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**Teaching writing as a tool for learning with adult ESL students:
A case study**

**Martin, Aida Ramiscal, Ed.D.
University of Hawaii, 1990**

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TEACHING WRITING AS A TOOL FOR LEARNING WITH
ADULT ESL STUDENTS: A CASE STUDY

A DISSERTATION SUBMITTED TO THE GRADUATE DIVISION OF THE
UNIVERSITY OF HAWAII IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF

DOCTOR OF EDUCATION

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AUGUST 1990

By

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TO:

THE RAMISCAL AND MARTIN CLANS

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ABSTRACT

The study examined the use of writing as a tool for learning with immigrant students from the Philippines enrolled in the Adult Basic Education (ABE) class at Farrington Community School, Honolulu, Hawaii.

Three students were selected as subjects representing minimum, medium, and high level of literacy based on the writing sample, reading comprehension test, and class participation.

The research was carried out from September 1988 to April 1989. The writing activities were built into the curriculum and program of activities. The curriculum guide which was developed and field tested in Fall 1987 includes these six units: Hawaii, U.S.A., Foods, Citizenship, Health, and Jobs.

The data of the study came from the three forms of expressive writing that were used and analyzed such as, six focused freewriting activities, six learning logs, and six summary logs. The teacher's responses to the subjects' learning logs and transcriptions of four twenty-minute tape recorded interviews per subject were analyzed.

Evidences of the literacy growth for the subjects was based on three major factors: 1) fluency, or increased length of the expressive writing pieces, 2) change in categories of the freewriting, learning log and summary

log functions- movement from simple to complex functions, and 3) concept development as reflected in the interviews.

The focused freewriting pieces indicated the subjects' prior knowledge and experiences about the curriculum units but also revealed their lack of proficiency in English. They were able to write their final focused freewriting pieces in English with increased length.

The subjects wrote their longest pieces in the learning logs. It seemed that the learning logs with the teacher's response increased their writing fluency, facilitated their learning and promoted their cognitive growth. There was a movement from the simple to the more complex log functions.

In the summary logs the subjects were able to assimilate and synthesize new ideas.

The interviews were very supportive of the results. The subjects were able to come up with their own ideas describing how expressive writing helped them in their learning and literacy growth.

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CHAPTER I

INTRODUCTION

Functional illiteracy is a major problem facing the United States. One of the educational dimensions of risks which was cited in the Report to the Nation (1983) by the National Commission on Excellence in Education concerned literacy. The Report documented that 23 million American adults are functionally illiterate by the simplest tests of everyday reading, writing, and comprehension (p. 8). Kozol (1985) quotes the growing crisis of illiteracy in America:

Twenty-five million American adults cannot read the poison warnings on a can of pesticide, a letter from their child's teacher, or the front page of a daily paper. An additional 35 million read only at a level which is less than equal to the full survival needs of our society (p. 4).

In 1970 an estimated 16 million adults- 11.3 percent of the adult population had less than a fifth-grade education, (Hunter, 1979, p. 31). A hearing before the subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor at Washington D.C. in 1986 expressed that "there are 2 to 3 million yearly increases in illiterates in the country" (p. 44).

The state of Hawaii has its own problems of illiteracy, aggravated with the influx of immigrants and refugees. Junasa (1982) indicates a total of 110,639 immigrants admitted to Hawaii from Canada, China and

Taiwan, Korea, Japan and Ryuku Islands, Philippines, and other countries from 1965-1981. Of this number 59,318 or 53.6 percent are Filipinos, (p. 3). Immigrants have been admitted to Hawaii at an average of 7,298 annually since 1975 and half of this number come from the Philippines.

With regards to the language spoken- 490,407 adults speak only English at home while 198,246 adults speak a language other than English at home, (p. 15). There are 152,706 adults 25 years of age or older who have less than a high school education; 70,140 have completed 8 years or less of schooling.

Of the total Hawaii population of 964,491, 133,940 are Filipinos.

In 1988, the Hawaii State Legislature directed the Governor's Office of Children and Youth (OCY) to conduct a statewide Literacy Needs Assessment to determine the extent of illiteracy in the state of Hawaii. In October, 1988, Omnitrak Research and Marketing Group, Inc., was contracted to do this study. It used the Adult Performance Level, (APL) criteria to measure the literacy levels of adults, 18 years and older. The three levels of "adult functional competency" were established and commissioned by the United States Office of Education in 1975. The study examined the competency of a sample of adults in knowledge and skill areas which included reading, writing,

computation, problem solving, health, and consumer economics. APL Level 1 was defined as "Functionally Illiterate," APL Level 2, defined as "Functional Adults," and APL Level 3, defined as "Proficient Adults." Of a total adult population of 796,001 there was an estimated 154,000 functionally illiterate adults.

The area with the greatest literacy need is West Honolulu. This area comprises the Kalihi-Palama area where Farrington Community School is located. There are 18,576 or 32 percent of the total population who rank at the Hawaii Statewide Literacy Assessment (HSLA) Level 1. The ethnic groups with the greatest literacy needs are Filipinos, Hawaiians, Blacks, Koreans, Samoans, Tongans, and Vietnamese.

The findings of the HSLA, which probably reflect the high percentage of resident aliens and the low years of schooling completed, make it imperative for adult education services to be expanded and improved. The Hawaii Program Plan for Adult Basic Education (ABE) supported by the Adult Education Act, Public Law 91-230 encourages the establishment of programs that will:

- 1) enable all adults to acquire basic skills necessary to function in society;
- 2) enable adults who so desire to continue their education to at least the level of completion of secondary school; and
- 3) make available to adults the means to secure training that will enable them to become more employable, productive, and responsible citizens.

The Hawaii ABE Program is currently designed to provide adults (including the sixteen and seventeen year olds who are officially released from Hawaii school) services or instructions below the college level with priority given to those adults who are "less educated and most in need of special assistance." It provide opportunities for adults to master the basic skills of speaking, reading, writing, computing, and thinking necessary for everyday use. As of 1984-85, there was a total of 1,391 ABE classes with a total enrollment of 26,137 students in the entire state of Hawaii.

The Accrediting Commission for Schools, Western Association of Schools and Colleges (1984) acknowledged the vital role of the adult school as a viable learning institution and it prefaced its procedures for appraising the school in this excerpt:

Citizenship, literacy, and academic skills for the culturally and educationally disadvantaged have always been major components of the adult school, and have paved the way for a natural involvement in job training for the unemployed, under-employed, and physically disabled (p. iv).

Brizius and Foster (1987) in their policy guide for enhancing adult literacy reiterated the importance for the inclusion of reading, writing, and mathematics in the curriculum. They maintained that "A state with a large number of workers who cannot perform basic functions of reading, writing, and mathematics will have difficulty

growing economically in an increasingly competitive world economy" (p. 5).

With this background of needs from the national, state, and local levels, the investigator was inspired to explore the possibility of using writing as a means of improving adult literacy.

Purpose of the Study

This descriptive case study looks at how ABE immigrant students from the Philippines, who did not complete the eighth grade level before they emigrated to Hawaii, use writing to enhance their growth in "literacy and learning." Its purpose is to examine how these immigrant adults use expressive writing to generate ideas, make connections between previous knowledge and new information, shape and expand ideas, speculate, gain insights and relationships. The forms of expressive writing that will be used and analyzed include (1) focused freewriting, (2) learning logs, and (3) summary logs.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses research germane to this study. It includes reviews of studies examining the role of language generally, and writing specifically as tools for learning. Most of these studies were done with students who have English as their first language (L1); a few involved students who have English as their second language (L2).

Language and Learning

Learning involves the process of making connections between new ideas and prior ideas. In order to make sense, we start with what is familiar and move to the unknown. Language assists this process. As Bayer (1982) points out, "Depending on one's culture exploratory talk is frequently the beginning point for the assimilation of new ideas. It can be used as a bridge for making initial connections between new experiences and prior knowledge" (p. 25). It is further pointed out by Marland (1977) that if a school devotes thought and time to assist in language development especially in the content and skill subjects, then learning in all areas will be helped.

The congressionally mandated National Assessment of Education Progress and the National Commission on Excellence recognized the importance of language in education. Ernest Boyer, who directed the Carnegie

Report on Secondary Education in America, calls literacy the "essential tool":

The first curriculum priority is language. Our use of complex symbols separates human beings from all other forms of life. Language provides the connecting tissue that binds society together, allowing to express feelings and ideas, and powerfully influence the attitudes of others. It is the most essential tool for learning. We recommend that high schools help all students develop the capacity to think critically and communicate effectively through the written and spoken word. (p. 85)

Emig stresses the importance of writing (1981, p. 72) as representation of the world made visible, embodying both process and products. . . . is more readily a form and source of learning than talking. Graves (1978) points out that "When students cannot write, they are robbed not only of a valuable tool for expression but of an important means of developing thinking and reading skills as well" (p. 30).

Language is sine qua non to learning. Martin Nystrand (1977) points out the crystallizing effect of language to experience. Fulwiler (1987b) maintains that "An individual's language is crucial in discovering, creating, and formulating ideas as well as in communicating their substance to others. Language makes thinking and learning possible" (p. 4). Learning is the quintessential human activity and language is the most powerful tool to attain it.

Writing

Since writing is a valuable tool for learning for all students in all stages of life in all subjects, a focus in curriculum development has been on writing itself. In England, Britton and his colleagues' work are reflected in the report made by Sir Alan Bullock in (1975):

In the practice of writing the child left alone with his evolving utterance is engaged in generating knowledge for himself, particularly when the writing is frequent, brief, and strenuous rather than occasional and at length. At the same time he is developing mental operations which will afterwards be of service to him in writing, speaking, reading, listening and thinking. (p. 50)

The position statement of the National Council of Teachers of English, NCTE, Commission on Composition is similar to the Bullock Report in that it summarizes the power of writing:

Writing is a powerful instrument of thought. In the act of composing, writers learn about themselves and their world and communicate their insights to others. Writing confers the power to grow personally and to effect change in the world.

. . . Students writers should also have the opportunity to use writing as an instrument of thought and learning across the curriculum and in the world beyond school. (p. 652)

Freedman (1987) relates the group values of successful teachers about writing that can be used by any teacher to teach any subject. "Writing is thinking on paper; by writing students learn to organize, to restructure, to reflect, to synthesize, and to draw conclusions based upon their own discoveries" (p. 36).

Students can be asked to write to themselves both to aid their learning and to promote active classroom discussion. Personal writing forges a bridge between the teacher's ideas and the student's understanding. This is a natural type of writing which is exploratory in nature (Fulwiler 1987). Haley-James (1982) summarizes the reasons why writing encourages learning:

- 1) Writing focuses thought
Writing makes thought available for inspection
- 2) Writing allows more complex thought
- 3) Writing translates mental image
- 4) Writing is multisensory
- 5) Writing motivates communication, (pp. 726-29)

Chart 1 shows the advantages of writing over speaking/talking. While both speaking/talking and writing are instruments for learning, there are differences.

Chart 1

Speaking/Talking Versus Writing

SPEAKING/TALKING	:	WRITING
Is usually spontaneous and unplanned (Raimes, 1983) Talking is creating and originating a verbal construct that is not graphically recorded (except for the circuitous routing of a transcribed type.) (Emig, 1981)		We can go back and make changes of what we have written. (Raimes, 1983) Writing is originating and creating unique verbal construct that is graphically recorded. (Emig, 1981)
We can not extend, expand, or develop new ideas fully because we can not see them.		Can extend, expand, or develop new ideas better when written down. (Fulwiler, 1987)
Tends to be less responsible and committed act than writing.		Perhaps because there is a product involved, writing tends to be more responsible and committed act than talking. (Emig, 1981)
Is a "much faster" process than writing.		Writing is a "much slower" process than talking but this slower pace allows for indeed encourages the shuttling among past, present, and future. Connects the three major tenses of an experience, too. (Luria, 1971)
Is less directly connected to internalized thought than writing.		Is more directly connected to internalized thought than speech. (Vygotsky, 1978)
Expresses ideas and experiences.		Preserves and expresses ideas and experiences (Haley-James, 1982).

Each individual has an innate capacity to acquire a language. Learning to write is nurtured by an environment which provides a purpose and audience for writing in order to promote the development of writing ability. A well-accepted continuum for the writing developmental process proceeds from fluency, then clarity, and finally correctness. Mayher (1983) discusses that fluency is needed to build comfort, confidence, and control in the growing writer. Clarity is attained when the writing makes sense to others. Correctness is concerned with the conformity of the text to the conventions of standard written English. This writing developmental process of Mayher is similar to Barr's (1979) teaching sequence for writing across the curriculum- fluency, form, and correctness.

The Expressive Function of Writing

Britton and his colleagues (1975) formulated a model which reflects the following three major functions of writing that reflect the writer's purpose: 1) expressive writing which is writing close to the self; 2) transactional, writing used to get things done, and 3) poetic writing used as art medium. This section will focus primarily on expressing writing as a tool for learning.

Three generalizations about the expressive function in both speech and writing are embodied in the following explanation:

Firstly, expressive language is language close to the self. It has the functions of revealing the speaker, verbalizing his consciousness, and displaying his close relation with a listener or reader. Secondly, much expressive language is not made explicit, because the speaker/writer relies upon listener/reader to interpret what is said in the light of a common understanding (that is, a shared context of the past), and to interpret their immediate situation (what is happening around them) in a way similar to his own . . . Thirdly, since expressive language submits itself to the free flow of ideas and feelings, it is relatively unstructured, (p. 90)

Britton argues that expressive writing may be at any stage the kind of writing best adapted for exploration and discovery. It is the language that externalizes our first stage in tackling a problem or coming to grips with an experience. He believes that teachers who ignore expressive writing make it more difficult for students to learn to write and "learn to learn." Expressive writing being the form of writing nearest to speech, is the mode of writing in which we frame tentative first drafts of new ideas. Because it is the type of writing in which we most fully reveal ourselves to our reader- in a trusting relationship- it is instrumental in setting up a dialogue between the writer and reader from which both can learn.

Martin, D'Arcy, Newton, and Parker (1976) stipulated that "expressive writing is the seedbed from which specialized and differentiated kinds of writing can grow- towards the greater explicitness of the transactional or more conscious shaping of the poetic." (p. 26) In 1977 they added that:

Expressive writing should make it possible for him (the student) to think aloud unto paper, to discover what he thinks by taking it out of his head and giving it to a visible shape, then to allow for the initial sorting out processes which are necessary steps toward assimilating new knowledge so that it is understood. (p. 34)

Britton's expressive mode has equivalent correspondences in other researcher's work. Emig's (1971) reflexive mode of writing focuses upon the writer's thoughts and feelings concerning his experiences; the chief audience is the writer himself, or occasionally, a trusted peer; the domain explored is often the affective; the style is tentative, personal, and exploratory. (p. 4) Perl (1978), in her case studies of unskilled college writers, uses Emig's reflexive mode. It parallels "personal writing," and is assumed that the audience for this writing is always the teacher. (p. 8) Flower (1979) defines writer-based prose as a verbal expression written by a writer to himself and for himself. The structure of writer-based prose reflects the associative, narrative path of the writer's confrontation with her subject; in its language, it reveals her use of privately loaded terms but unexpressed contexts. The writer-based prose corresponds to Piaget and Vygotsky's inner speech and egocentrism. According to Piaget, the child's "noncommunicative" or egocentric speech is a reflection, not of selfishness, but of a child's limited ability to "assume the point of view of the listeners: (the child)

talks of himself, to himself, and by himself." (1969, p.89)

Vygotsky (1962) observed the "inner speech" in children and saw it as a forerunner of the private verbal thought adults carry on. This speech is not simply a by-product of play but is a tool to plan, organize, and control their activities. He says, "that egocentric speech is not suspended in a void but it is directly related to the child's practical dealings with the real world . . . it enters as a constituent part into the process of rational activity" (1962, p. 22).

Hildenbrand's study (1985) focused on an eighteen-year old Hispanic woman's process of writing in ESL classes in an urban community college. The instructor, Mrs. Rosen, emphasized meaning or function over form. Hildenbrand made this comment on (p. 93):

Mrs. Rosen believed expressive writing was helpful to students' development. They wrote more confidently and skillfully when they wrote from what they knew. When they wrote life experiences, it was easier for them to flesh out the experience with details. But this personal writing had another advantage. It gave class writing a real function.

Fulwiler supports the use of writing across the curriculum. He encourages the use of expressive writing in his book, Teaching with Writing (1987b, p. 133).

Teachers who ask their students to do frequent bits of self-expressive writing give their students regular practice in thinking and articulating for themselves, rather than to please the teacher. Whether in journals, notebooks, or an occasional drafts, writing expressively help people formulate thought through language. Practicing this regularly enhances one's memory and perhaps leads to insight and understanding.

Collin's experimental study in (1979) also supports the use of expressive writing to improve students' reading comprehension, enhance their attitudes toward instruction, and make them feel better about themselves as learners, readers, and writers. Graves (1978) feels that teachers who encourage their students to write expressively in the classroom are sending them an implicit message they have something worth saying. Southwell (1977) believes that expressive writing free students from their worry of lack of fluency in the written language.

In a nationwide study of the expressive writing of nine-, thirteen-, and seventeen-year-old pupils and twenty-six to thirty-five-year-old adults, the results showed that students' participation in expressive writing was nearly always enthusiastic and almost universal. (Forbes, 1976)

In the following section, different expressive writing techniques will be described.

Focused Freewriting

Quickwriting, a technique to elicit - knowledge/ experience and to generate ideas is not only for first-language language learners but for second-language learners. Spack (1984) puts emphasis on the notion that ideas develop as part of the writing process. As corollary to this notion, students should become aware that while they are writing, new ideas can emerge, old ones can grow, change or be discarded.

Quickwriting is also known as 'freewriting,' loop-writing,' 'speedwriting,' and 'flashwriting.' (Macrorie 1976, Elbow 1973 and 1981, Cowan 1983, Lane and Perrin 1984). Jacobs (1986) strongly recommends the use of quickwriting to second-language learners:

Quickwriting has three features: concentrating on content, not worrying about form, and writing without stopping. It is a good way to help students develop ideas, and words to express ideas, by separating the creating stage of writing from the editing stage. Other possible advantages of quickwriting are in generating writing quantity, thinking in the target language, developing the ability to write under pressure or time, warming up for other writing and understanding the need to edit. (p. 282)

The following page is a chart on the basic procedure for quickwriting.

Chart 2

Basic Procedures for Quickwriting*

-
1. Concentrate on ideas. Forget about mechanics, grammar, and organization. Take care of those at another stage in the writing process. (Depending on the situation students may be asked to stay on one topic or to let their minds go where they will).
 2. Do not stop writing. The pen should be moving at all times. (The emphasis put on speed and writing a lot of words will differ from teacher to teacher).
 3. Do not stop to cross out or correct mistakes.
 4. If you cannot think of anything to write, repeat the last word or phrase you wrote, or just write 'I can't think of anything to write' again and again until you think of something.
 5. If you do not know a word in the target language, leave a space or write a word in your native language, and then go back to writing in the target language.
 6. The amount of time for each quickwrite can be fixed according to how long the teacher and students feel is productive; or quickwriting can continue as long as each student feels that good ideas are developing. Also, students may want to pause to think for a minute or to read over what they have written- for ideas only- before starting another burst of quickwriting.
 7. One possible preliminary activity is to have learners think about a topic silently before writing (Kupper-Herr 1983). Alternatively, the class can discuss a topic as a whole or in groups to help start thoughts flowing.
 8. Quickwrites should not be graded or marked. Grading would defeat the purpose of encouraging students not to worry about form.
 9. The teacher may want to quickwrite along with the students, to set an example. By taking a single piece of paper and putting it directly on your desk, you can write noisily, thereby providing sound as well as visual modelling.

*George Jacobs. "Quickwriting: A Technique for Invention in Writing," ELT Journal, Vol. 40, October 1986, pp. 284-285.

Elbow (1973) stresses that freewriting combined with additional opportunities to express ideas in the target language under non-threatening conditions can bolster the writer's confidence. In (1981) he advocates freewriting to improve writing. He enumerates the numerous benefits of freewriting:

- Freewriting exercises are push-ups in withholding judgment as you produce so that afterwards you can judge better.
- Freewriting for ten minutes is a good way to warm up when you sit down to write something.
- Freewriting teaches you to write without thinking about writing.
- Freewriting is a useful outlet.
- Freewriting helps you think of topics to write about.
- Freewriting improves your writing; it leads to powerful writing.
- Freewriting produces syntactic coherence and verbal energy which gradually transfer to your more careful writing.
- Freewriting helps you overcome resistance and move you gradually in the direction of more fluency and control if you are a blocked writer. (pp. 14-19)

Bruton and Kirby (1987) point out that "written fluency is a powerful construct which encourages all writers regardless of age or skill to continue to develop a range of strategies, forms, procedures, and processes as they grow as thinkers and constructors of knowledge." (p.90)

The results of some studies seem to confirm the benefits derived from freewriting or quickwriting. Kirby

and Kantor (1983) in an investigation of eight hundred pieces of freewriting concluded that a sense of authority or confidence as reflected in the writer's voice contributed to a sense of fluency in the pieces and that twelfth graders writings seemed more matured and thus more fluent than do those of writers in lower grades. Hilgers (1980) found that his group of students who were trained in quickwriting produced finished pieces of writing which were richer in ideas and better as a whole than the other group. Lane and Perrin (1984) also found that eighty percent of the students in an ESL class that used quickwriting claimed that this strategy helped them with ideas for papers.

Learning Logs/Journals

Journals or learning logs can provide evidence of intellectual growth. This form of expressive writing introduces students to react to their academic experiences at school. Some teachers call them "learning logs," "journals," "idea notebooks," or "day books," "think write logs," "experience journals," or "personal journals."

Hoffman's (1983) students, in his study skills classes, wrote "detailed, concrete observations" focusing on their own classroom experiences. They felt journal writing showed what it means to be a student and what skills and attitudes they needed. In Hoffman's experience, the journal writing gave his students insight into problems which affected their studying perspective on past and

future test taking performance, and sense of responsibility for their own learning. It helped students put the testing experience in perspective.

Bond, Guy, Tinker, Wasson, and Wasson (1984) indicated that student journals which focus on classroom learning experience provided many immediate contexts to guide efforts for improvement. Student journals provided continuous data about students' learning experiences as well as feedback about new reading and study strategies attempted. Frager and Malena (1986) added that journals their students wrote focus on schoolwork including their thoughts and feelings about studying, class participation, textbooks, note taking, test taking, and general areas of success and failure.

Fulwiler supported the use of journal writing. He maintained in his article, "Journal Writing Across the Curriculum," (p. 15) that assigning journals increases writing fluency, facilitate learning, and promote cognitive growth, regardless of class size or disciplinary specialization. In (1980) he claimed that the journal is a natural place to freewrite. Students can practice it on their own to get their mental gears toward a paper topic; teachers can brainstorm new research projects. He reiterated that "Keeping these exercises in journals guarantees a written record of the ideas generated which may prove useful during the term of the study of later to

document intellectual growth" (p. 18). In his recent book (1987a) he remarked, "Writing allowed them to test the idea in private, in conversation with themselves. . . . The writing has sharpened the focus of learning" (p. 21). He emphasized that journals are places where they can try out their expressive voices freely without fear of evaluation. He also noted that journal writing encourages students to discover opinions, clarify thoughts, and explore solutions to problems and can take place in and out of class, as cited in Lehr (1980).

Root (1979) believes that the journal establishes rapport between the writer and the reader which in turn is an important aspect of second language acquisition. The journal engenders personal relationships. The student finds a sense of confidence and security knowing that he/she has a confidant. On the other hand, the teacher is in a better position to deal with the individual student's problems because she learns the student's private thoughts and problems. Root summarizes her four basic arguments for adapting daily, out-of-class journal writing as an adjunct to the writing production class:

- 1) it provides an opportunity for daily communication.
- 2) journal is unstructured and not graded, the students feel comfortable in experimenting with new structural patterns and vocabulary which they, in formal composition would not risk.
- 3) as a semester progresses, the journals become significantly longer as well as more experimental.

- 4) promotes rapport between the writer and reader. (p.3)

Lai (1985) utilized data collected which were comprised of a revised essay, a questionnaire, journals, and tape recorded interviews with first-year Chinese-medium educated students at the National University of Singapore. Journal entries were ten-minute freewriting pieces done in class. Most journal entries were on specific topics given by the researcher-teacher, however other thoughts were welcomed via the journals. The students explained aspects of their writing and revising processes, evaluated what they had learned, and compared English with Chinese in their journal entries. Lai quotes, "journals thus provided a window into students' minds especially when students become familiar with this means of communication and correspondingly more open and expressive in their feelings" (p. 36).

Ramos in (1982) with twenty subjects for a total of 120 hours used diaries of journals to provide a data base for studying personal and affective variables in language learning. She concluded that diaries focusing on the individual's learning experience are important because they give us insights into how the learner is processing a second language.

