ESL DOWN AND DIRTY:
A CURRICULUM DEVELOPMENT PROJECT FOR WORKPLACE AND
SURVIVAL ENGLISH ACQUISITION
IN A RURAL SETTING

BY

LEIGH-ELLEN KEATING

A Comprehensive Curriculum Project
Submitted to the Faculty of Graduate Studies
in Partial Fulfillment of the Requirements
for the Degree of

MASTER OF EDUCATION

Department of Curriculum: Humanities and Social Sciences
Faculty of Education
University of Manitoba
Winnipeg, Manitoba

ABSTRACT:

ESL Down and Dirty is a curriculum project focussing on the topic of teaching English for Specific Purposes to Mexican offshore labourers who work seasonally in Canada. It is designed to be used by labourer-teachers, individuals who work with and teach English to these Mexican labourers. The teaching guide or syllabus is a skeletal approach to curriculum that allows for substantial customization by the individual teacher. It is meant to be used as support material, as well as a bank of ideas. The lessons are function-oriented with a focus placed on the language needs identified by students, labourer-teachers, and employers who hire offshore workers.

ACKNOWLEDGMENTS:

TABLE OF CONTENTS

Chapter 1

INTRODUCTION

Every year thousands of Mexican offshore labourers come to Canada to work in the agricultural industry. Sponsored through a federal government program, they receive housing, health insurance, and transportation. They do not, however, receive language training or access to a translator. As a result, they must attempt to function in their Canadian environment without sufficient language skills.

Because these individuals are working long hours in isolated rural areas of Canada, they have little access to services such as ESL classes. Frontier College, a national literacy organisation, has attempted to provide language training with the aid of volunteer teachers. These volunteers, called labourer-teachers, live on the farm with the offshore labourers, are employed by the farmer to participate in the same work for the same pay as the Mexicans, and provide English language training in the evenings or whenever possible. Many labourer-teachers have little or no experience teaching ESL, and fewer still are familiar with instructional methods appropriate to their particular students. Unfortunately, the Frontier College labourer-teacher program has extremely limited resources and is unable to provide an extensive training program or teaching supports. Consequently, the novice labourer-teachers are left to fend for themselves, creating their own materials and doing the best they can on their own initiative.

Having worked as a labourer-teacher for two seasons, I am familiar with the difficulties faced in designing and implementing an ESL course in this unconventional situation. When I began my first placement I was completely at a loss. I was thousands of kilometres from home, working on a farm doing physical labour while totally immersed in another culture. I was expected to somehow explain that I was going to teach English classes and then actually do it.

This was no easy task and I had a lot of trouble in the beginning. I did not know how to initiate teaching opportunities, how to decide what to teach, or how to break down the language into manageable parts. The experience was very frustrating, and I made innumerable mistakes. Had I had a guide to follow, or some suggestions to consider, I likely would have avoided many of my early errors or at least felt more confident about what I was doing. Having limited teaching experience, I did not have the necessary skills to function effectively. As the summer progressed, though, I began to experience some success, and the following year approached the task considerably better prepared. For my second placement, however, I was located on a much smaller farm with different language needs, and again I was scrambling to create lessons. Again I would have appreciated some resources to draw upon for ideas.

In both 1997 and 1998 I assisted in the facilitation of a Frontier College labourer-teacher training seminar, which takes place before people are sent to their placements. There I was able to talk with new labourer-teachers and discuss their needs and concerns. Many expressed fears about being unprepared and inexperienced. They did not know

what aspects of the language they should be teaching, how to approach particular topics, or how to design effective instruction. They expressed a genuine need for resources or teaching ideas they could take with them.

In recent years Frontier College has begun providing some resource material to labourer-teachers, but unfortunately it is not appropriate for the situations these teachers normally encounter. Currently, there is little or no material available that fulfils the requirements of the targeted group of students, namely Spanish-speaking farm workers. As a response to the pressing need for appropriate and relevant curriculum support, I have designed this teaching guide or manual. I believe that it addresses the needs of both labourer-teachers and the students they will encounter to a greater extent than any other materials I have been able to find. I have designed it so that it is flexible and alterable enough to be adapted to different groups of workers and different teaching styles, and hopefully it will turn out to be helpful to a large number of participants in the program.

Flexibility in an ESL curriculum for this program is important because each placement is unique. The Mexican labourers have very diverse educational experiences, varied language levels, and differing language requirements. Officially, all of the participants are supposed to have an agricultural background and reside in rural areas of Mexico. Most who fit this description have limited education and fairly low literacy levels. Some participants, however, have graduated from high school, have studied English, and live in an urban setting. Some have been coming to Canada for as many as twenty years.

For others, it is their first time. Because of the wide range of English proficiency and cross-cultural experience in these groups, new teachers can only partially prepare for their classes before they arrive. Much of their planning will have to done after they meet their students.

As different as each placement is, however, there are some commonalties among them with regard to specific student needs. The needs assessment I conducted for this curriculum project, which included input from offshore labourers, labourer-teachers, farmers who sponsor the program, and representatives from the college, determined that some consistent language needs do exist. Regardless of the setting, students require instructions in language relating to their work and to activities such as banking and grocery shopping, as well as in basic communicative language functions such as greetings and instructions. ESL Down and Dirty addresses these common needs, in hope that materials focusing on such topics will be useful to everybody working in the field.

In general, then, ESL Down and Dirty is intended to be a support to labourer-teachers and to provide them with teaching materials they can easily adapt to their own situation. I have created the resource that I would like to have had while I was a labourer-teacher. In my first year it would have been a very welcome crutch, and in my second it would have served as a valuable resource for ideas and information. I hope that novice teachers can use it as a springboard to get started, and that teachers with some experience can benefit from information about topics such as wiring money and going grocery shopping.

Chapter 2

REVIEW OF THE LITERATURE

Introduction

The purpose of this curriculum project is to develop a syllabus which could be useful for the teaching of a particular ESL group, in this case Mexican farm workers. Because this instructional program represents an attempt to implement an English for Specific Purposes (ESP) approach, it begins by examining the general characteristics of ESP. This chapter presents an analysis and description of ESP methodology using the framework proposed by Richards and Rodgers (1986) of approach, design and procedure.

A. English for Specific Purposes: Definition, Origins, and General Features

English for specific purposes (ESP) is a unique approach to teaching L2 English which, as Kim (1992) explains, should teach the language skills necessary to function and perform satisfactorily in a given situation. Designed as either a supplement to a general English course, or as an intensive educational opportunity, ESP is designed to provide as much useable English in as little time as possible. As opposed to a general English course, an ESP course does not attempt to teach the entire language; instead, it focuses only on a very narrow selection of language which will be needed for an identified purpose. It is not, and does not profess to be, a substitute for general English classes.

The origins of ESP can be found in the English for Science and Technology (EST) classes that gained popularity in the 1960's. With the expanding global economy, many scientists and engineers found that they needed to acquire enough basic English to share ideas and data with their international colleagues, and sought out ESL classes which would enable them to do so. Expanding on the employment based programs taken by these scientists, ESP course designers spent most of the 1970's creating career specific language courses. These types of courses are still popular today, although many changes have been made in the way they are being designed and implemented. Over the past twenty years, the focus of most ESP classes has shifted toward the learner's needs. Culturally and linguistically relevant materials that provide pertinent and interesting input to the given content area are now generally included in the syllabus, and an integrated approach to instruction is often taken which addresses language, cultural, and content needs (Gross, 1992).

Before examining current ESP methodology, it is important to arrive at a coherent definition of the method. Peter Strevens (cited in Johns & Dudley-Adams, 1991) provides the following widely accepted explanation which highlights key characteristics.

1) Absolute characteristics:

ESP consists of English language teaching which is:
- centred on the language appropriate to the activities characteristic of specific fields of employment, study, etc., focussing on particular aspects of syntax, discourse, lexis, and semantics.
- in contrast with "General English"

2) Variable characteristics

ESP may be, but is not necessarily:
- restricted as to language skills to be learned (e.g. reading only)
- taught according to any pre-ordained methodology

Strevens also includes a number of claims in his definition. He explains that ESP programs profess to focus specifically on learner needs, and should be relevant, cost efficient, and successful in imparting learning. The relevance of these claims inevitably varies depending on the quality and nature of the instruction and the learning environment. Ideally, however, ESP classes are designed to cater to the immediate needs of the learner.

As is evident in Streven's definition, a broad range of instructional programs addressing numerous topic areas, and employing a very diverse range of teaching techniques, can be considered to be ESP. The crucial feature of these programs is that they must focus on the specific needs of the students. In order to determine student needs both a needs assessment and a discourse analysis should be conducted. Such surveys provide the information required for the creation of the learner-centred syllabus. They also identify the language needed to perform specific tasks. Although some argue that these are secondary aspects which substitute for, rather than enhance, ESP methodology (Phillips & Shettlesworth 1978, Hutchinson & Waters, 1987), others consider them to be valuable components of the learning process (Vasan & Sargunan, 1996). Because these beneficial assessments help determine the topics focussed on in the course, identify the

authentic material used in instruction, and allow for the construction of objectives, the surveys have been included as essential elements of ESP.

As a result of the wide variety of possible topic areas and class objectives, ESP courses employ an extremely broad range of teaching approaches. No one method has been identified as being the most effective for all classroom settings; in fact, some argue that no ESP methodology exists at all (Hutchinson & Waters, 1987). As a result of the inconsistency associated with this type of ESL instruction, it is advisable to describe or critique any particular course on its own terms. Nevertheless, an attempt will be made in the remainder of this chapter to delineate the overall or general character of ESP instruction by following the analytical scheme proposed by Richards and Rodgers (1986).

B. Analysis and Description of ESP Methodology

1. APPROACH

a) Theory of Language

ESP takes a functional approach to language, with emphasis being placed on the semantic and communicative dimensions of language rather than the grammar (Richards & Rodgers, 1986, p.17). Specific grammatical forms are presented in class, but only as they directly apply to the students' needs. This approach is learner-centred, focusing on students immediate needs, as well as providing students with the responsibility of setting personal language goals (Huerta-Macias, 1993). Unlike many traditional approaches, it involves the learner in curriculum design and holds him/her responsible for participating and learning the material.

Some ESP courses also include notions, or the explanation of the meanings and concepts a learner needs to communicate (Wilkins, 1976; Kim, 1992). These include conceptual categories like time, space, number and degree. The inclusion of notions assists in minimizing the "phrase-book like quality" of many ESP programs and helps to address the need for communication skills that Wales (1993) suggests is ignored by many ESP courses. Marsh (1989) concurs with the need to include notions, suggesting that ESP students will likely be expected to use English in face to face encounters with native and non-native speakers. Understanding a variety of related vocabulary will enable students to function more effectively in communicative situations where the other speaker may not say exactly what was covered in class.

b) Theory of Language Learning

ESP is, as Richards and Rodgers explain, condition-oriented meaning that it draws its content from the language environment of the students and focuses on the contextual use of the language. It does not identify a way in which students learn, but instead, suggests that an eclectic teaching approach should be taken to accommodate a variety of learning styles. It is the students' immediate need that prepares them for learning, and because the classroom information is immediately transferable, it is believed that the students will both learn and apply it quickly.

A number of doubts have been expressed about the validity of this assumption. Because ESP classes are based on the information students require to complete a specific task that they may already be familiar with, many, as Robinson (1980) explains, quickly

become bored. Expanding on his argument, he quotes Jupp's review of "Industrial English", a paper evaluating ESP programs, which reports that: "This is one of the standard features of ESP courses; they are so deadly serious, so earnestly work-oriented - so dull." Despite this criticism, however, it is reasonable to assume that in situations where students have a very intense and immediate need to learn English, they will be engaged in the learning process and find it meaningful, regardless of how uninteresting the material seems to be.

