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English for Baking: Lessons for Kitchen Workers Using On-Site Learning

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English for Baking: Lessons for Kitchen Workers Using On-Site Learning

A Field Project Proposal Presented to

The Faculty of the School of Education

International and Multicultural Education Department

In Partial Fulfillment

Of the Requirements for the Degree

Master of Arts in Teaching English as a Second Language

By

Christopher Torossian

December 2018

English for Baking: Lessons for Kitchen Workers Using On-Site Learning

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

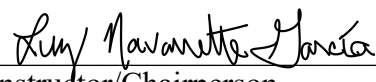TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

by
Christopher Torossian
December 2018

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

Luy Navarrette Garcia	12/17/2018
Instructor/Chairperson	Date

TABLE OF CONTENTS

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ABSTRACT

Today, the back of house staff in culinary kitchens is comprised largely by migrant workers whose native language is something other than English. At times this can create issues among workers due to communication errors or complete lack of communication all together, posing issues for not only cooking, but it can also be a threat to kitchen safety as well. Additionally, due to native speaker stigma surrounding non-native speakers of English, many workers are often denied the chance at a higher position in the workplace simply because of their low communicative competence, despite their actual talents and skills in the workplace. The purpose of this project is to use on-site language instruction to teach students useful skills and techniques related to their jobs as bakers or decorators. Being on-site also helps the students connect what they are learning to their own jobs and experiences, thus creating a more meaningful learning experience. The proposed lessons use ideas from situated learning, cooperative learning, and experiential learning in order to teach students techniques such as participation, reflection, groupwork, and inducive and self-directed learning—all of which require students to use higher level thinking skills which in turn promotes more thorough, long-term language learning.

CHAPTER I
INTRODUCTION

Statement of the Problem

Growing up, I always had a passion for cooking and baking. Rather than helping my father with chores in the yard and in the garage, I much preferred to help my mother in the kitchen baking. I learned much of what I know from her, and as an adult I have been lucky to further my passion by working in a bakery. As a student of Linguistics, specializing in Sociolinguistics, I have often paid close attention to the ways in which people speak to one another. It is more than a habit at this point—it is a passion. Over time, I have become increasingly interested in conversations between non-native speakers (NNS), and native speakers (NS). I have become more aware of these in the bakery kitchen as I experience sudden halts in workflow due to communication errors. I thought to myself how great it would be if there were a Vocational English as a Second Language (VESL) course designed to help students learn the necessary English to get by in the kitchen. Upon further research, I found there to be several problems at hand. I have chosen to focus on two: a) workers lack the necessary English for a seamless kitchen experience, and b) migrants who already have preexisting skills in a trade (e.g. baking) are being denied jobs and promotions solely based on their lack of communicative competency.

The first major problem is the pervasiveness of miscommunication and misunderstandings in the kitchen and with customers. Gerdes and Wilberschled (2003) provide a useful anecdote at the beginning of their article:

> "Give me two western omelets with Egg Beaters . . . light cheese . . . and add some mushrooms," demands one of the two [customers]. Octavio smiles as he cracks three whole eggs and begins to prepare them for the customers. "No. No. No. Egg

Beaters I said. The fake eggs. These (pointing to a small carton of the product)."

Confused by the customer's request, Octavio quickly leaves the omelet station looking

for a Guatemalan coworker who can translate the request. Frustrated, the customers walk

away. (p. 41)

Unfortunately, for many English Language Learners (ELLs), this is a common occurrence. Here we see a semantic misunderstanding which ends up hindering business for the omelet station Octavio was working for. We also see him have to stop work and leave to find someone who can help—putting a damper on the workflow and preventing a fluid work experience. This problem is also something I have experienced myself first hand in the kitchen I work in. Yet, despite the prevalence of such stories, ESL training was still listed last out of the top 34 trainings workplaces have to offer (Galvin, 2002), despite the U.S. having spent upwards of $134 billion dollars in employee training in the past (Paradise, 2008). Additionally, Demography work done by Passel and Cohn (2009) shows that approximately 10% of the U.S. immigrant population were working in kitchens as of 2008. So, approximately 1.4 million kitchen workers were likely to be immigrants and people speaking English as an additional language. This data means that there are potentially millions of other workers like Octavio who struggle with English in their workplace. Further research showed that when supervisors were asked to list ways non-native English speakers underperformed compared to their native speaker counterparts, they listed areas such as understanding written instructions, understanding spoken instructions, communicating with English-speaking coworkers, suggesting ways to improve work, and giving information about what is occurring in work area (Duval-Couetil & Mikulecky, 2011). Many of these tasks require use of higher level thinking skills like analyzing, assessing, arguing, and summarizing (Bloom et al., 1956) which are known to help ELLs use critical thinking skills to drive language production and thus learn language more effectively (Hill, 2008).

Another problem at large is that immigrants are being denied work and are being forced to work in inequitable conditions due to their lack of communicative competence, despite this being a form of discrimination based on national origin—which is against the law (EEOC, 1964). Some examples of this type of discrimination might look like being denied a job because one speaks English with an accent, being told to speak "only English" at work, being denied a raise and/or promotion because one's English skill is deemed too low, and being offered lower wages than one's workplace counterparts. (Artiles 2008; EEOC, 1964) When skilled migrant workers are not given the opportunity to move up or hold higher positions in the workplace, it not only prevents them from being able to use all of their skills to their fullest potential, it also has other negative effects on their lives such as limiting their ability to provide for themselves and their families as well as the negative effects on mental health due to the xenophobic environment which they are now living in (Artiles, 2008).

I would like to conclude by saying that communicative competence is not the sole basis on which migrant workers are denied jobs; it is but one aspect that I am focusing on. It is important to recognize that often times language barriers are used as a proxy through which larger patterns of xenophobic thought and belief are perpetuated in host communities and workplaces. This reason is in part why I have chosen to write this project: to not only help alleviate miscommunications in the kitchen, but to also provide students the necessary English skills they need to secure jobs and move up in the field of kitchen work.

Purpose of the Project

The purpose of writing this field project is two-fold and can be seen from two different perspectives: that of the students and that of the teachers. Because one of the problems I am

addressing is with workers lacking necessary English for a smooth kitchen experience, one purpose of this project is to provide low-intermediate to intermediate level ELLs who have preexisting literacy skills with the necessary level of communicative competence in American English to work in American bakeries and bakery kitchens. This "communicative competence" will be defined mostly by necessary vocabulary and necessary grammar for workplace communication. By helping migrants improve their communicative competence, problem two is also addressed because the more improvements the learners make, the more likely they will be to secure jobs and move up in their current line of work.

Additionally, this curriculum is designed with the intention of making materials that can be adopted and adapted by educators who are seeking to implement ESL classes for baking but are lacking in bakery-related teaching materials. I aim to make these materials accessible and understandable for kitchen managers, as well, who may wish to take part in implementing this type of material in their workplace. Because there are far too few curricula out there for on-site English lessons in bakery kitchens, I aim to provide some materials that can at least be used as a starting point for teachers and managers who wish to improve the communicative competence of their migrant kitchen workers.

Theoretical Framework

This project is heavily influenced by situated learning, a cognitive learning theory that was coined by Lave and Wegner in 1991. Although the authors themselves stated that situated learning was "not an educational form, much less a pedagogical strategy" (Lave & Wegner, 1991), since its conception many have tied the cognitive theory to education and teaching to show how being situated and performing authentic tasks can help promote deep learning using higher order thinking skills (Stein, 1998). Many researchers have furthered this by showing how

instruction using a situated learning model can benefit ELLs in their various learning contexts. (Chou, 2015; Gerdes & Wilbescheld, 2003; Özüdogru & Özüdogru 2017). The situated learning model is comprised of four essential elements, which Stein (1996) helps lay out simply for us: context, content, community of practice, and participation. Although these terms may seem simple at first, each one is complex and nuanced in its own way.

The first element is context which refers to the specific environment or situation in which the learning would take place. These could be real work environments, or they could be digital environments such as a virtual simulation. The most important aspect of the context is that it includes real world material, whether it be realia or authentic dialogues and language, because the idea is that learning is tied to specific situations. So, we must curate environments that are sensitive to our individual students so that they can be successful in practice. And especially in the case of ELLs, if they are learning English through experience, we want to make sure they are getting the most authentic interactions and environments possible—whether they are simulated or not.

The next element is content. Choi and Hannafin (1995) state that situated learning focuses on using higher order thinking skills to learn rather than acquiring knowledge from an instructor that may or may not be useful in the students' real lives. To activate these higher-level thinking skills, content is situated in authentic, day-to-day scenarios and interactions thus promoting reflective thinking practices (Shor 1996). The instructor, in partnership with the learners, should negotiate meaning of the contexts and frame them in a way such that the learners can investigate, argue, perform, and solve various tasks and then apply them to their specific situations. The goal should be successful application, not regurgitation.

The third element is community of practice. This notion first was formed by Lave and Wegner in 1991. They define a community of practice (CoP) as people who come together to form a group based around shared skills, crafts, and experiences (Lave & Wegner, 1991). It was this very notion that drove their theory of situated learning. It was argued that through forming a CoP, learners can come together to engage in a dialogue in order to share and negotiate unique perspectives on any given issue (Brown 1994; Lave and Wenger, 1991). In opening up this space for dialogue, this gives ELLs the opportunity to produce complex language forms and use higher order thinking skills, such as analyzing, arguing, and explaining, to drive their language production thus deepening their productivity in their additional language.

Lastly is the notion of participation. Participation is described as the shared exchange of knowledge, ideas, attempts at problem solving, and active engagement of the learners with the materials of instruction as well as the environment. In fact, it is that very interaction within a CoP that establishes meaning among the learners (Lave, 1988; Lave & Wegner, 1991). Traditionally, learning starts with a facilitator who demonstrates and shares their insights. At this stage, students are considered peripheral participants. Once the facilitator has done their part, the learning is up to the students. At this point, students are "inducted" as official members of the CoP in which they are open to practice and share their insights and experiences (Lave & Wegner, 1991). In fact, work done by Orner (1996) shows us that narratives from the lived experiences and lives of the students can become the actual content that situates the meaning within the context of the class.

