persons granted refugee status by the Thai government. This status is only given to some of the refugees at the Thai / Myanmar border and none of the urban refugees served by the BRC (Jesuit Refugee Service, 2005).

Table 2 - Definitions of Status Terms by Both Thailand and the UN

The UNHCR has been accused of granting refugee status to displaced persons within Thai borders without the consent of the Thai government (UNHCR, 2004). The apparent reason for this contention is that the Thai government only grants refugee status if the person is fleeing “actual confirmed fighting,” while the UN defines a refugee as someone “fleeing fighting and its consequences” (UNHCR, 2001b). Furthermore, Thailand only grants refugee status to Burmese refugees that stay at border camps (Seva, 2006b). Therefore, there are people in Thailand, such as the urban refugees that are serviced by the BRC, that the Thai government considers illegal immigrants but that the UNHCR considers refugees (Ibid). The Thai government wants asylum seekers to stay at border camps, and believes that those who leave the camps are security risks and will arrest them (UNHCR, 2004; UNHCR, 2006c). Furthermore, the Thai government believes that the UNHCR’s “process of status determination” is attracting asylum seekers from the borders to the urban centers (UNHCR, 2004).

Understanding that the Thai government restricts the rights of urban refugees is important for understanding the situation of refugees that are serviced by the BRC. The rights to

employment and education for urban refugees are limited because they are not recognized as refugees by Thailand (UNHCR, 2006c). For example, we learned that refugees serviced by the BRC could not legally apply for work in Bangkok. Since they are considered illegal immigrants in Thailand, one of the goals of the BRC is to eventually relocate the refugees to a third country (Seva, 2007a).

2.2.3.1 Rights to Employment

In the UNHCR's report on 2005, it was stated that refugees in Thailand did not have access to employment (UNHCR, 2006c). The Thai government sought to grant temporary legal status in July 2004 to "economic migrants," those working in Thai businesses because of a poor economy in their country of origin (Jesuit Refugee Service, 2005). Few immigrants registered for this status because there was only a one month window to register, and because they feared deportation in June 2005, when the temporary status expired (Ibid). Thailand has a zero-tolerance policy for illegal workers and tends to crack down on businesses that periodically hire these workers (Hiebert, 1998).

However, if Thailand were to deport all its illegal workers, many businesses believe the economy would suffer because too many companies would have to close due to a lack of Thais willing to replace the illegal workforce (Fairclough, 1996). For example, a majority of the fishing industry's workforce is made up of illegal immigrants; 70% of fishermen in the Ranong Province are illegal Burmese immigrants (Hiebert, 1998). However, since the goal of the BRLC is to prepare urban refugees for resettlement in a third country, computer skills would still be very important for employment in other countries.

2.2.3.2 Rights to Education

The Thai government wants recognized refugees to be educated so that they can be assimilated into Thai society (Tasker, 1993). However, the UNHCR reported in 2005 that refugees have not been given any opportunities to pursue higher education (UNHCR, 2006c). As the Thai government has not provided sufficient education for refugees, the UNHCR has provided resources for early and secondary education at the border camps in recent years. The organization supported schooling for 286 refugees in 2000, provided school supplies for 45,324 children attending school at the border camps in 2003, and educational opportunities were

provided to about 90,000 children and adults in 2005 (UNHCR, 2001; UNHCR, 2004; UNHCR, 2006c). The UNHCR also began to construct libraries in the camps in 2000 and they became an integral part of refugee education by 2005 (UNHCR, 2001b; UNHCR, 2006c). While these resources exist in border camps, urban refugees do not have the same rights and must seek education through other means. While some urban refugees can attend private schools, many cannot and rely entirely on the BRLC for an education (Seva, 2007a).

2.3 Refugee Education

Education has been recognized as a basic right by the vast majority of countries and a wide range of conventions, such as the Geneva Convention, the 1951 Convention Relating to the Status of Refugees and the Universal Declaration of Human Rights (United Nations, 1948). According to the UNHCR, 0.9 of 1.9 million recognized refugees throughout the world from 5-17 years old are not enrolled in educational programs (INSPIRE, 2004). This number does not include refugees unrecognized by the UNHCR, such as asylum seekers and displaced persons. This recognition has not resulted in education for many refugees in Thailand (Ibid). While educating refugees is a significant problem, it is being addressed around the world with varying degrees of success (Ibid). A considerable barrier to this success is that it is difficult to cover a broad range of topics with limited resources. Education topics can range from subjects like math, languages, science and history, to specific needs such as health, life skills and vocational training (Seva, 2006a).

In Section 2.3.1, we address the purpose of refugee education. Understanding the purpose of refugee education helped in the design of the computer skills program. Section 2.3.2, discusses the use of English in the existing program at the BRC. We discuss the various difficulties related to refugee education in Section 2.3.3, as well as successful methods that have been used to overcome these difficulties. We used these methods to overcome similar difficulties in our computer education program. Section 2.3.4 provides information on the best practices for teaching refugees. These teaching methods will be used to improve the educational program of the BRLC.

2.3.1 Purpose of Education

Different reasons and motivations for educating refugees exist in refugee education programs. Refugees in many parts of the world, and organizations such as the UNHCR, share the belief that education is essential to an improved livelihood for families (Dryden-Peterson, 2006). Education can address the refugee concerns by providing structure in the lives of children who have been uprooted by turmoil through more economic opportunities (Dryden-Peterson, 2006; Buchmann, 1999).

Another purpose of education is helping refugees become productive members of society. In reporting on refugees, the government of Thailand has complained that “third countries” only accept immigrants from Thailand who are the most capable and educated (Tasker, 1993). In many cases, the ability to speak English is also a requirement (Seva, 2006c). Therefore, refugees have a better chance of settling into a country where they can support themselves and their families if they have a good education and have studied English. Furthermore, the same report suggests that uneducated immigrants tend to resort to crime, drug addiction, and prostitution (Ibid).

The purpose of an educational program should dictate its goals and contents, which is particularly important for the special circumstances of refugee education. If an educational program does not have clear intent, it cannot be properly designed to meet the needs of the students. Understanding the distinct difficulties of refugee students helped focus our curriculum on overcoming the difficulties they face in becoming self-sufficient and productive members of society.

2.3.2 Topics of Education

Certain educational topics can be particularly useful for meeting the unique needs of refugee students. While some refugees can obtain public education in Thailand, many refugees do not have access to public schools, and Thai public schools may provide an insufficient education for refugees who plan to relocate to another country. As a result of this, refugees often turn to centers like the BRC for education (UNHCR, 2006c). Refugees have a greater need than non-refugees for education that focuses on adjusting to a new culture and dealing with trauma (Makagiansar, 1989). We reviewed essential elements of refugee education programs to

determine their successes and failures so that we could keep in mind what topics would be important when adding a computer course to the BRLC.

In a wide variety of educational contexts, language is the primary, necessary subject to be able to continue education in other topics (Dryden-Peterson, 2006). Language education becomes an even more essential part of refugee education because of the difference in refugee and host country languages (Ingersoll, 2001). As discussed below, refugees are often taught English, the host country's language, and Native Language Literacy (NLL) to overcome language barriers (Ibid).

Cultural education is also of great importance, as many refugees serviced by the BRC are frequently relocated to Western countries (Seva, 2007a). The BRC has taken this into account, and conducts cultural orientations when refugees are soon to be resettled to another country. As our project developed a computer program for the BRLC, it was important to consider this, because students can use the Internet as a means obtaining cultural information.

English can often be used as the common language of communication between refugees and other residents in the host country, or for communicating with English speakers outside the host country (Ibid). English skills can also be very useful for seeking higher education in English speaking countries and for obtaining jobs, especially if coupled with other skills such as computer skills (Ibid). The importance of English is further emphasized when refugees are resettled to English speaking countries.

NLL programs are often coupled with English language education because of the benefits of understanding one's native language first (Ibid). Education in the host country's language is important as well, but this is usually easier to obtain through state education. While state education can provide instruction in a variety of subjects such as language, math, sciences, and history, vocational training and educational programs that specialize in overcoming language and cultural barriers may not be available for refugees who need them (Ibid).

2.3.3 Overcoming Difficulties in Teaching Refugees

The task of educating refugees has a number of problems that NGOs like the BRC frequently face. As the BRC serves a diverse population of refugees, language barriers, cultural differences, the lack of qualified teachers, and insufficient funding are difficulties we have identified that the BRC encounters. We have identified methods for overcoming difficulties; two

of these are training refugees to become teachers and Native Language Literacy. These four difficulties and methods to overcome them are discussed in the following subsections. For an overview of problems faced and potential solutions, see Table 3 at the end of this section.

2.3.3.1 Language Barriers

Language barriers are one of the most difficult obstacles to overcome in refugee education, as well as one of the most important. As refugees leave their home countries seeking asylum in others, they may travel to a country in which they do not speak the national language. In teaching refugee children, the problem is further exacerbated by the fact that children may not yet have mastered their own native language (Ranard, 1995). While a good way to address language barriers is teaching both native languages and the host country's language, this type of curriculum focus is not always realistic. There may be a lack of trained teachers and a lack of funding for a dual language program (Dryden-Peterson, 2006). While understanding one's native language and culture may help one's understanding of other languages and cultures, it is another difficulty in refugee education.

Training refugees to take over the role of teachers is one method that can be very successful for overcoming language barriers (Ranard, 1995). Ideally, refugee students who speak a particular language would be taught courses by a refugee teacher who speaks the same language as them. Even if the refugee teacher does not speak the same language, these teachers have experienced refugee education, at least to become teachers, and faced language barriers which helps them be aware of the difficulties their students may face (Ibid). Another method for overcoming the language barrier is teaching refugees English so that it can be used as the common language of communication (Ingersoll, 2001). Native Language Literacy (NLL) programs can assist teaching English and the host country language to refugees (Ibid). The first reason to implement an NLL program is that there have been a number of studies that have demonstrated non-English speakers learn English more effectively if they receive instruction in their native language first (Ibid). This is another reason to have refugee teachers who are fluent in the students' native language: NLL courses need teachers who are fluent in the language of instruction.

2.3.3.2 Cultural Differences

Cultural and social differences can significantly hamper education, especially if teachers do not understand their students (Moro, 2002). Different cultural values and priorities may detract from the teaching and learning process in foreign countries, causing confusion and making learning more difficult (Ibid). For example, Lahu hill tribes in Northern Thailand rejected birth control education and supplies because it conflicted with their cultural values (Frost, 2005).

While culture can create barriers in understanding ideas, social impediments such as racism can make education harder to obtain (Moro, 2002). Case studies in Egypt of darker skinned Sudanese refugees demonstrated that it was more difficult for them to win acceptance from the Egyptians, despite family ties and some cultural similarities (Ibid). While not always the case, certain differences in cultures may be so great that people will reject what they are taught. This was the case with the Lahu hill tribes in Northern Thailand (Frost, 2005).

One method for overcoming cultural differences is using refugees as teachers. These refugee teachers have experienced these cultural barriers first hand both in and outside of the education program. Therefore, researchers argue that these teachers will have an easier time relating to the cultural difficulties that their students are facing (Ranard, 1995). Furthermore, refugees that have already gone through education concerning other cultures can better understand what helped them learn that material, and incorporate their experiences into their teaching. In some cases, the refugee students and teachers will be from different ethnic backgrounds, but any refugee teacher is more likely to be aware of cultural barriers that outsiders face concerning a new culture. Another application for refugee teachers is using those who can speak the refugee students' native language to teach NLL classes. NLL programs provide way of understanding culture and the world without using English (Ibid). These classes can also increase individual confidence and increase the pride that a refugee has about his or her culture (Ranard, 1995).

2.3.3.3 Lack of Qualified Teachers

A lack qualified teachers is another significant problem with refugee education. First of all, the shortage of teachers itself is a major problem (Makagiansar, 1989). This may be due to financial reasons, or due to a shortage of teachers to teach in rural areas (Ibid). The shortage of

teachers applies to poor, overcrowded, urban schools as well, where many teachers do not wish to teach (Ibid). Even if there are teachers available, they may be temporary instructors, especially if they are volunteers. Additionally, they may be unqualified (Ranard, 1995). Unqualified teachers may not be specialized in the subjects that they teach, they may not be able to handle cultural differences, and they may not know how to use funding effectively (Ranard, 1995; Dryden-Peterson, 2006). Lastly, large student-teacher ratios and poor classroom facilities amplify existing problems (Buchmann, 1999).

It is difficult to find viable solutions to a lack of qualified teachers. One solution is using the refugees as teachers, but they may not have as much experience or knowledge in specific subjects (Ranard, 1995). The refugee teachers' lack of knowledge and skill can be improved over time with some initial outside support (Ibid). However, support structures such as the BRC may not have as much experience in educating refugees and helping the refugees become better teachers.

2.3.3.4 Insufficient Funding

The final major difficulty in refugee education is lack of funding. While some programs are financed by external organizations, many rely on donations or on charging modest fees for their services. For programs that are not externally financed by national programs or NGOs, sustainability is a concern for the curriculum to continue to exist. A lack of funding can affect the number and quality of teachers that can be hired. Furthermore, limited funds reduce the resources that will be available, such as text books, and diminish the quality of the education building itself. However, money can only do so much for many of the problems described (Dryden-Peterson, 2006; Makagiansar, 1989). As discussed above, teacher shortages, cultural differences, and social barriers may still impede refugee education, despite adequate funding.

Refugee teachers generally do not demand as much salary as an outside instructor would, so hiring refugees is a method for alleviating financial hardship (Ranard, 1995). This method directly addresses the financial limitations of refugees and refugee centers, allowing money to be used in other important areas. If the BRC can continue to produce instructors capable of leading the educational programs, they will be less dependent on external factors, and more self-sustaining.

2.3.3.5 Summary of Overcoming Difficulties in Refugee Education

Table 3 summarizes the difficulties we have identified in refugee education and the methods we have discovered to overcome each difficulty.

Difficulty	Methods to Overcome
Language Barrier	refugees as teachers, native language literacy, English as common language
Differing Cultural Values	native language literacy, refugees as teachers
Unavailability of Qualified Teachers	refugees as teachers
Financial Hardships	funding from NGOs and religious charities, refugees as teachers, fundraisers

Table 3 - Summary of Difficulties

2.3.4 Best Practices in Refugee Education

There are many different techniques in teaching, the potential success of which are dependent on the types of students being taught. We researched three methods of teaching that would be appropriate for refugee students at the BRLC:

- blended learning
- task-based learning
- hands-on learning.

These methods put emphasis on interactive classes rather than those that are solely focused on lecturing. An in-depth understanding of these methods is important for designing an educational class for refugees because certain teaching methods are especially well suited within the context of refugee education.

2.3.4.1 Blended Learning

The goal of blended learning is to “create an optimum training program for a specific audience” by combining multiple different forms of educational activities and technology (Alvarez, 2005). Blended learning combines traditional forms of face-to-face classroom time with interactive live formats as well as electronic-learning (Graham, 2004). The use of blended

learning has a variety of benefits for refugee education. These benefits include increased access, flexibility, and cost-effectiveness (Ibid). In situations like the one at the BRLC, where many refugees cannot access a comprehensive education, using software that is designed to teach students without teachers, can help to supplement the education they receive. Additionally, refugee education faces many difficulties that other educational settings may not face, and allowing for a flexible program will help address difficulties such as teacher shortages. Finally, blended learning has the benefit of being cost-effective, which helps to address the financial hardships frequently faced in refugee education.

2.3.4.2 Task-Based Learning

Task-based learning is a format that was developed for language learning, but is applicable to other subject matter as well (Frost, 2004). The major unique aspect of task-based learning is that each class is centered on a specific goal and that class's material is structured to help students achieve that goal. For example, in a language class, a goal might be to learn how to order a meal at a restaurant. The material taught in this class would then focus on food vocabulary and common expressions used when talking about food. In a computer skills class, a goal might be for a student to learn how to send an e-mail to their family.

The content of the class is not pre-determined. Instead, the instructor has a rough outline of the material to be covered, as well as one or multiple goals. The prepared material should enable teachers to assist students in working towards that goal. The main advantage of this type of learning is that it focuses on what needs to be learned to complete real world tasks, making it a very practical approach.

2.3.4.3 Hands-On Learning

Hands-on classes are a very effective educational method, especially in contexts where there are language barriers (Haury, 1994). Using hands-on learning has the benefit of increasing the motivation to learn, the enjoyment students have, and the amount students learn. (Ibid) With the difficult task of refugee education, having a fun and interesting teaching method may help students learn more effectively. Additionally, a teaching method where students can learn by doing instead of just listening helps to overcome language barriers that are common in refugee education.

2.4 Chapter Summary

Refugees from many different countries reside in Thailand. Within Thailand there are several support structures to assist refugees by providing them with protection and basic services. Some of these are the Bangkok Refugee Center, the Office of the United Nations High Commissioner for Refugees, and the Catholic Office for Emergency Relief and Refugees.

In Bangkok, refugees are regarded by the government as illegal immigrants. Thailand uses special cabinet resolutions and certain applications of the Immigration Act to grant temporary residency to people in need of asylum, but this only applies to a select few. It has been reported that refugees lack access to employment. In terms of education, refugees are generally granted the right to primary but not secondary education. They can either go to Thai public schools or to learning programs at refugee centers like the BRLC.

There are many difficulties in creating educational programs for refugees. These include language barriers, cultural differences, and a lack of funding from the government. One approach to funding problems is to train refugees as instructors of these programs rather than hiring local Thais or other outside teachers who may request higher salaries. This also helps to alleviate the language and cultural barriers because the instructors are in comparable situations to the students. Furthermore, churches and Non-Governmental Organizations like the UNHCR are available to fund centers for refugees when other sources fail.

There are various teaching methods that would be helpful in refugee education. The first of these methods was blended learning which combines lecturing and classical teaching with outside materials like educational software. The next method we described was task-based learning which gives the students goals that will help them to understand why they are learning the material that they are learning. Using these methods would ease the difficulties that exist in refugee education

3. Methodology

The Bangkok Refugee Learning Center (BRLC) provides a series of basic English language training classes to urban refugees in Bangkok, Thailand. In the interest of improving the learning opportunities for the refugees at the BRLC, our project goals were to develop a computer class, create an online resource guide to assist the teachers and students, and provide a set of recommendations to improve the BRLC as a whole. Before attempting to achieve these goals, we had to perform empirical research to give ourselves the knowledgebase required to justify the design of our final products. This chapter describes what methods we used to answer the following three research questions:

1. What are the future goals of refugees?
2. Which methods are appropriate for refugee education?
3. What do refugees want and need to learn?

Answers to the first question about the goals of refugees determined what the course content would be, because they explained what the refugees would be using computers for in the future. As the background chapter makes clear, answers to this question are important for ensuring that the course can help the refugees in their lives beyond the BRLC. For example, the course would be designed differently depending on whether the refugees were seeking higher education or employment. In answering our second question about appropriate methods for refugee education, we wanted to find out which teaching methods we should incorporate into our computer literacy course and suggest in our set of recommendations. There are a variety of options discussed in the background chapter. Our challenge was to adapt them to the specific context of the BRLC. The last question dealt specifically with what content should be included in a class for refugees. We needed to ascertain what topics refugees at the BRLC wanted to learn and what topics refugee specialists and education specialists believed refugees need to learn.

To determine answers to these questions, we used interviews and focus groups with experts on educating refugees and teaching techniques, administrators of the BRC, and the refugee students themselves. We used the information we gained from answering the research questions to draft a curriculum for the computer class. Once curriculum development was at the state where we could test it, we conducted experimental classes and gauged what worked in each class and what did not work through focus groups and observation. Using the data from our interviews and focus groups, as well as the information we learned through experimental classes,

we produced a set of student handouts, a teaching manual and an online resource guide for the teachers and students at the BRC.

The following chapter describes the methods we used to answer the three research questions. They are given in the order that we performed them, and for each method there is a description of what was done as well as a justification for why it was important. Figure 3.1 is a flow chart of the methods that are described in this chapter. A time-line of when each of these methods was performed is given in Appendix A.

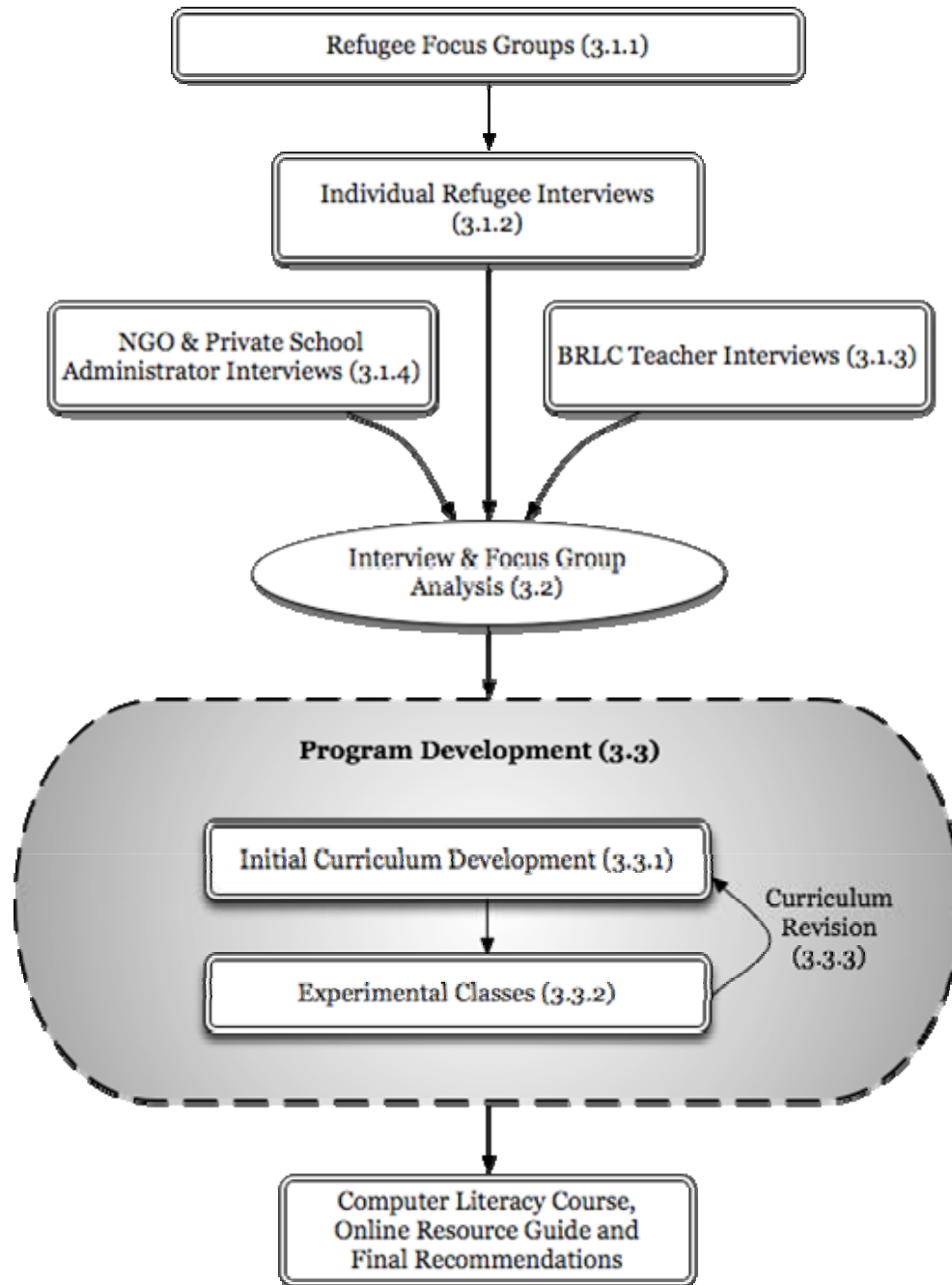


Figure 1 - Methodology Flow Chart

3.1 Initial Focus Groups & Interviews

We began to answer our research questions about what would constitute an ideal computer literacy program at the BRC by holding focus groups and interviews with various groups of people. The Director of the Bangkok Refugee Center, Rufino Seva, emphasized that the refugees' opinions about the education program should be the most important factor in designing classes for the BRLC (Seva, 2007a). Therefore, we decided to begin by interviewing the refugee students. The BRLC had around 150 students at the time of our project, and interviewing all of them would have taken more time than the two months allotted. Since we could not interview every student, we decided to hold focus groups to get a wide range of responses and to identify a couple refugee students from each group to participate in one-on-one interviews. In the one-on-one interviews we attempted to get more in-depth responses than we could obtain while trying to accommodate the discussion among all focus group members. At the same time, we individually interviewed administrators at NGOs such as the BRC and other members of the Committee for Coordination of Services to Displaced Persons in Thailand (CCSDPT). Finally, we held one-on-one interviews with teachers from the BRC, and private learning centers.

3.1.1 Refugee Focus Groups

The first research method we used was focus groups with the refugees. We started with this to make the opinions of the refugees who were going to be taught the foundation for understanding all the interview responses. Another reason we began with focus groups was to help us select students for one-on-one interviews. Furthermore, we thought that students would be more comfortable speaking in a group of their peers, rather than only speaking to new foreigners they did not know.

Semi-structured focus groups were the best method for getting information from refugees because they enabled us to better understand the thinking and views of a group of people, in this case, refugee students (Gubrium, 2002, p. 147). A template of the focus groups is included in Appendix B. We asked broad questions in a semi-structured focus group to facilitate discussion between group members (Ibid). Focus groups are a useful method for sustaining discussion, especially when the participants are personally interested in the topic (Ibid, p. 148). The final deciding factor in choosing to use focus groups was that we were able to reach a larger and more

diverse group by talking to several people at the same time. We felt this was especially important because we did not want our sampling to be skewed toward one particular set of refugees despite the diverse group at the BRC.

The samples for our focus groups were decided in a purposive manner. This allowed us to avoid bias with predefined controls, which increased the practical use of the data due to its focus on which respondents were included (Baker, 2002, p. 111). While the groups were primarily structured using English proficiency and age, we also considered ethnic diversity when possible. Our interview with Maxwell Dowling, the Director of the Seventh Day Adventists Language School (SDA) reinforced our belief that these variables are very important to consider when dealing with refugees in a group setting. Although each class has students of a wide spectrum of ages in it, we organized each of the focus groups so that they would contain students of similar ages. We felt that it was important to group similar ages because if there were students of all ages present, people may not have voiced their true opinions for fear that they would have offended members of the group with a higher status (Gubrium, 2002, p. 151). At the same time, we ensured that the focus groups as a whole represented a wide range of ages because the computer literacy program is being developed for all students eighteen and younger.

Because the computer skills curriculum is being developed for students with various levels of English proficiency, we made sure to interview students from the different classes offered by the BRC. We felt it was important to group the students by English proficiency for two reasons. First, we believed that someone with a low level of English comprehension would have been unlikely to talk if the rest of the group was much better at English than he or she was and we wanted to avoid this possibility. Secondly, by creating a focus group with students at similar levels of English comprehension, we only needed translators for some of the focus groups. Not having to use a translator allowed us to have mixed ethnicity groups for students with higher levels of English, which allowed for more diverse viewpoints to be raised, rather than just the concerns of one ethnic group.

Translators were necessary to communicate with students having limited English proficiency. Having the translator speak the same language as all of the students ensured that all of the focus group members understood our questions and that they were able to convey their responses to us. The six different classes offered at the BRLC at the time were *Let's Go 1* through *5* and *Headway*, and we were told that only students from *Let's Go 5* and *Headway*

could communicate with us in English. The ages of students in *Let's Go 1* were too varied, so we decided to make our first group consist of *Let's Go 2* students and our second group consist of *Let's Go 3 & 4* students. Because both of these groups needed translators, we chose to sample all Lao Hmong refugees because we felt it would be too complicated to have multiple translators for a single focus group. This particular ethnicity was the simplest choice because a large majority of the refugees at the BRC are Lao Hmong.

The *Let's Go 2* group consisted of students from six to twelve years old. Also, later we found out that a *Let's Go 4* student had participated in this focus group, but was also twelve. For this focus group, and all the others, we asked permission to make an audio recording of the discussion so that we could create transcripts later for analysis. From the *Let's Go 3 & 4* group, the ages of the students ranged from fifteen to eighteen. Although we intended to form a group of ethnically Hmong students, one turned out to be half Nepalese and half Burmese. This did not turn out to be a problem because she was able to respond to some questions in English.

In both groups it was helpful to have a single translator, but we believed that we missed some potentially helpful discussion. The translators had a tendency to tell us what was said overall after the students discussed among themselves rather than giving us a literal translation of the conversation as it happened.

To make up for the lack of diversity in the focus groups requiring translators, we included as many various ethnicities as possible in the other two groups. The *Let's Go 5* class had only Nepalese and Cambodian students, so we chose three from each ethnicity, but one Cambodian was not able to come. The ages in this group ranged from ten to thirteen. It was surprisingly helpful that there were only two ethnicities sampled for this focus group because it turned out that these *Let's Go 5* students did not understand enough English to answer our questions directly. We found two people at the BRC to act as translators for this focus group. It was somewhat difficult to handle the separate discussions between the Cambodians and the Nepalese in the same focus group, as we had predicted for the other two focus groups. We were able to hold the *Headway* focus group with a Sri Lankan, another half Nepalese-half Burmese, and four Laotians that ranged in age from eighteen to twenty-five. This focus group was conducted in English. Between the four focus groups we were able to get a wide range of ages and include at least one person from most of the ethnicities represented at the BRC. Table 4 summarizes the age ranges, language abilities, ethnicities, and genders from our focus groups.

Focus Group	Ages	Language Ability	Ethnicities	Gender	Number of Students
1	6-12	Let's Go 2	8 Lao Hmong	4 Female, 4 Male	8 Students
2	15, 16, 16, 17, 18	Let's Go 3 & 4	4 Lao Hmong, 1 Burmese/ Nepalese	2 Female, 3 Male	5 Students
3	10-13	Let's Go 5	3 Nepalese and 2 Cambo- dian	2 Female, 3 Male	5 Students
4	18, 18, 18, 19, 24, 25	Headway	1 Sri Lankan, 4 Lao Hmong, 1 Burmese/Nepalese,	2 Female, 4 Male	6 Students

Table 4 - Focus Group Sampling

3.1.2 Individual Refugee Interviews

To supplement the focus groups we conducted interviews with ten refugees from the focus groups. An interview is better able to elicit a fuller, more complete response to open-ended questions than a questionnaire (Singleton, 2005, p.237). Furthermore, in a focus group the participants may not voice their true opinions if they fear that they will offend members of the group with a higher status (Gubrium, 2002, p. 151). This hesitation could limit the accuracy and range of participants' answers, which would diminish the validity of our data from the focus groups. Although, as described above, a focus group can be helpful for getting more interview responses in a shorter period of time, we wanted to supplement the focus groups with individual interviews to ensure the validity of the responses. When we decided to conduct interviews we had to determine which type to use. We also based some of our questions on responses taken from the focus groups that we wanted to elaborate upon.

3.1.2.1 Interview Structure

As there are benefits to both unstructured and structured interviews, we chose to use semi-structured interviews. Some research experts suggest a structured interview, which uses the exact same prepared set of questions, closing and opening remarks, and question transitions for every interview (Singleton, 2005, p. 68). A structured interview does not allow for as many unrestricted responses, so we decided that it might have been appropriate to use unstructured interviews in our project. This style bases the questions asked and the overall dialog on the responses of the interviewee (Knight, 2002, p. 63). The main problem with an unstructured interview is that the data obtained are scattered among a number of subjects and responses, and

interviewers may need extensive training to produce results comparable among all the interviews (Singleton, 2005, p. 222). For our interviews with refugees we chose to use semi-structured interviews because they allowed us to maintain a common structure among the interviews that is also flexible and allows for follow-up questions (Singleton, 2005, p. 222). Furthermore, the informal nature of a semi-structured interview helps create a relaxed atmosphere in which the interviewees would not feel pressured to provide an answer that they believe the interviewer expects (Ibid.). This was an atmosphere we desired to ensure the validity of our responses.

3.1.2.2 Interview Sampling

After deciding on the interview methodology, we began to purposively choose certain refugees from the focus groups as well as make additions and revisions to our interview questions for them. For the refugee students, we attempted to choose ten individuals who would make the overall sample pool balanced between age, English ability, nationality, gender, and skill level with computers. English ability and the native language of the interviewee was less of a barrier in one-on-one interviews than in focus groups because we had translators available and there was only one language to translate in each direction. Therefore, we focused on seeking opinions from as wide a range as possible for each of the five variables. Since there was not enough time to do a one-on-one interview with all of the students, we focused our sampling on picking students who would best represent the range of student opinions on a computer literacy program. We did this by selecting students of different ethnic groups, English levels and computer literacy. We also chose the students that were more talkative during focus groups so that we could get more substantial responses. Once the samples were decided upon we were ready to conduct the interviews.

3.1.2.3 Conducting the Interviews

When interviewing the refugee students, we first asked permission to record the interview so that we could make transcripts later to help with analysis. Our first questions asked them about some basic background information. A template of the interview is included in Appendix B of this document. After asking about their background we asked about their future goals so that we could identify their plans for the future to help focus our curriculum to meet their goals. We asked some questions to the few students who had attended other refugee programs about their experience. For all the students, we asked about their experience with the BRLC and we

asked what ideas they had for creative ways to teach English and computer skills. From the responses to these sets of questions we determined what the refugees believed are the best and worst teaching methods. To answer our final research question, we asked the refugees several questions about what they wanted to learn. To get a feel about what refugees already knew about computers, we also asked questions about what basic knowledge they already had, such as whether or not they can identify a mouse or keyboard and turn on a computer. In our initial discussions with Seva, we found that the refugees' own ideas about what they wanted to learn should be considered first. Because the project's focus was based on what the refugees would like to learn, this was one of the most important research questions to answer.

3.1.3 BRLC Teacher Interviews

It was also important to interview teachers from various education programs in order to learn about how refugee education is performed in practice. We interviewed three teachers from the BRLC. Two of these teachers were English teachers and one taught a typing class that met once per week. We expected teachers to have a unique view of what techniques do and do not work in the classroom. We also hoped that teachers could provide commentary about what topics they had seen to be valuable or unnecessary for refugees and which material they thought should have been added to refugee education. Additionally, their input on curriculum development was invaluable for our project because no member of our team had any experience teaching refugees. The interviews with teachers were held in a similar fashion to the interviews with refugees, but the content of the questions had a different focus.

In some situations, we felt that interviews could be more effective if we were able to record them. We thought that conversation would flow more naturally if we were less focused on taking notes. To facilitate this, before interviews we wished to record, we asked permission to do so verbally. We made sure to make it clear that if they were not comfortable with audio recording that we would be more than willing to take notes instead. Following the interviews, we listened to the recordings and created rough transcripts for reference.

The questions we asked the teachers focused mostly on their experience with teaching and designing curricula. Primarily we were interested in how important these teachers felt English was for urban refugees who planned to relocate and why. From this information we hoped to determine what aspects of English we should try to teach as a byproduct of our

computer literacy program. Furthermore, we asked the teachers about which computer skills they thought were important for refugees and whether they had any experience teaching computer literacy. We then asked them for suggestions pertaining to developing our curriculum and creating appropriate groups of students for the classes. This information proved crucial in the actual design of our curricula packet for the BRLC.

We believed that it would be best to interview the teachers using the semi-structured method. As described above, using semi-structured interviews was the best solution for gathering uninhibited responses and following up on certain responses in a systematic fashion. This type of interview also allows for open-ended questions, which helped prevent the data garnered from the interview from being limited to what few topics we thought should be covered. Additionally, a semi-structured interview allows the interviewer to use follow-up questions to glean the motivations behind the interviewee's responses.

3.1.4 NGO & Private School Administrator Interviews

We also interviewed a teacher trainer for a private school and officials at various NGOs that deal with either refugees, education, or both. The people we chose to interview were usually those in administrative positions. This is because we wanted to interview people who had experience in dealing with teachers but worked at a higher level, and had a better grasp of the overall teaching philosophy of each school or organization. These organizations included the BRC itself, other members of the CCSDPT, and the English and Computer College (ECC). We expected these organizations to have very well informed views of what and how refugees should be taught, and in what fashion. For example, the UNHCR publishes a field guide on educating refugees. Specifically, we hoped to ask them about teaching methods they felt were useful and how they would suggest grouping the different types of students to create an effective learning environment. We also asked if they had any experience with teaching refugees computer skills, in particular. Furthermore, we hoped to shape the English focus of our program by asking them why they felt English education was important for refugees who were planning to be relocated. We believed that the years of experience that these organizations had with refugees would allow them to provide us with particularly useful information on how to interact with them in a learning environment.

Semi-structured interviews seemed to be the best method for asking the NGOs these questions. We decided to use individual interviews rather than focus groups to find out the desired information. Each NGO has a very different core objective for refugees, so we believed that a focus group ran the risk of limiting unique responses. Furthermore, we expected that a focus group would have been logistically impossible because the organizations would have likely had conflicting schedules. Semi-structured interviews allow the interviewer to follow up on answers and illicit uninhibited responses while maintaining enough structure to the interview for easy analysis. Furthermore, open-ended questions are allowed in semi-structured interviews which helped prevent the data garnered from the interview from being limited to any perceivably expected answer. We also opted to record and make transcripts of some of these interviews.

3.2 Interview and Focus Group Analysis

As mentioned above, we made audio recordings of the interviews and focus groups we conducted, after receiving permission, to aid in our analysis. If we received permission to record the focus group or interview, we then supplemented our notes by creating transcripts that were close to verbatim, but we cleaned up sentences and eliminated chatter that was neither a question nor a response. If we were unable to record them, the transcripts were simply summaries of the conversation created from our notes.

Once we had transcripts of our interviews, we began the first steps of analysis by coding the data. Coding data involves going through transcripts line by line and making notes of exactly what was discussed (Gubrium, 2002, p. 684). For each transcript we made notes next to each response that reworded that response in general terms related to the overall goals of the project. This method allowed the responses to be more easily compared to the responses from other focus groups and interviews, which were all worded differently with slightly different focuses. Specifically, this process helps with data organization, as well as with determining the implied and explicit meanings of interviewees' responses (Ibid). By coding our data it became easier to understand which points were expressed by which respondent, and how we interpreted their responses (Ibid).

After coding the data, we discussed as a group what respondents said so that we were able to reach a consensus on what views were expressed in each of our interviews and focus groups. We discussed how much certain viewpoints were expressed and how common they were

among all interviews and focus groups. Because our focus groups involved discussions in other languages that were relayed to us through a translator, we were unable to accurately count the frequency of responses for most of the data gathered and had to make inferences based on general responses. In the discussion, we also made sure to note any responses that were in conflict with each other and discussed how we could find a middle ground that satisfied both viewpoints. We wrote down the coded responses we determined to be the most indicative of the opinions expressed in all the interviews and focus groups. The popularity of a response was determined from the number of times it was mentioned in each of the interviews and from the overall responses stated by the focus-group translators.

To evaluate the validity of these common trends we used grounded theory analysis. In our discussions regarding refugee and expert responses to our research question, we made hypotheses about course content, future recommendations and teaching methods. After making a list of what ideas were consistently expressed, we applied a number to each concept and recoded the data with this numbering scheme (See Appendix C for examples of this). Specifically, we identified fourteen topics that appeared to be findings and then wrote a number, or numbers, next to each response that indicated which of the fourteen topics it provided support for or against.

We then assigned a number to each focus group and interview. We then applied an extensive numbering scheme so that (interview).(topics) preceded each newly coded response. We then made a new document with section headings based on the fourteen topics and copied all the responses below each of the concept-based section headings it related to. The numbered responses were then copied into concept-based section headings (See Appendix D for examples of the organized data). We were then able to assess and compare the responses that both affirmed and negated each hypothesis. From this evaluation we were able to ensure that our theories were grounded in our research data (Gubrium, 2002, p.677). When coupled with the research we performed to further evaluate refugee education, we determined what content and methods were and were not effective for refugees, making us more informed on the proper techniques for creating a curriculum for the BRC.

3.3 Program Development

After we analyzed the information gathered through the focus groups and interviews, we used what we learned to help develop a computer training program. We combined our new

understanding with the knowledge gained by a review of best practices on curriculum development to determine what the important components of the program should be. We then used the information from both of these sources (empirical findings and literature review) to draft an initial curriculum. After developing some initial lesson plans we conducted an experimental class as a means of testing our approach and gathering feedback on its effectiveness. We conducted follow up interviews and focus groups with the students, refugee teachers, and the program director to receive further feedback on how to improve the curriculum. We made appropriate revisions to the curriculum and then performed six more iterations of holding an experimental class and making revisions.

3.3.1 Initial Curriculum Development

The first step that we took after analyzing our interviews was to draft a curriculum for the computer class at the BRLC. Through a combination of interview results, other computer skills curricula, and brainstorming, we determined which subjects should be taught in each lesson. Although the new course should span nine weeks because that is the usual length of the term at the BRLC, we focused initially on what topics the first few lessons should teach and fully developed the student handouts for these lessons. These lessons were higher priority because the first few experimental classes, described in the next section, would teach this material. We needed to start holding experimental classes early on, and we still had time to edit and create the other lessons. Furthermore, we felt that we would learn a great deal from the experimental classes, and that if we finished making a teachers' manual without testing any of the material in classes we would have too many revisions to make in a short period of time at the end of our project.

3.3.2 Experimental Classes

We used a draft of the developed curriculum to conduct seven experimental classes, revising the curriculum after each of the iterations. The dates for when these classes occurred are in our timeline in Appendix A. The goal of these experimental classes was to use student and teacher involvement in curriculum and class design, and to help select teacher candidates to take over teaching the computer skills course after our project was completed. This section will describe how the teachers and students for these classes were chosen and how the classes were conducted.

We chose teacher candidates for our experimental classes based on several criteria such as their level of interest in teaching, prior teaching experience, language abilities, computer skills, and other skills they may have had. The level of interest was an important factor in choosing teaching candidates because both our group and the BRC wanted to choose a teacher who was very motivated and interested in teaching. Language skills, particularly in English, were another important aspect in identifying potential teachers because the computer skills program needed to focus particularly in learning English. Additionally, we intended to pick teachers who had ability in other languages to help with the many students who do not understand English well. Finally, prior computer experience was important because in the eight week time period of our project, we did not have enough time to train novice teaching candidates in the variety of computer topics necessary to run a computer skills course, so some prior experience was deemed necessary. For four of the classes, we taught the refugees and had the potential teachers watch and give us feedback. The other three classes were taught by the teachers and we trained them before the lesson to explain the content that needed to be covered. We observed the classes and guided the teachers if they were having trouble with our student handouts and teacher's guides.