Many ESP course designers suggest that Krashen's acquisition-language learning theory can apply to ESP because of the use of authentic materials and tasks (Lopez-Valadez & Pankaratz, 1987b). Krashen theorizes that students acquire language through comprehensible input rather than learning the language system in order to apply it. The student, he suggests, is motivated by solving problems through the language system in a context resembling real life (Krashen, 1981). Because ESP classes are derived from identified needs in the students lives, and language is taught for use in specific applications rather than as an abstract concept, Krashen's necessary conditions for learning are present.

2. DESIGN

a) Objectives

ESP seeks to provide the "minimum performance competencies needed to function in a given situation" (Lopez-Valadez & Pankratz, 1987b). It does not aim to provide an overall competency in English. Instead, ESP attempts to provide for students' immediate needs as efficiently as possible. As Lynn Campbell (1998) at Manitoba Workplace Education and Training (personal communication) explains, these classes have "very limited goals because of the very limited time." There have to be reasonable expectations of what can be learnt within an 80 hour course, otherwise the focus becomes too broad and students end up learning very little at the end of the program.

b) The Syllabus

The syllabus is designed after both a needs assessment and a discourse analysis are conducted. The needs assessment should involve talking with the students, assessing their language levels, and analysing the specific tasks they will have to complete, as well as the social and linguistic settings they will be working in. The discourse analysis identifies the language requirements of individual tasks by providing information about the vocabulary and language structures involved for each task.

Needs assessments and discourse analyses, if conducted appropriately, are excellent tools for creating a very specific syllabus. They are not, however, always done well. As Campbell (1998) explains, "It is hard, especially in the beginning, for learners to identify the specifics; they will tell you they want to learn English." It is equally hard for a teacher who may not be familiar with the subject matter to determine the most important

components of the specific purpose. Having to conduct the assessment just prior to running a language class leaves the teacher with very little time to make these decisions and equally limited time to develop adequate lesson plans (Hutchinson & Waters, 1987).

The information derived from the needs assessment and discourse analysis is "elaborated to isolate particular functions needed by the ESP learner" (Williams, 1984) and then broken down into teachable topics. These topics are centred around the language appropriate in syntax, lexis, discourse, and semantics, to specific disciplines, occupations, or activities. They are sequenced according to learner need, the type of language instruction that will be provided, and the students' ESL level (Robinson, 1980).

One of the fundamental debates within the ESP movement is the appropriateness of including both grammar and aspects of `general English.' Wales (1993) argues that general English should be included because of the learners' need to "fit-in" in the new environment. Hutchinson and Waters (1987) agree, explaining that the `narrow-angle' approach, meaning very task specific, is demotivating and irrelevant to the needs of students. Kennedy (1986) disagrees; however, explaining that ESP's objective is not qualification in English. "It is (instead) a facilitator of objectives which may have no direct connection with English language teaching." Comparing ESP to Channel Management where language is the product and the learner the consumer, he argues that ESP is a pre-packaged, `fast-food' approach to language learning and should remain such. To support his claim, Kennedy cites Rubin (1979), who advocates an even more extreme, industrialized method of ESP training based on city planning ideals.

A number of successful programs choose an approach that includes both grammar and vocabulary, but only as they apply to the target need. As Lopez-Valadez & Pankratz (1987a) explain, they play a secondary or supportive role to the overall language goal. Certain factors that determine their inclusion include:

1) the language level of the learner.

If students already know basic social functions in English, these need not be covered. If however, they are unable to initiate an interaction in English, these may have to be discussed before further, more specific topics are undertaken.

2) class length.

If the course is extremely short, 15 or 20 hours, there may not be time to learn anything but the very specific task related language. If the course is longer, 70 to 100 hours, a possibility exists that some time can be spent on more generalized English, which will assist the students in communicating in the workplace.

c) Types of Teaching and Learning Activities

The activities include drills and the rote memorization of phrases. Dialogues, role-plays, and Total Physical Response exercises based on activities identified in the needs analysis are also popular. Authentic texts are incorporated whenever possible. The focus on reading, writing, speaking, and listening differs with each class, depending on the identified requirements for each specific purpose.

Some critics have condemned the use of language drills and rote memorization, arguing that these are non-communicative. Objections have also been made to the role-

play and Total Physical Response methods because they tend to ignore grammar. No one activity is perfect. Acknowledging this, teachers can attempt to combat some of the weaknesses inherent in each, by taking an eclectic approach.

These activities have been chosen because they are direct, easy to implement, and effective. These types of activities are very successful at replicating real life situations where learners will need to use English. Authentic texts, for example, prepare them for actual material they will encounter. Because many of the activities are interactive, the student must participate orally. Very little wait time is available. As a result, students are expected, sometimes naively, to immediately understand and apply information. Though this is a somewhat unreasonable assumption, the fact is that many people will be forced to use English spontaneously in a work or school environment, so this imposed pressure to perform could be regarded as a beneficial learning experience.

d) Learner Roles

Learners are expected to participate in the creation of the syllabus as well as the learning process. They are to express their needs and participate in all of the activities. Because much of the class is communicatively based, students are expected to use the target language in an attempt to complete specific tasks. They must also be dedicated and focused in order to gain as much linguistic knowledge and skill as possible in a very limited amount of time.

e) Teacher Roles

The teacher begins by conducting the needs analysis and determining language focus. S/he selects the grammatical focus and language samples, as well as the learning activities, instructional materials, and evaluation. The teacher also monitors the success of learners in their ability to complete tasks, and makes any required adjustments in the syllabus. S/he serves as a facilitator.

ESP teachers have an incredibly difficult job. They not only have to conduct an informative needs assessment and discourse analysis, but they also have to be effective curriculum designers and instructors. Because of the very specific nature of ESP courses, new materials and syllabuses have to be created for each class. Appropriate textbooks generally do not exist. These all have to be created quickly by the instructor, in the brief time allotted between the needs assessment and the beginning of the course. In this time, teachers who are unfamiliar with the specific subject content must learn this as well.

f) Role of Instructional Materials

Instructional materials, often authentic texts, replicate items the students will actually encounter. They are meant to prepare students for certain real-life situations related to their specific purpose. They will also reflect, whenever possible, the communication required, both social and professional, for the learner to function effectively.

3. PROCEDURE

On the level of specific classroom activities, techniques, and exercises, it is difficult to provide detailed information here. However, a typical ESP class might be conducted roughly as follows. The student's knowledge is assessed, a task is demonstrated or explained, comprehension is checked, and the students are given the opportunity to request clarification. The task is then replicated by the students and feedback is given.

Once the language requirements have been established the instructor can create a lesson plan. One popular way to do this is by following these specific steps:

1. Assess Student Knowledge

2. Task Demonstration and Explanation

3. Comprehension Check

4. Clarification or Verification

    • Students are expected to ask questions.

5. Task Performance

    • Students are to perform the task.

6. Task Completion

    • When completed, students must report that they are finished.

7. Feedback

    • Teacher responds to performance.

8. Acknowledgement

    • Student acknowledges feedback and acts upon it by either saying thank you or redoing the task. (Lopez-Valadez & Pankratz, 1987b)

CONCLUSION

ESP courses have evolved as a result of some students' need to acquire very specific language skills in a very limited amount of time. Although they are meant to exist outside a general English class, controversies have arisen questioning ESP's ability to provide specific focus without including general subject matter. Some argue that language cannot be packaged and consumed, because in order for language to be useful to the student, the student must have the socially appropriate language skills to navigate through the situation in the first place. Others complain that ESP does not provide transfer of learning. Many evaluations of ESP programs note that educational gains tend to be limited to areas directly addressed by instruction. They also mention that other weaknesses include the extremely limited instruction time, a diverse range of student needs, and high teacher turnover. (Jones, 1995; Mikulecky, 1992; Sperazi, 1991). All three of these, however, are justifications for ESP. It is something that needs to be overcome for if there were more time this type of program would not be necessary.

The question that needs to be posed is, "how can all of these needs be addressed in 80 hours, if students are expecting to acquire enough useable English to satisfactorily perform their specific tasks?" ESP provides the maximum amount of learning possible in the least amount of time by addressing students' immediate needs. Well-designed programs can minimize many of the problems associated with ESP classes even if they can not overcome them. ESP does not provides student with flawless language skills. It does, however, help to combat students' immediate problems and therefore, serves as a viable option for students with specific language requirements.

Chapter 3

THE METHOD: APPROACH, DESIGN, AND

INTRODUCTION TO PROCEDURE.

INTRODUCTION

This chapter will deal with the approach and design used in the construction of the teaching guide. Although the chapter introduces the instructional procedures, the actual classroom activities, techniques, and exercises that are recommended will be presented in Chapter 4, the teaching guide.

The explanation is based on a scheme designed by Richards and Rodgers (1986) in their Approaches and Methods in Language Teaching: a Description and Analysis. The scheme is effective in describing the major components of the curriculum design, as well as explaining the theoretical basis for their inclusion. It begins with a discussion of the approach taken by the writer that includes a presentation of her theory of language and the theory of language learning. It is followed by a presentation of 6 major design aspects used in the construction of this curriculum. These aspects are the objectives, syllabus, types of learning and teaching activities, learner roles, teacher roles and finally the role of instructional materials. Lastly the procedures, or actual lesson plans, are introduced and briefly analyzed on a general level.

I. APPROACH

A. THEORY OF LANGUAGE

ESL Down and Dirty takes a functional approach to language learning, meaning that language is viewed as a means of accomplishing basic social and interpersonal functions. The students for whom this guide is designed have very immediate and specific language needs. Consequently, the curriculum is designed to address specific identified language functions. It also presents the language required to initiate the specific functions that are covered. All of the lessons are communicative in nature because the students will have to interact in English and apply the language they are learning.

The approach is very learner-centered with the curriculum content based on students' needs. All of the information in the activities is solicited from students and all of the dialogue and role playing scenarios are developed by the students themselves. Because they are the people in contact with the target language, they will recognize the types of phrases and dialogue they encounter and therefore need to learn. Having them provide the vocabulary will keep the lessons authentic, relevant, and flexible.

The approach is not entirely functional in nature. Some specific language forms, often packaged phrases, are included to allow for flexibility and some acquisition of general English. The forms necessary to perform certain tasks, such as "I would like to..." are shown as transferable and adaptable.

B. THEORY OF LANGUAGE LEARNING

The teaching guide is based on the premise that language should be learned in context. Incorporating authentic materials, meaningful tasks, and immediately applicable functions makes the process personally relevant for the student. This condition-oriented approach to language learning allows the students to apply and use the language as they are learning it.

Although language is elicited from the students as far as possible, the teacher introduces additional vocabulary and phrases and thus provides comprehensible input. As Krashen asserts, comprehensible input is important in the learning process of an L2. On the other hand, there is also a place for language learning with Krashen's "monitor" and proper instruction. If the student is not told all of the information but must decipher it contextually, s/he must attempt to understand the nature of the target language forms and functions rather than simply memorizing translations or new information (Krashen, 1981).

II. DESIGN

A. OBJECTIVES

The curriculum is designed to provide "survival" English, or the minimum amount of English needed in order for the students to function in their environment. It is not a general English curriculum, nor does it have a settlement focus. Because the amount of class time available is limited and the characteristics of each class so variant, only topics of major importance are included. The general English content that is provided is intended as a prerequisite for the tasks the students will have to perform; for example, items such as

greetings and numbers are included, because if the students are unable to use these aspects of the English language, they will not be able to perform the tasks which are presented later in the manual. Some social language is also included so that students will be encouraged to interact with the locals around them, practice their language, ask questions, and function better in their positions.