Situated learning provides a useful model for incorporating new, invigorating structures into curricula and materials. I used this model and its four mains parts—content, context, community of practice, and participation—to help inform my designing of lessons and lesson plans. Through using this unique model of learning by doing, I created lessons that will help

students improve their communicative competence in order to improve their communication in the kitchen, as well as aid them in obtaining and retaining new and current jobs.

Significance of the Project

The benefits of this project are two-fold: for the students and for the teachers. In the case of the students, many workers are denied jobs because they lack communication skills despite already possessing a marketable skill (in this case: baking). For those immigrant workers who struggle with miscommunications in NS-NNS interactions, or being denied a job to begin with, this curriculum will be useful for students because it will help them gain the necessary communicative competence they need to work in a bakery kitchen. Because of this, many more migrant workers will be able to acquire and/or hold down jobs that will enable them to support themselves and their families. For those already working, it will help give them the opportunity to move up in the ranks of their jobs, as well. The flow of the kitchen will also be able to be maintained due to a decrease in NS-NNS miscommunications. Lastly, many of the existing materials are also hard to look at. For example, they use cartoons, dated images of eras past, and contain no color whatsoever. Ideally, ESL materials should pass the flip test in order to engage the students and make them appealing to look at. They should also include a variety of material ranging from realia to digital media to student-made material (Brown & Lee, 2015). In creating this project, I hope to make materials and lessons that are engaging for the students to help stimulate deeper learning.

The second benefit of this project is aimed towards teachers. When I first began to look for preexisting curricula on EFB, I stumbled upon next to nothing. Some examples of what I could find and access online were just two curricula: Career Resources Development Center, Inc.

(1991) and Lopez-Valadez, J., Pankratz, D. (1987). These materials were not just outdated, but they still use traditional teacher-centered methodology of teaching in the classroom. Additionally, there is a sheer lack of workplace ESL materials all together. I would like to see more VESL programs that actually take place in the respected local of the profession—in this case a bakery kitchen—as well as in the classroom when necessary. By creating this curriculum, I will be adding more material to the already minimal pool of information that exists. That material will have engaging content and contemporary teaching styles that are engaging, not only for the students, but teachers as well. In doing so, I hope to make the lives of teachers easier by giving them a starting point for teaching lessons on baking, or for implementing a VESL course in baking so that they do not have to do all the work themselves, saving them time and energy that they can then redirect to using in the classroom to teach their new lessons. If not, I hope it at least inspires teachers to take a new approach to content-based teaching.

Limitations

Because I am designing teaching materials, it would be ideal to be able to test the materials on site in a real bakery kitchen in order to ascertain the effectiveness of the lessons. However, due to time restraints and issues with accessibility to kitchens, I will not be able to complete this important step myself. I would encourage anyone using these materials, or even myself in the future, to test the materials, keep a record of positive and negative outcomes, and then return to the original materials to make suggestions and edits after completing the lessons.

Additionally, due to time restrictions I will not be able to create a full workbook or textbook specific to this subject that includes lessons in all the areas I believe to be relevant to this type of work environment. Instead, I will be writing two sample lesson plans to show my ideas behind how on-site teaching can and should be done, as well as how my teaching philosophy informs my lesson planning.

CHAPTER II
REVIEW OF THE LITERATURE

Introduction

It is clear that there are not enough curricula out there for students and teachers alike that focus on the culinary arts, and when there is material out there, a lot of it is outdated and no longer useful in a contemporary context. Too much of it still used old methods of teach-centered teaching as well as boring workbooks to match. My goal in creating this project is to create lessons that incorporate new styles of teaching that are fun and more effective for students' learning while also helping teachers have access to better, newer materials. I hope to do this using a VESL model to language instruction that provides on-site learning for students.

For this review of the literature, I will be writing about two themes. The first theme is as follows: I would like to review of previous studies and articles that define what VESL (Vocational English as a Second Language) and ESP (English for Specific Purposes) are. In doing so, I would also like to show how these methods of language instruction are beneficial to students, as well as how they can be applied. Thirdly, I would like to review any previous literature on VESL programs that covered cooking or baking to show how they are applicable to my project.

The second theme is what I am calling "creative classrooms". In this section I will review literature that explores the idea of authentic materials, what they are, and why we should be using them in our classrooms. Additionally, I will discuss some newer, more engaging methodologies for teaching lessons such as experiential learning, cooperative learning, and project based instruction—all of which are forms of teaching that involve active student participation. Lastly, I will write about literature citing multiple intelligences and the importance

of creating and using materials that can touch upon various different learning styles to ensure the academic needs of our diverse student populations are being met.

English for Specific Purposes and Vocational English as a Second Language

I do not believe that using classroom-situated instruction would be very helpful for students trying to learn a technical skill such as baking. I find it much more beneficial to long term learning to actually practicing and do hands-on work, rather than sit in a classroom and have the idea of something explained to students. With this in mind, the goal of my project is to create materials that can be used on-site at the workplace to teach students English for their specific jobs, thus it is imperative that I review literature on the fields of ESP and VESL as they will be the foundation of my materials. I will explore how these terms are defined, how they are applied, and what their benefits are.

English for Specific Purposes. Strevens (1988) lists three absolute characteristics of ESP, and two variable characteristics of ESP. The first absolute characteristic is that the English language teaching is designed to cater to the specific needs of the learner. These needs are often defined by conducting a needs analysis to identify what students' wants and purposes for enrolling are which become integral to materials design for teachers (Dudley-Evans & Johns, 1991, p. 299). Second is that the lessons' contents and activities are relevant to a specific occupation, discipline, or activity. As the name entails, the purpose of ESP is to teach students English focused in a specific area. In the case of VESL, this is an occupation such as nursing, car mechanics, or in my case—baking. The final absolute characteristic is that what is being taught is "centered on the language (grammar, lexis, register), skills, discourse, and genres appropriate [to the subject of the course]" (Bojović, 2006, p. 488). That is, the language being taught in the class should be reflective of the actual language used in the subject area. This task is often achieved through the

use of authentic materials and discourse analysis (Dudley-Evans & Johns, 1991). Discourse analysis is a key part of developing materials because it allows teachers to figure out the exact content they need to include in their lessons to tend to the needs of their students while gauging its authenticity (Widdowson, 1981, p.4). There are two major ways that discourse analysis can be used that Strevens (1988) lays out for us. First is the use of discourse analysis to identity tense/aspect/mood. One notable article showed through discourse analysis of astrophysics research papers the pervasiveness of the passive voice in the English language and its importance when writing papers in the field (Dwyer, Gillette, Ike & Tarone, 1981). Through this research, the teachers were able to identify that teaching the passive voice would be extremely beneficial for students enrolled in an EST (English for Science and Technology) class. The second use for discourse analysis is through concordancing. Through performing concordances, one can determine how often and in what contexts a word or phrase is being used. This method can be used to help teachers understand what subjects may be of importance for a lesson. Another way concordancing can be used to help design ESP lessons is to help identity patterns. Trimble (1985) employed concordances to find patterns in grammar and syntax that marked certain levels of rhetoric within various texts.

Next, Strevens (1988) gives us a description of different types of ESP, diving them into two categories: EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). The two areas can include pre-, in-, and post-study courses that cater to the needs to the needs of students in relation to where they are at with the subject area. Bojović (2006) notes that pre-experience classes will omit any specific work relating to the subject due to the students lacking in knowledge. EAP and EOP can further be broken down into more discrete categories. For EAP, they are English for Academic Science and Technology (EST), English for Academic Medical Purposes (EMP), English for Academic Legal Purposes (ELP), and English for

Management, Finance, and Economics. For EOP, they are English for Professional Purposes (English for Business Purposes, English for Medical Purposes) and Vocational Purposes (Pre-Vocational and Vocational) which are trade or skill-based jobs (Strevens, 1988). The difference between vocational and pre-vocational is that pre-vocational focuses on skills such as job interviews and job searching, whereas vocational focuses on the training in specific trades.

Additionally, there are several common threads among all ESP courses. Defined by Carver (1983) as: authentic materials, purpose-related orientation, and self-direction. I will not dive too deep into authentic materials as I intent to elaborate in the follow section, but Carver (1983) believes that authentic materials, both edited and unedited, should be used by students to enrich their learning and help them get real language. Authentic materials are often used by students because students are encouraged to do their own research using resources such as the internet. Purpose-related orientation refers to the simulation of situations that would cause students to produce language related to the target situation. For example, Carver (1983) cites a simulation in which students performed tasks related to Agribusiness Management such as presenting a product, phone conversations, negotiating with buyers and suppliers, and logo creation. Lastly is self-direction. Carver (1983) defines this as turning learners of the material in users of the material. Teachers must encourage students to have autonomy in how they choose to study and how they will do it. Students must be inspired to learn both inside and outside of the classroom.

Now let's look at the role of the teacher in the ESP classroom. Dudley-Evans and St. Johns (1991) make a very important note that rather than being called teachers, instead we should be referring to them as practitioners because the role includes a lot more than just teaching. In fact, ESP practitioners actually have several critical roles. Of course, first and foremost, it is the practitioner's job to teach students and help facilitate their learning. However,

in ESP the teacher is not the sole bearer of knowledge. In fact, in the ESP learning environment, the practitioner should be more of a consultant (Bojović, 2006). That it, it should be the practitioner's job to draw on students prior knowledge of the specified field in order to facilitate communication and thus learning in the classroom. Because of this, ESP practitioners should be incredibly flexible in order to listen to learners, take interest in and learn about students' professions, and take risks in their teaching of those subjects (Bojović, 2006).

Along those same lines, it is also a practitioner's duty to design course materials. Because it is nearly impossible to use a textbook alone—and sometimes it can be hard to find a textbook for the specific discipline at all—it is also the job of the practitioner to find or create supplementary material themselves. It is highly encouraged, however any practitioner-designed materials should be assessed for effectiveness. Bojović (2006) also warns that we must be careful not to reinvent the wheel; we should be taking advantage of ready-made materials on our individual subjects to supplement our lessons.

