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Teaching English to Refugees and Immigrants with Low Literacy in their Native Language and Limited English Proficiency (Using the Language Experience Approach)

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Teaching English to Refugees and Immigrants with Low Literacy in their Native Language and Limited English Proficiency (Using the Language Experience Approach)

A Field Project Proposal Presented to
The Faculty of the School of Education
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In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English to Speakers of Other Languages

By
Jacqueline Hill
May 2020

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

Approved:

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ABSTRACT

Immigrants who enter the United States come with varying degrees of education. Some immigrants come with a bachelor's degree or higher, and some come with very limited schooling or no schooling at all. Many immigrants or refugees who come to the United States with low literacy in their native language and limited English proficiency never enroll in an ESL class. There are many causes attributed to this lack of enrollment: learners' embarrassment and anxiety to admitting their lack of literacy, class scheduling conflicts, long waiting lists, and the English-only approach taken by most ESL classes in the United States.

This handbook includes a series of lessons for instructors and volunteers who are working with this target group of learners, possibly for the first time. In the beginning, it may be hard for new instructors and volunteers to find shared interests and themes to use with learners from different cultural backgrounds, so the five lessons in the handbook work as an effective starting off point. It provides lessons that instructors can use from the outset, and they do not have to create themselves.

The lessons employ the Language Experience Approach (LEA), which centers on learner-generated content that the learner themselves create by drawing on their lived experiences, their cultures, and their oral traditions. Using LEA will help the instructor to begin to build a relationship immediately with the learner, and the learner could immediately begin communicating in English about things with which they are already familiar. This approach will also develop the learners' reading, listening, and writing skills.

CHAPTER I
INTRODUCTION

According to the Pew Research Center in 2017, the United States had more immigrants than any other country in the world. The 40 million immigrants living in the United States accounted for 13.6% of the United States population and about one-fifth of the world's migrants (Radford, 2019). Even though the immigrant population has tripled since 1970, today's population still remains below the record of 1890 when 14.8% of the population, that is 9.2 million immigrants, lived in the United States. In 2016, immigrants from Mexico accounted for 25% of all United States immigrants, estimated at 11.2 million (Radford, 2019). As of 2017, the Pew Research Center estimated that most new immigrants were from India with 126,000 immigrants, followed closely by Mexico with 124,000, China with 121,000, and Cuba with 41,000. Additionally, in 2018, The Pew Research Center stated that a total of 22,491 refugees were resettled in the U.S., coming from countries like the Democratic Republic of the Congo, Myanmar, Ukraine, Bhutan, and Eritrea, just to name a few (Radford, 2019).

Since the Great Recession of 2007, the flow of immigrants from Latin America has slowed down. In fact, the flow of immigrants from Mexico to the United States has decreased while the flow back to Mexico has increased in recent years (Radford, 2019). Additionally, in 2017, with the onset of the new United States administration, with a major focus on safeguarding the southern border and imposing immigration laws in the interior, the flow of both immigrants and refugees to the United States has drastically been affected (Pierce, 2019).

The Pew Research Center estimated that by 2055, Asians (South and East Asia), will become the largest immigrant group in the U.S., and by 2065 they will account for 38% of all immigrants, followed by Hispanics at 31%, whites 20%, and blacks at 9%. Approximately half of the nation's 40 million immigrants live in just three states: California, Texas, and New York.

The research on the education of immigrants entering the United States asserts that most have lower levels of education when compared with the U.S. born population; however, approximately 31% of the immigrants who come to the U.S., come with a bachelor's degree or more (Radford, 2019). But many come with limited schooling, and immigrants were three times as likely as the United States born population to have not completed high school (Radford, 2019).

Statement of the Problem

As stated by the U.S. Department of Education, English as a Second Language (ESL) learners account for 44% of the students in federally funded adult education programs in the United States (Institute for Education Sciences, 2010). Yet many immigrants or refugees with low English proficiency never enroll in an ESL class. According to the 2003 National Assessment of Adult Literacy (NAAL) ("Results from the 2003 NAAL," 2003), there are 10 million adult immigrants with low English proficiency in the U.S., and 62% have never taken an ESL class. NAAL further points out that 37% of this population is most likely to be recent arrivals to the U.S.

There are several reasons for these low enrollment numbers: barriers such as learners' embarrassment and anxiety to admitting their lack of literacy (Lukes, 2011). Another reason that adult ESL classes are under-enrolled is that most working adults have class scheduling conflicts (Lukes, 2011). In some areas of the country, there is a long waiting list for ESL classes as the demand outstrips the supply (Wrigley, Chen, White & Soroui, 2009). A final reason that explains the low enrollment is that most adult ESL classes take an English-only approach believing that reinforcing the learner's native language (L^1), will prevent them from learning English (Wiley & Wright, 2004).

In addition to low enrollment, studies show that adult learners with low literacy and limited schooling are not successful in traditional ESL classes (Cummins, 1984). Research in the field clearly demonstrates that learning to read in the learner's L^1 is much easier than learning to read in a new language that one is trying to learn (Burt, Peyton, & Adams, 2003; Cummins, 1981).

Three significant problems arise from immigration trends: 1) there has been an influx of learners with limited English proficiency and low literacy in their native language (L^1) (Batalov & Fix, 2010); 2) there is a need for effective learning strategies and teaching methods for working with limited proficiency learners (Perry & Hart, 2012); and 3) educators lack appropriate models for incorporating the learners' L^1, their oral traditions, strengths, and experiences to inform the teaching of English (Choi & Najar, 2017).

Purpose of the Project

The existing research in the field points out that many educators feel they lack the proper training and support when working with learners with low L^1 literacy and limited English proficiency (Perry & Hart, 2012). The purpose of this field project is to create a handbook for educators and volunteers who are working with this target group of learners, possibly for the first time. The handbook will provide them with lessons that they could use immediately and will help them get started with working with this group of learners. Drawing on the work of Freire (1970), Choi and Najar (2017), and Shaughnessy (2006), who all indicate that incorporating learners' lived experiences, their cultures, and traditions, can enhance their English language skills, the handbook will implement the Language Experience Approach (LEA). The Language Experience Approach centers on content that the learner themselves create. Some of the lessons will focus on content that the learners create individually, and some will incorporate content that

the learners will create as a group. The idea behind using LEA is that the learner creates content that will be accessible, more familiar, and meaningful to them. ("Understanding LEA," 2015). Using LEA will also show educators how this approach can be used to develop not only the learners' reading, but also their listening, speaking, and writing skills (Taylor, 1992). The handbook can be used not only by first-time educators and volunteers who have no experience working with this target group of ELLs, but also educators training other educators to use LEA, and by educators currently working with the ELLs but need more materials to enhance their learners' experience.

Theoretical Framework

This field project will utilize the Language Experience Approach method and two linguistic theories: Vygotsky's 1962 social constructivist theory and Cummins' 1979 common underlying proficiency (CUP). The lessons in the handbook were informed by the Language Experience Approach (LEA), which uses the learners' lived experiences and oral language to develop their print knowledge by helping them see the connection between images and words. ("Using the Language Experience Approach," n.d.)

The main theory utilized in planning the lessons for the handbook was that of Vygotsky. The constructivist theory came about as a direct response to the behaviorist theory of memorization and rote learning. Vygotsky's social constructivist theory (or sociocultural learning theory) suggests that learners construct and strengthen their learning through reflection, experience, and social interactions with others (Vygotsky, 1978).