We selected students for the experimental classes based on their existing computer skills, as we wanted a class with students who would be relatively close in ability. We also wanted students who would be at a similar level of language comprehension. The first three experimental classes taught Lesson 1 of our curriculum (See Appendix E for the Lesson Plans) so we chose students who had never used computers before. The other four classes taught later lessons so we chose students who already had some background with computers. Future classes at the BRC would also be grouped by such factors, and providing direction for the future of the course was important for our development of the computer skills program.

3.3.3 Curriculum Revision

After each of the classes we conducted focus groups with all of the students in each class to receive suggestions on how to improve the lesson. We asked questions such as what the students liked or disliked, what they found hard or easy, and what topics we needed to include more or less of, as well as what suggestions they had for improving the curriculum. A template for these focus groups is in Appendix B. After these student focus groups, we conducted a separate interview with the refugee teachers asking similar questions to determine what was

effective or ineffective in the class that we taught and the class that they taught. Our final set of interviews after each experimental class was to interview the Program Director, who was present for some of the experimental classes, to determine further aspects of the program that needed improvement. We wanted his expertise in working with refugees so as to develop a program that would best serve in preparing the refugees for their futures.

After completing these interviews and focus groups we analyzed our data to determine which aspects of the curriculum needed changes, and we then made appropriate revisions to the lesson plans used in the experimental classes. At the same time we developed the remaining lesson plans based on the responses from the experimental classes. Multiple classes gave students, teacher candidates, and the Program Director more chances to voice their opinions on aspects of the curriculum, which allowed us to revise more of the material. Simon Cox, a teacher trainer at the English and Computer College (ECC), emphasized the importance of the iterative phase of our experimental class to ensure that the class is flexible and able to incorporate student and teacher input. This input was important in giving us justification for the revisions we made to our lesson plans. Furthermore, we were able to train the potential teachers more and give them more practice by having more experimental classes. Once we finished the last set of experimental classes and interviews we used all that we learned to make the final draft of the curriculum. This included student handouts, a teacher's manual and an online resource for the teachers and students.

3.4 Chapter Summary

Our research was designed to answer three major questions:

- What are the future goals of refugees at the BRC?
- Which methods are appropriate for refugee education?
- What are refugees interested in learning?

To answer these, we first conducted focus groups with the refugees involved in the English education program at the BRC. We chose ten students from these focus groups to conduct individual interviews with. We also conducted interviews with officials and teachers at private learning centers and NGO administrators that work with refugees and education. Combining the data from these interviews with separate best practice research we developed a curriculum for a computer class. At this time we trained three teachers to help us try some experimental classes

while we were at the BRC. We conducted these classes based on our designed curriculum and held focus groups with the students and teachers involved to see if our teaching was effective. Based on their responses, we made revisions to our curriculum and held sample classes again. After seven iterations of these experimental classes we prepared a final lesson plan and created student handouts, a teacher's manual and web resource guide for the BRC.

4. Findings and Discussion

Through performing our empirical research to answer the three research questions developed in our methodology, we derived findings that assisted us in completing our three project goals. These were to design a computer literacy course, create an online resource guide and provide a set of recommendations to improve the overall program at the BRLC. The majority of these findings can assist in completing or justifying many of these goals.

We decided to group these findings into the following four categories:

1. Findings related to the computer literacy course
2. Findings related to the overall program
3. Findings related to class design
4. Findings related to class environment

The first set of findings relates specifically to the computer literacy course that we produced and do not really deal with the rest of the program at the BRLC. The second set of findings consists of criticisms and observations related to how the overall program is being run. Then, the third set of findings relates to effective methods for designing classes. The last set of findings has to do with successful classroom environments for teaching refugees. These last two sets of findings were considered during the creation of the computer literacy course, but are appropriate for future class design and environment as well.

4.1 Findings Related to the Computer Literacy Course

We identified six important findings that relate directly to the computer course that we developed for the BRLC. The majority of these findings came from our observations during our experimental classes, but some of them were based on the responses from our interviews and focus groups. These findings assisted us in deciding what content to include in our computer course.

4.1.1 Finding: Students want to learn to use computers.

In all of our four focus groups and ten interviews with refugees, the students expressed a clear desire to learn how to use computers. The translator for the *Let's Go 3 & 4* focus group even stated, "one kid said that he wanted to have a computer class every day if possible." Additionally, the students would periodically ask us to teach them about computers when we saw

them at the BRC. In our three interviews with BRC teachers, the two teachers that knew about computers agreed that computer skills are important for refugees, and the third did not comment because she had no experience with computers.

Several experts agreed that computers would be useful for refugees. For example, Cox explained that computers can be useful as education tools. Maxwell Dowling expressed a desire to integrate computers into the education program at the SDA because “computer skills are very helpful in the modern world.”

4.1.2 Finding: Beginning students need instruction and practice with using a mouse.

We found that students who had not used computers before had a lot of difficulty using a mouse in our experimental classes. Without the ability to use a mouse, students would be greatly disadvantaged in terms of the rest of the lesson plans since the mouse is one of the most important human interface devices for a computer. Although our lesson included an explanation of how to use a mouse, even if this was covered by an instructor, students had trouble navigating menus successfully. The students picked up quickly on the different terms for actions, such as click, double-click and drag. However, they were often confused about when to click the left, right or scroll button. They also had trouble with accuracy, which led to problems navigating graphical menus. For instance, to click on an item in a secondary menu, a user must keep the cursor over the primary menu item while also moving across it to the secondary menu item. Some students had trouble grasping this concept and usually tried to move the cursor in a straight line to the secondary menu item. This would result in the cursor moving off of the primary menu item and the secondary menu item disappearing. In order for students to become proficient with this technique, the teacher had to demonstrate this several times and have the student practice it.

4.1.3 Finding: Students wanted to learn to type, use Microsoft Office, browse the Internet and use e-mail.

In our interviews and focus groups, we asked students for specifics about what they wanted to be able to do with computers, so that we could choose appropriate lesson topics. Two focus groups discussed using computer games to learn other subjects, one student said he wanted to learn how to use chat programs, and three students said they liked using the Internet to read the news. The skills that were reiterated in every interview and focus group were typing, using

Microsoft Office, browsing the Internet and using e-mail. Therefore, based on these interviews, we determined that refugees desired these four skills to be focused on in our lessons.

4.1.4 Finding: Students preferred visually enriched computer lessons.

For our first two experimental classes, which both taught Lesson 1 (See Appendix E for the Lesson Plans), we taught one with picture-based student handouts and the other without handouts. From this experiment and all future classes, we found that pictures helped the teachers illustrate what the students were supposed to be doing on the computers, and helped the refugees figure out how to perform the tasks. Even in the experimental class without handouts, the teachers needed to use the visual aid of the students' computer screens and other components to explain the material to the students.

Similarly, we found that students were most interested in websites rich in multimedia content when we held experimental classes on web browsing and searching. At one point during a lesson on searching, we showed them how to do image and video searches on Google. They had a very positive reaction to this part of the lesson, and seemed especially attentive. All the students enjoyed searching on their own with keywords that interested them. Additionally, we got a similar reaction with Wikipedia. Although the students had the same problem with the abundance of text that arose when teaching dictionary.com, all the students enjoyed searching for various terms and looking at pictures on the resulting Wikipedia entries.

In that same class we found that Dictionary.com, a resource we planned to teach the refugee students about, only confused them. We had intended to include this website as a resource for help with their English classes. During the class however, we discovered that the students did not understand many of the words in the definitions.

4.1.5 Finding: BRC teachers desire guides to support teaching.

After completing his experimental class on Lesson 1 (See Appendix E for the Lesson Plans), Isara "Id" Nampreda, one of the teachers at the BRLC, told us that he wanted a comprehensive teacher's guide for the future lessons. He gave us an example of how he would have made one for Lesson 1. We made some stylistic changes to it and produced a similarly formatted document for all of the twelve lessons. One key aspect of the document presented by Id was a section in the end for teachers to make suggestions for revisions. This connected well to our finding on the importance of iterative classes (see Section 4.3.2).

Since he was the first of the three teachers to try our experimental class, we had time to create these documents before the others had to teach. They all told us that these guides were extremely helpful for teaching the lessons and that it would have been much more difficult to teach if they only had the student handouts.

4.2 Findings Related to the Overall Program

The following findings are observations and criticisms of the BRLC as a whole. These range from findings about what the students wanted to see added to the curriculum, to what we observed subjectively about what was wrong with the BRLC. These findings came from observations, interviews and focus groups with students and interviews with BRC officials and teachers.

4.2.1 Finding: BRC officials and teachers were dissatisfied with the program.

In our first meeting with Rufino Seva, he told us that he was unsatisfied with the current education program at the BRLC. He explained that the program had been established before he was hired as the administrator and that had he been around during its development he would have done things differently. The main problem he had was that the program was based far too much on following text book lessons. He also thought that the classes needed to be far more interactive to be effective.

This feeling was shared by others at the BRLC. Amarith “Emma” Moeun Nao, one of the teachers that was trained to teach the computer class, told us that she thought that the English class she was teaching was ineffective for her students. She specifically did not like the book that was used because it does not focus on the particular aspects of grammar that she felt were important. Other teachers expressed similar problems when they were teaching and it was clear that if the teachers were able to make changes to their lesson plans, they would do so and they believed the classes would be much more effective for the students.

4.2.2 Finding: BRLC has a lack of qualified teachers.

We observed that the BRLC had just enough teachers to cover the number of classes that they taught at the time, and when one teacher was absent, another teacher needed to teach two classes at the same time. We once observed Id, a teacher at the BRLC, spending a few minutes in one class to explain an exercise that he asked the students to complete on their own, running to

the next class to do the same, and repeating this process until both classes ended. This demonstrated to us that there was a serious shortage of teachers.

In our time working at the BRLC, we interacted with four teachers. Only one of the teachers had training as a teacher and more than a high school degree. Emma, one of the teachers we trained for the computer class, only completed high school before working at the BRC. Sakara, another teacher that we trained for the computer class, is a refugee who came from Cambodia. He never had a chance to complete higher than an eleventh grade education. Minh, a teacher who we decided not to train because of her lack of enthusiasm and knowledge regarding the computers, also came to the BRC directly after high school. Although these teachers are a great help towards educating the students, they need outside help to create lesson plans and learn about proper teaching methods.

4.2.3 Finding: Students want more class time.

Refugee students want more from the education program at the BRC. Currently, the BRC only offers one and one half hours of class each day, and all of the twenty four students in our four focus groups stressed that they wanted more class time. This was strongly supported throughout the individual student interviews as well. One student said that while she has class during the afternoon she has nothing to do during the morning and would like class during the morning as well. This lack of class time was due to shortages in resources and teachers.

4.2.4 Finding: Students want a broader curriculum.

We found that the refugees wanted to study more than the few subjects that were offered. When asked what subjects they wanted to study in focus groups and interviews, the most common initial response was that they wanted to learn “anything”, or we were told that we could decide what to teach them. These two responses demonstrated that the refugees desired to learn any and all subjects offered. When questioned further, many students were interested in the sciences and mathematics, while others wanted to learn more about sociology and history.

The desire for a computer class was also linked with the responses pertaining to a broader curriculum. Minh, a teacher at the BRLC, explained that while some of the students at the BRC have learned some mathematics in their English classes, most others have not had the chance to. She also thought the refugees would like to learn as many subjects as possible. Fred Ligon of the

ZOA Refugee Care and the World Education Consortium explained that most refugee schools around the country are seeking accreditation, and that the Thai government requires that the curricula match the Royal Thai Government curriculum before they will recognize the education program. Dowling agreed that refugees should be given a general education, especially in math and science. Our liaison, Seva, expressed his desire for us to help address the lack of subjects by including a variety of educational resources in the online resource guide.

4.2.5 Finding: Refugees are interested in a broad range of occupations requiring continued education.

When we asked about what goals the refugees had for employment, the answers were extremely broad. There was no single occupation that could represent the future goals of refugees. For example, there was one student who expressed interest in becoming a mechanic, one student wanted to become a teacher, another who wanted to be a tailor, while two others said they wanted to be a pilot and a doctor. The vast majority of the occupations mentioned would require schooling beyond what the BRC could supply. Therefore, many of these students will need to seek out further education once they resettle to a third country. This finding was helpful in determining what content would be appropriate for a computer skills class because we discovered that they should ideally possess the computer skills necessary to perform in secondary schooling. However, the lack of a common goal prevented us from identifying a couple subjects that all the refugees desired for further curriculum development. Therefore, we found that a broad range of desired occupations fits well with the refugees' desire for a broader curriculum.

4.3 Findings Related to Class Design

The following findings had to do with how classes should be designed. These findings were important for us to consider during the course design of the computer class. They are also important for the BRLC when they continue to design other classes for refugees. Since the majority of these findings had to do with specific methods, they mainly came from interviews with officials both within and outside of the BRC.

4.3.1 Finding: Students learn best in groups with well matched skill levels.

We identified that grouping students by computer level, followed by English level, can be the most effective scheme for structuring computer classes. Dowling of the SDA stated that grouping by level, whether it is computer or English level, was the most important factor when grouping students for a class. Dowling further elaborated that age after level is the next most important factor when forming a class. Cox of the ECC also said that grouping students by English level was the most important for English classes. Both Dowling and Cox agreed that other factors such as gender and ethnicity are less important variables and can be mixed when forming a class.

This grouping structure was supported by observations from our experimental classes, because during our second experimental class, we mistakenly had two students who were not absolute beginners, which hurt the class in two ways. First of all, the two students were bored and the class was a waste of their time. Secondly, they intimidated the rest of the class and made students feel shy because the beginner students were not able to pick up the basics as fast as them. Therefore, a student's computer skill level is the most important factor because many of the students have not had any computer experience and classes should first teach them basic computer skills before they can move on to other subjects like Internet browsing and e-mail. With students who have had more computer experience, they should begin the course in later lessons so that they do not lose interest in the curriculum from the slow pace and simple concepts of the early lessons.

4.3.2 Finding: Experts recommend making classes flexible and iterative.

Ensuring that a curriculum is flexible was another important finding in terms of developing a computer class and conducting other classes. We came up with the idea of holding an experimental class to test and revise our computer curriculum, and Cox further supported incorporating an easy way for teachers to revise the curriculum when they find areas that need changes. Cox pointed out that if a curriculum is too rigid, it may not be effective and the teachers at the BRLC may find problems with the curriculum we developed after we left.

The harm of a rigid curriculum was suggested to us by one of the teachers at the BRLC. She told us that the English class goes by the book, and that the book does not cover the specific subjects that she wants to cover. With a flexible class she would be able to add whatever she wanted to the lessons. Revising could involve changing the actual material in the curriculum if it

was not relevant, or not following the lesson plans exactly if students needed to spend more or less time on certain topics. A built in revision process could allow the teachers to improve the curriculum after each nine-week term, which would cause the education program to continually develop appropriately rather than remain stagnant and ineffective.

4.3.3 Finding: Experts recommend blended learning for refugees.

Due to the lack of qualified teachers and the resulting insufficient amount of class time for refugees, Cox advised using blended learning to improve the educational program at the BRRC. Cox explained that blended learning combines student independent study with face-to-face classroom time with a teacher. He elaborated that the blended learning approach could take advantage of online materials and educational computer programs that allowed students to learn material without the constant presence of a teacher.

Blended learning incorporates studying subjects outside of the classroom. As discussed in Section 4.2.3, the refugee students in the *Let's Go 2* and *Let's Go 3/4* focus groups explained that they would like more time to practice English outside of class, such as using computers to write e-mails, or going on field trips to places where they can practice their English skills. Currently the English program does not use computers to teach writing or conversation, and the typing teacher said that there were no educational programs on the computer. However, because the refugees clearly expressed a desire for individual practice while learning computers and English in Section 4.4.1, a more structured, individual learning may be very appealing.

4.3.4 Finding: Experts recommend practical classes for refugees.

Another aspect of education that Cox of the ECC emphasized was that classes are effective when they are designed to be as practical as possible. A computer class, for example, should not deal with computer jargon and details on how a computer works, but on how refugees can use computers. English classes should focus on useful conversation skills and important vocabulary rather than perfecting grammar or syntax. In order to be an effective teacher of refugee students, one must make sure that the material taught each day is something that students are able to use immediately.

This finding emerged through a combination of interviews and observation. Cox pointed out that refugees “may come from very different cultural backgrounds”, and that as a result, “the approach will have to be as practical and as skills based as possible.” He also said not to worry

too much about theory because that is not going to be useful at all for refugees. This finding was further supported through our observation of the BRLC. Refugees' most important goal is resettlement to a third country where they will most likely enter a school system. Furthermore, the class time is very limited at the BRC because of the lack of classrooms and teachers. Most students at the BRLC were only in class for one and a half hours per day. If there had been as much time as in a regular school, the program could focus on theory-based elements to give the students a more complete education. Since this was not the case, the class had to remain practical.

4.3.5 Finding: Experts recommend task-based learning for refugees.

Cox expressed a strong belief that task-based lessons are helpful to both the instructor of refugee classes and the students themselves. He explained that to use this method, a teacher will state a goal for the day's lesson that incorporates the material that needs to be covered. For example, the teacher could set the goal of sending an e-mail to a relative and then proceed to teach all the skill necessary to send that e-mail, such as typing, using an Internet browser, and navigating through an e-mail account. When the refugees stated their own personal goals for learning computer skills, these tended to be tasks they wanted to learn that would work well with the task-based approach. The *Let's Go 2* focus group was particularly excited about learning to type, browse the Internet, and send e-mail. There was not a single member who said otherwise. Cox further clarified that students are more likely to enjoy the task-based approach because they see the point for learning each step, where students tend to be confused as to why they are learning certain material with no set tasks. It makes sense that the refugee students themselves would prefer task-based learning because they can see the lesson plans as direct responses to their desired goals.

4.4 Findings Related to Classroom Environment

The following findings had to do with how classes should be performed. The majority of these findings have to do with teaching methods that help after classes have been designed and have begun to be implemented. These findings came from responses from both students and experts.

4.4.1 Finding: Students and experts agree that interactive classes are effective.

Students and experts agreed that classes, especially computer classes, are more effective when the students are able learn by practicing the newly acquired knowledge. When asked about ways to improve their English classes, students at the BRLC explained that they desired more communication, field trips, access to native speakers, and anything else that provided them with more chances to practice communicating in English. Dowling of the SDA agreed that the primary focus of English classes should be practicing communication. As for computers, the students would prefer learning through hands-on practice with a computer and a teacher overseeing their progress, instead of learning through lectures. The typing teacher, Sakara, also agreed that the class would be better if there was more time for the students to practice typing. Furthermore, Cox believed that the best way to teach computers is through physical action. However, the students also expressed that it would be best to have a teacher explain a task initially, and then give the students time to figure it out on the computer themselves.

The students explained that they would rather not learn from a lecture because they felt that their English was not good enough to comprehend the class material. Accordingly, the current typing teacher, Sakara, explained that he needs to teach face-to-face with individual students because the students do not have good enough English to learn from lectures. Furthermore, Cox explained that skills-based learning is the best way to overcome a language barrier, and he pointed out that it is much easier for the students to learn computer-skills vocabulary if they can associate the English word with a function they know how to perform.

Another important benefit of hands-on learning is that an interactive class can make the class material more exciting to learn, according to Dowling. Several students explained that the classes at the BRC could be improved with the addition of creative or fun games. While Cox agreed that games are great for practicing skills, he cautioned that games can be a waste of class time, and may be better suited for suggested activities outside of class time. The students requesting games echoed this belief by explaining that they would rather focus on learning new material from the teacher than play too many games.

4.4.2 Finding: One-on-One teaching works well when teaching at the BRLC.

Through our sample classes, we found that it works well for a teacher to interact with students on a one-to-one basis. In classes where the teacher only addressed the class as a group, students seemed to have a lower comprehension of the material. When teachers would pause to

go around the classroom to individuals after explaining something to the group, students were more comfortable asking questions about something they did not understand. This also presents opportunities for teachers to repeat an action or to demonstrate it in front of individuals. While it may take a little bit more time, one-on-one teaching helps students learn and is a good complement for those who want more practice with conversation skills.

4.4.3 Finding: Students and experts agree that classes should be taught in multiple languages.

Our major finding relating to language barriers was that a diverse group of refugees is likely to benefit from being taught in more than one language for a computer class. From our initial refugee focus groups and interviews we found that the students wanted to be taught primarily in English. However, in the first experimental classes we taught, we found that we were barely able to communicate with our students because of the language barrier. After our first experimental classes, we held additional focus groups and interviews with the refugee students, and most realized that they needed to be taught in more than just English. In a later iteration, we observed the class taught by a bilingual teacher, Id, who taught in both English and Thai. The students seemed to have a much better comprehension of what was being taught compared to the classes taught only in English. This supported the finding that multilingual teaching has the most benefits in computer classes at the BRLC. Additionally, our interviews with refugee teachers at the BRC and Dowling of the SDA confirmed that teaching in a student's native language may be helpful for explaining certain ideas and topics that students do not understand. The usefulness of supplementing education in foreign language with a student's native language is further discussed in Section 2.3.2 of the Background Chapter.

We believe the difference in opinion between students who sought mainly English teaching and students who wanted multilingual instruction was partially due to the fact that more of our individual interviews were with students who spoke better English. However, the majority of students in our experimental class did not speak English well. Students we spoke with may have also overestimated the amount that they would understand in a computer class. The difficulties arising from language barriers may have combined with difficulties from learning new vocabulary related to computers, making it difficult to understand a class conducted only in English.

After talking with potential refugee teaching candidates, we found that the refugee teachers spoke English, Thai, and their native language, but none of the teachers were able speak the wide variety of languages that students at the BRC speak. This meant that a teacher of the computer class would need to use a combination of these languages, primarily English and Thai, to teach the computer class. To assist the refugees in understanding the computer skills covered, our liaison, Seva, wants all of the student handouts to be translated into every one of the languages spoken by refugees at the BRLC. While none of the refugees spoke English as their native language, one of the major goals of the computer class was to supplement their English education, emphasizing the importance of using English as one of the languages to teach the computer class.

4.5 Chapter Summary

Our research provided a number of important findings to accomplish our project goals of producing a computer skills class, online resource guide, and providing recommendations for improving the BRLC. We found that refugee students want a computer literacy class at the BRC, specifically to learn about using Microsoft Office, browsing the Internet and using e-mail. Experimental classes also helped us figure out more specifically which common web resources were of interest to refugees.

Our findings from an analysis of refugee wants and needs identified what various education experts, teachers and refugees want to see changed and added to the curriculum at the BRC. One major finding was that the refugees both wanted and needed more time to learn each day. There were also a number of reasons refugees needed to focus on improving their English skills. While the BRC only offers regular English classes, with some interspersed mathematics and typing practice, everyone expressed the belief that refugees need to be exposed to as many school subjects as possible. One of these subjects is computer literacy, which would help with finding resources on resettlement by giving refugees access to the Internet, and exposing them to a wide array of subjects that they wanted to learn about.

We also had several findings on effective teaching methods. We found that keeping classes practical is helpful for situations like refugee education. Additionally, we found that the use of task-based learning and blended learning are very effective teaching methods. Making classes that are interactive was also found to be a helpful way of teaching a class and keeping

students interested and involved. Finally, we found that using multiple languages to teach diverse groups of refugees, and grouping students by skill level are important when designing an effective education program.

5. Conclusions

In this chapter we discuss recommendations and the products of our research. Both of these build closely off our findings discussed in the previous chapter. Our products were a computer literacy course, an online resource guide and a set of recommendations for the whole program.

We created a computer skills course for the BRC to add to their curriculum. Designing this course was based on our field research and it included planning the content, creating student handouts and a teacher's guide, and identifying and training refugee teachers to teach the class in the next semester. By the end of the course that we created, the students should be able to perform such tasks as turn a computer on and off, use *Microsoft Word*, search for information on the Internet and sign-up for and use E-mail and chatting. Also, throughout the course they will learn how to type correctly and use *Rosetta Stone*, which is a program that assists in learning English. In this Section 5.1 we will go over the specific content of our design and how the BRC can use our class in the future.

We also developed an online resource guide for the BRLC. This guide is split up into two sections. One of these is for teachers and the other is for students at the BRC. The guide serves to enhance the computer class by giving the students educational resources which will teach them material while simultaneously giving them Internet practice. The guide also gives teachers the material they will need to teach the course including the student hand-outs and teacher's guide that we developed. Section 5.2 will describe what information we included in the online resource guide and explain how the students and teachers should use it.

In addition to the teaching materials in the computer class and resource guide, we produced nine major recommendations to improve the BRLC. For each of these recommendations we have included why we think the recommendation is important, how it can help the BRLC and suggestions on how to implement the recommendation. These recommendations are varied in nature. Some of them deal with how to make improvements within the classroom, while others recommend how to make adjustments to the program as a whole. We designed the computer class for the BRC with these recommendations in mind, and some of these recommendations also deal with implementation of the computer course.

5.1 Computer Literacy Course

A primary product of our research is the design of a computer literacy course and supporting materials for both students and teachers. The content of our curriculum is intended to be appropriate for bringing students from a level of absolute beginner to a level of basic competence with computers. This means that after taking the computer class, a student should feel comfortable using a keyboard and mouse, navigating menus, performing basic word processing tasks, sending and checking e-mail, and finding information on the Internet on their own. The course materials for the computer class are located in Appendix E and Appendix F.

We organized each lesson to build off of previous lessons, and avoided using material and vocabulary that had not been taught yet. We organized lessons this way because of our findings from empirical research and insights from our background research. For example, our first lesson was based on building a foundation of very basic skills for students who may have never used a computer before, such as using a keyboard and mouse. This lesson introduces students to basic vocabulary that will be immediately useful for that day's tasks, for example "click" and "cursor".

After being taught the basic skills needed to use a computer, the students are taught some more useful skill sets. One early series of lessons focuses on developing students' skills with basic word processing. In these lessons, the students are taught how to apply keyboarding and typing skills to complete tasks such as writing a letter to a family member. These classes also teach the basics of formatting a document, such as moving paragraphs and sentences by copying and pasting, adding emphasis by formatting and finally, saving and printing a document.

Another set of lessons concentrates on finding information on the Internet. These lessons teach students how to use a web browser and explain techniques for finding information with search engines. Our lessons also give students some links to useful free websites such as Wikipedia (in English and in Thai) and some web-based e-mail services.

Throughout the course there are two other lessons that were designed to teach students how to use specific software applications that we chose in order to help them with other subjects. The first program that the students are taught is *Mavis Beacon* (see broderbund.com), which is a typing program. The lesson tells the teacher to explain how to use the software and once the students have that knowledge they can keep working on the typing lessons on their own time. Since one of the purposes of the computer skills class was to help supplement the English

program, we chose to design another lesson that would teach refugees how to use the language training software package *Rosetta Stone* (see rosettastone.com). Once again, teaching students how to use this software allows them to practice conversational skills on their own, including speaking, in a language lab setting.

5.2 Online Resource Guide

The second substantive part of our project is the online resource guide, which is designed to help refugees at the BRC with both computer and general education. The guide is located at <http://users.wpi.edu/~brlc>. It is the homepage of all the computers in the BRLC's computer lab. The teachers' section of the resource guide has resources to assist with teaching the computer class. These resources include the handouts and teacher's guides located in Appendix E and Appendix F respectively, as well as links to materials for the lessons and other basic skills curricula that we found online. Furthermore, the web site has other links to free online teaching materials for teaching math, science and other subjects for refugees to further their education on their own time and for when the BRLC decides to start designing those classes.

The students' section of the website contains a collection of bookmarks to several educational websites, such as eslcafe.com, so that students can practice their skills and continue to learn other subjects outside of the classroom. There are general educational links as well as a collection of links in math, the sciences and history. Additionally, it will give the students links to resources like Wikipedia, Google, different web mail services, and other online resources for the computer class lessons so that they have these links saved in a location where they can easily find them. When the students use this online resource guide they will be learning in two ways. First, they will be learning the material that is presented to them in the guide. Also, using the resource forces them to practice using computers, specifically, the Internet.

5.3 Final Recommendations for the BRLC

The final substantive product of our research project is a set of recommendations aimed at overall improvements for the educational program at the BRLC. These recommendations are organized into three categories: recommendations for the overall program, recommendations related to class design, and recommendations related to classroom environment. Each

recommendation is followed by a few sentences describing why the recommendation is important and how the BRC could go about implementing the recommendation.

5.3.1 Recommendations for the Overall Program

The first three recommendations are related to the entire program. These are general ways to improve the curriculum at the BRLC.

5.3.1.1 Adopt our computer class to the curriculum at the BRLC.

Our most important recommendation is to add the computer class we designed to the curriculum at the BRLC. We found that refugees are very interested in learning computers and experts told us that computer skills are a worthwhile subject for refugees.

Our lesson plan is appropriate because it utilizes the teaching methods recommended below. We utilize blended learning through using educational software such as *Mavis Beacon* and *Rosetta Stone*, we utilize task-based learning by giving the goals for each lesson at the beginning of the lesson plan and our classes were all designed with interactivity in mind. Also, there have been seven tests and revisions of some of the lessons, thereby giving the course some validity in terms of practice and in terms of being designed to meet the needs of refugee students through the iteration process. Specifically, the BRLC should use our student handouts (Appendix E), and future revisions of these handouts, because we found that the use of visual aides is essential when teaching refugees how to use computers. Finally, we researched other computer skills curricula and chose the topics for our lessons from this research in combination with the desires of the refugee students.

To implement our computer course, we have some recommendations regarding an increase in available resources. We recommend that the BRLC develop a fully functional computer lab. First of all, this would mean purchasing several more computers so that each refugee in the computer class can work individually and so that the number of students in the class can be increased. Furthermore, we recommend that the BRLC purchase headsets with microphones for the computers so that refugees can use multi-media resources without disturbing other people. *Rosetta Stone* language software is one such program in which the students would benefit from using individual headsets. Lastly, we recommend that the BRLC find a larger location for the computer lab so that the teacher can more easily move among the students. It is important to note that the computer course was shown to be successful in the current computer

lab so these recommendations are not required for implementation, but rather suggestions to improve the program in the future.

5.3.1.2 Increase class time at the BRLC to at least 4 hours a day.

The guidelines from the UNHCR's field guide on education state that there should be a minimum of four hours of time spent in the classroom for each student every weekday (UNHCR, 2003a). Unfortunately, however, the BRLC currently only provides one and a half hours each day. In our background research we found that comprehensive education for refugees has been able to help overcome many social and economic problems that refugees face. Furthermore, the students we interviewed said that they wanted more class time. We therefore recommend that the BRC increase the number of hours each student spends in class each day to at least four.

In order to implement this, the BRLC can hire more teachers, have current teachers train refugees to be teachers, or both depending on available funding. Our computer skills course also serves as an implementation of this recommendation. If implemented as we recommend, each student's class time will increase by one hour per week. Specifically, we recommend that the BRLC hold four one-hour classes per day with eight students in each class, allowing for 160 students to be taught per week.

5.3.1.3 Provide additional subjects for the refugees to study.

Most refugees at the BRLC are currently enrolled in English classes exclusively. A small number of them also take classes in math and basic sciences, but many more refugees said they were unable to take these classes because there was not enough room for all of the students. Furthermore, these classes only cover a very limited amount of material. In our interviews and focus groups, we got very consistent responses indicating that refugees were interested in learning about more subjects, most commonly math, science, history and computer literacy. Also, refugees were interested in a broad range of occupations requiring continued education. With these goals in mind, a curriculum that only contains English is insufficient.

Our computer class will add one subject to the curriculum and is designed to give them the skills they need to find information on their own. Our online resource guide is designed to point students to educational resources where they can access free learning materials and read more in-depth about specific topics they learn about in the classroom. As in the above

recommendation, we also recommend that the BRC implement more classes by training more refugees as teachers. Our background research has shown this to be an effective technique in refugee education, especially when limited funding is available. We also recommend that there be projects similar to ours in the near future to develop curricula for other subjects to be taught at the BRLC, such as mathematics, science, and history. We recommend that history classes developed in the future are focused on the native countries of refugees, Thailand, and potential third countries of relocation.

5.3.2 Recommendations Related to Class Design

The next group of recommendations relate to designing classes for refugee education. These recommendations are specifically concerned with the design of future courses at the BRLC, but they apply to the computer class we designed for this project as well. These are what we determined to be the most effective methods for the BRLC to utilize as it expands the courses it offers to students.

5.3.2.1 Utilize task-based learning.

A problem that we observed in the classes at the BRC was a lack of focus by some of the students. Experts have told us that students are more likely to pay attention and remain interested in material if they know why they are learning what they are learning. Setting goals for each lesson prior to designing and teaching it will ensure that what is taught in the class is something that refugees will find useful and interesting. Task-based learning would not only help teachers choose appropriate and helpful material, but also help students feel positive about learning through accomplishing goals each day.

Thus, we recommend that the BRC adopt the task-based method when developing new class materials. Teachers should clearly state at the beginning of each class what the goals for that day are. As the class goes on, teachers should consider whether what they are discussing is applicable to that day's goals. Using task-based learning in not only our class, but other future classes as well would provide a consistent education model and has the potential to increase both students' and teachers' abilities and interest in the subject matter.

5.3.2.2 Utilize blended learning.

We found that teacher shortages were a significant problem at the BRLC. The BRLC had just enough teachers to cover the number of classes that they taught at the time, and so when a

teacher is absent, another teacher needs to teach two classes at the same time. Another problem with the teaching staff at the BRLC that we discussed is that the teachers at the BRLC tend to have very limited training.

Simon Cox recommended blended learning to alleviate problems that arise from not having enough qualified teachers. In Section 2.3.4.1 of our Background chapter we explained that blended learning combines independent, electronic learning with face-to-face contact with a teacher. With a curriculum that aims to give students the tools to practice many of the subjects on their own, there is far less reliance on having experienced or commonly present teachers. We therefore recommended that the BRLC not only use Blended Learning to teach the computer skills curriculum, but also use it to improve the current English program and any future subjects that the BRLC endeavors to teach.

The BRLC may make use of the blended learning method in several ways. First, the BRLC can use the online resource guide that we created to provide teachers and students with the access to a plethora of educational and cultural materials that they can access at any time. Secondly, BRLC can give more assignments based on the computer skills curriculum. Furthermore, the BRLC can use educational software for English such as *Rosetta Stone* so that the students can practice English outside of class. Lastly, the BRLC can allow students to sign out time in the computer lab to work individually. At the time, the BRLC's policy regarding computers was that no students could use the computer lab outside of class time. This means that most of the students could never use the computers and that the few students who attended the typing class had very limited access to computers. Given that all of our recommendations for taking advantage of the blended learning teaching method require that the students have access to the lab for practicing computer skills and accessing educational software and the internet, this recommendation is integral to ensuring success of the program.

5.3.2.3 Keep the classes flexible and open to change.

When designing new classes and to improve current classes at the BRLC, we recommend that the classes be kept flexible and open to change. When we were designing the computer class, Cox of the ECC advised us to keep the computer class flexible because unforeseen complications will inevitably arise after we leave, and the teachers at the BRLC need to have an easy way for fixing the curriculum. While conducting the experimental classes, we did find that there were areas where our handouts were not clear enough and areas where some students

needed a lot more help than we anticipated. One such area was on basic mouse movement, and as a result we decided to add a mouse game to our computer basics lesson. This recommendation applies to more than just computer classes because many of the teachers at the BRLC have expressed that they do not like the *Let's Go* text used at the BRLC, but these teachers do not have other options. Additionally, the BRLC plans to expand their curriculum to include more topics than just English and computer education, and when these courses are designed, a flexible program will help address the unique problems faced by the BRLC.

To allow for the computer classes to be flexible, we included editable copies of our computer lessons to the teachers at the BRLC on CDs, which will allow them to edit the lessons when they feel it is appropriate. We also explained to the teachers that these lessons are intended to be flexible and that they should make changes where they feel it is necessary. To enforce this idea we included a comments section in each of the teacher's guides in which the teacher is encouraged to write down what they felt was and was not helpful about the lesson. We recommend that teacher's guide for future classes follow this template. There also needs to be some measure of whether or not classes are successfully teaching students. One method we suggested for doing this is to hold student focus groups after each term to find out which aspects of the classes worked and which did not. We recommend that teachers take time between terms to make revisions to the various curricula based on the focus groups and other assessments of the programs at the BRLC.

5.3.3 Recommendations Related to Classroom Environment

These final recommendations are related to aspects of the classroom environment. These are important for providing the most effective learning conditions for the diverse student population enrolled at the BRLC.

5.3.3.1 Make the classes more interactive.

Teachers, students, and refugee education experts felt that the classroom should be as hands-on as possible. In terms of English education, the students and the teachers felt that there should be more of a focus on communication, which is the most important application of English for refugees who intend on being relocated. Similarly, the students expressed that they preferred learning computers by working on them to complete tasks to learning computers in a lecture setting. The hands-on approach is beneficial to students because it increases the amount of

material they learn while also increasing their motivation to learn, in comparison to less interactive teaching methods. We therefore recommended that the BRLC make all their current and future classes as interactive as possible.

We made two specific suggestions on how the BRLC could make their classes more interactive. In terms of the English class, we suggested that the BRLC integrate more conversation by putting the students in more situations in the classroom in which they need to communicate with the teacher or each other in English, such as skits and presentations. Furthermore, we advised that the BRLC encourage or require that the students practice conversing and listening with educational software such as *Rosetta Stone*. As for the computer class, we proposed that students should be given the chance to perform each task they are taught in the computer class as it is being taught. As an overall recommendation, we suggested that the BRLC integrate the hands-on approach into all curricula that they develop in the future by using the computer and English courses as a model.

5.3.3.2 New classes should be taught in English, with native languages used when necessary.

For the computer class and for future classes, we recommend that teachers use English, falling back on native languages when students do not understand. We determined that this would be the most successful method for teaching the diverse group of students at the BRLC. The primary language should be English because we found that English is one of the most important skills for refugees for several reasons. If other subjects are taught in English then the refugees are able to practice and improve their English skills while also learning other topics. However, in order to ensure that students are able to effectively learn the other subjects being taught, we recommend allowing the BRLC teachers to speak in students' native languages to clarify topics that certain refugees are unable to grasp from the English explanations.

In Section 2.3.2 of the Background chapter we discussed why using students' native languages when educating them can be more effective than only using a second or third language, such as English. This research was combined with the finding that many students felt that multi-lingual education would be helpful for them. Furthermore, we found that in the experimental classes English-only teaching did not work, while multi-lingual teaching was more successful. To be able to conduct multi-lingual computer classes, we recommend that refugee teachers who can speak English, Thai, and hopefully other languages are chosen to teach the

computer classes. We identified several candidates at the BRLC who can speak English, Thai and a third language.

As one aspect of using multi-lingual teaching, we recommend that the BRC translate our computer class handouts into as many of the refugees' native languages as they are able to. This will help many students who cannot read English, by allowing them to compare the English terminology to the terminology in their native language. Furthermore, with mixed ethnicity classes, teachers are unlikely to speak all of the native languages of their students, but they can provide students with packets that have their native language in addition to English.

5.3.3.3 Group students by skill level for each of the classes.

When enrolling students in the computer class we recommend that students be grouped by skill level. Students should be grouped primarily by computer skill level, followed by English skill level. Dowling of the SDA identified these variables as the most important factors for assembling a class. The reason for using computer skill level is so students are in a class that they will be able to learn new information without falling behind due to overly advanced material, and to ensure students are not in classes which are boring because of very easy material. English skill level is the next most important factor because students may have difficulty understanding new English computer terminology, and the class should be taught mostly in English.

To implement the recommendation of grouping students by level, we recommend that the BRLC use student pre-tests to determine what computer skills each student has. These tests may be in the form of quizzes and questionnaires to determine which of the classes a student should start in. After grouping students at the BRLC based on computer skill level, students should be grouped into eight-person classes according to what level English class they are currently in.

5.4 Future Projects

Through working with the BRC we feel that our project was a success in assisting them with improving the BRLC. However, the work is not yet complete and much more can be done to help this organization achieve its goal of assisting refugees in Thailand. It is our hope that WPI continues to work with the BRC in conjunction with the IGSD program. We have come up with a few ideas on future projects for the BRC and they are:

- Evaluate the Computer Education Program at the BRLC.
- Extend the Computer Education Program at the BRLC.
- Develop additional Courses for the BRLC.
- Create a BRC website.

These ideas may or may not constitute an entire IQP, so WPI may want to combine these ideas to form an appropriate project. The following subsection of this chapter describes each of these ideas and why they can be helpful for the BRC.

5.4.1 Evaluate the Computer Education Program at the BRLC.

If the BRLC decides to use our computer education program then there will almost certainly be problems with it in the initial stages of implementation. We propose that for a project, the students may come and evaluate our program. This could include interviewing the teachers and students who have gone through our program and doing more research on proper pedagogy to make revisions to our program. This would be a perfect use of our recommendation to make sure the classes developed for the BRLC are iterative and flexible because it would show the BRLC how to go about making appropriate revisions to an existing class. Because all of the Microsoft software is being upgraded this year, the IQP could also work on updating our lessons to accommodate for new software like Microsoft Windows Vista and Microsoft Office 2007.

5.4.2 Extend the Computer Education Program at the BRLC.

Another project that may constitute a future IQP would be to have a project team extend the computer education program that we started. We only provided twelve lessons that may constitute a nine week course, but there were many more topics that students were interested in that were not covered. Further, the newer lessons could be the advanced course for students who have already passed the basic computer education program. Some topics that we were not able to fit into our twelve lessons that may be useful for refugees were: Microsoft Excel, Microsoft Power Point, Adobe Photoshop, Google Documents and Playing Music. There are countless other lessons about the computer that could be added to the curriculum.

5.4.3 Develop Additional Courses for the BRLC.

In order to help fulfill our recommendation to add more subjects to the BRLC, a project team could develop other courses for the BRLC. Students expressed interest in learning about sciences, history and mathematics. The project team could use the computer education program as a model for creating one of these courses for the BRLC. Since a lot of the groundwork would be done for them because of this report, they would be able to spend more time on curriculum development and training refugee teachers at the BRLC.