It is also important for practitioners to be researchers. In designing their coursework, practitioners typically conduct a needs analysis of their student population, design the course itself, and create materials. Because they are doing all this, practitioners must be capable of learning about the students' disciplines as well as what the most contemporary research is in the field so they can understand what is involved in certain skills such as written communication as well (Bojović, 2006). Practitioners are also responsible for being collaborators—not just with students but with subject specialists as well (Bojović, 2006). This collaboration could look like hiring a specialist to teach the practitioner on how to apply the subject material in an academic setting, or, for example, working with a kitchen manager to learn what the tasks the students would be responsible for in their workplace. Additionally, collaboration could look like getting a specialist to look over materials designed by the practitioner for the class to check for accuracy

and effectiveness. Ideally, a specialist and practitioner would team-teach classes to teach the students both the skills and the language necessary for the specific field.

Lastly, it is the practitioner's duty to be an evaluator. Like any teacher, practitioners are responsible for assessing both their students' performance as well as their own effectiveness in teaching. Often times, assessment is done to see whether or not the students have achieved the necessary English skills to take on a specific course or career, and to see how much learners have gained from a particular course (Bojović, 2006). Assessments of the materials and course design should be done throughout the course, at the end of the course, and after the course has finished to be able to discern what the learners have gained and whether or not it was an effective design. Ongoing assessment and discussion can be used to later modify and adapt the syllabus (Bojović, 2006).

Finally, it is important to address some concerns that have arisen surrounding ESP. According to Dudley-Evans and Johns (1991), these are the most commonly posed questions: 1) How specific should ESP courses be?, 2) Should they focus on one particular skill or should they all always be integrated?, and 3) Can an appropriate ESP methodology be developed? R. Williams (1978) first argued that ESP students should be enrolled in "wide angle" (p. 30) classes in which language and topics are drawn from a variety of subjects rather than from the students' specific disciplines. Hutchinson and Waters (1980, 1987) argued that this narrow approach is demotivating as it is irrelevant to the specific needs of the students. They write that students should be grouped in ESP classes pertaining to various subject areas that give them access to various specialist areas (Hutchinson & Waters, 1987). This view has also been contested by various researchers (e.g. de Escorcia, 1984; Dudley-Evans & Johns, 1980), as they argue that the common-core approach is not sufficient and needs to be supplemented by materials that support

the students' specific areas of needs in regards to where they are actually struggling with language in their particular disciplines and professional lives.

As for the issue of whether or not ESP classes should focus on one particular skill or whether or not they should always be integrated, it has been noted that often times reading is the single skill that is honed in on as reading comprehension is often times of high importance in EFL settings. This method of teaching has been popular in countries such as China (Johns, 1986), for example. However, Hutchinson and Waters (1987) have claimed that the focus on one skill is limiting to students, and integration of all skills is likely to benefit the complete learning of the language as well as performance in the target skill.

Lastly is the debate of does ESP have its own methodologies. Traditionally, ESP has been different in that it is a needs-based and materials-driven movement in teaching English; it requires methodologies that are unique. All its different facets such as EAP classes taught collaboratively by a language teacher and a subject area lecturer, sheltered and adjunct EAP classes, and specialist classes for students in the workplaces (Dudley-Evans & Johns, 1998) require significantly unique approaches to teaching in contrast with general ESL courses.

I would also like to touch upon some of the benefits of using an ESP model. Wright (1992) summarizes three main benefits of using ESP to teach students. First, he notes that ESP offers a *heightened learning speed* for students. Because students learning follows the natural progression of how native speakers acquire language—that is learning what language you need when you need it in an authentic, content-based setting—students are able to learn English faster because they language they are using is immediately useful and applicable to their real life situations (Wright, 1992). Next, he touches upon *learning efficiency.* Unlike general English classes where the content is wide-spread and non-specific, students enrolled in an ESP program

have the luxury of having their materials catered to them (because practitioners conduct a needs

analysis prior to teaching). Because of this, students only get the necessary language they need

instead of being overloaded with general English in which the scope is too wide and may not

provide what they students need at that time. Lastly, Wright speaks on the *learning effectiveness*

of ESP. He writes that due to the nature of ESP, where students are given only the required

English they need for work, after the course is completed students should be ready to use

language appropriately in their job related tasks as these tasks were identified prior to the course

via a needs analysis (Wright, 1992).

Overall, the scope of VESL and ESP is quite large. ESP is a unique model for teaching

English that requires the teacher to be a practitioner who assess the needs of their students, then

creates materials catered to their students' needs to supplement their lessons, and finally they

assess the effectiveness of the materials and the class to see what their students have learned.

Most importantly the materials are catered to the students' particular discipline, field, or career. I

believe that this model for teaching will blend well with the ideologies of Situated Learning to

help create a basis for the type of project I am trying to develop.

Creative Classrooms: Authenticity, Experiential and Cooperative Learning

In contrast with the previous section which described *what* ESP and VESL are, this

section aims to explore the various theories and practices that are a part of Situated Learning that

could be used in tandem with an ESP/VESL model for teaching English. Similar to the previous

section of the literature review, I find it necessary to review several aspects of what I am calling

"creative classrooms" as these methodologies of teaching are going to be the justification for

why I am designing my project the way I am. I am titling this section "creative classrooms" as I

will to speak on many more contemporary methods of teaching that are not like the traditional,

teacher-centered, classroom-situated styles of instruction. There are several topics I will review such as material authenticity, experiential learning, and cooperative learning.

Authentic Materials. Firstly, I would like to review some of the literature centered around the use of authentic materials in classrooms. There is a lot of literature out there discussing what exactly authentic materials are, and we know that using authentic materials is paramount to students learning of real, authentic language. It is know that "authentic language and real world tasks enable students to see the relevance of classroom activities to their long-term communicative goals. If you introduce natural texts (conversations, media broadcasts, stories, speeches) rather than concocted, artificial material, students will more readily dive into the activity." (Brown & Lee, 2015, p. 331). I would like to start by discussing what authentic materials are, what some common approaches are, and then touch upon what some examples of those materials might look like.

The term "authentic materials" is actually quite problematic and highly contented in the academic community—often talked about with question (Rost, 2005). Since its conception, the term has always been very broad and up for interpretation. I believe the most common interpretation of authentic materials was described by Carter and Nunan (2001, p. 68) as well as Jordan (1997) being any common text that was not produced for the purpose of teaching foreign or second language or any other pedagogical purpose whatsoever. Although this definition is broad, it implies that any real-world material will suffice as long as it is not contrived. Other authors write that authentic materials are "printed materials" (Stubbs, 1996) or "materials and activities" (Herod, 2002) that imitate real world situations and that could serve real world purposes. Harrington and Oliver (2002) even went as far as to propose a new term, authentic learning, that directly related to the students' real life experiences and would prepare them to face these actual situations in the real world. The common thread among all of these various

definitions is of course that authentic materials should be *real,* stemming from actual situations that students would find themselves in; they should not be made-up or contrived for pedagogical purposes. In other words, they should be made up of naturally occurring language from native speaker contexts (Nematollahi & Maghsoudi, 2015).

There are countless benefits to using authentic materials in our classrooms. Probably one of the most notable is that using authentic materials can help expose students to real language as well as cultural information about the target language (Martinez, 2002; Richards, 2006). This idea is incredibly important as one of the criticisms of academic material is that it does not help students learn language in context. In academic materials, language is often taught isolated from the situations in which it naturally occurs. By exposing students to authentic materials that a native speaker would encounter, not only do students get to learn language in context, they also get to learn the linguistic contexts the things like vocabulary often appear in—that is what other words and forms are usually used in tandem with the subject they are learning. Richards (2006) also wrote that in using authentic material, we are able to more closely cater to our students' needs. This concept makes sense if we consider an example. Let's say that students were learning about renting an apartment or a home. It would be incredibly useful to bring in a sample of a lease to show students not only what a real one might look like, but also it would help them learn the language of a lease as well as what context that language is used in and what the surrounding words might be. Martinez (2002) also provided us with several other advantages to using authentic materials. Another benefit is that one piece of authentic text could be used to teach several activities and tasks. Whereas academic materials are designed with the purpose of completing just one assignment in a textbook, realia could be used to teach a whole slew of lessons that focus on different aspects of the authentic text. In addition to this, in choosing to use an authentic text in the classroom, the teacher has access to a variety of styles, genres, and levels

of formalities for the students to experience. Along these same lines, textbooks never contain "inaccurate" (Martinez, 2002) language, meaning textbooks provide a very sterile form of the language. One benefit of using authentic materials is that students get access to contemporary language with all its slang and colloquial vocabulary and forms. Not only is this beneficial for learning real language, it also can excite students, motivate them to learn, and get them to want to read for fun (Martinez, 2002).

Martinez (2002) also warns us of some disadvantages of authentic materials. He warns us that although the access to target language culture can be a benefit, it can also be a burden. That is, because for students who are just beginning and have almost next to no exposure to the culture, it could be hard for them to conceptualize the language in a context they are not aware of. Along the same lines, for beginners the general language level could be too high with too much complex grammar and low-frequency vocabulary. At this level, students would have a hard time identifying the language they need to pay attention to. They also would not have the linguistic clout to be able to discern meaning based on the surrounding language at their low level of competency. Martinez makes another point that authentic materials, depending on the medium, can become outdated rather quickly, too. If the teacher was to choose a news article or even a television show, these can be outdated if they are not totally up to date or contemporary. For example, choosing to screen "The Brady Bunch," even if it is an American classic, would not be very helpful to students who are trying to learn about contemporary American culture as this show is several decades old now. Martinez also points out that preparation of authentic materials is a timely task for teachers. Whereas textbook materials are already pre-made and often times come with lesson plans for teachers, too, using authentic materials requires teachers to not only seek out materials, but also design activities themselves using the texts. For new and busy teachers, this can be a daunting task.