Vann (1981) commented that, "Journal keeping allows students to practice expressive writing and can help them

generate ideas which can be adapted for other purposes" (p. 166). Gee (1970) recommended the putting of positive comments on each child's journal entry.

This journal illustrates the exploratory use of language. It was written by a junior high school student to record her daily experience in a science course:

We put a rabbit on a table. He sniffed around and looked over the edge of the table. He twitched his nose and ears and he kept running on to a nearby box. Then we put two rabbits together. The rabbit that we had put first on the table sniffed at the new rabbit, and they stayed close together twitching their ears and noses. When we separated them they tried to get around the book which was dividing the table in two. They tried to get over the book, and sniffed at the bottom edges of it. We then let them go back together again, they didn't seem to take any notice of each other. So we think that rabbits communicate by twitching their ears and nose. If they are frightened they jump and wriggle. We think that rabbits when they are alone and twitch their nose and ears, are communicating loneliness, and when they are frightened they wriggle their tails, and jump. They communicate friendliness when they lick and nibble one another. (Martin, D'Arcy, Newton, and Parker, 1976, p. 75)

Mayher, Lester, and Pradl (1983) believe that the journal allows writers to listen in on themselves while it provides readers with records of meaning-making mind in action. They also believe that the journal frees us from the limitations of memory and fosters our ability to "shape at the point of utterance." It contains that writing which is closest to the self, free of the teacher's judgmental eye and public assessment which spurs invention. It is a form of authentic writing close to the self and is advocated by teachers as a major tool for learning and for

stimulating the students' imagination. Mayher and his team report a comprehensive summary of journal functions which includes:

1. Recording
2. Responding
3. Questioning
4. Rehearsing
5. Connecting
6. Consolidating
7. Anticipating
8. Inventing
9. Analyzing and Synthesizing the Teaching/Learning Process
10. Analyzing and Synthesizing the Composing Process

Even Thoreau (1856) remarked, "The journal is a record of experience and growth, not a preserve of things well done or said."

Responding to Student's Journals or Learning Logs

There are findings on the numerous useful benefits of the teacher's responses to students' journals. Responses and comments on the content of the students' learning logs or journals improved their self-esteem and had promoted their learning as attested by these educators, psychologists, and counselors. Responses can engage both the students and teachers in genuine communications.

Staton cited in Fulwiler (1987a) says:

It is the teacher's responses which create the motivation and provide models of thought and reflection of unpredictability and honesty which students need. The characteristics of good written responses in the dialogue journal are the same as those we use to maintain a conversation with a good friend: acknowledge, and say something interesting

about the other person's topics before bringing up your own; add new, relevant information; be honest and avoid quick, glib comments. (p. 56)

Likewise, Fulwiler (1987a) suggests that private dialogue affirms and support each student; compliments for the student's appearance and behavior can be included. The teacher can add new and relevant information to make the response more interesting. The unique features of the dialogue are its unpredictability and novelty because it cannot be scripted beforehand. On (p. 52) Fulwiler highlights the use of response that "Teachers who commonly assign writing in stages and comment on- but not grade- each stage are acting more like partners in a developing dialogue rather than as judges of knowledge."

Steffens (1987) uses journals in the teaching of history. He finds that journals help students become more active learners and fosters more personal involvement in the course. It unites both professors and students in a shared "voyage of discovery," for the semester. Thaiss (1987) indicates that his students are stimulated to invent their own analytical language via the journal. He talks with the students who have difficulty in translating their feelings into words and the students open up and become productive.

Healy (1984) documented that connections between writing and learning in a seventh grade biology class that she observed for fourteen weeks. She indicates that

initial instructions and teacher's follow up response are equally important for the students in a writing assignment. She recommended that teacher's comments and questions should be "designed to elicit responses from the students which immediately re-engage them in what they had written and cause them to re-think or extend their initial response." (p. 233) She also recommended that "through the use of short written responses to lectures, films, readings, or field trips, students can be given opportunities to use written language to make sense of new information, to reformulate what they are learning in their own language, and to discover through examination of what they have written, their present understanding of a topic." (pp. 230-31) The teacher whom she collaborated with had this to say:

Response journals, focused freewritings, stories, interviews, saturation reports, descriptions, and poetry can all be used to help integrate concepts and explore ideas. Writing can be encouraged and rewarded by using response groups, revision on chosen work, and publication of students' works. (p. 51)

A "learning log" provides a valuable format for private student-teacher dialogue. The teacher can expand her students' learning by responding to their questions posed in their journals. The log entries done while the students are studying a unit mirror what they are learning. Mayher and his team (1983) recommends the inclusion of these phrases which sound personal: "This makes me think

of," or "I like how you connected this with," or "Had you thought of" (p. 25) They also recommend that comments are meant to be a dialogue and not an evaluative monologue so that the students are encouraged to write future journals naturally in back-and-forth fashion.

Craig (1983) believes that by making written comments, asking questions and encouraging response in student journals the teacher can make the journal experience a two-way "street." As a result of entering into a conversation with the student, the student tries to think more deeply and respond more honestly. Diedrich (1974) concurs that recognizing and praising whatever a student does well improves writing more than making any correction of what he does badly. Ann Raimes (1983) states that "good beginning, felicitous phrases, pertinent word choice, smooth transitions, sound logic, humor, realistic and lively detail should also be praised so that students feel good what they have to say is of prime importance and get a sense of what they can do well." (p. 88) Searle and Dillon (1980) put it, that our response to student writing should be principally to content or meaning and secondarily on form.

Staton (1980) comments that whenever a teacher can create a natural written dialogue which is similar to the dialogue between mother and infant when the child first

learns language, we know that an important kind of learning is occurring for the students at a much higher cognitive level. In 1987 she adds one or more function of the dialogue journal which is to provide support for young students who are just beginning to write.

Zamel (1985) recommends that teachers respond to students' writing by participating in the making of meaning so that they no longer present themselves as authoritative but act as consultants, assistants, and facilitators. He says, "we need to establish a collaborative relationship with our students, drawing attention to problems, offering alternatives, and suggesting possibilities," as cited by Knoblauch and Brannon in (1983, p. 468).

Butturff and Sommers (1980) comment that teachers seemingly "find it difficult to respond to student writing unless they can respond to it as a final draft," and therefore focus on problems of mechanics, usage, and style. (pp. 99-100) This is corroborated by the finding of Zamel (1985) that ESL teachers respond to texts as fixed and final products and rarely make content-specific comments or offer specific strategies for revising the text.

Siegel's central finding of her study in (1982) indicates that experienced writing teachers respond more to the content of the student essays and they do so in a more personal way. She believes that questions, expression of disagreement or confusion, and even jokes help the student

realize that good writing is a lively place of communication . . . and not just a formal exercise, although of course, one must follow the formal rules as well. (p. 306)

Freedman (1987) conducted a national survey of 560 successful teachers of writing in (K-12) and their 715 students at the secondary level. The students remarked that response to finished pieces of writing promotes their learning significantly more than response during the writing process. They found written comments on finished pieces more helpful than any other type of response. The surveyed teachers expected writing to help their students to learn to think for themselves and then connect their personal experiences to their writing. Freedman's survey supported the importance of teacher's response like the other investigators. The findings revealed that the successful writing teachers were the most helpful responders to their students' writing, (more powerful than classmates, other teachers, parents, or other adults).

Schubert (1987) considers the journal and response as integral part of instruction. It serves as a place to store observations, record discoveries about life, and to try out writing topics. He shares his experiences about the importance of the response to the students:

My response to the journal is a private dialogue, affirming, encouraging, asking of for more information. It is a way to keep with the life of

each of these fourth grade children in a sympathetic, understanding way. It is through the experience journal that I begin to build a repository of trust. Each comment is crafted to affirm the author to encourage more writing . . . by responding frequently in writing to the journal entries, I say to each writer that I value your experiences and your writing about them. The experience journal become the foundation for all the other writing the children do in fourth grade. (p. 276)

Thaiss (1987) mentions the confidence that the student gains from journal writing and from the teacher's response. This self-esteem can promote further growth.

Carpenter, Baker, and Scott (1903) expect that through response the teacher will aim:

to increase the pupil's knowledge of the subject, and to raise his standard, of judgment; in brief, to make him self critical. The less necessary to him the teacher becomes, the better is the teaching (p. 142).

Summary Journals/Summary Logs

Hoffman cites the benefits of writing journals as well as journal summaries. In (1983) he reiterates that writing journals and journal summaries gives students an opportunity for self-study, reflection, and class discussion that can lead to the development of self awareness about the learning process. It also provides the groups and the whole class with an opportunity to practice and discuss the process related to both studying and writing, selecting, and organizing material according to a personal scheme.

Johnson (1981) uses journals at summary points in his music appreciation class and describes the journals

help his music students which can be applicable in all subject areas. The students go far beyond the "Lesson summary" use of the journal. He quotes:

The journal-write itself seemed to be an aid to comprehension. Students would often begin with "I really don't understand (such and such)" then, at some point, "I guess it means that . . ." or "It has something to do with . . ." Then the writer tends to step beyond the lecture. The journal-write seemed to force students to think through a topic and synthesize discrete facts into a logical framework for retention. (p. 18)

Fulwiler (1987) also recommends that teachers ask their students to summarize a given unit of a course, or the meaning of the whole course itself. He illustrates this recommendation with a journal entry written by a student at the end of an American Literature class:

I suppose this will be the last entry I make in this journal, so I would like to sort of use this time to sum up my thoughts I have up to this point. So far, at least the first two authors we have to read have lead tragic, unhappy lives. I wonder if this is just a coincidence or it has something to do with the personality of a successful writer. I feel that through the use of this journal over the weeks, I have been able better to understand certain aspects of each story by actually writing down what's bothering me, what I like, and what I don't. . . . In short, this journal has been a useful tool in my understanding and appreciating this class. (p. 19)

So, Fulwiler believes that each individual act of summary is potentially a discovery. The above passage supports the use of a summary log as a tool for learning and appreciation in a literature class which can be used for learning and understanding across the curriculum.

Sweterlitsch (1987) concurs with Fulwiler's use of the summary journal/summary log. He illustrates this with a final journal entry of one of his students in a fourteen-week writing project:

First of all, this journal seems to be a compilation of the information that I have learned this semester. Many of the writings go beyond the "learned-stage" and enter into understanding and relating to my life. . . This journal is a growing experience. The entries change in mood and style, but all of them contain a sense of understanding or wonder . . . Hopefully this journal expresses my excitement in learning. It was an expansion of ideas involving old and new and related to much more than just the classroom. (p. 239)

This review of literature gives a glimpse of studies showing the importance of writing as a tool for learning. It gives insight on the value of expressive writing and its various forms such as freewriting, learning logs, and summary logs. It also supports the use of teacher's responses to logs which is similar to a student's dialogue of his thoughts and feelings of what he is learning with a trusted adult, the teacher.

The study described in the next section will illustrate the use of writing as a tool for learning as a means by which adult ESL learners can assimilate new ideas and increase their language competencies.

CHAPTER III
DESIGN OF THE STUDY

Overview

The curriculum designed for this study is based on the results of the needs assessment, and the Hawaii Program Plan for ABE to prepare these adult students to become more employable, productive, and responsible citizens. Specifically, the units to be covered include: (1) Hawaii, (2) U.S.A., (3) Foods, (4) Citizenship, (5) Health and (6) Jobs. The approach used integrated listening, speaking, reading, writing, and Math skill to implement the curriculum design.

In this study, the investigator was also the teacher for the ABE course.

Background

Farrington Community School, the site of the study, is accredited by the Western Association of Schools and Colleges. This community school has three main programs: the ABE classes, the High School Diploma, and General Interests classes. It has 41 satellite school with 136 teachers, a full time principal, a vice-principal, a registrar, and a secretary. The satellite schools included classrooms held outside the main site at Farrington, others are held in various elementary schools, public libraries, community centers, and housing projects. As of 1987-88 the total number of students was 7,403. For the 1988-1989

Fall and Spring Term, there were 1,467 ABE students in 55 classes and with 39 teachers.

From September to December (Fall Term), January to April (Spring Term), and June to July (Summer Term), the Farrington Community School, (FCS) organizes ABE classes for immigrant adults who need to learn English in order to become more employable, productive, and responsible citizens. The Fall Term and Spring Term are comprised of sixty hours each while the Summer Term is only allotted thirty to thirty-five hours. The class sessions meet on Tuesday and Thursday evenings from 6:30 to 9:00 in the evenings.

The immigrant adults who enroll in these ABE classes are originally from schools in the Philippines where they were taught English as a second language. Their native languages are Ilokano, Visayan, or Tagalog. However, the students are predominantly native speakers of Ilokano.

Most of the students who attend ABE classes at Farrington Community School reside in the Kalihi area. At times some students come from Aiea, Waipahu, or Wahiawa. ABE students did not complete the eighth grade level in the Philippines. Compulsory education in the Philippines is from grades 1 to 6. Students have to pay tuition fees to attend grades 7 through college. Secondary education is free only in a few chartered cities as in Manila. Those students who had at least completed the fourth grade

can read the Bannawag, an Ilokano weekly magazine printed in the Philippines and circulated in Hawaii.

Reasons why these adult immigrant Filipino students could not continue going to school beyond sixth grade level include the following: (1) poverty; they have to stay home to take care of the younger siblings while the parents went to work in the rice fields. (2) location; sometimes the location of the student's home is inaccessible to the school, with no available transportation. (3) early marriages; newly-weds would be busy raising children and would not be able to attend school. Couples would have about seven children or more in the household, and they would struggle hard to earn money for their basic needs of food, clothing, and shelter instead of spending sometime to be literate.

Selection of Subjects

In this study, three subjects were selected as three case studies representing the high, medium, and low literate levels for the Fall Term 1988 through the Spring Term 1989. The subjects were chosen based on the results from a Writing Sample and the Reading Comprehension Section of the Adult Basic Learning Examination (ABLE); both assessments were administered to all the fifteen students in one ABE class.

The Writing Sample, administered on the third session, was scored holistically using a ranking of 1 to 4, with 4 representing the highest level of writing competency.

The writing sample which was evaluated holistically was on this topic, "All About Myself." It was used to assess the students' level of literacy.

Chart 3

All About Myself

Directions: Write something about yourself. For the first paragraph write about your life in the Philippines. Then for the second paragraph write about your life in Hawaii. Finally, in the third paragraph write why you are taking Adult Basic Education, ABE, at Farrington Community School.

The writing samples were read and evaluated by the principal investigator and a co-reader, Ms. Bernadette Gomes, a doctoral student at the University of Hawaii and an ABE teacher at McKinley Community School.

The writing sample on "All About Myself" was administered on September 20, 1988. Each sample was evaluated by two readers as mentioned earlier. The holistic scoring for the whole ABE class of fifteen students was recorded in the following chart.

Table 1

Holistic Scoring: A Four Point Scale									
Examinees:	4	:	3	:	2	:	1	:	0
A*	x	:		:		:		:	
B		:	x	:		:		:	
C	x	:		:		:		:	
D	x	:		:		:		:	
E		:	x	:		:		:	
F		:		:		:	x	:	
G*		:		:	x	:		:	
H		:		:	x	:		:	
I		:	x	:		:		:	
J		:		:	x	:		:	
K		:		:		:	x	:	
L		:		:		:		:	x
M		:		:		:	x	:	
N		:		:	x	:		:	
O*		:		:	x	:		:	
N = 15		:		:		:		:	

*Case study participants

Most of the students made a score of a 2 for the writing sample, All About Myself. Of the fifteen ABE students three made a score of four; another set of three made a score of 3. Three students made a score of 1 and one made zero.

Holistic scoring involves reading a paper for a whole impression. It is based on the theory that a piece of writing is greater than any one of its parts, and that English teachers can recognize good writing when they see it (Conlan, 1978). Mullis (1984) says, "readers are asked to make a single, global quality judgment about each paper" (p. 16). Readers do not individually address

specific aspects of a paper such as organization, syntax, mechanics, or ideas.

The following general standards were set prior to the evaluation of the students' papers (adapted from "An Introduction to the Scoring of Writing Samples," by the Center for Performance Assessment, Northwest Educational Laboratory, 1984):

1. Score quickly and trust a first impression rather than an extensive deliberation. Do not make marks on the paper.

2. Look at the "range finders," which are actual student papers, carefully selected for their representativeness.

The two readers in this study selected "range finders" by using the following process when reading student compositions entitled "Someone Who Means a Lot To Me":

A four point scale was used: 4, 3, 2, and 1 with 4 as the highest level.

- a. Each reader read the composition. The first reader indicated the score she assigned at the left hand corner and folded it, while the second reader indicated the score at the right hand corner.
- b. After the finder papers were all read, the two readers discussed the results. (The results are shown on Table 1, p. 37).
- c. The two readers discussed with one another why one assigned a higher rating than the other. Where there was disagreement they discussed the reasons for the different ratings until they come to a consensus.

3. These finder papers are considered so typical of papers at each of these score levels of 4, 3, 2, 1 and that virtually, all trained readers would agree on the score each paper would receive. These papers served as models to assist the readers assigning scores for the written samples of students for the ABE class at Farrington Community School.

In addition to the writing sample, the Adult Basic Learning Examination (ABLE), which has adult-oriented content with a non-threatening format, is a test developed by the Psychological Corporation to assess student reading comprehension.

Reading Comprehension Test

The Adult Basic Learning Examination (ABLE) 1986 is a battery of tests designed to measure the level of educational achievement among adults. The examination is comprised of items with adult content, and it may be used to assess the achievement level of adults who had varying amounts of formal schooling. ABLE was developed to fulfill the need for an instrument to determine the general educational level of adults who have not completed twelve years of schooling as well as for use in evaluating a number of efforts to raise the educational level of these adults. The examination was developed by Karlson and Gardner in 1986 according to the following guidelines:

1. Adult-oriented content.
2. Measurement of a wide range of achievement.
3. Non-threatening format.
4. Coverage of basic skills in reading, mathematics, and the language arts.
5. Ease of administration. (p. 4)

ABE Level 1 is for adults who have had one to four years of formal education. This level includes five basic subsets: Vocabulary, Reading Comprehension, Spelling, Number Operations, and Problem Solving. The examinees marked their answers directly in their test booklets.

The Reading Comprehension subset is a non-dictated subject designed to measure the examinee's comprehension of written material. The Reading Comprehension subtest consists of 40 multiple-choice questions. The stimulus material include signs, reading passages presented in a modified cloze format, and short passages followed by questions. The content of each sign or reading passages was developed to be relevant to the everyday life of an adult. The questions were designed to test the examinee's ability, not only to comprehend what is explicit in the item.

The Reading Comprehension Test was administered during the second session of the ABE class, September 15, 1988. A co-scorer re-checked the scoring before the results were entered on this record (see Table 2).

Table 2

Adult Basic Learning Examination Level 1, Form I
Reading Comprehension Test Result

Examinees:	No. of Items:	Raw Score:	Scaled Score:	Percentile Rank:	Stanine:	Grade Equivalent:
A*	40	33	623	54	5	4.5
B	40	28	596	32	4	3.3
C	40	26	587	27	4	3.0
D	40	26	587	27	4	3.0
E	40	25	583	24	4	3.0
F	40	24	579	22	3	2.9
G*	40	20	564	14	3	2.6
H	40	18	556	11	3	2.4
I	40	17	552	9	2	2.4
J	40	15	554	7	2	2.2
K	40	14	540	6	2	2.1
L	40	13	536	5	2	2.1
M	40	11	527	3	1	2.0
N	40	9	517	2	1	1.9
O*	40	7	506	1	1	1.8

N = 15

*Case Study Participants

The highest possible score was about 40 but the highest score made in the ABE class was a raw score of 33. The lowest raw score made was 7.

Three students were selected as subjects representing low, medium, and high level of literacy based on writing sample, reading comprehension test (in the ABLE Examination), and class participation.

The scores from these assessment instruments were recorded for all students in the ABE class in rank order. Three students were selected- one student whose scores fell into the bottom third; a second student whose scores were in the middle range; and one student whose scores were in the top range. The students were representatives of low, medium, and high levels of literacy for the purposes of this multiple case study.

In order to provide a better understanding of the case study participants, I included various information regarding age, sex, marital status, number of dependents, grade completed, and native language. Table 3 on the following page gives an overall picture of each subject.

Table 3

Background Information of Case Study Participants

Literacy Level	High Level Literate Case #1	Medium Level Literate Case #2	Low Level Literate Case Study #3
	Vicenta	Lina	Mario
Age	39	43	69
Sex	Female	Female	Male
Marital Status	Widow	Single	Married
Job	Teacher's Aide	Robot meat machine operator and food packer	None, Retired and Disabled
Income	\$800 per month	\$720 per month	\$250 Social Security Supplemental Income
Number of Dependents	1	0	0 in Hawaii but has 3 minor children in the Philippines
Grade Completed	7	6	2
Native Language	Itbayat	Ilokano	Ilokano/Pangasinan
Number of Class Sessions Missed	3	3	2

*Names for the case study participants are pseudonyms

Of the three case study participants two are women. Two are working while one is disabled and retired. The highest grade completed is grade 7 while the lowest is grade 2. The highest gross income is \$800 per month and the lowest is \$250.

Profiles of the Subjects in the Study

Vicenta, Case 1

Vicenta, case 1, is thirty-nine years old who has been in Hawaii since 1966. She was married to a Filipino veteran who served in World War II. She has a sixteen-year old son who is enrolled in one of the public intermediate schools. She is a widow and the head of the family. She currently works two half-time jobs as a teacher's aide in a preschool and at child care center. She makes a total gross income of \$800.00 per month.

Vicenta participated in the General Education Development Placement Test (GED) in summer 1988, but her score was not high enough to satisfy the entrance requirements of a standard score of 45. Therefore, she was referred to the ABE class in September of the same year.

Vicenta's native language is Itbayat, named after the island which she hails from, Itbayat. Itbayat is an island of Batanes, the northernmost province of the Philippines.

Lina, Case 2

Lina, case 2, is forty-three years old and has been in Hawaii since 1984. She is single and lives with her sister's family in Kalihi. She presently works in a meat factory as a robot machine operator. She makes sausages, "pork laulau," "kalua pork," and packs orders

for Oahu and the other islands. She makes a monthly gross income of \$720.00, she has no dependents.

She completed the sixth grade in the Philippines before she migrated to Hawaii. Her native language is Ilokano and she comes from the province of Ilocos Norte.

Mario, Case 3

Mario is sixty-nine years old, married, and has been in Hawaii since 1985. He used to work as a hoist man in a consolidated mines company in the Philippines for 25 years. He had an accident on the job and was disabled. He cannot stand on his right foot but has a strong determination to come to school.

He receives a monthly social security income of \$250.00 a month. He has no dependents in Hawaii, but he has three minor children left in the Philippines.

Mario, only completed the second grade in the public elementary schools in his country. He had to watch for the younger siblings at home while the parents worked on the farm. His native language is Ilokano although he also speaks his provincial dialect which is Pangasinan.

Procedures for Data Collection

After three students were selected as subjects representing low, medium, and high level of literacy based on the writing sample, reading comprehension test (in the ABLE Examination), and class participation the ABE curriculum on Chart 4 was implemented.

The research was carried out from September 13 to December 8, 1988, and from January 17 to April 13, 1989. There was a total of one hundred twenty class hours in forty-eight sessions. The writing activities were built into the curriculum and program of activities. The curriculum guide was developed and field tested in Fall, 1987, which include these six units:

Chart 5

The ABE Curriculum

Number of Unit	:	Title of Unit
1	:	Hawaii
2	:	U.S.A.
3	:	Foods
4	:	Citizenship
5	:	Health
6	:	Jobs

The aforementioned units were covered in class during the fall and spring terms. The first three units (Hawaii, U.S.A., and Foods) made up the curriculum for the Fall term; the remaining units (Citizenship, Health, and Jobs) were introduced and completed during the Spring term.

The data for the study came from the uses of writing as a tool for learning embedded in the ABE curriculum. The number and type are outlined in the following chart:

Chart 5
Data Sources

Number	:	Category
6	:	Focused Freewriting Activities
6	:	Learning Logs with Teacher's Response
6	:	Summary Logs
4	:	Transcriptions of Taped Recorded Interviews of Each Subject with the Teacher Researcher

Focused Freewriting Activities

The investigator used the focused freewriting strategy at the onset of each unit to find out what the subjects already knew about the upcoming topic. This strategy utilized 'what the learner already knows', which is the most important single factor influencing learning, as cited by Ausubel in Thelen (1982) (pp. 544-48). According to Ausubel, new information is retained most efficiently when related ideas are already available in the readers' memory. This prior knowledge serves as "ideational anchorage," or schemata, to which successive pieces of information are attached. Elbow (1981) points out that "freewriting is the easiest way to get words on paper and the best all-round practice in writing" . . . (p. 13).