5.4.4 Create a BRC website.

During our background research phase in the U.S. we had a lot of trouble finding information about our sponsor. A team could work with the BRC to create a website for the organization. This idea was also brought up by the director of the BRC, Rufino Seva. This web page could include a history of the BRC as well as the accomplishments of the BRC to date. It could serve as an information guide for refugees to explain the assistance offered in Bangkok. This website could also be combined with the online resource guide we created to connect BRLC resources with the rest of the BRC. An English website about the BRC could provide more worldwide attention and may help refugees in Bangkok gain more international support. As a non-profit organization with limitations in funding, a website could serve the BRC by increasing monetary donations and by providing information to students seeking internships.

5.5 Summary of Conclusions

The refugees at the BRC have been through hardships that cannot be described adequately in any report. They have left their home countries because of violence and persecution and are now considered illegal immigrants in the only place where they thought they could survive. The assistance that the BRC provides is immeasurable. Without the legal, financial, social and educational services of the BRC, the quality of life for the refugees would be much lower. It was very humbling to witness individuals who have dedicated their lives to assisting these people in need. It is absolutely amazing to see what the BRC is capable of with such limited resources. Assisting the BRC was most definitely a worthwhile endeavor and we would suggest that WPI continue to try and help the BRC in any way possible.

The goal of this IQP was to assist the BRC better achieve its mission in three ways. The first was to identify ways of improving refugee education at the BRLC. We provided thirteen recommendations to improve the BRLC based on our background and empirical research. Secondly, we created a computer class to add to the curriculum of the BRLC and serve as a model for future classes. Finally, we created an online resource guide for both the refugee students and teachers. The BRLC is essential for the refugees at the BRC. It provides education to the children and employment opportunities for adults. It has the potential to be excellent, but is still in its beginning stages. Through implementing our recommendations and using our computer class and resource guide, we hope that the BRLC will improve drastically and be much more helpful to refugees, and can serve as a model for other refugee education programs.

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Appendix A: Timeline of Methodology

The following appendix gives all the dates of our empirical research including focus groups, interviews and experimental classes in the form of a list and a calendar.

17/1/2007

- Morning:
 - Let's Go 2 Focus Group
 - Let's Go 3 & 4 Focus Group
- Afternoon:
 - Headway Focus Group
 - Let's Go 4 & 5 Focus Group

22/1/2007

- Interview with Somnook (ICS)

23/1/2007

- Interview with Dowling (SDA)

24/1/2007

- Interview with Simon Cox (ECC)

25/1/2007

- Interview with Emma (BRC)
- Interview with Minh (BRC)

26/1/2007

- Interview with Sakara (BRC)

29/1/2007

- Interview with Fred Ligon (ZOA)
- 2 Interviews with refugee students

30/1/2007

- 5 Interviews with refugee students

31/1/2007

- 2 Interviews with refugee students

8/2/2007

- Morning: Experimental Class - Lesson 1 (Taught by us)
- Afternoon: Experimental Class - Lesson 1 (Taught by us)

16/2/2007

- Experimental Class - Lesson 1 (Taught by Id)

19/2/2007

- Morning: Experimental Class - Lessons 8 and 9 (Taught by us)
- Afternoon: Experimental Class - Lessons 8 and 9 (Taught by us)

22/2/2007

- Morning: Experimental Class - Lesson 2 (Taught by Sakara)
- Afternoon: Experimental Class - Lesson 5 (Taught by Emma)

Su	M	Tu	W	Th	F	Sa
January	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17 FG LG 2 FG LG 3&4	18	19	20
			FG LG 4&5 FG HW			
21	22 INT Somnook (ICS)	23 INT Dowling (SDA)	24 INT Cox (ECC)	25 INT Emma INT Minh (BRC)	26 INT Sakara (BRC)	27
28	29 INT Ligon (ZOA) 2 INT Refugee Students	30 5 INT Refugee Students	31 3 INT Refugee Students	February 1	2	3
4	5	6	7	8 EXP Class – Lesson 1	9	10
				EXP Class – Lesson 1		
11	12	13	14	15	16 EXP Class – Lesson 1	17
18	19 EXP Class – Lesson 8&9	20	21	22 EXP Class – Lesson 2	23	24
	EXP Class – Lesson 8&9			EXP Class – Lesson 5		
25	26	27	28	March 1	2	3

KEY: FG=Focus Group, INT=Interview, EXP=Experimental Class,
LG=Let's Go, HW=Headway

Appendix B: Focus Group and Interview Templates

The following appendix gives the templates we used when conducting our empirical research.

Appendix B.1: Focus Group with Refugee Students

“Hello, we are _____ and _____. We are from Worcester Polytechnic Institute. Our University is located on 100 Institute Rd., Worcester, Massachusetts, USA. Our majors are _____, and we will graduate in May 2007 and 2008. We are working with the Bangkok Refugee Center for two months to develop a program to teach refugee students how to use computers. In this focus group we will ask you questions that will help us develop a training program that meets the needs of refugee students. We would like you know that your names will not be included in our records to maintain confidentiality. At any time during the focus group you are free to not respond to the questions. We would like to record this session so that we can refer back to it if necessary, however if this makes you uncomfortable, we can just take notes instead. Are you comfortable with us using a recording device?” Do you have any questions about what we’re going to do now?

“We would like to start by learning some background information from each of you.”

- 1) “Where are you from?” <<individually>>
- 2) “What is your ethnic background?” <<individually>>
- 3) “How old are you?” <<individually>>

“We plan to study educational programs for refugees and we would like you to all discuss your experience with the English program at the BRC.”

- 4) “Do you think learning English is an important goal for refugees? Why/Why not?”
- 5) “Do you enjoy the English program here?”
- 6) “What do you think should be added to the English program?”
- 7) “What do you think is difficult to learn from the classes?”
- 8) “Do you think you are learning English from the program? Why?”
- 9) “What else would you like to learn from the BRC?”
- 11) “What activities do you think would be helpful and fun in English classes? (lectures, games, etc)”

“The focus of our program will be teaching you how to effectively use computers and we

would like to know about your experience with them.”

12) “Do you use computers?”

13) “What would you want to use computers for?”

(general use? job use- ex. data entry? Internet use- finding social services, banking, email/communication, educational resources? Word processing?)

14) Show the refugees parts of a computer and ask the following questions:

“Do you know how to turn a computer on?”

“Do you know how to use a keyboard?”

“Do you know how to use a mouse?”

“Do you know how to use the internet?”

15) “How would you like to be taught to use computers? (Lectures, Games, Etc.)”

“We would also like to know some information about other educational programs”

16) “Have any of you attended other schools?”

If any answer yes ask the rest of these questions:

17) “What kind of school was it?”

18) “In what ways was it better than the BRC?”

19) “In what ways was it worse?”

20) “Did you experience any discrimination or racism at the school?”

21) “Were there computer classes there?”

HeadWay Group Only:

22) Do you have interest in teaching?

23) What experiences have you had in teaching?

24) Other skills you have that might be valuable for teaching a computer skills course?

Appendix B.2: Interview with Refugee Students

“Hello, we are _____ and _____. We are from Worcester Polytechnic Institute. Our University is located in Worcester, Massachusetts, USA. Our majors are _____, and we will graduate in May 2007 and 2008. We are working with the Bangkok Refugee Center for two months to develop a program to teach refugee students how to use computers. In this interview we will ask you questions that will help us develop a training program that meets the needs of refugee students. We would like you know that your names will not be included in our records to maintain confidentiality. At any time during the focus group you are free to not respond to the questions. We would like to record this session so that we can refer back to it if necessary, however if this makes you uncomfortable, we can just take notes instead. Are you comfortable with us using a recording device? Do you have any questions about what we’re going to do now?”

“We would like to start by learning some of your background information. We may have asked you these same questions in a focus group, but they will help us get to know you better and understand your responses.”

- 1) “Where are you from?”
- 2) “What is your ethnic background?”
- 3) “How old are you?”
- 4) “How did you come to be at the Bangkok Refugee Center?”
- 5) “How long have you been in Thailand?”
- 6) “What language class are you in?”

“We hope to design a program that will help you meet your future goals. The next few questions will help us identify your plans for the future.”

- 7) “Would you like to be resettled to a third country, return home, or stay in Thailand?”
- 8) “What are your current resettlement plans, if any?”
- 9) “Do you want to go to college?”
 - a) If yes...
“What was would you like to study there?”
- 10) “What job/ profession do you want to have for the future?”
- 11) “What jobs do you think the majority of the refugees here would want for the future?”

“We plan to study other educational programs for refugees and would like to ask about

your experience with them and the BRC's English class."

- 12) "Have you had any experience in other schools?"
 - a) If yes...
 - "What was the experience in other schools like?"
 - "Was there enough class participation in those schools?"
 - 13) "How many hours of class per day do you have of English?"
 - a) Do you want more class-time?
 - 14) "Why do you want to learn Thai or why do you not want to?"
 - 15) "Why do you want to learn English or why do you not want to?"
 - 16) "What do you like or dislike about the English program here?" (Class participation? Topics relevant and interesting to you?)
 - 17) "How would you like to be taught?" (lecture, games, hands-on activities, group work, homework, individual work?)
 - 18) "Do you think the English class here is too easy or too hard?"
 - 19) "What do you find hardest or easiest about the English classes?" (grammar, spelling, reading/writing, speaking)
 - 20) "What aspect of English would you like to learn more about?" (grammar, spelling, reading/writing, speaking)
 - 21) "How well do you think you are doing in BRC education program?"
 - 22) "Do you think the tests measure how much you are learning here?"
 - 23) "What topics/ subjects would you like to learn more about?" (Math, Science- Biology, Chemistry, Physics, Other Languages, History, Economics)
- "The focus of our program will be teaching you how to effectively use computers and we would like to know about your experience with them."**
- 24) "Have you used computers before?"
 - 25) "Do you have access to computers outside of the BRC?" (at home/ internet cafe?)
 - 26) "Do you want to learn more about computers?"
 - 27) "What computer skills do you have at the moment?" (powering on/off? keyboard use

English/Thai? Mouse use? navigating through menus to find programs and settings? using word processing programs? using internet browser? using internet search engines? others experience?)

28) “What would you like to use computers and the internet for?” (general use? job use- ex. data entry? Internet use- finding health and social services, banking, email/communication, educational resources? Word processing?)

29) “How would you like to be taught to use computers?” (games, hands-on activities, group work, lecturing, teacher demonstrating to class, individual practice?)

30) “Do you think typing is helpful for learning English?”

31) “How many people are in the computer class?”

32) “Do you have access to computers at other times of the day?”

33) “What language is the computer class currently taught in?”

34) “What language would you like the class to be taught in?” (English, Thai, Own-language)

35) “How is the current computer class taught?” (games, hands-on activities, group work, lecturing, teacher demonstrating to class, individual practice?)

36) “Which of these methods do you like best?”

37) “Do you learn more practicing on your own or in the class?”

38) “What topics do you learn in the computer class?”

Appendix B.3: Interview with NGOs or Private School Administrators

“Hello, we are _____ and _____. We are from Worcester Polytechnic Institute. Our University is located in Worcester, Massachusetts, USA. Our majors are _____, and we will graduate in May 2007 and 2008. We are working with the Bangkok Refugee Center for two months to develop a program to teach refugee students how to use computers. In this interview we will ask you questions that will help us develop a training program that meets the needs of refugee students. We would like you know that your names will not be included in our records to maintain confidentiality. At any time during the focus group you are free to not respond to the questions. We would like to record this session so that we can refer back to it if necessary, however if this makes you uncomfortable, we can just take notes instead. Are you comfortable with us using a recording device? Do you have any questions about what we’re going to do now?”

“We would like to start by asking you some background information.”

- 1) What is your position at ___?
- 2) How long have you been working at ___?
- 3) What types of refugees have you worked with? urban/hill tribe/border camps? ethnic groups or nationalities? ages?
- 4) Have you worked at any other teaching organizations? Can you explain what you worked on there?

“The Bangkok Refugee Learning Center Focuses mainly on teaching English and so we want to ask you about English education.”

- 5) Do you think English is important for refugees? Why?
- 6) What aspects of English education are most important and why? conversational, reading, writing?

“We would also like to ask you some questions regarding computer education.”

- 7) Have you participated in any computer training classes before? What aspects of the course did you find most helpful and why?

- 8) Has your organization ever been involved with any computer training classes before?

If yes...

- 9) Do you know what topics were taught and why they were chosen?
- 10) Do you know how the class was grouped and why? Such as, how many students per computer?, what age groups were involved in which class?, where the classes organized by native language, ethnicity, or English ability?

- 11) Do you know what teaching styles were used and why? (lectures, games, read it in a manual) Why do you think these were or weren't effective?

- 12) Do you think language education software is an effective way to learn English?

- 13) Do you know of any educational or social service websites for refugees? Do you know of any the specialize in teaching English?

- 14) What computer skills do you believe are important for refugees and why? (word processing, web browsing, e-mail, spreadsheets, other programs, hardware knowledge)

“Finally, we would like to ask you some general questions about refugee education.”

- 15) What methods do you think are most effective for grouping refugees in a class and why? (age, gender, ethnicity, language ability)

16) What do you believe are effective methods for teaching refugees and why? (lecture, games, memorization, class discussion)

17) What do you think are effective methods for getting refugees involved in a classroom and why? (games, hands-on activities)

18) How do you overcome problems that arise from teachers and students not speaking the same native language?

Appendix B.4: Interview with BRC teachers

“Hello, we are _____ and _____. We are from Worcester Polytechnic Institute. Our University is located in Worcester, Massachusetts, USA. Our majors are _____, and we will graduate in May 2007 and 2008. We are working with the Bangkok Refugee Center for two months to develop a program to teach refugee students how to use computers. In this interview we will ask you questions that will help us develop a training program that meets the needs of refugee students. We would like you know that your names will not be included in our records to maintain confidentiality. At any time during the focus group you are free to not respond to the questions. We would like to record this session so that we can refer back to it if necessary, however if this makes you uncomfortable, we can just take notes instead. Are you comfortable with us using a recording device? Do you have any questions about what we’re going to do now?”

1) Where are you from?

2) What schooling have you had before coming to Thailand?

3) What languages do you speak?

4) How long have you been in Thailand?

5) Do you use computers?

- If yes, what do you use computers for?

6) What is the goal of the educational program here?

7) What topics are taught in the classes?

8) What other topics would you like to see added to the program?

9) How many students are in the classes?

10) What do students generally know before taking the class?

11) What level class do you teach?

12) How long have you been teaching here?

13) Have you taught elsewhere?

14) How do you teach the class?

- lecture and writing on board?
- hands on demonstration?
- games?

15) How many hours of class do students receive per day?

16) How do you deal with teaching student’s whose native language you do not know?

17) What language do you generally teach in?

- 18) What do you like and dislike about the current program?
- 19) What do you think should be added to the English program?

Appendix B.5: Interview with BRC Computer teacher

“Hello, we are _____ and _____. We are from Worcester Polytechnic Institute. Our University is located in Worcester, Massachusetts, USA. Our majors are _____, and we will graduate in May 2007 and 2008. We are working with the Bangkok Refugee Center for two months to develop a program to teach refugee students how to use computers. In this interview we will ask you questions that will help us develop a training program that meets the needs of refugee students. We would like you know that your names will not be included in our records to maintain confidentiality. At any time during the focus group you are free to not respond to the questions. We would like to record this session so that we can refer back to it if necessary, however if this makes you uncomfortable, we can just take notes instead. Are you comfortable with us using a recording device? Do you have any questions about what we’re going to do now?”

- 1) Where are you from?
- 2) What schooling have you had before coming to Thailand?
- 3) What languages do you speak?
- 4) What do you use computers for?
 - software programs?
 - internet sites?
- 5) How long have you been in Thailand?
- 6) What is the goal of the current computer class?
- 7) What topics are taught in the class?
- 8) What other topics would you like to see added to the class?
- 9) What software do you use (in the class)?
- 10) How many students are taking the class?
- 11) What do students generally know before taking the class?
- 12) Are you the only teacher of the class?
- 13) How long have you been teaching the class?
- 14) How do you teach the computer class?
 - lecture and writing on board?
 - hands on demonstration?
 - games?
- 15) How often does the class meet?
- 16) When does it meet?
- 17) How long is the class?
- 18) How do you deal with teaching student’s whose native language you do not know?
- 19) How do you deal with such a small number of computers?
- 20) Do you know of any education software?
- 21) How familiar are you with the English Program?
- 22) What do you like and dislike about the current program?
- 23) What do you think should be added to the English program?

Appendix B.6: Computer Class Focus Group

“Hello, we are _____ and _____. We are from Worcester Polytechnic Institute. Our University is located on 100 Institute Rd., Worcester, Massachusetts, USA. Our majors are _____, and we will graduate in May 2007 and 2008. We are working with the Bangkok Refugee Center for two months to develop a program to teach refugee students how to use computers. In this focus group we will ask you questions that will help us develop a training program that meets the needs of refugee students. We would like you know that your names will not be included in our records to maintain confidentiality. At any time during the focus group you are free to not respond to the questions. We would like to record this session so that we can refer back to it if necessary, however if this makes you uncomfortable, we can just take notes instead. Are you comfortable with us using a recording device?” Do you have any questions about what we’re going to do now?

- 1) What did you like/ dislike about the computer class?
- 2) What did you find hard about the computer class?
- 3) What did you find easy about the computer class?
- 4) Did we teach the class too fast or too slow?
- 5) Is there something you want us to go over/ teach again?
- 6) Were you able to understand our English?
Did we speak too fast or not clearly?
- 7) Were you able to understand our Handouts?
Did you understand the pictures?
Did you understand the vocabulary?

Do you have any other questions or comments for us?

Appendix C: Examples of Coded Transcripts

The following Appendix shows how we went about coding some of the more important interview transcripts during our term in Bangkok. For each of the answers given in either the focus groups or interviews we assigned each answer a number which corresponds to a certain topic. This way we could just search for that number and find all of the information we needed to justify findings. The numbers are defined in the key below. We included one of our focus groups with refugee students and our interview with Simon Cox, the teacher trainer at the English and Computer College.

Key:

<i>Future Goals:</i>	<i>Appropriate Teaching Methods:</i>	<i>What Refugees Want To Learn:</i>
1-Resettlement 2-Further Education /Employment	3-Practicality 4-Task-based learning 5-Blended learning 6-Interactive 7-Multi-lingual 8-Grouping 9-Flexible	10-Class Time 11-Broader Curriculum 12-English 13-Computers 14-Thai

Let's Go 2

Interviewers: Cody and Steve

Date: January 17, 2007. 10:00 AM

Cody: OK. So our first question is, do you think it is important for you to learn English while you're here?

Group...

Translator: She says it's important for them to because we want to go to America 1,12
or any country and they have to speak English, so it's important to

Cody: Anybody else?

Group...

Translator: Same

Group...

Cody: Same thing?

Translator: Yeah, same

Cody: We want to know if they enjoy learning English here. Is it fun?

Group...

Translator: Yeah it's fun, it's good.

Cody: Is there anything that would be added to the English classes that would make them better?

Group...

Translator: The game.

6

Cody: Games

Group...

Translator: And teach them to read and phonetics

3

Group...

Translator: And they also want to learn for about two hours. They said only one hour is too short.

10

Cody: One hour per day?

Translator: Yeah

Cody: I want to ask more about the games

Steve: Yeah

Cody: She said they want to have more games?

Translator: Yeah

Cody: Could they tell us if they have games now that they play?

Group...

Translator: Some said they don't have a chance to play games, some say hang man

6

Cody: Hang man

Translator: But they want to learn more. They want more games that are creative

6

or funny

Cody: Is there anything besides English that they'd want to learn at the BRC. Are there other subject that they want to learn about at the BRC like Math, or Computers, or History.

Group...

Translator: They said they want to learn everything, but some students learn mathematics, and some others learn science and phonetics, but they said they want to learn many things that they can apply to their daily lives. It's up to both of you 11,3

Cody: In the English classes that they have, are there any parts of it that are especially hard? What's the most difficult thing for them?

Group...

Translator: They said some subjects are difficult for them, mathematics, but in English they said that sometimes the teachers are foreigners such as Cambodia, so their accent is hard to understand and they can not speak Thai clearly and also they can speak only their own language, so it's difficult to listen, and they said some teachers write on the white board too fast, so they can not copy 7

Steve: Do they think that overall they're learning English in the program? Do they think that they're learning English well from the program?

Group...

Translator: They said that they learn only a little bit, but they can not use in their life

Steve: What activities do they think are best in the English class room? Which are most helpful to learn, the lectures, games, or other stuff?

Group...

Translator: They said they want to learn only, they don't want to play games, they said some games are too difficult for them too, so they like to listen and have the teacher teach them only, that's a good lecture 5,6

Cody: We want to know if it would be OK if we came to one of their English classes to watch and maybe we could help them practice?

Group...

Translator: Yeah, it's OK

Steve: Now we're going to ask about computers

Group...

Translator: They said it's OK, but most of them have never used computers

Steve: OK, that's our first question, how many of them have used computers?

Group...

Translator: Only one 8

Cody: Only one?

Group...

Translator: Some went to internet café, but they didn't know how to use 13

Group...

Cody: Could we ask him what he has used computers for, what does he like to do?

Group...

Translator: typing

Cody: To write a letter to somebody?

Translator: Yeah

Steve: Has he used the internet or e-mail?

Group...

Translator: Yeah, sometimes

Group...

Translator: He likes to go to the Hmong websites, and he wants to listen to music on website 13,3,4

Steve: Are you interested in learning to use computers?

Cody: The ones that don't know, do they want to learn?

Group...

Translator: Yeah, they want to learn

Steve: Would they be interested in using computers in their English class?

Group...

Translator: Yeah, use the internet and check mail and teach them to type 13,12,5

Steve: Generally, would they like to use programs that would help teach them the English language?

Cody: Computer programs that are used to teach English. Maybe they would be able to understand it better than the teachers that have accents

Group...

Translator: They said if you use it to teach them English they will not understand it because their English is not good. They want to learn about Microsoft Office 5, 7,13,12

Steve: We're going to ask them about parts of the computer...How many people know what this is? <<puts mouse on table>>

Group...<<one says "mouse" and others make motions with their hands showing how a mouse is used with a computer to click on stuff>>

Translator: They know that you use this to click and to move, but don't know how to call 13

Cody:<<keyboard on table>> We want to know how many have used a keyboard and can type.

Group...

Translator: Only one

Group...<<boy other than the one who knows computers>>

Translator: He use to type, but only with one finger 13

Steve: Does he [referencing the boy good with computers] know how to actually type? <<make home key typing motions>>

Group...

Translator: Yeah

Steve: What methods in the classroom, games, lectures, would they prefer for learning computers?

Cody: Would they like to watch somebody else and then try it themselves, or have someone sit down with them and describe it?

Steve: Or play games on computers?

Cody: What would help them learn?

Translator: English, right?

Steve: Or computers?

Group...

Translator: They want to play games on computers and they really want you teach how to type, they want to send mail and check mail, they think it's important for them 13,4,3

Cody: Who do they want to be able to send mail to? Do they have families back in Lao, or friends that are in Thailand?

Group...

Translator: They said they want to send mail to relatives in America, and their parents, and their brother or sister in Laos. If they send by mail, it'll take about one week, too long. 13,3,4

Steve: Have any of them attended other schools?

Group...

Translator: No, only study here

Cody: Only at the BRC?

Translator: Yeah, only here

Cody: Do any of them want to study at other schools or are they happy here? Do they want to go to other schools?

Group...

Translator: Yeah, they want to. You mean Thai school, right?

Cody: Yeah

Translator: They want to learn in Thai school, but the problem is their language. They don't know how to speak Thai. They barely study Thai and their Thai is poor. They don't know how to communicate with other students so they are worried 14

Steve: Do they learn Thai here?

Translator: Yeah, some of them. I am the Thai teacher. They only know the Thai alphabet and vowels

Cody: Do they think it's more important to learn Thai or to learn English?

Group...

Translator: English more important, because they don't think they will stay in Thailand. They want to go to another country. But they learn Thai because they want to survive here. They go to the market and buy something to eat, they have to speak Thai, so they want to know a little bit to survive. 12,14

Cody: Are there any other reasons they wouldn't attend Thai schools? Are they worried people wouldn't accept them because they're not Thai?

Group...

Translator: They said learning Thai is important when they meet the police and police ask them something, and they can speak clearly so that the police will not arrest them. 14

Cody: Does that happen often, that they have to talk to police? Do the police come here sometimes?

Translator: No, they meet in the market and the mall, anywhere. Some of them don't want to go out because of their language. Their Thai is bad, so they don't know how to speak when they meet the police, and their worried about how to speak 14

Interview with Simon Cox @ ECC 24-1-2007

Ravi: How long have you been working at the ECC?

Simon: 15 years

Ravi: What is your position at the ECC?

Simon: I'm a teacher trainer. So I predominately work on what we call the CELTA course, which is the Certificate in English Language Teaching for Adults, which means basically that we provide teacher training

Ravi: What exactly does the ECC do?

Simon: The ECC is quite a big organization. So, for example, I think there are something like 50 different ECC schools around the country in most of the prudential centers. I specifically work for ECC's teacher training center, which is probably one of the largest teacher training centers in the world, definitely in this part of the world. Probably the largest teacher training center in South East Asia. So for the particular course we're talking about, the CELTA course, which is the most widely recognized teacher training course in the world, we run about 20 of those a year. So we're pretty busy, but the majority of what the ECC does would be either teaching English language, teaching computer skills, and also teaching Mandarin as well

Ravi: Part of what we're doing is training a refugee to teach the program. They can't really afford to hire professional teachers. So, have you worked at all specifically with refugees in any way, or type of people do you usually train

Simon: Well actually the majority of the people we have here to learn are actually refugees. A lot of them come from the UNHCR because when we are doing are teacher training, the trainee teachers need to have students to work with. We can't charge students for the privilege of being experimented on by teacher trainees. So, normally the refugee centers are able to send people over for free. So that means at the moment we get a lot of people from Sri Lanka, but we've also got quite a lot of people from say Vietnam, Cambodia, and Myanmar refugees as well.

Ravi: So the people you train to become teachers, those aren't refugees.

Simon: No they're paying customers, people which are usually relatively wealthy. It's a mixture of what we would call native speaking people. So we get a lot of people from the States, from the UK, Australia, New Zealand, but quite increasingly we have larger numbers of local people from Thailand and so forth.

Steve: Have you worked with any other teaching organizations?

Simon: I've worked with people like the British Council, International House

Steve: What did you do with the British Council?

Simon: Same thing as here, either teaching or teacher training in Vietnam, India,

Hungry, Thailand a lot

Ravi: We're not that experienced with training somebody to teach a course and our thing will be a basic computer skills course. Is there any advice you could give to us?

13

Simon: Well, obviously I'm not a computer specialist, but we do use computers in classrooms sometimes and especially for things like presentation skills training where they need to use PowerPoint.

Ravi: We're not going to go much further than that, it's really just a basic computer skills course

3

Simon: Well, I'd say on the whole to try to keep it as practical as possible and don't use too much theory. Basic skills training is similar to anything else you do. People need to be involved in the process and to get their hands on the computer, and that would be one thing. As for my specialization in language training to say that very often a lot of the problems that people have in any other type of training and often linguistic ones, sometimes people's inability to understand what they're supposed to do very often comes down to a language issue. So you may think that you could be training somebody to use a computer, for example, but actually they just don't speak English well enough to understand

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7

Ravi: We're trying to work in conjunction with an English program actually. Have you come across any English software? Maybe we could integrate that into our program, like learning how to use some kind of software.

Simon: There's quite a lot but it tends to be very expensive.

Ravi: That's what we've seen

Simon: I use to work with a program called MacMillan English Campus, which is an excellent program for teaching English online, but it's very expensive. I think it's something like fifteen dollars per person for a registration. So, it may be prohibitively expensive. But the approach they use is very good, so if you could find something similar. We often talk about an idea called Blended Learning, which is worth researching. Blended Learning is kind of self explanatory, but the idea is it's a combination of self-directed learning and face-to-face classroom based learning as well. It's a way of allowing for individual learning but also to have contact with a teacher, but in a lot of ways it keeps costs down, which might be something that would be useful for you. So, for example, a lot of programs set tasks for students, which they complete online. Very often nowadays they're assessed online as well by automatic marking, and a tutor is able to access the master program to see that it's been completed and to see how people have performed, but the students still come into the classroom maybe once a week, or once every two weeks, so that they still have face-to-face time with the teacher,

5

which is important for language learning and other purposes. So, that's a very common way of doing things nowadays

Steve: But they would need some type of computer access at home.

5,13

Simon: Yeah, maybe in a home, or maybe in a center of some kind. Tasks can be sent kind of long term, so you could say please complete task number one and it has to be completed over a week or more. I know a lot of these things have been designed to be fairly simple in terms of programs, which means that maybe you could go to an internet café for an hour to complete a task.

Ravi: We're not actually going to be teaching it, so much as designing the class itself and then we will be training one of their refugees to teach it. What do you think are the most important things to get across to them to make sure that they know? It's probably someone who's done some teaching before, but I don't know if you have any advice of what to make sure that they know when we're training them.

9

Simon: I would say that when you're designing any kind of training course, especially if you're not going to be teaching it yourself, you need to ensure that you incorporate a piloting process and a revision process as well. Because if you just give someone a course and tell them, teach this, then probably on the whole the course won't be particularly successful, because there will be no room for individual input and there won't be an opportunity for revision. So, you kind of need to build in from the start that, let's try it the first time, we need feedback on this course, we need it from the teacher and from the students, and then after it's been taught once, we'll revise it and make some changes, and then after the second time, we'll revise it, that kind of revision process is really important for any kind of course.

Steve: We're going to build in an experimental class, and then revise from there, but it's really only a one-day thing, so how long would you say the revision piloting process should actually take place?

Simon: So, it's going to be mainly a one-day workshop type thing?

Ravi: Well, we're designing a whole nine-week class, but since we're only here for two months, and most of that is doing all this prep work and getting all this stuff done while we're only doing to have a couple weeks or so to do this whole revising, piloting thing. So, how many iterations do you think we should try, while we're still here?

9

Simon: As many as you can

Steve: And I was asking if we actually built in a piloting, revising process that would exist while gone, would you say that it'd be a whole nine-week process, see

how it goes, get feedback from the students, and then continue?

9

Simon: That's one way of doing it. Do you have a major stake holder that's going to be checking the progress of the course?

Steve: Probably, the head of the teaching program.

Simon: I mean, have you been given any clear criteria in terms of how to measure the success or otherwise of the course?

Ravi: Not really.

9

Simon: Because that makes it a little bit difficult, I would think, in terms of revision, because how do you know that the course is going to be successful, that's the main thing? You can probably work out your own ideas from what you know better than I do, but how will you know if the course has been successful? You could do that. It could be sometimes just be the positive response of students. It could be the ability of students to find themselves employment post course. It could even be a test of some kind. But you probably need some kind of benchmark and maybe your revision process should reflect that benchmarking to see if it's actually making a difference. Probably makes life more meaningful for the trainer because they need to be able to measure themselves.

Steve: Why would you say that English learning specifically is important for refugees?

Simon: Well, it depends. What are the majority of your population.

Ravi: The majority of people that we are going to be teaching are Lao Mong.

Simon: So that means that most people won't even speak Thai. Do they speak the Lao language itself?

Ravi: They speak Mong, and that's separate from the Lao language.

Steve: And the majority have never even had any formal education, so they don't know how to write the language, they can simply speak it.

Ravi: They're trying to get relocated to a third country because Thailand has all sorts of laws regarding refugees

12

Simon: Well, if English is going to be their main language of communication on a day-to-day basis it obviously going to be very important. If they don't speak Thai and they don't speak Lao, they're going to find it difficult to communicate, so I'm guessing English is going to be important for them. So, if you're talking about basic computer skills, then I guess you're talking about basic day-to-day English

skills as well.

12,9

Simon: There are communicative reference criteria that you can reference there, but they're unfortunately very complicated. They probably wouldn't be an easy thing for non-specialists to manage, so I really wouldn't recommend it. You're probably better off talking to your colleagues and the refugees themselves and talking about what they actually mean to do with it on a day-to-day basis, what they need language for and devising some sort of basic courses based on that. If you can find a basically trained English language teacher, they should be actually able to put that kind of course together for you very quickly, but again it needs a process of revision to make it actually meaningful.

Ravi: You talked a little while about how a big problem that you've seen in classes like this is that it's not only the subject that they don't get, but that it's the language barrier. Can you think of any methods to overcome that, because they eventually want this to work in conjunction with a whole curriculum? At the same time they're learning English, so it's not going to be perfect, but is there anything we can use to approach this?

3,6

Simon: The approach we use to teaching on a whole with most of the English language courses in Thailand, and anywhere else, is we generally focus on a style of teaching called the Communicative Language Approach. The idea basically being, instead of teaching people lots of grammar and stuff like that, which of course is important and useful, but more than anything else we actually focus on what people need to use to communicate, which is quite useful in some respects because it means that it's fairly easy to adapt that style to teaching other kinds of skills. In a Communicative Language classroom the teacher doesn't do a lot of talking. The teacher tries to keep their own personal talking down to a minimum and involve the students as much as possible.

Ravi: So, what kind of things would they do with all the students?

3,6

Simon: Well, for basic things teachers will use lots of mime, simple stories, actions as much as possible, and of course if you're teaching someone how to use a computer, then physical action of using a computer is the easiest thing to do.

6

3

Then also using things like simplified texts and simplified listening activities to bring out what we would call target language. That's an important part of it too. This is a very common approach with people that have, say, been through the Thai education system because when I get a Thai person, computers are actually a bad example because everyone in Thailand uses the exact same words in Thai as they do in English, but say for example someone doesn't know what a mouse is. They know the word in Thai and they know how to use this object in Thai, so in terms of them learning the English words for this thing, it's fairly easy for them to do because they are already familiar with the idea, the concept. It's much more complex if you got somebody that doesn't even understand that basic concept.

13,12

6

Ravi: Which is kind of what we're doing.

Simon: And you're talking about people that may come from a very different cultural background. You probably would have to move a lot more slowly and a lot more carefully. I would say the approach will have to be as practical and as skills based as possible. Realistically, do you have any ideas about what the people who go through the training are expected to be able to do with it? They're looking for employment I guess. 6,3

Ravi: The problem is that they can't get employed here, and eventually the goal of all the refugees at the BRC is to get them to go to the Netherlands, or the USA, or the UK, or somewhere else where refugees have some rights, including rights to employment, so we're training them in the hopes that they're going to be able to do that. One of the requirements for getting there sometimes is knowing English, so that's kind of why we're training them in these types of things. So, eventually they can get employed, but that's also in the hope that they'd be able to get relocated.

Simon: I know with the ESOL system in the UK, actually this would work in the whole of the European Union, the European Union passport system, which is how the refugee system works as well, is based on something called the Council of Europe Framework. If you google it or something you'll find something called the CEF, which is based on a set of ideas called can do statements. This one you'd probably be able to pick up yourselves, it's not complicated ideas to understand. 12,1

Can do statements: basically instead of saying this person knows a million words and this person can do something, it's a list of language abilities that people at various levels can do. So, for example, at the lowest level you got: they can exchange their personal information, such as their name and telephone number. 12

This is kind of the standard benchmark for the European Union. So that's probably a good place to go. So if you look at the European Union's refugee marking systems, and they'll say that they hope to be able to get somebody to, what we might call a one level, which is a very low level of language, by a certain period of time, then that might give you something to look towards and to see the kind of thing that people really need to do with it. 12,1,3

Ravi: We've had a couple focus groups with people to find out what they want to learn and we've talked to the head of the department, and basically they want to be able to use it, to be able to log onto the internet, be able to use Microsoft Office basically, and maybe be able to use e-mail. We also want to throw in there stuff that might be important to them, like information on countries that they're going to be able to go to. We're not sure how much we can do in a day, and how much we can do in nine weeks. That's kind of what we have to figure out, but that's basically what we're trying to accomplish with the class that we're going to design.

Steve: Also we're supposed to be designing the course for what the refugees

actually want to be using it for, and some have said that it takes a very long time for them to contact their relatives in the states or in parts of Europe, with letters, so they want to learn e-mail so that they will be able to talk to them, and because of that they also want to learn how to type, and be able to use a mouse and a keyboard, and so it's a chain.

Simon: It depends on who you're interested in recruiting to help you with the training, but if you can get an EFL ESL teacher involved in the process, somebody who's relatively experienced, I imagine that they would probably say that they would try something called the Task Based Approach to the training. The way that they would actually do this in the classroom would depend on situation to situation, but basically the idea is that traditionally when your teaching a language, the teacher would often stand at the beginning and say, today we're going to learn to do the past perfect, or in French passé composé, and it's the traditional style and you fill in gaps and then you have mini conversations with somebody. You learn the language, but you don't really learn why you're learning it, or what you're doing really, or anything like that. Well, the task-based approach is basically to say, forget about that way of doing things, you start off with an idea of what it is you want to do with the language. Say you want to send an e-mail to you aunt that lives in Canada, and then you decide what it is you want to send to her, and then the teacher provides the language that you need and also maybe the technical skills that you need to do it. Students usually like that because they see the point of it and also it's more efficient in terms of time as well because you've got a clear arc from start to finish. Unfortunately in technical teaching terms it's actually a quite complex thing for a teacher to do because the teachers themselves have to do be very aware, and very adaptive to the situation, which lots of lesser experienced teachers find difficult, but if you can find somebody who knows what they're doing and is enthusiastic it would work really really well. 4

Steve: Do you know about the computer training classes here at the ECC?

Simon: Not very much, no. Probably if you go down to the reception desk downstairs, they'd be able to tell you what they do, but I know that they teach kind of basic applications, like Office, and I've seen people doing Excel spreadsheets. 13

Ravi: Do you think if we went downstairs they'd be able to refer us to someone that could do an interview.

Simon: I'm sure they would, and they'll be able to tell you the kind of course we provide here, and the time scale.

Steve: You said that there's some very expensive software that you've found for language, but do you know of any free websites online.

Simon: British Council's website, which is learnenglish.org, is free and it's pretty good. I think you actually have to register for it, but I don't think you have to pay

anything.

Ravi: Can you say the name of that software again that you said was really good, just so that we can look at it.

Simon: MacMillan English Campus. I think you may be able to find some access to the English First, English Town. English First is a large language company, but they're website is called English Town, it's a good site.

Ravi: Do you know anything about how they should group the classes? They've got mostly Lao, but they've got other people. Whether it's more important to get similar age groups together, or similar English groups together, English literacy, whether people in the same level of English should get grouped together or keep ethnic groups together. What do you think are the most important variables in that?

Simon: It depends how you teach it, I guess. The way that we teach, which again is this particular approach, the Communicative Approach, we group people according to their language ability and in fact we encourage mixed nationalities, mixed first language backgrounds, because it makes the class more interesting. Obviously if you've got a Mong speaker, you've got a Lao speaker, and you've got a Sri Lankan, you force them to speak English because there's no shared language, and also the idea of sharing experiences in English is much more exciting and interesting rather than talking to someone who comes from the same background as you, because it just seems artificial. So we do that and to actually group people is not that easy because you need to set some tests. You can download these from some websites. We usually call them language placement tests. You may be able to find cheap/free ones. Alternatively, there are some software versions of these as well, computer adaptive tests. Another one to maybe look at would be Oxford Placement Testing, which is a system of placement tests. You can get those on paper or on CD, but they do cost money. Those are the tests that we use, and they're very accurate. It's quite simple to use as well because it tells you if someone is in this score range they're in this bracket, and then you can just group people accordingly.

Steve: What would you say is a good balance between using lectures and using games verses hands-on activities?

Simon: We don't lecture very much at all. If you're going to lecture in their native language sometimes then that's OK, but it's a little bit dull. We try to make things as practical as possible so hands-on is the majority of what we do. Especially of course the trainer is going to maybe not have the same native language as the trainees and hands-on makes it much much easier if say you've got an English language speaker teaching a group of Mong people rather than him trying to stand up and give a lecture. Games are particularly good for language practice, they're not very good for teaching the language in the first place, they're good for practicing it, and of course computer games are good for practicing things like

mouse control and use of keyboard, and all that kind of things. So, games are a good idea. A lot of the time games can be done in students' own time as well, which might be a waste of classroom time. A final point: if you've got people that don't read or write in their own language literacy is going to be a big issue and again that's a specialist issue and requires a lot of time and patience. I'm sure this has got to be a big issue in the states as well, but I'm not sure what the current thinking is there, but if you go to websites from Europe, again you'll find ESOL literacy and innumeracy websites from the UK which are very good and give you lots of advice, and you can actually download a lot of good materials.

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Steve and Ravi: Well, thank you very much. You've been very helpful. May we have your card?

Simon: Yes, of course, and tell me how it goes.

Appendix D: Examples of Organized Data

The following Appendix shows an example of how we organized our data to support our findings after coding the data. We took each of the responses from our coded transcripts in Appendix C and wrote them down by topics as they were numbered in the coded data (Appendix C). One of the many topics, “Interactive Topics” is shown here. For each response we recorded who said it and which of the interviews or focus group it came from and then wrote which topics from the Key in Appendix C. There is a Key here for what all the different numbers are in terms of focus groups and interviews.

The format for each observation was (interview).(topic) So if the information came from interview 5 and information on topics 4,7 and 8, the code would look like, 5.(4,7,8)

Key:

1-Let’s Go 2 FG	6-Dowling Interview @ SDA
2-Let’s Go 3/4 FG	7-Sakara Interview @ BRC
3-Headway FG	8-Emma Interview @ BRC
4-Let’s Go 4/5 FG	9-Minh Interview @ BRC
5-Somnook Interview @ ICS	10-Cox Interview@ ECC

6 Interactive Classes

1.6

Cody: Is there anything that would be added to the English classes that would make them better?

Translator: The game.

1.6

Cody: Could they tell us if they have games now that they play?

Translator: Some said they don’t have a chance to play games, some say hang man

Translator: But they want to learn more. They want more games that are creative or funny

1.(5,6)

Steve: What activities do they think are best in the English class room? Which are most helpful to learn, the lectures, games, or other stuff?

Translator: They said they want to learn only, they don’t want to play games, they said some games are too difficult for them too, so they like to listen and have the teacher teach them only, that’s a good lecture

2.(6,13)

Q: Do you enjoy the English classes? What do you enjoy about the class?

A: They like the method of teaching and learning about animals. They like games and the computer class.