Another theory employed was Cummins' CUP theory, which states that if a learner has a good grasp of their L1, then they already have the basic skills and concepts, related to language and this foundation equips them to learn an L^2; he calls this their common underlying

proficiency. Cummins also cites noticeable differences between social interaction and academic teaching as methods of acquiring an L^2.

The Language Experience Approach (LEA)

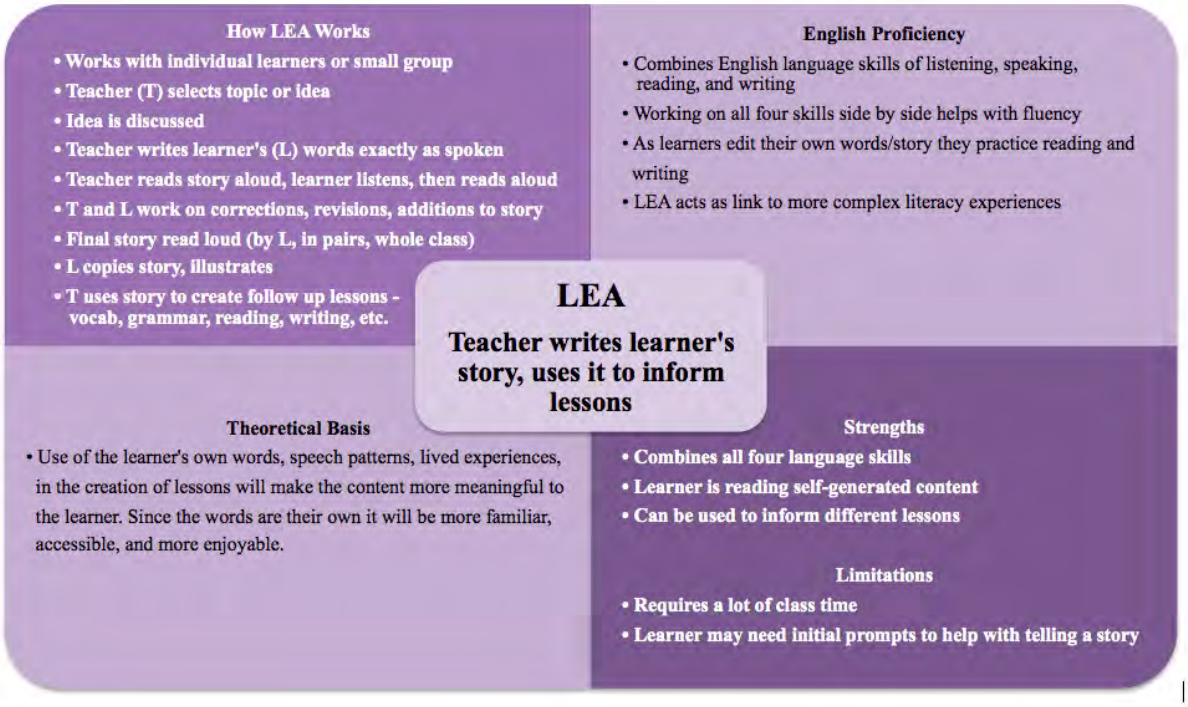

Figure 1. Graphic depiction of the Language Experience Approach (LEA). Adapted from "Learning Experiences Approach," by E. Bowland, 2015. Retrieved from https://prezi.com/9ijzcxgzcul1/learning-experiences-approach/

Roach Van Allen, an advocate of the Language Experience Approach (LEA), wrote:

> "What I can say, I can write
> What I can write, I can read
> I can read what I write and what other people can write for me to read."

("Allen's Language Experience Approach in Communication," n.d.)

The Language Experience Approach is a method used to teach literacy to English language learners that employ the learners' lived experiences and their oral language. The origins of the LEA have been attributed to quite a few different linguists and thought leaders in the literacy

world. From Van Allen in the 1960s, to Sylvia Ashton-Warner, who worked with Maori children in the 1960s (Taylor, 1992), to Paulo Freire, who worked with Brazilian and Chilean peasants in the 1970s (Freire, 1970). They all discovered that the learners' valuable resource of their lived experiences and oral language could be utilized by employing the LEA (Taylor, 1992).

An educator can use the LEA with individual learners or in a classroom setting with small groups of learners. The learner is prompted to describe a personal experience or a topic of interest to them; the teacher writes exactly what the learner says without correcting the grammar or vocabulary, corrections can be done later. This learner-generated content can then be used to develop grammar and vocabulary lessons, develop reading, listening, and writing skills.
The LEA can also be utilized with small groups of learners where a shared experience like a field trip or a classroom activity can be discussed and written together as a group. Again, this written account of the group's shared experience can be used to develop other lessons (Taylor, 1992). This learner-generated content will be accessible, more familiar, and meaningful to them. ("Understanding LEA," 2015).

Constructivist Theory

In his social constructivist theory, Vygotsky suggests that individuals learn from each other and that knowledge is co-constructed, and he stresses that a learner must be involved in the learning activity. A central aspect of this theory is the Zone of Proximal Development (ZPD), which is the scope of tasks that are too difficult for a learner to achieve alone but that they can accomplish with the help of the instructor or a skilled peer. ("Developmental Standards," n.d.) In other words, the target group of learners who have low proficiency in English and are learning to read and write, can start off by learning the alphabet but are not yet ready to read or write words. With the help of a teacher, the learner can learn short words like "at" and "cat," these

words are considered within the ZPD. On their own, it may take them longer to acquire this skill, but with the teacher's help and explanation, it's simple enough for them to understand it (Sakiras, 2018).

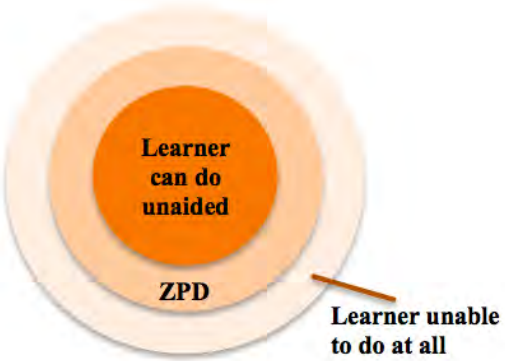

Figure 2. Graphic depiction of the Zone of Proximal Development. Adapted from "Vygotsky's Scaffolding," by C. Sakiras, 2018. Retrieved from https://blog.prepscholar.com/vygotsky-scaffolding-zone-of-proximal-development

Another facet of his theory is the use of scaffolding, the practice that describes how educators model and demonstrate how to solve a problem, then step back and offer learners support as needed. If learners can perform a task with some support, then they are closer to mastering it. Vygotsky's methods of scaffolding and pair work will be utilized within the lessons in the handbook in order for learners to build on prior knowledge and concepts, to build their confidence and reduce anxiety, to learn to work with others, and to be engaged in the process of learning English. These methods are also important for educators, as they need to realize they have to adjust their language to correspond to the learners' language level.

("Developmental Standards," n.d.)

Common Underlying Proficiency (CUP), Basic Interpersonal Communication Skills (BICS), and Cognitive Academic Language Proficiency (CALP)

As previously stated, Cummins believed that the learners' common underlying proficiency (CUP) forms the foundation for their learning of both an L^1 and an L^2, and the skills they learn in L^1 can be carried over and prove valuable when learning an L^2.