It is important to emphasize that it is meant to be a flexible outline which teachers can adapt to their specific situation. It represents a skeletal framework of the English language as it relates to the needs of Mexican farm workers, not a rigidly structured course with predetermined vocabulary and dialogues. Because each placement is so unique, this guide is intended to be as adaptable as possible.

The objectives of this course fall into three basic goals:

1. to provide the basic English required to initiate a specific task, for example, an ability to greet individuals and a knowledge of the number system are both necessary before one can successfully ask a bank teller to prepare a money wire;

2. to create an understanding of, and develop skill at, performing specific tasks such as banking, shopping, and understanding work instructions;

3. to acquire an elementary amount of social English which can be used to communicate with native speakers and lead to development of further language learning opportunities.

B. THE SYLLABUS

When trying to determine what to include in the syllabus, I conducted a rather extensive needs assessment. Knowing that it is important to talk to everyone involved in this learning process, I spoke with the coordinator of the program, the teachers, the farmers, and the students.

I asked each of them essentially the same questions:

1. "What do you think should be included in the curriculum?"

2. "Why do you think that should be taught?"

Certain responses were consistently given. One of these was work-related vocabulary and grammar. The students expressed a desire to learn English so that they could work better. They also wanted to learn communicative English.

I also discussed when and why the students would need to speak English and with whom they would be interacting. These results allowed me to prepare lessons based around grocery shopping and wiring money home.

I chose to include some general English in the beginning because I believe that if individuals are unable to approach another person and begin a conversation, they will be unable to complete a specific task. I also include activities such as telling the time, because students are likely to encounter this function frequently. If they are able to relay such information successfully, they may feel more confident when attempting more difficult language tasks, such as requesting a money order.

The subject matter of the syllabus, then, was determined based on the outcome of this fairly extensive needs analysis. Students, teachers, employers, and the program

coordinator were all asked about the types of information they would like included, as well as the likely situations in which the students would encounter English.

The syllabus begins with some general English such as greetings, numbers, and the alphabet. These lessons cover very rudimentary aspects of the English language which are necessary in order for the students to succeed in the subsequent tasks. After a foundation is established, specific situations and related tasks are addressed. These include topics such as wiring money and buying groceries. The lessons are developed to incorporate the actual language used in the institutions the students access such as banks and grocery stores.

The syllabus increases in difficulty with each lesson. The guide is structured in such a way that each lesson builds on language learned in the previous ones. Many of the tasks begin with the introduction of a form such as "I would like to...," which is later used to complete a variety of tasks. The guide also explains a number of different ways to approach a specific topic, such as the introduction of new vocabulary, in an attempt to accommodate varying learner needs and classroom styles.

Included with many of the lessons are extension ideas, which will allow the teacher to apply these lessons in the field. Some of the ideas suggest ways of reinforcing the new language, while others include the introduction of entirely new language items. Because a lot of time is spent in the field, these extensions are provided to maximize available teaching time and possibly yield access to students who may not be attending formal classes. Also included are additional notes that offer suggestions about how lessons can be altered to accommodate varying learner levels and to increase the effectiveness of a multilevel class.

C. TYPES OF LEARNING AND TEACHING ACTIVITIES

There are a wide range of activities included in the guide. Each is meant to encourage the use of the target language and mimic real life situations. Most focus on listening and speaking activities. The few activities that do require literacy skills involve specific forms the students often have to fill out in their daily lives.

Total Physical Response activities are included in the initial section of the guide to introduce vocabulary and imperative structures and to encourage active participation. Role plays, which parrot the language used in the community, dominate the middle section and prepare students for real life situations. Interactive games and information gap activities are incorporated to develop students' communicative capacity.

Authentic materials also play an important role, with lessons being designed around documents, forms, and instructions the students will likely encounter. Because the goal of the course is for the student to develop the ability to function in his/her environment, aspects of that environment are the focus of classroom activities.

D. LEARNER ROLES

The learners are expected to assist in determining the curriculum to be taught in the course. Because it is a learner-centered program, they need to be expressive about their language interests. If they are able to express when, with whom, and why they use English, the teacher will be able to adapt the curriculum to their specific needs.

Initially, students are expected to listen and to participate. As the course progresses, they are taught to speak, give instructions, provide input, and report on the English language

samples and experiences they encounter. They are encouraged to practice the target language in class and then apply it in real-life situations. In the process, they will learn from themselves, their instructor, their fellow students, co-workers, and community members.

E. TEACHER ROLES

The teacher will have to initiate formal English classes and lead the exercises. Much of the information and language contained in the lesson, however, should come from the students themselves. The teacher should contribute missed pieces of information to insure that all the important language is included. S/he should provide structure and guidance, as well as support and feedback.

The teacher is a partner in the learning process. S/he serves as a guide or a resource for students, not an authority figure who decides and prescribes what students should or must learn. Living and working with the students, the teacher will likely develop a very relaxed and casual relationship with the students. This relationship can be transferred into the classroom.

An important part of the teacher's role is to become familiar with the students' environment and adapt the curriculum to suit their needs. The teacher must also initiate learning opportunities when the possibility arises. Learning should take place in the field, in the classroom, and in the community. The teacher can help maximize learning opportunities by taking advantage of teachable moments.

F. THE ROLE OF INSTRUCTIONAL MATERIALS

The instructional materials include a range of authentic texts of various types. These contain particular language items, both forms and functions, that the students will likely encounter. These materials focus on developing communicative competence and promoting interaction, interpretation, and the creative use of the target language. They also provide comprehensible input in a relevant and interesting format. Common objects and language are used when constructing TPR, role play and information gap activities.

Some drill activities are included to draw immediate attention to particular structures and vocabulary, and therefore to prepare students for specific tasks. Classes are designed to include a wide variety of tasks. Such diversity insures that the instruction is interesting and flexible, and also helps to meet the needs of students with different learning styles.

III. INTRODUCTION TO PROCEDURE

The procedures in this guide, which are presented in detail in the next chapter, vary with each task. Although each procedure may vary slightly, the same general principles apply to each lesson. Most lessons follow a framework similar to the following:

1. Teacher gives an introduction to the lesson.

2. New vocabulary and phrases are introduced by soliciting relevant language from the class.

3. The teacher provides any additional, relevant language the class may need.

4. An exercise or activity is presented and then demonstrated by the teacher or developed with the teacher's guidance by the class. For example, a sample role play dialogue may be written.

5. Students, either in small groups or pairs, complete the exercise.

   a) They may practice either role in the dialogue.
   b) They may create and then practice their own dialogue.
   c) They may follow the instructions and complete a task.

6. The teacher supervises and provides necessary support.

7. Students present their work to the class.

8. Appropriate corrections and feedback are given.

CONCLUSION

ESL Down and Dirty constitutes an ESP method for teaching English as a second language to a specific target group, namely Mexican farm labourers employed in Canada. It briefly covers a number of topics and makes suggestions for how these lessons can be expanded upon and reinforced outside of the classroom. It also offers valuable resources, such as relevant banking forms and information. The students have very immediate and defined language needs, and therefore, the suggested curriculum focuses directly on the language required to perform these tasks.

The guide is meant to be a tool for the teacher, but it cannot be used without adaptation. The uniqueness of each situation makes the creation of an inflexible, all-purpose guide unhelpful. The flexibility that has been built into this curriculum will allow the teacher to make it relevant to his/her situation and to adapt it to suit his/her own personality and the personalities of the students. Based on the premise that language is alive and adapts to its environment, this guide anticipates that the language it presents will be customized and utilized by those employing and following it. Its ultimate aim is for the language to be relevant and immediately useful to the students.

Chapter 4

Procedures: THE TEACHING GUIDE

OUTLINE OF LESSONS

SECTION ONE: GETTING STARTED

1. Greetings
   - "Hello" Exercise
   - "I Am" Exercise
   - Greeting Exercise Part 1 and 2

2. Basic Vocabulary
   - Cauliflower Exercise

3. Numbers and Numeracy Exercises
   - Ball Toss
   - Simple Math Exercise

4. Commands Level One
   - Total Physical Response Exercise One
   - Total Physical Response Exercise Two

5. Directions and Navigation
   - "Stand in the Place where You Work" Exercise
   - "I Could Do this with My Eyes Closed" Exercise
   - Trust Exercise
   - Treasure Hunt

6. Basic Vocabulary (Continued)
   - Basic Vocabulary Exercises 1 and 2
   - I Spy

SECTION TWO: BANKING

7. Before Going to the Bank
   - "I Would Like To"...Exercise
   - Cashing a Cheque Exercise
   - Filling Out a Form Exercise
     - First, Middle and Last Names Exercise
     - Practice Two
     - Spelling Names
     - Practice Three
   - Deposit Exercise One
   - Deposit Exercise Two
   - Sending Money Exercise
   - Using the Bank Machine Exercise
   - Western Union Money Transfer Exercise
     - *To Send Money* Sample Form
     - Western Union Extension Exercise

SECTION THREE: INTERACTIVE ENGLISH

8. Time
   - Telling Time Exercise One
   - Telling Time Exercise Two
   - Telling Time Exercise Three

9. Preparation for Simple Work Instructions
   - Simple Work Instructions Exercise One
   - The Command Sentence
     - Command Sentence Exercise One
     - Command Sentence Exercise Two
   - Simple Work Instructions Exercise Two

10. My Family
   - "I Have" Exercise
   - Talk About Your Family Exercise
   - Me and the Folks Exercise

11. Expressing Difficulty

Lesson 1: Greetings

Greetings are a good place to start teaching English because they naturally begin almost all interactions. They can also be used immediately and therefore, offer a forum for success.

The easiest way to teach greetings is by demonstrating them. So, say hello and introduce yourself to your students.

"Hello" Exercise:

Begin by saying: "Hello. My name is *Norman*. I am Norman, your English teacher." You may point at yourself to increase comprehension; or you may wave.

1. Repeat "I am Norman."
2. Ask students their names individually and encourage them to respond using either "Hello, my name is _____," or "Hello, I am _____."

You can also include last names, to prepare students for more formal meetings. For example you could say: "Hello. I am *Norman Bethune*."

"I Am" Exercise:

If you have a large group, this quick warm-up exercise may serve as an ice-breaking activity as well.

Begin this exercise by practising the form "I am" and "He / she is." Point at yourself and say "I am Norman Bethune," then point at one of your students and say "He is Juan." Repeat this several times pointing at numerous different students. Encourage them to join in if they can.

After they seem to understand, begin this practice exercise.

1. Get the group to form a circle.
2. Explain that they will be tossing the ball to each other and saying each other's names.
3. Hold the ball and say: "I am Norman Bethune." Toss the ball to Juan. Have Juan say "I am Juan; He is Norman Bethune." Have Juan throw the ball to another student.
4. The other student in turn says: "I am Pablo. He is Juan," and tosses the ball to a third student.
5. Continue this until everyone has had a turn or two.

This exercise will involve students' names as well as introduce the verb "to be."

6. After the game, explain the verb "to be" and conjugate it on the board.

I am	We are
You are	You are
He/She/It is	They are

Include sample sentences such as:

I am Norman.
We are Norman and Juan.
You are Juan.
You are Juan and Pablo.
He is Juan.
She is Rosa.
They are Juan and Pablo.

Greeting Exercise:

Part One

1. Begin by explaining that you will be discussing greetings.
2. Ask if anyone knows what to say when s/he first meets someone. (This may involve a lot of dramatics on your part. You may want to walk up to someone and shake his/her hand).
3. Collectively, with the class, write a typical dialogue. Ask for the students' suggestions as to what is appropriate when greeting someone and write all the possible answers on the board.