2.(5,6)

Q: What ways to people normally have class?

A: Sometimes they have activities, sometimes they have games to learn about vocabulary, but usually it is just a lecture.

2.(5,6,11)

Q: Which part of the class do you like the best?

A: It would be better if the teacher could take him to know to touch it. When he learns about things they want field trips to go and experience what they are trying to learn. They want to learn about mathematics and sciences, the BRC is weak in those because it focuses on English.

2.(5,6)

Q: How would you like to be taught? Lecture, games, other ways?

A: They want to be taught by a teacher how to play and study through a lecture, but they want to use computers on their own afterwards.

2.(4,6,13)

Q: What did you learn about in that class?

A: His teacher would teach about a city or country, and he would write on a whiteboard and then they would have to type it in English on the computer.

2.(6,13)

Q: Did you learn about Internet or games or other things besides typing?

A: If they have 5 or 10 minutes to use Internet or play games, they are not allowed to play games, but they still do sometimes?

3.(3,6)

Kyle: What part of the class do you want more of? Is there anything that you want to learn more of?

Conversation and listening and speaking

3.(3,6)

Kyle: in a class the teacher lectures sometimes and writes on the board, or there are games and activities to help in learning, which do you like best?

I like to listen. I like to listen and trying speaking

3.6

Kyle: in a computer class how would you like to be taught? Lecture, games, everyone sit at a computer and practice, look at a book what way do you think will be the best for you to learn? Have a teacher and student practice on the computer

4c.(3,6)

S What activities would make learning English easier? lectures? games?

T Communication

6.6

for younger age groups, use game-based approaches, stressed keeping things interactive

-HANGMAN

-some competitive games can make things more fun that aren't really that exciting
-ex: have kids come up with occupations that begin with each letter of the alphabet, but have them race!

-acting & role-play is VERY helpful

-ex: if teaching food vocab., set up a mock restaurant

7.(6,7)

Q: When you are teaching the class, how do you normally teach it?

A: Face to face with individual students. Because most of them cannot understand English, I cannot teach them all at once.

7.6

Q: How do you deal with only having 5 computers?

A: We share the computers with three students usually.

Q: How does that work?

A: The kids alternate between using and watching the computer.

7.(6,13)

Q: How many of the computers have internet access?

A: 4 of the computers.

Q: What about the other two computers?

A: One is broken, and the other cannot access the internet.

8.(6,8)

Q: What kinds of ways do you teach? What kinds of methods do you use? Do you lecture and write on the board, or play games, or?

A: I write on the board some, and have the students write as well because they need practice writing. But I don't do many activities because my students are older so they don't want to play games

9.(4,6)

Q: How do you teach them? Do you write and talk or play games?

A: I go over the last class' lesson at the beginning of the lesson. I write out vocabulary and then I give them work to do in the book. Most of the students are lazy with vocabulary, so I make them write the vocab. many times to remember it

10.(3,6,7)

Ravi: We're not going to go much further than that, it's really just a basic computer skills course

Simon: Well, I'd say on the whole to try to keep it as practical as possible and don't use too much theory. Basic skills training is similar to anything else you do. People need to be involved in the process and to get their hands on the computer, and that would be one thing. As for my specialization in language training to say that very often a lot of the problems that people have in any other type of training and often linguistic ones, sometimes people's inability to understand what they're supposed to do very often comes down to a language issue. So you may think that you could be training somebody to use a computer, for example, but actually they just don't speak English well enough to understand

10.(3,6)

Ravi: You talked a little while about how a big problem that you've seen in classes like this is that it's not only the subject that they don't get, but that it's the language barrier. Can you think of any methods to overcome that, because they eventually want this to work in conjunction with a whole curriculum? At the same time they're learning English, so it's not going to be perfect, but is there anything we can use to approach this?

Simon: The approach we use to teaching on a whole with most of the English language courses in Thailand, and anywhere else, is we generally focus on a style of teaching called the Communicative Language Approach. The idea basically being, instead of teaching people lots of grammar and stuff like that, which of course is important and useful, but more than anything else we actually focus on what people need to use to communicate, which is quite useful in some respects because it means that it's fairly easy to adapt that style to teaching other kinds of skills. In a Communicative Language classroom the teacher doesn't do a lot of talking. The teacher tries to keep their own personal talking down to a minimum and involve the students as much as possible.

10.(3,6,12,13)

Ravi: So, what kind of things would they do with all the students?

Simon: Well, for basic things teachers will use lots of mime, simple stories, actions as much as possible, and of course if you're teaching someone how to use a computer, then physical action of using a computer is the easiest thing to do. Then also using things like simplified texts and simplified listening activities to bring out what we would call target language. That's an important part of it too. This is a very common approach with people that have, say, been through the Thai education system because when I get a Thai person, computers are actually a bad example because everyone in Thailand uses the exact same words in Thai as they do in English, but say for example someone doesn't know what a mouse is. They know the word in Thai and they know how to use this object in Thai, so in terms of them learning the English words for this thing, it's fairly easy for them to do because they are already familiar with the idea, the concept. It's much more complex if you got somebody that doesn't even understand that basic concept.

10.(3,6)

Ravi: Which is kind of what we're doing.

Simon: And you're talking about people that may come from a very different cultural background. You probably would have to move a lot more slowly and a lot more carefully. I would say the approach will have to be as practical and as skills based as possible. Realistically, do you have any ideas about what the people who go through the training are expected to be able to do with it? They're looking for employment I guess.

10.(6,7,8,17)

Ravi: Do you know anything about how they should group the classes? They've got mostly Lao, but they've got other people. Whether it's more important to get similar age groups together, or similar English groups together, English literacy, whether people in the same level of English should get grouped together or keep ethnic groups together. What do you think are the most important variables in that?

Simon: It depends how you teach it, I guess. The way that we teach, which again is this particular approach, the Communicative Approach, we group people according to their language ability and in fact we encourage mixed nationalities, mixed first language backgrounds, because it makes the class more interesting. Obviously if you've got a Mong speaker, you've got a Lao speaker, and you've got a Sri Lankan, you force them to speak English because there's no shared language, and also the idea of sharing experiences in English is much more exciting and interesting rather than talking to someone who comes from the same background as you, because it just seems artificial. So we do that and to actually group people is not that easy because you need to set some tests. You can download these from some websites. We usually call them language placement tests. You may be able to find cheap/free ones. Alternatively, there are some software versions of these as well, computer adaptive tests. Another one to maybe look at would be Oxford Placement Testing, which is a system of placement tests. You can get those on paper or on CD, but they do cost money. Those are the tests that we use, and they're very accurate. It's quite simple to use as well because it tells you if someone is in this score range they're in this bracket, and then you can just group people accordingly.

10.(3,5,6,7,12,13,18)

Steve: What would you say is a good balance between using lectures and using games verses hands-on activities?

Simon: We don't lecture very much at all. If you're going to lecture in their native language sometimes then that's OK, but it's a little bit dull. We try to make things as practical as possible so hands-on is the majority of what we do. Especially of course the trainer is going to maybe not have the same native language as the trainees and hands-on makes it much much easier if say you've got an English language speaker teaching a group of Mong people rather than him trying to stand up and give a lecture. Games are particularly good for language practice, they're not very good for teaching the language in the first place, they're good for practicing it, and of course computer games are good for practicing things like mouse control and use of keyboard, and all that kind of things. So, games are a good idea. A lot of the time games can be done in students' own time as well, which might be a waste of classroom time. A final point: if you've got people that don't read or write in their own language literacy is going to be a big issue and again that's a specialist issue and requires a lot of time and patience. I'm sure this has got to be a big issue in the states as well, but I'm not sure what the current thinking is there, but if you go to websites from Europe, again you'll find ESOL literacy and innumeracy websites from the UK which are very good and give you lots of advice, and you can actually download a lot of good materials.

Appendix E: Student Handouts

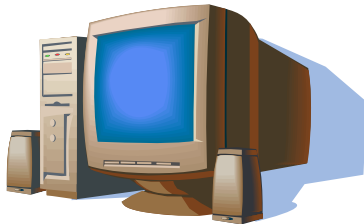
This appendix contains the student handouts for the twelve lessons in our computer literacy course. They are supplemented by the teacher's guides provided in Appendix F.

Lesson 1: Basic Use

Goals:

- A. Learn Vocabulary
- B. Turn a Computer On
- C. Log In to a Computer
- D. Open / Start a Program
- E. Turn a Computer Off

A. Learn Vocabulary



Computer



CPU



Monitor



Keyboard



Typing



Mouse



Cursor



Click

B. Turn a Computer On



Push the **power button**

Some look like this.



Some look like this.



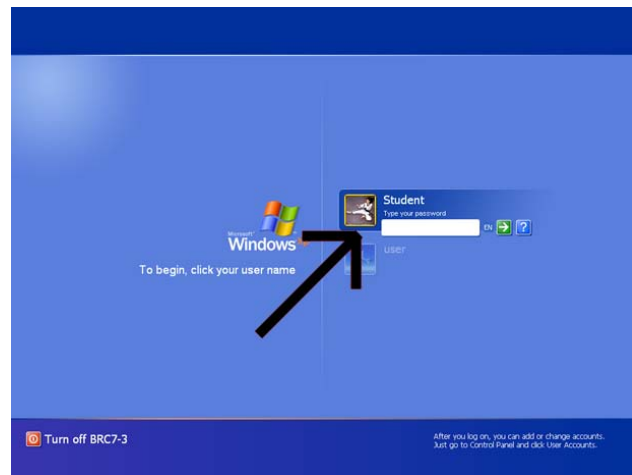
C. Log In to a Computer

1. Click on **Student**

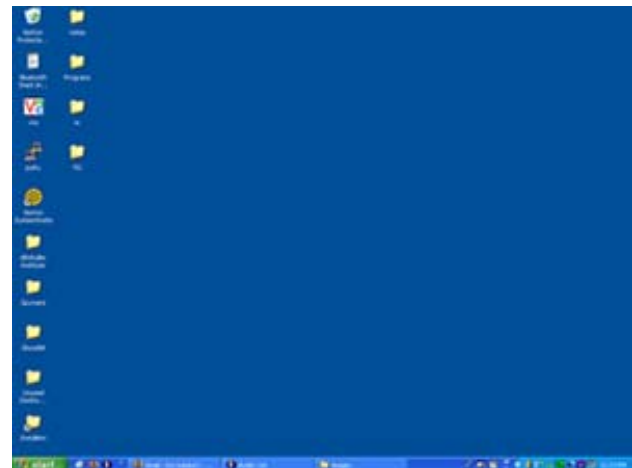


2. **Type** Password: **student**

3. **Press the Enter key on the keyboard**



This is the **desktop**



D. Open / Start a Program

Open = Start

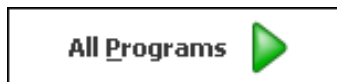
1. Move cursor to **Start Menu...**



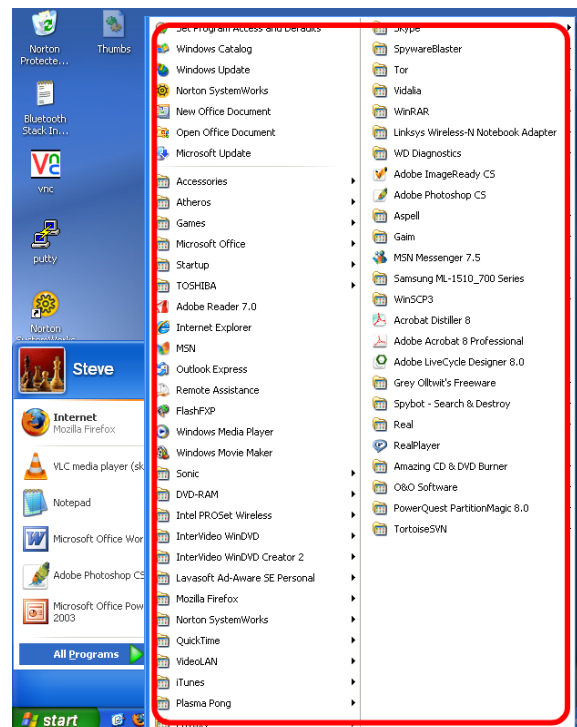
...and **Click**



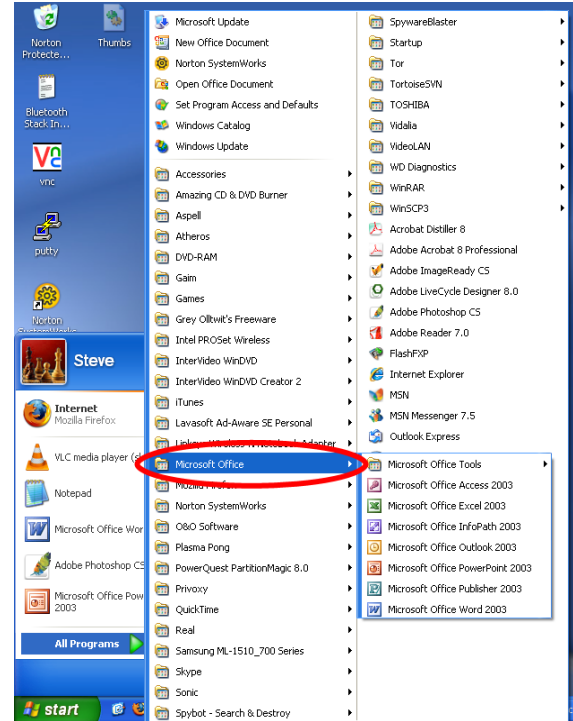
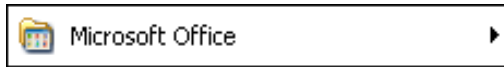
2. Move cursor to **All Programs...**



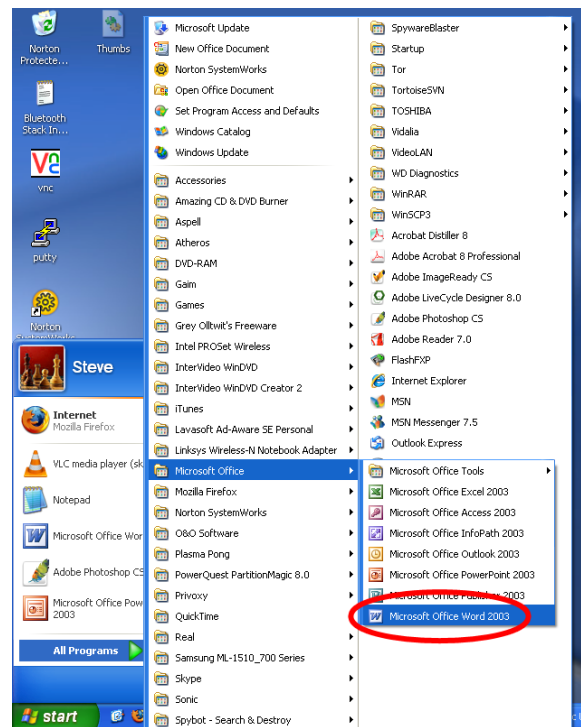
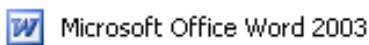
...and wait



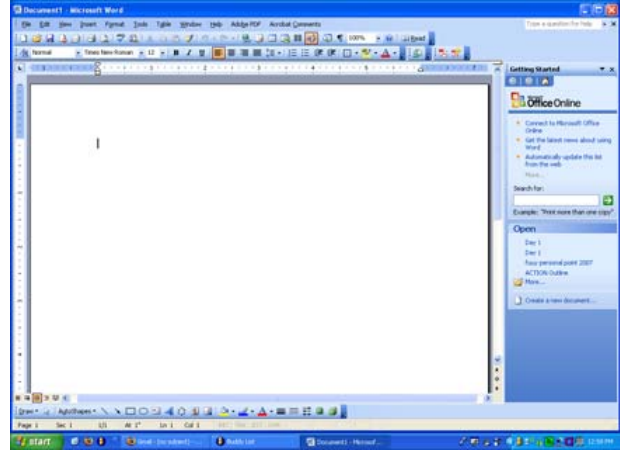
3. Move cursor to Microsoft Office and wait



4. Move cursor to Microsoft Office Word 2003 and *Click*

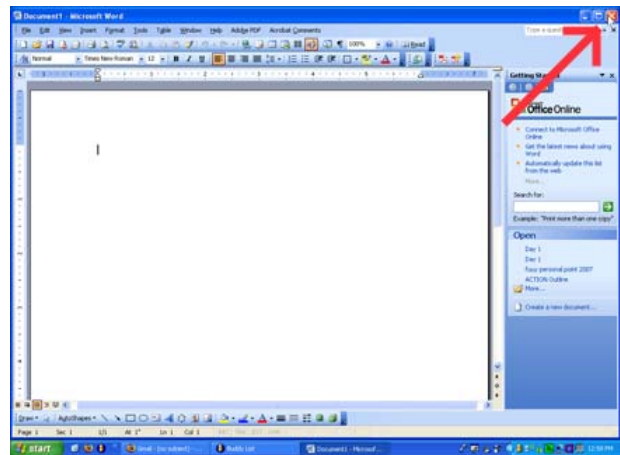


5. Microsoft Word is Open:



6. To Close the program move

cursor to  and Click 



E. Turn a Computer Off

1. Move cursor to **Start Menu...**



...and **Click**



2. Move cursor to **Turn Off Computer...**

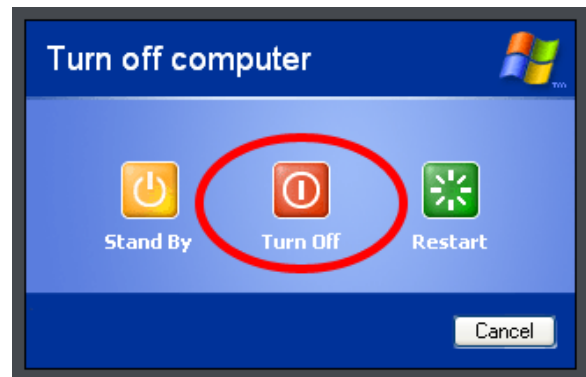


...and **Click**



3. Move cursor to **Turn Off...**

...and **Click**



4. The Computer is now **Off**



Lesson 2: Typing Practice

Goals:

- A. Create an Account
- B. Use the Mavis Beacon Software

A. Create an Account

1. Open **Mavis Beacon**



Mavis Beacon
Teaches
Typing Deluxe
16

2. Next, click the button next to **Run Mavis**



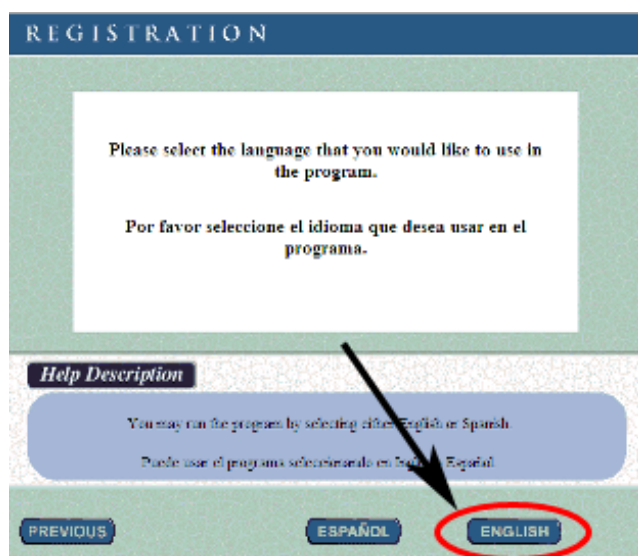
3. If this is your first time, click **CREATE A NEW USER**



4. Click **NEXT** on this screen



5. On the next screen, choose **ENGLISH**



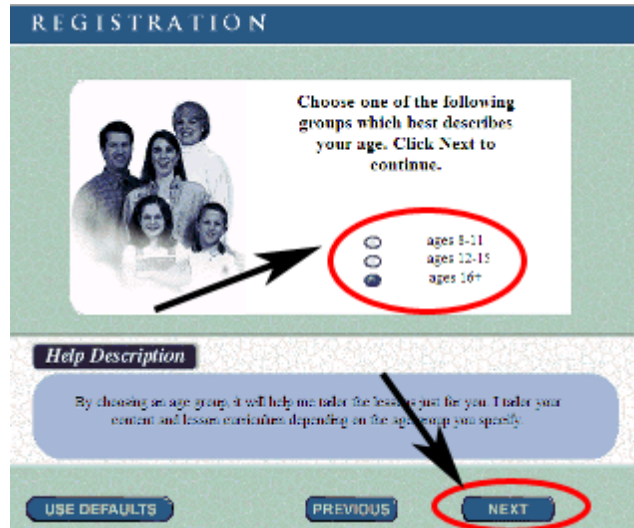
6. On the next screen, type your name. It will appear in the box.

When you are finished, click **NEXT**

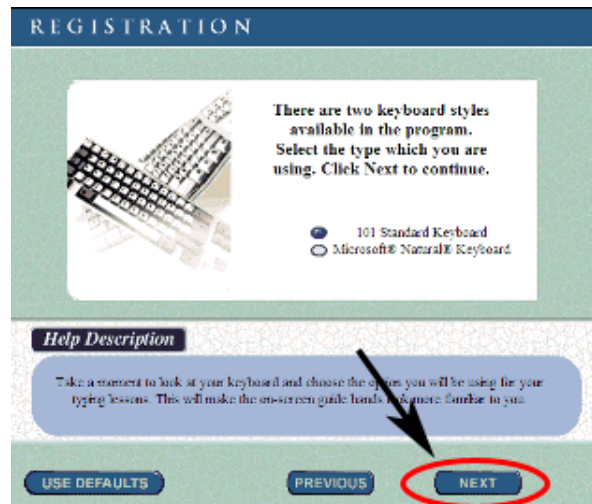


7. On the next screen, click the circle next to the box that has your age

Then click **NEXT**

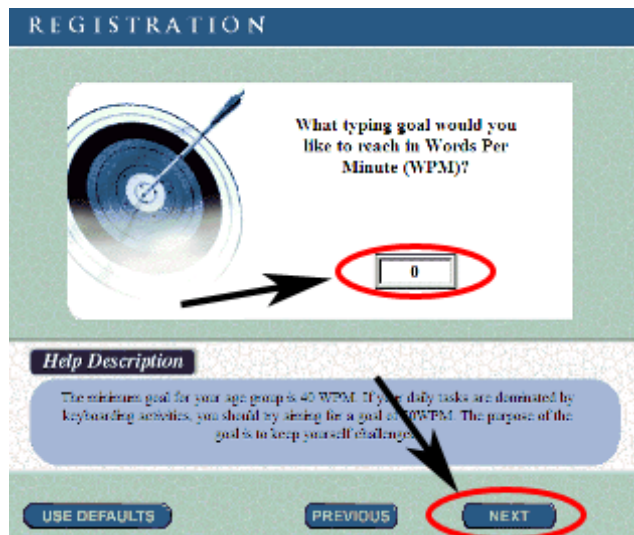


8. Click **NEXT** on the next two screens



9. On the next screen, type **40**

Then click next



10. On the next screen, click **FINISH**



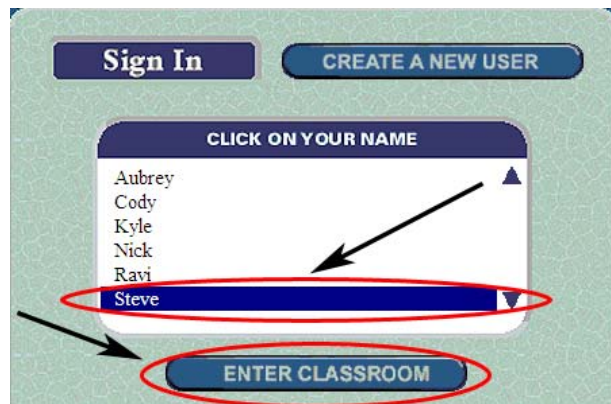
From now on, the computer will remember you.

B. Use the Mavis Beacon Software

The next time you want to practice typing, you can skip the steps until this point.

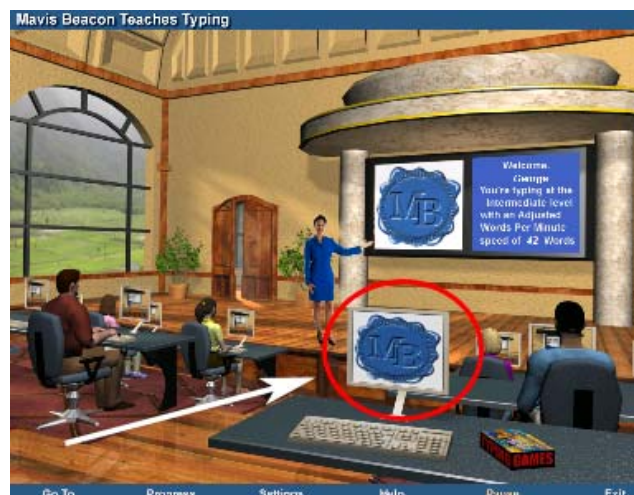
1. Pick **your name** from the list

Then click **ENTER CLASSROOM**

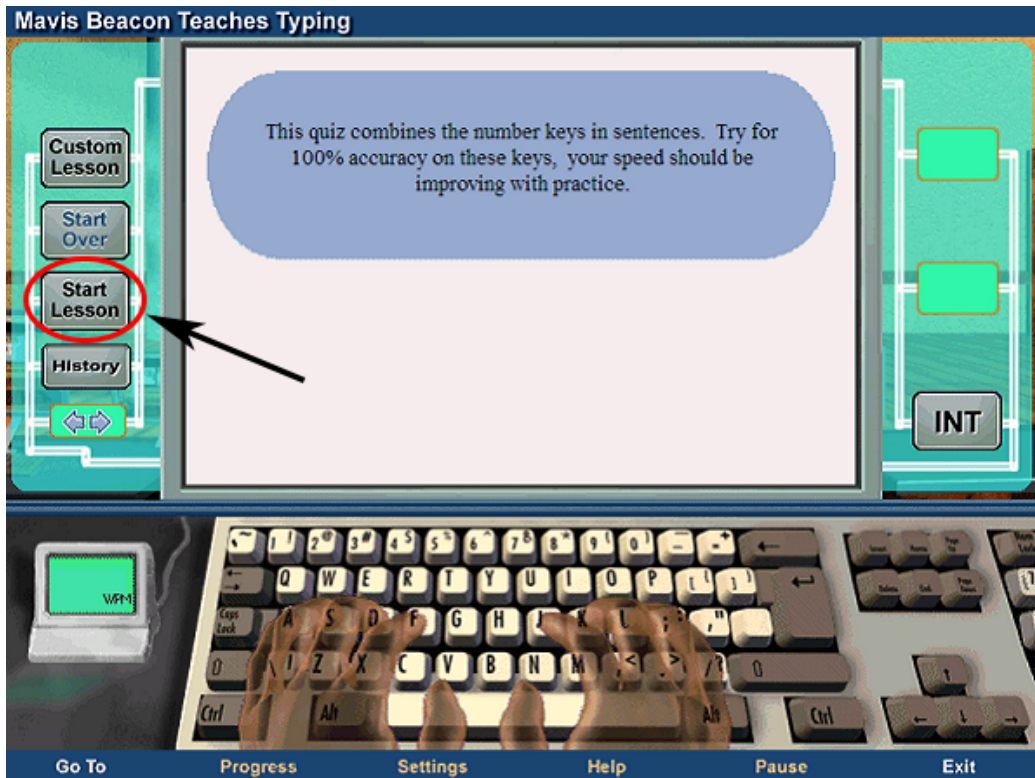


2. You will see a typing classroom, like this

Click the **computer** to get to practice



3. To start the first lesson, click **START LESSON**



4. You will see some sentences to type

The distance in air miles between San
_ Francisco and New York is 2,568 miles.

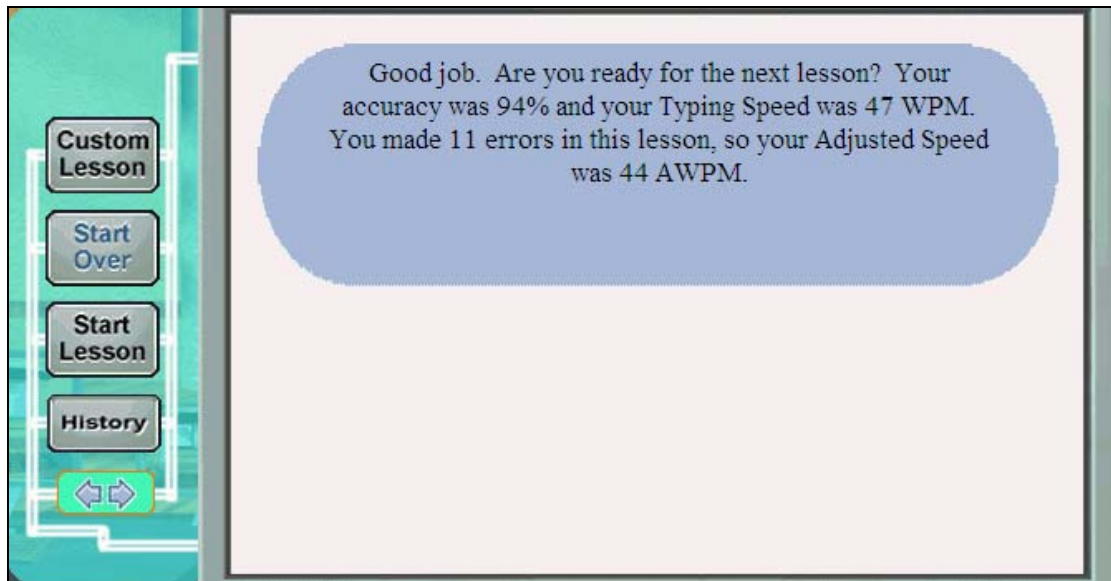
5. Type the sentences. Your typing will appear under what is on the screen

The distance in air miles between San
The distance in air mile_ Francisco and New York is 2,568 miles.

6. If you make a mistake, the letters you type will be red. It is okay to make mistakes.

The distance in air miles between San
The distance in air milez between San
Francisco and New York is 2,568 miles.
Franciso _

7. When you finish, the program will tell you how fast you typed and how many mistakes you made:



8. Click the arrows to read some hints, then click **START LESSON** to practice some more.

9. When you have free time, you can do more practice lessons.

10. To come back to these lessons, click **Go To** at the bottom-left of the screen



11. Click **Lesson Area** for more practice.

12. Or, if you want to play a fun game, click **Typing Games** and then pick a game.

Lesson 3: Basic Microsoft Office Word

Goals:

- A. Create a Document
- B. Type in a Document
- C. Erase Words and Numbers
- D. Save a Document
- E. Save As... a Document
- F. Open a Document

A. Create a Document

You know how to create a *new document* from Lesson 1

1. Turn On the computer (Lesson 1, page 2)
2. Log On to the computer (Lesson 1, page 2)
3. Open Microsoft Office Word (Lesson 1, pages 3 to 5)

B. Type in a Document

The keyboard has many *keys*.

You type *letters* with the keys.

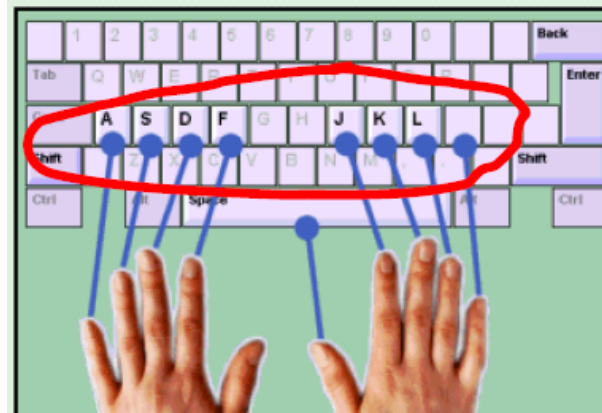
You type *numbers* with the keys.

These are keys →



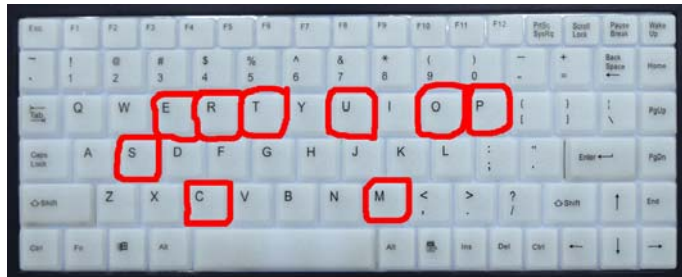
To **type** a letter.

You **press down** on a key.

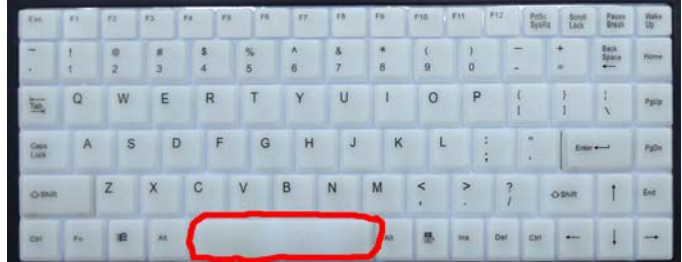


To type **computers are fun.**

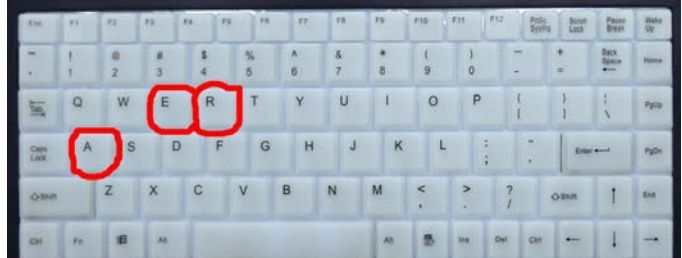
1. Press each of the keys:
computers



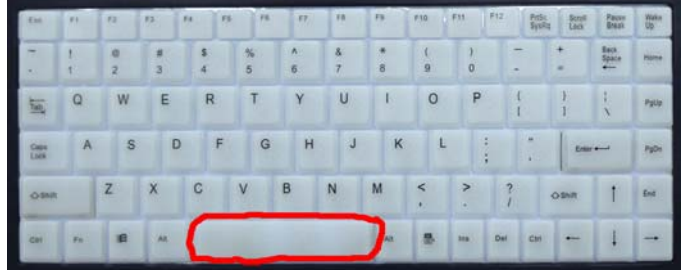
2. Press the **Space key**



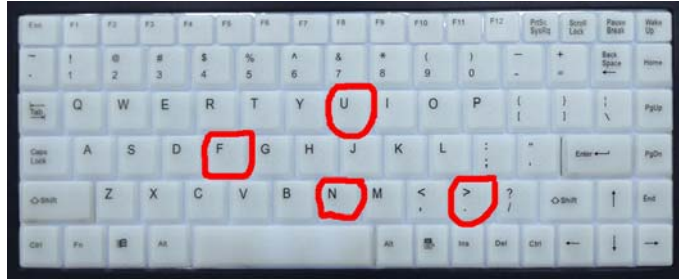
3. Press each of the keys: **are**



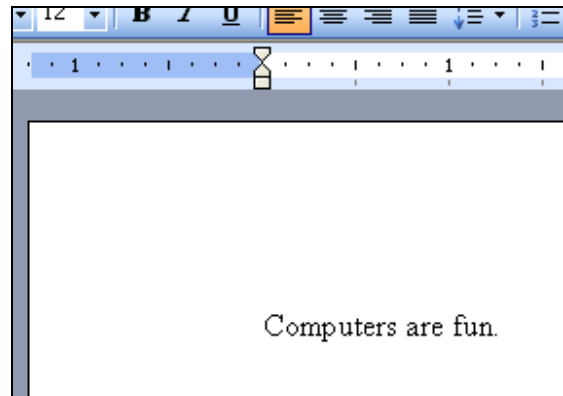
4. Press the **Space key**



5. Press each of the keys: *fun*.

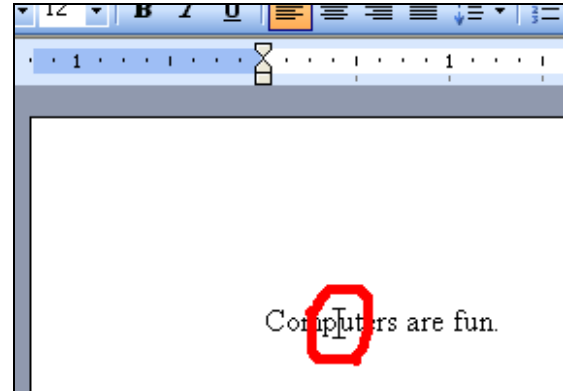


You typed *computers are fun*.