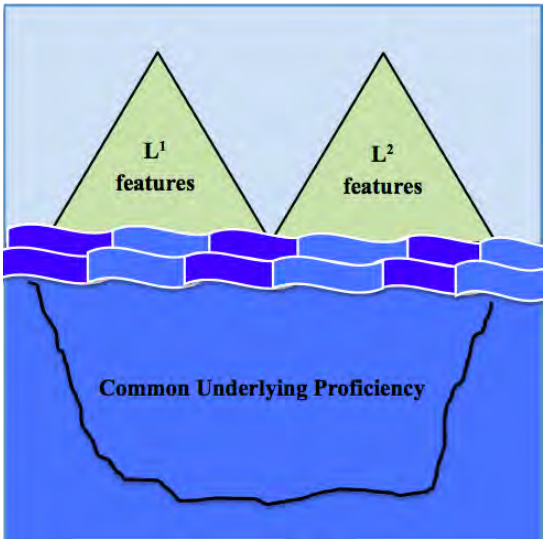

Figure 3. Graphic depiction of the Common Underlying Proficiency. Adapted from "Getting Started with Language Awareness." Retrieved from, n.d. https://www.cambridge-community.org.uk/professional-development/gswla/index.html

Cummins also refers to clear differences between social interaction (BICS) and academic teaching (CALP), as methods of acquiring an L^2. Basic Interpersonal Communication Skills (BICS) is the form of language practiced socially outside the classroom, at social events, extra-curricular activities, and in the learners' personal lives. These skills should be in effect six months to two years after coming to a new country. Cognitive Academic Language Proficiency (CALP) refers to formal academic learning - listening, speaking, reading, and writing. CALP also includes how language is used to make decisions, to understand learning, to be able to compare, contrast, evaluate, and classify their lessons. These skills usually take anywhere from

five to seven years to acquire, and even longer, seven to ten years, if the learner has low literacy in their L^1. Cummins theorized that both BICS and CALP must be appropriately developed so a learner can acquire and develop proficiency in an L^2 (Cummins, 1984). Therefore, Cummins' features of BICS and CALP also informed the lessons in the handbook, created for instructors who are working with the target group of learners with limited English proficiency and low literacy in their native language or L^1.

Significance of the Project

My interest in this target group of learners arose when I started volunteering first at the Oakland International High School (OIHS), and then at Refugee & Immigrant Transitions (RIT). In both instances, I was working with learners, most of whom have gone through some kind of trauma, whether it was an unaccompanied minor crossing the Mexican/U.S., border, or a family forced to flee their home because of war or some other kind of violence. Here they were in a new country trying to navigate a new culture, and in most cases, a new language. The levels of English literacy ranged from just smiling and nodding, to repeating simple sentences, to writing simple sentences. At the far end of the spectrum were learners, mainly at OIHS, who were reading and writing more complex sentences, and learning more sociological complex subjects like genocide.

My admiration for these learners was and is immeasurable, having myself attempted on many occasions to learn Spanish and Mandarin and never getting past a rudimentary level with either. Plus, I did not have the added pressures and stresses of being in survival mode. The creation of this handbook is inspired by these learners' fortitude and commitment to learning English and acculturating into a new society.

The handbook will be important to first-time educators and volunteers who have no experience working with this target group of ELLs as it provides them with a curriculum that they do not have to create themselves, and also introduce them to the Language Experience Approach (LEA). The lessons address some learners' embarrassment and anxiety over their lack of literacy, by emphasizing the great wealth of lived experiences that they bring to their quest to learn English. The learner can begin to practice speaking English about things that they are already familiar with, like their family, their native country, or a more recent experience like taking their children to school. Speaking about their experiences helps the learners build not only their vocabulary, but it builds their confidence and empowers them in the knowledge that their personal experiences or lived experiences, their culture, and their oral tradition, are of worth and can be of value to their learning of English. Another factor that has kept many ESL classes with low enrollment numbers is the English-only approach that is taken. Ideally, the learner with low literacy in their L^1 and low English proficiency will be concurrently taking literacy classes in both their L^1 and in English. As this may not always be possible or available, the handbook provides suggestions to educators for when a learner's native language can be employed to enhance and support their English language learning.

Educators training other educators or volunteers to work with this target group and use the LEA will also find the handbook useful. Volunteers who are assisting in a classroom situation, or tutoring one-on-one, will find the lessons easily adaptable to suit either scenario. In the Bay Area, in northern California, there are a growing number of non-profit organizations and schools that provide access to both one-on-one tutoring and also in-person classes teaching English. It has been my personal experience that there are many people, both credentialed educators and volunteers, willing to help refugees and immigrants to not only learn English but

also assist them in learning the nuances and subtleties of their new country. It is hopeful that these organizations will help address the scheduling conflicts and waiting lists for classes that many learners experience in their English language learning pursuit.

Educators who currently work with this target group but who are looking for more materials to enhance their learners' experience can utilize the exercises in the handbook as well. Mostly, the hope is that the handbook will be most impactful to the learners themselves, and that the research done and the data gathered would produce content that would significantly enhance their learning experience and their English proficiency.

CHAPTER II
REVIEW OF THE LITERATURE

Introduction

In 2003, the National Assessment of Adult Literacy (NAAL) asserted that there were 10 million adult immigrants with low English proficiency in the United States, and 62% have never taken an ESL class ("Results from the 2003 NAAL," 2003). Many factors contributed to these low enrollment numbers, such as the learners' embarrassment of their lack of literacy, class scheduling conflicts of working adults (Lukes, 2011), long waiting lists (Wrigley, Chen, White & Soroui, 2009), and the English-only approach of many adult ESL programs (Wiley & Wright, 2004). All of these factors deterred adult immigrants with low literacy from taking an ESL class. However, studies showed that using a strategy of employing the learners' native language (L^1) enhanced their learning of English, which in some cases can be their second language (L^2). In addition, when the learners' life experiences and existing resourcefulness were utilized, this also aided their learning of English. In the United States, though, this strategy was rarely employed due to restrictions on program funding and federal accountability guidelines on standardized testing (Lukes, 2011).

It is important to understand the role of the native language for adult immigrant English language learners who have had very little or no formal schooling or who have had interruptions in their formal education, and therefore low literacy in their native language (L^1). Four sets of evidence justify this claim. This evidence includes (a) L^1 literacy impacts the acquisition of an L^2, (b) instructors can make use of native oral language skills of adult ESL learners to facilitate the acquisition of L^2, (c) instructors can make use of the life experiences of adult ESL learners to facilitate the acquisition of L^2, and (d) instructors of adult ESL learners with low L^1 literacy require proper training and support. Joint reasoning is used to justify the claim that it is important

to understand the role of the native language for adult immigrant English language learners who have had very little or no formal schooling, or who have had interruptions in their formal education because the individual sets of evidence/reasons cannot stand alone. However, when the sets of evidence/reasons are added together, they warrant the final conclusion. A visual representation of the logic equation is as follows: (R1,+ R2 + R3) ∴ C (Machi & McEvoy, 2012, p. 97).