These could include:

- Hello, my name is _____.   - Hi, I'm _____.
- Hello I am _____.   - My name is _____. Nice to meet you.
- I am _____, and you are...   - It is nice to meet you.
- It is nice to meet you too.   - Likewise.

This might be a good time to explain that "I'm" is equivalent to "I am." And "he's" is equivalent to "he is".

Choose the more popular responses and write them into a dialogue.

For example:

Hello, my name is Norman Bethune.
Hi. I am Jose.
It is nice to meet you Jose.
It's nice to meet you too.

-33-

Greeting Exercise Part Two

1. Read the entire dialogue aloud. Try to notably alter your voice or stance with the changing characters to demonstrate the dialogue.

2. Have the students repeat each line after you. Repeat this process three times.

3. Divide the class in half and have each group recite one character.

4. Divide the class into pairs and have them practice the dialogue among themselves. Encourage them to use their own names.

5. Once they have practised for approximately five minutes, ask for volunteers to present their dialogue to the class.

Greeting Exercise Variations

Pair advanced students together and have them create their own dialogue. Intermediate students can be encouraged to create a dialogue using some of the alternative phrases that were listed on the board earlier.

These could include:

- Hello, my name is _____.
- Hi, I'm _____.
- Hello I am _____.
- My name is _____. Nice to meet you.
- I am _____ and you are...
- It is nice to meet you.
- It is nice to meet you too.
- Likewise.

Repeat the same process with additional phrases such as "How are you"?; or "I am fine," writing each phrase on the board after you introduce it. Keep the pace brisk to avoid boredom.

Some of these additional phrases may include:

- How are you?	*Fine. / Not bad. / I'm okay, how about you? / Can't complain.*
- How are things?	*Things are good. / Could be better.*
- What's up?	*Not much / Work, lots of work.*
- How's it hanging?	
- What's new?	*Not much.*
- Hey, how's it going?	*It's going. / Fine. / Good.*
- Keeping busy? *Always!*	
- And you? / How about you? / Thanks for asking.	

Here you will have a chance to include phrases you hear around the workplace. Be careful not to include too many or make it too confusing. More advanced students will benefit from the wider vocabulary, but beginners may get lost.

A sample dialogue might look like this:

> A: Hello. How are you?
> B: I am fine, thank you. How are you?
> A: Fine, thanks.

Greeting Exercise Extension

Practice these greetings whenever you encounter the students in informal situations. In the morning, rather than saying "Buenos Dias," say "Good Morning." This situational type of learning will help to reinforce the new vocabulary, as well as provide a visible environment in which they can apply what they are learning in the classroom. Vary your greetings and responses as the students become more confident.

Reinforcement: In the Field

Have the students run the roll play drills you worked on in class. Ask them to mock meeting each other for the first time. For fun you could give them the names of other people and have them pretend to be them as they practice the structure. Change the situations and add new information to increase the difficulty level.

Lesson 2: Basic Vocabulary

Vocabulary is the foundation of communication in any language. No matter how well your students understand English grammar, if they do not have an adequate vocabulary, they will not have the tools necessary for basic communication. It follows then, that it is important to begin lessons with some basic vocabulary. Once a foundation is established, further language points can be introduced.

Important vocabulary words for your students to know will include the different types of vegetables, the tools, and various items of clothing. Have these items laid out on a table in the classroom.

Cauliflower Exercise:

1. Hold up the first item and ask if anyone knows what it is. After someone responds, repeat his/her answer changing it, if necessary, to incorporate "This is" or "These are." Write the name of the item on the board.

    - Hold up a cauliflower and ask: "What is this"?
    - After a student responds, repeat their response phrasing it in the form: "This is a cauliflower." Using the phrase "this is" will reinforce the use of the verb "to be."
    - Then, write "cauliflower" on the board.

2. Repeat this process with each of the items, incorporating "this is," and "these are."
3. Once all of the items have been introduced, randomly choose an item, hold it up and ask if anyone knows what it is. Continue this drill using all of the items.
4. For variety, hold up an item and ask a yes or no question, such as "Is this an onion"?
5. Also, you may ask "or" questions. For example, hold up an onion and ask: "Is this an onion or a cauliflower"? You could introduce the word "neither" by holding up an onion and asking if it is a potato or a strawberry.

*Note: Try not to overload your students with too many new words. This exercise can be done a number of times using different items. By presenting it in several classes, you can gradually increase the level of difficulty, as well as reinforce previously learned words.

Literacy Reinforcement

Post labels onto things around the farm and around the bunkhouse. For example, you may want to label the furniture in the kitchen or the tools in the garage.

This will not only help reinforce classroom learning, but it will also help involve some of the people not attending classes.

Lesson 3: Numbers and Numeracy Exercises

Numbers can be easily introduced while you are working in the field. You can simply start saying the numbers from 1 to 10 as you count objects, and have your students repeat them. Do this several times throughout the week.

Ask someone if s/he knows how to count from 1 to 10 in English. Have him/her start. If s/he is having difficulty, fill in the gaps for him/her. Once s/he has said one through ten with your help, have him/her repeat it aloud.

<u>In the Classroom</u>

Write the numbers from 1 - 10 on the board in the classroom. Write both the numeral and the script.

> 1. one
> 2. two
> 3. three, etc.

If your students are ready, introduce 11-20 and 21-100.

Numeracy Exercises:

1. Ball Toss
   - Have the students form a circle.
   - Hold up a ball and say "one."
   - Toss the ball to one of the students and have him/her say two.
   - This student tosses the ball to another student who says three.
   - Continue this exercise starting again at one until everyone has had several turns.

2. Simple Math Exercise
   - Ask simple mathematical questions such as "What is one plus two"? or "Seven minus three is..."
   - Repeat this exercise numerous times throughout the summer. As the students begin to feel more comfortable speaking English, increase the difficulty level by using "How much is 2 plus 7"?; or "If you had thirty-seven apples and took away fifteen how many would you have"?
   - Introduce the numbers 11-20 and then 21-100.

3. Reinforcement:
   - In the field have the students list the numbers aloud and / or ask them questions about how many boxes they have packed or how many rows they have hoed.
   - Numbers will be included in other section dealing with everyday life such as giving one's address when filling out a form or paying the grocery bill.

Lesson 4: Commands

Your students are going to need to learn some basic command phrases such as: "go to," "pick up," or "turn on." Rather than simply listing them and doing a vocabulary exercise, you can take a more interactive approach. Asher's *Total Physical Response* is a technique which has the students physically follow the instructions given by their teacher.

Total Physical Response Exercise One:

1. Explain to your students that you want them to physically perform a task you describe and then give an example. You might say "Sit down," and then sit down in a chair as a demonstration.

2. Begin with simple instructions such as "Sit down" and "Stand up."

3. Move onto more complex instructions and begin to introduce prepositions such as *in*, *on*, and *beside*. Ask the class to stand *on* a chair or beside a table.

4. Begin to introduce work related activity. To do this, bring in some common work items. The instructions should include a variety of words the workers use daily. Include all the different kinds of produce and the different activities.

Pick up a cauliflower.	Hand Juan three bags.
Pass me a box.	Put three onions in a box.
Give me a bag.	Pick up the box.

5. Write the instructions on the board for those who want written reinforcement, so that they can copy them into their books.

*Note: The first time you run this exercise keep it simple using easy to understand instructions, so that the students gain an understanding of what they are to do. The second, and subsequent times, can be more difficult.

Variation
Bring in a piece of farm equipment such as a hoe or a box and incorporate it into your instruction. In this way you will be able to move beyond general to more specific tasks that the workers use every day.

This would be a good time to talk about the difference between phrasal verbs and simple verbs in English. Pick, as in "Pick the fruit", for example is a simple verb using one word, pick up as is "pick up the box", is a phrasal verb meaning something different from "pick." Contrast a few verbs such as clean and clean up, put and put down, turn and turn on, and point out that they are variant in meaning.

Total Physical Response Exercise Two.

This is an exercise designed to reinforce the vocabulary learned in the earlier TPR exercise. Before beginning, prepare a list of activities the students can do in the classroom. These activities should be similar to the ones in the previous exercise such as: put three onions in the box; pass me four bags.

1. Break the class into two teams.
2. Have the first representative from each team step forward. Ask them to perform one of the activities.
3. Give the team who correctly completes the task first 2 points.
4. If neither team does it correctly, ask if anyone on either team thinks he can. Give each team a chance. Award one point to either or both teams if they are able to perform the task.
5. Have two more representatives step forward and give them another task.
6. Once everyone has had a turn, tally up the points and determine a winner. Award the winners with something fun.

Variation

To make this exercise more difficult, before beginning, have each student write an instruction on a piece of paper. Collect them all and use them in the game. Add bonus points for correcting the grammatical errors in the instructions, or points for those whose were correct.

Have a student read out the instructions, or have representatives from the team lead the game.

For multilevel classes, pair students with similar levels and give them appropriately challenging tasks.

Reinforcement: In the Field

Use the new phrases while you are working. Ask a student to pass you something or cut a certain number of items. Encourage them to use the new vocabulary and ask yourself and their fellow students for things in English.

Lesson 5: Directions and Navigation

The students are going to need to understand and describe location. They will likely be asked to do things such as "work in the North field," or "start pruning on the left side of the orchard."

You can begin introducing North, South, East, and West by drawing the points of the compass on the board. Show which part the classroom is North, and which is South. Once you have established the compass points, you may begin the exercise.

"Stand in the Place Where You Work" Exercise:

1. Have the class stand up. Ask the students to walk north, to turn west, etc..
2. After a several instructions, pause and introduce left and right. Include them in the exercise.
3. After a few more instructions, introduce top and bottom, or front and back. Also incorporate these.

This seems very simple but it will become difficult. After the students master the basics, ask them to complete more challenging tasks such as: "take three steps south, turn left, and walk 8 steps toward the back."

Variation

Begin another class with a quick, 5 minute version of this exercise. You can also try this during down time at work: at lunch, or while you are waiting for something.

Place a map of the farm in the classroom or common area. Label each of the fields and the buildings. Also clearly mark the compass points somewhere on the map.

"I Could Do This With My Eyes Closed" Exercise:

This "direction" exercise has students give directions, as well as follow them. Before beginning the exercise, review direction vocabulary, explain the game, and present some possible instructional phrases students can use with their partners. These could include things like: "turn left / right"; "go straight"; "step back"; "keep going"; "go straight ahead"; "go forward"; "keep going"; "turn around"; "stop".

1. Have the class break into pairs.
2. Have one partner put on a blindfold.
3. The other partner is to verbally lead the blindfolded person around the room, or farmyard. Explain that s/he is to give instructions to his/her partner in English; also, warn them to be careful. The keyword "STOP" lets the blindfolded person know that s/he may walk into a wall or another hazard.
4. After ten minutes have the partners switch.

Trust Exercise:

This exercise, designed to teach direction, is a trust exercise, because one student is lead by the other and must trust that the instructions they are given. Before the lesson, tape or draw a number of mazes on the floor. These should be large and should include lots of turns. There should be at least one maze per group. If necessary, review the direction vocabulary and phrasal instructions from the last exercise.

1. Divide the class into pairs.
2. Have one of the partners place a blindfold on the other and then lead him/her to the beginning of one of the mazes.
3. Now, have the sighted partner verbally lead the other through the maze.
4. When everyone is done, have the partners switch, choose new mazes, and run through the exercise again.

Variation

This can be done outside by scratching lines in the dirt, or in a packing plant with mazes formed from boxes. It can also be set up as a race with some kind of prize at the end. A wall of boxes positioned in the shape of a maze, might be fun in this case, because penalties could be given if it were knocked over.