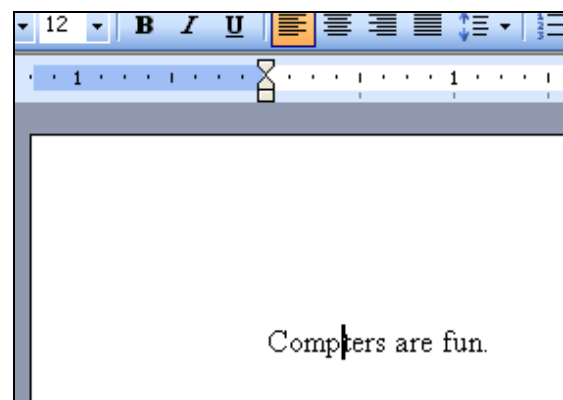
C. Erase Words and Numbers

1. Put the cursor between the *p* and the *u* and click



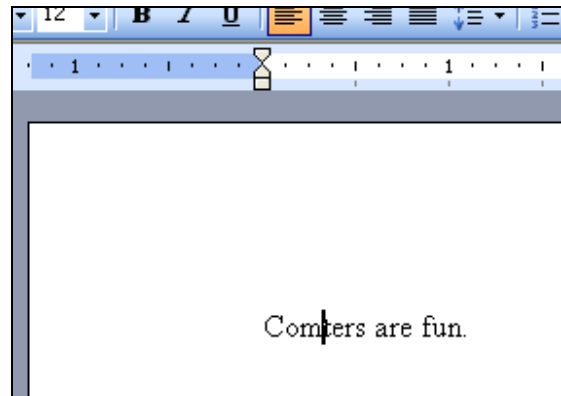
2. Press the *delete* key to erase a letter to the *right* of the cursor

Press once to erase *u*



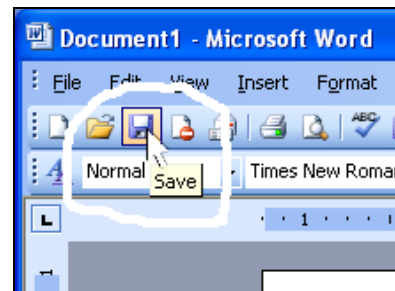
3. Press the **Backspace key** to erase a letter to the **left** of the cursor

Press once to erase **p**

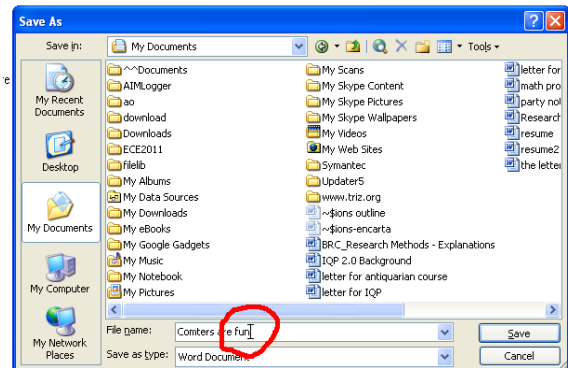


D. Save a Document

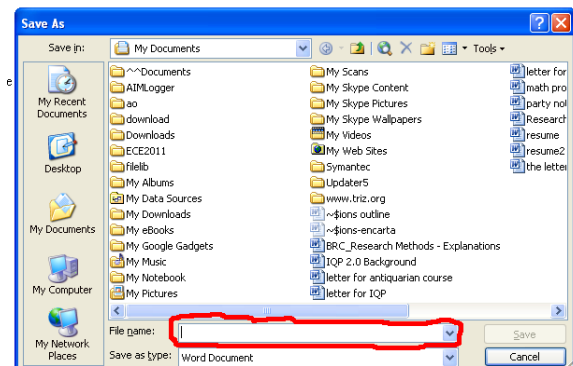
1. Move cursor to **save icon** and click 



2. Move cursor to the end of the **File Name** and click

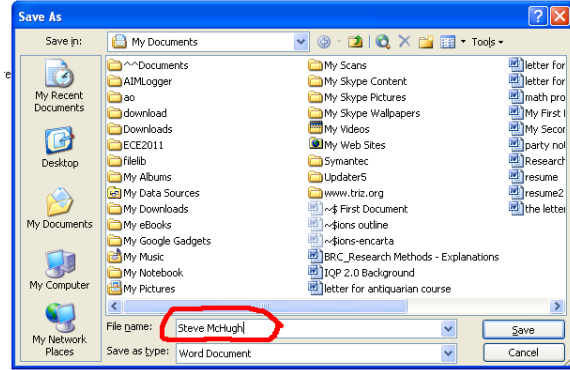


3. Press the **Backspace key** until there are no letters



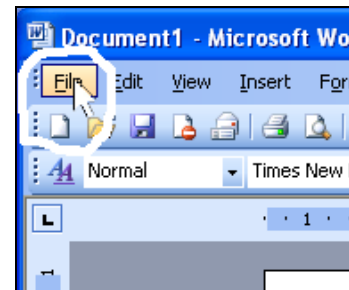
4. Type your name and press the **Enter key**

Your work is **saved**

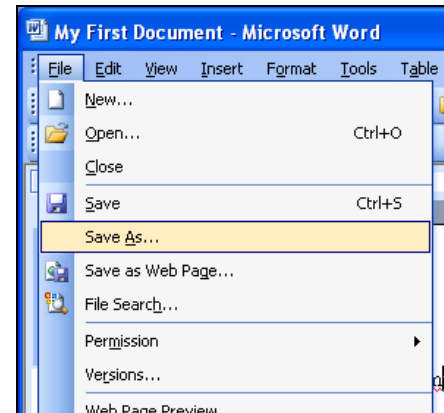


E. Save As... a Document

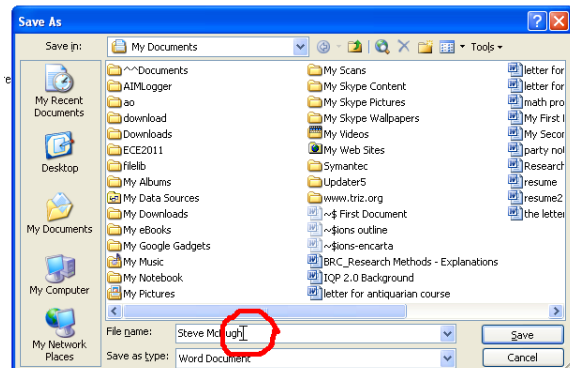
1. Move cursor to **File** and click



2. Move cursor to **Save As...**



3. Move cursor to the end of the **File Name** and click

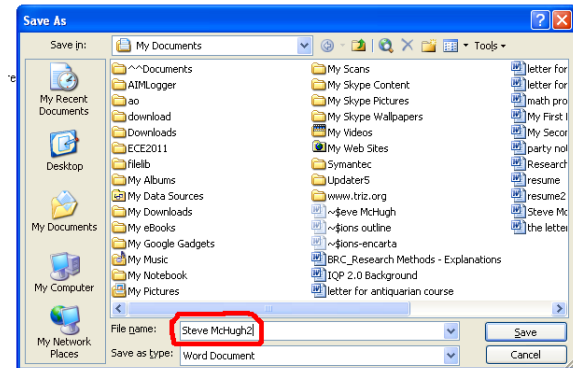
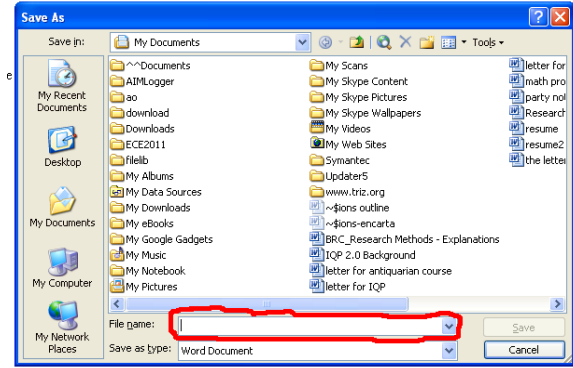


4. Press the **Backspace key** until there are no letters



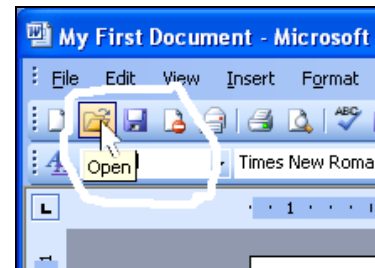
5. Type your name and **2** and press the **Enter key**

Your work is **saved**

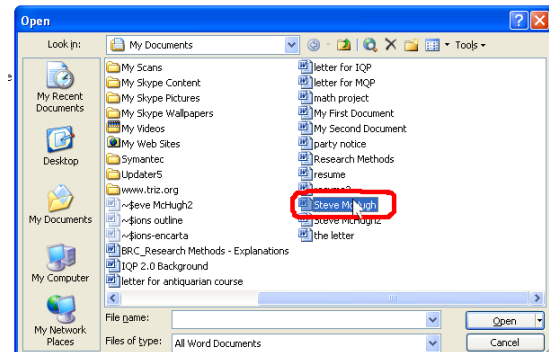


F. Open a Document

1. Move cursor to **open icon** and click 



2. Find your name and click
Press the **Enter key**



Lesson 4: Advanced Folder Use

Goals:

- A. Open the My Documents Folder
- B. Create a Folder with Your Name
- C. Save a Document in That Folder
- D. Delete Files

A. Open the My Documents Folder



A folder helps you sort your documents

You can put many documents in a folder

You can put folders inside of other folders

My Documents is a good place to save what you write in Microsoft Word

To open this folder

1. open the Start Menu



2. then click on ***My Documents***



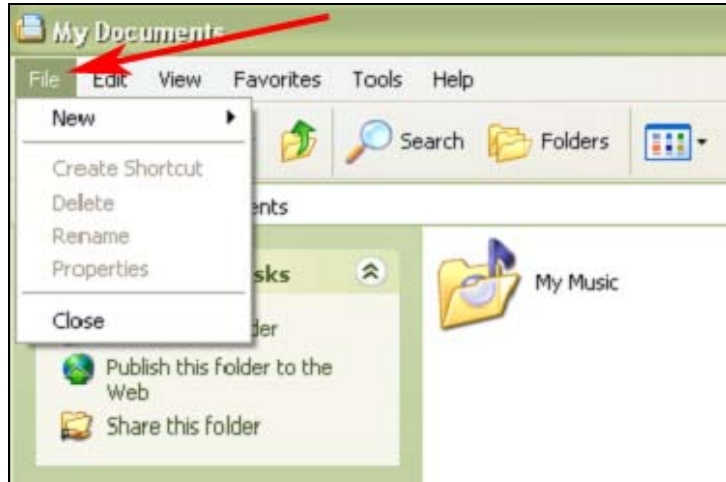
B. Create a Folder with Your Name

You can create a folder with your name

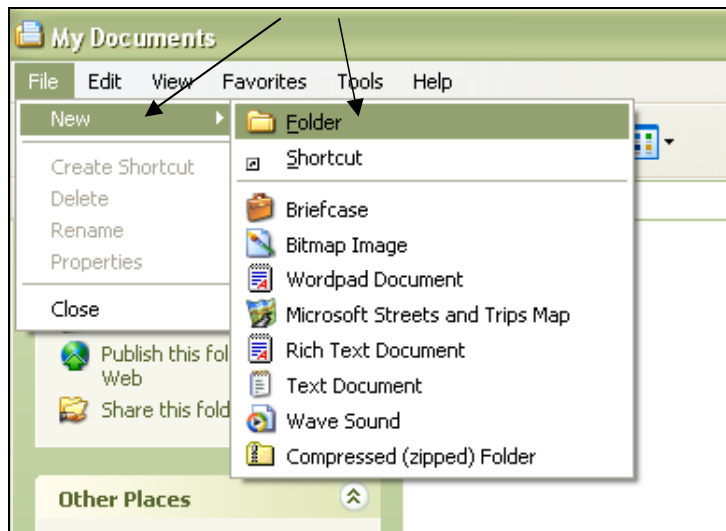
Inside this folder, you can save your work

You can also create more folders inside of your folder

1. Click the **File menu**



2. Click **New**

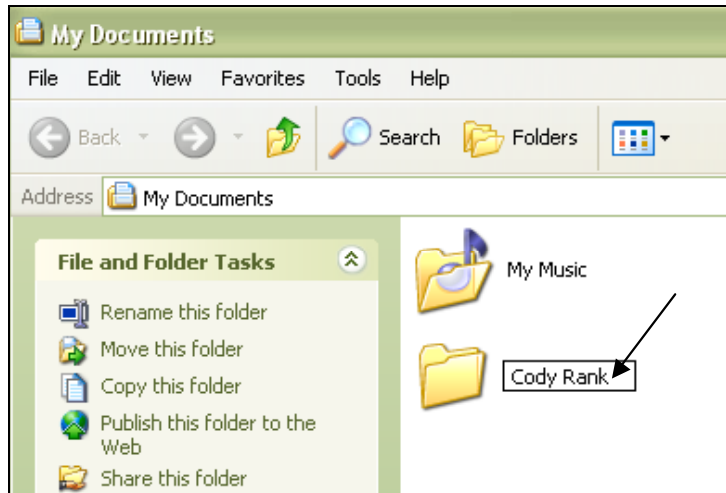


3. Click **Folder**



3. Type a **Folder Name**

Type your name...



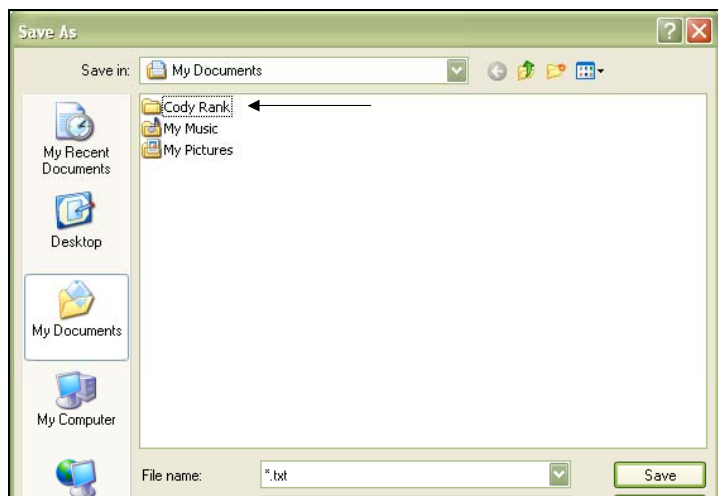
...and press the **Enter key**



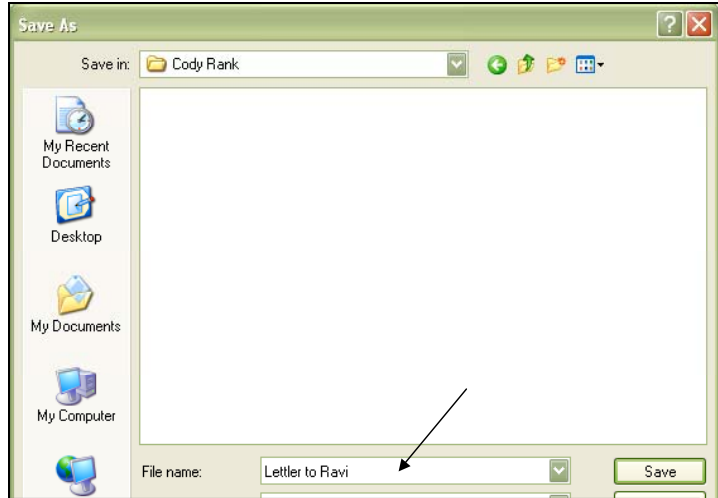
C. Save a Document in That Folder

1. Open Microsoft Office Word (Lesson 1, pages 3 to 5)
2. Create a document OR open a document you have already started
3. Click the **File menu** (Lesson 3, page 5)
4. Click **Save as** (Lesson 3, page 5)

5. Double-click the folder you made



6. Type a name for your document...



...and press the Enter key

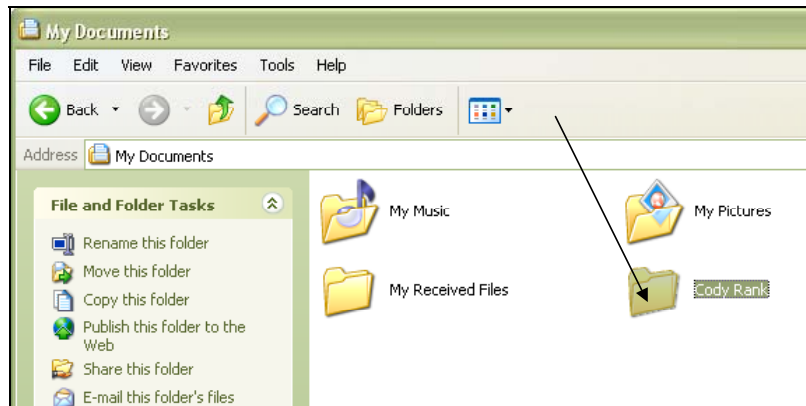


D. Delete Files

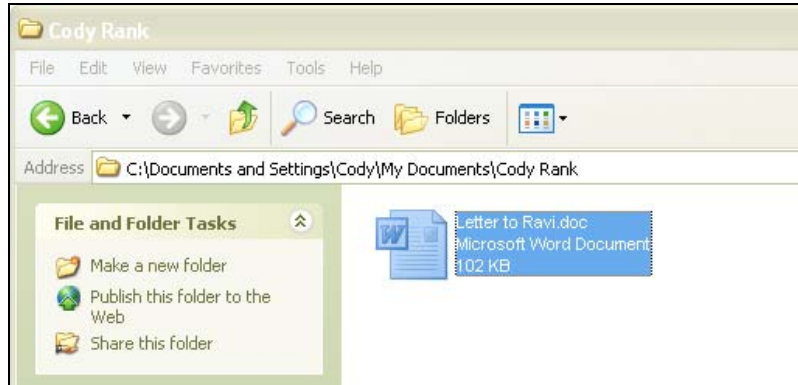
If you do not need a document any more, you can delete it

1. Open *My Documents*

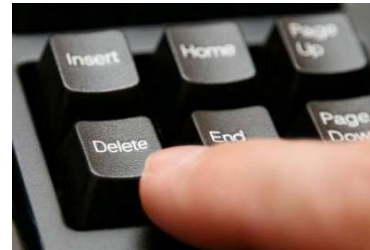
2. Double-click your folder to open it



3. Find the document you want to delete and click it once



4. Press the **delete** key on the keyboard



5. If you are sure you want to delete this file click **Yes**



Lesson 5: Formatting in Microsoft Office Word

Goals:

- A. Formatting Vocabulary
- B. **Highlight** Text
- C. Make Text **Bold**
- D. Undo and Redo
- E. Put Text in *Italics*
- F. Underline Text
- G. Change the Font Type
- H. Make Text Larger or Smaller
- I. Delete Highlighted Text
- J. Type CAPITAL Letters

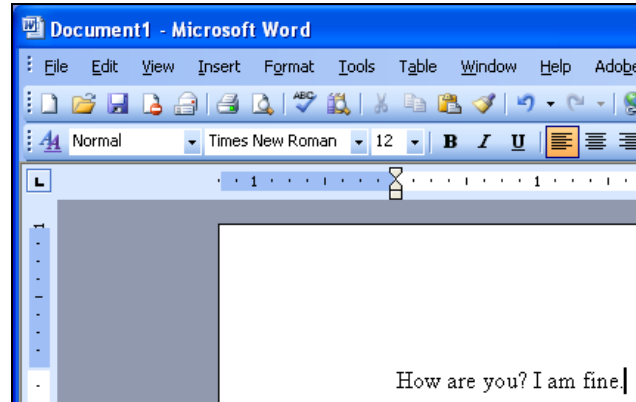
A. Formatting Vocabulary



B. Highlight Text

1. Turn On the computer (Lesson 1, page 2)
2. Log On to the computer (Lesson 1, page 2)
3. Open Microsoft Office Word (Lesson 1, pages 3 to 5)

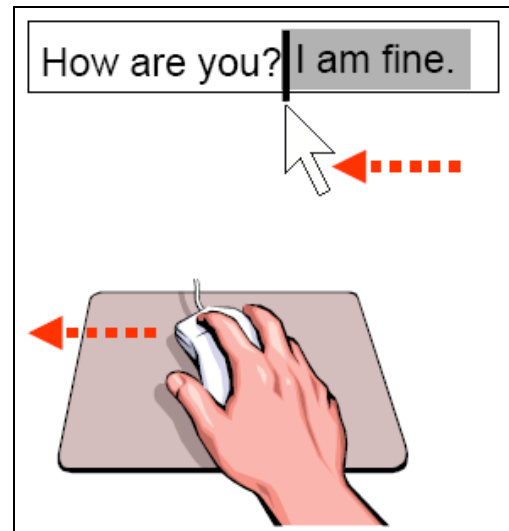
4. Type *how are you? I am fine*



5. To highlight *I am fine.*

Click to the right of *fine.* and hold

Move cursor to the left



C. Make Text Bold

1. Repeat steps 4 and 5 from section B above

Text looks like this 

How are you? **I am fine.**

2. Click the **Bold icon**



OR hold down the **Ctrl key** and press the **B key**



OR



3. Click to the right of the text



How are you? **I am fine.**

I

4. Text looks like this 

How are you? **I am fine.**

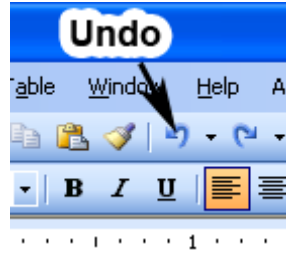
D. Undo and Redo

Undo = Remove Change

- 1. To remove bold
Click **Undo icon**



OR hold down the **Ctrl key** and press the **Z key**



OR



- 2. Text looks like this 

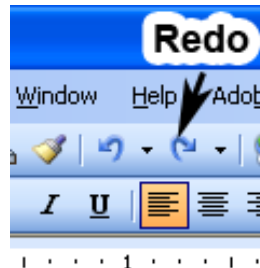
How are you? I am fine.

Redo = Put Back Change

- 3. To put back bold
Click **Redo icon**



OR hold down the **Ctrl key** and press the **Y key**



OR

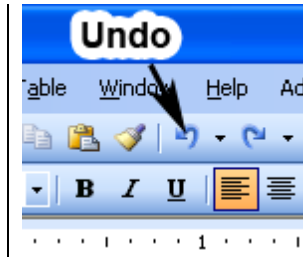


- 4. Text looks like this 

How are you? **I am fine.**

E. Put Text in *Italics*

1. **Undo** the previous change



OR



2. Text looks like this →

How are you? I am fine.

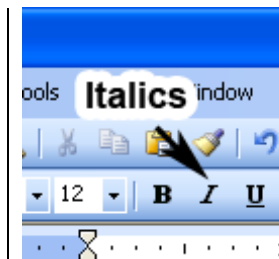
3. Repeat steps 4 and 5 from section B above

Text looks like this →

How are you? **I am fine.**

4. Click the **Italics icon**

OR hold down the **Ctrl key** and press the **I key**



OR



5. Click to the right of the text



How are you? ***I am fine.***

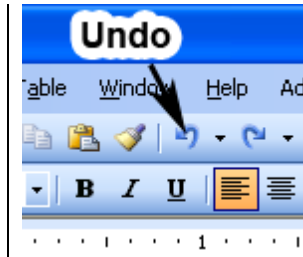
I

6. Text looks like this →

How are you? *I am fine.*

F. Underline Text

1. Undo the previous change



OR



2. Text looks like this →

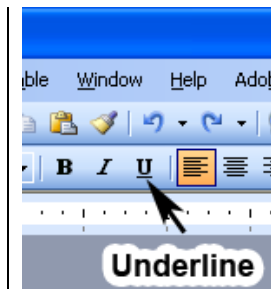
How are you? I am fine.

3. Repeat steps 4 and 5 from section B above

Text looks like this →

How are you? **I am fine.**

4. Click the Underline icon



OR



OR hold down the **Ctrl** key and press the **U** key

5. Click to the right of the text



How are you? **I am fine.**

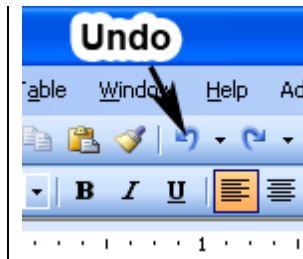
I

6. Text looks like this →

How are you? I am fine.

G. Change the Font Type

1. Undo the previous change



OR



2. Text looks like this →

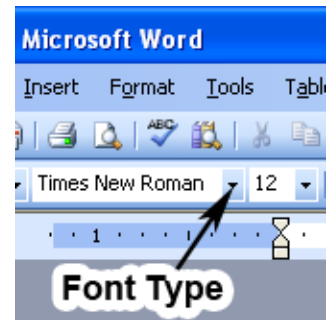
How are you? I am fine.

3. Repeat steps 4 and 5 from section B above

Text looks like this →

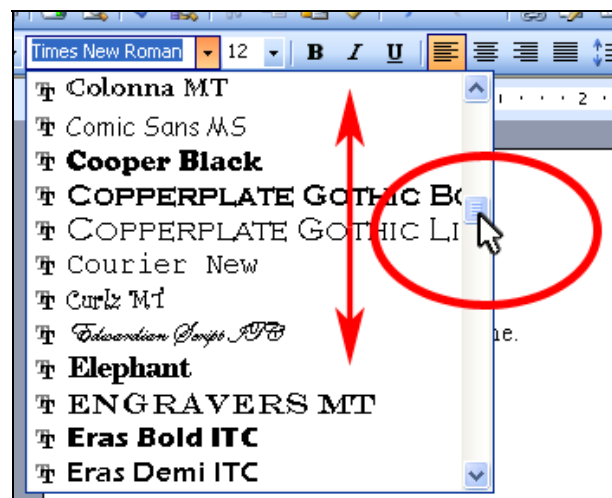
How are you? **I am fine.**

4. Click the down arrow next to the **Font Type**



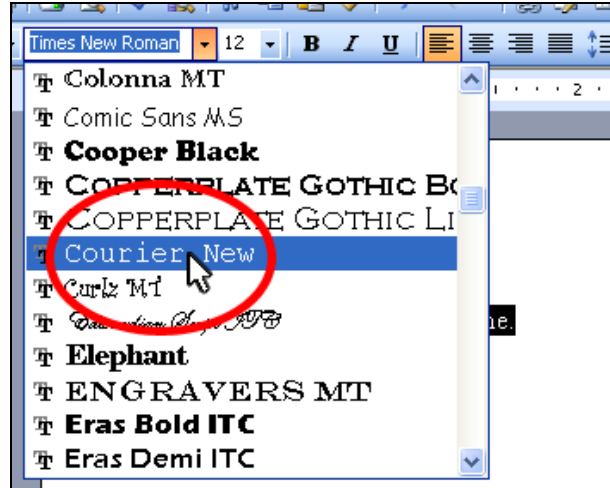
5. Hold the **scroll bar** with the cursor

Move the **scroll bar** up and down until you find a **Font Type**



6. Move cursor to **Courier New** and click

Courier New is one **Font Type**



7. Click to the right of the text



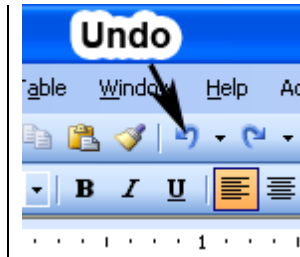
How are you? **I am fine.** I

8. Text looks like this 

How are you? I am fine.

H. Make Text Larger or Smaller

1. Undo the previous change



OR



2. Text looks like this →

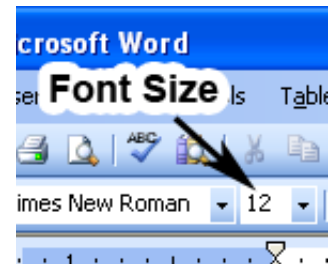
How are you? I am fine.

3. Repeat steps 4 and 5 from section B above

Text looks like this →

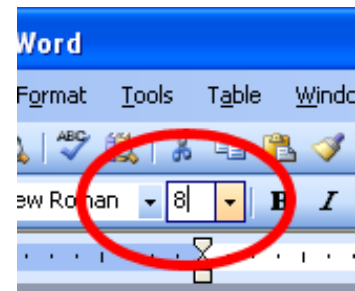
How are you? **I am fine.**

4. Click the **Font Size** number



5. Type in a smaller number

8 is smaller than **12**



6. Click to the right of the text



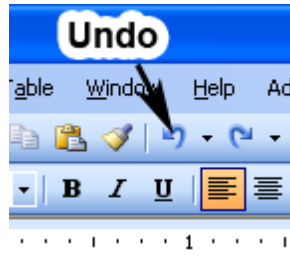
How are you? **I am fine.**



7. Text looks like this →

How are you? I am fine.

8. Undo the previous change



OR



9. Text looks like this →

How are you? I am fine.

10. Repeat steps 4 and 5 from section B above

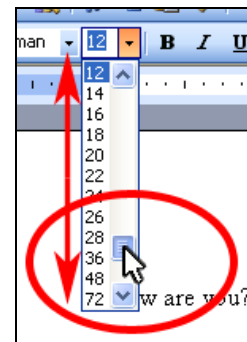
Text looks like this →

How are you? **I am fine.**

You can also use the scroll bar

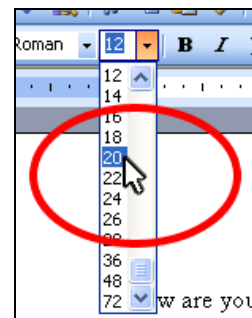
11. Click the arrow next to the **Font Size** number

Use the scroll bar to find a larger number



12. Click on **20**

20 is larger than **12**



13. Click to the right of the text



How are you? **I am fine.**

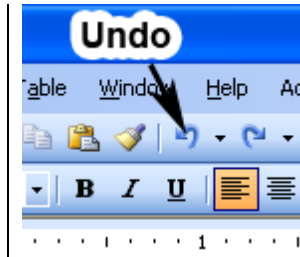
I

14. Text looks like this →

How are you? **I am fine.**

I. Delete Highlighted Text

1. Undo the previous change



OR



2. Text looks like this →

How are you? I am fine.

3. Repeat steps 4 and 5 from section B above

Text looks like this →

How are you? **I am fine.**

4. Press the **Delete key**
OR Press the **Backspace key**
to remove **I am fine.**

Text looks like this →

How are you?

H. Type CAPITAL Letters

1. Press the **Enter key**



2. Hold the **Shift key** and type **I am fine**

Text looks like this



How are you?
I AM FINE



3. Press the **Enter key**



4. Press the **Caps Lock key**



5. Type **Caps Lock is like Shift**

Text looks like this



How are you?
I AM FINE
CAPS LOCK IS LIKE SHIFT



6. Press the **Caps Lock key**

7. Type **Caps Lock is off**

Text looks like this



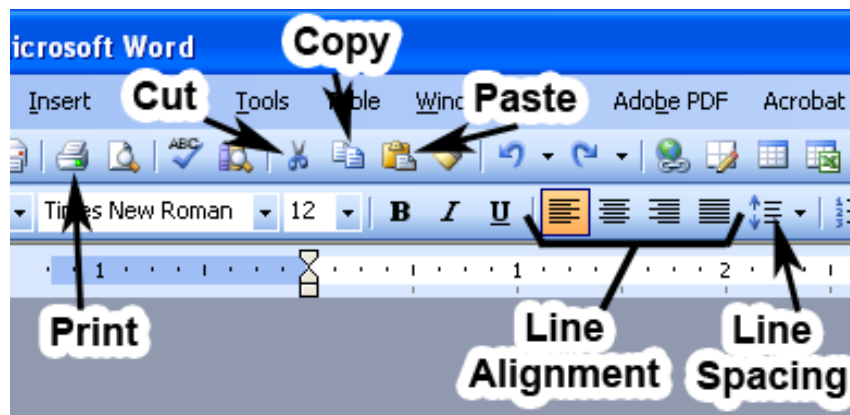
How are you?
I AM FINE
CAPS LOCK IS LIKE SHIFT
Caps Lock is off

Lesson 6: Advanced Formatting and Printing

Goals:

- A. More Formatting Vocabulary
- B. Learn to Use Cut, Paste, and Copy
- C. Use Line Spacing
- D. Use Line Alignment
- E. Learn to Check Spelling
- F. Learn to Print

A. More Formatting Vocabulary

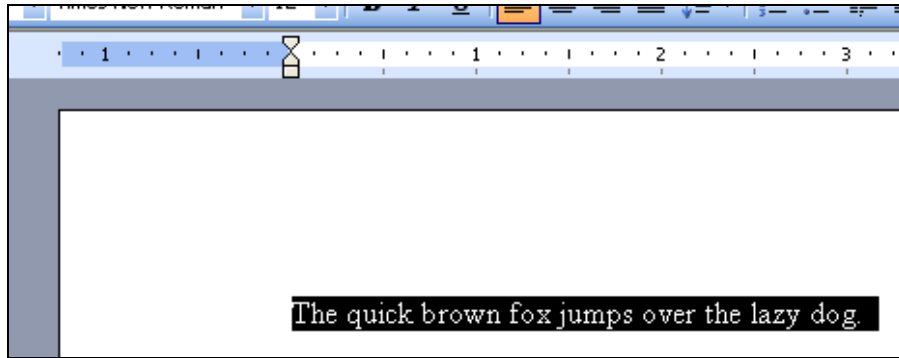


B. Learn to Use Cut, Paste, and Copy

1. Open My Documents
2. Double Click on the document with Your Name on it
3. Type this sentence:

The quick the brown fox jumps over the lazy dog.

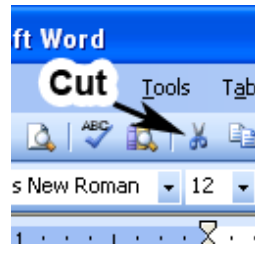
4. **Highlight** the whole sentence (Lesson 5, page 2)



5. Click the **Cut** icon



OR hold down the **Ctrl** key and press the **X** key



OR



This stores the sentence

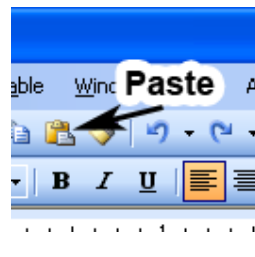
6. Press the Enter key 4 times



7. Click the **Paste** icon



OR hold down the **Ctrl** key and press the **V** key

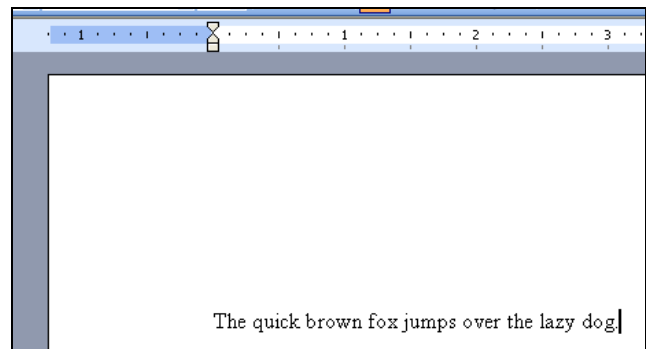


OR



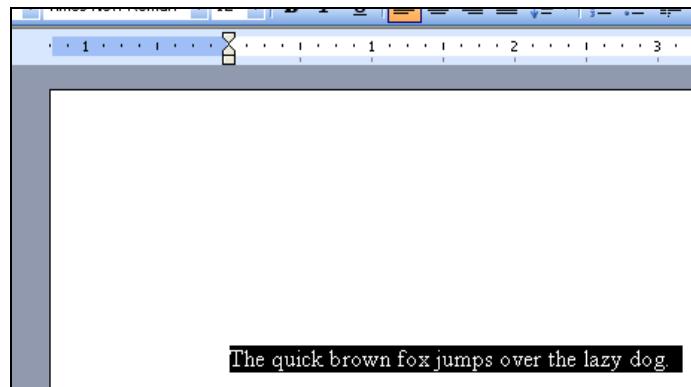
This Pastes the sentence to where the blinking cursor is

8. Text looks like this



You can also keep the original sentence

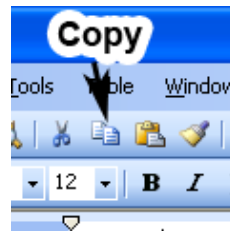
9. **Highlight** the whole sentence again



10. Click the **Copy** icon



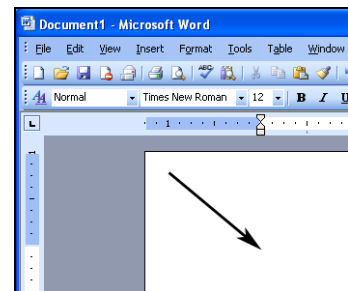
OR hold down the **Ctrl** key and press the **C** key



OR



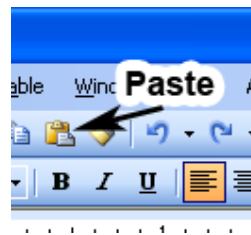
11. Click where the sentence was in the beginning (top of the page)



12. Click the **Paste** icon



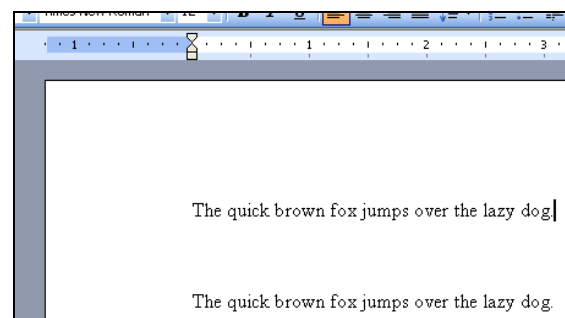
OR hold down the **Ctrl** key and press the **V** key



OR

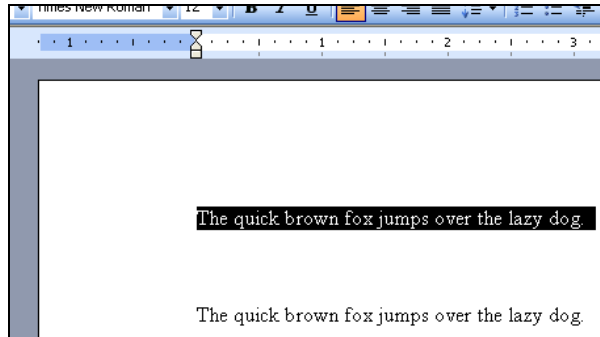


13. Text looks like this



C. Use Line Spacing

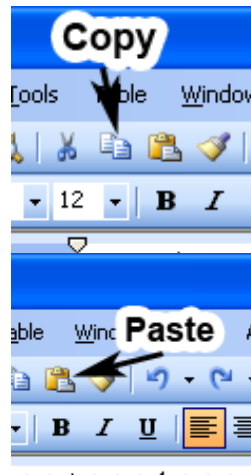
1. **Highlight** the first line



2. Click the **Copy** icon



OR hold down the **Ctrl** key and press the **C** key



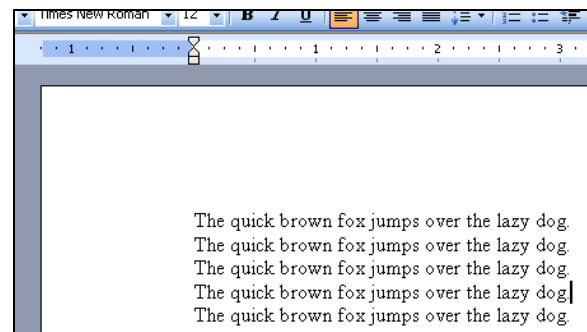
OR



OR



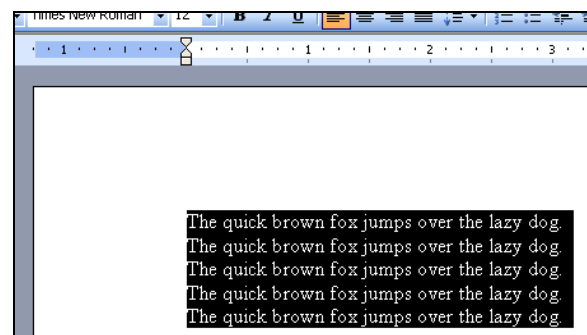
3. **Paste** the sentence several times to fill in the space



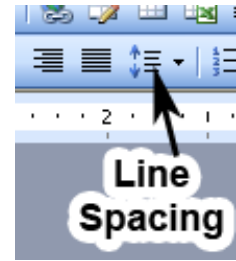
4. Text looks like this →

5. Highlight all the sentences

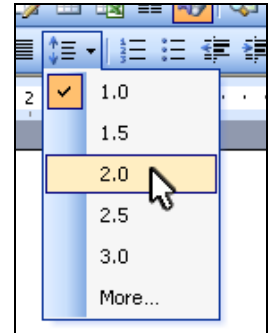
6. Text looks like this →



7. Click the arrow next to the **Line Spacing icon**

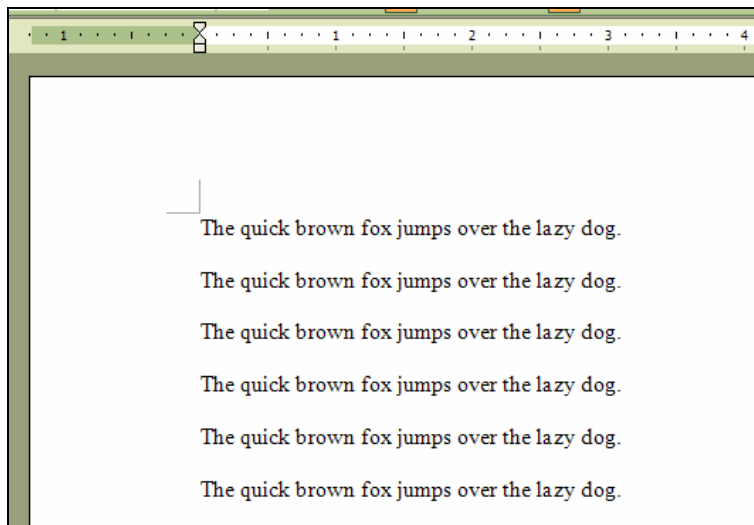


8. Click on 2.0

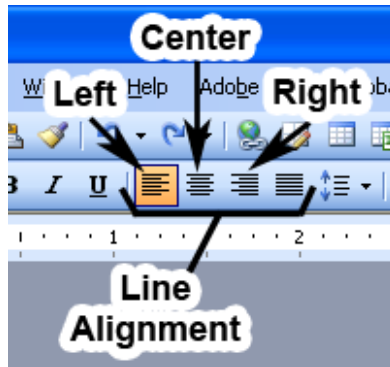


The sentences are **double spaced**

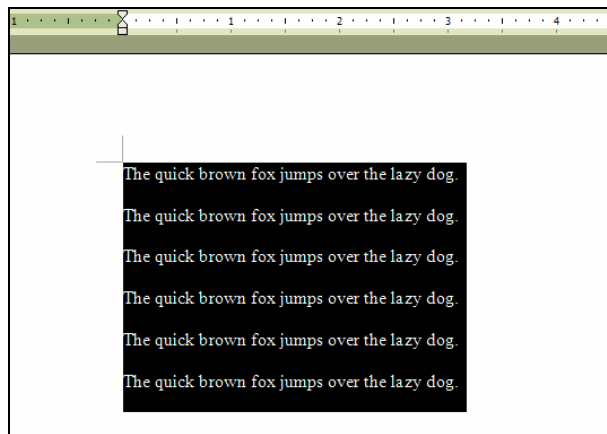
All the lines will now have an extra line between them



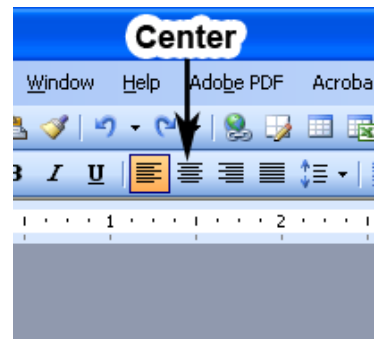
D. Use Line Alignment



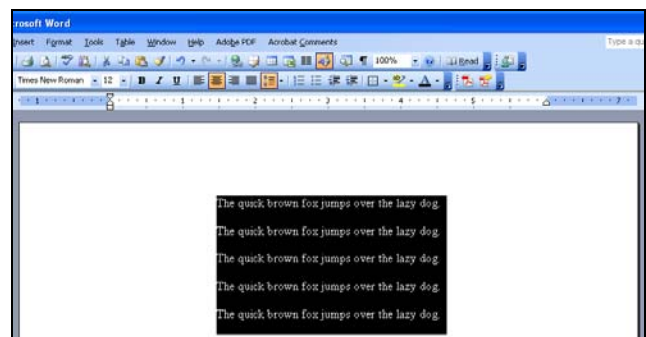
1. **Highlight** the entire page again:



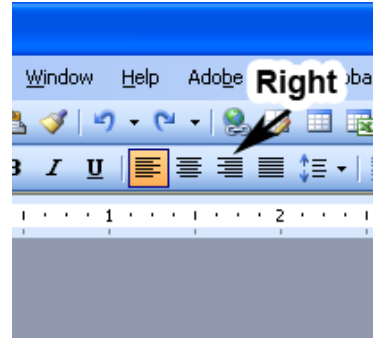
2. Click the **Center alignment icon**



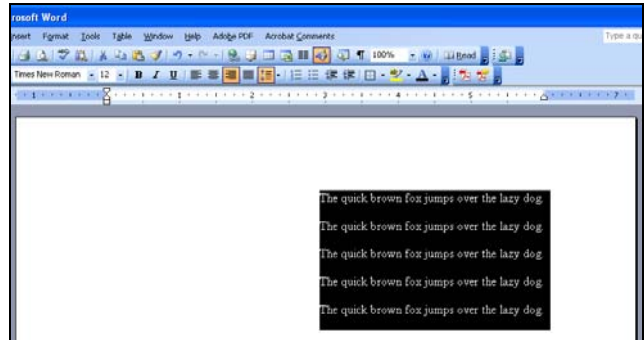
3. Text looks like this 



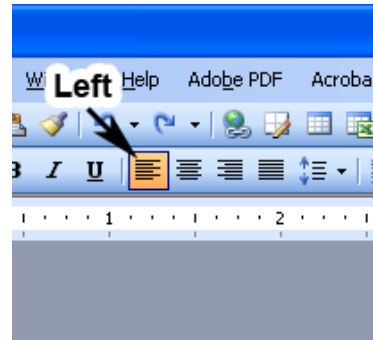
4. Click the **Right alignment icon**



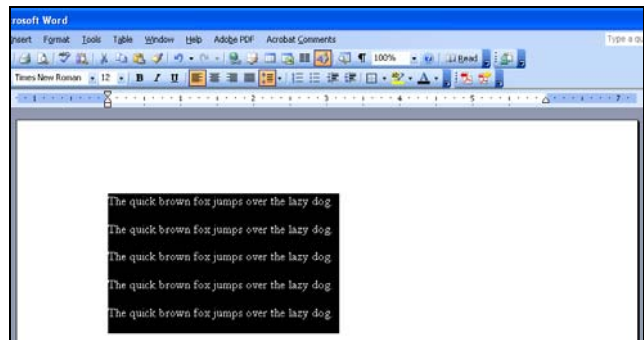
5. Text looks like this →



6. Click the **Left alignment icon**



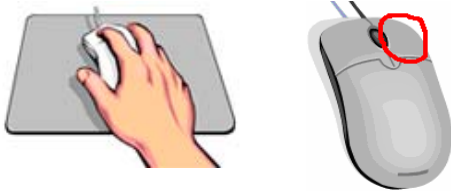
7. Text looks like this →



E. Learn to Check Spelling

If you **misspell** a word, it will be underlined in **red**.