Mishan (2005) breaks an authenticity-centered approach to language teaching down into three historical groups: the two most notable are communicative approach and materials-focused approach. Firstly, in a communicative approach (what we now call CLT, or communicative language teaching). She describes communicative competence as the cornerstone of CLT (Mishan, 2005) and cites Chomsky's distinction between performance and competence (understanding of language) as what would start the movement of CLT in the 70's. She wrote that the focus on communication over language form became an important justification for the use of authentic materials as the goal was to have students be able to communicate authentically in the target language. Berardo (2006) even argued that authentic materials are necessary as students should be exposed to linguistic variation as native speakers in order to gain real language capabilities, especially because the use of synthesized materials in a communicative classroom will not show us whether or not students are capable of communicating outside of the classroom as they do not represent the reality of language use (Khaniya, 2006). Mishan (2005) then continues on to talk about the focus on authentic materials. She even cites evidence that authentic materials in teaching have been around since the 9th century in England. She writes that because there were no books designed for language teaching back then, students often used texts such as prayer books (Mishan, 2005). Gilmore (2007) also notes that the potential of authentic materials in language teaching was first noted by Sweet in 1899 who proposed the inductive method of learning. Sweet (1899) believed that grammar could be taught inductively using authentic texts that could be analyzed by learners. Mishan (2005) concludes by stating that many of Sweet's ideas are quite modern for his time as we still believe many of them today in the realm of language teaching.

Experiential Learning. Experiential learning is not a new concept; it is one that has been around for decades. Experiential learning refers to "learning by doing" in which students engage in problem solving and critical thinking during and after performing tasks rather than using memorization and rote learning (Dewey, 1938; Kolb, 1984). This definition, as well as other early ones, have been criticized as being too broad (Chapman, McPhee, & Proudman, 1995). These authors offered an expanded definition in their 1995 article which stated that experiential learning should contain the following nine characteristics:

1) *Mixture of content and process*: There must be a balance between the experiential activities and the underlying content and/or theory of the subject.

2) *Absence of excessive judgement*: It is the job of the teacher to create a safe space for students to work through their own individual process of discovering, acting, presenting, etc.

3) *Engagement in purposeful endeavors*: The content must be meaningful to the students as the students act as self-teachers. The activities must be personally relevant.

4) *Encouraging the big picture perspective*: Students must be able to link what they are doing in the classroom to the outside world. Activities should be designed to make sure students can comprehend the relationships within complex systems and how to work with them.

5) *The role of reflection*: Students should be able to reflect on their own learning process and gain insights into themselves and their interactions with the world.

6) *Creating emotional investment:* The students must be fully immersed and participating out of a desire or deeper connection to the material; not just because they feel they are required to.

7) *Re-examination of values:* Because the students are engaged in a safe space, they can begin to analyze, and even alter their own values and beliefs.

8) *The presence of meaningful relationships:* In order to help students see their learning as a part of the whole world, it is important to show them the relationships between "learner to self, learner to teacher, and learner to learning environment."

9) *Learning outside one's perceived comfort zones:* Learning is further enriched when students are forced to operate outside of their comfort zone. Not just physical environment but social, as well. An example could be something like "being accountable for one's actions and owning up the consequences."

(Chapman, McPhee, & Proudman, 1995, p. 243).

Moon (2004) writes that experiential learning can also be defined by what it is not, or how it differs from conventional styles of teaching. In experiential learning, traditional styles of student engagement are flipped. Students are not told when and how to complete assignments, responsibility is passed from the teacher to the student, even learning context varies. Learning can take place both inside and outside of the classroom with or without textbooks or other academic texts to study. Additionally, the curriculum is not typically defined. In most cases, the students are asked to reflect on the knowledge they need and seek it themselves while reflecting on their learning as they go (Moon, 2004, p. 163). Additionally, there are two main types of experiential learning: field-based experiences and classroom-based learning. Field-based experiential learning has been around since the 1930's and it includes internships, practicums, cooperative education, and service learning. Whereas classroom-based experience includes role-playing, games, case studies, simulations, presentations, and various types of group work (Lewis & Williams, 1994, p. 7).

In addition to the central characteristics listed above, a 5-step cycle (Kolb, 1984; Jones & Pfeiffer, 1985) has also been established to reflect the process of experiential learning for students. The five steps are as follows: exploration, sharing, processing, generalizing, and application; here is how they break down:

1) *Exploration:* In this stage the students are mostly left to their own devices with little help from the teacher. Exploration is a very active part of the learning process as this is where students do activities such as making models, role-playing, presenting, playing games, or problem solving. In this phase students may work together or alone as long as there is some aspect of doing. Ideally, the activity will be new to the learners in order to push them just past their previous performance levels. As a result, this may feel uncomfortable to them, but in the end will be highly beneficial to their learning process.

2) *Sharing:* In this stage the students will share what they have gained from doing usually in the form of sharing the outcome, their reactions, and also their observations from the activity. It is important to get them to talk about their experiences openly and freely, and to acknowledge the ideas they generate. Some examples of sharing questions might be "What did you do?", "What happened?", "What was the most difficult? Easiest?"

3) *Processing:* This is the stage where students begin to analyze, discuss, and reflect on their experiences. Processing often involves discussing how the experience was carried out, what themes and problems they believe were brought out by the experience, and discussing how they were addressed. Students may also like to discuss their personal experience and connections with each other. Some examples of processing questions may looks like "what problems seemed to reoccur?" and "What similar experience(s) have you had?"

4) *Generalizing:* This stage is one of the most important for students as it is where they connect what they have experienced with real world examples. This stage often includes finding common trends and truths in the experience as well as identifying any real life principles that came up. Students may also want to list key terms that connect to the experience. Some examples of generalizing questions may be "What did you learn about yourself?" and "How did what you learned connect to your daily life?"

5) *Application.* In this stage students are asked to apply what they have learned to a similar or different situation, learn from past experience, and also practice what they have learned. This part often involves discussing the importance of what was experienced and how it can be useful in the future. It is important in this step to make sure individuals feel a sense of ownership of what they have learned from the experience. Some sample questions about applying the experience might look like "How can you apply the skills you learned to a new situation in the future?" and "How would you act differently in the future?"

(Kolb, 1984; Jones & Pfeiffer, 1985)

I would like to look at the roles held by the both the teacher and the student and how they differ from more traditional teaching styles. It is the instructor's job to guide students rather than teach them. They should always be guiding the students in the direction in which they are naturally interested in learning (Northern Indiana University, n.d.). There are several crucial students instructors should take in order to be successful as laid out by Carlson and Wurdinger (2010, p.13): To start, teachers should be comfortable being able to accept a less teacher-centric role in the classroom. Teachers should choose a learning experience in a positive way based on what the students are personally interested in and will be willing to commit to. From there, it is important to explain the purpose of the situation and also reveal what you as the instructor will

also be learning from the experience by sharing your thoughts and feelings. After that, it is pretty much up to the students to work alone or together using the resources provides by the facilitator in order for them to be successful. It is imperative to allow students the time to experiment and discover solutions on their own. However, Carlson and Wurdinger (2010) also mention the importance of balancing the academic and nurturing aspects of teaching in order to help guide students in their learning.

As for the students, their main role is to be active participants in their learning and to have a personal role in the direction of their learning (Northern Indiana University, n.d.). The students are not completely left to their own devices to teach themselves, however. The teacher will act as a guide to help them explore the experience themselves and take meaning away from it. Wurdinger & Carlson (2010) also provide a list of student roles in an experiential learning model. What is most important is that students will be given freedom in the classroom to explore as long as they are making progress in their learning. So long as they are open to this self-directed style of learning, things should go smoothly. It is critical that students are involved in experiences that pose practical, social, and personal problems which will in turn involve them in difficult and challenging situations while discovering. After going through the experience, students must self-reflect on their own progression or success in the learning process as this will become the main way students are assessed in this type of classroom. All of this is important because it allows students to learn from the learning process itself, become more critical and learn to apply what they have learned from the authentic experience, as well as how to self-evaluate their own performance.

Lastly, I would like to look at who the experiential learning model benefits. First and foremost, this model benefits the student. According to research done by Cantor (1995), the types of students who often benefit from an experiential model for classroom learning include

learners who have been removed from a classroom setting for a long time who need the motivation of contextual learning to get back into academics, students who need to experience a subject and connect to it personally in order to learn, and finally the student who has trouble learning in a traditional classroom model and needs an alternative method in order to succeed. Research also shows that experiential learning can be extremely beneficial to minority students who have never had the opportunity to participate in something like an internship or to students who are interested in entering a specified, nontraditional occupational area (Cantor, 1995).

Cooperative Learning. It is often times overlooked by teachers the importance of student interaction in the classroom and how this can affect students' learning ("What is Cooperative Learning?", n.d.). There is a heavy focus on how students should interact with the teacher and the materials, but interaction between students is often left unconsidered. Johnson and Johnson write "how teachers structure student-student interaction patterns has a lot to say about how well students learn, how they feel about school and the teacher, how they feel about each other, and how much self-esteem they have."

Johnson & Johnson (1989) write that students' learning goals may be structured so that they promote three different types of efforts: cooperative, competitive, and individualistic. In the classroom, a goal is defined as "...a desired future state of demonstrating competence or mastery in the subject area being studied" ("What is Cooperative Learning?", n.d.), while goal structure is defined as being the way students will interact with one another as well as the teacher during an instructional session ("What is Cooperative Learning?", n.d.). In the perfect classroom, there would be a balance between students cooperating with each other, competing for fun, and also work on their own. With each lesson, the teacher would decide what goal structure should be implemented for that particular lesson—the most important one being cooperation. The authors define cooperation as students working together to accomplish a shared goal. The students will

seek outcomes that benefit the entire group, whereas in a competitive structure the students would be working against each other to compete for something like an "A" on the assignment. These both contrast with an individualized structure where students are working alone to accomplish some internal goal.

According to Johnson and Johnson (1989, 2005), there are five main elements to cooperative learning that are critical in its success in the classroom. They are as follows:

1) *Positive interdependence:* This is the idea that, as a group, each individual is responsible for the shared fate of the group, meaning that teachers must give a clear task and a group goal in order to make it clear that students with sink or swim together. Positive interdependence will only exist if students realize that they are linked to each other and that it is not possible for one person succeed unless the entire group succeeds. This commitment to each other is "the heart" of cooperative learning.

2) *Group accountability:* This refers to the notion that the group is responsible for achieving its goals. Starting with making sure each individual is accountable for contributing and doing their part, the group must be clear with its goals and be able to measure its progress, especially of its individual members. This task is often done by assessing the efforts of the individual and then giving them back to the group in order to figure out who more support and encouragement in completing the assignment. The purpose is to make students strong individuals and this is done by having students work together so they can, as a result, perform more highly as individuals.