Treasure Hunt Exercise:

This exercise is designed to reinforce and expand on direction, navigation and the instruction phrases learned in the previous exercises. This activity might be fun on a rainy day because it takes a lot of time and is very active.

It will require a lot of teacher preparation, so make sure you have enough time. It will also involve student reading, so be aware of your students' literacy levels.

Preparation

1. Hide an article somewhere on the farm or in the bunkhouse. Design a series of instructions the students have to follow in order to find the article.
2. Some example instructions are:

- Walk 8 steps forward and behind something yellow you will find your next clue.
- (Under the yellow box, the second clue is taped) Eight paces to your left and three toward the bathroom there is something waiting for you.
- The final clue will lead to the treasure.

The Exercise

1. Introduce to the class what they are to do. If you would like, divide the students into groups. Stagger their beginning times to avoid confusion. (Be careful to note literacy levels when deciding on how to group your students).

2. When everyone is done, bring them together and discuss the activity and give out prizes. Ask if there was anything they had difficulty with or if there were any words they did not understand.

*Note: If your students are at varying levels of proficiency, you could group the beginners together, so that they could work through the clues together, and send the more advanced students alone, making it more of a challenge.

Variation
- Hide an object somewhere in the classroom and have the students find it.
- The students themselves could make up the clues and place them. Advanced students might be asked to create, while beginners participate.

Lesson 6: Basic Vocabulary Continued

As noted in Lesson 2, vocabulary is really important. The more vocabulary students are able to acquire, the more topics and items they will be able to talk about.

Vocabulary Exercise One:

Important vocabulary words for your students will include objects they encounter every day. Before beginning this exercise, assemble a variety of work and household items on a table at the front of the class. These can include items from previous vocabulary exercises.

1. Have one student approach the table. Ask him/her to hold up a particular item. To increase the difficulty, ask the student to hold up a number of different things at the same time. Ask each member of the class.

2. Then, have the students switch off with the participant asking the next student to hold up a different item.

*Note: Here you could introduce articles by explaining that the student is picking up **the** hoe, yet on the table is **a** (or any) hoe. Ask the students if anyone can compare the article system used in Spanish to the one used in English.

Vocabulary Exercise Two:

Describing objects can be done easily by holding them up and naming them. Non-concrete things are more difficult. This exercise will help to introduce words that describe concepts.

1. Draw a picture on the board. As an example you might draw a smiling face. Tell your students that the face is smiling.

2. Make a big grin and explain to your students that you are smiling. Write the word "smiling" on the board.

3. Ask your students to say the word and then give its equivalent in Spanish.

4. Draw additional pictures and go through additional miming exercises.

Variation

Have pieces of paper with the names of all the items at the side of the table. Have individuals, teams, or the entire group, place the nametags beside the corresponding item.

*Note: This is a good technique for introducing verbs because there is visual reinforcement, a physical action they can see, and written reinforcement. It is also very quick. Translating will help ensure that the students understand.

Adapted from Doff, Adrian. (1988) Teach English: A training course for teachers. (Trainers Handbook). Cambridge: Cambridge University Press.

"I Spy" Exercise

I SPY is an excellent game to practice and expand on the vocabulary you use in the classroom. It can also be played in almost any location with no preparation, making it perfect for use in the field.

1. Explain to the participants that they are going to guess the object you have chosen by asking questions about it.

2. Choose an object, e.g. the house across the field, or the seat on the tractor.

3. Begin describing the object using the phrase; "I spy with my little eye... something that is..."

4. After a few clues, ask the participants to pose Yes or No questions, meaning questions you can respond to with either "yes" or "no". Encourage them to use complete sentences and the form "Is it..." or "Does it have..."

5. Write the phrases on the board and explain them to the group.

6. To give the explanation ask if anyone would like to explain them. If no one volunteers hold up an object and ask is it a duck/ turtle/ glob of cheese. Have them answer. Hold up another object and ask "Does it have legs/ teeth/ red spots"?

7. Also explain that "Is it..." is the question form of it is, which they should remember from the greetings exercise. For added enforcement conjugate the verb *to be* and ask the students to invert the object and the verb to create question forms.

8. The participants should eventually guess the object. The person who guesses correctly becomes the next spy, and the game continues. Have the spy respond (in complete sentences, if possible).

9. Once someone guesses correctly, s/he becomes the new "spy," and picks a new object. The game continues.

10. Students will make many mistakes with articles as they venture their guesses. You can correct them in an indirect, non-threatening way; for example if a student asks "Is it a apple?" You could interject saying: "Is it an apple?"; or if you are the spy you could say: "No, it is not an apple, or yes it is an apple."

Lesson 7: Banking

Before Going to the Bank

Although the banking procedures will invariably differ between placements, as they will depend upon the facilities available in each area, there will be some consistencies. The following guide is based on the services available from the CIBC bank.

"I Would Like To..." Exercise:

Before addressing banking functions, the students should learn the structure: "I would like to..." The students can use this type of request for all of their banking.

1. To teach this, first ask if anyone knows how to ask for something in English. Write their responses on the board. If nobody knows, explain that they can say either "I want to..." or "I would like to..."

2. Ask the class what kind of things they could request using this structure. Say something like "when can we use this; what can we ask for: can we ask for beer with this, or cigarettes, or to cash a cheque"?

3. Write the requests on the board so that they form a column. Make sure each request begins with a verb.

4. On the left of the column write: "I would like to."

5. Work down the column saying: "I would like to" and then each of the requests. So, for example in the chart below you could say:

   - I would like to ... buy cigarettes.
   - I would like to ... cash a cheque.
   - I would like to ... develop my film.
   - I would like to ... go swimming.

Also ask if the students can think of any other possible requests. Either write the responses on the board or have the students write three new requests in their books.

Now that the students understand how to request things, they can begin to apply this process to banking.

Cashing a Cheque Exercise

Cashing a cheque is really easy. Many times, all that a student will have to do is sign it. Other times the clerk may ask a few questions.

1. Explain that in order to cash a cheque, one must endorse it. Take a sample cheque, turn it over and mimic signing your name.

2. Begin developing a role play scenario such as the one in the greetings exercise, by asking students what would happen at the bank.

3. Ask the students what they might say to the teller when requesting to cash a cheque. If they need help, remind them of the previous exercise and the chart you have made. Suggest "I would like to cash a cheque." Write the phrase on the board and have everyone say it out loud a few times.

4. Ask what else the teller might need to know. Be sure a question about their accounts or account numbers is included. Explain that the teller might ask for his/her Interac card, or for his/her name. Write some possible phrases the teller may use on the board.

5. These may include:

   - Do you have an account here?
   - What is your account number?
   - May I see your account card?

6. Ask the students what their possible responses might be. Write these on the board as well.

7. If the students are fairly independent, break them into pairs and have them develop a role play dialogue about what might happen at the teller. One should play the teller, the other the client. If they are having difficulty, create a dialogue as a group.

8. Have each pair present their dialogue to the class.

   An example dialogue might be:

   > Good Afternoon.
   > *Hello. I would like to cash a cheque please.*
   > Sure. Do you have an account here?
   > *Yes. Here is my card.*
   > Here you are Mr. Martinez.
   > *Thank you.*

*Note: In Mexico, people have two last names, their mother's and their father's. In Canada we only have one. You may want to discuss this in class and explain how we identify ourselves.

Filling Out a Form Exercise:

It is usually necessary to fill out a form to either deposit or send money. This can either be done by the students themselves, or by the teller. Before discussing the individual forms, students will have to become familiar with expressing personal information such as their full name and address.

Create a possible dialogue, where the student would have to tell the teller his/her name.

> Teller: What's your name?
>
> Student: My name is Juan Lopez Martinez.
>
> Teller: How do you spell your last name?
>
> Student: M-a-r-t-i-n-e-z.
>
> Teller: What is your Address?
>
> Student: Tom's Spud farm. Box 77 Smuts SK. S7K 3V3.

Discuss the dialogue with the students, asking which parts they do not understand.

First, Middle and Last Names Exercise:

If explaining their names including first, middle, and last need explanation, try the following:

1. Write your name on the board. Point to your first name and say, "Norman is my first name;" then point to your last name and say, "Bethune is my last name." Under your first name write first, middle middle, and last last.

2. Individually ask each of the students what their first name is. Then, ask them their middle and last names. Vary the questions to increase the challenge.

3. Have individual students ask other students questions about their names.

Practice Two

1. Write several names on the board. Include some with hyphenated last names, middle initials, or several middle names.

2. Ask the students questions about the names. These questions should include things like: "What is Mary's middle name"?; or "What is Mr. Ed's first name"?

Spelling Names

1. Write the alphabet on the board.

2. Ask if anyone can say all the letters. Give a few people a chance to try.

3. Ask the group to say all the letters aloud.

Practice Three

1. Have each of the students spell out his/her first name.

2. Have each of the students spell out his/her last name.

*Note: All of these things are going to require a lot of repetitive practise. Students will have the tendency to substitute letters in their own alphabet when spelling their names. To help increase competency run these drills a number of times. They can easily be done in the field and asked several times throughout the day.

Return to the dialogue and practice the dialogue as you would any role play. Read it aloud to the class. Have the students break into pairs, practice, and then present their dialogue to the class.

Adapted from http://www.humanities.byu.edu/elc/teacher/TeacherGuideMain

Deposit Exercise #1 (Part One):

The following exercise takes each student through the process of making a bank deposit and has each student fill out a deposit slip.

1. If possible, obtain a number of deposit forms from the bank and hand them out to the students. Explain what deposit means and that you will be practising this. Tell them that when you deposit you are leaving your money in the account. You are storing it there. Nothing happens to it, and it is safe. You can get it back by asking for it later.

2. Draw an enlarged copy of a deposit form on the board. Beside the diagram list all of the new English vocabulary.

   - Account Number
   - Amount
   - Type: Cheque, Cash, Coin
   - Cash Request
   - Signature

This vocabulary can be taught by asking students if they recognise each word, explaining the terms that are unfamiliar and then writing a brief definition or synonym beside each important term. Use visual aids to increase clarity. For example, point at the account number and hold up a cheque. You can also ask what the equivalent word would be in Spanish and write it up as well.

3. With the class begin to fill out the sample form using yourself as an example. As you are doing it, ask if students know what to write in each box.

4. Have each of the students fill out his/her own form. Use an arbitrary dollar amount.

5. Move from student to student, offering assistance and ensuring they are completing the forms correctly.

*Note: Because you are having the students write in class, you may encounter literacy based problems. Deposit forms require one's name and the date. The rest of the form is filled out using numbers. If the initial explanation is done clearly, and with enough repetition, most students should be able to complete the form; however, some students may require additional support.

Deposit Exercise #1, Part Two:

Prepare a worksheet including different names, deposit amounts, and cash requests students make. Use the examples below or create your own. Photocopy several deposit forms and hand them out at the end of class. Handing them out at the end will create a relaxed atmosphere where those wanting to stay and complete the form can, while others (some of whom may have literacy concerns) can leave. This will also give individuals more of an opportunity to ask for help.

Examples:

1. Name: Juan Lopez
   Deposit amount: eight hundred dollars
   Account number: 100258
   Cash request: $200.00
   Date: July 3rd, 1998.

2. Jose Reis has a cheque for five hundred and forty eight dollars. He would like to deposit three and forty eight dollars and get two hundred dollars in cash. The date is July 28. His account number is 400763.

3. Account number: 987543
   Date: August 7.
   Anna Martinez has a cheque for seven hundred and eighteen dollars. She wants to deposit all of it.

Many farms give the workers their paycheques the night before the scheduled trip to the bank. If this is the case where you are working, organise a brief class the night the paycheques are received and have your students fill out the forms they will need to complete the next day. Signing must be done at the bank.