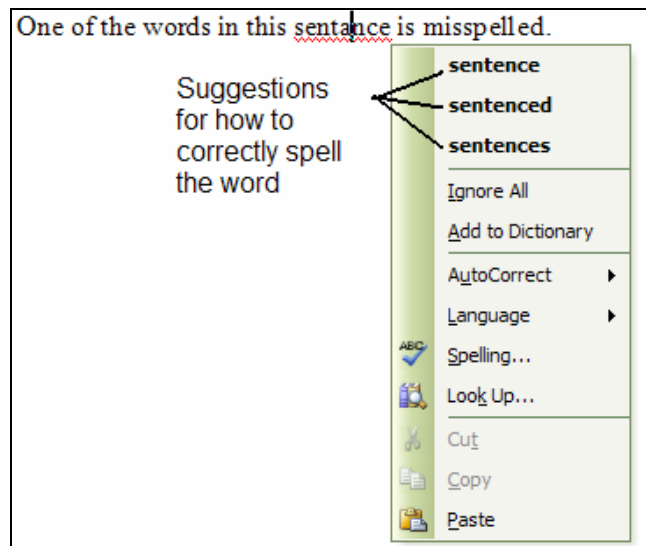
1. To **correct** the word, **Right Click** on the word



One of the words in this sentance is misspelled.

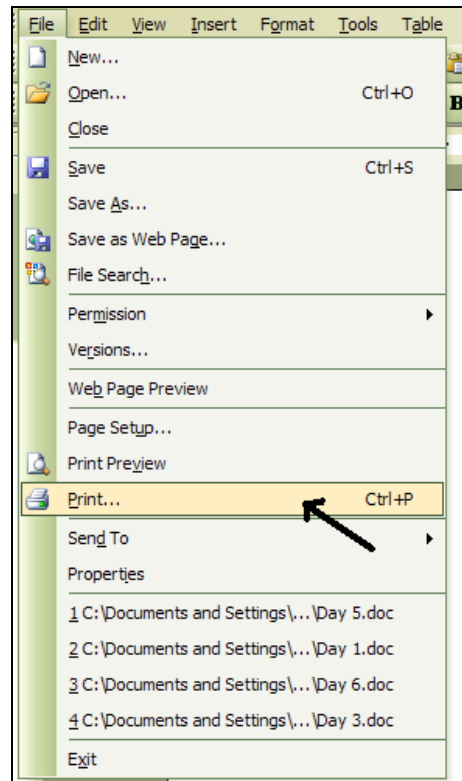


2. Click on the correct **suggestion**



F. Learn to Print

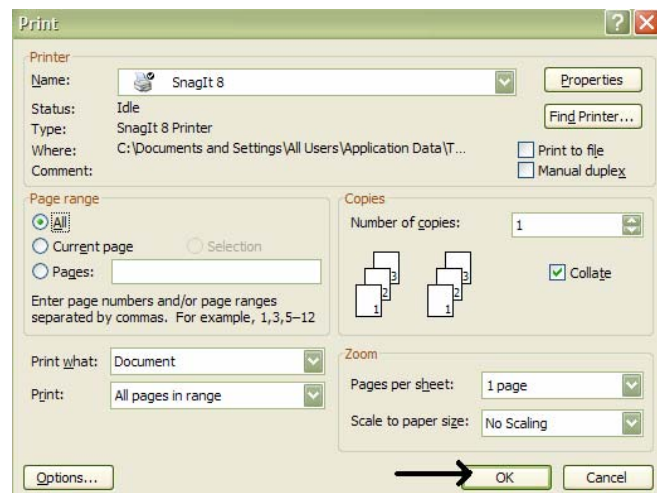
1. To **Print** your document, click **File** and then click **Print**



OR hold down the **Ctrl** key and press the **P** key



2. Click OK



Lesson 7: Using Rosetta Stone

Goals:

A. Learn How to Use Rosetta Stone Software

A. Learn How to Use Rosetta Stone

1. Put the Rosetta Stone CD in the CD-ROM drive

2. Open Rosetta Stone



3. Click on **English US**



4. Click on **Level 1**



5. Click on
01: Introductory Nouns and Prepositions

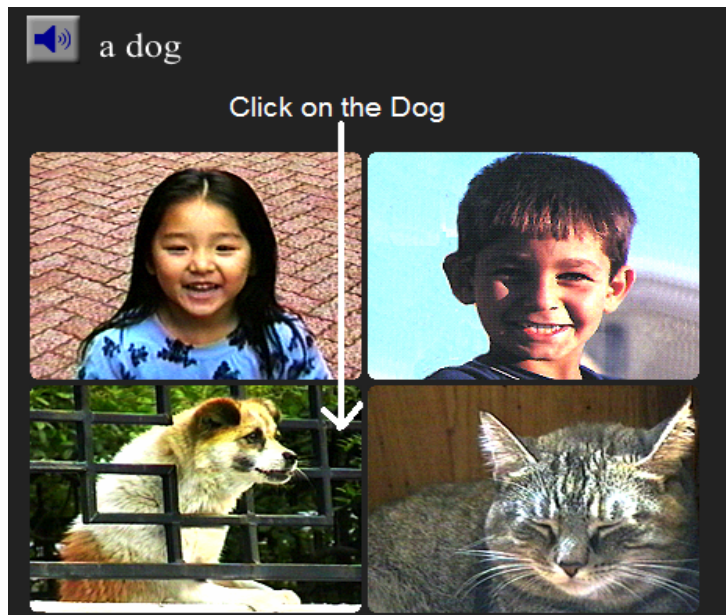


6. Click on
Guided Exercise

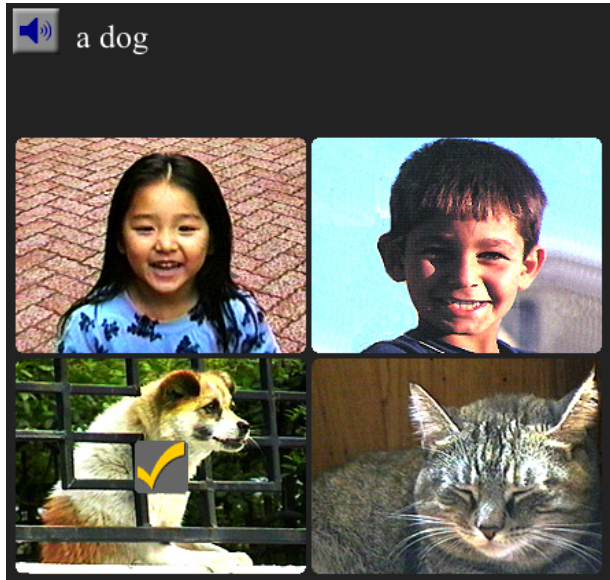



You are now doing the first lesson

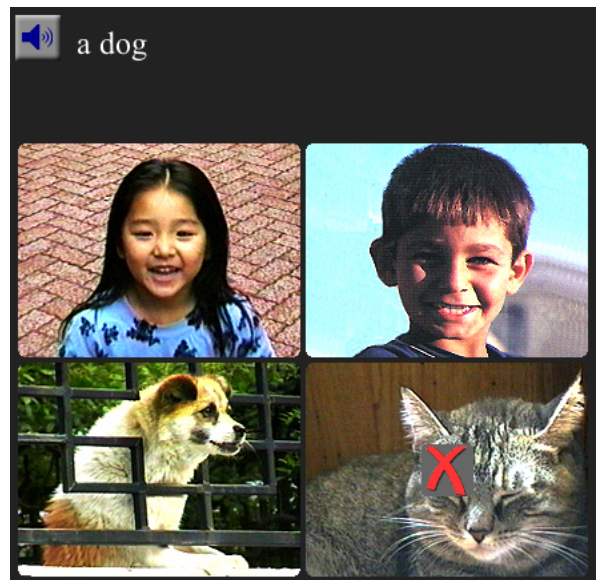
7. Listen to the 4
spoken choices, then
Click on the **correct**
picture



8. It will show a  if you are **Correct**, or an  if you are **Wrong**



 = Correct



 = Wrong

9. Try doing more lessons

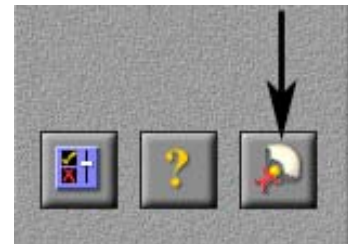
Other Options in Rosetta Stone

You can select different lesson methods

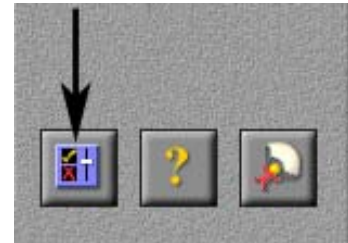
Click on the tabs for different lesson methods



You can exit a lesson or view the previous menu with this icon



You can change the settings with this icon



Click the Speaker to have the computer repeat the word



Lesson 8: Basic Internet

Goals:

- A. Open a Browser
- B. Understand Web Pages
- C. Understand a Web Address
- D. Understand the Browser Buttons
- E. Use Browser Tabs

A. Open a Browser

Open the program, **Mozilla Firefox** and wait



Mozilla Firefox

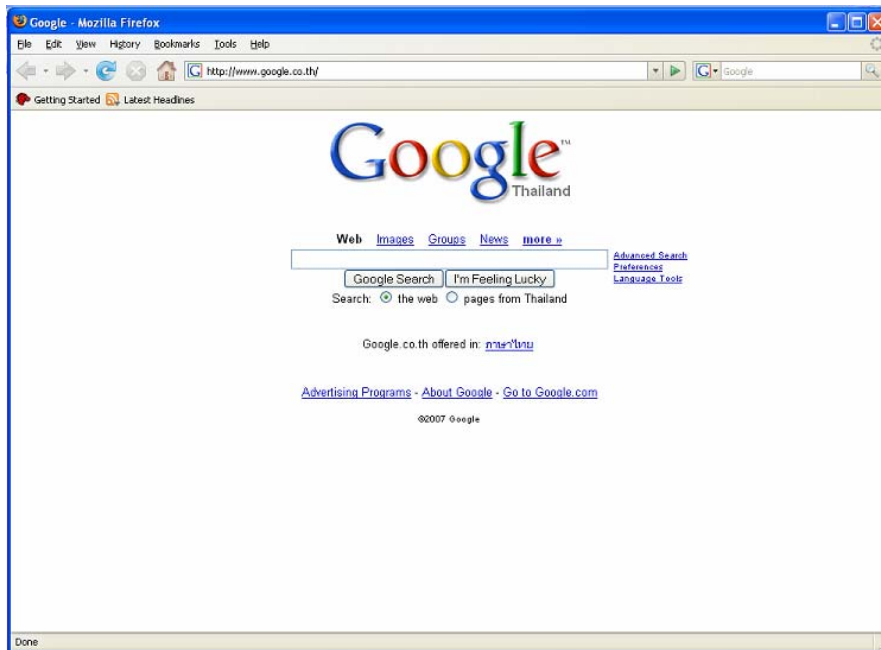
Mozilla Firefox is a **Web Browser**, it allows you to view **Web Pages**



B. Understand Web Pages

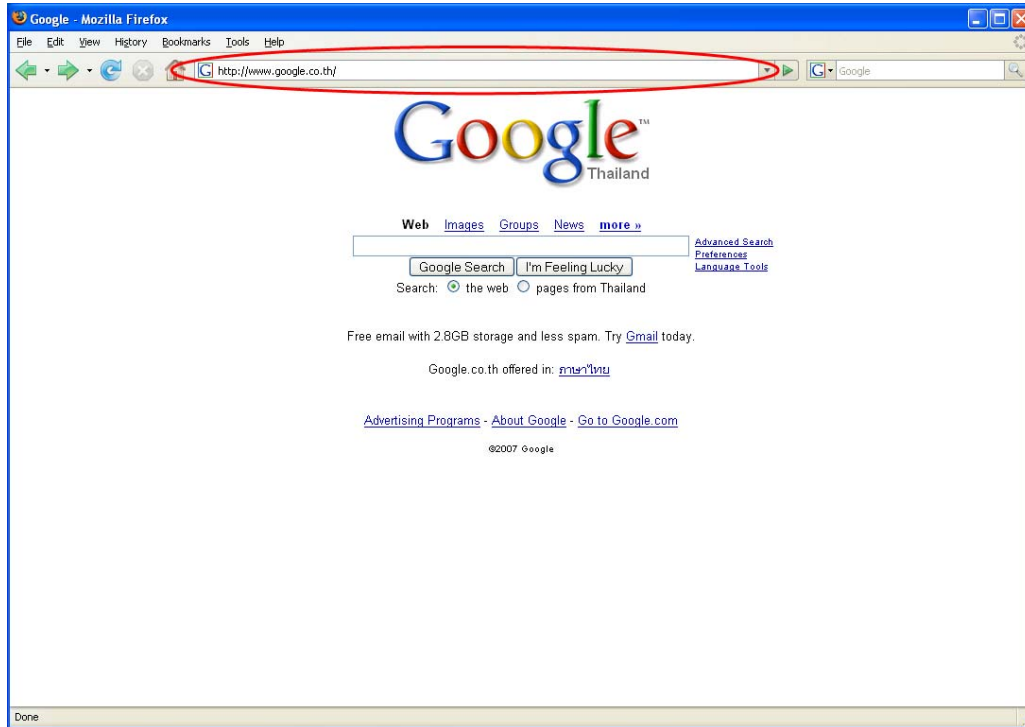
A **Web Page** is a page on the **Internet** that can have words, pictures and sound.

Here are two examples of Web Pages:



C. Understand a Web Address

Each **Web Page** has an **address**



The **address** for this web page is **www.google.com**

To go to a web page, type the **address** in the **Address Bar**...



...and press the **Enter**
key



Try going to the following web pages:

www.google.com

www.yahoo.com

www.unhcr.org

D. Understand the Browser Buttons

There are 5 buttons to help you with web pages



The first button is called the ***Back Button***



Clicking it goes to the previous webpage

The next button is called the ***Forward Button***



Clicking it goes to the next webpage.

The next button is called the ***Reload Button***



This is used to open a page again if there is some problem with loading the page or there is an update to the page that you want to see.

The next button is called the ***Stop Button***



If a page is taking too long, this button will stop trying to get to it

The last button is called the ***Home Button***



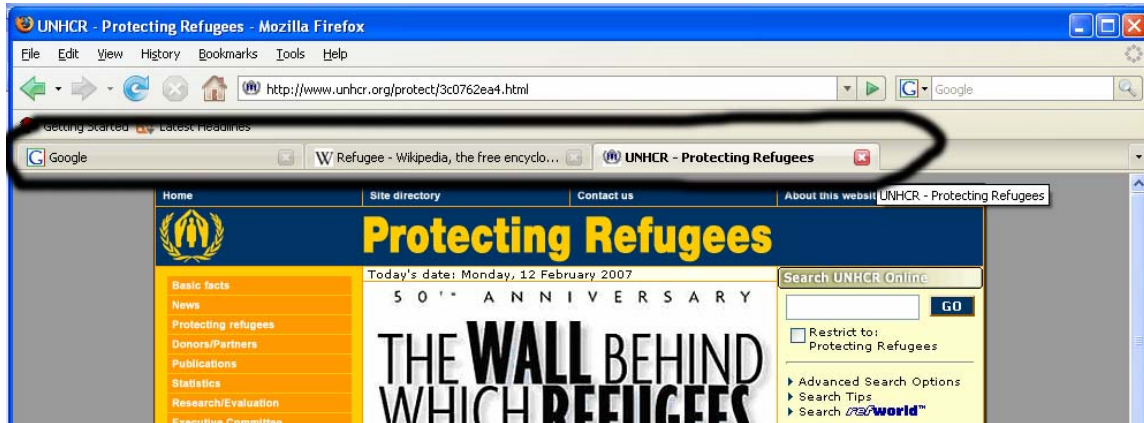
This button goes to the Home Page.

Practice Using These Buttons

E. Use Browser Tabs

You may want to open more than one web page at the same time

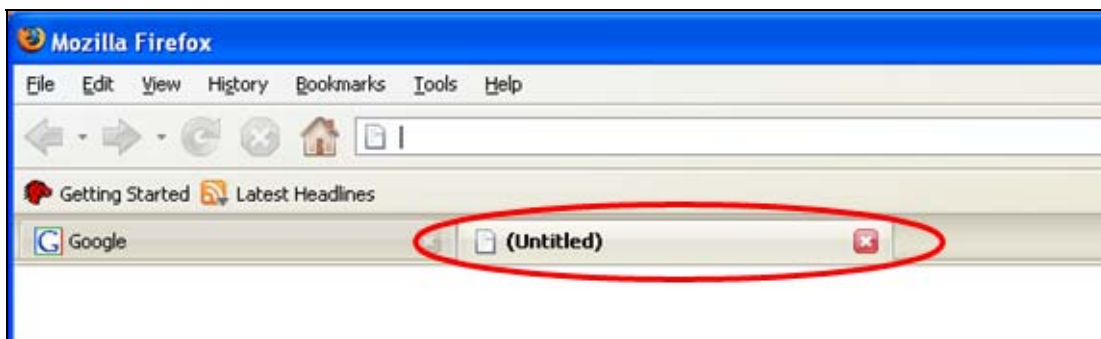
You can do this using **Tabs**



1. To open a **new tab**, hold down the **Ctrl** key and press the **T** key



2. You should see a **new tab**



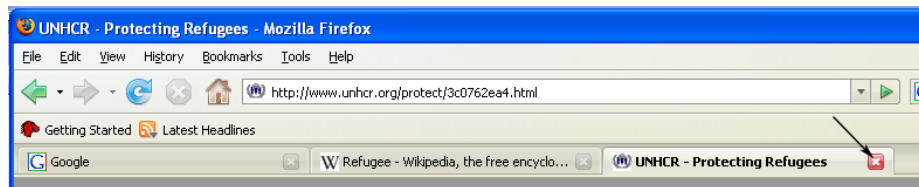
3. Type in a *new address* in the *address bar* and press the *Enter key*



4. Then click on the different tabs



5. Click the  on the tab to close it



6. Practice using tabs by adding and closing them.

Lesson 9: Search Engines

Goals:

- A. Use Google
- B. Use Wikipedia
- C. Use the Search Bar

A. Use Google

1. Open Mozilla Firefox

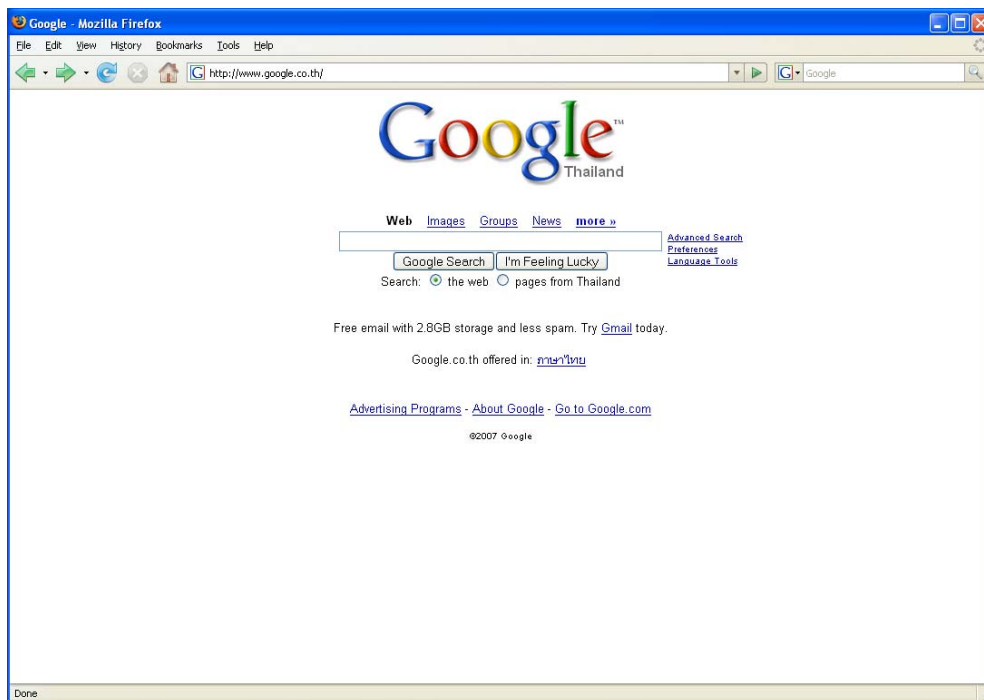


Mozilla Firefox

2. Go to www.google.com



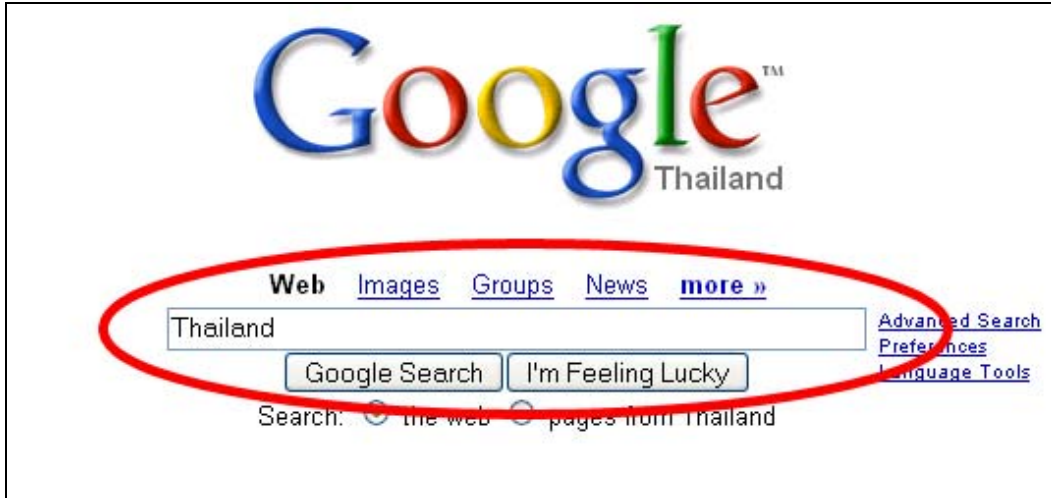
Google is a Web Page where you can FIND information



This type of webpage is called a **SEARCH ENGINE**.

You can type topics and find web pages about that topic

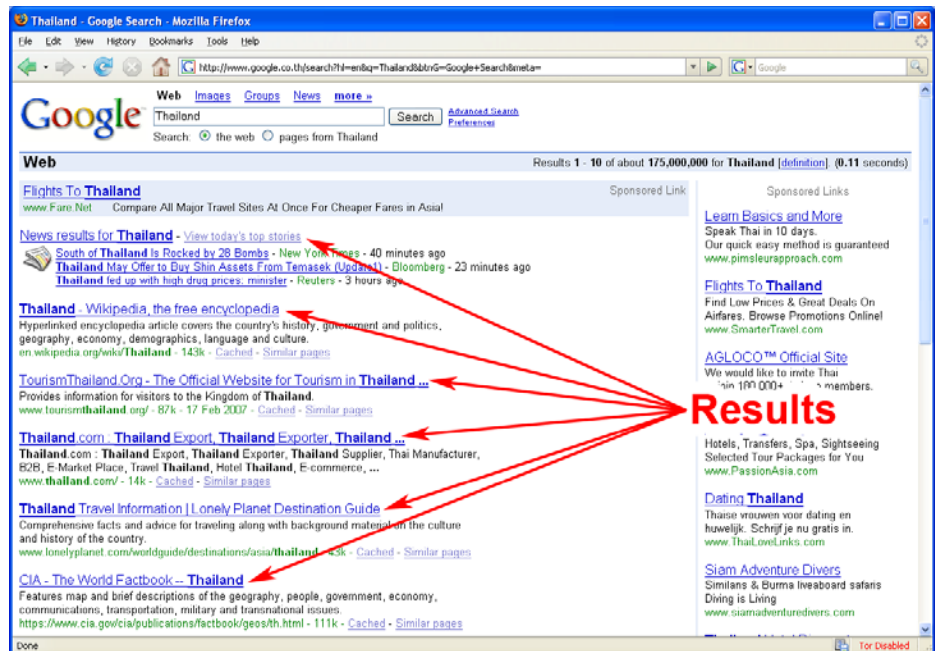
3. Type **Thailand** in the search bar...



...and press the Enter key



4. Click on the **RESULTS** for Web Pages about Thailand



5. Try Searching for other topics

B. Use Wikipedia

1. Go to www.wikipedia.org

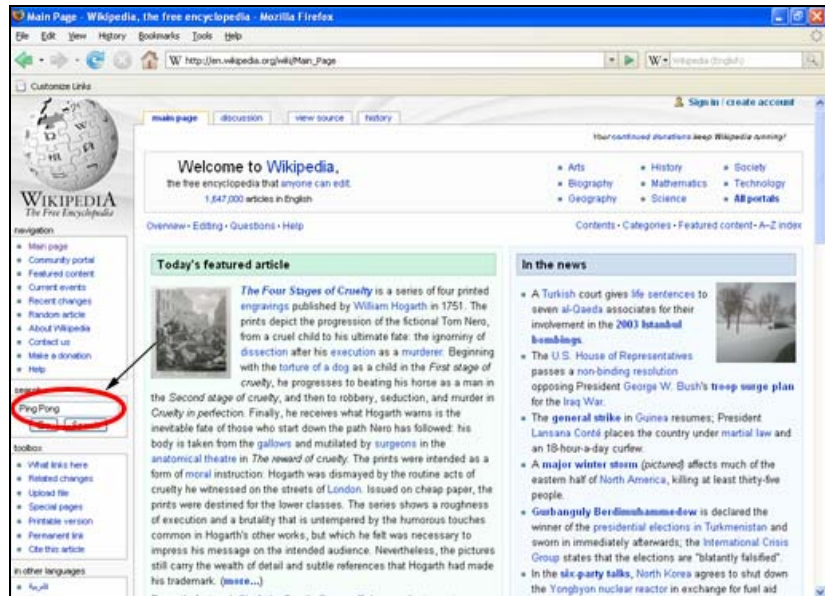


**Wikipedia is a Web Page where you can search for Information
It is Like Google, but only searches inside Wikipedia**

2. Click on English



3. Type **Ping Pong** in the search bar...



...and press the Enter key



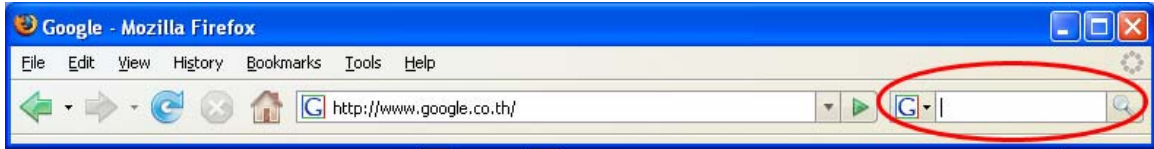
4. Read the **ARTICLE** on **Ping Pong**



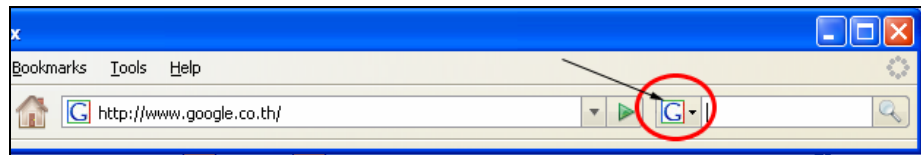
5. Try searching for your own topics

C. Use the Search Bar

Firefox has a Search Bar to use Web Pages like Google, Wikipedia more easily



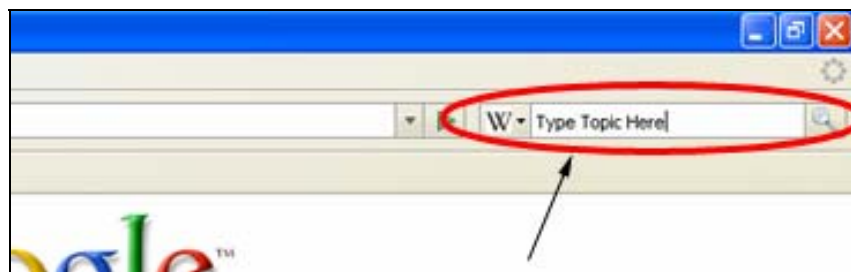
1. Click on the Icon in the Upper Right hand corner



2. Click on a search engine



3. Type in a topic...



...and press the Enter key



4. View Results

Lesson 10: Sign up for an E-mail Account

Goals:

- A. Learn Vocabulary
- B. Learn to Set Up an E-mail Account
- C. Log In to Your E-mail Account

A. Learn Vocabulary

E-mail **E-mail stands for Electronic Mail. This is a message sent by one computer to another computer.**

You can put many things in an E-mail:

Words

How are you?

Pictures



Links

<http://www.unhcr.org>

Documents



Log in **To get access to a computer or website you log in**

Username **This is a name with letters and/or numbers which you use with a Password to log in. A username is also called a *login name***

Password **This is a set of letters and/or numbers which you use with a Username to log in. Do not tell other people your password. Keep it Secret. Keep it Safe.**

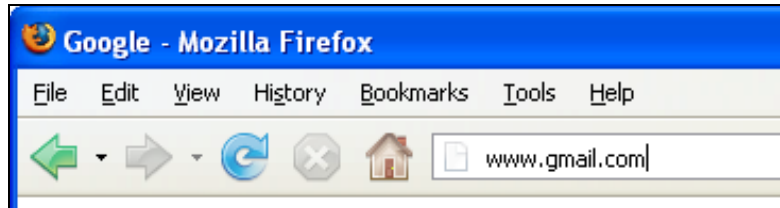
B. Learn to Set Up an E-mail Account

1. Open Mozilla Firefox



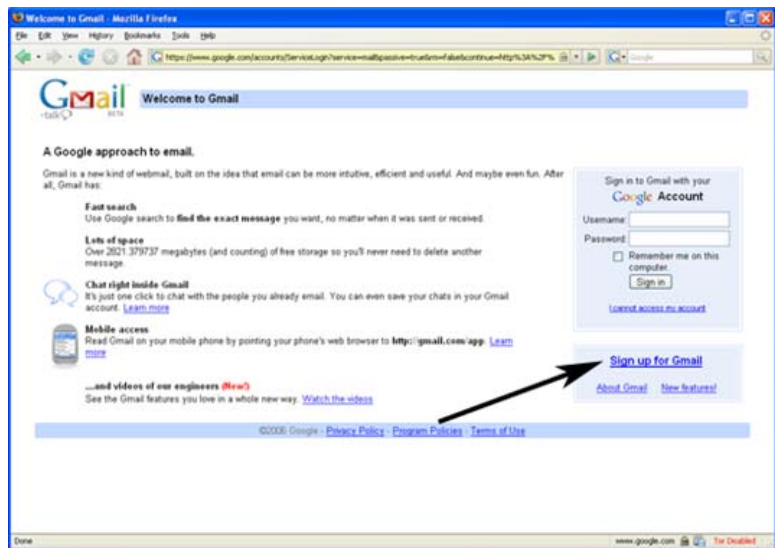
Mozilla Firefox

2. Enter the address ***www.gmail.com***

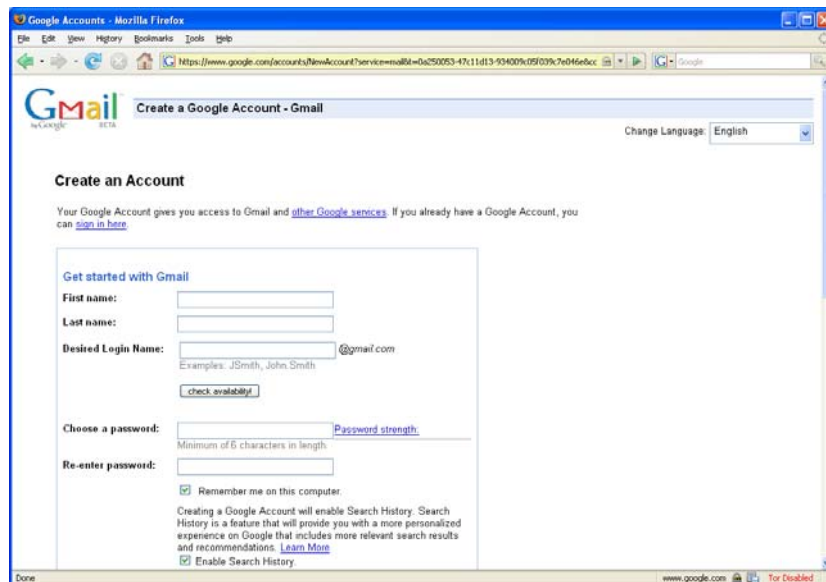


3. Click on

Sign up for Gmail



4. You will see the ***Sign up*** page



5. Type your **First Name** in the first box

Get started with Gmail

First name:

Last name:

Desired Login Name: @gmail.com
Examples: JSmith, John.Smith

6. Type your **Surname** in the second box

Get started with Gmail

First name:

Last name:

Desired Login Name: @gmail.com
Examples: JSmith, John.Smith

7. Type a **username** into the third box and click **check availability!**

If the name **is not available**, try a different name

Get started with Gmail

First name:

Last name:

Desired Login Name: @gmail.com
Examples: JSmith, John.Smith

8. Type a password with at least 6 letters and/or numbers into the fourth box

Choose a password: [Password strength:](#)
Minimum of 6 characters in length.

Re-enter password:

Remember me on this computer.

Creating a Google Account will enable Search History. Search History is a feature that will provide you with a more personalized experience on Google that includes more relevant search results and recommendations. [Learn More](#)

Enable Search History.

The password will look like *****

If the **Password strength** is **Weak** or **Fair**, consider changing

Password: Password strength: **Strong**
 Minimum of 6 characters in length.

Re-enter password:

9. Type the same password again into the fifth box

Choose a password: Password strength: **Strong**
 Minimum of 6 characters in length.

Re-enter password:

Remember me on this computer.

Creating a Google Account will enable Search History. Search History is a feature that will provide you with a more personalized experience on Google that includes more relevant search results and recommendations. [Learn More](#)

Enable Search History.

10. Click on each of these checks so that the boxes are blank



Choose a password: Password strength: **Strong**
 Minimum of 6 characters in length.

Re-enter password:

Remember me on this computer.

Creating a Google Account will enable Search History. Search History is a feature that will provide you with a more personalized experience on Google that includes more relevant search results and recommendations. [Learn More](#)

Enable Search History.

Remember me on this computer.

Creating a Google Account will enable Search History. Search History is a feature that will provide you with a more personalized experience on Google that includes more relevant search results and recommendations. [Learn More](#)

Enable Search History.

Remember me on this computer.

Creating a Google Account will enable Search History. Search History is a feature that will provide you with a more personalized experience on Google that includes more relevant search results and recommendations. [Learn More](#)

Enable Search History.

11. Click on **Choose a question ...**



Security Question:

If you forget your password we will ask for the answer to your security question. [Learn More](#)

Answer:

12. Click on **Write my own question**



Choose a question ...

- Choose a question ...
- What is your primary frequent flyer number
- What is your library card number
- What was your first phone number
- What was your first teacher's name
- Write my own question**

This address is used to authenticate your account

13. Type **What is your favorite hobby?** in the next box

Question: Write my own question

What is your favorite hobby? []

If you forget your password we will ask for the answer to your security question. [Learn More](#)

14. Think of your favorite hobby and type it in the box

Ex. **ping pong, swimming, physics**

Security Question: Write my own question

What is your favorite hobby? []

If you forget your password we will ask for the answer to your security question. [Learn More](#)

Answer: []

15. If you have another e-mail address, type it in this box

You can skip this step

16. Click this box and select **Thailand**



Secondary email: []

This address is used to authenticate your account should you ever encounter problems or forget your password. If you do not have another email address, you may leave this field blank. [Learn More](#)

Location: Thailand (ประเทศไทย) []

Secondary email: []

This address is used to authenticate your account should you ever encounter problems or forget your password. If you do not have another email address, you may leave this field blank. [Learn More](#)

Location: Thailand (ประเทศไทย) []

17. Type the letters into the box

Ex. type **mandicar**

Word Verification: Type the characters you see in the picture below.

mandicar

[] &

Letters are not case-sensitive

18. Your teacher will explain the **Terms of Service**

19. Click on **I accept. Create my account.**



Terms of Service: Please check the Google Account information you've entered above (feel free to change anything you like), and review the Terms of Service below.

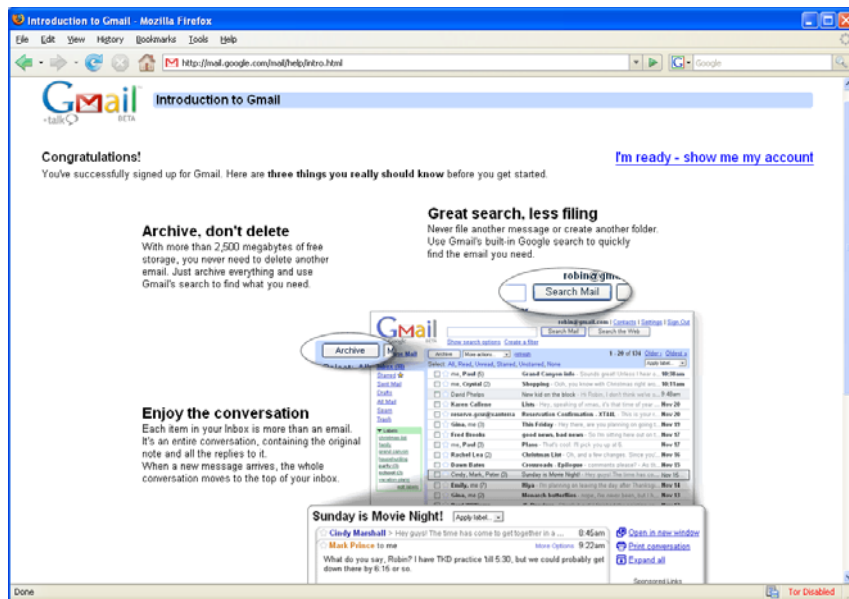
[Printable Version](#)

Google Terms of Service for Your Personal Use

Welcome! By using Google's search engine or other Google services ("Google Services"), you agree to be bound by the following terms and conditions (the "Terms of Service"). As

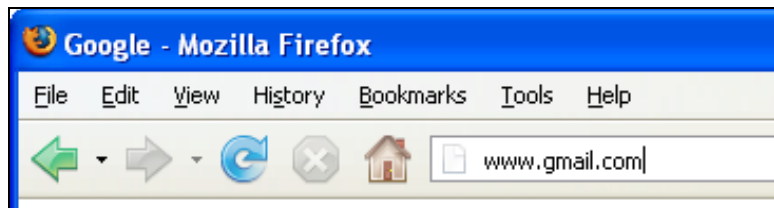
By clicking on 'I accept' below you are agreeing to the [Terms of Service](#) above and both the [Program Policy](#) and the [Privacy Policy](#).