Native Language Literacy Impacts the Acquisition of a Second Language

In 2017, there were about 40 million immigrants living in the United States which accounted for 13.6% of the United States population and about one-fifth of the world's migrants (Radford, 2019). The Pew Research Center states in 2017 that 31% of these immigrants entered the United States with a bachelor's degree or more; however, about 27% came with less than a high school diploma. Yet 62% of immigrants with low English proficiency had never taken an ESL class ("Results from the 2003 NAAL," 2003). Many traditional ESL programs in the United States take an English-only approach in their classes, and this method has proven unsuccessful with learners who have low literacy in their L^1 (Cummins, 1984). These programs are cautious in endorsing services in the learner's native language because they believed that the learners that continue to use their L^1 would be ostracized, and this will prevent them from learning English (Lukes, 2011). Other programs, because of the number of native languages found in a given class, considered it financially impractical to incorporate L^1 literacy services (Rivera, 1990). In addition to these beliefs, studies showed that there was also a substantial lack of publicly funded ESL programs that built upon native language literacy (Lukes, 2011; Wrigley, Richer, Martinson, Kubo, & Strawn, 2003).

Seminal research in the field of second language acquisition research demonstrated that L^1 literacy impacted the acquisition of an L^2 (Cummins, 1984; Ramirez, Yuen, & Ramey, 1991; Thomas & Collier, 2002). This included research that claims, such as Cummins' 1979 practical application of common underlying proficiency (CUP), that if the learner had literacy in their L^1, then they already possessed the basic skills and concepts related to language and this foundation equipped them to learn an L^2. For example, if a learner understood the concepts of "equality" and "autonomy" in their native language, then they only needed to obtain the names in English. As Cummins further stated, the task for the learner became difficult when they had to obtain not only the English word, but also the idea in L^2. Learners should be encouraged to develop their L^1 skills by talking with family and friends using their L^1 and, in addition, also reading extensively in their L^2. (Shoebottom, n.d.).

Nearly 40 years ago, Cummins (1984), suggested that while studies with K-12 students showed a link between L^1 literacy and the acquisition of English (which may be their L^2), there was a need for more formal research that focused on low native literacy adult learners with limited English proficiency. Since then, researchers in the field have responded to this call (Bifuh-Ambe, 2009; Choi & Najar, 2017; Lukes, 2011).

Evidence of this can be found in Lukes' (2011) study that showed the influence of Cummins' common underlying proficiency (CUP). Lukes studied 66 adult Latino men and women with an average of two years of formal schooling enrolled in a dual Spanish literacy and ESL program in New York. Despite the fact that obstacles such as (a) embarrassment around lack of literacy, (b) work schedules, (c) lack of daycare, and (d) a myriad of daily difficulties that come from being poor, these learners were eager to benefit from this multilingual program and eager for both Spanish and English literacy. They described their accomplishments in terms of

both physical skills and emotional feelings. The physical skills gained were being able to assist their children with schoolwork, the ability to fill out forms, and being able to read signs and traverse the city. The learners described their emotions that resulted from their literacy accomplishments as feeling free and useful, and feelings of hope for future goals.

Related to this, the findings of Condelli and Wrigley's (2008) study over a two-year period of 13 adult ESL programs in seven states also assumed the application of CUP. The study investigated what was most impactful on the learners' English language learning and development, and the development of effective instructional activities. Their findings suggested three teaching approaches, the most effective being that literacy in the native language had a great influence on the learners' English language learning. Additionally, improvements to the learners' reading comprehension occurred with the educators' use of the native language of the student, to give directions in class, and to clarify concepts.

Concurring with the previous studies, Burt and Peyton's (2003) study examined six types of L^1 literacy and its impact on English language acquisition. Their study examined learners who were preliterate, nonliterate, semi-literate, and literate: non-alphabet literate, non-Roman alphabet literate, and Roman alphabet literate learners. They deduced that the level of the learners' L^1 literacy contributed greatly to how fast they acquired English language literacy skills. For example, a preliterate learner who had little or no schooling or experience with written text in their L^1, or may come from an oral tradition, progressed slower in their English acquisition. In comparison, a semi-literate learner who may have had some schooling in their L^1 or maybe in a program where they are simultaneously acquiring L^1 literacy, and English language skills, experienced more encouraging effects on their English language acquisition.

A final body of research that claims L^1 literacy impacted the acquisition of an L^2 is Rivera's (1990) study, where she referred to the action of the cross-language transfer. This cross-language transfer indicated that the skills and knowledge learned in L^1 could be transferred to the learners' English language acquisition. Rivera went on to explain that with adult learners, new skills were best developed when they built on information and abilities that already existed. She further claimed that the learners' use of their native language allowed them to discuss their experiences in their own words, and also to hold on to their culture.

In summary, the research demonstrated the claim that the learners' L^1 literacy directly impacted their acquisition of an L^2. This included studies done on a dual Spanish literacy and ESL program in New York (Lukes, 2011), and another of 13 ESL programs in seven states (Condelli and Wrigley, 2008). Both studies demonstrated literacy accomplishments for the learners' including improvements to their reading comprehension.

Capitalizing on Native Language Oral Skills of Adult Immigrant Learners

In his introduction to Freire's & Macedo's book on literacy published in 1987, Henry A. Giroux described literacy as the learner being present in the recovery of their own voice and their own history in order for them to move forward into a solid future.

Research in the field illustrated that capitalizing on native language oral skills that adult immigrant learners with low literacy and little or no formal schooling bring to the classroom is important. There is also a need for a change in attitude towards viewing this group of learners as deficient. The shift needs to be towards a focus on their strengths, such as their oral skills and their lived experiences as resources that will enhance their English language learning experiences (Choi & Najar, 2017). There are many circumstances that cause adult immigrants to come into the United States with low native language literacy. Their education may have been interrupted

because they were (a) fleeing war or civil unrest, (b) they may have lived long term in refugee camps with no access to education, (c) they may have come from a country with a strong oral tradition and/or no written language, or (d) they may have been their family's main source of financial support and never attended school (Vinogradov & Bigelow, 2010). Even though these learners may have had little or no schooling, these lived experiences are strengths that they bring to, and can augment their learning of English. As mentioned before, some learners may have come from cultures with resilient oral traditions. These oral skills should also be looked upon as a great strength they bring to their English language learning.

Related to this, utilizing the learners' existing oral skills to enhance their English language acquisition is consistent with the work of Vinogradov and Bigelow (2010) and Anderson (2003). Vinogradov and Bigelow propose that educators who work with learners of limited literacy skills need to include the learner's oral skills in their English language learning, as these skills can translate across languages. The challenge for educators is to develop instructional activities that draw on these oral skills. Similarly, this approach is supported by Decapua and Marshall's (2011) Mutually Adaptive Learning Paradigm (MALP), which directs educators to change and adapt to the learners' needs in a culturally responsive manner at the same time that they are helping them to learn.

A final body of research that demonstrates the importance of capitalizing on native language oral skills of adult immigrant learners, is the study done by Anderson (2003). He supported the use of L^1 oral skills by suggesting that as educators prepare their English-language reading classes, they must consider how to teach learners to apply the ability and knowledge they bring from their L^1. The learner, in turn, has to foster the ability to transfer what they learn from the classroom to real-world English outside the classroom.

In summary, the research in the field has directed educators to be attentive to the existing oral skills that adult immigrants with low literacy and little or no formal schooling bring to their classroom and to not dismiss these strengths. Educators are also being challenged to find ways to incorporate these strengths, and other skills learners bring from their L^1, in the development of English language learning materials and instruction. Many refugees and immigrants who seek a new life in the United States also bring with them their lived experiences, and this is another strength that should not be ignored by educators in their preparation to teach these learners English.