The investigator then attempted to assist students to expand on insufficient prior knowledge by engaging them in concrete experiences such as slides, film strips, "hands on" demonstrations, field trip, pictures,

real objects, bulletin board display, maps, posters, workshops with guest speakers, and newspaper clippings. The chart on the following page gives an overall picture of some of the types of concrete experiences.

Chart 6

Concrete Experiences Used to Expand on Students' Insufficient Prior Knowledge

Unit	Slides	Film Strips	Demonstrations	Field Trip	Pictures	Real Objects	Bulletin Board	Maps	Posters	Workshop	News-paper Clippings
1. Hawaii	X		X		X	X	X	X	X		X
2. U.S.A.			X		X	X	X	X	X		X
3. Foods			X	X	X	X	X		X		X
4. Citizenship		X	X		X	X	X				X
5. Health		X	X		X	X	X		X		X
6. Jobs			X		X	X	X		X	X	X

Each unit covered included demonstrations, pictures, real objects, Bulletin board displays, and newspaper clippings. There was one slide show, two film strips, one field trip on organizing the kitchen and setting the table, and one workshop with resource persons.

Learning Logs

Learning logs were used to record the subjects' observations, feelings, and questions about their classroom experiences gained through the demonstrations, discussions, field trip, films, and readings made about the unit. The learning log could be examined for evidence of cognate functions in which the students were engaged according to the category system developed by Mayher, Lester, and Pradl, (p. 24) 1983: recording, responding, questioning, rehearsing, connecting, consolidating, anticipating, inventing, analyzing and synthesizing the composing process. Fulwiler (1980) supports this use of journal writing and says that "it guarantees a written record of the ideas generated which may prove useful during the term of the study or later to document intellectual growth" (p. 18).

The students wrote one learning log per unit studied. Each of them was given a set of guide questions to consider when writing the learning log (see Chart 7). Logs were collected at the end of each class session.

Chart 7

Guide Questions in Writing the Learning Log

-
1. What are the things you learned this evening?
 2. What do you think about these things you learned?
 3. Do you have any questions regarding the lesson or something related?
-

Teacher's Responses

For every learning log the students wrote, I wrote a response. This can develop self-esteem in the students and encourage them to write more. As Staton (1980) comments that "any time a teacher can create a natural written dialogue which is similar to the dialogue between mother and infant by which the child first learns the first language, we can be sure that a major kind of learning is occurring for the students at a much higher cognitive level" (p. 518). Craig (1983) believes that "by making written comments in student journals, asking questions and encouraging written response on the part of the student, the teacher can make the journal experiences a two-way street and enter into conversation with the student in a manner which may help the student to think more deeply and respond more honestly" (p. 375). Diedrich (1974) concurs, "that noticing and praising whatever a student does well improves writing more than any kind or amount of correction of what he does badly" (p. 20).

Summary Logs

Six summary logs were also incorporated in the study. They were done at the end of each unit in the place of a unit test. Hoffman (1983) believes that writing journals and journal summaries gives students an opportunity for self-study, reflection and class discussion that can develop self-awareness about the learning process. It also

gives much needed practice in a writing style that comes naturally and easily to the students, (p. 347). As an exercise, it provides the small groups and the whole class an opportunity to practice and to discuss the process central to both studying and writing, selecting and organizing material according to a personal schema (p. 346).

An example of a set of questions for Summary Log #1 is the following: Why is Oahu called the "Gathering Place"? Why do you like to live in Hawaii? How is it different from the Philippines where you came from? (A complete set of the Summary Logs is found on Appendix F)

Subject Interviews

The investigator chose the specific questions on Chart 8 in order to discover the students' perceptions of how expressive writing in the form of focused freewritings, learning logs, and summary logs promoted their learning. She also wanted to explore what role the teacher's responses played (if any) in expanding the students' ideas and encouraging them to write more. She used this interview guide with each of the case study participants.

Chart 8

Interview Guide

- 1) What things came to your mind when you were doing focused freewriting like this one? (Show student's own focused freewriting sample done in class.)
 - 2) How can the learning log help you in class? (Show student's own learning log done in class.)
 - 3) Did the teacher's response or comments on your learning log help you? In what ways? (Let the student go over his/her own log with the teacher's response before eliciting the answer to this interview question.)
 - 4) Why is it important to have a summary log at the end of each unit we studied? (Have the student look at a copy of his/her own summary log done in class.)
-

Chart 9 on the following page, shows the interview schedule which was carried out during the Fall Term 1988 and Spring Term, 1989. Interviews were conducted twice each semester. By providing two interviews each term, the investigator was able to trace evidence of growth over an eight month period. The transcripts of the four twenty-minute interviews per subject might also furnish a useful corpus for examining patterns of concept development and language growth.

Chart 9
Interview Schedule

First Term	:	Second Term
October 1988	:	February 1989
December 1988	;	April 1989

The whole class did all the activities that the subjects did except for the interviews. Each of the fifteen students was given a black ball pen and a binder to keep the pieces on file. The six focused freewrites were xeroxed and each subject was furnished a copy. The learning logs were xeroxed with the teacher's response. Each of the six summary logs were xeroxed and returned to the students. However, the teacher researcher kept the original copies for reference.

Modes of Analysis

This study, as previously noted is concerned with examining the role of writing as a tool for learning with adult ESL students. In this section, the methods for analyzing each type of expressive writing for evidence of change in cognition and language will be described.

Analysis of Focused Freewriting

In order to analyze the subjects' freewriting responses, a category system of focused freewriting functions was devised. It was comprised of seven categories as indicated in Chart 11 moving from expressing previous

knowledge and experience," a simpler function, to "suggesting," a more complex function.

Chart 10

Categories of Focused-Freewriting Functions

1. Expressing previous knowledge and experience
 2. Reporting, presenting facts and information
 3. Expressing reactions, personal opinions, and reasons.
 4. Making comparison and contrast, indicating likes and dislikes about the event, topic, or situation
 5. Speculating
 6. Expressing uncertainties
 7. Suggesting
-

Analysis of Learning Logs

For analyzing the categories of log functions for both learning logs and summary logs Mayher, Lester, and Pradl's category system was used as indicated in the following chart on the next page. The functions become more complex as you move from 1-10.

Chart 11

Category System of Analyzing Log Functions
Based on Mayher and Pradl's Summary of Log Functions

-
1. Recording Learner sets down perceived information or events.
 2. Responding Learner gives immediate reactions to subject content of events.
 3. Questioning Learner questions the structures, meanings, and implications of the subject content or the lived-through or observed events.
 4. Rehearsing Learner practices a role or "tries on" a new language by using the jargon, syntax, and persona which characterize the subject.
 5. Connecting Learner links event or the content of the subject area with other phenomena being experienced.
 6. Consolidating Learner summarizes and interrelates the abstract concepts and systems that make up the discipline or are embedded in the experienced story.
 7. Anticipating Learner speculates on what events may come next or where the learning in the discipline is heading.
 8. Inventing Learner creates stories, concepts, relationships or insights not previously in his repertoire.
 9. Analyzing and Synthesizing the Teaching/Learning Process Learner comments on the strategies and forms of the teaching and learning that relate to the subject being studied.
 10. Analyzing and Synthesizing the Composing Process Learner details and reflects on his own process of writing or on how he thinks or acts in terms of the creative aspects of any other discipline or art form.

Source:

John S. Mayher, Nancy B. Lester, and Gordon M. Pradl, Learning to Write/Writing to Learn, Upper Montclair, New Jersey: Boynton/Cook Publishers, Inc., 1983, p. 24.

Analysis of Teacher's Response to Learning Logs

For the purposes of the study the investigator adapted Searle and Dillon's (1980) Classifying Teacher Responses to Pupils' Written Work. However, the section on Form was deleted because the main focus was on content, or meaning. Chart 12 on the following page indicates the categories of teacher's response to students' logs.

The categories were kept but the comments were adapted as needed. The teacher's response was fashioned to meet the students' needs.

Chart 12

Categories of Teacher's Response to Student's Logs
 (Searle and Dillon's Chart on Responding to Student Writing)

Type or Teacher Response	Focus of Teacher Response (Content)
Evaluation	: Good story! Excellent Poor ideas! Your best work!
Assessment	: I see that you know the subject.
<u>Instructional</u>	
a) didactic/correction	: The way people treated the boy is an example of prejudice.
b) encouragement	: This was very exciting. You should write more.
c) comment on attitude	: You haven't researched this very well. Try harder.
<u>Audience</u>	
a) clarification	: I don't understand what happened here. Can you explain?
b) elaboration	: What would this feel like?
c) reaction	: I enjoyed that. I felt what you would feel if that happened. I think that should be in the class paper.
d) taking action	: Change a classroom procedure in response to a written request
<u>Moving outside the writing</u>	
a) extension	: Tell me more! Have you considered what Bill says?
b) addition	: Let me tell you what happened to me. I disagree with what you say.

Source:

Dennis Searle and David Dillon, "Responding to Student Writing: What is Said or How is Said," Language Arts, Urbana: Illinois: National Council of Teachers of English, Vol. 57, No. 7, October 1980, p. 777.

Analysis of Summary Logs

For analyzing the categories of summary logs Mayher, Lester, and Pradl's category system was also used as shown in Chart 13. The functions become more complex as you move from 1-10.

Chart 13

Category System of Analyzing Log Functions
Based on Mayher and Pradl's Summary of Log Functions

-
1. Recording Learner sets down perceived information or events.
 2. Responding Learner gives immediate reactions to subject content of events.
 3. Questioning Learner questions the structures, meanings, and implications of the subject content or the lived-through or observed events.
 4. Rehearsing Learner practices a role or "tries on" a new language by using the jargon, syntax, and persona which characterize the subject.
 5. Connecting Learner links event or the content of the subject area with other phenomena being experienced.
 6. Consolidating Learner summarizes and interrelates the abstract concepts and systems that make up the discipline or are embedded in the experienced story.
 7. Anticipating Learner speculates on what events may come next or where the learning in the discipline is heading.
 8. Inventing Learner creates stories, concepts, relationships or insights not previously in his repertoire.
 9. Analyzing and Synthesizing the Teaching/Learning Process Learner comments on the strategies and forms of the teaching and learning that relate to the subject being studied.
 10. Analyzing and Synthesizing the Composing Process Learner details and reflects on his own process of writing or on how he thinks or acts in terms of the creative aspects of any other discipline or art form.

Note: In any given entry more than one function may be occurring.

Source:

John S. Mayher, Nancy B. Lester, and Gordon M. Pradl, Learning to Write/Writing to Learn, Upper Montclair, New Jersey: Boynton/Cook Publishers, Inc., 1983, p. 24.

Evidence of Growth

Evidences of literacy growth for the subjects were based on three major factors: 1) fluency, or increased length of the expressive writing pieces 2) change in categories of the freewriting, learning log and summary log functions- movement from simple to complex functions, and 3) concept development as reflected in the interviews. The results of the analyses will be described and discussed in the following chapters.

CHAPTER IV

RESULTS AND DISCUSSION: FOCUSED FREEWRITING

As stated in the previous chapter, I used the focused freewriting strategy at the onset of each unit to find out what the subjects already knew and where they lacked sufficient knowledge and information. This strategy utilized the prior knowledge of the subjects which would help facilitate their learning. Jacobs (1986) strongly recommended the use of quickwriting in second-language learners to develop ideas and words to express ideas and to think in the target language.

Before the initiation of each unit, the subjects were asked to do focused freewriting for thirty minutes. There were eighteen focused freewriting pieces done by the three case study participants (see Appendix H). The topics for each of the six units are found in Appendix E.

The following is a sample of a focused freewriting piece done by Vicenta for Unit 4. The question asked was, "Why Do You Like to Live in the United States?"

I like live in the united States becaus ther is a lot of opportunity her in the United States. we have so much that onther people take It for granted. we are so lucky to be her in we should be thankful in take advantage of all the good think that thy offer us just like we dowing tonight Continue our shoolding this are one of thy opportunity that I like beaing her in America. I really so thankful of being he thy land of the free country we can do all the thing we want her. It's not like some another country. they dont have freedom as we do her in America ther is so much more to learn in I think to keep on countino our self to better the land who wich we leave a better luving

today. for the future for tomurow for our children in this most beautiful country.

Although i am still learning the defferent kind of people we meet everyday. I think If only I have stayed at home in Philippines I could never be like what I am I today. It has been a learning experience of learning in Amereca. like withe all defferent kind of food we tast her. I really like that. Sharing all kinds of Idea what kind of work we do her in Amereca.

As stated in the design of the study, evidence of literacy would be indicated by these factors: 1) fluency, or increased length of the expressive writing pieces, 2) change categories of the freewriting functions, and 3) concept development as reflected in the interviews. This chapter presents the data to show evidence of growth.

Length

Table 4 shows a summary of the length of the focused freewriting pieces from Units 1 to 6. The writing piece with the asterisk sign denotes the longest piece for each of the case study participants. The high literate subject wrote the longest piece (272 words), the subject designated as medium literate followed (79 words), and the low literate subject wrote the shortest piece (63 words).

Table 4

Length of Focused Freewriting Pieces							
Cases	: Unit 1:	Unit 2:	Unit 3:	Unit 4:	Unit 5:	Unit 6	
High	:	:	:	:	:	:	:
Literate	: 147	: 117	: 131	: 226	: 129	: 272*	
Medium	:	:	:	:	:	:	:
Literate	: 53	: 43	: 38	: 76	: 74	: 79*	
Low	:	:	:	:	:	:	:
Literate	: 41	: 63*	: 21	: 40	: 53	: 49	
*longest piece							

Table 5 illustrates the difference between the lengths of the freewriting pieces in the initial piece and the final piece. All of the three case study participants showed an increase in the total number of words from the initial to the final pieces. It shows that the high literate subject had the highest percentage of increase which was 85.03 percent.

Table 5
Length of Focused Freewriting Pieces
(Percentage of Increase)

Cases	: Total Number : of Words : Initial Piece	:	Total Number : of Words : Final Piece	:	Percentage of : Increase (%)
High					
Literate	: 147	:	272	:	85.03
Medium					
Literate	: 53	:	79	:	49.05
Low					
Literate	: 42	:	49	:	19.51

Two of the case study participants had some difficulties in expressing their focused freewriting pieces in the target language. They resorted to using their native language, Ilokano for some English words as shown in the next page.

Cases	Examples
High Literate	: None
Medium Literate	: "I like my job because I learn how to make <u>Longanisa</u> . . ."
Low Literate	: . . . "and all theing like the <u>runsoe</u> or the sugar pantetion and the berimyny <u>barko</u> ." : "for the vetamin of visetible like <u>karabantons</u> <u>wunbok</u> <u>ampalaya</u> , papaya, <u>longbens</u> , <u>segarilias</u> , <u>bataw</u> , squas, potatos, and <u>verabed</u> , and <u>katuray</u> , <u>besokol</u> , <u>ken paltat</u> , <u>kin Dalag</u> , <u>Qin karney</u> , <u>te baboy</u> , <u>Karne te baca</u> <u>Qen Amen nga natnating</u> . . ."

_____ Underscored words are written in Ilokano instead of English.

Functions

The function category system used to analyze the focused freewriting emerged from the data. The writer looked for the key words and key concepts that the three cases used in the six curriculum units of study. The writer analyzed each of these eighteen focused freewriting pieces and after grouping and re-grouping them classified them into seven functions. The results are summarized on Chart 14 and the list of topics for focused freewriting are included in Appendix E.

Chart 14

Examples of Key Words from
Focused Freewriting Pieces

Category	Examples
1. Previous Knowledge and Experience	"When I was ..." "... have visited another island and learn about" "We know" "We have" "Yes, we do have" "I have tried another job." "... was able to help" He thought was arrived I worked I can
2. Reporting, Presenting Facts and Information	"You see - this long ..." "You can see" "You can see also" "You can learn"
3. Reactions, Personal Opinions and Reasons	"I will always like to eat.." "I like cause" "We are so lucky." "I like being" "I really so thankful" "... so that" "that's why" "I feel good" "I don't like" " I believed that" "Therefore, ..."
4. Comparison and Contrast, Expressing Likes and Dislikes about the Event/Topic/Situation	"don't like" "feel good" "I enjoy" "I really like" "but here in Honolulu." "but the mother" "It's not like"
5. Speculating	"to keep continue" "to better the land for the future" "so we could function better"

Category	Examples
6. Expressing Uncertainties	"I really cannot explain much about" "Could not recall them." "Don't study my geography" "Have to refresh my thinking" "Did not go far of the place" "Don't like."
7. Suggesting	"Don't worry" "Eat a lot of food."

Table 6

Frequency Table for Categories of Focused Freewriting Functions

Case	:Previous :Knowledge & :Experience :	:Reporting, :Presenting :Facts & :Information	:Reactions, :Personal :Opinions :Reasons	:Comparisons & :Contrast Ind. :Likes & Dislikes :About the Event :Topic or Situation	:Specula- :ting	:Expressing :Uncertain- :ties	:Suggest- :ing
Case#1							
1	1	2	3	1	0	1	0
2	3	6	1	0	0	3	0
3	1	1	4	4	1	0	1
4	1	0	6	4	1	1	1
5	0	0	4	1	0	0	1
6	2	0	9	1	0	2	1
Case#2							
1	1	2	1	0	0	0	0
2	1	4	2	0	0	0	0
3	1	2	3	0	0	0	0
4	1	3	3	0	0	0	2
5	1	4	3	0	0	0	0
6	1	0	3	1	0	0	0
Case #3							
1	3	1	1	0		0	0
2	1	3	1	0	0	1	0
3	0	0	2	0	0	0	0
4	0	2	1	0	0	0	2
5	2	1	0	0	0	0	1
6	1	3	1	0		0	0
Totals	20	34	48	12	2	8	10
Percentage	14.93	25.37	35.82	8.96	1.49	5.97	7.46

The highest frequency on the focused freewriting functions revealed by the subjects in their pieces during the six curriculum units was the expressing reactions, personal opinions, and reasons category with a total of 35.82 percent of all responses fell into this category. The majority of participants' responses fell into the first three categories: (1) previous knowledge and experience, 14.93; (2) reporting, presenting facts and information, 35.82. Seldom did the participants' focused freewriting indicate evidence of use from the more complex categories: (4) comparisons and contrast indicating likes and dislikes about the event, topic, or situation; (5) speculating, 8.96; (6) expressing uncertainties, 5.97; and (7) suggesting, 7.46.

Significantly, at the beginning of the course, the most predominant categories used by all three participants were: (1) previous knowledge and experience, (2) reporting, presenting facts and information, and (3) reactions, personal opinions, and reasons. However, for the final focused freewrites the most dominant category used by participants 1 and 2 was reactions, personal opinions, and reasons, indicating shift toward the more complex functions.

Table 7 reveals changes that exist among the high, medium, and low subjects in their focused freewrites. Cases 1 and 2, the high and medium subjects, have their

highest frequencies on reactions, personal opinions, and reasons while case 3, the low level subject, has his highest frequency on a less complex focused freewriting category, reporting, presenting facts, and information.

Chart 15

Examples of Entries Expressing Reactions, Personal Opinions and Reasons

Category of Focused Freewriting Function:	Examples
Reactions, Personal Opinions, and Reasons	<p>"I like my job because get Benifit like 2 weeks vacation with pay, H.M.S.A. sick leave with pay, get raise up, prafit Sharing.</p> <p>"I like my job because I learn how to make Longanisa, Sasage, pork LauLau, Pork Kalwa, and packing the orders go in Kawaii like Big Save, and to different stores in Oahu.</p> <p>"Only the climate I don't like because it is so cooled and my hands crams and early in the morning becomes more sore."</p> <p>"This is only my thro writeng becos I did not go far of the plass."</p>

The following excerpt from Vicenta's Focused Free-writing, 6 (What are the Things I Like or Don't Like about My Job?) illustrates more completely the reactions, personal opinions, and reasons category. She indicates her reasons why she likes her job. She relates what she does in her job that she enjoys doing and singles out one reason for some job dissatisfaction. Expressions such as "I like," "I enjoy," "I feel good," "I think," and "I don't like" reflect reactions, personal opinions, and reasons.

I like my job cause I enjoy working with the young children. I have tried another job here in Hawaii but I really like what I am doing now. It's a chance for me to learn more everyday. I enjoy most to see the kids improve their skills even only to see them learn how to jump or skip. or even to tie their shoes. I like to teach them a new song or a new game in the playground in a few days go by or even in one week you hear them singing or their parents will come to drop their kids to school in the seand my child was singing in the car on our way home. I feel good about myself if I was able to help this other children but most especially from their broken family they really need that warm living since they stayed in school most of the Day. . . . things I don't like in my job is when your co worker are not nice to you even if a little things go wrong they make big nose out of it. . . . I think it's very important to us to be able to handle or understand one another most especially at work but when ever we go there is always go wrong sometimes. I don't like if they know already they child make mess in they another teacher pretend she don't know.

This is Lina's Focused Freewriting 2 expressing her reactions, personal opinions, and reasons why she likes to live in the United States.

I like to live in United states because it has a lot of opportunity and it is more secured. United states have a plenty job to work for. You can see a different kinds of views. you can see also a different nationality of a people of which you can learn a different language. I believed that United States is the most beautiful and more power country. Therefore, there's no place like in United states.

Mario expresses his reactions, personal opinions, and reasons why he likes to live in the United States, for Focused Freewriting 2.

I like to live in the United States? Because the United States is nice and the climate is all good. and also this places are all clean and also many working in side the city of United States of Hawaii

Table 7

Frequency Table for Categories of Focused Freewriting Functions
(Initial and Final Pieces)

	Focused:Previous Free- Writing: Experi- ence: Activi- ties :	Reporting, :Knowledge & :Facts & :Information:	Reactions, :Presenting :Opinions & :Reasons :	Comparisons & :Contrast Ind. :Likes & Dislikes :About the Event :Topic or Situation:	Specula- :ting : : :	Expressing: :Uncertain- :ties : :	Suggest- :ing : :
Case#1							
1	1	2	3	1	0	1	0
6	2	0	9	1	0	2	1
Case#2							
1	1	2	1	0	0	0	0
6	1	0	3	1	0	0	0
Case #3							
1	3	1	1	0	0	0	0
6	1	3	1	0	0	0	0
Total FW1	5	5	5	1	0	1	0
Percentage	29.41	29.41	29.41	5.88	0	5.88	0
Total FW6	4	3	13	2	0	2	1
Percentage	16	12	52	8	0	8	4

Table 7 indicates changes by cases between their initial and final focused freewritings.

Case 1 is the only one to include uncertainty and suggesting categories. She has a fairly large increase in reactions, personal opinions, and reasons in her final pieces.

Case 2 also shows increase in reactions, personal opinions and reasons category between focused freewriting 1 and freewriting 6. She made one entry on comparisons and contrast indicating likes and dislikes about the event, topic or situation.

Case 3's most typical category was previous knowledge and experience. His initial use on this category is higher than the other two participants. He did not have any examples of comparisons and contrast indicating likes and dislikes about the event, topic or situation, speculating, expressing uncertainties, and suggesting.

It is probably not surprising that there wasn't too much movement toward the more complex category functions since each focused freewriting is on a different topic, and this strategy is used before any teaching takes place.

The following excerpts from Mario's Focused Freewriting 1 illustrate expressing previous knowledge and experience. He shares the things he saw on his first around the island trip in Oahu.

Hoen I was araeve her in Hawaii I go to around de
 Ilan I so a beri meni Hour sis and I pel good climate
 and I so plwnty of paenaple and so mene sugarkin and
 farm and runso carabaw hef Horses.

This is an excerpt from Vicenta's Focused Freewriting 11 illustrating previous knowledge and experience. She indicates that she had already been to the Island of Hawaii where an active volcano is located.

I have visit another island and learn about plant,
 Birds but mostly the Iland of Hawaii the big Iland,
 the only Iland of Hawaii that has an active volcano.

The examples of entries on Chart 16 show the category reporting, presenting facts, and information.

Chart 16

Examples of Entries Expressing Reporting, Presenting Facts and Information

Category of Focused Freewriting Function:	Examples
Reporting, Presenting Facts and Information:	"You see this living flowers and different plant that grow next to the Volcano Area."
	"United States has all deffirent weather somtimes Its hot and come so cold. Some part of mianland have big farming places. And yes we do have a big river somplacs. . . "
	"The United state is beautiful palece. The temperature om manland to cool."
	"The United States is a big Nation in the Wold. . . "

The following excerpts from Lina's Focused Freewriting 1 illustrate reporting, presenting facts and information.

She presents facts and information that she knows about the Hawaii Islands.

. . . Get countries of the state of Hawaii city county of Honolulu includes entire island of Oahu Hawaii county- Island of Hawaii- Kauai county- Island of Kauai. Niihaw the offshore islet. Maui county includes islands of Maui, Molokai Lanai Kahoolawe.

In Hawaii get plany kind of paeple people.

This is also an excerpt of Vicenta's Focused Freewriting 1 showing reporting, presenting facts and and information.