20. Congratulations! You have created a Gmail account.

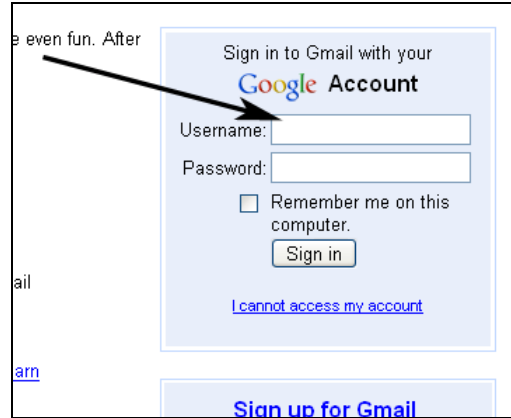


C. Log In to Your E-mail Account

1. Enter the address **www.gmail.com**



2. Type your **username** into the first box



3. Type your **password** into the second box

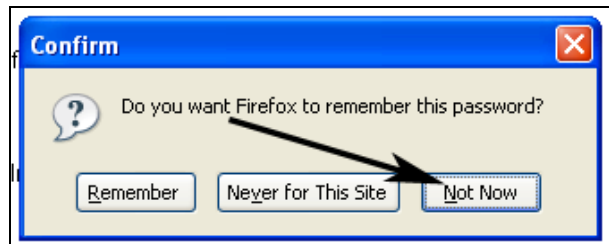
4. Click on **Sign in**



If you have a problem, click on **I cannot access my account**

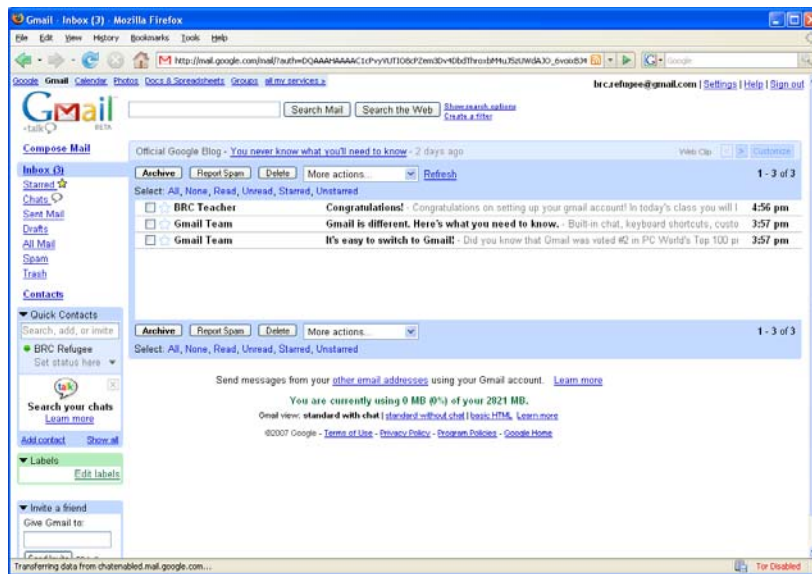


5. Click on **Not Now**



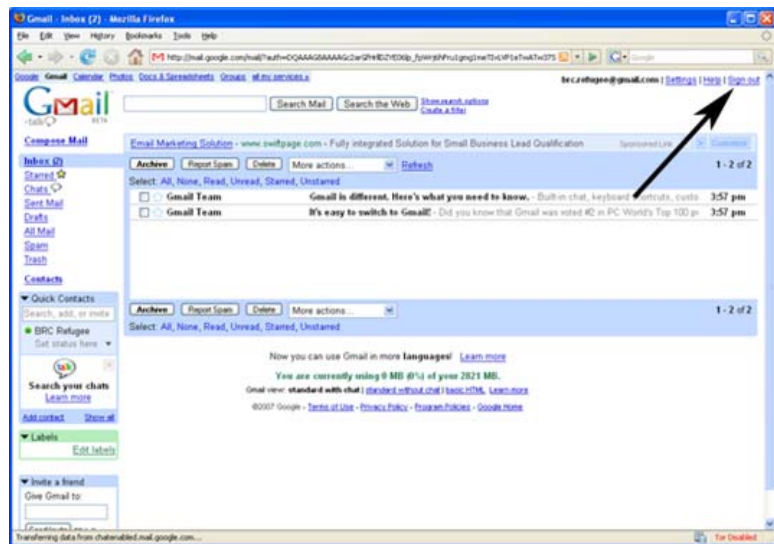
6. You will see the **Inbox**

The Inbox shows the e-mails you recently received



7. Click on **Sign out** to **Log out** of your account

Log out = Sign out



8. Click on  to close the browser

Lesson 11:

Use an E-mail Account

Goals:

- A. Read E-mail
- B. Reply to an E-mail
- C. Add Contacts
- D. Delete E-mails, Create Labels, and Archive E-mails
- E. Compose a New E-mail and Add Attachments

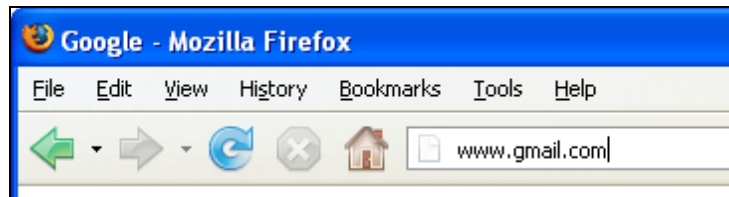
A. Read E-mail

1. Open Mozilla Firefox



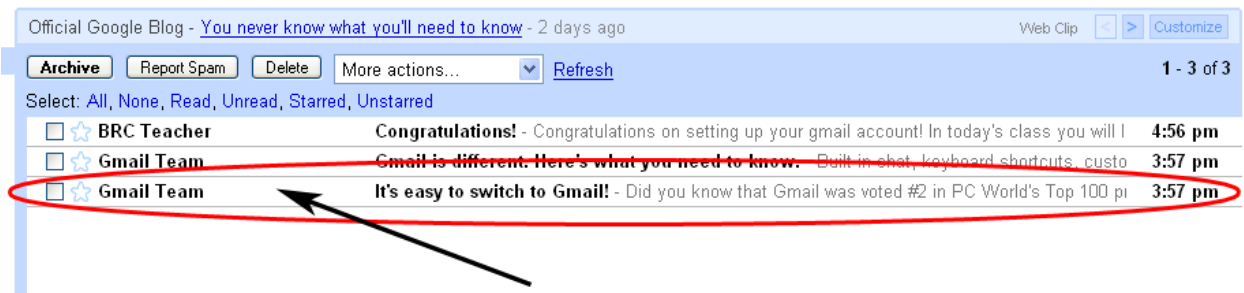
2. Enter the address

www.gmail.com

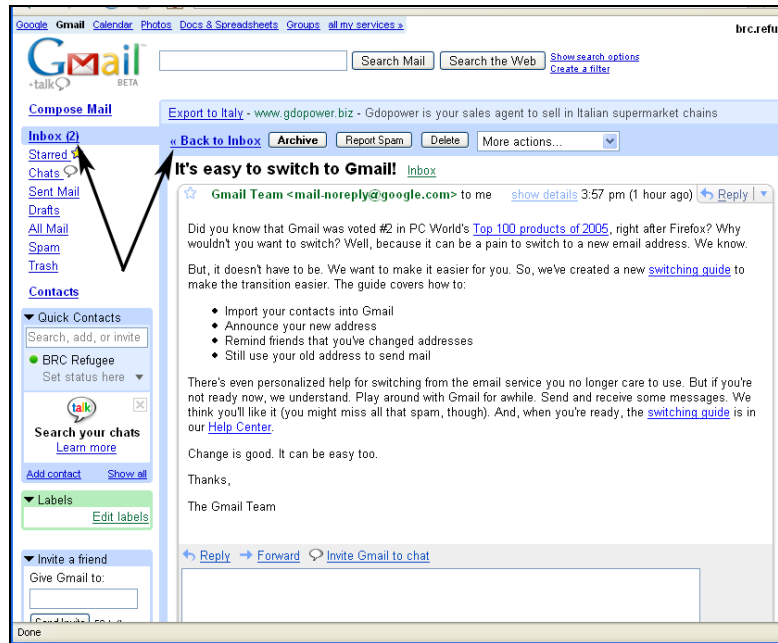


3. Log in to your e-mail Account (Lesson 10, page 7)

4. Click on the last e-mail to read it



5. The Inbox is replaced by the e-mail, as shown below

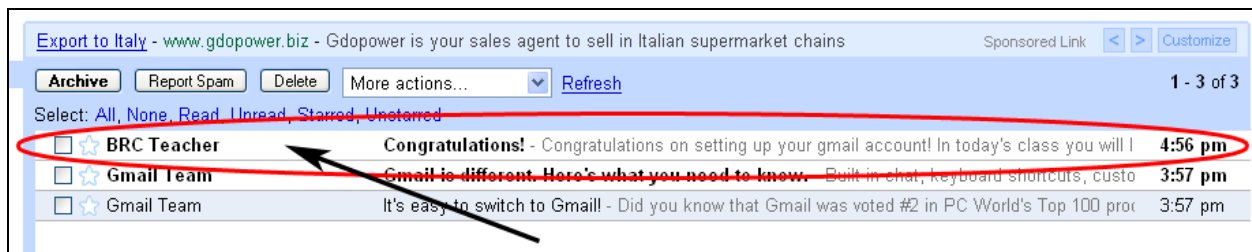


6. Click on **Inbox** or **Back to Inbox** To go back to the Inbox



B. Reply to an E-mail

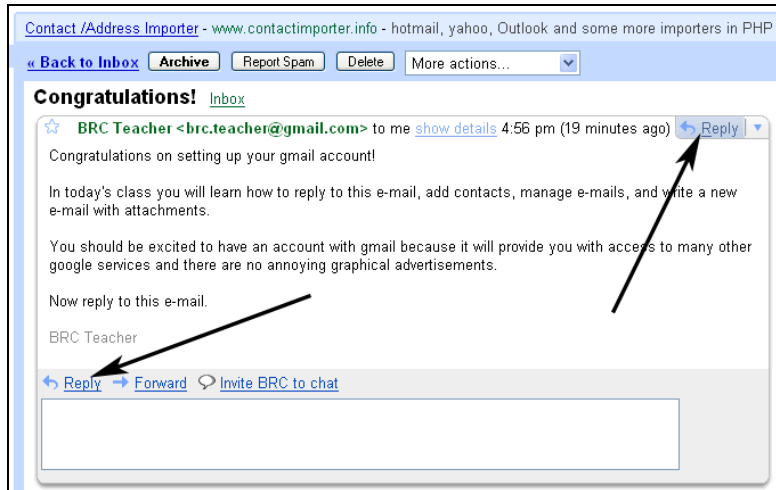
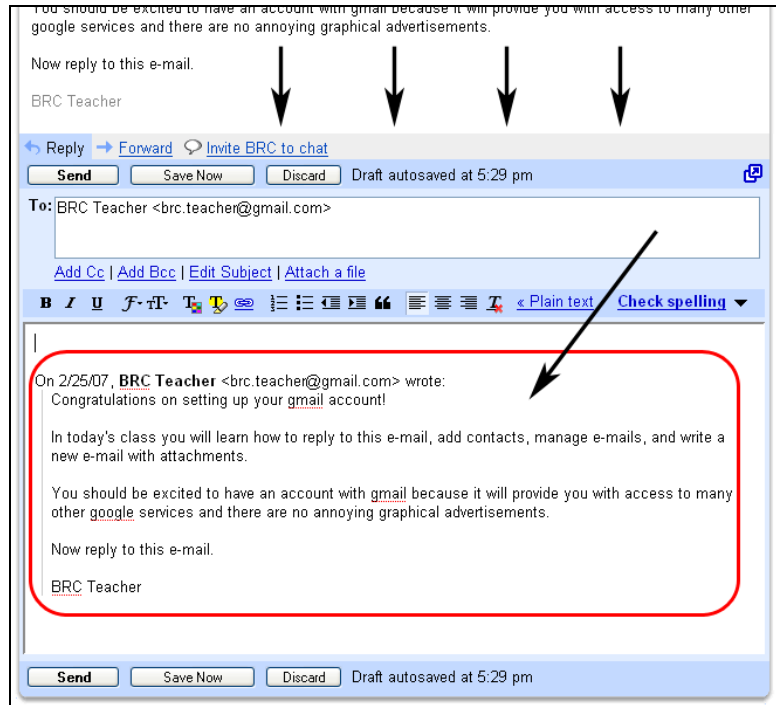
1. Click on the e-mail from your teacher to read it



2. The **reply window** opens below the message

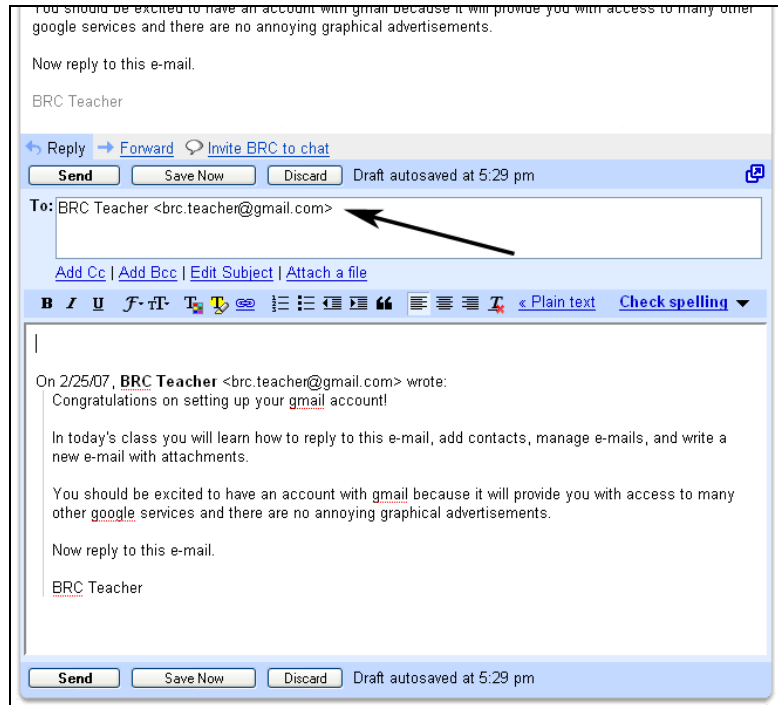
The text of the original e-mail is copied at the bottom of the text box

3. To **reply** to the e-mail, click on the **Reply Icon** on the top right of the e-mail, OR click on the **Reply Link** and the bottom of the e-mail

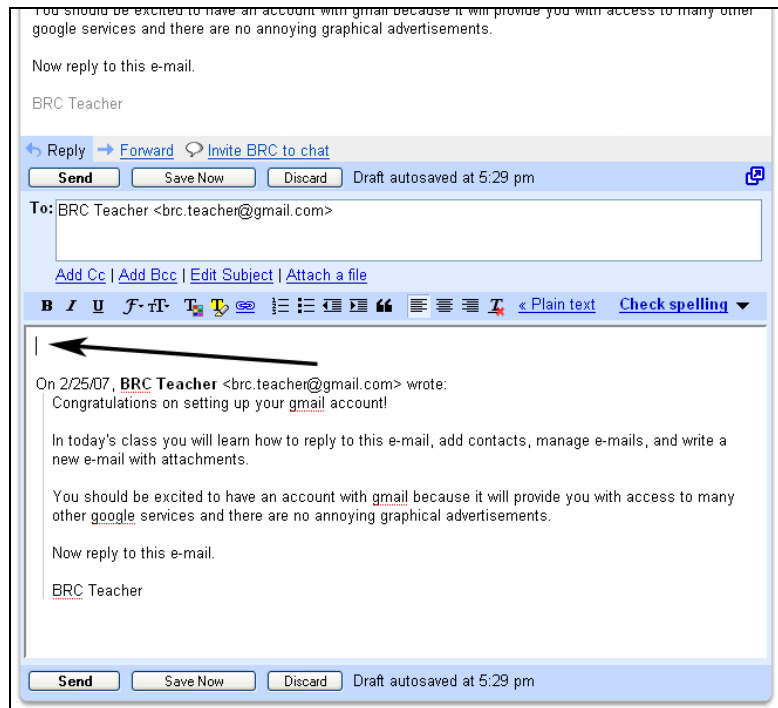


4. The first box shows the e-mail address that the message will be sent to

The e-mail address of the person who sent you an e-mail will always already be added to this box



5. The area above the text from the original message is where you should type your reply



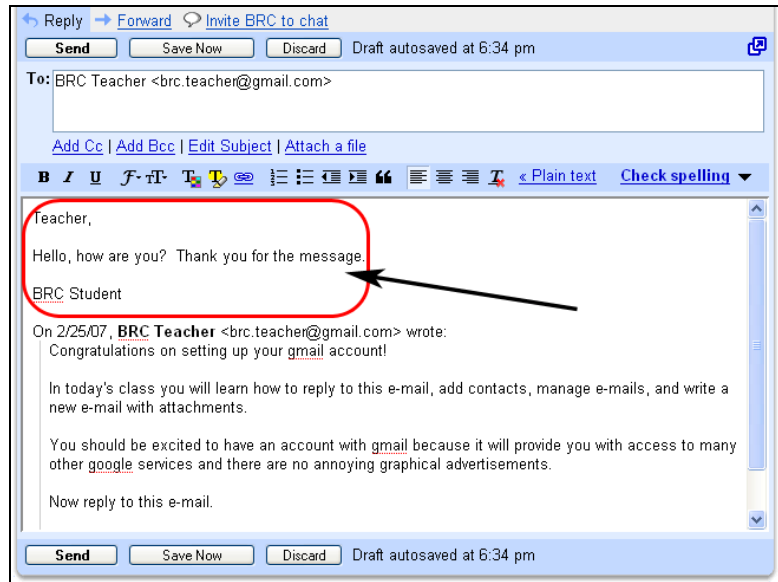
6. Type a reply to your teacher.

For example, type:

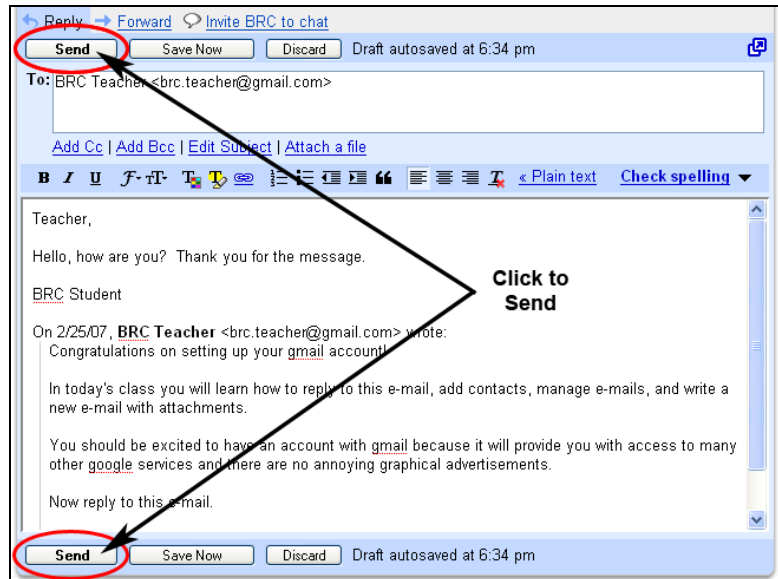
Teacher,

*Hello, how are you?
Thank you for the message.*

BRC Student



7. Click on the *Send Icon* at the top or bottom of the *reply window* to send the e-mail to your teacher

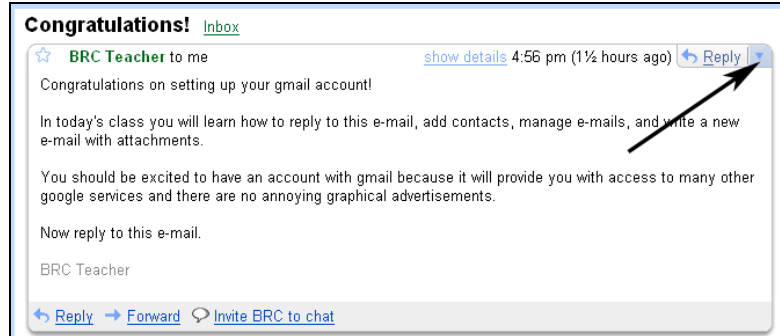


8. Your reply has been sent to your teacher.

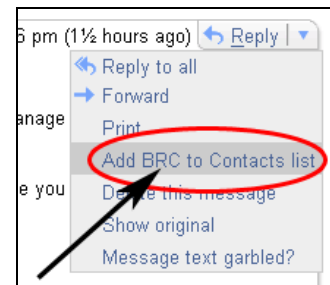
C. Add Contacts

1. Scroll back up to the e-mail from your teacher

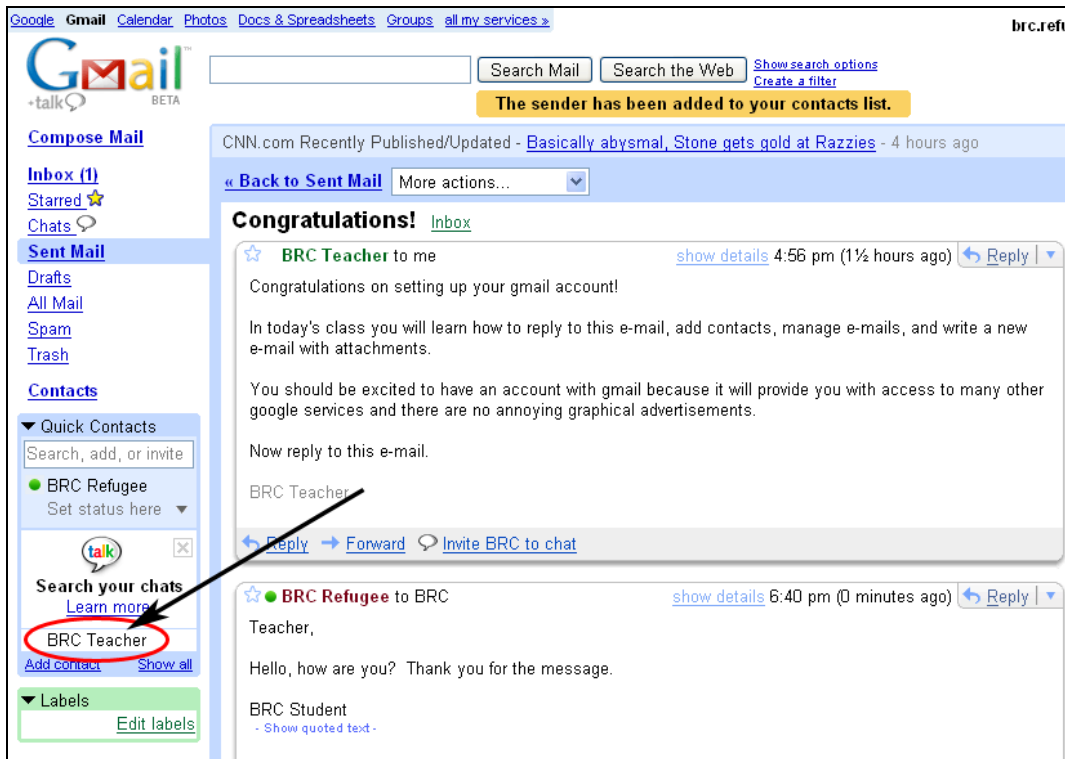
Click the **Arrow Icon** next to the **Reply Icon**



2. Click on **Add BRC to Contacts list**

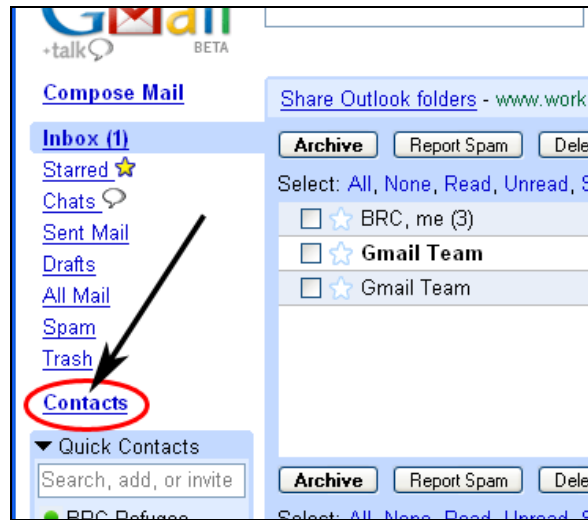


3. Your teacher has been added to your **Contacts list**

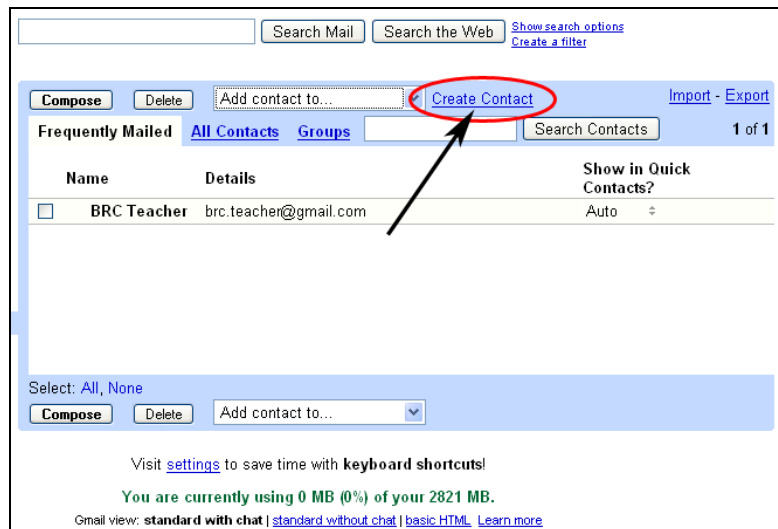


You can also add a Contact that did not send you an e-mail

4. Open your **Contacts list** by clicking **Contacts**

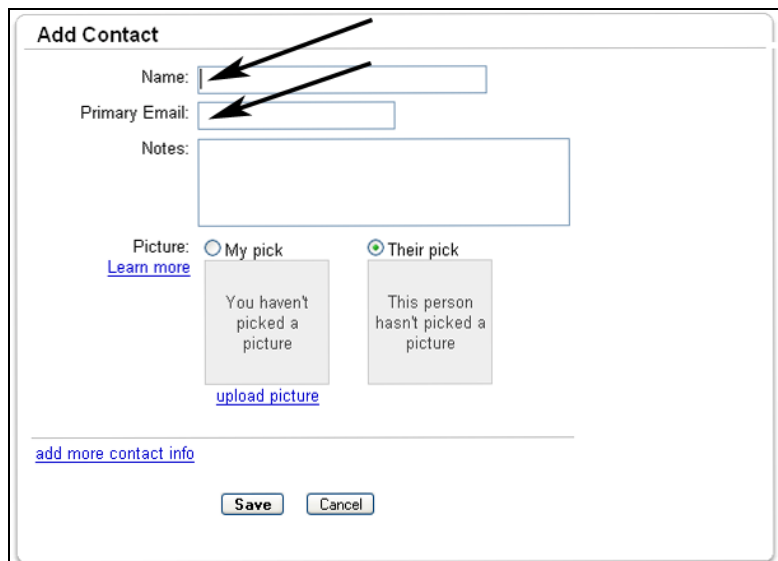


5. At the top of the **Contacts list** window, click **Create Contact**



6. In the new window, type the name of the contact and type the e-mail address you'll use to send them e-mails

You can also add other information about them



7. Click the Save Icon



Add Contact

Name:

Primary Email:

Notes:

Picture: My pick Their pick

[Learn more](#)

You haven't picked a picture

This person hasn't picked a picture

[upload picture](#)

[add more contact info](#)

8. The contact is now saved in your account

The contact was successfully added.

[Back to Contacts](#) [Import - Export](#)

Steve McHugh
steve.mchugh@gmail.com

[edit contact information](#)

Recent conversations More actions...

Select: All, None, Read, Unread, Starred, Unstarred

No messages from Steve McHugh. [Send Steve McHugh a message!](#)

9. Click *Inbox* to go back to the Inbox



Gmail +talk BETA

[Compose Mail](#)

Inbox (1)

[Starred](#)

[Chats](#)

[Sent Mail](#)

[Drafts](#)

[All Mail](#)

[Spam](#)

[Trash](#)

[Back to Contacts](#)

S
ste

D. Delete E-mails, Create Labels, and Archive E-mails

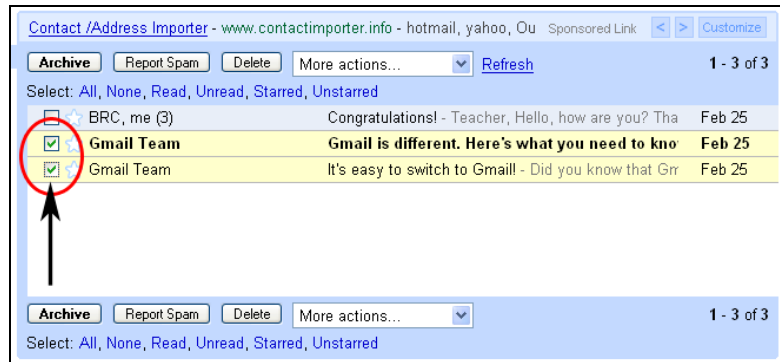
1. To perform an action on an e-mail you need to select it

Click on the box next to the e-mail

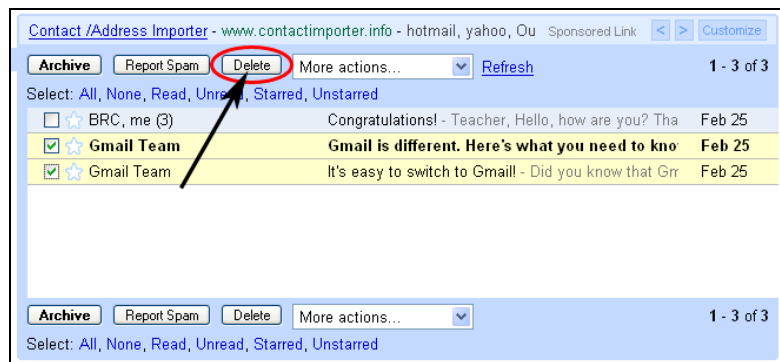
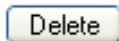


A check will appear

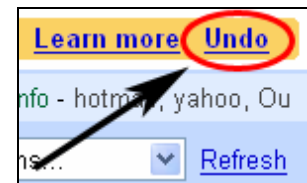
The e-mail is selected



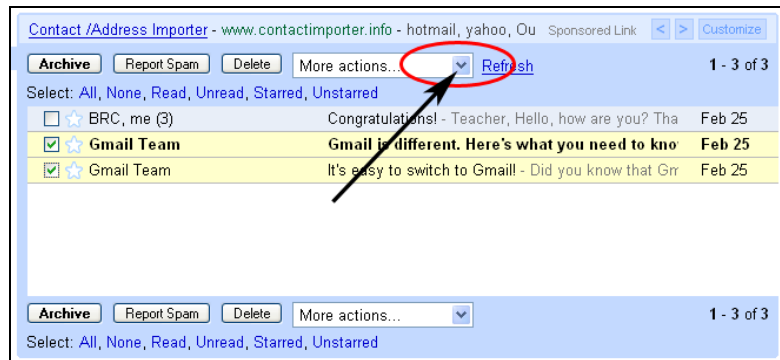
2. To **delete** the selected e-mails, click the **Delete Icon**



3. Click **Undo**



4. To apply a **label** to the selected e-mails, click on the arrow next to **More actions...**



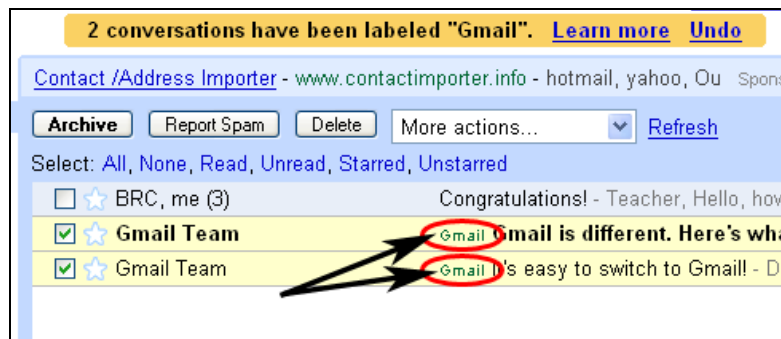
5. Click **New Label...**



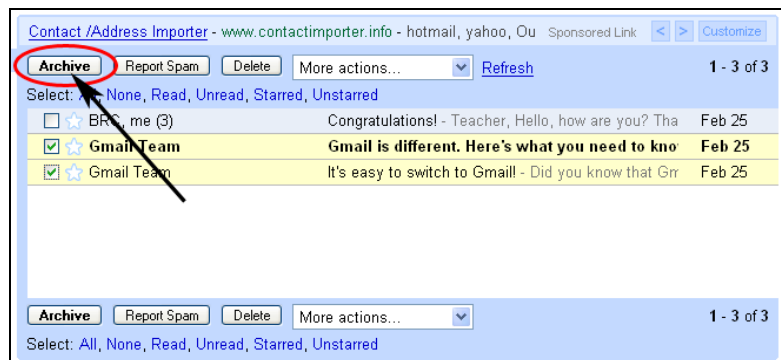
6. Type **Gmail** and press the Enter key



7. You applied the **Gmail label** to the e-mails from Gmail



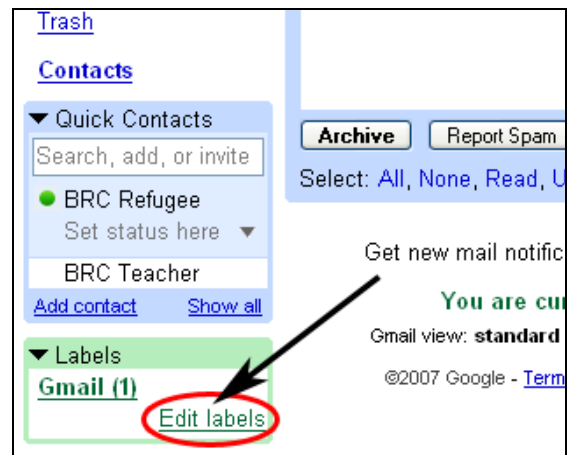
8. Click the **Archive Icon**



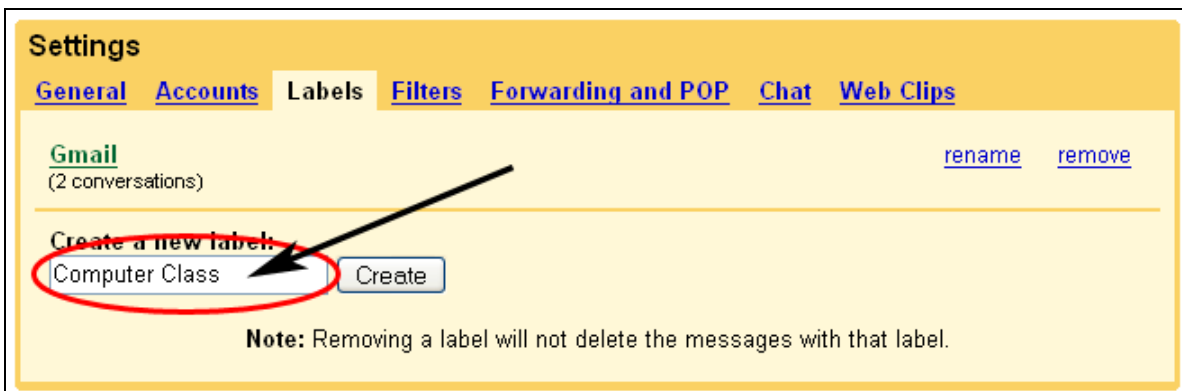
9. You moved the e-mails to the **Gmail archive**



10. To create other labels, click **Edit labels** on the bottom left of the page

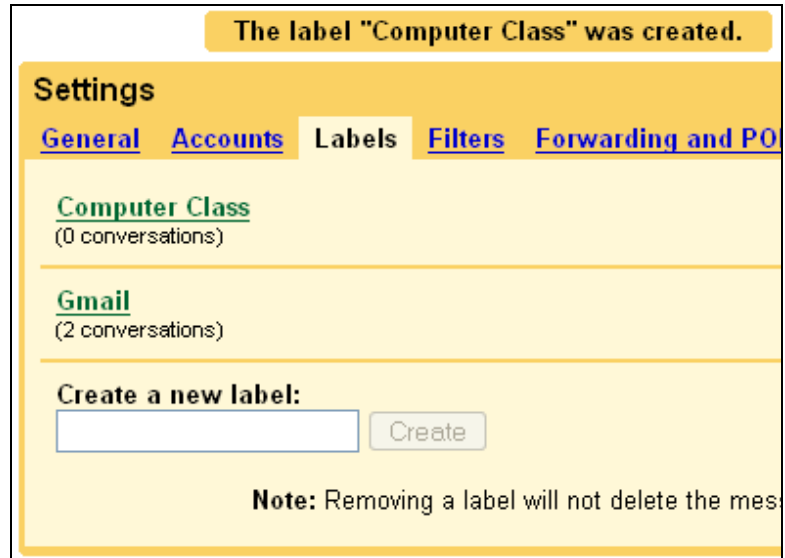


11. Type a name for the label, such as **Computer Class**

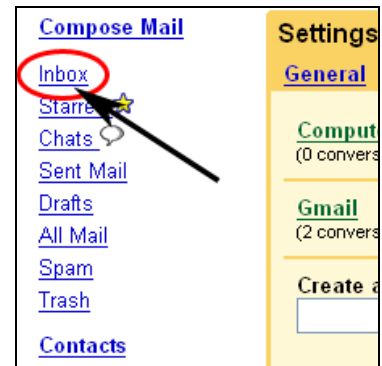


12. You created a ***new label***

All your labels are listed in this window



13. Click on ***Inbox*** to return to your Inbox



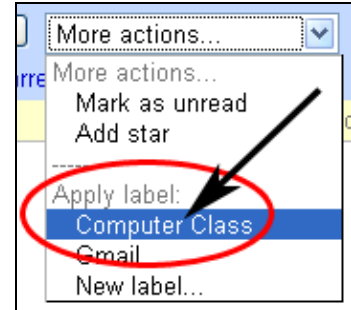
14. Click on the box next to the e-mail from your teacher to select it



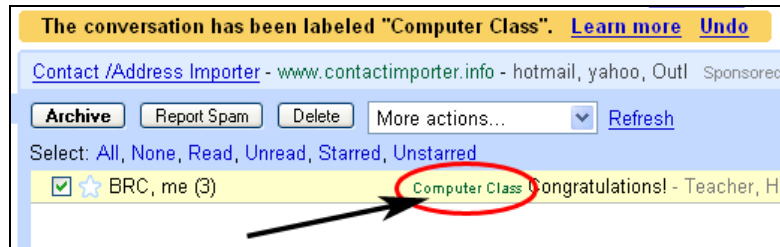
15. To apply a ***label*** to the selected e-mails, click on the arrow next to ***More actions...***



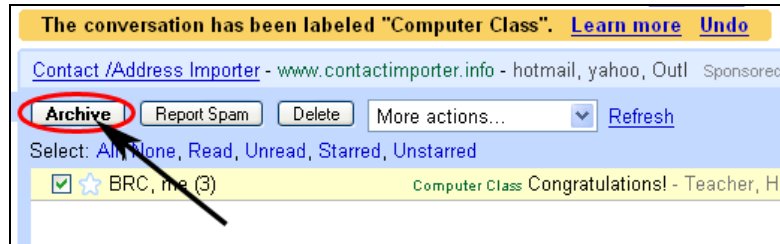
16. Click on the **Computer Class label**



17. You applied the **Computer Class label** to the e-mail from your teacher

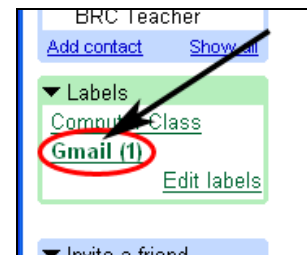


18. Click on the **Archive Icon** to archive the e-mail from your teacher

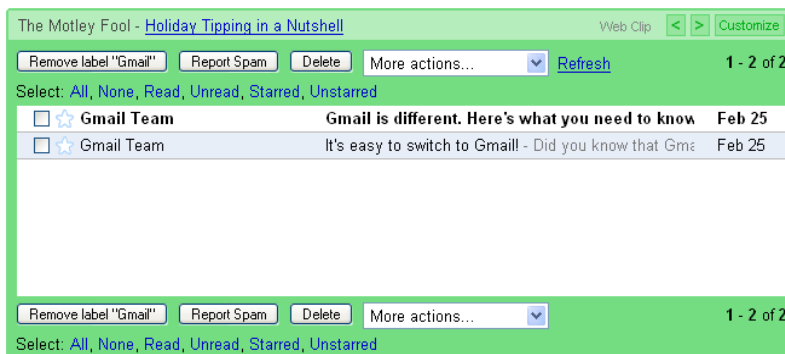


19. Click **Gmail**

The number shows how many unread e-mails are in this archive



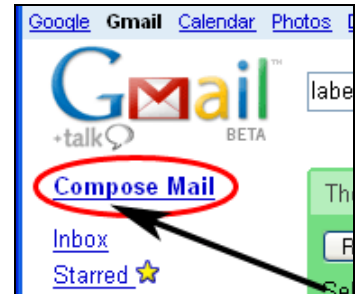
20. This window shows all the e-mails in the **Gmail archive**



E. Compose a New E-mail and Add Attachments

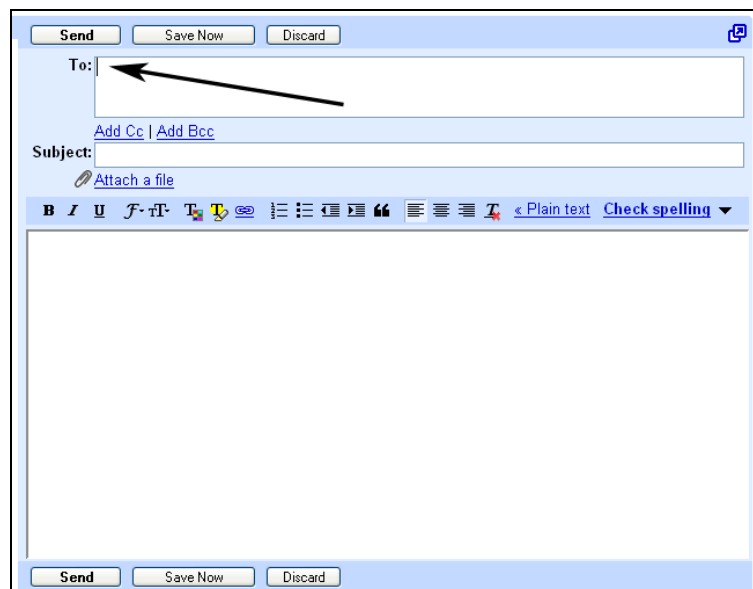
1. Click on Compose Mail

Compose = Write



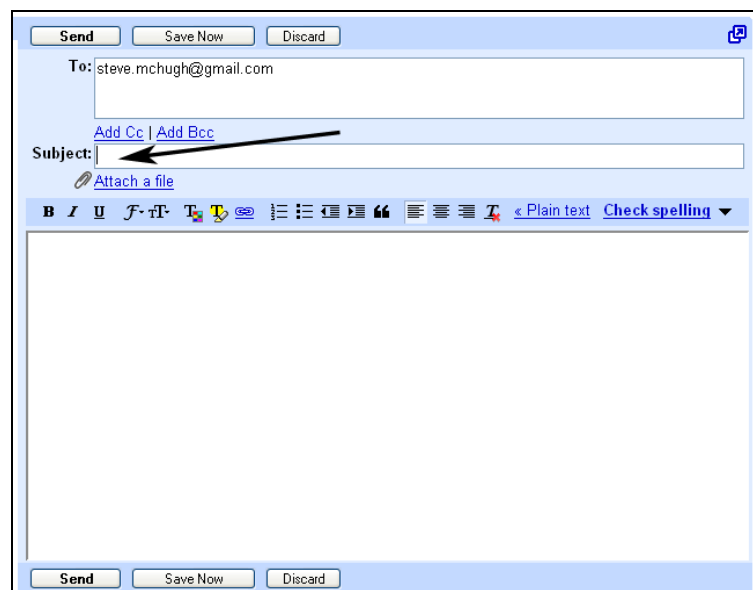
2. Type the e-mail address of the person you want to write an e-mail to, such as

steve.mchugh@gmail.com

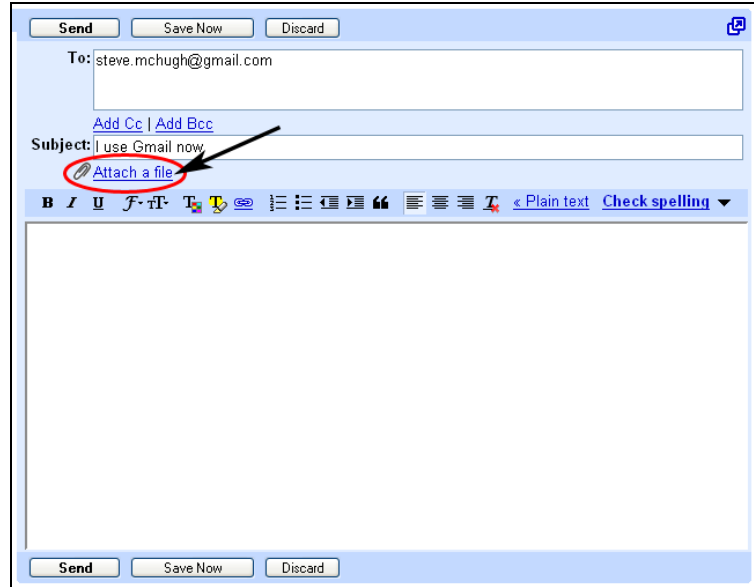


3. Type a Subject that describes in a few words what you will write about, such as

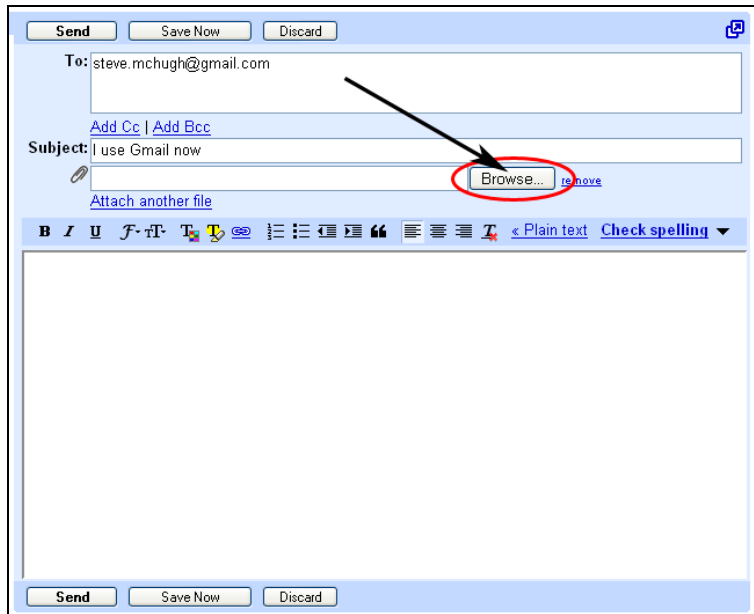
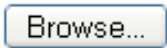
I use Gmail now