Learners' Lived Experiences as Tools to Transform their English Language Skills

Along with existing oral language skills, research illustrated that another strength that the low literacy learner brings to the classroom is their lived experiences. This is consistent with the work developed by Paulo Freire in 1970, who theorized that teaching content could not be separated from the learner's prior experiences. It is important for educators to be knowledgeable of their learners' experiences outside the classroom, how they communicate, how they acquire, how they navigate with limited English skills, in order to accommodate these experiences and also to inform their teaching strategies (Choi & Najar, 2017). Additionally, another teaching approach that resulted from the aforementioned Condelli and Wrigley's (2008) study of 13 adult ESL programs in seven states, was connecting literacy to what the learner experienced in the outside world. These educators found that learners experienced noteworthy development in their reading skills when they employed content from their daily life – information that the learners had some experience or familiarity with, or were very interested in learning about. Things like letters from their children's schools, their utility bills, or grocery newspaper coupons. Using this familiar content kept the learners motivated and engaged as they built their literacy skills.

Use of Lived Experiences

In the 1960s and 70s, Freire taught Brazilian and Chilean peasants to read by familiarizing them with terminology that was meaningful to their everyday life. Their lived experiences were used as tools to transform their reading and writing skills. Freire developed his approach by working with a literacy team made up of educators, anthropologists, and students. His team spent time in the learners' community, talking with them, listening to their stories, and observing their culture. From this engagement, the team researched not only the vocabulary and the recurring words used in the community but also their sayings and expressions linked to their experiences and daily lives. These recurring words, or key words, or "generative" words, as coined by Freire, held great importance to the learner and were used by the team in developing their reading and writing exercises. Freire argued that the peasants' lack of literacy was in fact due to their social conditions, and that the role of basic adult education was to empower learners through learning to read and write as a way to free themselves from their conditions. ("CAELA: ESL Resources: Digests," n.d.).

Related to Freire's work of incorporating learners' experiences to enhance their reading and writing skills, Choi and Najar (2017), undertook a study of a group of refugee and immigrant women in a housing estate in Australia with low literacy in their L^1, limited English, and very little formal schooling. They came from different geographical locations, speaking different languages, and with extraordinary experiences. Choi and Najar co-taught English to this group of women and observed that as these women tried to communicate in English, their communication and interactions with each other also involved using gestures, smartphones, the Internet, their various languages, and their cultural knowledge. They learned through their study that if they were to compare the method the women were naturally employing to learn English against

institutional guidelines for teaching and learning English, then the women would be viewed as being deficient. The institutional guidelines were not taking into account the diverse and multifaceted ways and perspectives in which people view the world and organize their ideas. These women were employing resources that were a regular part of their everyday lives.

Language Experience Approach

Findings similar to Freire and Choi and Najar can be found in Shaughnessy's (2006) study which indicated that there was little research on preliterate, or learners with limited native literacy, and how their cultural background can be used to inform English language instructional materials. Shaughnessy, both teacher and researcher, taught a class of nine Somali Bantu women refugees in an east coast city in the United States. From this group, five women ended up being participants in her study. These women spoke Mai Mai, a language only recently codified, they had little or no formal education, fled civil war, and suffered the effects of oppression and lack of basic human rights. Shaughnessy, because of her previous experiences with refugees, knew to create a safe learning environment where the women's personal experiences were valued, and the instruction materials had some meaning in their lives and were culturally relevant. The Language Experience Approach (LEA) was one method found to be very effective with these women. LEA uses the learner's personal experiences, their stories, and oral language to support their learning to read and write. Shaughnessy also incorporated the women's language and culture by using their names and simple Mai Mai words to introduce the concept of initial consonant sounds. Shaughnessy also discovered that using real photos of the women, their children, and objects in their homes to teach pronouns was more effective than using visual representations of the objects. This was due to the fact that because of their low native literacy, a drawing of the sun, for example, had no meaning to them and might be mistaken for a letter of the alphabet.

Additional data on the adaption of LEA to develop interesting reading content for learners can be found in Landis, Umolu & Mancha's (2010) professional development workshop held for 30 educators in Nigeria, including not only classroom teachers but university faculty as well. The emphasis was to develop bilingual Hausa-English informational texts for students (Hausa being one of Nigeria's three national languages, and English their official language). In their role as consultants and trainers, the authors were challenged to introduce participants to useful methods of reading and writing instruction, and encourage them to adopt LEA in light of their lack of existing reading material. To illustrate how effective LEA could be, the trainers had the participants choose a topic, develop a story which was then written in both English and Hausa. A discussion then proceeded about how follow up lessons on punctuation, spelling of English words, vocabulary, patterns of rhythm and sound, could be developed from the story. While some participants felt that LEA was difficult to use because of time constraints in the classroom, many valued that LEA provided the setting and support for their students to use their native tongue as well as English. They also found the workshop setting appealing because it gave them the opportunity to work with other educators across different languages and cultural values.

Capitalizing on Learners' Lived Experiences

A final body of research that claims that capitalizing on the lived experiences of adult immigrant learners directly impacted their English language acquisition is Alfano-Cooper (2017). Though not focused on adult ELLs, her study focused on the lived experiences of high school students enrolled in an ELL program, and how these high school experiences impacted them academically. This study investigated how the students' cultural and ethnic group impacted how they responded to learning; how the teacher and host community's attitude - what they

thought about them, how they behaved and reacted towards the students, affected their school experiences and attributed to their learning successes or failures.

In summary, these studies support the theory that the learners' past lived experiences, and their current experiences outside the classroom, are important factors that can play a significant role in progressing their English language proficiency. The challenge then for educators is awareness. Awareness of the learners' lived experiences, their community and culture, and how to successfully use this knowledge to enhance their teaching materials. Many ESL programs do not incorporate this approach or do not have the funding for it. There is also the need for many educators and/or volunteers to be suitably trained in this approach. Additionally, in chapter four, a different type of awareness is addressed. Awareness of trauma that might be associated with the learners' lived experiences, and how an instructor can evaluate and honor those experiences, and the learners' decision to incorporate it or not in the context of their English language learning.

Proper Training and Support for Educators of Adult English Language Learners

The current research in the field indicated that the educators themselves feel they lack proper training and support when working with this target group of learners: learners with low native language literacy and limited English proficiency (Perry & Hart, 2012). The data also reveal that while there are available strategies for second language acquisition and literacy development for English language learners, limited research hads been done on successful instructional strategies for those with limited literacy (Burt, Peyton, & Schaetzel, 2008).

This is in keeping with the data developed by Perry and Hart (2012), who surveyed a range of educators working with adult refugee learners in four local programs in a southeastern city in the United States: a church-based ESL program, a community college ESL program, and

two non-profit ESL programs for refugees. The educators included volunteer educators, some with training some without, paid instructors with formal credentialing such as a bachelor's degree or higher (in any field), and some with a teaching certificate. The researchers explored the educators' insight into their knowledge and preparation to teach ESL and literacy to refugees. Across the board, even the more credentialed educators felt unprepared to teach this target group of learners with low native literacy and low proficiency in English. These educators felt they needed more tools and techniques, more mentor resources, and more cultural awareness training. Overall, they wanted teaching ideas and materials and a guide to how to effectively teach these learners.