Deposit Exercise #2:

There is a possibility that transactions at your bank will not require forms. If this is the case and transactions are done orally, have your students participate in a role-play.

1. Explain that you will be working on depositing and will be going through a role-play exercise.

2. With the students, construct a dialogue. This can be done by asking what the teller will say and how the student will respond. You may have to make some suggestions and lead the students at first.

3. Write a dialogue on the board.

4. An example might be:

   Good Afternoon; How can I help you?
   I would like to deposit my cheque.
   Certainly. Your name please.
   Juan Lopez Martinez: M-a-r-t-i-n-e-z
   Into which account?
   My savings account please, number 987654.
   Sign here. Thank you Mr. Lopez.

5. Read it aloud.

6. Have one of the students play one of the roles and read it out again.

7. Break the class into pairs and have them practice the dialogue

8. Ask for volunteers to present their dialogue to the class.

*Note: Advanced students could be asked to alter the dialogue by changing the greeting and the responses. To challenge them, you may want to do a dialogue with them or have them construct one without writing it down.

Sending Money:

To send money you need to know:

- The *amount* in American Dollars.
- The *exact name* of the sender and of the receiver.
- The *addresses* of both the sender and the receiver. The receiver's address will be the bank at which s/he collects his/her money. The sender will need the receiver's *transit number, which corresponds to his/her bank in Mexico.*
- If money is being deposited into a foreign account, the sender will need to know the number of the foreign account.

Sending money through the bank is done using a "wire" form. You can obtain this from the bank teller and fill it out beforehand. Use the same procedure as is used in filling out the deposit form.

Using the Bank Machine:

The easiest and fastest way to transfer money is by placing it into a bank account and having someone in Mexico have an Interac card which accesses this account. This method gives the best exchange rate, because it changes Canadian dollars directly to Pesos without having to exchange it for American money first. It also avoids any possibility of money going lost and offers 24 hour access.

As with all Interac accounts, the code should be kept secret and sent at a different time than the card. Banamex, a large Mexican bank, offers access to international accounts. The only problem with this method is that occasionally the transmitting line will jam. This does not affect anyone's account, although it does postpone accessing it. This problem occurs very rarely (once every two or three months), and lasts only 6 hours or so.

WESTERN UNION Money Transfer Exercise:

Some workers are going to want to send money via Western Union. If possible, obtain an appropriate document from your local agency and have the students fill out the form prior to going to the office. The form is called: To Send Money (An outline is provided at the end of this lesson and can be used if the form is not available). Much of the vocabulary is similar to that used in the banking transaction and will hopefully be familiar.

Filling out the Form:

1. Hand each of the students a blank form. Encourage students to fill out as much of the form as they can before discussing it as a group. While they are working, draw an outline of the form on the board.

2. Go through each of the blanks, asking if anyone can offer an appropriate response and explain why. Explain the blanks that the students do not understand. Be as clear as possible. To explain *Dollar amount in words,* for example, write an amount on the board to clearly demonstrate that the numbers must be written out. The farm address can also be written on the board.

3. Once you have worked through the entire sheet, begin as a group to fill out the example form that you have drawn on the board. Use yourself as an example. (You may want to have a student come forward and try and help correct his/her errors).

4. Have the students fill out their own forms, using an arbitrary dollar figure and their spouses as receivers.

5. Walk around to see if anyone is having difficulty. Collect all the forms at the end and look them over. I suggest this because if they contain even the slightest error, there is a possibility that the receiver will not be able to pick up the funds.

*Note: The additional services can be explained in either English or Spanish. Most are quite straightforward, although the "Use I.D. question..." may be a bit confusing. Explain that it is a secret message that only the worker and the recipient will understand. To test if this is understood, you could set up an I.D. question and answer with one of the workers. When you ask the question, if the student answers correctly then a prize could be given; if he does not answer correctly then it could be withheld.

Also inform the students that they are to destroy all of the practice forms they have filled out to insure security.

To Send Money Example Form

If you cannot obtain the form before giving this lesson, the following vocabulary should be taught. The actual form contains all of the following information.

1) Dollar amount in words.

2) Pay to. Pay at.

3) Sender's Name. Sender's telephone (include area code). Sender's address.

4) Additional services available at additional cost. Check services desired:

    a) Send this money with a message.
    b) I want Western Union to telephone recipient.
    c) I want a cheque to be delivered to the following address:
    d) Use I.D. question ONLY if recipient has no documents.
        • Special requirements may apply
        • I.D. Question
        • Limit 4 words Question / Answer
    e) Customer's signature.

Western Union Extension Exercise:

1. To practice filling out this form, devise a series of different requests. Vary the dollar amounts, names, and special instructions. Use the names and addresses of the people in class, to increase relevance.

   One example of this could be:

   > Juan Martinez wants to send $324.00 to his wife Rosa. Her phone number is (416) 555-5555. She should pick up the money at the Western Union office in Agua Azul, Cuernavaca. Juan lives at the farm, "Tomatoes, Tomatoes, Tomatoes." Box 345, Leamington Ontario. R1R 1R1.

2. You might also want to introduce a role-play and have one of the students be the teller, asking questions to another student. Here you could also incorporate the greetings learned in an earlier class.

   An example might be:

   > Good afternoon. How can I help you?
   > *I would like to send money.*
   > Sure, how much.
   > *Three Hundred dollars, American.*
   > What's your name?
   > *Juan Lopez Martinez.*
   > Address?
   > *Tomatoes, Tomatoes, Tomatoes.*
   > *Box 345 Leamington, Ontario. R1R 1R1*
   > Who are you sending it to?
   > *Rosa Ramirez Martinez*
   >
   > Where will she pick it up?
   > *Agua Azul, Cuernavaca.*
   > Do you have any special requests?
   > *No, thank you.*
   > Okay, please sign here.
   > *Thank you.*

Lesson 8: Time

Fortunately, in Mexico they tend to use the same types of phrases and idioms when discussing the time as we do. The structure is the same: placement of the hour first and then the minutes with the option of saying X number of minutes to the hour after the half an hour mark. As a result, the only real difference is in vocabulary.

Telling Time Exercise #1:

Write several different times on the board. Be sure to include things such as:

- quarter to;
- quarter after;
- half past, or thirty;
- an exact hour such as 6:00.
- specific times: 5:03, 7:20; 6:12, 6:42

Ask if anyone knows how to say each of the times in English. For times such as 3:45, once someone has answered ask for any other possible ways of saying that particular time. After all of the times have been discussed, quiz individuals by pointing to a time and asking them what time it is.

Telling Time Exercise #2

For this you will need an old clock, or you will need to construct a clock with moving hands out of cardboard.

1. Set a time on the clock. Ask one of the students what time it says.
2. Hand that student the clock. Ask him/her to reset it and then hand it to another student who will in turn say the time.
3. Have the second student again reset the clock and pass it on.

Telling Time Exercise #2, Part Two:

1. Hand the clock to a student and ask him/her to set it to a particular time.
2. Have him/her then hand the clock to another student and request the second student to set it to a particular time.

Telling Time Exercise #3:

1. Introduce the idea of a.m. and p.m. Explain that we call the time from midnight to noon a.m. and from noon to midnight p.m. Also mention that a.m. is morning and that p.m. includes afternoon, evening and night. This concept is the same in Mexico so you will be teaching vocabulary as opposed to a new concept.

       a) You might want to draw a clock on the board and write morning, afternoon, evening, and night beside the appropriate section of the clock.

       b) You could also list sets of hours and write the time beside each:
- 1-12 morning
- 12-5 afternoon
- 5-8   evening
- 8-12 night

2. Ask questions related to the twenty four hour clock and have students include either "a.m., p.m., in the morning, afternoon, or at night" in their responses. Example might include:

What time do we start work tomorrow?
Response: 8 in the morning.
What time is the soccer game on?
Response: At 2 p.m.?
When will the boss return?
Response: At three o'clock tomorrow afternoon.

Telling Time Exercise Extension

Being able to tell the time properly takes a lot of practice. Asking individuals "what time is it"? numerous times through out the day will help reinforce what they are learning. You can also ask other time-related questions such as:

- What time do you work in the morning?
- When do you start work tomorrow?
- When are you finished today?
- What time is lunch?
- What time is the break?
- When does the break end?

Lesson 9: Preparation for Simple Work Instructions

Before you begin to teach a lesson on simple work instructions, make a list of activities you encounter at work. Start with the common and everyday ones, and expand the list to include things that will be done later in the season by asking the boss, or foreperson, what types of instructions s/he will be giving and what type of work will be expected as the season progresses.

Once you have this list, priorize the activities based on frequency and importance.

Simple Work Instructions:

This exercise is designed to establish the action words (verbs) students will hear in the workplace as well as reinforce the vocabulary learned earlier. Bring a bunch of equipment and produce into the classroom, and with your students create a vocabulary list. Hold up each item and ask if anyone knows what it is.

Once all of the names have been established, begin introducing new information. Ask if the students know what each of the tools is used for. Write the correct response on the board.

After all the items have been discussed, quiz the students to aid in reinforcement:

1. Randomly choose an item, for example, a pair of pruning shears, then ask a particular student what they are and what they are used for.
2. Ask someone to point out or hand you a particular item.

You might want to try a game:

1. Pick up an item and then say its name aloud and the action that corresponds with the tool. For example: "This is a hoe; it is used for hoeing." Hand the tool to someone.
2. That person must say the name of the item and its purpose, and then return it to the table.
3. S/he can then exchange his/her item for another, which s/he holds up saying its name and action.
4. S/he then hands the item to another person who does the same. To insure that all the items are included, you could remove the ones that have already been named.

The Command Sentence

Work instructions usually take the form of a command sentence, which is a sentence that tells the receiver to do something. The verb gives information about the action to be performed. The noun phrase following the verb, the object, explains what is being acted upon.

Take as an example: *Mow the lawn.*

"Mow," the verb, tells what to do, while "the lawn," the object, explains what is to be mowed. Explaining this to your students will help them better understand most instructions.

Command Sentence Exercise One:

1. Begin by writing a very simple command on the board: "Hoe this field."
2. Circle the verb. The students should be able to recognize the word from the previous exercise, but if not, mime the action.
3. Explain that the verb expresses action and that therefore, they are being asked to do a particular action.
4. Underline the object and explain that the object is the receiver of the action, meaning the thing that is being acted upon.
5. Point at the verb and ask what is being "hoed." Respond with the objective phrase: "this field."
6. Write a series of phrases on the board and ask what action is being requested and what is receiving the action.
7. For students with higher proficiency levels, have the student circle the verb and underline the object.

Command Sentence Exercise Two:

1. Say a verb and ask the students to identify an object. For example, you might say to Juan "Pick" and Juan would respond "the Macs."
2. Quickly go around the room having each student supply a possible object for different verbs. Some possible verbs might include:
   - Hoe
   - Pick
   - Weed
   - Cut
   - Tie
   - Pack

The noun phrases the students use, such as "the Macs", will be objects they encounter in the workplace. Because they have been addressed in other lessons, the students should be able to think of them on their own.

Simple Work Instructions Exercise Two:

One way of teaching action is by using the Total Physical Response technique explained earlier in Lesson Four: "Commands."

The students physically mimic the actions requested in the instructions. For example, if you say: "turn off the light.", the student would shut off the light.

1. With work instructions, you could prepare a list of activities such as:

   - Bring me five bags.
   - Take this to the end of the row.
   - Prepare to pack Macs.
   - Wash the apples.
   - We're doing 3 lb. bags.

*Note: Some of these are implied instructions. "We're doing three pound bags," for example, means prepare to pack 3 lb. bags. Include these type of pseudo-instructions because they are what the students will hear.