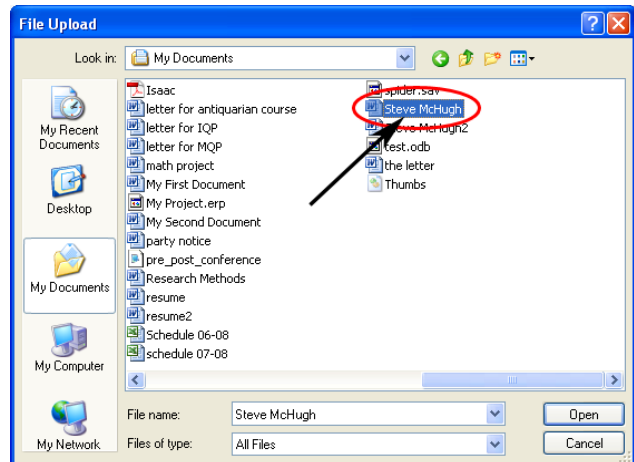
4. To send a file with the e-mail, click **Attach a file**



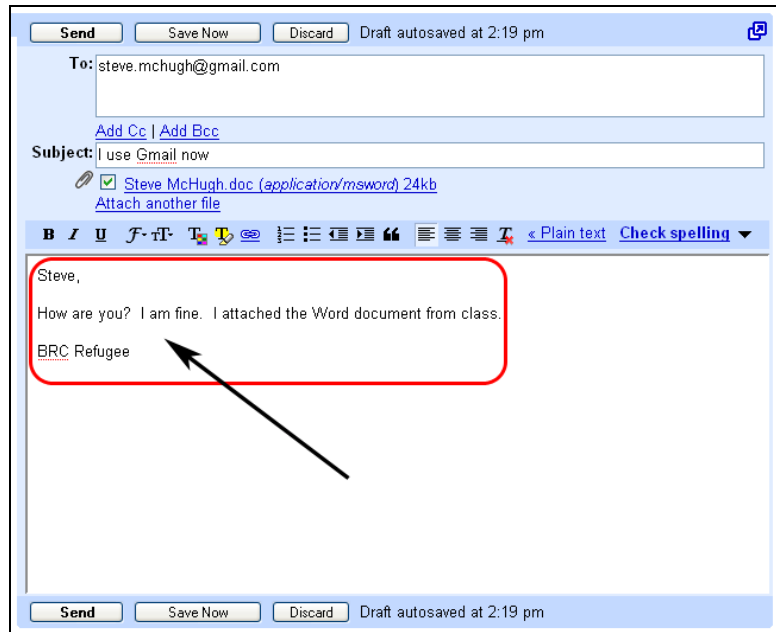
5. Click the **Browse** icon



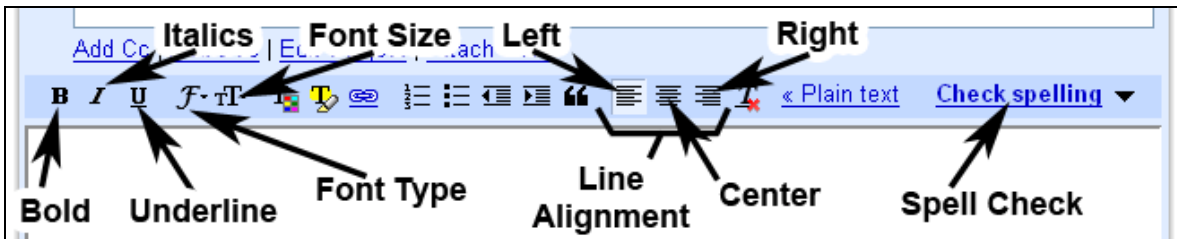
6. Find a file and click **Open**



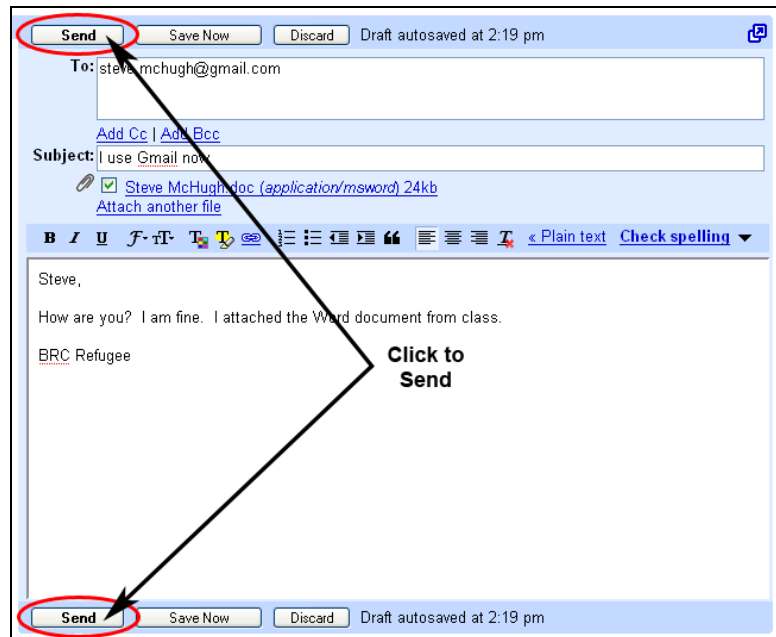
7. Type a message to your friend



8. You can format the text like in Microsoft Office Word



9. Click on the *Send* icon



10. Your message has now been Sent

Lesson 12: Chatting Online

Goals:

- A. Make an account
- B. Sign in
- C. Add friends to buddy list
- D. Chat

A. Make an account

1. Open *Windows Live Messenger*



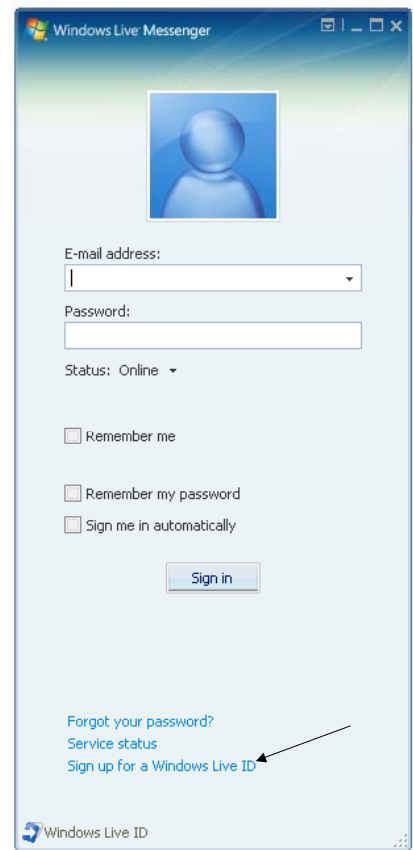
Windows Live Messenger is a program that let's you chat with people

This is the *login window*

Before you can *log in*, you need a *username* and *password*

Windows Live ID
= username
They are the same

2. Click *Sign up for a Windows Live ID*



3. Click **Sign Up**



4. In the first box, type a **username** you want to use

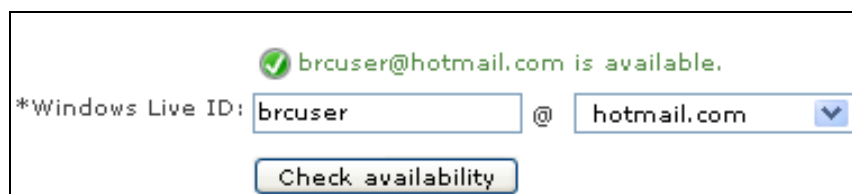
Press the **Enter** key

Try to use one that nobody else has



If the name you chose is already taken, just try again

Keep trying until you see this green check




Now you get to choose a password.

Keep your password a secret, but don't forget it!

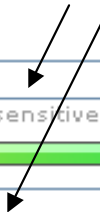
5. Enter a password into the second box and the third box

Choose your password

*Type password: 

Six-character minimum; case sensitive

Password strength: Strong


*Retype password: 

If you make a mistake, just try again

6. In the next section, type your e-mail address.

You can use the one you created in lesson 10.

Enter password reset information

 E-mail address:
This must be different from your Windows Live ID

*Question: 

*Secret answer:
Five-character minimum; not case sensitive

7. In the two boxes after that, create a question and secret answer.

In case you forget your password, it will ask this question.

Enter password reset information

E-mail address:
This must be different from your Windows Live ID


 *Question: 

*Secret answer:
Five-character minimum; not case sensitive

In the next section, you will answer questions about yourself

8. Type your first name in the first box

9. Type your surname in the second box

 *First name:

 *Last name:

*Gender: Male Female

*Birth year:
Example: 1999

*Country/Region: 

*State: 

*ZIP code:

10. Next, click **Male** if you are a boy. Click **Female** if you are a girl.

11. In the next box, type the year you were born.

*First name:

*Last name:

*Gender: Male Female

*Birth year:
Example: 1999

*Country/Region:

*State:

*ZIP code:

12. Click the next box and change **United States** to **Thailand**

13. Click the next box and select **Bangkok Metropolis**

*Country/Region:

*Province:

*Postal Code:

14. Type **10400** into the next box

15. In the next part, type the big letters and numbers into the box underneath

Type the characters you see in this picture

Picture:

8 characters

*Type characters:

The picture says **C3JW6HD6**. Click in the small box and type it

Type the characters you see in this picture

Picture:

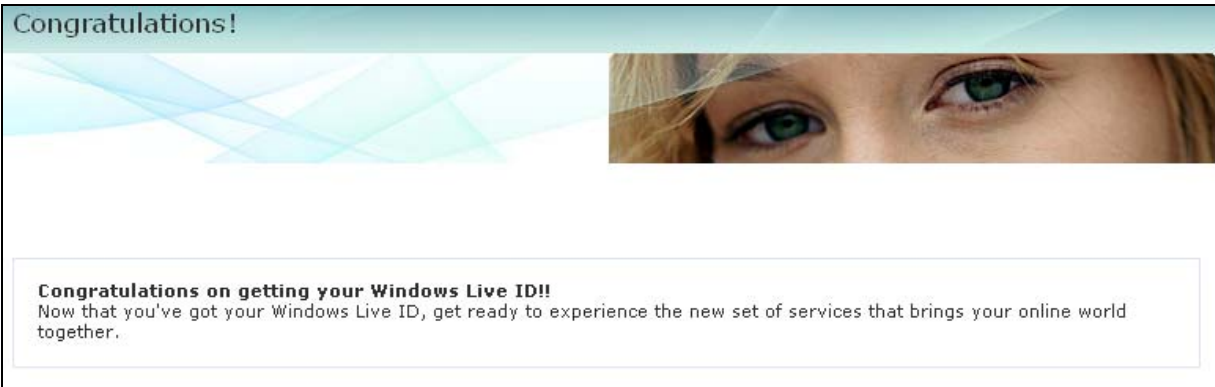
8 characters

*Type characters:

When you are finished, click the button **I Accept** at the bottom.

When you see this screen, you now have an account!

If there is a mistake, ask a teacher to help you change it.



B. Sign in.

1. Close the internet browser.

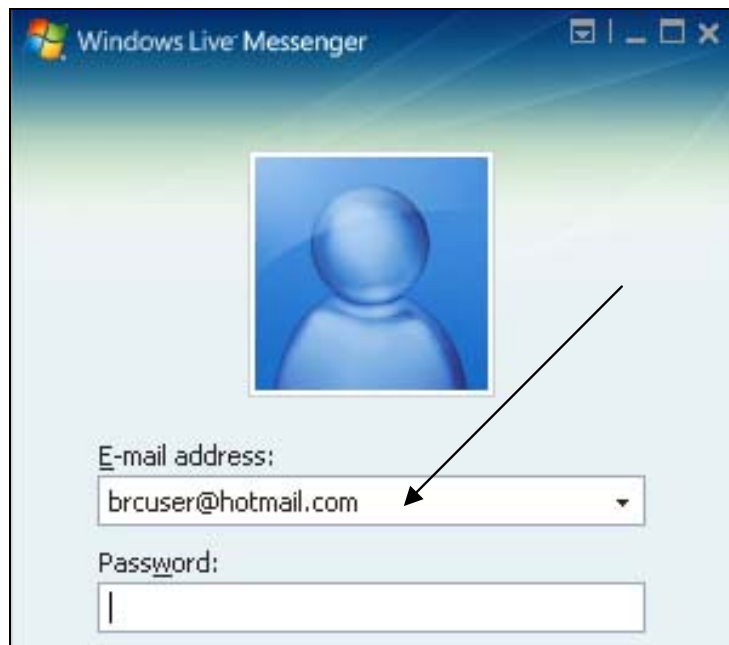


Now you can connect. This is called **Signing in**

2. Look at **Windows Live Messenger** again.

Click in the first box and type the **username** you chose in Part B.

Remember that it probably ends with **@hotmail.com**, like some **e-mail addresses**



In the next box, type your **password** from part B
It will look like this:

E-mail address:
brcuser@hotmail.com

Password:

Status: Online

DO NOT check the boxes.

Now click **Sign in**



Remember me

Remember my password

Sign me in automatically

Sign in

C. Add friends to your contact list

You will see something like this.

It is a list of your friends that are also **signed in**.

It is empty now. You have to tell it who your friends are.

1. Click the **add contact** button.

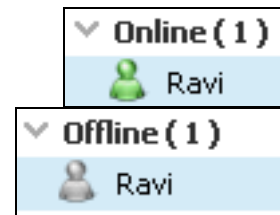


Your friend's computer will ask them if they are really your friend.

2. If you are asked, say **yes** or **OK** only if it is someone you know.

If your friend is **signed in**, there will be a **green icon** next to their name.

If they are NOT **signed in**, there will be a **grey icon** next to their name.



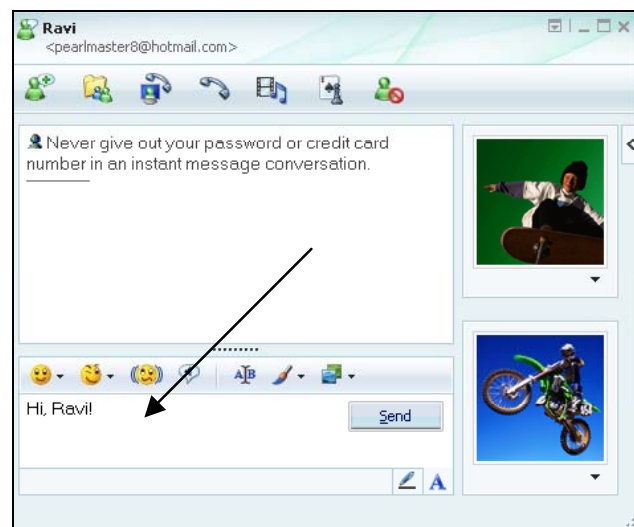
D. Chat.

If your friend is signed in, you can send them a **message**.

1. Double-click the name of a friend who is **signed in**.

2. You can type a message for them in the bottom box.

Press the **Enter key** to send your message.



Your friend can also send you messages. Your conversation will appear in the top part of the window. Have fun!

Appendix F: Teacher's Guides

The following appendix contains the teacher's guides for the twelve lessons of the computer literacy course. These are meant to assist the teacher in preparing for the lessons. They also provide room for notes at the end of each lesson so that the teacher can record useful information for future classes.

Teacher's Guide Introduction

This is a guide for the Computer Skills class at the BRC. You can use this guide to go through the 12 lessons with the students throughout the 9-week program. Some of these lessons may take longer than one class and some may finish earlier depending on the students. For each of these lessons there are a set of student handouts and a teacher's guide document. These handouts should be available on a CD and in the teacher's section of the online resource guide (<http://users.wpi.edu/~brlc>)

Structure:

The class is designed for one or two students on each computer. Each class should begin with a review of all the material in the previous class. At the beginning of each lesson is a list of the goals that should be covered with that lesson. When the lesson is finished, you need to make sure that the students have completed all of the goals and understand everything that is necessary to understand. At the end of most of the lessons there is assigned work for the student to do outside of class. Some of these require a computer and may not be possible if the student cannot access computers outside of class. If this is the case, you may spend a class time on these assignments.

Overall Course Goals:

By the end of the course, the students should be able to do the following:

- Turn a computer on and off
- Log in to Windows
- Type correctly
- Use Microsoft Word
- Use Rosetta Stone (English Learning Software)
- Use Mozilla Firefox
- Search for information on the Internet
- Use E-mail
- Chat using Microsoft Live Messenger

The lessons are:

Lesson 1: Basic Use

Lesson 2: Typing Practice

Lesson 3: Basic Microsoft Word

Lesson 4: Advanced Folder Use

Lesson 5: Formatting in Microsoft Office Word

Lesson 6: Advanced Formatting and Printing

Lesson 7: Using Rosetta Stone

Lesson 8: Basic Internet

Lesson 9: Search Engines

Lesson 10: Sign up for an e-mail account

Lesson 11: Use an e-mail account

Lesson 12: Chatting Online

Online Resource Guide

There is an Online Resource Guide for the BRC located at <http://users.wpi.edu/~brlc>. It should be set as the homepage for all the computers in the Learning Center, but it is here for reference in case the URL gets lost. This guide will help to give the students resources for learning more about various subjects including computers, history of their home countries and history of countries of potential resettlement. There is also a teacher's section that has all of the handouts available for download in case they are lost.

Changes to the Lessons

These lessons have not yet been fully tested and were designed with revision in mind. Please make changes to the lessons as they are being taught because there are many unforeseen problems with a class that has not yet been tested. The original Word files for the handouts should be available at the BRC. They should also be available for download at the Online Resource Guide, but they are large files so downloading them will take a while. At the end of each of the teacher's guide handouts, there is a section for assessment. Please take the time to fill out how long it took you to teach the Lesson (one hour, two hours, how many weeks, etc.) and any notes you feel are important for that class. This could be whether some content was particularly difficult to teach or perhaps some content that you added because you felt it was necessary for understanding. Keep these stored somewhere in the BRC as records of the taught class. Please feel free to change anything in the course that you feel would make it better.

Lesson 1: Basic Use

Goals:

- A. Learn Vocabulary
- B. Turn a Computer On
- C. Log In to a Computer
- D. Open / Start a Program
- E. Turn a Computer Off

Instructional Materials:

- Student Handouts for Lesson 1
- Computers
- Software
 - Microsoft Word
 - GoMouse

Class Preparation:

- Make sure all the computers are off to start the class
- Have students sit either one or two to a computer
- Keep one copy of the Lesson packet for yourself so you can point to specific parts during the class

Intro:

- Hand out the Lesson 1 Packet to each student or pair of students
- Tell the students, “This is the computer class. Today we will learn some vocabulary, then turn a computer on and log in. After we will open a program and then learn how to turn off the computer.”
- Explain that computers are expensive and that when using a computer, the students should be very careful.
- Ask the students how much they know about computers, if this material is too basic for them, then maybe they should skip this class and come back next week.

Lesson Content:

- A. Vocabulary
 - When going over each word, point to the picture on the handout and point to the physical computer part.
 - Say the word and have the students repeat it as a class.
 - For “typing” and “click” show the students by performing these actions on the computer parts
 - If you want to add some other words (double-click, right-click, etc.) Then you can do that
- B. Turn a Computer On
- C. Log In to Windows
 - Some students will have trouble using a mouse for the first time, others will be fine
 - Help out the students individually who are having trouble, identify these for the assignment at the end of class

- If there is more than one student at a computer, shut down the computer and have the other student turn it on and log in
- Students may have difficulty typing the password because they cannot see the words as they type them

D. Open a Program

- Using the mouse to navigate the start menu for the first time may be difficult
 - If they have too much trouble using the mouse, skip to the Homework Assignment for them
 - Show students that they only need to click on "Start" and "Microsoft Word." The other parts of the menu they just need to put their mouse over and wait.
- Students should practice opening and closing other programs several times

E. Turn off the Computer

- If there is more than one student at a computer make sure every student gets to turn the computer off

Conclusion:

- At the end of the class ask the students to say the different parts of the computer without looking at their handout
- If there is time, ask the students to open the program GoMouse and try to complete that game

Homework Assignments:

- Have the students that had trouble with the mouse go through the GoMouse game before the beginning of the next class

Assessment:

Name of Teacher: _____

Time for Lesson: _____

Notes on Lesson: _____

Lesson 2: Typing Practice

Goals:

- A. A. Create an Account
- B. Use the Mavis Beacon Software

Instructional Materials:

- Student Handouts for Lesson 2
- Computers
- Software
 - Mavis Beacon

Class Preparation:

- Go through some of the Lessons in Mavis Beacon before teaching this class
- This class is just to get the students introduced to the typing program. By the end of this class the important thing is to get the students comfortable with using the program because from now on they will be doing the lessons on their own

Intro:

- Hand out the Lesson 2 packet to the students
- Tell the students, "Today we will be learning how to type correctly. We will use a program called Mavis Beacon to do this."

Lesson Content:

- The sign-up process will provide each student with an account that is different depending on the student. The account will:
 - Changes lesson content based on age range
 - Remembers what typing lesson the student is on
 - If you feel this is important you can make the students register accounts, but if that happens make sure the students know that their account is only on the computer where they registered it.
- Make sure both of the students register an account
- Once you finish going over how to use Mavis Beacon, split up the rest of the time and give each student that much time to go through lessons

Conclusion:

- Tell the students to write down which computer they were at and to use that computer from now on when they use the typing program

Homework Assignments:

- Ask the students to use Mavis Beacon for at least 2 hours before the next class and have them report which lessons they finished at the next class.

Assessment:

Name of Teacher: _____

Time for Lesson: _____

Notes on Lesson: _____

Lesson 3: Basic Microsoft Office Word

Goals:

- A. Create a Document
- B. Type in a Document
- C. Erase Words and Numbers
- D. Save a Document
- E. Save As... a Document
- F. Open a Document

Instructional Materials:

- Student Handouts for Lesson 3
- Computers
- Software:
 - Microsoft Word

Class Preparation:

- Make sure that you are familiar with all of the topics in this lesson.
 - The only potentially confusing part of this lesson is the difference between “Save” and “Save As...”
- Go through the different computers and delete everything from the My Documents folder that does not need to be there. Since they will be saving there, it will be confusing if they see a cluttered folder

Intro:

- Hand out the Lesson 3 Packet to Students
- Tell the class, “Today we will learn about Microsoft Word. You can use this program to write letters. We will spend a few days on this program and then you will write a letter to your parents.”
- Ask the students if they have used

Lesson Content:

- A. Create a Document
 - There is nothing new here, to create a document they just have to open Microsoft Word, which they did in Lesson 1
- B. Type in a Document
 - They should have already learned the basics of typing, so this part should mainly be a review.
 - This may be the first place where they have to type in sentences
- C. Erase Words and Numbers
 - Make sure each student understands the difference between Backspace and Delete keys. If you have to
- D. Save a Document
 - Explain that when students Save a document, it will be stored on the computer after the computer even after the computer is turned off
 - Explain that the file they Save can be found in the same place that they left it, but it must be the same computer

E. Save As...

- Explain that they can change the name of the file or save it as a new document with Save as...
- They may not understand this right away, but demonstrating how it works in the Lesson will help

F. Open a Document

- Explain that this is how students access documents that they have saved

Conclusion:

- Ask students to demonstrate the difference between backspace and delete
- Ask students the difference between Save and Save as...
- Have students show you how to Save a file without helping them

Homework Assignments:

Have the students continue with typing lessons for the next week.

Assessment:

Name of Teacher: _____

Time for Lesson: _____

Notes on Lesson: _____

Lesson 4: Advanced Folder Use

Goals:

- A. Open the My Documents Folder
- B. Create a Folder with Your Name
- C. Save a Document in That Folder
- D. Delete Files

Instructional Materials:

- Student Handouts for Lesson 4
- Computers
- Software:
 - Microsoft Word

Class Preparation:

- Clear out the My Documents folder of any unnecessary files
- Here you should decide whether or not you want the students to delete their folders after they are done. If you want them to have these folders for the future, make sure to tell them that they should go to the same computer every time
- It may help to bring an actual folder and some papers to class. This way you can put the papers in the folders to show the students what they are doing on the computer.

Intro:

- Hand out the Lesson 4 Packet to students
- Tell the class, "Today we will learn how to save files in different folders."
- This is the point where you can show them the actual folder and papers

Lesson Content:

- A. Open the "My Documents" Folder
 - Explain that folders help to organize files on a computer. It is like how people separate papers into real folders when they have many papers
 - You can have many levels of folder organization
- B. Create a folder with your name
 - Explain that this folder will remain on the computer until someone deletes it.
- C. Save documents in that folder
 - Explain that students go back to this folder to find their saved file
- D. Deleting files
 - You can explain that the deleted files are sent to the Recycle bin if students are finding the material easy to understand

Conclusion:

- Have students demonstrate creating a folder
- Have students Open a new Word file and Save it to that folder
- Have students delete the folder after they are finished

Homework Assignments:

- Have the students continue with the typing program from Lesson 2

Assessment:

Name of Teacher: _____

Time for Lesson: _____

Notes on Lesson: _____

Lesson 5: Formatting in Microsoft Office Word

Goals:

- A. Formatting Vocabulary
- B. **Highlight** Text
- C. Make Text **Bold**
- D. Undo and Redo
- E. Put Text in *Italics*
- F. Underline Text
- G. Change the Font Type
- H. Make Text Larger or Smaller
- I. Delete Highlighted Text
- J. Type CAPITAL Letters

Instructional Materials:

- Student Handouts for Lesson 5
- Computers
- Software:
 - Microsoft Word

Class Preparation:

- Go through the lesson and make sure you are comfortable with the different shortcut keys. (Ctrl+B=Bold, Ctrl+Z=Undo, etc.)

Intro:

- Hand out the Lesson 5 packet to students
- Tell the class, "Today we will learn more about Microsoft Word. We will learn how to change the way text looks."

Lesson Content:

A. Formatting Vocabulary

- These vocabulary words are necessary for the students to be able to speak about formatting, but students may not understand what they mean until they complete the Lesson.

B. Highlight Text

- This is a new mouse movement for students. They may not understand that you must hold the left button down while you drag to Highlight the text
- Make sure to emphasize that they have to click first and then move the mouse

C. Make Text Bold

D. Undo and Redo

E. Put Text in Italics

F. Underline Text

- For C, D, E and F make sure that students understand that you have to press Ctrl FIRST and then hold it and press the next button. This may be hard for kids to understand so you may have to show them on their computers a couple of times

G. Change the Font

- Scrolling is a new movement for the students. Explain that you must hold the left button down while you drag to move the scroll bar
- Show students that they can also use the mouse wheel to scroll

H. Make Text Larger or Smaller

- Changing text size is explained here through click on the number and typing in a new number.
- Students can also practice scroll to pick a different size

I. Delete Highlighted Text

- Students should already understand the delete and backspace keys from Lesson 3.
 - This section will show how to highlight and erase large amounts of text, rather than one letter at a time

J. Type Capital Letters

Conclusion:

- Review the formatting vocabulary at the end of the Lesson.
- Without looking at the handouts, have students point to the different icons/ menus when you say the different vocabulary:
 - Bold, Italic, Underline, Size, Font, Undo, Redo
- Ask students to name some of the keyboard shortcuts, it may take time to remember all of the shortcuts
- Have students point to and explain the difference between Caps lock and Shift

Homework Assignments:

- Ask students to start working on a letter to their parents/ friend, they can type it up in the next class
 - Remind them to save their work. Review saving from Lesson 3 if necessary

Assessment:

Name of Teacher: _____

Time for Lesson: _____

Notes on Lesson: _____

Lesson 6: Advanced Formatting and Printing

Goals:

- A. More Formatting Vocabulary
- B. Learn to Use Cut, Paste, and Copy
- C. Use Line Spacing
- D. Use Line Alignment
- E. Learn to Check Spelling
- F. Learn to Print

Instructional Materials:

- Student Handouts for Lesson 6
- Computers
- Software:
 - Microsoft Word

Class Preparation:

- Make sure you are comfortable with the keyboard shortcuts for Cut, Paste and Copy
- Make sure there is a printer hooked up to the computers in the classroom and that there is enough paper for each student to print a page

Intro:

- Hand out the Lesson 6 packet to students
- Tell the students, "Today we will do more with Microsoft Word, By the end of this class, you will be able to write a letter to your parents"

Lesson Content:

A. Cut, Paste, Copy

- Explain that the sentence "The quick brown fox jumps over the lazy dog" has every letter in the alphabet
- Make sure students understand they must press the Ctrl key FIRST, then hold it down and press the appropriate key
 - They will have had experience with keyboard shortcuts in Lesson 5

B. Line Spacing and Line Alignment

- Have students type a letter to their parents or to a friend
- Remember to have students save their work

C. Spell Check

D. Print

- Have students Print the letter they wrote to their parents
- You can teach them Ctrl+P for printing if they want to know the shortcut

Conclusion:

- Review the formatting vocabulary from this Lesson and from Lesson 5
- Without looking at the handouts, have students to point to the formatting icons and when you say the words
- Ask students to name some of the keyboard shortcuts
- Ask students how they can tell if something is misspelled in a Word Document
 - Ask students how to change a misspelled word

Homework Assignments:

- Have students write another letter to a friend for practice
 - Have them save this letter and print it before the next class

Assessment:

Name of Teacher: _____

Time for Lesson: _____

Notes on Lesson: _____

Lesson 7: Using Rosetta Stone

Goals:

- A. Learn How to Use Rosetta Stone Software

Instructional Materials:

- Student Handouts for Lesson 7
- Computers
- Software:
 - Rosetta Stone (Need to insert CD into drives to get the program to work)

Class Preparation:

- Spend a little bit of time before the class to familiarize themselves with the program
- Prepare to spend only around 15 minutes going over the handout with the students, the rest of the time should be spent actually using Rosetta Stone

Intro:

- Hand out Lesson 7 packet to students
- Tell the students, "Today we will learn a program that will help you learn English. It is called Rosetta Stone."
- Have all of the students put their Rosetta Stone CD in their CD-ROM Drive

Lesson Content:

- You can start higher level students in harder lessons
- Have students skip ahead if the lessons are too easy

Conclusion:

- Have students write down what lesson and sub-lesson they are on so they can pick up where they left off in the future

Homework Assignments:

- Have the students go through the Rosetta Stone Lessons on their own

Assessment:

Name of Teacher: _____

Time for Lesson: _____

Notes on Lesson: _____

Lesson 8: Basic Internet

Goals:

- A. Open a Browser
- B. Understand Web Pages
- C. Understand a Web Address
- D. Understand the Browser Buttons
- E. Use Browser Tabs

Instructional Materials:

- Student Handouts for Lesson 8
- Computers
- Software:
 - Mozilla Firefox

Class Preparation:

- Make sure that you are familiar with using Firefox before teaching this lesson. The program is like Internet Explorer except it is better. Make sure you have a firm understanding of tabbed browsing, other than that there should be nothing tricky in this Lesson.
- Make sure that all the homepages of the computers are set to the online resource guide.
 - Open Firefox
 - Go to Tools-Options
 - Click on the "Main" button
 - Where it says, "Home Page:" Type <http://users.wpi.edu/~brlc>

Intro:

- Hand out the Lesson 8 packet to the students
- Tell class "Today we will start learning how to use the Internet." Try to explain that the Internet is how different computers connect to each other.

Lesson Content:

A. Open a Browser

- Explain to students that if they have used Internet Explorer that Mozilla Firefox is the same program but better

B. Understand a Web Page

- Explain that Web pages can show both images and information
- Each of the students should have a web page open, so point to their screens and say "This is a web page"

C. Understand a Web Address

- Make sure students understand that each web page has an address
- Some students may be confused between Web Address and E-mail Address. Tell them that you need a Web Address to go somewhere on the Internet, and an E-mail address to send something to someone on the Internet if they are confused.

D. Understand the Browser Buttons

- Go through each button one by one and make the students repeat the word for that button (Back, Next, Reload, etc.)
- Make sure they try out each button and can understand what they all mean.

E. Use Browser Tabs

- If there is some extra time you can teach the class that if you click on a link with the scroll button, it will open that link in a new tab

Conclusion:

- Review the different words: Web Browser, Web Page, Tabbed Browsing
- Point to the different buttons on the handout and ask what they are called and what they do

Homework Assignments:

- Have the students continue with Rosetta Stone lessons from Lesson 7

Assessment:

Name of Teacher: _____

Time for Lesson: _____

Notes on Lesson: _____

Lesson 9: Search Engines

Goals:

- A. Use Google
- B. Use Wikipedia
- C. Use the Search Bar

Instructional Materials:

- Student Handouts for Lesson 9
- Computers
- Software:
 - Mozilla Firefox

Class Preparation:

- Before the class, go through and use Google and Wikipedia on your own to make sure you understand what these websites do

Intro:

- Hand out the Lesson 9 packet to the students
- Tell students "This class will help you use Search Engines to find information on the Internet"
- Much of this Lesson should allow students to search for a wide variety of topics.
 - This will demonstrate how much information can be found on the Internet

Lesson Content:

A. Use Google

- Explain to students that Google finds things from the entire Internet with the words that they type in the Search bar
 - Explain that they can narrow their search by adding more words in their search
- After searching for web pages, you can have students try clicking on some of the resulting links
 - This will show them that Google will find more web pages for them
- If the students cannot read the websites, or if there is extra time, show them how to use the Google Image and Video searches

B. Use Wikipedia

- Wikipedia is an online Encyclopedia with a large amount of information on many topics.
- Show the students that they can change the language of some of the articles by clicking on the different languages in the navigation bar on the left. This may help those who cannot understand English.
- Using the search feature within Wikipedia will only obtain articles within the Wikipedia website
 - Explain to students the difference between Google search results and Wikipedia search results
 - Google finds results from the entire Internet and gives you other web pages while Wikipedia only finds articles internal to Wikipedia
- Practice opening tabs with both Google and Wikipedia open
 - Compare the two when they search for the same thing in both search engines

C. Use the Search Bar

Conclusion:

- Ask students if they can describe the difference between Google and Wikipedia
- Ask students to point to the search bar is within the browser

Homework Assignments:

- Ask students to use the web searches to find a picture of a dog, and information about Thailand before next class

Assessment:

Name of Teacher: _____

Time for Lesson: _____

Notes on Lesson: _____

Lesson 10: Sign Up for an E-mail Account

Goals:

- A. Learn Vocabulary
- B. Learn to Set Up an E-mail Account
- C. Log In to Your E-mail Account

Instructional Materials:

- Student Handouts for Lesson 10
- Computers
- Software
 - Mozilla Firefox

Class Preparation:

- If you do not already have a Gmail account, go through the process of signing up before you teach this class.

Intro:

- Hand out the Lesson 10 packet to the students
- Tell the students: "By the end of this lesson you will have your own e-mail account with Gmail. You can send messages to friends and family anywhere in the world with e-mail. Even if you already have an e-mail account, you should make a Gmail account because you never need to delete an e-mail, you can search the text of all your e-mails, the Gmail account gives you access to all the other services offered by Google, and because you will receive very little Spam, which is a message you do not want to receive that advertises for a product."
- If at least two students already have a Gmail account, have them work on Typing/ Rosetta Stone on one computer.

Lesson Content:

A. Learn Vocabulary

- Students have already used a Username and Password to log in to Windows, but this is a better place to explain it because their E-mail account Username and Password will be unique to them

B. Set up an E-mail account

- Make sure each student gets to create an E-mail account.
- While they are filling out the form, let them know that they can press tab to move to the next field
- Students may have difficulty picking a Username, Password, and Security Question
 - Make sure students understand Steps 5, 6, 7; they may need help with suggestions
 - Username: Pick something short and easy to remember. If your name is Kyle Peet, kpeet OR kylepeet is easy to remember. You can also add numbers to make names like kpeet57.

- Password: Pick something easy to remember that is at least 6 letters and/or numbers. Do not put your name in your password. CaPiTaL letters make Passwords different. For example, Dogs is not the same as dogs.
 - Make sure each student writes down their Username, Password, and Security Question answer
 - Step 17: Word Verification may be difficult for students to read. You may have to show each student individually
 - Step 18: Terms of Service should be explained, but the students do not need to understand it completely
 - Have the students switch places once one student is finished
- C. Login in to an E-mail account
- Make sure students close the browser and then go back to mail.yahoo.com before Logging in

Conclusion:

- Ask students if they can say their E-mail address: xyz@gmail.com
- Ask students if they know the difference between Username (xyz) and E-mail address (xyz@gmail.com)

Homework Assignments:

- Write down each student's e-mail address and send them an email for them to read at the next class
 - In Lesson 11, they will learn how to reply to the e-mail you sent
- Each student should work on memorizing their E-mail address, Username, Password, and Answer to Security Question

Assessment:

Name of Teacher: _____

Time for Lesson: _____

Notes on Lesson: _____

Lesson 11: Use an E-mail Account

Goals:

- A. Read E-mail
- B. Reply to an E-mail
- C. Add Contacts
- D. Delete E-mails, Create Labels, and Archive E-mails
- E. Compose a New E-mail and Add Attachments

Instructional Materials:

- Student Handouts for Lesson 11
- Computers
- Software:
 - Mozilla Firefox

Class Preparation:

- You should have a Gmail account by now
- Make sure to send each of the students an e-mail so that they can reply to it at the beginning of the lesson
- Practice doing all the e-mail activity with your own account before you teach the class

Intro:

- Handout the Lesson 11 packet to the students
- Tell the students "By the end of this lesson you will be able to use your E-mail account and send messages to anyone with an E-mail account."
- If at least two students already know all the material in this lesson, have them work on Typing/ Rosetta Stone on a separate computer

Lesson Content:

A. Reading E-mail

- Explain that the top e-mail is the newest, and that the bottom e-mail is the oldest
- Make sure students learn they do not need to open every E-mail, because they may receive unwanted advertisements, known as spam. Explain that with Gmail most spam is sent to the Spam folder.

B. Reply to an E-mail

- Make sure they reply to your E-mail and not a spam mail

C. Adding Contacts

- When Adding Contacts, there is a lot of extra information they can add if they want
 - Home address, additional e-mail addresses, phone numbers, etc.
 - To store more information, click on "add more contact info"

D. Delete E-mails, Create Labels, and Archive E-mails

- Explain to students that applying labels to e-mails and archiving them is like moving documents into folders, but that they can apply more than one label to an e-mail so that it will go into several archives
- Tell students to look into how to use filters in their own time

E. Composing an E-mail

- Students can write a letter in word, save the file, and practice attaching it.
- Have students send an E-mail to a friend in the class

Conclusion:

- When students are still logged in to their E-mail account, ask students where they go to add contacts, create labels, view an archive, and compose a new E-mail

Homework Assignments:

- Have students add more contacts, such as their friends and classmates
- Have students send several E-mails to their friends

Assessment:

Name of Teacher: _____

Time for Lesson: _____

Notes on Lesson: _____

Lesson 12: Chatting Online

Goals:

- A. Make an account
- B. Sign in
- C. Add friends to buddy list
- D. Chat

Instructional Materials:

- Student Handouts for Lesson 12
- Computers
- Software:
 - Mozilla Firefox
 - MSN Live

Class Preparation:

- Register an MSN Live account before teaching the class. This way you will be able to chat with your students.

Intro:

- Hand out the Lesson 12 packet to the students
- Tell the students: "By the end of this lesson, you will be able to send and receive messages with your friends that use MSN."
- If students already know how to do this, have them chat with the students that are just learning how. Alternatively, they can do typing practice or English practice with Rosetta Stone.

Lesson Content:

A. Make an Account

- Make sure that they understand that the account they are creating is different from e-mail.
- Suggest ideas for usernames, similar to lesson 10. They can incorporate their interests and hobbies in their username.
- Stress the importance of remembering passwords and keeping them secret. It may not be very important for chat programs, but it is a good habit to get them into.
- You will probably have to explain what some of the questions mean in the sign-up process. Spend enough time on this part with individual students to make sure they understand what they are being asked.
- This is good practice for them to fill out different forms on the Internet. Let them practice using the different types of boxes for answers.
- Make sure they write down their username and password so they don't forget it

B. Sign In

- Make sure they understand that this is a different password than their e-mail account.
- Make sure they understand that their password will show up as *** even if they are typing correctly.

C. Add Friends to contact list

- They should understand the difference between "online" and "offline".
- Their friends also have to be "signed in" to chat.
- "Signed in" is the same as "online" in a chat program.

D. Chat

- Remind them about safety, for example:
 - Do not give personal information to people they do not know.
 - Do not agree to meet anybody in real life that you only know online.
- Have them practice chatting with each other, or other friends.
- Tell them that their friends from home or in resettlement countries can chat with them if they also have or create an account.

Conclusion:

- Keep a list of the students' usernames.
- This is the last lesson of the course, so make sure to clarify anything the students had trouble with in the different lessons.

Assessment:

Name of Teacher: _____

Time for Lesson: _____

Notes on Lesson: _____