In a related study, Adams and Jones (2006) researched ESL programs in the state of Massachusetts after the Structured English Immersion (SEI) program became law. SEI dismantled existing bilingual programs, and as a result, many bilingual educators were reassigned or fired as some districts felt they were no longer needed. SEI is commonly implemented by placing English language learners (ELLs) in classrooms where educators do not modify their instruction to make it more graspable to these learners; the belief is that learners will pick up English because of being immersed in it. These educators immediately recognized and became concerned that they lacked the knowledge to work effectively with ELLs. Rather than requiring graduate-level education for teaching ELLs, the Massachusetts Department of Education elected to increase training for these educators - a total of 75 hours of training.

Similarly, Prataviera (2018), researched the issues of volunteer teachers working with refugees in the United Kingdom and the development of a training course for these volunteers. In the United Kingdom, as in many states in the United States, teaching English to those with low literacy in the L^1 lacked local government support and funding, and therefore was often done

by charities and volunteer organizations. Many of the volunteer teachers were unsure of what aspects of the language to teach learners with low native literacy and limited English proficiency. They had no syllabus to work with and felt their lessons had no objectives. The objective of the pilot training course was to give the volunteer teachers the tools to teach effectively and to improve the learners' rate of acquisition.

In a final body of research, the California Department of Education (CDE), stated there were approximately 1.196 million ELLs in California public schools for the 2018–19 school year. ("Facts about English Learners in California – CalEdFacts," n.d.). Test scores in the state indicated some noteworthy successes in educating young ELLs who moved to higher education or the job market. Hill (2012), policy director at the Public Policy Institute of California (PPIC), reported an increase in attention to ELL policy and issues at the state level. In fact, in 2012, the governor proposed to increase funding for ELLs but did not stipulate how the funds were to be spent, nor if it included proper training and support for educators. Research needed to be done at the district level to find out how this funding is spent and linking the funding to outcomes. Hill's research acknowledged that currently, decision-makers continue to grapple with critical policy issues, which include implementing new curriculum and language development standards, funding, reclassification, and accountability, all of which could improve results for ELLs.

The CDE currently supports the following types of English language programs: (a) Dual-Language Immersion Program: this program takes place in a classroom setting and provides language learning for both native English speakers and speakers of other languages. The goals of the program are high academic achievement, proficiency in the first and second language, and acceptance and understanding of different cultures (b) Transitional or Developmental Program: this program takes place in a classroom setting and provides the learner with literacy instruction

in their native language so they not only become proficient in English, but also to develop their critical thinking skills (c) Structured English Immersion: this program takes place in a classroom setting where all the instruction in English, however, the curriculum and method of presentation is intended for students who are learning English. ("Facts about English Learners in California – CalEdFacts," n.d.).

In summary, while the approaches taken in ESL programs differ from state to state and is dependent typically on funding and local and national politics, it is clear from the research and from educators and volunteer teachers themselves, that more training and materials are wanted and needed when working with learners with low literacy in their L^1 and limited English proficiency. And even though the theory that incorporation of the learners L^1 has been proven again and again to show significant success, many ESL programs still follow the English-only method.

Summary

In the United States, many adult immigrants with low literacy in their L^1 have never availed themselves of an ESL class, in fact 62% of the 10 million adult immigrants with low L^1 literacy, have never taken an ESL class. Some of the factors that contribute to these low enrollment numbers include: (a) the learners' embarrassment of their lack of literacy, (b) class scheduling conflicts of working adults, (c) and the English-only approach of many adult ESL programs. If ESL programs in the U.S. shift from an English-only approach to the incorporation of the learner's native language, the studies show that learners with low literacy in their L^1 are more successful in acquiring and enhancing their English-language skills. The data supported this approach and showed how the use of the learners' existing oral skills and lived experiences could be considered strengths and used by educators as they plan their English-language

curriculum. Furthermore, many different studies, like Lukes (2011) and Choi and Najar (2017) utilized these approaches and provided proof of successful outcomes.

The aforementioned approaches, theories, and studies informed the creation of the handbook of curricula. The lessons were first informed by the Language Experience Approach (LEA), and additionally incorporated Cummins' Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP): the purpose of which will be to educate and demonstrate to the learners the use and differences between the language used socially outside the classroom and the use of formal academic language in the classroom. Cummins' common underlying proficiency (CUP) theory, and Vygotsky's social constructivist theory, were also integrated into the exercises in the form of activating the learners' prior knowledge, use of pair work, and educator's scaffolding of the material for better comprehension.

The purpose of this field project is to provide first-time educators and volunteers who have no experience working with this target group of ELLs with material to get them started. Also, this material can be used by educators in training other educators so that they have to create less material from scratch, as well as for educators currently working with these ELLs to have additional materials to enhance their learners' English language learning experience.

CHAPTER III
THE PROJECT AND ITS DEVELOPMENT

Brief Description of the Project

Teaching English to Refugees and Immigrants with Low Literacy in their Native Language and Limited English Proficiency (using the Language Experience Approach), is a handbook of lessons for instructors and volunteers working for the first time with this target group of learners. Additionally, it introduces instructors and volunteers to the Language Experience Approach (LEA) as a method to be used to honor the learners' lived experiences, their culture, and their oral traditions. It emphasizes that these existing qualities the learners bring to the classroom should be viewed as a strength rather than deficiency, and can be used to inform their English language learning. The lessons have been created and developed by the author as a direct result of the training acquired from the University of San Francisco's MA TESOL program. Also, the lessons have been inspired by the author's volunteer teaching experiences at both the Oakland International High School, and the Refugee and Immigrant Transitions classrooms in Oakland, California.

The handbook incorporates listening, speaking, reading, and writing skills. It is divided into five lessons under the headings: (1) Introduce Yourself, (2) Introduce Your Classmate, (3) Introduce Your Family, (4) Going Grocery Shopping, and (5) Preparing a Meal. Lesson 1 corresponds to the first day of class and the focus is for learners to start using English right away. They introduce themselves stating their name and country of origin. Lesson 2 builds on the previous lesson and has learners work in pairs to practice their listening and speaking skills. The main focus of Lesson 3 is to expand on their language experience story and talk about their family. Lesson 4 introduces the learners to a group language experience by way of a field trip

outside the classroom. At this stage learners are comfortable with each other and ready for Lesson 5 which has them working together again to prepare a popular American snack.

Each lesson describes for the instructor the main focus of the lesson, the type of skills that will be used, the aim or goals that you want learners to reach, the preparation that needs to be done beforehand, and the materials that will be used in the implementation of the lesson. Each lesson builds on the previous one, starting with first introductions, and building towards the learners being comfortable with each other, and ready to create a group language experience story. All the photographs used throughout the handbooks were either taken by the author or used with the explicit permission of the author's family and friends.

Development of the Project

Many years ago, when I first came to the United States as an immigrant from Trinidad & Tobago, my early experiences of acculturation left an indelible mark on me. Even though English is my first language, I found that Americans had a hard time understanding the variety of English I spoke. Face to face communication was difficult enough, but trying to get something done via a phone conversation was even harder and very frustrating. Many times I had to give the phone to an American friend to resolve the situation. It took years of learning to slow down when I spoke, and learning to pronounce certain words the American way, to get me to the point of being understood. There were also many American cultural norms and nuances that I had to learn along the way. For instance, when someone said, *"Hi, how's it going?"* many times it was more of a passing greeting, not the start of a conversation to talk about what was going on in my life.