2. Take your students out into the field or into the packing plant and run these drills with them.
3. To increase the fun, have them create their own instructions or have them break into pairs with one students giving instructions to the other.

Variation

If you do this exercise more than once, make teams and have them complete a series of tasks. Turn it into a competition and reward the winners.

Lesson 10: My Family

It is important that your students be able to talk about themselves. As you have undoubtedly discovered, they love talking about their families. This lesson is designed to help them use the appropriate vocabulary, as well as practice descriptive words.

In order for the students to be able to describe their families or ask about others, they have to learn the forms "I have" and "Do you have"?

"I have" Exercise:

1. Set a number of objects in front of yourself as well as a number of objects in front of each of the students. Write the phrase *I have* and *Do you have* on the board.
2. Describe the objects in front of you by saying "I have *three pencils*; I have *a book*; I have *an apple*."
3. Have each of the students describe the objects s/he has.
4. Then ask a student if s/he has a particular object, a pen for example, modelling the phrase "Do you have...," they should respond with either: "Yes I have *a pen*" or, "No I do not have *a pen*; I have *a pencil*."
5. Have the student ask another if s/he has a particular object.

Talk About Your Family

Explain that the class is going to talk about families. Many of the students will already know much of the vocabulary, so ask them if they know any words for family members. Encourage further responses by asking leading questions such as what are your brother's daughters called? Draw a family tree, starting with grandmother and grandfather and branching off into father and mother, children and grandchildren, and including uncles and aunts, cousins, etc.

Family words include: wife, husband, children, daughter, son, aunt, uncle, cousin, niece, nephew, parents, mother, father, mother in law, father in law, sister, brother.

"Me and the Folks" Exercise One:

1. To practice the new forms and vocabulary divide the class into pairs.
2. Explain that each pair is going to talk about their families. During their conversation, they are to try and find three similarities and three differences between their two families.
3. In order to do this, they are to ask questions using the form: "Do you have...?" and respond with "I have..."
4. After 15 minutes bring the class back together and have the groups report their findings.

Adapted from "Things in Common"; Ur, Penny. (1988) Grammar practice activities. A practical guide for teachers. Cambridge: Cambridge University Press.

Lesson 11: Expressing Difficulty; "Slower Please."

It is extremely important that your students understand that it is all right to ask for clarification and that it is all right to ask people to repeat things. Often ESL speakers have enough vocabulary to understand what is being said but are not able to catch everything the first time.

Some useful phrases for them to learn include:

- Slower please.
- I'm sorry, I do not understand.
- Could you please repeat that?
- Pardon me. What?
- Excuse me, but I didn't catch that

Teaching language also involves teaching communication skills.

- Have the students repeat what they have heard.
- Have the students paraphrase the other speaker's words and present them in the form of a question. For example if the boss says: 'I would like you to pack all of the Macs." The student might ask: "I am supposed to do all of the Macs"?
- You can also explain to your students that it is all right to ask what the person means. They can say: "Do you mean this..., " or simply "What do you mean"?

Remind the students that their boss and coworkers understand that they are trying to learn English and that they are anxious to help them. An ESL speaker who asks someone to slow down or repeat what is being said shows that s/he is trying and should be encouraged. This may also encourage the speaker to speak more clearly and comprehensibly in the future.

Teach these expressions by organizing a discussion with the class about how they might ask for clarification, or how they have heard others do it in the past. Offer your own suggestions and encourage the students to use these phrases whenever they need to. I, for example, always tell ESL speakers that I still ask for clarity, citing that I often say: "one, five" for 15 or "five zero" for 50, when I am unsure of the number that another person has said.

Lesson 12: Let's Talk About Me

Now that classes have been established and a number of crucial tasks have been covered, there will be time to cover a broader range of tasks. The following section will focus on the vocabulary and language structures needed for students to begin talking about themselves.

These exercises are designed to give the students an opportunity to practice the simple present tense and talk about their days. Because they tend to participate in the same work activities day after day, this section will also help reinforce work related vocabulary.

Before beginning the exercise, practice and introduce the related vocabulary. To do this, ask students what they do every day. Write the verbs on the board. If they do not suggest all of the things in the paragraphs, ask them if they do specific things. Make sure all of the needed terminology is covered in this section.

"Every Day We" Exercise:

1. Explain to the class that you are going to read a short paragraph, and then ask some questions about it. (See below for examples.)

2. Slowly and clearly read out the first paragraph.

3. Ask each of the questions.

4. If the students are having trouble, reread the entire paragraph again and then ask the questions again.

5. Write the answers on the board as a visual aid. Point out the verb endings.

6. Present the second and third paragraphs using the same process.

*Note: This is a preliminary activity for "Every day I..." If time permits present "Every day I..." directly following this exercise.

The paragraphs and questions could be handed out as a worksheet, if you want to focus on reading, rather than listening skills.

"Every Day We" Worksheet

1. Every morning Juan gets up at 6:15. He brushes his teeth, combs his hair, and eats his breakfast. For breakfast, Juan always has coffee. He often has a piece of toast. After breakfast, he puts on his work boots and goes outside to wait for the others.

   - What does Juan do every morning?
   - Does he take a shower?
   - Does Juan have eggs for breakfast?
   - What does he eat for breakfast?
   - After breakfast, what does Juan do?

2. At lunchtime Gabriel, Pablo, and Martin sit under the tractor. Together, they eat their lunch. The three take turns bringing food. Gabriel likes to make tortillas for everyone. Pablo usually brings sandwiches and Martin always has pizza. After they have eaten, they usually talk or sleep until it is time to go back to work.

   - Where do Gabriel, Pablo, and Martin have their lunch?
   - Who makes their lunch?
   - What do they eat?
   - Should they be sitting under a tractor?
   - Does Martin bring sandwiches?
   - After lunch do they take a walk? What do they do?

3. On Fridays we go to town. In town we visit the bank and cash our checks. After the bank, we go to the grocery store. At the grocery store we buy our food for the week. Sometimes we go out for dinner, or we have a drink. Other times we go straight home.

   - When do we go to town?
   - What do we do when we are in town?
   - Do we always have dinner?
   - When do we go for a drink?

"Every Day I" Exercise:

As a group discuss the kinds of activities people participate in when they are at home in Mexico. Have the class offer suggestions and write them on the board. If people are having trouble with certain words or are unable to make suggestions, help them by asking leading questions. Ask if they work, go fishing, or go to church. Ask what time they get up, if they play with their kids, if they cook breakfast for the family.

Once you have an extensive list you can begin the next exercise.

1. Break the students into pairs.
2. Have them describe what their daily lives are like when they are at home. Encourage them to say "Every day I..." or "On Sundays I...".

"I Think You" Exercise:

In the following exercise the students predict their partners' habits. Prepare a list of questions about the people's personal habits and hand one to each partner. I suggest basing the questions on the students' activities in Mexico, because most of the students will share the same daily routines while they are in Canada.

These questions should include things like:

> get up before 8 a.m. or after?
> have supper before or after 7 p.m.?
> watch baseball or soap operas on t.v.?
> go dancing or stay at home on Saturday nights?
> go to bed before or after 10 p.m.?

1. Have each of the students guess at his/her partner's habits. So, for the first example Partner A may say: "I think you get up before 8 a.m." Partner B would respond with either "Yes, I get up before 8" or "No, I get up after 8 a.m."
2. Have the students note whether they were correct or incorrect beside each question, and have them report their results to the class.

Adapted from Wilson, W., & Barnard, R. (1992). Fifty-Fifty: A basic course in communicative English. Englewood Cliffs, NJ: Prentice Hall Regents

Lesson 13: Requests and Social Interactions

The following section focuses on students' needs at the grocery store. Because the majority of their language needs will be based on interaction, the exercises are designed to develop their communicative skills. Introducing weekly advertisements will include English literacy and numeracy as well as add visual reinforcement for new vocabulary.

Grocery Shopping

I have broken down shopping into three sections:

1. Shopping List
2. At the Deli Counter
3. At the Check Out

Collect the weekly flyers from your local newspaper.

Shopping List

This is essentially a vocabulary development exercise. Together as a group you can brainstorm to create a fairly extensive list of shopping items.

Shopping Exercise One:

1. Begin by asking your students what they buy at the store. Encourage them to respond in English.
2. Write the list on the board. Many of the responses will be in Spanish. Write these as well.
3. For each the Spanish words, ask the class if they know the English equivalents, and then write the appropriate words beside the originals on the board.

Shopping Exercise Two:

1. Have each of the students prepare a sample personal grocery list. (Try this in pairs).
2. Hand out the grocery store advertisements and ask them to find any of the items they need which might be on sale.
3. Ask them if there is anything in the advertisements they are unfamiliar with. Discuss these.

Shopping Exercise Three:

1. Hand out grocery store advertisements to everyone. (This can also be done in pairs).
2. Prepare a sample grocery list beforehand, which only includes articles found in the advertisement. Write this list, including quantities of the items you want to purchase, on the board.
3. Ask your students to determine how much your final bill will be.

Mr. Palomar At The Deli Counter:

1. As a group decide upon an item you would like to purchase: ham, for example.

2. Then decide how much. In Mexico they purchase things by the kilo, so you will have to explain that in Canada prices are listed in both pounds and kilograms.

3. Once you have determined what to buy, begin constructing a dialogue.

4. Ask your students what they think might happen when they approach the deli counter; what might the clerk say? Write the possible answers on the board.

   - Next.
   - What can I get for you?
   - How can I help you?
   - What would you like?
   - What will it be today?

5. Ask how your students would respond, and then the clerk's subsequent comment. Through this exercise you will arrive at a number of possible phrases to be used in a dialogue.

   - *I would like 200 grams of ham.*
   - Which kind of ham?
   - Shaved or Sliced?
   - *Shaved, please.*
   - Will that be all?
   - Will there be anything else?
   - Can I get you anything else?
   - *No, thanks.*

6. Break the group into pairs or small groups and have them write out a sample dialogue, using the suggestions written on the board.

7. Have them practice saying their dialogues aloud. One person should play each role.

8. Have each group present their dialogue to the class.

<u>Variation</u>

This lesson can be made more difficult if you take on the role of store clerk and choose your comments randomly. This could be done with a more advanced member of the group. It could also be done several lessons after this one to reinforce and build on what they have learned.

At The Checkout Counter:

This exercise is essentially the same as <u>At the Deli Counter</u>, only the dialogue is different. Go through the same steps.

1. Ask your students what they think might happen when they approach the checkout counter; what might the clerk say? Write the possible answers on the board.

> Good Afternoon, how are you?
> Hello.
> Nice day...

2. Ask your students how they would respond, and then how the clerk might respond to that. Through this exercise you will arrive at a number of possible phrases to be used in a dialogue.

> *Hello.*
>
> Good afternoon.
>
> How will you be paying for this?
> Will that be cash, cheque, or credit card?
> Will that be on your Safeway card?
>
> Do you want this double bagged?
>
> Air Miles?
>
> *I would like a pack of Export A medium.*
>
> Do you have I.D.?

3. Break the group into pairs or small groups, and have the students write out a sample dialogue, using the suggestions written on the board.

4. Have them practice saying their dialogues out loud. One person should play each role.

5. Have each group present their dialogue to the class.

This exercise is extremely important because every person has to go through the checkout. The deli counter is avoidable, but the checkout counter is not. When you go shopping together, have your students practice their new phrases, and also ask them to take note of anything that is said that was not anticipated in class. These new phrases can be brought up at the beginning of a subsequent lesson, so that everyone is made aware of them.

Lesson 14: Work Instructions

For the next exercise your students will have to become familiar with the present progressive (or -ing) tense. Explain that the present progressive is used when the action is being done at that exact moment. The actor must actually be performing the task.