3) *Promotive interaction:* That is, when students support each other by sharing resources, helping each other, and praising each other's work and efforts to learn. Cooperative learning groups are both an academic support system and also an individual support system as each student has someone in the group who is

committed to helping them learn and who is committed to helping them as a person as well. The authors write that there are important cognitive activities and interpersonal dynamics that only occur when students interact face-to-face to promote each other's learning and personal goals. Such activities include "… orally explaining how to solve problems, discussing the nature of the concepts being learned, teaching one's knowledge to classmates, and connecting present with past learning."

4) *Interpersonal and small group skills:* In cooperative learning, students must learn the coursework through doing groupwork, meaning students must learn the interpersonal skills and group skills to successfully achieve group goals. This setup is inherently more dynamic and complex than individual work because students are required to balance both taskwork and teamwork, including learning and using soft skills such as "effective leadership, decision-making, trust-building, communication, and conflict-management, and be motivated to use the prerequisite skills." And for teachers, they must be able to teach these interpersonal communication skills as effectively as they can teach academic skills.

5) *Group processing:* This involves students discussing what they have learned, achieved, and how they have maintained effective working relationships. They need to be able to identify what is successful and what is not, what is helpful and what is harmful, and then make decisions about what behaviors should continue in the group and what should change in order to make sure the group can achieve their goals. This type of careful analysis will ensure continual improvement on the process of learning within each group.

Cooperative learning can also be broken down into three parts: formal, informal, and cooperative base groups (Holubec, Johnson, & Johnson, 2008). Within a formal cooperative

learning setting, students work together for anywhere from one class period to several months to achieve shared goals and complete specific tasks together (Holubec, Johnson & Johnson, 2008). The teacher's role in this is four-fold:

1) *Making pre-instructional decisions:* It is up to the teacher to formulate all objectives including academic and social skills. Teachers must also take careful consideration in making the groups ahead of time to account for group size, roles of the group members, how the groups will be arranged in the room, and also arrange the materials the groups will be responsible for using to complete the assignments. By choosing the roles of the students and which students will be in what group, the teacher is able to help the students develop the interpersonal skills for each lesson objective, thus creating a role interdependence. The same goes for assigning certain materials to certain students—in doing this it created a resource interdependence among students. By arranging the room in a certain way, the teacher is able to more easily observe and assess the groups and the students within which creates an individual accountability and also helps students generate data for group processing.

2) *Explaining the task and cooperative structure.* It is not enough to just place students into assigned groups. It is also the teacher's responsibility to explain the assignment to the students as well as explain how they will be successful in completing it which means establishing the idea that group interdependence and accountability is a must. The teacher must explain the behaviors and soft skills the students are expected to use as well as establish the expectation of intergroup cooperation. In doing this, it eliminates the chance of competition as they students will understand they must work together to complete the assignment. It is possible the teacher will need to teach the strategies needed to complete the assignment as well. By getting the students to use the skills needed for the lesson,

teachers are able to promote such soft skills and interactions patterns and instill them in the students.

3) *Monitoring students' learning and intervening when necessary:* Teachers must monitor each group closely to ensure students are completing each task successfully while using the appropriate group skills and interpersonal skills effectively. While conducting the lesson, teachers should watch students and intervene when they notice they need help to improve groupwork. Monitoring creates accountability among each student because when students know they are being observed, they feel a responsibility to contribute to the group. By observing, teachers can also collect data on interaction and use this data to help identify ways they can help group processing.

4) *Assessing learning and helping students process:* It is the teacher's job to initiate a lesson, but also to provide closure for the students. They do this by evaluating the quality and quantity of student achievement through ensuring students have discussed in depth how effectively they were able to work together and through ensuring they have made a plan for how they would improve their interactions. Teachers should also make sure students are celebrating their hard work while highlighting achievement. Highlighting student achievement emphasizes group accountability and helps indicate whether or not the group was able to achieve their goals. Feedback is used to help students improve their social skills and discussing the processes the group used to operate promotes a continuous improvement on interactive skills and patterns. Doing this maximizes student learning as well as their retentions of such skills and lesson content.

Next is informal cooperative learning. This type of cooperative learning consists of students getting together in temporary groups for a specific purpose so they can work together temporarily to achieve a learning goal for what can last a few minutes to a whole class period

(Holubec, Johnson, & Johnson, 2008). Informal cooperative learning can be used throughout several teaching activities whether it be a lecture, a demonstration, a movie, or a presentation, teachers can use it to help focus students' attention to the materials at hand and help promote a productive learning environment. Teachers can also use informal cooperative learning as a warmup activity to help students understand what is to be learned in the lesson to follow. Additionally, it can be used as a during activity to help students process, practice, and internalize what they have learned in the lesson so far. Finally, teachers can use informal cooperative learning to close out a lesson and provide closure as well. It is the teacher's job to use informal cooperative learning as a bookend to their lessons by grouping students before and after the lesson to keep them engaged as well as dispersing pair discussions throughout the session. There are two important aspects of using informal cooperative learning in the classroom and they are a) to make sure the tasks are as understandable and precise as possible for the learners, and b) to require each group to produce some sort of product of their work. This product could be something like a written answer, a poster, a presentation, et cetera. The procedures for teachers is as follows:

1) *Introductory focused discussion:* Here the instructor groups students into pairs or triads and explains the task of answering the question in a short period of time (usually about five minutes) and the positive goal of reaching a conclusion together as a pair or triad. The purpose of this task is to activate prior knowledge the students already have about a certain topic and to establish expectations of what the following lesson will cover. Accountability is generated due to small group size. Rehearsal, higher-order thinking, and forming conclusions are required skills the students must practice in these small groups.

2) *Intermittent focused discussions:* In this segment, teachers break up the lecture time into 15-20 minute segments. This length is used because this is the approximate time a

motivated adult can learn and concentrate on new information. After each teaching

segment, students are asked to turn to the person next to them to answer a specific

question (specific enough that it can be answered in two or three minutes). In this

process, each student formulates their answer, and then they then share it with their

partner. Students are expected to listen closely to their partner(s) response as the last step

is to create a new, final answer by synthesizing the two answers after building on each

other's thoughts. The question posed to the students may require them to summarize,

react, predict what may come next, solve a problem, relate it to past problems, or solve a

conflict presented in the lecture. It is important for the teach to monitor the pairs because

students should not just be sharing their answers with each other, but rather they should

be reaching an agreement on the answer. At the end, the teacher should choose a random

group to share their summary in thirty seconds or less.

3) *Closure focused discussion:* In this final task, teachers give students approximately five

minutes to summarize what they have learned and apply it preexisting conceptual

frameworks the students should already have. This task may also direct students to what

the homework is or what may be presented in the next class. This method is used as a

way to bring closure to a lesson.

(Holubec, Johnson, & Johnson, 2008).

Informal cooperative learning is aimed at helping students to understand what is being

presented in their lessons. It allows teachers the time to move around the classroom and hear

what students are saying. This type of informal assessment allows teachers to understand where

how well the students grasp the concepts and materials being presented. It also increases

individual accountability of the participants in the discussions.

Lastly are the cooperative base groups. Holubec, Johnson, and Johnson (2008) describe cooperative base groups as "long-term, heterogeneous cooperative learning groups with stable membership". The student responsibilities in these groups include making sure all members are making stable academic progress (positive goal interdependence), and to ensure that all members are holding each other accountable for striving to learn (individual accountability). Additionally, consistent membership in the same group encourages members to build a working relationship where students can encourage each other to learn complete assignments (promotive interaction). This relationship is one of the biggest benefits of consistent groups. The longer students work together, the deeper their care for one another's success. In the long run this can lead to more successful learning as students are more comfortable working together. From time to time it is important for teachers to teach social skills so each group can assess their processes and also assess how effective they are at working cooperatively. Ideally, cooperative base groups would meet consistently (weekly or bi-weekly, for example) and for the length of the class (a semester or a year). The purpose of these groups usually includes academic support such as making sure everyone has completed their assignments and making sure it is understood by each member. In addition to academic support, cooperative base groups also offer students personal support such as getting to know one another and offering support for issues outside of the classroom. The teacher's role in this is to create the groups—usually groups of three or four—as well as designating a routine time for the groups to meet. This idea could look like having students meet at the beginning and end of class, or the beginning and end of the week, for example. It is also the duty of the instructor to assign designated tasks to the groups in order to provide routine tasks that should be completed each time the groups meet, including making sure from time to time each group is assessing the effectiveness of their collaboration. Lastly, teachers want to ensure

that all the five basic aspects of cooperative groups are being practiced and being practice correctly.

Additionally, Gerdes and Wilberscheld (2003) wrote about the usefulness of cooperative learning (and situated learning) in the context of the kitchen. They begin their article with an anecdote, part of which I quoted in my statement of the problem, about Octavio who struggled to understand a customer's order thus resulting in a halt in work flow and ultimately the loss of a customer. Using this story, they being to justify the need for on-site VESL courses. They site other problems in the food industry such as NNS isolation due to communication problems, lack of promotions due to lack of L2 (second language) skills, lack of L2 practice in the workplace, as well as many additional examples. The authors go on to explain situated learning and cooperative learning. They argue that there is not enough funding for lessons outside of work, and furthermore teaching is more effective on-site as it promotes the team development, interdependence, development of social skills, authentic L2 input, and purposeful communication (Gerdes & Wilberscheld, 2003). From there, Gerdes and Wilbersheld (2003) outline the structure of the class: they paired NNS with NS coworkers at several different stations relating to their jobs. At these stations, the students had to perform drama tasks—each student took on a different role such as customer, critic, chef, etc. and had to perform communication tasks in these roles. The tasks including a rich amount of realia for demonstration, as well as writing and reading tasks pertaining to recipes and the like. The last subsection of the article discussed the benefits and challenges of the course. All in all, all the team members benefited from the training—NNS and NS alike. NS who participated had learned some Spanish and became increasingly more interested in their NNS counterparts' cultures and language. Management realized the importance of such courses by recognizing this type of learning would help work flow and day to day operations as well as the affect among coworkers.