I like Hawaii cause yeu we have so maney nice park especially, the deferrent islands. . . . I lke Drive to the country during my free time just to enjoy the enjoy the buty of this Island. even just to smel the flower along the way. We have been so bless to have some friends out in country that we could spend some weekends with them.

Additional examples from the remaining categories are included in Appendix H.

Interviews: Focused Freewriting Questions

In addition to change in length and kinds of function used, the interviews provided additional evidence of growth. It is important that the language from the transcriptions of the interviews be displayed so that evidence of the cognitive processes which were occurring in the subjects can be delineated. The three subjects showed various signs of growth. (see Figure 1)

Figure 1
Question 1

What things came to your mind when you were doing focused freewriting like this one?

Cases	Interview 1	Interview 2
High Literate	: I just have to think about Hawaii to tell what I know about the culture. Helps us know to know more what we want to learn.	: I just write down whatever comes out my mind. Helps us know to know more what we want to learn.
Medium Literate:	I like Hawaii because plenty of job and plenty kind of people. (Japanese, Black, Samoan.)	: Sometimes I'm confused to do because I don't know. : I try to do all. I didn't concentrate sometimes because I didn't study yet.
Low Literate	: Happy because I'm already in the United States.	: Nice. I worked about foods in my mind foods like "pinakbet" and the body. Writing about my thinking. I cannot write yet because I lack the spelling.

(continued)

Cases	:	Interview 3	:	Interview 4
High Literate	:	Follow what comes into my mind. You think and write, and you think: and write. Think what is next to understand the question. Follow freewriting instruction.	:	Easy to write it down but it is hard to follow through like health habits. :It makes you think more about the question and by reading it again you understand and get the answer. Once you started you keep going.
Medium Literate:	:	I'm glad to learn because I know something about what we're studying.	:	Very good, better, nice my mind. :I'm thinking better and happy to learn how to keep the body healthy and strong. :While I'm thinking, I'm writing.
Low Literate	:	Happy because I'm already in the United States.	:	My mind tries to think about for our own body.

In 3 out of 6 focused freewriting pieces, subject 1, the high literate case, made use of prior knowledge. She wrote "whatever came out of her mind" and while she was doing that it helped her become more aware of what she wanted to learn. In addition to increased fluency over time, a shift appears to take place during her last two interviews. She understood the questions better and there was more spontaneous flow of thoughts.

Subject 2, the medium literate case, also made use of prior knowledge, however, she felt uncertainties at the beginning. She would say, "I'm confused because I don't know. I didn't concentrate." Although she did not have sufficient prior knowledge for the new topic she was eager to learn some more about it.

Subject 3, the low literate case, also felt more uncertainties at the beginning, like subject 2. He said he could not write because of lack of command of spelling. After several months he was able to write his thoughts as in Focused Freewriting 6:

From January 1951 to 1976 I worked as a first class operator of Benguet Consolidated Mining Company in the Philippines. And then i work to Garden for vegetables. Then 1985 I came to Hawaii I like to find a job but they said to me I'm an elderly man.

These are excerpts of subject 2's interviews showing her thinking processes as she did her focused freewriting pieces. It illustrates that she made use of her previous knowledge when she was asked to write on a topic. At the beginning she was also full of anxiety due to insufficient knowledge about the topic. At the end she was able to write simultaneously with what she was thinking:

Interview 1	Interview 2	Interview 3	Interview 4
I like Hawaii because plenty of job and plenty kind of people. I don't know. (Japanese, Black, Samoan).	Sometimes I'm confused to do because I don't know. I try to all. I didn't concentrate sometimes because I didn't study yet.	I'm glad to learn because I know something about what we're studying.	Very good, better, nice, my mind. I'm thinking better and happy to learn how to keep the body healthy and strong. While I'm thinking, I'm writing.

Major Findings

In summary, the major findings reported in this chapter include the following:

1. Both subjects 2 and 3, medium and low literate case study participants wrote with some words in Ilokano embedded in their sentences. They lacked adequate vocabulary to express their thoughts in the target language, which was English.

2. Of the six freewriting pieces, the longest piece was written by the high literate subject, followed by the medium literate subject. The shortest piece was done by the low literate level subject. This participant did shift, however, from writing in Ilokano to writing his last freewrite in English.

3. All of the three subjects' freewriting increased in length from the initial to the final pieces. The high literate subject had the highest percentage of increase which was 85.03 percent.

4. Overall, the highest frequency on the category of focused freewriting functions was on reactions, personal opinions, and reasons.

5. For the initial pieces, the highest frequency was a tie on: expressing previous knowledge and experience; reporting, presenting facts and information; and reactions, personal opinions, and reasons.

6. For the final pieces, the highest frequency was on the category of reactions, personal opinions, and reasons, although there were indications that subjects 1 and 2 used more complex categories in their latter free-writes.

7. The least frequently used focused freewriting category was speculating.

8. Based on the four interviews per subject the following information was gathered: The medium literate and low literate subjects had anxieties and uncertainties at the beginning of the focused freewriting but felt more relaxed and confident toward the end. The high literate subject tended to write whatever came up to her mind after reading the topics or questions. The low literate subject struggled for vocabulary in English, and, for the first five focused freewriting pieces, a large portion of his vocabulary was in Ilokano, his native language. However, as mentioned, earlier, this final focused freewriting piece was written entirely in English.

CHAPTER V

RESULTS AND DISCUSSION: LEARNING LOGS

For each of the six curriculum units, I asked the students to do freewriting before the initiation of the unit to find out how much prior knowledge they have on the unit. As we moved on to the various units building new concepts, knowledge, and information, the students were asked to write learning logs for forty-five minutes. Altogether there were eighteen logs done by the case study participants (see Appendix H).

The questions for each of the logs were the following:

- 1) What are the things you learned this evening?
- 2) What do you think about these things you learned?
- 3) Do you have any questions regarding the lesson or anything related?

As stated in the design of the study the evidences for literacy and learning growth would be indicated by these factors: 1) fluency, or increased length of the expressive writing pieces, 2) change in categories of the log functions, and 3) concept development as reflected in the interviews. This chapter presents the analysis of data gathered to show evidences of growth through learning logs.

Length

Table 8 shows a summary of the length of the learning logs from Units 1 to 6. The piece with the asterisk sign shows the longest piece for each of the case study

participants. Vicenta, the high literate case, once again wrote the longest piece (429 words) followed by the medium literate (155 words). The low literate wrote the shortest piece (87 words).

Table 8
Length of Learning Logs

Cases	:Unit 1:	Unit 2:	Unit 3:	Unit 4:	Unit 5:	Unit 6
High						
Literate:	120	: 251	: 290	: 232	: 309	: 429*
Medium						
Literate:	97	: 92	: 97	: 74	: 155*	: 87
Low						
Literate:	25	: 56	: 87*	: 34	: 41	: 62
*longest piece						

Table 9 shows a comparison of the length of the initial piece and the final piece of the subjects' learning logs. Two subjects (high and low) rose in their percentage of increase from the initial to the final piece. The highest percentage of increase was made by the high literate subject with 257.5 percent. The low literate subject made also an increase of 148 percent on his final piece while the medium literate subject made a negative rate of 11.49 percent. His longest piece came in the middle, probably because he was more familiar with this unit on Foods.

Table 9

Length of Learning Logs
(Percentage of Increase)

Cases	: Total Number of Words :(Initial Piece):	:	Total Number of Words (Final Piece)	:	Percentage of Increase
High					
Literate :	120	:	429	:	257.5
Medium					
Literate :	97	:	87	:	-11.49
Low					
Literate :	25	:	62	:	148.00

Functions

As stated in Chapter III, the journal/learning log functions were analyzed using the Mayher, Lester, and Pradl's category system (1983). While this category system was useful as a beginning point, additional categories emerged from the data. (See Table 10) The other categories added were expressing uncertainties, emphasizing, and complimenting.

Table 10
Frequency Table for Categories of Log Functions

Cases	: Record- : ing	: Respond- : ing	: Question- : ing	: Rehears- : ing	: Connect- : ing	: Consolidat- : ing	: Anticipat- : ing	: Inventing :
High								
Literate:								
Log 1	: 0	: 2	: 0	: 1	: 1	: 2	: 0	: 0
Log 2	: 5	: 0	: 0	: 1	: 1	: 2	: 4	: 0
Log 3	: 0	: 0	: 0	: 1	: 3	: 1	: 3	: 4
Log 4	: 1	: 2	: 0	: 1	: 4	: 1	: 2	: 0
Log 5	: 1	: 4	: 3	: 1	: 0	: 1	: 3	: 2
Log 6	: 0	: 0	: 2	: 0	: 4	: 1	: 5	: 2
Medium								
Literate:								
Log 1	: 5	: 1	: 0	: 2	: 0	: 0	: 0	: 0
Log 2	: 4	: 2	: 0	: 3	: 0	: 0	: 0	: 0
Log 3	: 0	: 0	: 0	: 1	: 4	: 1	: 0	: 3
Log 4	: 2	: 0	: 0	: 5	: 0	: 0	: 0	: 0
Log 5	: 1	: 0	: 0	: 0	: 1	: 5	: 0	: 4
Log 6	: 1	: 0	: 1	: 0	: 2	: 2	: 0	: 1
Low								
Literate:								
Log 1	: 1	: 0	: 0	: 1	: 0	: 0	: 1	: 0
Log 2	: 2	: 3	: 0	: 0	: 0	: 1	: 2	: 0
Log 3	: 2	: 0	: 0	: 3	: 0	: 0	: 0	: 0
Log 4	: 2	: 0	: 0	: 1	: 0	: 1	: 0	: 0
Log 5	: 2	: 0	: 0	: 1	: 0	: 1	: 1	: 0
Log 6	: 0	: 2	: 1	: 1	: 0	: 1	: 1	: 1
Totals	: 29	: 16	: 7	: 23	: 20	: 20	: 22	: 16
Percentage	15.68	: 8.65	: 3.78	: 12.43	: 10.81	: 10.81	: 11.89	: 8.65

(continued)

Cases	:Analyzing & Synthesizing Teach & Learn :ing Proc.	:Analyzing & Synthesizing Composing	:(Others) :Uncertainties	:Emphasizing	: Complimenting
High Literate					
Log 1	1	0	1	1	0
Log 2	1	0	1	1	1
Log 3	2	0	2	0	0
Log 4	2	1	1	0	1
Log 5	3	0	0	0	0
Log 6	5	1	0	0	1
Medium Literate					
Log 1	0	0	0	0	0
Log 2	0	0	0	0	1
Log 3	0	0	0	0	0
Log 4	0	0	0	0	0
Log 5	0	0	0	2	0
Log 6	1	0	0	0	0
Low Literate					
Log 1	0	0	1	0	0
Log 2	1	0	0	0	0
Log 3	0	0	0	0	0
Log 4	0	0	0	0	0
Log 5	0	0	1	0	0
Log 6	0	0	0	0	0
Totals	16	1	7	4	4
Percentage	8.65	.54	3.78	2.16	2.16

The highest frequency on the categories of log functions indicated by the participants for the six curriculum units was the recording function, a total of 15.68. The majority of participants' responses fell into these categories: (1) recording, 15.68; (2) rehearsing, 12.43; and (3) anticipating, 11.89. The least frequent were categories: (4) analyzing and synthesizing composing; (5) emphasizing; and (6) complimenting. Recording is the simplest log function while rehearsing and anticipating are more complex functions.

Case 1, the high literate subject, has the most frequent category of log function on analyzing and synthesizing the teaching and learning procedure which is a complex function. She also formulated the most questions among the three case study participants.

Case 2, the medium literate subject, has the most frequent category of log function on recording, which is the simplest category of the thirteen log functions. She was able to formulate only one question for the six units of study.

Case 3, the low literate subject, has the most frequent category of log function on rehearsing similar to case 2. He was able to formulate one question but had no examples of emphasizing and complimenting.

The highest frequency on the learning log functions revealed by the subjects in their pieces about the six curriculum units was on recording, 15.68 percent. Next highest on frequency was on rehearsing, 12.43 percent followed by anticipating, 11.89 percent.

The following examples depicting recording were gathered from the students' learning logs. Recording is the simplest of all the log functions.

Chart 17
Examples of entries Expressing Recording

Category of Log Function	Examples
<u>Recording</u> -Learner: sets down perceived information	"I leen the temperature or stady the Fahreheit and the Centigrade and the ef Song of Kamehameha." "the flag of America there are 50 stars and 13 straipts." "This evening i learned about the plege of allegiance to the flag." "The 2th I Learned the president of the United States John Kennedy."

The following excerpts from Vicenta, Lina, and Mario's Learning Logs illustrate more completely recording as a log function. They write information and events learned.

Vicenta's Learning Log #2

We have learnd about the United States flag. Ther are fifty Star on It and thirteen lane. The color is red white and blue. . .

We also learnd about the different first States. . .
. . .I also learnd the different Soviner you have shared us. . . . I learnd about thos differnet relegions thy have withe us her.

Lina's Learning Log #1

I learned this evening about Oahu called the Gathering Place. In Oahu we find the place of university of Hawaii at Manoa all so the National Memorial. In Kalihi ~~A/going~~ we find the Farrington ~~H~~ high School, Honolulu Community College, Capitol, Iolani place. Honolulu Hale, Honolulu academy aris, all so in for shafter we find the Kamehameha Height and Bernice Bishop Museum.

I learned All so the thermometer about the climate this evening the fahrenheit and centigrade. the fahrenheit this evening 91° or 90° and the centigrade 30°.

Mario's Learning Log #1

This evening the first I learned the Centigrade 31°C and F 84° F The 2th I learned the president of the United States John Kennedy the 3th I learned the Flag of ALlegiance.

The following excerpts, on the other hand, are from the learning logs of the three subjects using the more complex category 9, analyzing and synthesizing the teaching/learning process. They made comments on the strategies and forms of the teaching and learning that related to the subject being studied.

Vicenta, the high literate subject, relates how her new lesson helps develop more self-confidence. She realizes that by coming back to school she is more familiar with the community resources available to suit her needs.

I think this lesson will really give us a chance to get more Educate ourself. to help us get more confidence so that will make our learning more confedent to our own self. I truly believe that there is not ending to keep learning in life. I really have learn some of the lesson that I never have before most especially concerning when to get all this resurces I am thankful I have deciadeed to come back to school to

keep learning more agean. I think this appportunity will help each in every one of us who have attended this class.

Lina, the medium literate subject, analyzed the possibilities of how much liquid was there in a gallon. She made a generalization that eight pints make one gallon; likewise, four quarts make also one gallon. She also gave the other equivalentents of liquid measurements such as four cups make a quart, and two cups make a pint.

I learned all so to measuring about the liquids foods like the milk. In one gallon there are 16 cups. All so the $\frac{1}{2}$ gallon 8 cups, 8 pints make one gallon, 4 quarts makes one gallon, 4 cups one quart, 2 cups one pint.

Mario, the low literate subject, made his analysis of what he learned on the liquid measurement with this equation form:

This is the explenetion [sic]

2 cups = 1 pint
 4 cups = 1 quart
 16 cups= 1 gallon
 8 cups = $\frac{1}{2}$ gallon
 8 pints make 1 gallon
 4 quarts make 1 gallon

Evidence that the participants showed movement in the type of learning log functions they used is more explicitly demonstrated in Table 10.

On the following page is the Frequency Table for Categories of Log Functions (Initial and Final). It indicates that recording, has the highest frequency for the initial learning logs. However, it shows movement toward a

more complex log function such as connecting, anticipating,
and analyzing and synthesizing teaching and learning
process for the final learning logs. Initial piece refers
to the piece on the first unit and final piece for the
sixth or last unit.

Table 11

Frequency Table for Categories of Log Functions
(Initial and Final)

Cases	:Record- : ing	:Respond- : ing	:Question- : ing	:Rehears- : ing	:Connect- : ing	:Consolidat- : ing	:Anticipat- : ing	:Inventing
High								
Literate								
Log 1	0	2	0	1	1	2	0	0
Log 6	0	0	2	0	4	1	5	2
Medium								
Literate								
Log 1	5	1	0	2	0	0	0	
Log 6	1	0	1	0	2	2	0	1
Low								
Literate								
Log 1	1	0	0	1	0	0	1	0
Log 6	0	2	1	1	0	1	1	0
Total Log 1:	6	3	0	4	1	2	1	0
Percentage	28.57	14.28	0	19.04	4.76	9.52	4.76	0
Total Log 6:	1	2	4	1	6	4	6	3
Percentage	2.85	5.71	11.42	2.85	17.14	11.42	17.14	8.57

(continued)

Cases	:Analyzing & SYN: :thesizing Teach: & Learning Proc:	Analzying & Syn: thesizing Composing	(Others) :Uncertainties: :	: Emphasizing : :	: Complimenting : :
High					
Literate					
Log 1	1	0	1	1	0
Log 6	5	1	0	0	1
Medium					
Literate					
Log 1	0	0	0	0	0
Log 6	1	0	0	0	0
Low					
Literate					
Log 1	0	0	1	0	0
Log 6	0	0	0	0	0
Total Log 1	1	0	2	1	0
Percentage	4.76	0	9.52	4.76	0
Total Log 6					
Percentage	17.14	2.85	0	0	2.85

Table 11 indicates changes by cases between their initial and final learning logs.

Case 1 has a fairly large increase in analyzing and synthesizing teaching and learning process in her final pieces. She formulated the most number of questions among the three participants. She was the lone participant to give examples on analyzing and synthesizing composing, uncertainties, emphasizing and complimenting.

Case 2's most prevalent category was recording. Her initial use on this category is higher than the other two participants. She was able to formulate one question but she did not make any examples on anticipating, analyzing and synthesizing composing, uncertainties, emphasizing, and complimenting which are more complex categories of log functions.

Case 3's most typical category was responding, rehearsing, and anticipating. He was able to formulate a question on his final piece but, he had no examples on connecting, inventing, analyzing and synthesizing composing, uncertainties, emphasizing, and complimenting.

There were some movement toward the more complex category of log functions by case 1 but not cases 2 and 3.

Interviews: Learning Log Questions

Figure 2, embodies a summary of subjects' responses on the Interview Question 2, "How can the learning log help you in class?"

Figure 2

Question 2
How can the learning log help you in class?

Cases	Interview 1	Interview 2
High Literate	:I learn things I never expected to learn when I first came here. It's hard to refresh my mind. I think a different way of learning but when I get to you, it's more better because I can express my thoughts and feelings.	: Foods help me to continue to learn more about the food you introduced to us, to know the food value. A learning process to all of us of different foods we like. Helps other students of bringing of different kinds of ideas. Makes difference from looking at pictures, but actually seeing and feeling it. Taste is really different to really touch it.
Medium Literate	:Map help me to recall different places. I like to learn to these things and want to learn some more.	: We learn the different kinds of spices. That help me because I like to learn about these (what I learn at school). I recall what we do but sometimes I forget. I can't concentrate.
Low Literate	:I cannot answer that. My teacher helped me about the things I learned.	: I like that for my mind because my madam told me that I'll write that matter all that pints of gallon. Madam told me to separate the gallon, pint, and other things.

(continued)

Cases	Interview 1	Interview 2
Low Literate	:I was thinking many things but I can't write them down because I'm lack of spelling.	:Add some more to write. Sometimes discouraged about my mind, because I can't write spelling, better, and nice.
Cases	Interview 3	Interview 4
High Literate	:Came to know about the youngest president and his children. Is nice to know a smart man. Facilitates the past and present. Look forward what is going to happen. Get excited, what to happen next.	It helps me in improving my spelling. To be able to arrange my paragraph.
Medium Literate	:To learn of all these because you explained to us.	:To learn to explain the lesson at this night. And also to learn to speak English, also the writing very well.
Low Literate	:I learned that kind of information because my teacher helped me about learning that is useful.	:I'm happy that I write this because I learned that things from cleaning the body that I did not know before. We were not using this things in my place.

Subject 1, the high literate, learned things that were exciting for her, learning experiences she did not even expect. She thought the learning log was a medium to help the students generate and share different kinds of ideas. She felt that learning was more meaningful with concrete experiences such as actually seeing and feeling foods, spices, etc. instead of merely looking at them. Learning logs helped her improve her spelling and arrange her paragraph. This means she was trying to make her paragraph more clear and coherent than before.

Subject 2, the medium literate, claimed the learning logs helped her recall various places with the use of a map. She learned new things like different spices which were presented by the teacher as a guessing game. At the beginning she had feelings of uncertainties due to lack of concentration but toward the end of the second semester she learned how to explain the lesson with more details.

Subject 3, the low literate, could not explain what he learned at the beginning of the first term due to poor self-esteem and inability to spell words to express his thoughts and feeling. Later, he learned new information such as the use of pints, quarts, and gallon. He was able to compare how many cups were there in each of the liquid measures. He learned how to use health gadgets that he had not even seen before until they were presented in class.

I chose excerpts from the following four sets of interviews with subject 3, Mario, to illustrate the movement from uncertainty to the acquisition of new knowledge and information. Although he was at the low literate level, he gained more enthusiasm to learn more and write more of what he was doing in the classroom:

Based on the four interviews of each subject the following information was gathered. Subject 1 thought that the learning log was a medium to help the students generate and share different kinds of ideas. She felt learning was more meaningful with concrete experiences which were done during the "hands on demonstrations." Learning logs helped her improved her spelling as well as the sequencing of her paragraph to add more clarity to her pieces. Subject 2 had feelings of uncertainties at the beginning of the ABE course, but toward the end of the second term she was able to explain the lesson with more details. Subject 3 lacked vocabulary to express his thoughts and feelings coupled with low self-esteem at the beginning of the first term. However, he was able to use the logs to compare liquid measurements, and made use of health gadgets at the later part of the course.

These are excerpts of subject 2's interviews showing her thinking processes as she did her focused freewriting pieces. It illustrates that she made use of her previous knowledge when she was asked to write on a topic. At the beginning she was also full of anxiety due to insufficient knowledge about the topic. At the end she was able to write simultaneously with what she was thinking:

Interview 1	Interview 2	Interview 3	Interview 4
I like Hawaii because plenty of job and plenty kind of people. I don't know. (Japanese, Black, Samoan).	Sometimes I'm confused to do because I try to all. I didn't concentrate sometimes because I didn't study yet.	I'm glad to learn because I know something about what we're studying.	Very good, better, nice, my mind. I'm thinking better and happy to learn how to keep the body healthy and strong.
			While I'm thinking, I'm writing.

Major Findings

The major findings in this chapter include the following:

1. During the six units, the high literate subject wrote the longest learning log followed by the medium literate subject. The low literate made the shortest piece.

2. Two of the subjects' learning logs increased in length from the initial to the final pieces. The high literate subject made an increase of 257.5 percent. The low literate made also an increase of 148 percent but the medium literate made a negative decline of 11.49 percent. The medium literate went to 155 words on Unit 5.

3. Overall, the highest frequency on the learning log functions was on recording (15.68 percent), followed by rehearsing, (12.43 percent), and anticipating, (11.89 percent). The functions of analyzing and synthesizing appeared least.

4. For the initial learning log pieces, the highest frequency of log functions was recording, but, for the final pieces, it was a triple tie on connecting, anticipating, and analyzing and synthesizing the teaching and learning process, indicating movement from use of simple to more complex categories.

5. The three subjects were able to formulate their own questions related to the lessons on learning logs 5 and

6, the next to the last and last pieces. It is important because it reflects changes in the thinking process.

CHAPTER VI

RESULTS AND DISCUSSION: TEACHER'S RESPONSE TO LEARNING LOGS

The preceding chapter was on the Results and Discussion of Learning Logs. This is a sequel to that chapter zeroing in on the teacher's response to each of the eighteen learning logs of the three subjects representing high level, medium level, and low level of literacy.

The teacher's written responses to students' learning logs were analyzed using the categories developed by Searle and Dillon in 1980, Chart 12. These responses were classified as evaluation, assessment, instructional, audience-centered and moving outside writing. I deleted the "form" portion because my focus was on "content." Also additional categories of teacher's responses emerged from the data; these will be discussed later in this chapter.

Table 12 gives a glimpse of the overall percentage of categories of teacher's response to the students' logs. It reveals the following pertinent information. The teacher researcher made the greatest use of extension comments, 16.53 percent. Asking questions came next with 14.88 percent. Then reaction and reminder followed with 10.74 percent.