Do this by demonstrating several acts. For example walk and say: "I am walking." Sit down and say: "I am sitting." Stand up again and say: "I am standing." Once they understand, begin the next exercise. This will encourage work-related vocabulary as well as teach the present progressive.

Pablo is...Exercise:

Take a series of photographs of your students working around the farm. Make sure you have plenty of variety, with different people and different activities included. Have a few funny photographs of people sleeping during their breaks or doing something they should not be doing.

1. Show the class the pictures.

2. Ask them to describe what each person is doing. Encourage them to give detailed responses. To do this ask if the person looks like he / she is enjoying him / herself, or if he / she has been doing the same thing for a long time.

3. Under each photo write what the person is doing. Leave the photos up so that people can look at them throughout the week.

"I Drink Coffee Every Day. I Am Drinking Coffee." Exercise:

Now would be a good time to contrast the present progressive or "-ING" with the simple present. To do this, bring in a few items and do essentially the same demonstration as in the previous exercise.

1. Hold up an item such as a coffee mug and say: "I drink coffee every day". Then take a drink and say: "right now I am drinking coffee". Write each on the board.

2. Continue with other demonstrations including things like:

    - I eat tacos for lunch. Now I am eating a taco.

    - I brush my teeth before bed. Now, I am brushing my teeth.

    - I sit when I am tired. Now, I am sitting.

    - At night I teach English. Now, I am teaching English.

3. Point out the difference to students and ask if they can identify the present progressive (ando) in Spanish.

"A Kodak Moment" Exercise:
(Storybook Exercise #1)

Using the photos from the previous exercise and some supplementary pictures prepare storyboards. Construct a storyboard by placing three or four pictures in a row, so that they create a story line, as in a comic strip. The photos could all be of people around the farm. They could also be supplemented by pictures cut out of the newspaper. Be creative. The more humorous the picture, the more creative energy your students will have to use to create a plausible story line.

1. Place one storyboard in front of the class. Explain that the students are to create a story to go along with the pictures.

2. With the entire class, write a story for the example. As an example, you may have a series of three photographs, the first being three people standing in front of the shop. The second might be the same three in the cornfield, and the third might be them standing near a corn bagger.

   - Under the first photo write: "A, B and C are waiting for the boss."
   - Under the second write: "A, B, and C are picking corn."
   - Under the third write: "A, B, and C are packing corn."

3. If the students are having trouble, go through another example.

4. Break the class into small groups and hand each a storyboard.

5. Walk around the class offering suggestions and helping anyone who needs it.

6. Have the groups present their storyboards to the class.

Variation

This can be done a second time, with each group switching storyboards. A collection of pictures could also be left, out and the groups could arrange the pictures themselves. To make it even more difficult, only the dialogue could be provided and the students would have to find appropriate pictures.

Another Storyboard Exercise:

<u>Part One</u>

Again, using photographs from daily activities prepare a storyboard. Choose about six photos that demonstrate different activities. Have the students work in pairs and try and organize the photos chronologically. Have them determine which happens first then second. Make sure that you choose photos with appropriate activities. One of breakfast, work, in the kitchen cooking dinner, and maybe a class would be more appropriate.

<u>Part Two</u>

1. Once the students have ordered the photos, take up the exercise. Ask what order each group decided on.

2. Collectively reach a final decision.

3. Ask what is happening in each photo.

4. Ask what time of day each activity is taking place in.

This exercise will not only help with the present progressive. It will also help with vocabulary and reinforce time that was introduced in an earlier lesson.

*Note: This exercise offers the opportunity to introduce adverbs of time and various sequence markers such as first, second, third, next, then, after (that), before (that), lastly and finally. Include these in the retelling of the story asking what Pablo did first then second. Write the words on the board for reinforcement.

Lesson 15: Advanced Work Instructions

By now the students should have a fairly well developed understanding of some of the more common types of work instructions. This lesson is designed to use that vocabulary in a real-life situation. A common complaint from workers tends to be the inability to understand work instructions. Workers often have problems understanding what their foreperson is saying to them. To help them overcome these difficulties, give the following instructions: "Record what your foreperson says onto a tape machine, and bring it into the classroom. I suggest you and the foreperson arrange to record two or three frequently used work instructions. Ask the foreperson to do two recordings of each instruction, the first being very slow and clear, the second being in his/her normal voice."

Understanding Work Instructions, Taped Exercise:

1. Explain to the class that you are going to be working on "understanding work instructions." Ask them to list a variety of things that their foreperson frequently says. If they do not know, ask them to list some tasks, and some things that might be asked of them. For example, ask what kinds of instructions they might hear while they are packing tomatoes. Ask what they were told to do that day.

2. Write the list on the board.

3. Play the first version of one of the work instructions and ask if anyone knows what was said. Take suggestions and ask questions that lead the class to the answer. If the instruction is to pack 200 boxes of Macintosh apples, you could ask questions such as: "What type of fruit is he talking about"?; "What does he want done with the fruit"?; or "How much do you need to pack"?

4. Write the correct answer on the board.

5. Play the second, faster version of the instruction and ask if the class can determine what the foreperson is saying.

6. Work through the other instructions in the same manner. Mix up the second versions of the work instructions and play them again to see if the students can identify them. (By mixing them up, you will insure that the students are not simply figuring out what they are saying based on the order, but actually listening to the words).

Work Instructions variation

Replay the instructions in another class and ask the students to explain them.

This exercise can be done a number of times using a range of different instructions. As the students become comfortable with this format, introduce more difficult phrases.

Lesson 16: Advanced Descriptive Words

"Who Am I"? Exercise:

Before beginning this exercise you will have to write each students' name on a slip of paper. Include one with your own name.

1. Distribute a name to each student. Tell them not to let anyone know whose name s/he has.

2. Explain that they are going to create a description of their mystery person and have the class guess at who s/he is describing.

3. On the board, brainstorm some possible suggestions from the students and your own, such as: "He has curly hair. He likes hockey. He eats lots of peanut butter." If the students have contributions, list them as well.

4. Give the students ten minutes to write up their descriptions (provided of course, they are literate. If not, give them time to think about it). Five sentences would probably be an adequate length. Circulate through the class, answering questions and offering suggestions.

5. Begin with your mystery person, describing the person whose name you have. Have the students guess.

6. Choose someone else to present his/her description. Work through the class until all are complete.

Variation

This could be extended beyond the classroom by having people describe local personalities, bosses, co-workers etc. For this you would not have to hand out cards. Instead, you would instruct people to choose their own mystery person.

"Hey, That's My Tomato!" Exercise:

For this exercise you will need a quantity of produce. Each student will receive one vegetable. Try and provide the students with the same type (i.e. species) of vegetable, but have them look as different as possible.

1. Hand a tomato (or a piece of whatever kind of produce you are playing with) to each student. Tell them to carefully examine it.

2. Give the students a few minutes to become familiar with his/her tomato; then have them all place them on the front table.

3. Mix up the tomatoes and hand them out again.

4. Have each student in turn stand up and ask who has their tomato. To determine this s/he will have to describe his/her piece of fruit by saying things such as "mine is small, ripe, or red"; "mine is not round"; "it has a white spot"; "mine does not have a stem." Have the student who has this tomato, stand up and describe his/her own; the discussion continues in this way. If students are having difficulty, help them by asking questions such as: "Is it large; does it have spots; does anyone here have a very ripe tomato"?

References

Asher, James J. (1996). <u>Learning another language through actions. 5th edition.</u>

Los Gatos California: Sky Vales Productions.

Campbell, Lynn (1998). Personal Communication.

Doff, Adrian. (1988). <u>Teach English: A training course for teachers.</u> (Trainers

Handbook). Cambridge: Cambridge University Press.

Gross, Christine. (1992). <u>The research base in English for Specific Purposes.</u>

(ERIC Document Reproduction Service No. ED346728)

http://www.humanities.byu.edu/elc/teacher/TeacherGuideMain

Huerta-Macias, Ana. (1993). <u>Current terms in adult ESL literacy.</u> (ERIC

Document Reproduction Service No. ED358750)

Hutchinson, Tom, & Waters, Alan. (1987). <u>English for Specific Purposes. A</u>

<u>learning-centered approach.</u> Cambridge: Cambridge University Press.

Johns, Ann M. & Dudley-Evans, Tony. (1991). English for Specific Purposes:

International in scope specific in purpose. <u>TESOL Quarterly, 25</u> (2), 297-

314.

Jones, Douglas. (1995). <u>Workplace basic skills from beginning to end</u>

<u>(Overviews, Needs Analysis, Marketing/Recruiting, Workforce</u>

<u>Assessment, Curriculum, Instruction, Evaluation).</u> Des Plaines, IL:

Center-Resources for Education. (ERIC Document Reproduction Service

No. ED383230)

Kennedy, Chris. (1986). Language planning, channel management,and ESP.

(ERIC Document Reproduction Service No. ED267582)

Kim, Young, M. (1992). A functional-national approach for English for Specific

Purposes (ESP) programs. (ERIC Document Reproduction Service No.

ED343435)

Krashen, Stephen. (1981). Second Language Acquisition and Second Language

Learning. Oxford: Pergamon Press.

Lessard-Clouston, Michael. (1996). Vocabulary and the ELS/EFL Curriculum.

TESL Reporter, 29 (2), 21-33.

Lopez-Valadez, Jeanne, & Pankratz, Davia, (Eds). (1987a). VESL for heating and

air conditioning: A competency-based curriculum guide. Project

OSCAER. (ERIC Document Reproduction Service No. ED291959)

Lopez-Valadez, Jeanne. & Pankratz, Davia. (Eds.) (1987b). VESL for cooking:

A competency-based curriculum guide. Project OSCAER. (ERIC

Document Reproduction Service No. ED291969)

Marsh, David. (1989). Cross-cultural conversational styles and LSP in Finnish

universities. (ERIC Document Reproduction Service No. ED344450)

Mikulecky, Larry. (1992). Workplace literacy programs: Variations of approach

and limits of impact. (ERIC Document Reproduction Service No.

ED353461)

Phillips, Martin & Shettlesworth, Clarence. (1978). English for Specific

Purposes. ELT Documents. (ERIC Document Reproduction Service No.

ED176542)

Richards, Jack C., & Rodgers, Theodore S. (1986). Approaches and methods in

language teaching: a description and analysis. Cambridge: Cambridge

University Press.

Robinson, Pauline. (1980). ESP (English for Specific Purposes): The present

position. Oxford: Pergamon Press.

Sperazi, Laura. (1991). Participatory Approaches to evaluating outcomes and

Design Curriculum in Workplace Education Programs. The Report of the

1991 Evaluation of the Massachusetts Workplace Education Initiative.

(ERIC Document Reproduction Service No. ED344503)

Ur, Penny (1988). Grammar Practice Activities. A practical guide for teachers.

Cambridge: Cambridge University Press.

Vasan, Mani-Le & Sargunan, Rajeswary. (1996). Study Mode Negotiation. (ERIC

Document Reproduction Service No. ED395462)

Wales, M.L. (1993). Issues in the Relationship of General and Specific

Language in Workplace ESL: Some Australian Perspectives. (ERIC

Document Reproduction Service No. ED371642)

Williams, Huw. (1984). The Implications of Modern Approaches to Language

for Teacher Training. MEXTESOL Journal, 8 (1), 30-38. (ERIC

Document Reproduction Service No. ED249811)

Wilkins, David Arthur. (1976). <u>Notional Syllabuses: a taxonomy and its relevance to foreign language curriculum development.</u> London: Oxford University Press.

Wilson, W., & Barnard, R. (1992). <u>Fifty-Fifty: A basic course in communicative English.</u> Englewood Cliffs, NJ: Prentice Hall Regents.