Lastly, the overall benefits of this course were that now the staff fostered a trustful and supportive environment. Additionally, NNS who feared authority were given the chance to work in roles where they were seen as equal and played an equal part in decision making and implementation. This task was crucial in their growth process. The main challenges of the course were getting management on board with the idea, as many preferred the teacher-centered classroom and thought it ideal for learning. This problem was remedied with ongoing communication through the process as well as education into contemporary methods of teaching and research to back up those claims.

Summary

There are two themes that are the core of my project. The first being Vocational English as a Second Language and English for Specific Purposes. The second theme includes topics such as authentic materials, experiential learning, and cooperative learning. Authentic materials are important because they allow our students access to real language and learn how to use it properly in certain contexts. They can also make learning fun for them if they are learning contemporary topics and forms of the language. They are also useful to teachers as they can be used for multiple lessons and activities. Authentic materials can be a central part of both experiential learning and cooperative learning, too. Especially in experiential learning, where "learning by doing" is the main tenant of this model, authentic materials can be perfect if students are practicing the skills they need for their careers. Additionally, in cooperative learning, students work together to solve a problem while holding each other in the group accountable for succeeding. Part of this is processing the given materials. I believe that these three aspects and areas of teaching blend perfectly together and will be quite useful when developing the materials for my project.

CHAPTER III
THE PROJECT AND ITS DEVELOPMENT
Description of the Project

The project that I have designed is made up of two sample lessons that could be used on-site in a kitchen setting. These lessons were designed to help students who are already in the intermediate to high-intermediate range of competency. Because of this, I did not structure the lessons to focus on one of the language skills, and design lessons to focus on each. Instead, I chose to synthesize the skills and create lessons that would help the students use multiple language skills at the same time. Additionally, I wanted there to be more of a focus on using higher level thinking skills to improve language performance. Assuming the students are already at a high-intermediate level, there is less of a need to focus on learning grammatical forms and learning long lists of vocabulary. Instead, I want students to practice what they already know and have under their belt. To do this, these lessons use some of the common principles of experiential learning as well as cooperative learning—both of which make up a significant part of the situated learning model. In working together in groups, students must negotiate and create something together that they all contributed to—a common practice in cooperative learning. Both lessons feature a demonstration from the instructor, as well, before putting the practice in the hands of the students—a common practice in experiential learning. Lastly, due to the nature of this project, there are not many handouts or papers for students or teachers—save for a few to help encourage groupwork. With this style of classroom, much of the learning comes from the students experiencing what they are learning, not through filling out countless workbook pages and taking quiz after quiz.

The first lesson is one to help students learn some common decorative piping techniques that are widely used in most kitchens. To start off, the teacher will ask what students already

know about decorating. In doing this, it opens up the lesson and allows students insights into what they can anticipate learning in the lesson. It also gives them the opportunity to share prior knowledge with the class which can later be beneficial to helping each other out with the activities that are to follow. The introduction is followed by a teacher demonstration in which the students watch as the teacher guides them through each technique. Following the demonstration, students will be asked to write out directions for each technique in their own words. Then, they will have to see if they can follow their classmates' instructions exactly. If not, they will need to suggest edits to make their directions clearer. Not only do these activities help students with their writing skills, it forces them to develop their critical thinking skills as they are required to analyze their own writing and think about how they could make it clearer so other could follow it and produce the right result. The part that I like comes at the end where the teacher takes a final draft from one group of students and sees if they can follow their instructions to produce the right result. This kind of activity is great because it helps lessen the gap between teacher and student by reversing the roles, thus helping build a trusting relationship between teacher and student which in turn can help build a more productive classroom environment. The lesson is closed by a reflection exercise in which the students talk about what they have learned and how it can be extended to their own workplace.

The second lesson focuses around common safety topics and practices in the kitchen. Similarly to before, students are asked to reflect on what safety is and what some examples they have come across are in their workplaces. After that, the teacher will break the students up into two groups. One group must create a list of safety tools or items used to keep work safe. The other group must focus on safety phrases or words they have encountered before to keep the kitchen safe. The teacher then brings the class together to create a list on the board of all the ideas the students have come up with. The main focus of the lesson, however, is on knife safety,

cut gloves, and managing hot items in the kitchen. This time, students will be more involved in the demonstration as it requires them to participate if they think they know how to do what the teacher is asking of them. This activity involves how to put on a cut glove, how to hold a knife safely, how to cut safely, as well as how to move a rack of hot items through the kitchen. At the end of the demonstrations, students will be assigned groups again, and this time they will have to draw pictures of their safety topic. The purpose of this being to create a safety booklet made through the efforts of the entire class. The students can take pride in the fact that they have created something tangible through their hard work. Again, the lesson ends with a student reflection on the day and how they can apply what they have learned to their own lives.

Development of the Project

The inspiration for this project came entirely from my own experience working in kitchens as a baker among many workers who were not native speakers of English. I've always been keen on language. I studied sociolinguistics in college, and since then I have always paid attention to the ways that people talk to one another—or don't talk. I noted to myself the need for some workers to learn proper safety language. I noticed that many of the NNS of English would not use the lingo such as "knife!" or "corner!", and as a result, myself and other workers have had close calls almost being swiped by a knife or hit with a hot tray because we were not warned. As a manager, I have also seen potential in other peoples' team members. It is clear to me that they work hard, and that they have the skill to move up. However, due to language restrictions, I know that it may be difficult for these team members to move into a high position in the kitchen due to the lack of communicative competence. This issue was the main motivator behind why I created these lessons. I wanted to not only help students acquire valuable skills and safety practices, but the methods of teaching used require students to use critical thinking and higher-level thinking skills to engage in the assignments.

My goal in using these methods of teaching is to have students engage by taking a more active role in their learning, thus increasing their communicative competence by practicing real language among their peers. I also found that much of the materials that were written for teaching English for kitchen workers was outdated and used old language-teaching practices. For a job that is so hands-on, why not use a hands-on approach to language teaching? This was my thought process in designing these materials. Not only does it allow or students to learn through practice, but the negotiating and conversation that students have help increase their communicative competence ten-fold compared to traditional workbook methods of teaching lessons.

When deciding on topics for the project, I brainstormed several ideas and wrote them all down--keeping a list as things came up while I was at work or at home. In the end, I wanted to choose one topic that showcased a skill and another that taught kitchen practices. Because of this, in the end I went with the topic of safety as well as decorating as these two topics are pervasive in all bakery kitchens. Being simply a student of Linguistics, I knew I needed to do my research into different methods of teaching that would be well-suited for these topics. I came across the situated learning model. It struck me mostly because it was all about teaching on-site. This idea was appealing to me because I am well aware of all the hours migrant workers put in just to support themselves and their families. How great would it be if we could just integrate their English lessons into their workplace? This is what I told myself. In doing further research, I found two other methods of teaching that were also a part of situated learning as I saw it: cooperative learning and experiential learning. These frameworks for teaching were concerned with students working cooperatively together in groups to accomplish a goal, and learning by doing, respectively. I wanted to incorporate these into my lessons because I believe that when students perform the tasks they are learning, they have a greater chance of not only learning the

skill, but learning the language for it as well. Additionally, working in groups requires students to negotiate and use higher order thinking skills to accomplish a goal. This style of teaching has been proven to help students learn and retain language more effectively long term.

Lastly, in creating the content of the lessons I tried to put myself in the shoes of the students. I made the decisions as far as what content goes in each lesson based on what I believed the students would need to know, as well as what I am often teaching people myself as manager of a bakery department myself, meaning choosing the most common piping techniques I and my decorators use for the first lesson, as well as choosing the most applicable and important safety topics for us as bakers and decorators. Of course, there is much more that could go into both topics, and surely subsequent lessons could be written for a whole course on each. However, I wanted to keep it simple and think of these as "sample" lessons for something that could be a piece of a bigger whole.

LESSONS FOR KITCHEN WORKERS USING ON-SITE LEARNING

LESSON	BRIEF DESCRIPTION	RELATED APPENDIXES
Lesson 1: Learning Decorative Piping Techniques	This lesson uses demonstration and hands-on practice to help students learn to pipe decorative buttercream designs. It involves individual work, pair work, as well as group work.	Appendix A. Practice Buttercream Recipe Appendix B. Piping Technique Descriptions Appendix C. Student Handout – How to Pipe Buttercream Designs
Lesson 2: Safety in the Kitchen	This lesson teaches students several important safety practices in culinary kitchens. It involves demonstration as well as drawing to help students understand these topics.	Appendix D. Safety Tools and Lingo Appendix E. Student Handout – An Image of Safety

Lesson 1: Learning Decorating Piping Techniques

Level: Upper-intermediate
Students: Varying demographics, come from culinary background in baking and/or cake decorating
Class Time: 90 mins
Objective: At the end of this lesson, students will be able to perform the common decorating techniques used to decorate cakes and cupcakes as well as be able to explain to one another how to perform these techniques.