Table 12

Frequency Table on Categories of Teacher's Response to Student's Logs
 (Adapted from Searle and Dillon's Chart on Responding to Student Writing)

Case No.:	TYPE OF RESPONSE									
	Instructional					Audience				
	Eval- uation	Assess- ment	ion Didactic	Correct- Encourage- ment	Comment on Attitude	Clari- fica- tion	Elabora- tion	Reaction	Taking Action	
Case #1	0	0	0	0	0	0	0	0	0	0
Log 1	0	0	0	0	0	0	0	0	0	0
Log 2	0	0	1	0	0	0	0	0	0	0
Log 3	0	0	0	1	0	0	0	3	0	0
Log 4	0	0	0	0	0	0	0	0	0	0
Log 5	0	0	4	0	0	0	0	2	3	0
Log 6	0	1	2	0	0	0	0	0	0	0
Case #2	0	0	0	0	0	0	0	1	0	0
Log 1	0	0	0	0	0	0	0	2	0	0
Log 2	0	2	0	0	0	0	0	1	0	0
Log 3	0	0	0	0	0	0	0	0	0	0
Log 4	0	1	0	0	0	0	0	1	0	0
Log 5	0	1	0	4	0	0	0	0	0	0
Log 6	0	1	0	4	0	0	0	0	0	0
Case #3	0	1	0	0	0	0	0	0	1	1
Log 1	0	0	0	0	0	0	0	1	1	1
Log 2	0	0	0	0	0	0	0	2	0	0
Log 3	0	1	0	0	0	0	0	0	0	0
Log 4	0	0	3	0	0	0	0	0	0	3
Log 5	0	0	0	0	0	0	0	0	0	0
Log 6	0	0	0	0	0	0	0	0	0	0
Totals	0	7	10	5	0	0	0	13	8	0
Percentage	0	5.79	8.26	4.13	0	0	0	10.74	6.61	0

(continued)

Case No.:	Moving Outside Writing							TYPES OF RESPONSE		
	:Extension	: Addition	:Reminder	: Asking	: Responding	:Confirming	:Complimenting	: Questions	:Students' Questions	:
Case #1										
Log 1	: 2	: 1	: 0	: 0	: 0	: 1	: 0			
Log 2	: 2	: 2	: 0	: 2	: 0	: 0	: 1			
Log 3	: 0	: 0	: 0	: 0	: 0	: 0	: 1			
Log 4	: 4	: 0	: 2	: 2	: 0	: 0	: 1			
Log 5	: 2	: 2	: 1	: 1	: 3	: 0	: 0			
Log 6	: 0	: 1	: 1	: 0	: 2	: 0	: 1			
Case #2										
Log 1	: 1	: 0	: 0	: 2	: 0	: 0	: 0			
Log 2	: 2	: 0	: 0	: 2	: 0	: 0	: 0			
Log 3	: 1	: 0	: 0	: 1	: 0	: 1	: 1			
Log 4	: 0	: 0	: 2	: 2	: 0	: 0	: 0			
Log 5	: 1	: 1	: 1	: 0	: 0	: 0	: 0			
Log 6	: 1	: 0	: 6	: 0	: 1	: 0	: 1			
Case #3										
Log 1	: 1	: 0	: 0	: 1	: 0	: 0	: 0			
Log 2	: 1	: 0	: 0	: 2	: 0	: 0	: 0			
Log 3	: 1	: 0	: 0	: 1	: 0	: 0	: 0			
Log 4	: 0	: 0	: 0	: 2	: 0	: 2	: 0			
Log 5	: 0	: 2	: 0	: 0	: 0	: 0	: 0			
Log 6	: 0	: 0	: 0	: 0	: 1	: 0	: 1			
Totals	: 20	: 9	: 13	: 18	: 7	: 4	: 7			
Percentage	16.53	: 7.43	: 10.74	: 14.88	: 5.79	: 3.30	: 5.79			

The highest frequency on the categories of teacher's response to student's logs during the six curriculum units was extension with a total of 16.53 percent. The majority of the teacher's response fell into these three categories: (1) reaction, 10.73; (2) extension, 16.53; and (3) asking questions, 14.88. The teacher-researcher did not use these categories of teacher's response: (4) evaluation, (5) clarification, and (6) evaluation. However, she used the other categories she added to Searle and Dillon's Categories of Teacher's Response to Students' Logs such as: (1) reminder, (2) asking questions, (3) responding students' questions, (4) confirming, and (5) complimenting.

The teacher used various categories of teacher's response to students' logs. The highest frequency of response she used for case 1 was extension. The highest frequency of response she made for case 2, was reminder while she used asking questions with case 3. She asked questions to case 3 to elicit more ideas as he made the shortest learning logs among the three cases.

Searle and Dillon (1980) defined extension as "moving outside the writing," (p. 777). This was the type of response that the teacher researcher mostly used with her subjects. These examples below were gathered from the subjects' learning logs. The comments were personalized so that the subjects could extrapolate the ideas and connect them to concepts they acquired from the hands on demonstrations and concrete examples done in class.

Chart 18

Examples of Teacher's Response Expressing Extension

Type of Response :	Examples
Extension	<p>: "Don't you think it is more hygenic to use the liquid soap especially if there are many family members washing their hands before eating or after using the bathroom?"</p> <p>"If you don't have local experience in this career you can be a volunteer in one of the Honolulu hospitals for work experience."</p> <p>"Since you've been working for two years in a food factory you may want to look for a food service job."</p> <p>"What other goods do we buy in half-pint, pint, quart, half-gallon, or gallon aside from the milk?"</p>

The teacher's comments below were taken from Lina's Learning Log 2. It will illustrate the use of extension as a type of teacher's response to a student's log.

Lina's Learning Log #2

This evening I learned about the flag. the flag of America there are 50 stars and 13 straiipes. We learned all so the original thirteen states like Delaware, Pennsylvania, New jersey, georgia, Connecticut, massachusetts, rhode Island, maryland, south carolina, new Hampshire, virignia, new york, north carolina.

Allso I learned about the national bird of america we call blad eagle.

The american eagle became the official emblem of the United states in 1782.

All of those I learned planty things. I fill happy because I learned some more to you Mrs. Martin.

Teacher's Response

. . . Did the American symbols like the flag and bald eagle remind you of the hawaiian and Philippine symbols? Were there similarities between the American flag and Hawaiian flag?

On the following page is the Frequency Table indicating change in category use between initial teacher responses and final teacher responses.

On this page is the Frequency Table indicating change in category use between initial teacher responses and final teacher responses.

Table 13

Frequency Table on Categories of Teacher's Response to Students' Logs
(Adapted from Searle and Dillon's Chart on Responding to Student Writing)
(Initial and Final)

Case No.:	TYPE OF RESPONSE									
	Instructional					Audience				
	:Eval- :uation	:Assess- :ment	:ion :Didactic	:Correct- :ment	:Encourage- :ment	:Comment :on	:Clari- :fica- :tion	:Elabora- :tion	:Reaction	:Taking :Action
	:	:	:	:	:	:	:	:	:	:
Case #1										
Log 1	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 0
Log 6	: 0	: 1	: 2	: 0	: 0	: 0	: 0	: 0	: 0	: 0
Case #2										
Log 1	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 1	: 0	: 0
Log 6	: 0	: 1	: 0	: 4	: 0	: 0	: 0	: 0	: 0	: 0
Case #3										
Log 1	: 0	: 1	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 1
Log 6	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 3
Total										
Log 1	: 0	: 1	: 0	: 0	: 0	: 0	: 0	: 1	: 1	: 1
Percentage										
Log 1	: 0	: 8.33	: 0	: 0	: 0	: 0	: 0	: 8.33	: 8.33	: 8.33
Total										
Log 6	: 0	: 2	: 2	: 4	: 0	: 0	: 0	: 0	: 3	: 3
Percentage										
Log 6	: 0	: 7.14	: 7.14	: 14.28	: 0	: 0	: 0	: 0	: 10.71	: 10.71

(continued)

Case No.:	Moving Outside Writing								TYPES OF RESPONSE			
	:Extension	: Addition	:Reminder	: Asking	:Responding	:Confirming	: Complimenting					
	:	:	:	: Questions	:Students'	:	:	:	:	:	:	
	:	:	:	:	:Questions	:	:	:	:	:	:	
Case #1												
Log 1 :	2	: 1	: 0	: 0	: 0	: 1	: 0					
Log 6 :	1	: 1	: 1	: 0	: 2	: 0	: 1					
Case #2												
Log 1 :	0	: 0	: 0	: 2	: 0	: 0	: 0					
Log 6 :	1	: 0	: 6	: 0	: 1	: 0	: 1					
Case #3												
Log 1 :	1	: 0	: 0	: 1	: 0	: 0	: 0					
Log 6 :	0	: 0	: 0	: 0	: 1	: 0	: 1					
Total												
Log 1 :	4	: 1	: 0	: 3	: 0	: 1	: 0					
Percentage												
Log 1 :	8.33	: 8.33	: 0	: 25.7	: 0	: 8.33	: 0					
Total												
Log 6 :	2	: 1	: 7	: 0	: 4	: 0	: 3					
Percentage												
Log 6 :	7.14	: 3.57	: 25	: 0	: 14.28	: 0	: 10.71					

Table 13 shows changes of teacher's response between the initial and final learning logs. For the initial learning logs the teacher-researcher used asking questions most of the time however, for the final learning logs, she used encouragement most of the times.

She used extension category most of the times for case 1 in the initial logs but, used responding to students' questions for the final pieces. It was evident that case 1 was able to formulate her own questions in English toward the end of the units.

She used asking questions category most of the time for case 2 in the initial logs, and encouragement for the final logs. She used this category in order to elicit more information from the student and finally the case study participant was able to formulate her own question in English in Learning Log 6.

She used both responding to students' questions and complimenting categories for case 3 in the final logs.

The teacher-researcher used asking questions most of the times as a strategy for responding to the students' logs. It is noted that all of the three cases were able to write their own questions in the final pieces as indicated in Table 10.

Both extension and reminder types of teacher's response to the students log entries can help deepen their thinking, increase their knowledge, and promote their growth. The reminder was something that was closely related to what was said in class. To illustrate further the use of reminder, these excerpts were taken from Lina's Learning Log 6 teacher's comments.

Lina, you can register at the Honolulu Employment Office and they computer print outs for job openings. You can indicate your job experiences such as garment trimmer, meat packer, and Robot machine operator for a food factory. try to inform the counselor what type of job you're looking for . . . Try to attend workshops such as the Self-Development Workshop offered by the Hawaii Adult Education Association once a year.

. . . Try to earn your high school diploma thru the GED program. Later you can enroll at the Kapiolani Community College Food Service Program.

Interviews

Figure 3 on the following page gives a summary of the subjects' comments on how the teacher's response helped them. Overall, the subjects seemed to have felt their self-esteem were enhanced and their learning promoted.

Subject 1 stated that the teacher's comments had been useful in these instances: "Makes me feel good. Has been a sharing and learning experience with other kinds of ideas. To express my feelings on how much I know about it. To get feedback from my teacher."

Subject 2 made these comments such as these: "She helped me to learn all the lessons about the health. Can help to do some more in class what I'm doing so that I learned better."

Subject 3 had hesitations at the beginning but through the period of time he shared these comments: "Makes me feel good, better, and nice. Am inspired to write longer next time. I fell happy, will guide you."

Figure 3

Question 3

Did the teacher's response or comments on your learning log help you? In what ways?

Cases	Interview 1	Interview 2
High Literate	Yes. Makes me feel good. I'm not really a good writer.	Yes. Has been a sharing and learning experience. Teacher sharing with other kinds of ideas.
Medium Literate	Yes. She helped me to learn all the lessons about the Hawaiian Islands.	:Yes, I thank you. I try to come back in January.
Low Literate	Yes. I like also but I can't understand the song because it's in Hawaiian. No helping for me but my teacher told me to write things so that we can already understand the reading and writing, and talking. Thinking for the writing that is nice and good.	:Yes. Write cups, quarts, and gallons. Makes me feel good, better, and very nice.

(continued)

Cases	:	Interview 3	:	Interview 4
High Literate		Yes. To express my feelings on how much I know about it.		Yes. To get feedback from my teacher.
Medium Literate		Yes. Can help to do some more in class what I'm doing so that I learned better.		Yes. Can do more in class and learn more.
Low Literate		Yes Am inspired to write longer next time. You learned something and to help your family come to the United States.		Yes. She teach me to write about the letter like this. My teacher's very good to teach. I feel happy. Will guide you.

This cumulative interview with Vicenta, subject 1, reflects how the teacher's response or comments on her learning logs have helped her:

Interview 1	:	Interview 2	:	Interview 3	:	Interview 4
Makes me feel good.	:	Has been a sharing and learning experience. Teacher sharing with other kinds of ideas.	:	To express my feelings on how much I know about it.	:	To get feedback from my teacher.

Major Findings

The salient findings in this chapter include the following:

1. Overall, the most frequent category of teacher's response to the subjects' learning logs was extension. The personalized comments could inspire the subjects to extrapolate and crystallize the ideas they acquired through the hands-on demonstrations and concrete examples done in class. The extension response category was 16.53 percent followed by asking questions, 14.88 percent. Then both reaction and reminder had 10.74 percent each.

2. For the initial logs, one-third of the teacher's written response (33.33) were extension, as a type of response moving outside the writing process. For the final logs, reminder was used by the teacher over one fifth percent of the time. The teacher tried to make the students remember ideas that they can apply to their daily lives.

3. The learning logs had been longer in length than the focused freewriting counterparts. The subjects struggled to write them all in English unlike the focused freewriting pieces where they had some Ilokano words embedded in the sentences.

4. During the interviews, the three subjects had positive comments on how the teacher's response helped them based on the four series of interviews made. They seemed

to have felt that their self-esteem was enhanced, and that their learning was fostered. Moreover, it was another form of sharing and learning experience with other kinds of ideas. Aside from expressing their own knowledge and feelings of what they were learning in writing their logs they looked forward for the feedback from the teacher. With that dialogue from a trusted adult or collaborator, the subjects felt they can do better and write longer.

There were other categories added to the types of teacher's responses such as reminder, asking questions, responding to students' questions, confirming, and complimenting. These additional categories emerged from the study.

The next chapter will deal with the types of summary log functions incorporated in the subjects' summary logs using Mayher, Lester, and Pradl category system.

CHAPTER VII

RESULTS AND DISCUSSION: SUMMARY LOGS

The three previous chapters dealt with results and discussions on focused freewriting, learning logs, and teacher's responses to learning logs. To recapitulate, for each unit covered each subject wrote three corresponding pieces. First, they wrote focused freewriting pieces to shed light on their prior knowledge and insufficient prior knowledge about the units. Second, they wrote learning logs after they were exposed to various concrete experiences such as slides, film strips, demonstrations, field trip, pictures, real objects, bulletin board displays, maps, posters, workshop, newspaper clippings, and transparencies on the overhead projector. Finally, at the end of each unit, the subjects were asked to write a summary log which took the place of a unit test.

There were eighteen sets of summary logs done by the three subjects about the six units -(see Appendix F). A complete set of the summary log topics is in Appendix J.

As mentioned earlier, evidences of literacy and learning growth would be indicated by these factors: 1) fluency, or increased length of the expressive writing pieces, 2) change categories of the log functions, and 3) concept development as reflected in the interviews. Analysis of the summary logs was conducted by tabulating the number of summary log responses using the Mayher, Lester, and Pradl (1983) category system. (See Chart 13)

Length

Table 14 shows the summary of the lengths of the summary logs from Units 1 to 6. The piece with the asterisk sign shows the longest piece for each of the subjects.

Table 14
Length of Summary Logs

Cases	:Unit 1:	Unit 2:	Unit 3:	Unit 4:	Unit 5:	Unit 6
High						
Literate:	229 :	255 :	273 :	222 :	345* :	263
Medium						
Literate:	108 :	76 :	72 :	101 :	114 :	189*
Low						
Literate:	77 :	48 :	88 :	99* :	47 :	59
<u>*longest piece</u>						

Vicenta, the high literate case, wrote the longest piece (345 words) followed by the medium literate. The low literate case made the shortest piece (99 words) of the three cases. The longest summary logs was comprised of 345 words done by Vicenta, the high literate case.

Table 15 shows a comparison of the subjects' summary logs, initial and final pieces on the six units. The high literate and medium literate subjects showed an increased between their initial and final pieces. The medium literate made the highest increase with 75 percent. The high literate followed with an increase of 14.84 percent. On the other hand, the low literate case made a negative decrease of 30.5 percent. (Although, once again, Mario did

show an increase on Units 3 and 4; he dropped off on Units 5 and 6. The material was more difficult on Health and Jobs.

Table 15

Length of Summary Logs
(Percentage of Increase)

Cases	:Total Number : of Words :(Initial Piece)	:	:Total Number : of Words :(Final Piece)	:	Percentage of : Increase
High Literate :	229	:	263	:	14.84
Medium Literate :	107	:	189	:	75
Low Literate :	77	:	59	:	-30.5

Functions

Table 16 on the following page shows the Frequency Table for Categories of Summary Log Functions. The categories of the log functions based on Mayher, Lester, and Pradl (1983) included the following: recording, responding, questioning, rehearsing, connecting, consolidating, anticipating, inventing, analyzing and synthesizing teaching and learning process, and analyzing and synthesizing composing. Three other categories emerged from the study and were added to the basic categories above. These categories were uncertainties, emphasizing, and complimenting.

Table 16

Frequency Table for Categories of Summary Log Functions

Cases	: Record-	: Respond-	: Question-	: Rehears-	: Connect-	: Consolidat-	: Anticipat-	: Inventing		
	: ing	: ing	: ing	: ing	: ing	: ing	: ing	: ing		
High										
Literate										
Log 1	:	:	4	:	0	:	0	:	9	
Log 2	:	2	:	3	:	0	:	0	:	4
Log 3	:	0	:	9	:	0	:	2	:	4
Log 4	:	4	:	3	:	0	:	3	:	3
Log 5	:	0	:	5	:	0	:	0	:	8
Log 6	:	0	:	1	:	0	:	1	:	3
Medium										
Literate										
Log 1	:	0	:	4	:	0	:	0	:	2
Log 2	:	2	:	1	:	0	:	3	:	1
Log 3	:	0	:	2	:	0	:	2	:	0
Log 4	:	2	:	1	:	0	:	2	:	2
Log 5	:	1	:	0	:	0	:	1	:	0
Log 6	:	0	:	0	:	0	:	4	:	0
Low										
Literate										
Log 1	:	0	:	3	:	0	:	0	:	0
Log 2	:	0	:	2	:	0	:	1	:	1
Log 3	:	0	:	3	:	0	:	0	:	0
Log 4	:	1	:	3	:	0	:	0	:	0
Log 5	:	0	:	0	:	0	:	1	:	0
Log 6	:	0	:	0	:	0	:	0	:	0
Totals	:	12	:	44	:	0	:	20	:	19
Percentage	:	5.66	:	20.75	:	0	:	9.43	:	8.96
	:		:		:		:		:	8.96
	:		:		:		:		:	8.49
	:		:		:		:		:	22.65

(continued)

Cases	:Analyzing & :Synthesizing :Teach & Learn :Proc.	:Analyzing & :Synthesizing :Composing :	: (Others) :Uncertainties :	: Emphasizing :	: Complimenting :
High Literate					
Log 1	0	0	1	0	0
Log 2	0	0	0	0	0
Log 3	1	0	0	0	1
Log 4	0	0	0	0	0
Log 5	0	0	0	0	0
Log 6	1	1	0	4	0
Medium Literate					
Log 1	0	0	0	0	0
Log 2	0	0	0	0	0
Log 3	0	0	0	0	0
Log 4	0	0	0	0	0
Log 5	0	0	0	0	0
Log 6	0	0	0	9	0
Low Literate					
Log 1	0	0	0	0	1
Log 2	0	0	1	0	1
Log 3	1	0	0	0	0
Log 4	1	0	0	0	0
Log 5	3	0	0	1	0
Log 6	3	0	0	1	0
Totals	10	1	2	16	3
Percentage	4.72	.47	.94	7.54	1.42

The highest frequency on the categories of summary log functions revealed by the participants in their pieces was inventing with a total of 22.65 percent. The majority of participants' responses fell into these categories:

(1) responding, 20.75; (2) rehearsing, 9.43; and (3) inventing, 22.65. The participants did not ask any questions and seldom made use of these more complex categories such as (4) analyzing and synthesizing composing; (5) uncertainties; and (6) complimenting.

Case 1 has the highest frequency on inventing and likewise with Case 2. Case 3 has his highest frequency on responding, a less complex summary log category.

The greatest frequency of the categories of log functions was inventing, 22.65 percent. This reflected some growth between learning log responses and the summary log responses. The greatest frequency of learning log responses was recording, a much less complex function, according to Mayher et al., than inventing. This means that the subjects have assimilated information as they moved from focused freewriting, learning logs, and ultimately the summary logs. In inventing, the subjects integrated their prior knowledge to the new knowledge gained thru the various concrete experiences stated on Chapter VII. Through discussions and reading texts and participating in concrete experiences the participants were

able to explore in writing relationships not previously in their repertoire.

The subjects' second greatest frequency was on responding category, with a total of 20.75. They gave their immediate reactions to the contents, events, or situations they were learning.

The subject's third greatest frequency was on rehearsing category, 9.43 percent. This meant that the subjects were trying to use the new language by using the jargon, syntax and persona which characterized the content.

Inventing then, is creating stories, concepts, relationships, or insights not previously in the learner's repertoire. These are samples of statements depicting inventing as a category of summary log function. They were gathered from the subjects' various summary logs.

Chart 19

Examples of Entries Expressing Inventing

Category of Response :	Examples
Inventing	<p>: "In the mainland they have winter, fall, summer, we dont have snow her like in mainland."</p> <p>: We dont have her in Hawaii like the apple tree but in Hawaii we only have some small factory smaler farming also not like in the mainland."</p> <p>: even we could fine a good job sometimes we are not garanteed we might get lead off at work in this makes ourself steem low."</p> <p>: "thy also give you more Vitamin C so I like to eat more fruits I think It's better then eating dos cake or sweet food."</p>

Table 17

Frequency Table for Categories of Summary Log Functions
(Initial and Final)

Cases	: Record-	: Respond-	: Question-	: Rehears-	: Connect-	: Consolidat-	: Anticipat-	: Inventing
	: ing	: ing	: ing	: ing	: ing	: ing	: ing	:
High								
Literate								
Log 1	: 0	: 4	: 0	: 0	: 1	: 2	: 0	: 9
Log 6	: 0	: 1	: 0	: 1	: 0	: 2	: 4	: 3
Medium								
Literate								
Log 1	: 0	: 4	: 0	: 0	: 3	: 2	: 1	: 2
Log 6	: 0	: 0	: 0	: 4	: 0	: 3	: 0	: 5
Low								
Literate								
Log 1	: 0	: 3	: 0	: 0	: 0	: 0	: 0	: 1
Log 6	: 0	: 0	: 0	: 0	: 0	: 0	: 1	: 0
Total Log1:	0	: 11	: 0	: 0	: 4	: 4	: 1	: 121
Percentage:	0	: 32.35	: 0	: 0	: 11.76	: 11.76	: 2.94	: 35.29
Total Log6:	0	: 1	: 0	: 5	: 0	: 5	: 5	: 8
Percentage:	0	: 2.38	: 0	: 11.90	: 0	: 11.90	: 11.90	: 19.04

(continued)

Cases	:Analyzing & Syn-	:Analyzing & Syn:	(Others)	: Emphasizing:	Complimenting
	:thesizing Teach	: thesizing	:Uncertain-	:	:
	:& Learning Proc.:	Composing	: ties	:	:
High					
Literate					
Log 1	: 0	: 0	: 1	: 0	: 0
Log 6	: 1	: 1	: 0	: 4	: 0
Medium					
Literate					
Log 1	: 0	: 0	: 0	: 0	: 0
Log 6	: 0	: 0	: 0	: 9	: 0
Low					
Literate					
Log 1	: 0	: 0	: 0	: 0	: 0
Log 6	: 3	: 0	: 0	: 0	: 0
Total log 1:	0	0	1	0	1
Percentage :	0	0	2.94	0	2.94
Total Log 6:	4	1	0	13	0
Percentage :	9.52	2.38	0	30.92	0

Table 17 indicates changes by cases between their initial and final summary logs.

Case 1 shows her most frequent category for the initial pieces was on responding, a simple summary log category. She has a fairly large increase in anticipating and emphasizing in her final pieces.

Case 2 also shows increase in emphasizing category between summary log 1 and summary log 6. Her most frequent response for the initial summary log was responding like case 3.

Case 3's most typical category was responding for his initial pieces. He has an increase in analyzing and synthesizing teaching and learning process category in his final pieces.

At the onset of the units inventing was the most frequent category but toward the end there was a movement toward the more complex category function emphasizing. Not one of the cases asked any questions in the initial or final summary log pieces as in the learning logs. The emphasis category seems to be displaying linkage with the transactional mode of writing which is more complex than the expressive form of writing.

Not one of the cases asked any questions in the initial or final summary log pieces as in the learning logs. It is of interest to note that the use of the inventing in the initial summary logs is a big contrast to

the earlier logs response which had recording as the highest category of log function attained. This shift reflects evidence of participant literacy and learning development.

This set of Vicenta's Summary Log 1 and Summary Log 6 demonstrate some evidence of growth. For the final unit she was able to use the third person which shows she was already trying to move to the transactional mode, a more advanced mode to that of the expressional mode.