Fast-forward to 2016, and the election happened. I heard through the grapevine that the Oakland International High School (OIHS) was seeking volunteers to help in the classroom. The

students were frightened by the outcome of the elections and what that meant for them and their families, and the teachers needed more support in the classroom. The student body is made up of refugees and immigrants, many of whom have fled their native country because of war and other conflicts, and many had crossed the border as unaccompanied minors. As soon as I started volunteering, something fell into place for me. I realized that I was seeing myself reflected back to me; only for these students, it was a thousand times harder. As many, if not all, had no choice but to leave their native country, and English was not their first language. A little later on, I started volunteering at Refugee and Immigrant Transitions (RIT), helping out in a classroom of all women, many from Afghanistan and Yemen, but also some from Guatemala, Mexico, Bhutan, Burma, and Senegal. In this classroom, I had the privilege of being amongst women who had a vast array of lived experiences, and who had rich cultures and traditions. Some had little or no schooling in their native language, but here they were bravely undertaking the task of learning a new language and a new way of life. It was not long after I started volunteering at OIHS, that I realized this is where I was supposed to be – helping immigrants and refugees to navigate not only learning a new language, but also to learn the ways and nuances of living in the United States.

With these women in mind, and drawing on my observation and interaction with them in the RIT classroom, I wanted in this project, to create a handbook of lessons for new instructors and volunteers to use when working with learners, who have low literacy in their native language and limited English proficiency. The material provided in the handbook will get them started and alleviate the pressure of having to create their own material from the outset. I have utilized what I learned in my many classes at both UC Berkeley Extension, and the University of San Francisco in creating the lessons: employing different teaching approaches and methods, using

scaffolding and modeling, employing lesson preparation skills, and incorporating data on cross cultural and intercultural communication. I have arranged the lessons to follow a natural progression. It begins with the first day of class, and continues to build slowly to parallel the learners' level of comfort with each other and the instructor. The arrangement of the lessons also helps the learners build on their confidence in using English in a step-by-step approach. The hope is also that the handbook will help learners on their quest to acculturate to life in the United States.

Lesson 1: Introduce Yourself

Lesson 1 of the handbook commences with the first day of class introductions when an instructor is meeting the learners for the first time, and the learners are meeting the instructor and fellow classmates for the first time. The lesson assumes that most of the learners at this point speak very little English or none at all. The instructor employs modeling, gestures, and facial expressions to facilitate learner understanding and imitation. With this initial introductory lesson, the learner is practicing listening and speaking skills. They are already beginning to develop the language experience story of who they are, by telling the class their name and their country of origin. As the learner builds on their story, they are also creating their own content that the instructor will use as the class progresses as a basis for later lessons.

The next step that follows involves the usage of Total Physical Response (TPR). The instructor uses TPR to create a link between the act of speaking and performing an action - learners stand away from their desks, in two rows facing each other, and introduces themselves to the classmates standing across from them. They could shake hands, nod, or just wave to each other. This speaking and action combination is meant to enhance the learner's language and vocabulary learning and make it more meaningful to them. Later on in the activity, the learners

practice their writing skills by copying the sentences the instructor has written on the board – the introductory sentences the learners have just used. In many instances, some learners who have come from an oral tradition, or some who have had their schooling interrupted, may not have had any writing experience. The instructor can sit with them and write as they observe and dictate. As the learner gets more familiar with how a pen is held and what writing looks like, they can move on to using the traceable sheets provided in the handbook.

These introductory sentences provide a wealth of content for the instructor to base and create follow-up lessons. The ones suggested in the handbook include teaching formal and informal greeting words, use of regalia to help learners make the connection between words and images, a cloze activity to reinforce the vocabulary, and the introduction of the verb "to be." The introduction of grammar should not be a one-time occurrence; the instructor should find ways to weave the use of the verb "to be" in other activities to help the learners see and learn how it is used in everyday speech.

Lesson 2: Introduce a Classmate

In keeping with the theme of introductions, Lesson 2 in the handbook encompasses the learners introducing their classmates. The instructor will use pair work to get learners comfortable working with a partner, preferably someone they do not already know. Many learners may find working and speaking with a partner less intimidating than speaking in front of the entire class or even speaking one-on-one with the instructor. They can try out their speaking skills with a supportive partner before they attempt to do so in front of the class. Following Stephen Krashen's i + 1 input theory, additional sentences are added to the script that may be above the learners' present level; this helps them grow in their knowledge of the English language. It also helps the learners build on the language experience stories they are creating. In

this lesson the learner is practicing their listening skills – they take turns listening to each other's story; they are practicing their writing skills – they write their partner's language experience story as it is dictated to them, and they are practicing their speaking skills – they introduce their partner to the class. As the learners work in pairs, the instructor is observing and listening for any pronunciation issues that can be addressed as a class.

The follow-up lessons that can be sourced from this second lesson as suggested in the handbook include new action words; using visuals in a matching activity; a cloze activity to reinforce the vocabulary; introduction of contractions using words they have used in previous lessons; and activities to highlight the use of contractions. It is important to note here that the instructor can use the word contraction, but it is not necessary to emphasize it at this point in the learners' grammar learning. Or, they can simply not use the term at all. However, to promote learner understanding, the instructor can use words such as "to shorten some words in English" or "to make them smaller."

Lesson 3: Introduce Your Family

In Lesson 3, the learner is encouraged to talk about their family as they continue to create their language experience story. In this lesson, the focus is on the learner practicing speaking in English as they dictate their story to the instructor. The learner can use a photograph of their family to act as a stimulus, or in most cases, the instructor will have to ask the learner guiding questions in order for them to begin speaking and building on their story. The instructor can first model the activity by using a photograph and talking about their own family. As the learner listens to the instructor's story, they might ask the instructor questions. These questions give the instructor a sense of the learner's understanding of what they are hearing. The learner increases

their level of comfort and confidence for speaking in English, by their ability to listen and to ask questions. After the learner listens to their story being read out aloud by the instructor, and they have also read it out aloud themselves, they can add to or make changes to it.
The objective here is that this learner-generated content is accessible, familiar, and holds more meaning to the learner.

The learner's introduction of their family activates the skills of listening, speaking, reading, and writing. The handbook suggests that the instructor follow-up that major undertaking with the following: using visuals to introduce the singular and "s" plural, matching words with images on the board, and working in pairs to match singular and plural words to authentic classroom objects.

Lesson 4: Going Grocery Shopping

The next lesson, Lesson 4, takes the learners outside the classroom on a field trip, from which they can create a group language experience story. This undertaking is more involved, so here is where the instructor can make use of classroom volunteers. The field trip example the handbook uses is, *Going Grocery Shopping*, to purchase ingredients that the class will then use to prepare a popular American meal together. Instructors can use this as a model for steps taken before, during, and after the field trip. They can choose to go to a number of different places on their field trip, such as: to the post office, to the bank, to a nearby park, or simply a walk around the school's neighborhood.