Activity/Timing	Objective(s)	Materials	Steps	Student Arrangem-ent	Other Notes
Before Class					Students will need to make practice buttercream at home If they cannot do this at home, the teacher can provide the frosting for them See *Appendix A. Practice Buttercream Recipe* for recipe of practice buttercream if needed
Prework: Think, Pair, Share (3 mins)	Students will reflect on what they already know about decorating and activate prior knowledge to help them anticipate what they will be learning in the lesson	None	Students will be divided into pairs or triads Ask students: *What shapes have you seen before in decorating?* *How are they made?* *What tools are used to make them? What are they called?*	In pairs or triads	
Prework: Think, Pair, Share (5 mins)	Students will confirm what they predicted and also receive	Moveable whiteboard Markers	Teacher calls on groups to share their ideas of what		Teacher can make a list on the board or just let students

	a concrete model of what they will learn in the lesson		shapes and tools are used in decorating After students have shared, teacher will post up images of the 6 designs they will be learning (See Appendix B.) and what is used to make them.		share out loud without writing down what was said
Teacher Demonstration (10 mins)	Students will learn through visual instruction before practicing on their own	Piping bag Piping tips Frosting Parchment	Teacher shows students how to prep a piping bag with tip and frosting Setting the parchment down in front of them, the teacher introduces, demonstrates, and walks the students through the six different types of piped buttercream designs while students watch Make sure to verbally walk student through each step while you demonstrate	Students gather around or in front of the teacher	*See Appendix B. Piping Technique Descriptions* for in-depth instructions, pictures, and supply needs *Alternative*: if you are not capable of piping the designs yourself, show the students using the videos in Appendix B. instead I would recommend getting bags for each tip set up before class to avoid wasting time
Individual Reflection (15 mins)	Students will practice reflection as well as writing simple instructions	Pen/pencil Paper	Students return to their previous groups to discuss what they watched Distribute "How to Decorate" handout to each student Have each student reflect on what they watched and fill out the handout with instructions for each technique	Individuals	See *Appendix C. Student Handout - How to Pipe Buttercream Designs* for handout The teacher should walk around and observe students for this part of the activity, ensuring they

			Remind students to be detailed yet concise		are being detailed yet concise *ex. What about the angle of the bag?* *How would you describe that motion?*
Student Practice (20 mins)	Students will practice the techniques first hand while also practicing following directions	Piping bag Frosting Piping tips Parchment Pen/Pencil Handout	Once the students finish their directions, have them get into their original groups Students should switch papers and attempt to replicate each piping technique using each other's directions Make sure as students are practicing they are taking notes on how they would change their groupmates' directions be more clear or accurate	Same pairs/triads as before	Leave images of each technique up on the board so students have something to reference
Group Reflection (15 mins)	Students will practice critical thinking, negotiation of technique, as well as editing skills	Pen/Pencil Handout	Once the students have finished, distribute a another blank copy of the "How to Decorate" handout to each group Have each group compile all their directions and edits into one final copy, to be turned in with their individual ones later	Same pairs/triads as before	Teacher should walk around and help students edit and hold students accountable for their participation
Student Practice II (15 mins)	" "	Piping bag Frosting Piping tips Parchment Pen/Pencil Handout	This time the students will follow the directions of their final copy to ensure the success of their edit If the directions need further editing, encourage	Same pairs/triads as before	Teacher should continue to walk around and help students when needed

			the students to work together again to finalize it		
Reversed Roles (5 mins)	This fun activity helps level the playing field by putting the teacher on the same level as the students. The idea is to promote fun, trust, and comfortability between the teacher and students	Piping bag Frosting Piping tips Parchment	Teacher asks for a group to volunteer their final draft to see if they can follow that group's directions and duplicate the piping technique as described by the students	Students gather around or in front of teacher	If no one offers, just pick a group at random
Closure (5 mins)	The students will reflect on what they've learned and how it can apply to their real life	None	To finish the lesson, have the students reflect on what they have learned and how they worked together as a group Ask questions like: *What was most surprising about the lesson?* *How will it be useful in the future?* *How did we work well together as a group? What could we improve on?*		The teacher can also collect the students' work at the end of class to assess their writing skills, correct spelling and grammar mistakes, and return during the next class period

Lesson 2: Safety in the Kitchen

Level: Upper-intermediate
Students: Varying demographics, come from culinary background in baking and/or cake decorating
Class Time: 60 minutes
Objective: At the end of this lesson, students will be able to identify common safety hazards in the kitchen, as well as use common kitchen lingo to alert others to their presence in various scenarios.

Activity/Timing	Objective(s)	Materials	Steps	Student Arrangement	Other Notes
Introduction (3 mins)	To activate prior knowledge and warm students up to the content to be discussed in class	N/A	Start the class by asking the students to reflect on some common safety practices they've experienced in the kitchen Guiding questions: *What is safety?* *Do you have safety practices in place at your jobs? Examples?*	Gathered in circle with teacher	
Group Reflection (10 mins)	Gets students to practice reflection as well as list making and collaborative work	Pen/pencil Paper	Break students up into two groups: Group 1: Tools Group 2: Lingo Ask group 1 to reflect on tools used to promote safety in the kitchen for employees and customers Ask group 2 to reflect on what language is used to ensure the safety of oneself and one's coworkers Each group should make a list of everything they come up with to be handed in to the teacher	Two equal-sized groups	
Regroup		Whiteboard Markers		Gathered in front of board	It's likely students will not

			Collect students' lists and write them up on the board If students come up with topics other than what's included in this lesson you can ask the student who came up with that topic to explain it to the class.		list everything or will list other things than planned. You can extend the lesson by asking students about the topics other than what is included in this lesson to enrich the class
Demonstration (15 mins)	Gives students the opportunity to share knowledge they already have as well as demonstrate skills they already have for the rest of class	Cut glove Knife	CUT GLOVE: Show students the cut glove. Ask: *Does anyone know what this is? Has anyone used one before? What is it for?* Wait for students to respond OR call on students if necessary. If a student is familiar with it, ask them to verbally explain how to put one on Then demonstrate visually for the class how to put a cut glove on KNIVES: Walk with students to the nearest knife box/knife strip. Ask: *Has everyone used these types of knives before? How do you hold a knife safely when cutting?* Ask a student to demonstrate. If they are holding it incorrectly, demonstrate for the class how to properly hold a knife.	Students gather around the teacher while demonstrating	See *Appendix D. Safety Tools and Lingo* for instructions If students are unfamiliar, skip right to the demonstration and explanation

			Next, ask students to demonstrate how to properly "cat-claw". Again, if they don't know how walk them through a demonstration.		
Demonstration (15 mins)	" "	Knife Rack	While still on the subject of knives, transition into what language is used to keep the kitchen safe Ask: *What do we do when we are carrying a knife in the kitchen?* *How do we move safely with a knife?* *When should we use this kind of language?* Ask a student to stand with their back to you Demonstrate how to walk behind someone holding a knife safely using that student to model TRAYS AND RACKS: Transition to talking about how to transport hot items safely from the oven to the workspace. Ask: *What do you use to make sure hot items are moved safely to your work station? What tools might you use? What about language to warm people you're near them with hot food?* Demonstrate by taking a tray out of the oven and putting it on the rack. Push the rack using kitchen lingo.	" "	If students don't know, just skip to demonstrating See *Appendix D. Safety Tools and Lingo* for instructions (colors correspond to different sections of Appendix D.)

			<mark>Explain the same principles can be used if you were just carrying a tray without the rack.</mark>		
Drawing Activity: Safety Booklet (15 mins)	Allows students to use a different modality of learning (drawing) to express what they know Creating a booklet allows students to see the fruits of their labor		Split students up into pairs or triads and assign them a safety topic to draw Hand out Appendix C. for the students to use Once the students have finished their explanations and drawings, collect all their work and compile them into a booklet.	Pairs/triads	See *Appendix E. Student Handout – Drawing an Image of Safety* for activity You can print out the booklets and make a copy for each student to showcase their hard work and creativity
Closing (5 mins)	To comfortably close out the lesson and let students reflect on what they learned and how it applies		Ask students: *What is something new that you learned today?* *How can you apply today's lesson to your workplace?*	In circle with teacher	

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

For many migrant workers, working in the kitchen can mean long hours often times laden with miscommunication with coworkers. On top of that, many times even the most skilled bakers can be denied higher positions in the workplace due to their lack of communicative competence. While many people would recommend enrolling in ESL classes, what they don't often realize is that many workers are working several jobs just to make ends meet and supply for their families. This lifestyle is why in striving to create this project, I wanted to make something that could not only help students with their communications skills, but I wanted to do it on-site so learners could learn right in their workplace. In doing this, they wouldn't have to leave or commute to class after a long at work. Instead, they could learn right where they work while practicing real skills that they need to do their jobs.

The framework I used to do this was the situated learning model. Essentially, this model promotes learning of language and skills by situating students in real world contexts rather than removing them and placing them in the sterile, contrived classroom where they are not exposed to authentic communication. The big difference being, too, that students would employ higher level thinking skills to learn inductively rather than to learn content from a text book. They would do this together in a community of practice while participating in their groups to form some sort of outcome to the lesson. These notions also tied into the ideas behind cooperative learning and experiential learning.

In cooperative learning, the emphasis is on students working together in set groups to accomplish something in the lesson or to produce some tangible product by the end of the lesson. In doing so, students not only rely on each other to perform well in the class, but working

together allows them to form these communities of practice where they can share and bond, thus promoting communication and learning through becoming comfortable with one another.

In the experiential learning model, the emphasis is on learning by doing. Within this model of teaching, teachers act as demonstrators and then allow the students to practice what has been shown to them on their own. The most important things being that the content is relatable to students and that the students are allowed to practice in a judgement-free space. At the end, there is also a huge emphasis on reflection and how the lessons can be applicable to the students' lives.

In researching all of these frameworks for teaching, I found that I wanted to synthesize them and take a mixed methods approach to creating these lessons. I thought that the theories and practices behind all of them could be useful in an on-site teaching situation. In doing so, I created two lessons that teach students in the kitchen—one lesson in decorative piping techniques and another in kitchen safety. Staying true to experiential learning, I found that these topics would be very applicable to the lives of bakers. Both lessons feature activities where students are working in groups to create something. For example, in the lesson on safety, students work together to create a page on a safety topic that will later be compiled into a sort of safety manual created by the class. This method of teaching honors the importance of working in croups in cooperative learning. There is also time for students to work alone as well as time to reflect on the day's lessons, which is a very important part of the experiential learning model. Although these lessons may be simple, I hope to show the possibilities of using situated learning to teach students on-site and how we can not only get students to learn language more effectively, but help them by doing it right in their own workplace.

Recommendations

One main challenge you could anticipate in implementing these types of materials is how to manage the space you are working with. Because this is not intended for a typical classroom setting which would typically include desks, a computer, a white board, textbooks, et cetera, it may seem daunting to even think about teaching such a lesson plan. Knowing this, I have written these lessons in a way where these things should not be necessary. At most, I would recommend obtaining a rolling white board so you can roll it in and out of the kitchen as needed. Additionally, you can just print off the pictures and hand them on the board—no need for a projector or computer. Should you end up needing to show the students any videos, I would recommend having a laptop handy and just having students gather around you to watch. I don't anticipate this kind of niche lesson having a huge class size, so it shouldn't be too much of a logistical problem to do this.