Vicenta's Summary Log 1

Oahu called the gathering place cous we have more buisness her we have like the State Capitol wher most of our government employes like our Governor of Hawaii John Waihee. also we have most of the big Hospitals and Hotle also more Intertenment we also have I think the biggest International Airport her also the melitary bases of the Paceyfic.

I feel Hawaii is my second home I have spend more years her then in my Homeland. I like It her because we have a tropical weather that most mianland dont have. We so lucky to live Hawaii. I have learn a lot about leaving her. and when ever I go to anther place. I always like to came back her.

In the Philippines also I Could never forget our homeland that's my birthplace. in no matter wher you go no place like Home. also, I like Philippines Couse I think we have a veary close relation withe our family. I could never change that ~~toget~~ togetherness. Withe all different people I have meet her It's not the same us at home ther are losts of different reason. like our food our climate also our elul Culture but I think most especially our Langwage. When I went Home the old people was surprised I stile could speak my oun Langwage. to me I dont belive in forgetting my own Langwage.

Vicenta's Summary Log #6

We need to get a better Education to be able to get a good job her in Hawaii. We need also a training so we could have a good job in also all the papers like your Social Security Number in experince on the job you are applying for or do some volunter work If you dont have any experince you need to have a nice atitude when you go for enterview even how to derss your self wo you have more chance to hire you for the job you are appliaing. Also speak a standard English that will also help you get a better job. you have more chance when you could answer correctly upon your Interview but most especially look at eye.

To obtain a better job in Hawaii you have to better yourself so that we get more confidence. When It comes to look for job or anything that comes during our life as we get older. We should be ready to face any situation that comes. even we could fine a good but sometimes we are not garanteed we might get lead off at work in thismakes ourself esteem low so, I think Its good to obtain a better- attitude. so that we could improve our chance of a goo permanent job withe benefeat like sick leave in vacation also HMSA or any Midical coverage. but most of all we really need to have a good back ground so that when ever you peapole you work withe will come to like you as a good worker.

Interviews

Figure 4, gives a summary of the subjects' responses on the interview question, Why is it important to have a summary log at the end of each unit we studied?

Subject 1 cited the importance of the summary log as a record at the end of each unit so that you can look back at what you learned and at the same time express your own thinking and feelings. She stressed the point of the summary log as an important tool to "improve ourselves, re-evaluate ourselves, and renew ourselves."

Subject 2 also cited the importance of the summary log such as: "So that we know all the things about Hawaii. Because we remember all what we learn. Important for me before I'll get citizenship. I learned more about Presidents of the United States. Give me chance to explain what you learned."

Subject 3 gave specific reasons on the importance of the summary log such as these: . . ."so that I know how to read, write, and talk. Wants to know how to read, write, and talk. Wants to know about law about the United States. I learn, I know, and I understand. Important to know all of the things in order to keep the body strong and healthy."

Figure 4

Question 4

Why is it important to have a summary log at the end of each unit we studied?

Cases	Interview 1	Interview 2
High Literate	<p>It is important because at the end of the unit you can look back.</p> <p>It is a record. You can keep a record. I think it's better to have it this way.</p> <p>I feel that I'm still learning and I'm not going to give up learning.</p>	<p>To give us some records so that we can look back what we learned after each unit we studied.</p> <p>I believe that each studies needs a summary log. It help us as students.</p> <p>Express your own thinking, your feeling, and you can look back.</p>
Medium Literate	<p>So that we know all the things about Hawaii.</p>	<p>Because we remember all what we learn.</p>
Low Literate	<p>That is important for me to know because so that I know how to read, write, and talk.</p> <p>Because I like to take my family all of them here and find here in the United States.</p> <p>I cannot think of another reason.</p> <p>My teacher gave a copy of the big map of Oahu. The map help me think about that matter.</p>	<p>Well, I don't understand that.</p> <p>That is important to students to know about the important matter about the United States.</p> <p>Wants to know about law and regulations about the United States. I learn, I know, and I understand.</p>

(continued)

Cases	Interview 3	Interview 4
High Literate	We need to improve ourselves, re-evaluate ourselves, renew myself.	So we can see your improvement in the summary log. Help ourselves if you look back to your paper work.
Medium Literate	Important for me before I'll get citizenship. I learned more about the Presidents of the United States. She helped me all of the presidents of the United States not the same one for the character, job. Give me chance to explain what you learned.	Important the summary log because we remember all that we learn.
Low Literate	Gives what we have done in the unit.	Good. Important to know all the things in order to keep the body strong and healthy.

This is a consolidated illustration on the importance of the summary log by the three subjects during the duration of the two semesters. They all seem to agree the the summary log is important.

High Literate	Medium Literate	Low Literate
It is important because at end of the unit you can look back.	So that we know all the things about Hawaii.	That is important for me to know because so that I know how to read, write, and talk.
It is a record. You can keep a record. I think its better this way.	Because we remember all what learn.	That is important to students to know about the United States.
To give us some records so that we can look back what we learned after each unit we studied.	Give a chance to explain what you learned.	Gives what we have done in the unit.
I believe that each studies needs a summary log. It helps us students.	Important for me before I'll get my citizenship. I learned more about the Presidents of the United States.	Important to know all the things in order to keep the body strong and healthy.
Express your own thinking, your feelings, and you can look back.	Important the summary log because we remember all about we learn.	
We need to improve ourselves, re-evaluate ourselves, renew myself.		
So we can see your improvement in the summary log. Help ourselves if you look back to your paper work.		

Major Findings

The major findings in this chapter are as follows:

1. The high literate subject made the longest summary log followed by the medium literate subject. The low literate subject made the shortest piece of the three subjects.

2. The high literate and medium literate subjects Summary Logs increased in length from the initial to the final summary log pieces. The medium literate made the highest increase of 75 percent. The high literate followed with an increase of 14.84 percent. The low literate subject made a negative decrease of 30.5 percent.

3. The greatest frequency on the categories of summary log functions was on inventing, creating concepts, relations, and insights not previously in the subjects' repertoire. This reflects some growth in literacy and learning when one compares these summary log functions to the less complex function of recording a typical learning log response.

The subjects second greatest frequency was on the responding category. Here they gave their immediate reactions to the contents, events, or situations they were learning. The subjects' third greatest frequency was on the rehearsing category, 9.43 percent. This meant that they were trying to use the new language learned in their pieces. The least used category function was analyzing and synthesizing the composing process.

4. For the initial summary logs the highest frequency was on the inventing function, over one third percent, 35.29. For the final summary logs, the highest frequency was on the emphasis function, 30.92 percent.

5. Based on the interviews the three subjects seemed to agree that it was useful to have a summary log at the end of each unit studied. Individual cognitive processes were reflected in the subjects' responses. The high literate subject thought that the summary log was a valuable "record." It does not only express your own thinking but also your feelings. You can look back and see your own improvement. It is a medium to "improve ourselves, re-evaluate ourselves, and renew ourselves." The medium literate subject added that the summary log gave her a chance to explain and to remember what she learned. The low literate claimed it would give a picture of what he had done in the unit.

The last chapter will present a summary of the major findings of the study, its implications, and corresponding recommendations.

CHAPTER VIII

DISCUSSION AND IMPLICATIONS

This chapter will discuss the major findings of this study and suggest implications for the practitioner as well as the researcher.

The current functional literacy crises facing the nation in general and the state of Hawaii in particular reflects a need for and examination of the strategies in literacy instruction to help combat illiteracy.

This study documented a case study to improve literacy and learning which embodied the notion that writing can enhance the learning of adult immigrant ESL students through the various forms of expressive writing:

1) focused freewriting, 2) learning logs, and 3) summary logs. It made an attempt to look for adult ESL students' growth and changes in thinking over time and how the various forms of expressive writing were helping them in their own learning.

This descriptive case study looked at how ABE immigrant students from the Philippines, who did not complete the eighth grade level before they migrated to Hawaii, used writing to promote their learning. Its purpose was to examine how these immigrant adults used expressive writing to generate ideas, make connections between previous knowledge and new information, shape and expand ideas, speculate, and gain insights and

relationships. The curriculum design for this study was based on the result of the needs assessment and the Hawaii Program Plan for ABE to prepare these adult students to become more "employable, productive, and responsible citizens." Specifically, the units that were covered which were previously field tested include: (1) Hawaii, (2) U.S.A., (3) Foods, (4) Citizenship, (5) Health, and (6) Jobs. The approach used integrated listening, speaking, reading, writing, and Math skills to implement the curriculum design.

Three subjects representing three levels of literacy: (high - medium - low), were chosen based on the results of a writing sample and the reading comprehension test from the Adult Basic Learning Examination Level 1.

The research was carried out in this investigator's ABE class between September 13 to December 8, 1988 and January 17 to April 13, 1989. Each class session was two and a half hours in length. There were forty-eight sessions totalling one hundred twenty class hours.

The data for the study came from the uses of writing as a tool for learning embedded in the ABE curriculum. There were six focused freewriting activities, six learning logs with teacher's response, and six summary logs per subject. Four sets of interviews were tape recorded and transcribed by the teacher researcher on the three forms of expressive writing. Concrete experiences such as

slides, film strips, "hands on" demonstrations, field trip, pictures, real objects, bulletin board display, maps, posters, workshop with guest speakers, and newspaper clippings were also part of the course.

Three criteria for the evidence of literacy and learning growth for the subjects were used: 1) fluency, or length of the expressive writing pieces, 2) categories of the freewriting, learning log and summary log functions-movement from simple to complex functions, and 3) concept development as reflected in the interviews. The major findings from these criteria of evidences of literacy growth will be reviewed.

Focused Freewriting

After analyzing the results of the six focused freewriting pieces from each of the three subjects the following findings were revealed: Two subjects, the medium literate and specially the low literate subject had some difficulties in expressing their thoughts in the target language, English, so they embedded their native language, Ilokano, in their focused freewriting pieces. Of the six focused freewriting peices, the longest was written by the high literate subject, followed by the medium literate, and with the low literate having the shortest piece. However, all of the three subjects' freewriting increased in length from the initial to the final piece, with the high literate having the highest percentage of increase (85.03 percent).

The three subjects rose in their percentages of increase on the number of words from the initial pieces to the final pieces which would indicate the development of increased fluency. This type of growth was similar to the findings of earlier studies: (Kirby and Kantor, 1983; Lane and Perrin, 1984; Jacobs, 1986; and Elbow, 1973).

Overall, the highest frequency on the seven categories of focused freewriting functions was on reactions, personal opinions, and reasons. This occurred because this form of expressive writing allowed the release of personal feelings towards situations or events. For the initial pieces, the highest frequency was a tie on: expressing previous knowledge and experiences; reporting, presenting facts and information; and reactions, personal opinions, and reasons. The least frequent was on the speculating function. Speculating was a complex focused freewriting function and because the freewrites were at the onset of the units the students lacked sufficient prior knowledge and experiences on these units. Then, based on the interviews the medium literate and low literate subjects had felt anxieties and uncertainties at the beginning but felt more relaxed and confident toward the end. The high literate subject wrote whatever came to her mind after she read the topics or questions asked. With an increasing use of English, the low literate subject was able to write his final piece all in English. The findings in the interview such as

"Sometimes I'm confused to do so because I don't know. . . I didn't concentrate because I didn't study yet" by the medium literate subject did not support the function categories in her focused freewriting pieces. Her pieces reflected what she knew; she did not express her feelings of uncertainties unlike the high literate and medium literate subjects.

Learning Logs

By analyzing the results of the three subjects' learning logs on the six units covered in the ABE class, the following findings were revealed. The high literate subject wrote the longest piece while the low literate subject produced the shortest piece as in the focused freewriting pieces. Two of the learning logs increased in length from the initial to the final pieces. The high literate subject made an increase of 257.5 percent while the low literate subject also made an increase of 148 percent. The medium literate subject made a decline of 11.49 percent.

While Mayher, Lester, and Pradl's (1983) categories of journal functions were used to evaluate the subjects' learning logs, three other categories (1) uncertainties, (2) emphasizing, and (3) complimenting emerged from the data. Overall, the highest frequency on the log functions on recording 15.68 percent, followed by rehearsing, 12.43 percent, and anticipating, 11.89 percent. The least

frequent was analyzing and synthesizing the composing process. For the initial learning log pieces, the highest frequency was on recording, the simplest log function, but for the final pieces it was a tie on connecting, anticipating, and analyzing and synthesizing the teaching learning process. This indicates a movement from the simple to the more complex log functions. The three subjects were able to formulate their own questions related to the lessons on learning logs 5 and 6, the next to the last and last pieces.

Based on the four series of interviews per subject the three subjects seemed to agree that the learning logs were helpful. Subject 1 was exposed to exciting learning experiences beyond her expectation. She thought that the learning log was a medium to help the students generate and share different kinds of ideas. Furthermore, she felt that the learning logs helped her improve her spelling and paragraph organization which added clarity to her pieces. She was aware that learning became more meaningful with the concrete experiences and "hands on demonstrations." Subject 2 had feelings of uncertainties at the beginning of the ABE course but she was able to explain the lesson with more details toward the end of the course. Subject 3 lacked adequate vocabulary to express his thoughts and feelings which could be very frustrating at the beginning of the first term. However, he had built a more positive

self-esteem toward the end coupled with better cognitive skills in English.

The information from the interviews supported the results on the percentages of increase in the number of words in the initial and final pieces. Both high literate and low literate subjects made tremendous growth of over 200 percent and 100 percent increase. But on the other hand, the medium literate subject made an over ten percent decline.

The two subjects, the high literate and the medium literate made tremendous increases in their final learning logs, 275 percent and 148 percent. These results seem to support Fulwiler's finding (1980) and Lester et al., 1983 that assigning journals increases writing fluency, facilitate learning and promote cognitive growth, regards of class size or disciplinary specialization. In fact, the subjects wrote the longest pieces in the learning logs among the three forms of writing used in class. It seemed that this form of writing allowed them to test their ideas in private, in conversation with themselves and in return strengthened their focus of learning. They did not only assimilate new information but also increased their fluency. Being more fluent helped them became more literate and they formulated their own questions to the teacher during the second to the last, and the last learning logs. The learning logs helped established

rapport between the participants and the teacher which provided them support in the process of testing out their new ideas. These pieces also mirrored the subjects' meaning-making minds in action. Findings of this study support earlier studies with ESL students using journals or logs to generate ideas which can be adapted for other purposes: (Root, 1979; Lai, 1985; Ramos, 1982; and Vann, 1981). The 18 pieces of learning logs that the three subjects wrote within the two semesters mirrored their cognitive growth in addition to interview transcriptions.

Teacher's Response to the Learning Logs

The categories of teacher's response to student's log used in this study were adapted from Searle and Dillon's (1980) Responding to Student Writing. They were classified as evaluation, assessment, instructional, audience-centered, and moving outside the writing. These additional categories emerged from the study: reminder, asking questions, responding to students' questions, confirming, and complimenting.

Overall, the most frequent category of teacher's response to the subjects' learning logs was extension. Extension is taking the student to gain further insight on the subject. The personalized comments could inspire the subjects to extrapolate and crystallize the ideas they gained through observations and participation in "hands on" demonstrations and concrete examples. As the

subjects moved on to the various units they interrelated what they learned to their life's experiences. They explained how many cups were there in these liquid measurements: pints, quarts, and gallons. They were able to fill in their own temperature charts using the thermometer and inferred which days were warm and cold. They also became more aware of the available community resources for their job search. The extension category was 16.53 percent followed by asking questions, 14.88 percent. Then both reaction and reminder had 10.74 percent each.

For the initial logs, the teacher-researcher used over one fourth of the time the category asking questions. She used this category to elicit more information from the subjects. The findings in the interview supported the different kinds of categories the teacher used in responding to the subjects' logs. As stated earlier, the teacher used the extension category most of the time which was another form of sharing ideas with the subjects. Both reaction and reminder categories followed which corresponded to the feedback from the teacher. In addition, the teacher also used other categories such as responding to students' questions, complimenting, and confirming.

These aforementioned findings corroborated with the results of previous studies that teacher's response on

students' writing promoted their learning significantly: (Siegel, 1982; Searle and Dillon, 1980; Diedrich, 1974; Zamel, 1985; and Freedman, 1987). The confidence the students gained from writing learning logs and the teacher's response increased the student's knowledge of the subject as mentioned earlier by: Staton, 1980; Thaiss, 1987; and Carpenter et al. (1903).

For the final logs, reminder, as a category was used by the teacher over 25 percent of the time. The learning logs had been much longer than the focused freewriting pieces. They were all written in English, unlike the focused freewriting pieces in which Ilokano words were embedded in the sentences. This change occurred because the students had another chance for language use with meaningful concrete experiences. New English vocabulary words were interwoven in the units of study so they had opportunities to rehearse them in organizing their experiences in the logs in the target language. Thus the learning logs reinforced their learning and language development.

Based on the interviews, the three subjects had positive comments on how the teacher's response helped them. They seemed to have felt that their self-esteem were enhanced and their learning fostered. Moreover, it was another form of sharing and learning experience with other kinds of ideas. Aside from expressing their

own knowledge and feelings of what they were learning they indicated they looked forward for the feedback from the teacher. With that dialogue from a trusted adult or collaborator the subjects felt they could do better and write longer.

Summary Logs

To bring together the findings of the summary logs, the results were the following: The categories on the functions of the learning logs by Mayher, et al., (1983) were also used as criteria for the summary logs. The high literate subject made the longest summary log followed by the medium literate and then the low literate subject with the shortest piece. The high literate and medium literate subjects' increased in length from the initial to the final pieces. The medium literate made the highest increase of 75 percent; the high literate followed with an increase of 14.84 percent. The medium literate subject made a higher increase because she was able to assimilate new ideas and to synthesize discrete facts into a logical framework for retention. The low literate subject showed a decline of 30.5 percent. This seemed to suggest that he was not very familiar with the final unit on Jobs because he was retired, disabled, and unemployed. Furthermore, he was unable to assimilate new ideas and synthesize them for retention as had the other two subjects.

Overall, the greatest frequency on the categories of the summary log functions was on inventing, creating concepts, relationships, and insights not previously in the subjects' repertoire. This reflected some growth because the categories of summary log functions were sequenced from the simplest to the most complex one in the continuum except for the new categories added. The second greatest frequency was on the responding category. They gave their immediate reactions to the contents, events, or situations they were learning. The subjects' third greatest frequency was on the rehearsing category, 9.43 percent. This meant that they were trying to use the new language learned in their pieces. The least frequency was on analyzing and synthesizing the composing process. For the initial summary logs the highest frequency was on the inventing function, over one third percent, 35.29. For the final summary logs, the highest frequency was on the emphasis function, 30.92 percent.

Based on the interviews the three subjects seemed to agree that it was useful to have a summary log at the end of each unit studied. Individual cognitive processes were reflected in the subjects' responses. The high literate subject thought that the summary log was a valuable "record" in which you could look back and see your own improvement. It is a medium to "improve ourselves, re-evaluate ourselves, and renew ourselves."

The medium literate subject added that the summary log gave her a chance to explain and to remember what she learned. The low literate claimed it would give a picture of what he had done in the unit.

The findings of this study seemed to point out the benefits of using the summary log as cited by earlier studies made by: (Hoffman, 1983; Johnson, 1981; Fulwiler, 1987a; and Sweterlisch, 1987). The summary logs seemed to force students to think through a topic and synthesize facts to a logical framework for retention.

Summary

The findings of the study seemed to indicate that the three forms of expressive writing focused freewriting, learning logs, and summary logs promoted the subjects' growth in "literacy and learning." These expressive forms of writing strengthened the connections between the subjects' prior knowledge and experiences and the assimilation of new ideas. The subjects learned how to organize, to reflect, and to synthesize based upon their thinking processes and concrete experiences.

The focused freewriting pieces indicated the subjects' prior knowledge and experiences about the curriculum units. It also revealed that two of the subjects lacked proficiency in the target language. However, the three subjects were able to write the final focused freewriting pieces in English. The subjects could not speculate.

The subjects wrote their longest pieces in the learning logs. It seemed that the concrete experiences and the collaborative response from the teacher bolstered their confidence to write and to process their ideas. There was a movement from the simple to the more complex log functions and all of the three subjects were able to formulate their own questions to the teacher.

The summary logs were the final pieces for each unit yet they were shorter than the learning logs. There was a movement from the simple function, recording to the more complex function as emphasizing.

In each of the interviews regarding the three forms of expressive writing the students were able to state the benefits derived based in their classroom experiences. The interviews also supported the results of the study.

The upcoming section will outline recommendations useful for the practitioner.

Implications for the Practitioner

Using the cycle of focused freewriting, learning logs, and summary logs per unit. can help reinforce the adult ESL students' cognitive skills and support literacy development.

These are recommendations for both teaching and learning within adult ESL classrooms:

1. Focused freewriting can be used as a teaching strategy at the onset of a unit to find out the students'

prior knowledge and experiences. This strategy helps the student to think in the target language of English, but if the student uses his native language for unfamiliar words this should be acceptable.

2. The use of learning logs is recommended and the teacher should respond to the content. Logs help the teacher become more aware of the students' learning process. Students should be encouraged to formulate their own questions.

3. The teacher's response to the students' learning logs increases their self-esteem and inspires them to write longer pieces. Teacher response can also be a medium to recognize students' participation in class. Peer-response can also be used in some selected learning logs to expand on the students' ideas and should be utilized more often in the classroom.

4. Summary logs make the teacher aware of the students' integration of new information and knowledge. They seem to help students to synthesize facts into a logical framework for possible retention so teachers should be encouraged to use this form of expressive writing.

5. Because there were many misspelled words throughout the pieces, the overhead projector was used a few times to illustrate to the whole class the conventional spelling of the commonly misspelled words. It should have been used more frequently.

This study of immigrant ESL students using the three forms of expressive writing such as focused freewriting, learning logs, and summary logs in the ABE class, and can lead to the attainment of higher standards of literacy. The participants were from the Filipino population, the fourth-largest ethnic group in Hawaii (11 %), about which few studies exist. The writer hopes this research will provide new knowledge and information on how to promote the learning of these students so that they become more "employable, productive, and responsible citizens" of the United States. A similar study should be made with other adult ethnic groups. A follow up should be made on ABE students who would continue for the Competency-Based High School Diploma Program (CBHSDP), or the General Education Development Program (GED).

The writer further hopes that teachers, and researchers, especially those working with adult students whose native language is other than English would be encouraged to document case studies to shed light on how to enhance learning through better collaborative practices in teaching expressive writing.

APPENDIX A

A LETTER OF PERMISSION FROM THE
PRINCIPAL OF FARRINGTON COMMUNITY SCHOOL

June 14, 1988

Mr. George Yamamoto
Principal, Farrington Community School for Adults
1101 Kalihi
Honolulu, Hawaii 96819

Dear Mr. Yamamoto:

I am writing to ask your permission to conduct a study on Teaching Writing as a Tool for Learning with Adult ESL Students in the Adult Basic Education Class during the Fall Term 1988 and Spring Term 1989. This study will attempt to look for adult ESL students' growth and changes in thinking and how expressive writing is helping them in their own learning. The forms of expressive writing that will be used and analyzed include focused freewriting, learning logs, and summary logs. The units to be covered in the curriculum for this study will include: (1) Hawaii, (2) U.S.A., (3) Foods, (4) Citizenship, (5) Health, and (6) Jobs. This is based on the results of the needs assessment and the Hawaii Program Plan for ABE to prepare adult students to become more employable, productive, and responsible citizens.

As part of this study I will be administering the Adult Basic Learning Examination, ABLE and Writing Sample Test to be scored holistically. I will be taping the interviews of selected students.

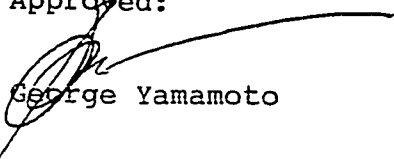
I hope what emerges in this study will document how writing promotes learning with adult ESL students in the ABE class.

Your kind consideration is very much appreciated. Mahalo.

Very truly yours,

Aida R. Martin
Aida R. Martin

Approved:


George Yamamoto

APPENDIX B**A LETTER OF PERMISSION FROM THE STUDENTS
AT FARRINGTON COMMUNITY SCHOOL**

September 29, 1988

Dear Students:

I have been granted permission by Mr. George Yamamoto, principal of Farrington Community School to conduct a study on Teaching Writing as a Tool for Learning with Adult ESL students in the Adult Basic Education Class during the Fall Term 1988 and Spring Term 1989. I plan to do the following:

1. To use various forms of expressive writing such as focused freewriting, learning logs, and summary logs as we study the units of Hawaii, U.S.A., Foods, Citizenship, Health, and Jobs.
2. To interview students to find out how the above forms of expressive writing promote their learning.
3. To collect and photo copy samples of students' works and furnish them a set for their own files.

Your participation in the study is very important and your permission to participate will be very greatly appreciated.

Please sign the attached Informed Consent Form and return it as soon as possible.

Thank you for your kind support and cooperation.

Sincerely yours,

Aida R. Martin
Aida R. Martin

APPENDIX C
INFORMED CONSENT FORM

Informed Consent Form

My signature below indicates that I understand the purpose of the study being conducted by Mrs. Aida R. Martin at Farrington Community School in the Adult Basic Education class. I give my permission for the analysis of my various samples of expressive writing such as focused freewriting, learning logs, and summary logs as we study the different units in class.

Signature: _____
Student

Date: _____

APPENDIX D
ILOKANO, ITBAYAT, AND PANGASINAN

Ilokano

The Philippines has 87 languages and dialects. Ilokano is one of the three main "lingua franca" in the country; the other two are Tagalog in Manila and parts of central and southern Luzon, and Cebuano in Visayas and Mindanao. In the 1975 census there were 4,685,896 speakers of Ilokano in the Philippines. Based on the number of its native speakers, it ranks third largest language among the Philippines languages.

McFarland (1980) in his Linguistic Atlas of the Philippines referred Ilokano as the "national language of the north," p. 17. The native speakers of Ilokano are called "Ilokanos" and they migrated into various places of the Philippines and have emigrated to the United States and established Ilokano communities. Ilokano is an Austronesian language, closely related to the other Philippine languages such as Tagalog and the many languages of Indonesia.

Ilokano is the native language of approximately 90 percent of Filipinos in the United States. It is the most widely spoken language used by the government and private institutions to disseminate information to the Filipino population.

Itbayat

Ivatan languages are the northernmost languages in the Philippines occupying the island province of Batanes and Babuyan islang in Cagayan province. There are three Ivatan languages: Itbayan, Ivatan, and Babuyan. Itbayat is spoken on Itbayan Island, which belongs to the Batanes province.

Ivatan is the dominant language of 16,977 Ivatan speakers. Ivatan languages are very different from Tagalog and other Philippines languages. They are mostly closely related to the Yami language Taiwan and they do not belong to any of the three major groups of Philippine languages.

Pangasinan

Pangasinan is one of the provinces making up the central plains of Luzon, known as "the rice granary of the Philippines." Pangasinan means "salt basin." The Spaniards called the people "Pangasinanes," and the language is referred to either as "Pangasinan" or "Panggalato," Llamazon (1978), p. 70.

Based on the Census of 1975, there were 948,820 speakers of Pangasinan. It is the eight largest Philippine language. A large minority, 10 percent or more but less than 50 percent of the population of Pangasinan speak Pangasinan. Meanwhile, they would also speak Ilokano.

APPENDIX E

LIST OF TOPICS FOR FOCUSED-FREEWRTING

Focused Freewriting : Number :	Topics
1	:Tell me what you know about Hawaii.
2	:Tell me what you know about the United :States.
3	:What are Some of Your Favorite Foods :and Why Do You Like Them?
4	:Why Do You Like to Live in the United :States?
5	:How Can I Keep My Body Healthy and :Strong?
6	:For students with jobs - What are the :Things I Like or Don't Like about My :Job? :For students without jobs - What Job :Would I Like to Have?

APPENDIX F
LIST OF TOPICS FOR SUMMARY LOGS

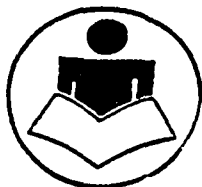
Summary Log Number	Topics
1	<p>: Why is Oahu called the "Gathering Place?"</p> <p>Why do you like to live in Hawaii? How is it different from the Philippines where you came from?</p>
2	<p>: How does the geography and climate of the mainland U.S.A. differ from Hawaii?</p> <p>: Why is Washington, D.C. an important city?</p>
3	<p>: What are some of the foods you would include in your meals every day? Why are they important to you?</p> <p>: How can you be a good food shopper for yourself or your family?</p>
4	<p>: Why do you want to be a naturalized American citizen?</p> <p>: Tell me what you learned about one of these presidents. (George Washington, Abraham Lincoln, John Kennedy, or George Bush).</p>
5	<p>: How can you keep yourself healthy and strong?</p> <p>: Why is it important to keep your body healthy and strong?</p>
6	<p>: What do you need to get a job in Hawaii?</p> <p>: How can you improve your chances of obtaining a better job in Hawaii?</p>

APPENDIX G

HAWAII ADULT EDUCATION ASSOCIATION WORKSHOP

Hawaii Adult Education Association

Fifth Annual H A E A Workshop.



A Focus on Self Development

March 27, 1989

Lanakila Elementary School

A G E N D A

8:00 - 8:30 a.m. Registration - Continental Breakfast

8:30 - 8:45 a.m. Opening Remarks

W O R K S H O P S E S S I O N S8:45 - 10:05 a.m.

1. TI LEAF LEI MAKING by Kimberly Broome and Darlene Spencer
2. INTERVIEWING & RESUME WRITING by Phoebe Cadaing
(Some key points to observe for a successful interview and basic information to be included in a good resume.)
3. BUILDING SELF ESTEEM: Feeling Good About Yourself by Candace Fujii - (Success and positive self esteem go hand-in-hand. Get to know and like yourself.)
4. FINANCIAL PLANNING & MONEY MANAGEMENT by John K. Ikeda, Jr. (Learn ways to save, invest and minimize your taxes.)
5. BEHAVIOR STYLES: Stylistic Differences Between People by Mikilani Foo - (Learn how other people "tick.")

10:05 - 10:20 a.m. BREAK TIME10:20 - 11:40 a.m.

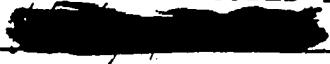
6. Repeat of TI LEAF LEI MAKING by Kimberly Broome and Darlene Spencer
7. Repeat of INTERVIEWING & RESUME WRITING by Phoebe Cadaing
8. GOAL SETTING: Plan for Your Future by Terri Hunt - (Learn to be in Control; know how to set goals and strive to attain those goals.)
9. Repeat of FINANCIAL PLANNING & MONEY MANAGEMENT by John K. Ikeda, Jr.

We're glad you came . . .

APPENDIX H

FOCUSED-FREEWRIING PIECES

Name



Date

Sept. 27/88

Focused Freewriting #1

Tell me what you know about Hawaii.

Hawaii has many different people
from different countries. I like Hawaii
'cause we have so many nice
park and beaches here. but most
especially the different Islands I
have visit other Island and
learn about plant Birds but
mostly the Island of Hawaii the
big Island. the only Island that has
an active volcano. you see the
living flowers and different plant
that grow next to the volcano
area. but here in Honolulu you
see so much crime and I don't
like leave and bring up my children
in this kind of environment. but
the weather here is good. I like
drive to the country during my
free time just to enjoy the beauty
of the Islands. even just to smell
the flower along the way. we have

been so bless to have
friends out in country that
we could spend some week-
ends with them.

Name _____

Date

Oct. 13/88

Focused Freewriting #2

Tell me what you know about the United States.

United States is a free country
I really cannot explain much about
America right now but I will
try my best.

We just have a holiday they
called Columbus Day but they change
it into Discovery Day. I know we
have a fifth state. we have
~~37~~ so many past president
but I could not recalled them
all we have John Kennedy
who was assassinated. during
his years. United States has
all different weather some times
its hot and some so cold.
some part of mainland have
big farming places. and yes
we do have a big river some times
right now I have to refresh my
old thinking. Its has been a
long time. I don't study my geography

Name Date Nov. 1, 1988

Focused Freewriting #3

What are Some of Your Favorite Foods and Why Do You Like Them?

I like beef stew because I like to put some spicy on it. but I also like my green salad with spicy salad dressing. like potato leaves. but also one of my favorite is banana for my desert. every time I go home my father always joke about me for my banana because when I was little girl only I want to eat it. banana weather its ripe or you fry or boil banana I will always like to eat that kind of food.

I think I like it cause there is a natural taste on it. Sweet when its ripe and not too sweet when its not too ripe even banana lumpia there are all good. also I like it cause you could cook it and so many different kind.

Name _____

Date

Jan. 24/89

Focused Freewriting #4

Why Do You Like to Live in the United States?

I like live in the United state because there is a lot of opportunity here in the United States. we have so much that other people take it for granted. we are so lucky to be here in we should be thankful. in take advantage of all the good thing that they offer us just like we doing tonight counting our shopping this are one of the opportunity that I like being here in America. I really so thankful of being here the land of the free! countries we can do all the thing we want here. It's not like some another country. they don't have freedom as we do here in America there is so much more to learn in I think to keep on counting.

our self to better the land
who wish we leave a better
living today. for the future for
tomorrow for our children in
this most beautiful country.

Although I am still learning
the different kind of people we
meet everyday. I think if only I
have stayed at home in Philippines
I could never be like what I am
I today. It has been a learning
experience of being in America. I
like with the all different kind of
food we test this I really like
that. Sharing all kinds of idea
what kind of work we do here
in America.

Name _____

Date Feb. 16/89

Focused Freewriting #5

How Can I Keep My Body Healthy and Strong?

I keep my body healthy and strong by taking care of your body eating the right kind of food. Have a fresh sunshine in also Air. good thinking is especially you exercise your body every day. Drink a lot of water eat lots of good food but most especially have time to rest your self during the day.

We keep ourself healthy so we could function better daily. Cause as we get older we really need a good health. so that we dont get sick. that's why we have to keep ourself in good health. eat a lot of iron food in with the Vitamins so that we all in good health.

I think that's the way keep ourself in good health. but most ~~all~~ all dont worry just be happy.

Name Date March 9/89

Focused Freewriting #6

For students with jobs - What are the Things I Like or Don't Like about My Job?

For students without jobs - What Job Would I Like to Have?

I like my job cause I enjoy working with the young children. I have tried another job here in Hawaii but I really like what I am doing now. It's a chance for me to learn more everyday. I enjoy most to see the kids improve their skills even only to see them learn how to jump or skip or even to tie their shoes. I like to teach them a new song or a new game in the playground in as the days go by or even in one week you hear them singing or their parents will come to drop their kids to school in the school my child was singing in the car on our way home. I feel good about my self if I was able to help other children but most especially

from the broken family they really need that warm loving since they stayed in school most of the day. they only see their parents at night. course most of our family today are working parents. think I don't like in my job is when your co worker are not nice to you even if a little things go wrong they make big nose out of it. trusted of - trying to solve the problem - Some people don't use their common sense. even do they have higher - degree. I think its very important to us to be able to handle or understand one another most especially at work but when ever we go there is always go wrong sometimes. I don't like if they ~~not~~ know already the child make a mess in the another teacher pretend she don't know.

Name _____

Date 9/22/1988

Focused Freewriting #1

Tell me what you know about Hawaii.

I like Hawaii because get plenty
 job. Get counties of the state of
 Hawaii. City - county of Honolulu
 includes entire island of Oahu
 Hawaii county - island of Hawaii -
 Kauai county - island of Kauai, Niihau
 and offshore islets. Maui County -
 includes islands of Maui, Molokai,
 Lanai, Kahoolawe.

In Hawaii get plenty kind of
 people.

Name [redacted]


Date 10/11/1988

Focused Freewriting #2

Tell me what you know about the United States.

Christopher was discovered
 in United state. the flag of
 United state there are 50 stars.
 The United state is beautiful
 place. The temperature in
 man land is cool.
 Columbus was a brave sailor.
 He had three small ships.
 He thought the world was round.

Name



Date

11/1/1985

Focused Freewriting #3

What are Some of Your Favorite Foods and Why Do You Like Them?

My favorite foods is chicken adobo, isinakbet, sinigang bangus, pork adobo, beef, all of this I like. because ~~it's~~ it's meak me strong.

All so my favorite dessert i like banana, water melon, all of this I like to eat.

Name Paul P. [redacted]Date Jan. 31 89

Focused Freewriting #4

Why Do You Like to Live in the United States?

I like to live in United states because it has a lot of opportunity and it is more secured.

United states have a plenty job to work for. You can see a different kinds of views. you can see also a different nationality of a people of which you can

learn a different language. I believed that

United states is the most beautiful and more power country. Therefore, there's no place like in United states.

Name [REDACTED]Date Feb. 16/89

Focused Freewriting #5

How Can I Keep My Body Healthy and Strong?

I keep my body healthy and strong. Our body needs enough rest, exercise, and sleep. Also, I eat rice 3 times a day and some vegetables like munggo, carrot, broccoli, & eggplant.

All of this gives the vitamin A to our body. I eat also the beef and pork.

For the fruits I eat some oranges, avocado, banana, pineapple, watermelon, and grapes. These fruits give vitamin C to keep our body strong and healthy.

Name [REDACTED]Date 3/9/89

Focused Freewriting #6

For students with jobs - What are the Things I Like or Don't Like about My Job?

For students without jobs - What Job Would I Like to Have?

I like my job because get Benefit like 2 weeks vacation with pay, H.M.S.A. sick leave with pay, get raise up profit sharing.

I like my job because I learn how to make longanisa, sausage, pork lau-lau, pork Kalua, and packing the orders go in Hawaii like Big Save, and to the different stores in Oahu.

Only the climate I don't like because it is so cooled and my hands cramp and early in the morning becomes more sore.

Name

~~Om [redacted]~~Date September 22, 1988

Focused Freewriting #1

Tell me what you know about Hawaii.

HOEN I WAS ANA EYE HER IN HAWAII I GO TO AROUND DE
ILU I SO A BERIMENI HOURS IS AN I DEL GOOD
CLIMATE AND I SO DIENTI AN OGENADIS AND SO
MEME SUGARKIN AND FARM AND RUNSO CANADUK
~~FOR~~ LIONSSES.

Name

~~_____~~

Date

Oct. 11, 1988

Focused Freewriting #2

Tell me what you know about the United States.

~~The United States is a big nation and~~

The United States is a big nation in the
 World the have facts of the parm or parmer
 and many Bheet and meny phantetion
 and all the thing like the rursde on the
 Sugar pantetion and the berimyny barko.
 the wordn Her in saede the United States
 This is Only may thro writeng becos I did not
 go far of the Plass.

Name

am [redacted]

Date

11/1/88

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Focused Freewriting #3

What are Some of Your Favorite Foods and Why Do You Like Them?

Beef with panya I like because that is my
febonet and all so I like the Liber ~~tree~~
of the pig fraed

Name

~~_____~~

Date

¹⁷⁹
JANUARY 31 1989

Focused Freewriting #4

Why Do You Like to Live in the United States?

I LIKE TO LIVE IN THE UNITED STATES?

BECAUSE THE UNITED STATES IS HIS PLISS
AND THE CLAY MEET IS ALL GOOD.

AND ALLSO THIS PLIES ARE ALL CLEEN

AND ALLSO MANY WORKING IN SIDE

THE CITY OF UNITED STATES OF HAWAII

Name Om [redacted]

Date February 14¹⁸⁰, 1989

Focused Freewriting #5

How Can I Keep My Body Healthy and Strong?

I CAN KEEP MY BODY HEALTHY AND STRONG?
For the vitamin of visible like KARABANTONS
Wunbok Ampalaya, PAPAYA, long bens, ~~...~~
SEGANILIAS, BATAW, SQUAS, potatoes, and verabed,
and Katuray, besokol, Ken paltat Kin Dalag,
Qin Karney, Te baboy, KARNE te BACA QEN
AMEN nga not noting the CAN A B. tamen For
us OK.

Name [REDACTED] Date MARCH 9. 1989

Focused Freewriting #6

For students with jobs - What are the Things I Like or Don't Like about My Job?

For students without jobs - What Job Would I Like to Have?

From January 1951 to 1976 I worked
as a first class operator of Benguet
Consolidated Mining Company in the
Philippines. And then I work to Garden
for vegetables. then 1985 I came to
Hawaii I like to find a job but they
said to me I'm an elderly man.

APPENDIX I
LEARNING LOGSName 

Date

9-29-88

Learning Log #1

We have learned about the Island of Hawaii. the different places of Oahu like Iolani Palace the University of Hawaii. we also learn about the different temperatures of the states of Hawaii and also the Hawaii State National Anthem. I think it will help me more to get to know more about the Island which we leave. but most especially to read the thermometer cause I am not really good on reading numbers. although I have one at my house I only look at it when I feel so warm in the house. I don't have any questions you are such a good teacher. It's so easy to understand but mostly for all of us. who will benefit for this class IBE 1988.

Yes, ~~the~~ the University of Hawaii
is very important to us. I'll bring
the UH flyers and you can visit the
campus.

We'll be reading the temperature
and recording them in the chart.
Keep track with your own record.

Al Martin

Name _____

Date

Oct. 20/85

Learning Log #2

We have learned about the United States flag. There are fifty stars on it and thirteen lines. The color is red white and blue. Also we have learned about the Bald Eagle Bird that means emblem or the State Bird of the United States of America.

We also learned about the different first States. I mean the thirteen States like Virginia, North Carolina, South Carolina, New York, Georgia. We also sing our National Anthem. I also learned the different services you have shared us. It's good to know more about it before you go there. So that we have more understanding about these all different places. And most especially the people like what they use for transportation for building their houses. I learned about these different religions they have shared with us here.

With all this thing you have share with us. I am sure well help us experience more about America. even do most of us never been those places! It will always help us when we meet another group of friends. and we could share with them what we have heard. from you I am sure it will help me and some way. that I have decided to attend this class there are lots of thing to learned.

I am always willing to learned new things but most especially this America we live it's an opportunity for all of us to learned. all this and I thank you.

I really don't have any question about our lesson tonight.

~~They~~ thanks for sharing the class

about the old mission homes in Honolulu.¹⁸⁶
They look like the old colonial homes I
saw in Virginia and North Carolina.

I love to collect souvenirs whenever Bruce
and I travel, so I brought the picture books,
post cards, and banners to class. These
souvenirs came from some parts of the 13
original states of the United States. Do you
love to collect souvenirs when you're traveling,
too?

Don't you think you have more
appreciation of what we have now after
learning the hardships of the early settlers
in the United States?

AK Martin

Name

~~_____~~

Date

Nov. 17 1988

Learning Log #3

We continue learning about food. used all different kind of Smed. size and taste. like the size of a milk, juice, soy. and I have learn this evening the different kinds of spices for cooking our food. to bring out the taste of the food we eat. today there are so many different kind of food we cook and taste all kinds, but most especially here in Hawaii I have learn to eat chine food and korean food. this are much different with our philippino cooking. also American food we have so much here. I have experience all different kind here in Hawaii more than I did when I was at my parents house. when I was growing up I never experience all this but.

we have learn tonight all the different measuring liquids cup pint quart Half gallon and 1 gallon.

I think the things we learned today will help us to understand more about our measuring when we do some of our cooking. I think it'll help us know more what kind of food is good to buy when we do our grocery. Now we have more idea what is for calcium or for more fat. Now maybe some of us never learn this before I think it's good we are learning it today. It will sure help us more to find out what kind of food is good for our body to help us healthy and live longer to eat the right food.

I really don't have much question about this. It will benefit to all of us for our own good habit of eating healthy food.

I really don't have much
questions about this. It will benefit
to all of us for our own good
habit of eating healthy food.

Vicky, I'm pleased to note that our
lessons on food guides you in choosing
the right kind of food to keep you healthy
and to have a longer life-span. I agree
with you that spices improve the flavor of
our food.

I'm glad you learned how to convert
pint, quart, and gallon into cups and
apply it at home in fixing meals for your
family.

Thanks for bringing the three sets of
Better Homes and Gardens recipe books and
sharing them to the whole class. These nice
collections can stimulate the other students
to collect recipes on their own.

AK Martin

Name Date Jan. 31 1989

Learning Log #4

I have learned more about our former or late president John Kennedy. He is a very smart man. There are many less men who could be like him. Also I have learned the year ¹⁹⁶⁰ he was elected and he is a young man who is so good looking. In becoming ^{the} very popular because of his good work in also for his service to his fellow countryman. It is nice to keep learning about the people who have done a good job in their country to serve.

Tonight I have learned about his birth place when he was killed in Dallas Texas. I have remembered him when I was at my elementary school when my teacher came to our class that the president of the United States have been

killed. in that was my memoirs
about John Kennedy. and I have
read a lot about Shrine or Books
Newspaper in also some magazine.

I think about the thing will
learned tonight will continue help
us got to know in understand
about him since he is a very
good leader or role model for
our future leader to come. mostly
for our young children to let them
know.

I really don't have much to
question right now. maybe because
I could not find any word to
say so maybe next time I will
ask. thank you so much for your
guidance.

~~Yes~~ I agree with you that
Kennedy is a role model for bravery
and patriotism.

Were your memories about Kennedy triggered when we looked at the book of paintings about him and his family, the brass portrait, and class discussion? yes

Has the outline helped you focus on the highlights of Kennedy's life from 1940's to the 60's and to look for important details in his biography? yes

There were guide questions on the films we watched about Two Great Americans - George Washington and Abraham Lincoln. Look into these questions carefully and perhaps they can help you formulate your own questions next time.

AR Martin

Name [redacted]

Date

March 2/89

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Learning Log #5

I have learn this evening about Health and Wealth. cleanliness is also how to keep our whole body healthy in clean everyday. this to guide us for our good habit to continue keep our self in good health. to my learning I have seen another product of soap to keep our body refreshing. more easy to use or more economy or a better product to use for our self to keep as healthy and good condition. I think its very important to keep our body clean every time so it will make us feel good in also look clean in when we go to another place people who see us will see that we take good care of our self. in we could be the model to them so that they follow what they see on you. to help themselves also in I believe in that good model is very good if you have

I think about these things I have learned we surely continue to improve our self esteem. It will keep us more aware that we have daily things to keep our body in good health especially nowadays there are so many sickness. we have to do it keep our self in the best of our ability to be in learning all this concerning our own good health. to me I have learned the purpose of keeping our body clean. I also learn that not only cleaning ^{body} you have to eat the right kind of food. also exercise your body regularly not only once. but everyday in this are very important to us so we could have a healthy in more happy life as we grow older.

Why is necessary to shampoo our hair everyday?

What is the difference between the liquid soap and bar soap.

Why do we have to take a shower with warm water?

Bath oil keeps the body refreshed and relaxed. I use Aloe Vera Foaming Bath Oil and it's real soothing to the body. I also prefer liquid soap to bar soap for handwashing. The liquid soap is in a dispenser and you can control how much you're going to use. The other advantage is that you don't need to touch the whole piece like a bar soap. Don't you think it is more hygienic to use the liquid soap especially if there are many family members washing their hands before eating or after using the bathroom? yes I really agree with you.

You don't need to shampoo your hair everyday; you may shampoo it every other day. Shampoo that is pH balanced is better for the hair than the ordinary shampoo. You can also apply conditioner for your hair once in a while. Vicky, remember the hair is the "crowning glory" of a lady!

Warm water opens the pores of your

skin and stimulates your blood circulation.

However, use cold water to splash yourself and to close the pores before drying with a towel.

I'm glad you're starting to ask questions regarding the lesson. Write me more next time.

Well, you're working with pre-schoolers and I like your idea of setting a good example of personal cleanliness to them.

Armenian

Name _____

Date March 23, 1989 197

Learning Log #6

I have learned this evening concerning about applying for a job. Also about your application for Social Security Card and also your State Idie Card. If you don't have any Idie you can't cash your paycheck everyone need some kind of identification to be able to apply for any job here in Honolulu. or anywhere you go to the U.S mainland. even to apply for your passport we all need this kind of Idie. I have learned about 'Interdie' or where to look for a job that you don't have to pay. Now I have learned about the Hawaii State Employment Service I have been there but it's good to learn and know more about all the necessary things to help us better ourself. So we have better chance to find a better job. here in Hawaii so its really helping us. ~~the~~

to learned about these things that will help us more for better ourself. I think this lesson will really give us a chance to get more Educate ourself. to help us get more confidence so that will make our being more confident to our our self. I truly believe that there is no ending to keep learning in life. I really have learn some of the lesson that I never have before wait especially concerning when to get all the resources I am thankful I have decided to come back to school to keep learning more again. I think this opportunity will help each in every one of us who have attended this class.

what will happen if we don't have this class? I like this class but where do I get all the resources?

I would like to change my
career like going over to a medical
health program. I am really interested
over working with the medical for change
over the reason why I like to do
this is to experience another kind
of profession so that you could
work to a different environment
or experience it but really I am
interested of working in Hospital so
I could help another people who
really need it. I ^{really} enjoy working with
young kids but I think it's more
challenge to work in the Hospital.
So I will try to find way to get
into this profession. maybe if I try
harder I could make it but I have
to help my self. that's my goal to
work on one of our Hospital here
in Hawaii. in I am sure I will make
it. someday so I feel more confidence
for the coming years to come.

~~I~~ you're always welcome to drop by the ABE class although you'll be in another training program. I'll continue collecting materials for my community resources file especially those that are needed most by the students. I've used various audio visual materials in class such as slides, films, overhead projector charts, aside from newspaper clippings, brochures, and real objects. Some members of the class even attended the self-development workshop at Lanakila School. Try to visit the Honolulu and Kapiolani Community Colleges and ask for the brochures on their curricular offerings.