I would also like to acknowledge that I am not formally trained in the practices of cooperative learning or experiential learning. All that I learned was from my own research for this project or was something that I had learned in a previous course for this master's program. That being said, I am sure I am not entirely aware of the nuances and discrete notions of these models of learning. So, if there is anyone who is formally trained and certified who happens across these lessons, I would encourage you to modify and adapt them as you see fit. They are quite simple and contain aspects of each model, however they certainly can be improved on and I would highly encourage adding activities or modifying the activities I have already created.

Additionally, because these lessons focus on a very specific job and skill, it would be ideal for the teacher to be trained in decorating or baking as it makes them able to demonstrate for the students as well as give them credibility. However, this may not always be realistic

especially if someone is being hired externally to teach the lessons. If that is the case, I would recommend having a co-teacher or even an assistant who is a native speaker of English from the students' workplace. This way you have one person who is trained in teaching ESL and you have another person trained in the actual skillset the students possess. By synergizing both teachers' skillsets, you will be able to teach the students more effectively with less hiccups.

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APPENDIXES

APPENDIX A. Practice Buttercream Recipe

*This recipe is good for practicing piping techniques as the frosting stays firmer due to the use of shortening instead of butter. It is also more cost effective and less wasteful than using butter and eggs. Also, it can be stored and reused for demonstration and practice indefinitely as it does not contain any perishable ingredients. I would advise against eating it since the frosting is not meant for consumption, and the taste is undesirable.

Ingredients:
Vegetable shortening   1.5 cups/285 grams
Powdered sugar   4 cups/450 grams
Water   2 tablespoons/15 grams
Light corn syrup   1 tablespoon/20 grams

Beat shortening in a mixer on low speed. Gradually add in the rest of the ingredients, alternating dry and wet. Increase speed to medium until all ingredients are incorporated and the frosting is smooth and creamy. Store in an airtight container for 1 year at room temperature or refrigerated indefinitely.

(Beranbaum, 1988, p.397)

APPENDIX B. Lesson Materials

Piping Technique Descriptions

*Below are descriptions and images of each buttercream piping technique taught in the lesson with written descriptions. I have also included descriptions of each step for the teacher to use as guidance for themselves when learning or teaching, as well as to help assess the work the students have done.

Materials needed: closed star tip, open star tip, French star tip, round tip, rose tip, large piping bag, scissors, practice buttercream, parchment

(Preparing the bag)	1. Place tip into the piping bag 2. Fold top half of bag over itself 3. Grip bag under fold and fill with buttercream 4. Unfold bag 5. Twist bag shut above the buttercream to prevent it from spilling out over the top when you squeeze 6. Cut the tip of the bag allowing enough space so that the tip may pass through about halfway, ensuring the bag is tight around the body of the tip
https://www.wilton.com/dw/image/v2/AAWA_PRD/on/demandware.static/- /Sites-wilton-project-master/default/dw0bdf9a46/images/project/WLTECH- 51/WiltonStarsStep3.jpg?sw=502&sh=502&sm=fit (Star, open star tip)	1. Hold the bag at a 90 degree angle 2. Squeeze hard. Release pressure as you pull the bag away swiftly from the surface, keeping bag perpendicular to the surface the whole time

(Rosette, closed star tip)	1. Hold the bag at a 90 degree angle 2. Apply light pressure. Moving out from the center, follow a circular motion creating an arc 3. Swiftly release out and away, parallel to rosette when you reach your starting position
(Shell, open star tip)	1. Hold bag at 45 degree angle 2. Apply pressure, holding tip just above surface 3. As you approach the surface, gently taper off in one direction to create a tail 4. Repeat process, starting at the tip of the previous shell's tail to create a border

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   (Rope, French star tip)	1. Hold bag at a 45 degree angle 2. Piping gently onto the surface, pipe down, up, and around to create a sideways S shape. 3. Lift bag away from surface 4. Insert tip under the right side of the S. Repeat process, lifting the bag away as you go up and around.
   (Ruffle, rose tip)	1. Hold bag at a 45 degree angle with the wide side of the tip down 2. Squeezing with consistent pressure, move bag with a back-and-forth motion while moving from left to right
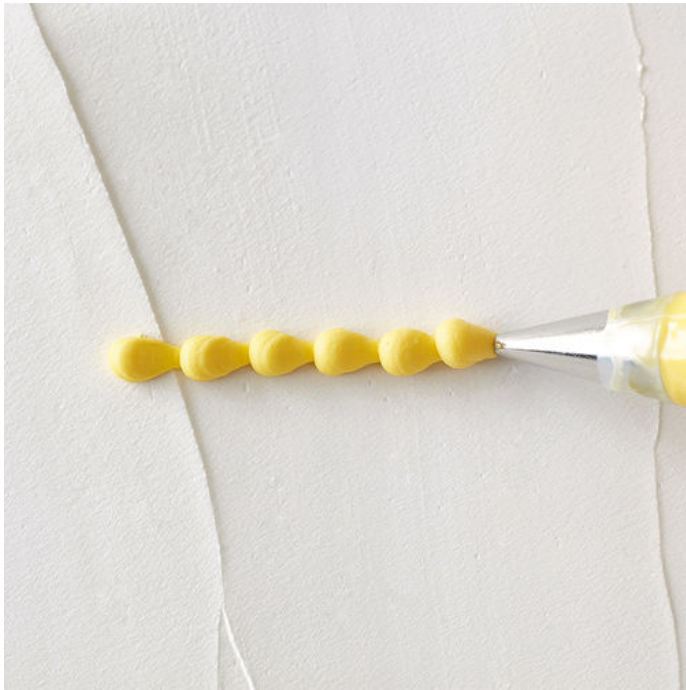
https://www.wilton.com/dw/image/v2/AAWA_PRD/on/demandware.static/-/Sites-wilton-project-master/default/dwbb5204d3/images/project/WLTECH-25/BeDeTe_1701095.jpg?sw=502&sh=502&sm=fit

(Dots and Pearls, circle tip)

1. Hold bag at a 90 degree angle.
2. Squeeze gently allowing icing to build up
3. Gradually raise tube, keeping tip embedded in the icing
4. Once a nice round shape is achieved, stop applying pressure
5. In a swift, clockwise motion, cut off any peak in the icing using the edge of the tip

APPENDIX C. Student Handout – How to Pipe Buttercream Designs

Name/Group Members: _____ *Date:* _____

How to Pipe Buttercream Designs

Instructions:
Part 1 - After watching the demonstration, write a description of how you would create each buttercream design. Remember to be clear and detailed.

Part 2- Swap papers with your partner. Now try to recreate the piping designs using your partner's instructions. What edits need to be made? How would you change their instructions so they are more effective? Add your edits to their instructions.

Part 3 – As a group, write one set of instructions that you all believe will explain the best way to pipe each buttercream design.

Preparing the bag

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Star, open star tip

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Rosette, closed star tip

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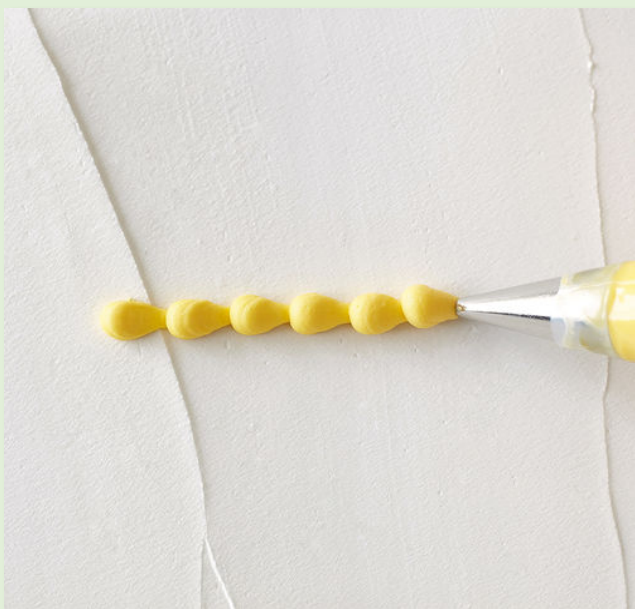
Shell, open star tip

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Rope, French star tip

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Ruffle, rose tip

Dots and Pearls, circle tip

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APPENDIX D. Safety Tools and Lingo

Cut glove:
*Cut gloves are used to avoid hand and finger injury while cutting

1. Show students the cut glove. Ask *Does anyone know what this is? Has anyone used one before? What is it for?* Wait for students to respond OR call on students if necessary.
2. If a student is familiar with it, ask them to verbally explain how to put one on
3. Then demonstrate visually for the class how to put a cut glove on:
   a. Put a glove on the hand that will be touching the food
   b. Put the cut glove on over this glove
   c. Lastly, put another rubber glove on over the cut glove

Knives:

*You should NOT hold a knife strictly by the handle. Knives should be held where the handle meets the blade: pointer and middle finger on one side of the blade, thumb on the other side, ring and pinky fingers grip the handle

*When cutting, it's important to "cat-claw" the item of food being cut to avoid injury to the fingers. Holding the knife this way ensures that when you cut, the blade slides down the flats of your fingers should you come in contact with your hand.

*When walking with a knife, you should hold the knife against your leg with the sharp side of the blade point behind
       *This helps prevent cutting someone while walking forward

*When walking with knives, it's important to not only hold it properly, but also to announce when one has a knife should you approach another person in the kitchen.
       Ex.   "Knife!"
             "Knife behind!"

Hot Items:

*When moving with a hot item, usually a tray of hot food, it's important to announce it when walking behind someone, or coming around a corner, to avoid burns and collisions with other people in the kitchen.
       Ex.   "Hot!"
             "Hot behind!"
             "Corner!"

*Examples of safety tools for handling hot items include racks, oven gloves, and trays.

APPENDIX. E. Student Handout – An Image of Safety

Group Members: _____ *Date:* _____

TOPIC: _____

┌───┐
│ Instructions: │
│ Use the following questions to write about a safety topic. Lastly, draw a picture to │
│ show how to perform the safety topic. │
└───┘

What is it:

Why do we do it:

How do you do it (draw a picture):