I noted you want to enter into the medical health program services. If you don't have local experience in this career you can be a volunteer in one of the Honolulu hospitals for work experience. You've a noble goal to serve in health programs and I wish you the best of luck!

Al Martin

Name [REDACTED]Date 9/29/1988

Learning Log #1

I learned this evening about Oahu called the Gathering Place.

In Oahu we find the place of university of Hawaii at Manoa also the National Memorial. In Kalihi ~~Area~~ we find the Farrington ~~the~~ High School Honolulu Community College, Capital Lolani place, Honolulu Hale, Honolulu Academy of Arts, all so in Fort Shafter we find the Kamehameha Heights, and Bernice Bishop Museum.

I learned all so the thermometer about the climate this evening the Fahrenheit and Centigrade. The Fahrenheit this evening 91. or 90 and the Centigrade 30.

I like to learned this things so that I learned some more.

Leonida, I'm glad of the things you learned about Oahu the Gathering Place. The map helped you remember the Farrington High School in Kalihi where we hold our ABE class. How was the temperature this evening?
AK Martin

Name _____

Date

10/20/1988

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Learning Log #2

This evening I learned about the flag. the flag of america there are 50 stars and 13 stripes. We learned all so the original thirteen states. like Delaware, Pennsylvania, New jersey, georgia, connecticut, massachusetts, rhode island, maryland, south carolina, new hamps hire, virginia, new york, north carolina.

all so I learned about the national bird of america we call blad eagle.

The american eagle became the official emblem of the United states in 1782.

all of those I learned plenty things. I fill happy because I learned some more to you Mrs. Martin.

I like your participation in putting up
the red circles on the map showing the 13
original states of the United States.

Did the American symbols like the flag
and bald eagle remind you of the Hawaiian
and Philippine symbols, too? Were there
similarities between the American flag and
the Hawaiian flag? yes the color.

Leonida, it makes me feel good when you
say you feel happy about the many things
you're learning about the unit.

AK Martin

Name _____

Date

11/17/1985

Learning Log #3

We learned this evening about different kinds of spices. Like the celery, we put on the meat of the foods. All so the pepper corn we put in the chicken adobo, all of this brings out the taste of the food makes the food more appetizing.

I learned all so to measuring about the liquid foods like the milk. In one gallon there are 16 cups, all so the $\frac{1}{2}$ gallon & cups & pints makes one gallon, 4 quarts makes one gallon, 4 cups one quart, 2 cups one pint.

The milk gives over body healthy.

~~Now~~ I'm glad you know how to match the spice with the right kind of food. You are also telling why we put spices on the food. I noticed you're trying to guess which spice was in bottle #2.

Now you can tell how many cups of milk are found in 1 gallon, 1 quart, and 1 pint. That's a beautiful accomplishment!

What other goods do we buy in half-pint, pint, quart, half-gallon, or gallon aside from milk?

AK Martin

Name [Redacted]

Date Jan. 31/89

Learning Log #4

This evening i learned about the pledge of allegiance to the flag. The flag of United States get 50 stars and allso 13 stripes. At 43 John Kennedy became the youngest person ever elected president. At age 46, he was also the youngest to die in office, assassinated in Dallas. John Kennedy Graduated cum laude from Harvard. published why England slept. Kennedy get awarded navy and U.S. Marine corps medal for heroism in combat.

~~Lesson~~, I hope the Pledge of Allegiance will help you prepare your application for naturalization.

That's right, John. Kennedy was the youngest president of the United States and he published *Why England Slept* and *Profiles of Courage*. He demonstrated his heroism by saving his crew members in the PT boat during World War II.

Do you have any questions on the lesson for further clarification?

Al Martin

Name _____

Date

3/2/89

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Learning Log #5

This evening I learned about the health of my body. The different parts of my body needs to be clean like my face, skin, hands, ears, nails and the teeth. Bathing is the most hygienic way of cleaning our body. I use soap and water.

But the kind of soap we use depends on the skin we have cause there are with sensitive skin which needs the mild soap.

On bathing we need face towel, bath towel, bath oil and face scrub, after shower we have to clean our ears with cotton swabs, we also to clean our nails with the use

of the manicuring set.

We have to use also some deodorant under the armpit to avoid odor.

Personal Hygiene also include about Dental needs. When brushing my teeth I use tooth paste and we must brush our teeth three times a day, and have a regular visit for the dentist every six mos.

You can relate how to keep the body clean and healthy. I like how you connected the samples of different things I brought to class and what do you do with them to promote personal hygiene.

Don't forget to use dental floss before you go to bed. Sometimes the

tooth brush can't remove food particles
stuck between the teeth.

I'm expecting you to write questions
on what you want to know more of
what we are studying or to clarify
things you didn't fully understand.

Almota

Name

~~Richard P.~~

Date

3/23/1989

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Learning Log #6

This evening I learned how to apply for a job.

When we apply for a job we need to have our social security number, chest x ray or skin test and the alien registration number.

After the interview or signed the w-4 form which means I am employed.

How to find a better job Mrs Martin?

Help me please.

I operate the Robot machine for making sausage for 2 years.

My problem is places I work is to cold for me.

My hands have cramps in the morning.

~~Later~~, you can register at the Honolulu Employment Office and they have computer printouts for job openings. You can indicate your job experiences such as garment trimmer, meat packer, and Robot machine operator for a food factory. Try to inform the counselor what type of job you're looking for. You've learned how to fill out the Employment Record form, to write a resume, and to write a letter of application to a prospective employer. With your job experience and knowledge gained from the ABE class you're confident for the job search. Try to attend workshops such as the Self-Development Workshops offered by the Hawaii Adult Education Association once a year.

Since you've been working for two years in a food factory, you may want to look for a food service job. Try to earn your high school diploma thru the GED program. Later you can enroll at the Kapolei Community College, Food Service Program. Good luck!

AKMartin

Name

M. [REDACTED]

Date

SEPT. 29. 1988

Learning Log #1

I see the temperature on today the
FAHREHETT and the CENTIGADE and ~~the~~ the
SONG of KAMEHAMEHA.
We will study hard I donno the spelling OK.

Mang Marion, I noticed you worked
hard on reading the temperature
with your group members.

What came to your mind
when we sang the "Hawaii Pono?"

You'll learn spelling as we
go on with our lessons.

AK Martin

Name

[Redacted Name]

Date

October 20, 1988

Learning Log #2

1. This EVENING We study the Stripes of the United States flag.
2. This EVENING We Learned the Stars of the flag becus the as for my who many stars are There in the United states flag I sid 50 stars.
3. YES becus we study hard in Class We will study the Lesson we will write letters OK

Why do you think there were 13 stripes in the American flag? Did the stripes remind you of the 8 stripes in the Hawaiian flag? (YES ~~NO~~)

I'm glad you noted that there are 50 stars in the American flag as there are 50 states in the United States.

We'll have more practice in writing letters and sentences!

AK Martin

Name

~~mm [redacted]~~Date November 17, 1988

Learning Log #3

This evening we learned the cups of pint

The cups of quart

The cups of gallon

The cups of $\frac{1}{2}$ gallon

The pints of make 1 gallon

The quart of make 1 gallon

This is gallon of milk

gallon of oil

gallon of soy

gallon of vinegar

gallon of juice

gallon of honey

This is the explanation

2 cups = 1 pint

4 cups = 1 quart

16 cups = 1 gallon

8 cups = $\frac{1}{2}$ gallon

8 pints make 1 gallon

4 quarts make 1 gallon

I'm glad you understood the liquid measurements such as pints, quarts, and gallons in terms of the number of cups. How do these information help you when you go to the supermarket?

I like your explanation.

ARMARIN

Name

M. [REDACTED]

Date

1-31-1989

Learning Log #4

This EVENING the first I LEARNED the Centigrade 31°C
and F 84°F the 2th I LEARNED the PRESIDENT
of the United States John Kennedy
The 3th I LEARNED the Flag of Allegiance

You've learned three important things
tonight: 1) reading and recording the
temperature 2) key points about the life
of President John Kennedy and 3) reciting
the Pledge of Allegiance to the Flag.

What important information
do you remember from Kennedy's life
that made him one of the most
loved presidents of the United States?

Do you have any questions
tonight?

Name

~~XXXXXXXXXXXXXXXXXXXX~~

Date

3/2/89

Learning Log #5

This EVENING I LEARNED MENETING like dusting Her
 like barbells I dont NO da NAME This ting
 I leared Cleanness is Next to Godliness
 This is A PERSONA ~~Like~~ work cleaning myself like
 Washing my FEE my Hair my FACE my HONDS

The first objects were the dumb bells.
 Bar bells are much heavier and harder
 to lift than dumb bells. The other object
 was the exerciser to flatten the stomach.
 (I use both - the exerciser and dumb bells
 everyday before breakfast and supper.)

You're right. If you keep your body
 clean you feel good about yourself.
 You build more self-confidence.

Al Martin

Name

[REDACTED]Date 3-23-1989

Learning Log #6

I Learned about things needed in getting a job.
I need a social security card and in my Alien
registration number. I also need my skin
test at Lanakila Chest Center.
I learned this matter because I like to find a good
job. How can I look for the nice job anywhere?
I like to find a job near my home.

Mang Mariano, advise to register for
a job at the Honolulu Employment Service Agency,
located at the second floor of 1040 S. King Street.
There is a special program for the senior
citizens called "Hana Kupuna" in the same
building as the Honolulu Employment Service
Agency. You can call 548-3862 and
ask for Ms. Pacita Kalani, a Filipino
worker who can speak Tagalog.

Good luck and will see you in
the summer ABE class!

AK Martin

APPENDIX J

SUMMARY LOGS

Name _____

Date 10/6/88

Summary Log #1

Why is Oahu called the "Gathering Place?"

Why do you like to live in Hawaii? How is it different from the Philippines where you came from?

Oahu called the gathering place
Cause we have more business here
we have like the state capital
where most of our government employees
like our Governor of Hawaii John
Waihee. also we have most of the
big hospitals and hotels also more
entertainment we also have I think
the biggest international airport here
also the military bases of the
Pacific.

I feel Hawaii is my second
home I have spent more years
here than in my own Homeland.
I like it here because we have a
tropical weather that most mainland
don't have. we so lucky to live
Hawaii. I have learn a lot about
leaving here and when ever I go
to other place. I always like to
come back here.

In the Philippines also I ²²¹
could never forget our homeland
that's my birth place. in no matter
where you go no place like
Home. Also I like Philippines cause
I think we have a very close
relation with our families. I could
never change that ~~together~~
togetherness. with all different people
I have met here it's not the
same as at home there are lots
of different reasons. like our food
our climate also our ~~own~~ culture.
but I think most especially our
Language. when I went home
the old people was surprised I still
could speak my own Language.
to me I don't believe in forgetting
my own Language.

Name

H. J. [redacted]

Date

Oct. 27, 1988

Summary Log #2

How does the geography and climate of the mainland U.S.A. differ from Hawaii?

Why is Washington D.C. an important city?

Mainland U.S.A. climate is different from Hawaii because we only have a temperate climate here. In the mainland they have winter, fall, summer. we don't have snow here like in mainland. Sometimes does people live there could not even go out in work during winter time. for us here in Hawaii we work all year around. we are so lucky to live in this island.

The mainland U.S.A. is divided into north, south, west, east. the northern part called Canada in the southern part is Mexico. west the pacific ocean east the atlantic ocean. It is more cooler in the northern part of U.S.A. Mainland. they have more farming than more factory. they tree than that

we don't have her in Hawaii like the apple tree. but in Hawaii we only have some sugar factory. Sugar farming also not like in the mainland. In the nation's capital they have Washington D.C. the museum and millions of people visit this place every year. like the art gallery, also monument of the important people like our first president of the U.S.A. Washington is important place cause this is the main capital for the whole world U.S.A. and there are many other places to see there.

I think the people in mainland are lucky cause they could just drive their car in visit those places. but us here in Hawaii we could not do that we have to travel by airplane to see those places. that's different to our people here. Thank you for sharing all these important places.

Name _____

Date

Dec. 1 1988

Summary Log #3

What are some of the foods you would include in your meals every day? Why are they important to you?

How can you be a good food shopper for yourself or your family?

I always include some fruits on my foods everyday. cause the help me keep my gums strong and prevent some infection in your body. they also give you more Vitamin C. so I like to eat more fruits I think it's better then eating dos cake or sweet food. even the fruits have sweet that is only natural sweet so that's the best we could get from our food is the natural test. It's important to include this in our meal cause they are good in also help us to be strong in healthy everyday I think it's very important to eat the right kind of food today since there are so many sickness coming out nowadays

you have to really careful
what kind of food you take most
especially with fat and red meat that
why I strongly believe that eat
more fresh food to keep us healthy.

I think being a good shopping
for the right food in the right
price is very important on every-
one who do the shopping most
especially our food. Sometimes there
are cheap food but they are too
old. in I believe this not good
So you have to be very careful
what you buy. I have done this
grocery shopping for many years
and I thank also my late husband
for teaching me how to buy the
right food with the right price.
I have tried most of the time too
look for sale during the week
before I do my grocery in this
will help us even a couple dollar
cheaper than the regular price. that
we have to pay in the store today.

Name Aliq

Date Feb. 9, 1989

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Summary Log #4

Why do you want to be a naturalized American citizen?

Tell me what you learned about one of these presidents.
(George Washington, Abraham Lincoln, John Kennedy, or George Bush)

I want to become American citizen. Cause it helps me get a better opportunity to get a job. and also helps me during my traveling to another country. also I could show my vote here in U.S.A. there are so many benefits if you become a American citizen.

I have learned about John Kennedy as a very young and smart man I think he is one of the lucky one during his year. as a leader of our country. I have learned that he is the first Catholic who became president of the U.S.A. and he come to a wealthy family. he was born in Brooklyn Mass. he was the second of nine children. who grow up in a family atmosphere that street competition.

I will try to remember the word that he said about his country: "Ask not what your country can do for you but what you can do for your country". and also he wrote the Book why England Slept and Profiles of courage. he get married and have his family kids and became a president of the U.S.A. I mean the youngest of all the president we ever have. he was a war hero during world-war II. also served as a naval officer in the pacific fleet. he almost die by saving his fellow shipmates at that time.

Name ~~_____~~

Date March 7, 1989 ²²⁸

Summary Log #5

How can you keep yourself healthy and strong?

Why is it important to keep your body healthy and strong?

we can keep ourself healthy so that
you could be strong in be able to
do your work right. If we dont
keep ourself healthy we dont feel
good about our self. we have to
constantly take good care. in eat
nutritious food I think this the
only way we keep our body strong
in healthy. we have to eat the
right kind of food in also exercise
regularly to keep our muscle in
tone. Cause even we keep our
eating if we do not move our
body. I think your body is not
gone be strong we have to
keep ourself busy like reading
gardening or doing the things that
we really like to do in life
like writing letter to our family
in best friends this will keep us in

good shape. I think it is important to keep our body strong in healthy so that we be more happy in this temporary life we have given to us we are not gone be leaving forever. we are just like a angry living thing who need food in water to be able to look in feel healthy. If we do not feel strong we ~~so~~ gone be so un happy in the people around us also will not enjoy being with us. So I truly believe that we responsible to our own being to take care ourself. as I said we are just like a plant that needs loving care to keep us healthy in also we have to have faith in life cause when you are down in you dont have faith or family friend around you they will make you feel unhealthy. If nobody take care of you when you needed help most. but most

especially have a regular doctor visit at least once a year so you will know if you have some sickness. It's very important to do this cause sometimes we are so busy in we don't have time to even visit a dentist in. If your gums are good this could make you sick in you feel very unhealthy.

Name

~~_____~~

Date

April 6 1989

Summary Log #6

What do you need to get a job in Hawaii?

How can you improve your chances of obtaining a better job in Hawaii?

we need to get a better Education to be able to get a good job here in Hawaii. we need also a Training so we could have a good job. in also all the papers like your social Security Number. in experience on the job you are applying for or do some volunteer work if you don't have any experience. you need to have a nice attitude when you go for interview. even how to dress your self so you have more chance to hire you for the job you are applying. also speak a standard English that will also help you get a better job. you have more chances when you could answer correctly upon your interview but most especially look step.

To obtain a better job in Hawaii you have to better yourself so that we get more confidence when it comes to look for job or anything that comes during our life as we get older. we should be ready to face any situation that comes. even we could find a good job but sometimes we are not guaranteed. we might get laid off at work in this makes our self esteem low so. I think its good to obtain a better attitude. so that we could improve our chance of a good permanent job with the benefits like sick leave in vacation also HMSA or any medical coverage. but most of all we really need to have a good back ground so that when ever you go people you work with will come to like you as a good worker.

Name [Redacted]

Date 10/6/1988 ²³³

Summary Log #1

Why is Oahu called the "Gathering Place?"

Why do you like to live in Hawaii? How is it different from the Philippines where you came from?

Oahu called the Gathering Place because get many places like National Memorial, Farrington High School, Honolulu Community College, Capitol Iolani' place, Honolulu Hotel, Honolulu Academy, Bishop Museum.

I like to live in Hawaii because get many job in here. All so the climate same in the ~~Philippines~~ Philippines. In Hawaii even you went in your job you went all so to school to learned some more like writing, speaking, all so to reading. In Hawaii we ~~go~~ went different places like Waikiki.

Name [REDACTED]Date 10/27/1988

Summary Log #2

How does the geography and climate of the mainland U.S.A. differ from Hawaii?

Why is Washington D.C. an important city?

In mainland get different climate in Hawaii.

Same times cool, temperate like snow, fall, winter, spring, and summer.

We find a different place like the Washington monument, United State Capitol, the White House, Jefferson memorial, Lincoln memorial, and the Supreme Court building.

Mainland is the place to plant rice.

In Hawaii we find all so different place.

We get factories like sugar-cane, and pineapple.

all so the climate get different same cool, fall, winter, spring, summer.

Name

~~_____~~

Date

Dec. 1, 1988

Summary Log #3

What are some of the foods you would include in your meals every day? Why are they important to you?

How can you be a good food shopper for yourself or your family?

We eat rice every day so that
over body get strong.
all so the vegetable like marun-
ggay, eggplant, broccoli, carrots,
pumpkin all of this gives vita-
min A for over body.

I eat all so the fruits like
oranges, abokado, banana, apples,
watermelon, grapes. This fruits
gives vitamin C to helps the
body fighting bacteria.

When I go to the stor I use
coupon and look the chips one
we need to buy.

Name

~~_____~~

Date

2/9/89

Summary Log #4

Why do you want to be a naturalized American citizen?

Tell me what you learned about one of these presidents.
(George Washington, Abraham Lincoln, John Kennedy, or George Bush)

I want to be a naturalized American citizen because I want to leave permanent in America. America is the country that you can stay peaceful and it is easy to find a job. And I'm happy at present time.

Abraham Lincoln was the 16th President of the United States. He was born in 1809 in Kentucky. He served the country from 1861 to 1865 and he died on 1865 his last year term. Abraham Lincoln was a store clerk, surveyor, post master, lawyer.

legislator and captain
of the military. He
was an honest man,
responsible and reliable,
and he freed the slaves.

Name

~~XXXXXXXXXX~~

Date

March 7/89²³⁸

Summary Log #5

How can you keep yourself healthy and strong?

Why is it important to keep your body healthy and strong?

I take good care of my body everyday to be healthy and strong. To be healthy, we need to take a bath everyday and clean all parts of our body, like the head, face, neck, ears, hands and feet. After that we have to brush our teeth three times a day.

I eat different kinds of nutritious foods like green leafy vegetable, munggo beans, carrot fish and meat.

For the fruits, I eat avocado, banana, oranges, pine apple and others. All of these gives our body healthy and strong.

I need also rest and sleep at 7 to 8 hours a day.

If I take all of these, I feel

good, happy and longer
life.

Name [REDACTED] Date April 17-89 ²⁴⁰

Summary Log #6

What do you need to get a job in Hawaii?

How can you improve your chances of obtaining a better job in Hawaii?

In applying for a job in Hawaii the applicant need to have on alien card if immigrant and an American citizenship paper for those who are American citizens.

He need to secure a social security number from the social security office at the Prince Kuhio Federal Building.

He need also a recent record of x-ray or skin test usually taken at Lanakila Health center.

An applicant when applying for a job should go personally to fill out application form and be ready for personal interview. Applicants need to follow up application

either personally or thru telephone. And when you have had for the job you have to sign and fill out the W-4 form and the employee.

With holding allowance certificate to improve chances of obtaining a better job in Hawaii is the attend work shop training program and classes.

Look for a good source of job such as state employment agencies, private agencies news paper classified ads and the yellow paper or the phone book.

You have to apply to a job that you are capable with and interested. Speak in standard English well. Be honest and patience in your job.

Name M. [redacted]Date October 6, 1988

Summary Log #1

Why is Oahu called the "Gathering Place?"

Why do you like to live in Hawaii? How is it different from the Philippines where you came from?

I Like to Live in Hawaii becus I want to Hep
 my family I want to get dem here becos in the
 philippines Had to paen a job or work
 wen you are Leven in the philippines nic allso
 becos that is may suet Hom and allso her nic
 becos we have meny job.

Mrs. Aida Seis ~~the~~ my thcer si helo me to write
 sentences becos we study hand.

Oahu is a buteful phis and nic ples.

Name [redacted]

Date October 27²⁴³ 1988

Summary Log #2

How does the geography and climate of the mainland U.S.A. differ from Hawaii?

Why is Washington D.C. an important city?

The climate in mainland I dont no because
I did not go in the mainland.

but her in Hawaii I feel the climate not ~~not~~
Coold not Hat good Climate O.K.

WASHINGTON D. C. is Important city
because one of the Larges NATION in daword
and o/so meny pepoal.

Name

M. [REDACTED]

Date

December 8, 1988

Summary Log #3

What are some of the foods you would include in your meals every day?

How can you be a good food shopper for yourself or your family?

I am eating rice everyday and the pork Adobo and vegetables the reason of this eating the body will be come strong. and all the vegetables was given my body strong and giving my body good feeling and given my good Relax OK
The rice also was given may a throat Vitamin strong for my body that is OK

I am not shopper for may vegetables for may family because I plant papaya and eggplant ampalay string beans and the sweet potatoes and the Coling sayote and Long paper OK.

Name

[Redacted Name]Date February 9, 1989

Summary Log #4

Why do you want to be a naturalized American citizen?

Tell me what you learned about one of these presidents.
 (George Washington, Abraham Lincoln, John Kennedy, or George Bush)

I like to be American citizen because
I like to hift my famely to Come in the United
states of Honolulu Hawaii and all my son
Will hift the guvermen of United states of
America to duwin to the usnivy, if i can get
my citizen I will Kool them all.
allso learned about one of these presidents
GEorge WASHINGTON is the First presidents in the
United states. Abraham Lincoln allso good.
John Kennedy is allso presidents he is veter
president GEorge Bush allso veter.
allso president Ronald Reagan I like hem
because I sne the Veter.

Name M [REDACTED]

Date March 7, 1989²⁴⁶

Summary Log #5

How can you keep yourself healthy and strong?

Why is it important to keep your body healthy and strong?

I will keep my self For strong by nutritious foods
and meals everyday. and also eat fish meat
and another foods.

also the strong of the budeay is needed the
physically and Amentaly fit beaus if you are
not tested your self or make physically not veter.

[Empty lined area for additional writing]

Name

Date April 6. 1989

Summary Log #6

What do you need to get a job in Hawaii?

How can you improve your chances of obtaining a better job in Hawaii?

I need to present my self to the
Company, to find a Job in Hawaii
But I am Loking the Job that I can
do,

I can improve my Job for my Experens
because I Like to work with this
Company, if you will hire me here I will
Work I can do, I will do all my work.

GLOSSARY**Ilokano Terms Used in the Students' Pieces***

- marunggay - the horse radish tree
- parya, paria - bittermelon
- segarilias - asparagus beans
- bataw - flat pod
- katuray - a leguminous tree with large white violet flowers
and long linear edible pods
- birabid - an edible, fresh water, gastropodous mollusk
with a round, thin shell
- bisukol - a kind of snail with small round shell
- barko - barge, cargo boat
- ti baboy - the pork
- karne ti baca - beef
- Qen, ken - and
- amin a natnateng - all the vegetables

*Ernesto Constantino, Ilokano Dictionary, Honolulu:
The University Press of Hawaii, 1971.

GLOSSARY**Hawaiian Terms Used in the Students' Pieces***

Hawai'i Pono'I - Hawaii State Song

O'ahu - name of one of the Hawaiian Islands where Honolulu is located.

Pork kālua - pork baked in the ground

Laulau - individual servings of pork or beef, salted fish, and taro tops wrapped in ti leaves or banana leaves and baked in the ground oven, steamed or broiled.

*M. Pukui, S. Elbert, & E. Mookini, The Pocket Hawaiian Dictionary, (With a Concise Hawaiian Grammar), Honolulu: The University Press of Hawaii, 1975.

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