Before the field trip, there are a number of pre-tasks that the instructor can carry out with the learners in preparation. Since the plan is to prepare a popular American meal together, the instructor can introduce and activate the learners' prior knowledge of popular American meals and snacks. As a group, learners can choose a meal they want to prepare together; discuss the

ingredients; prepare a shopping list; discuss the different brands available, learn to navigate the grocery store aisles, and use their phones to find store coupons. In these group activities, the learners are encouraged to use their speaking skills, writing skills, listening skills, and also negotiating skills as they come to a consensus as a group about the ingredients they will purchase. For these pre-tasks, the instructor is required to do a lot of preparation in the form of visuals. These visuals will help the learner to make connections between words and images, and also make it more memorable. Another pre-task that the instructor can introduce is to have the learner present to the class a popular dish from their native country. Using two or three sentences, the learner can first talk about the dish in their native language, and then a second time in English. The subject matter is something the learner will already be familiar with and should be excited to talk about and share with the class. Having them first describe the dish in their native language will build their confidence and get them comfortable speaking in front of the class. It also helps them know the words they want to say before they say it in English.

On the day of the actual field trip, the learners are instructed to be observant of things they see and hear, people they meet, and interact with, as they will create a story of the experience together as a class. The instructor takes photos along the way to be used back in the classroom as a sequence of events to help students form their story. A similar pattern from previous language experience stories follows, where the story is created with the input of all in the class, the story is read out aloud, changes and additions are made until everyone is satisfied with the story. Again, with this activity, the learners are practicing their speaking skills, listening, reading, and writing skills.

The lessons that complement the field trip group language experience story as recommended in the handbook include: vocabulary words used to give directions is introduced;

drawing on spatial intelligence, one of Howard Gardner's Multiple Intelligences, the learners are asked to draw the route they took from the classroom to the grocery store; instructor plays a game of Simon Says to further solidify learners' understanding of how to give directions. The grammar module introduces learners to the simple past tense as they discuss what they did on the field trip the day before.

Lesson 5: Preparing a Meal

The final lesson in the handbook, Lesson 5, comes as a direct result of the field trip taken by learners in the previous lesson. The lesson is based on a meal the class will prepare together from ingredients purchased on the field trip to the grocery store.

The example demonstrated in the handbook has the group preparing a popular American snack of peanut butter and jelly sandwiches. If a full kitchen is available, then the meal preparation can be something more elaborate such as spaghetti and meatballs, or burger, and fries. Pre-tasks in this lesson include: activating learners' prior knowledge of ingredients and utensils needed to prepare the snack; a matching activity of words and images; learners use new vocabulary by talking about a dish they make that uses some of the same ingredients. The grammar module introduces learners to the use of *how much* versus *how many.* The instruction is supported by using the already familiar peanut butter and jelly ingredients, and by using lots of added visuals.

After the class prepares the snack together step-by-step, with the instructor modeling along the way, they then individually write the story of what they did in class that day. In addition to writing, reading and listening skills are emphasized in the post-task activities. The learners read the story first to themselves, then to a partner, and finally, in front of the class. For the grammar module, the present continuous is introduced. The learners use the *Preparing a*

Meal story they have already written in the past tense and write it again, this time changing it to the present continuous. Learners also complete a how much/how many fill-in-the-blank exercise.

The Project

The project in its entirety can be found in the appendix.

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

According to the Pew Research Center in 2017, the United States had more immigrants than any other country in the world (Radford, 2019). Approximately 31% of immigrants to the United States come with a bachelor's degree or more (Radford, 2019). But many immigrants come with limited schooling, and they are three times as likely as the United States born population to have not completed high school (Radford, 2019). The United States Department of Education stated that English as a Second Language (ESL) learners account for 44% of the students in federally funded adult education programs in the United States (Institute for Education Sciences, 2010). Yet many immigrants or refugees with low English proficiency never enroll in an ESL class. According to the 2003 National Assessment of Adult Literacy (NAAL), there are 10 million adult immigrants with low English proficiency in the U.S., and 62% have never taken an ESL class ("Results from the 2003 NAAL," 2003).

There are several causes for these low enrollment numbers. The first is barriers such as learners' embarrassment and anxiety to admitting a lack of literacy (Lukes, 2011). Another reason that adult ESL classes are under-enrolled is that most working adults have class scheduling conflicts (Lukes, 2011). In some areas of the country, there is a long waiting list for ESL classes as the demand outstrips the supply (Wrigley, Chen, White & Soroui, 2009). A final reason that explains the low enrollment is that most adult ESL classes take an English-only approach believing that reinforcing the learner's native language or L^1 will prevent them from learning English (Wiley & Wright, 2004). In addition to low enrollment, studies show that adult

learners with low literacy and limited schooling are not successful in traditional ESL classes (Cummins, 1984).

Three significant problems arise from immigration trends: 1) there has been an influx of learners with limited English proficiency and low literacy in their native language (L^1) (Batalov & Fix, 2010); 2) there is a need for effective learning strategies and teaching methods for working with limited proficiency learners (Perry & Hart, 2012); and 3) educators lack appropriate models for incorporating the learners' L^1, their oral traditions, strengths, and experiences to inform the teaching of English (Choi & Najar, 2017).

In concurrence with the existing research in the field, many educators feel they lack the proper training and support when working with learners with low L^1 literacy and limited English proficiency (Perry & Hart, 2012). The purpose of this field project was to create a handbook for educators and volunteers who are working with this target group of learners, possibly for the first time. The handbook will provide them with lessons that they could use immediately and will help them get started working with this group of learners. Drawing on the work of Freire (1970), Choi and Najar (2017), and Shaughnessy (2006), who all indicate that incorporating learners' lived experiences, their cultures, and traditions, can enhance their English language skills, the handbook will implement the Language Experience Approach (LEA). The Language Experience Approach centers on learner-generated content. Some of the lessons will focus on content that the learners create individually, and some will incorporate content that the learners will create as a group. The idea behind using LEA is that the learner creates content that will be accessible, more familiar, and meaningful to them. ("Understanding LEA," 2015). Using LEA also validates how this approach can be used to develop the learners' reading, and also their listening, speaking, and writing skills (Taylor, 1992). The handbook can be used not only by first-time

educators and volunteers who have no experience working with this target group of ELLs, but also educators training other educators to use LEA, and by educators currently working with the ELLs but need more materials to enhance their learners' experience.

The subject matter for this field project came as a direct result of my volunteer teaching. Firstly, at the Oakland International High School (OIHS), with high school- aged learners predominantly from Spanish speaking countries. Then at Refugee & Immigrant Transitions (RIT), where I started volunteering and currently still do, in a classroom of adult women from countries like Afghanistan, Yemen, Guatemala, Mexico, Bhutan, Burma, and Senegal. In both instances, I was working with learners, most of who have gone through some kind of trauma, whether it was as an unaccompanied minor crossing the Mexican/U.S. border or a family forced to flee their home because of war or some other kind of violence. Here they were in a new country trying to navigate not only a new language but also a new culture. The levels of English literacy ranged from just smiling and nodding to repeating simple sentences to writing simple sentences. At the far end of the spectrum were learners, mainly at OIHS, who were reading and writing more complex sentences, and learning more sociological complex subjects like genocide. My admiration for these learners was and is immeasurable, and the creation of this handbook is inspired by their fortitude, bravery, and commitment to learning English and acculturating into a new society.

The handbook will be significant to first-time educators and volunteers who have no experience working with this target group of ELLs, as it provides them with a series of lessons that they can use from the outset, and that they do not have to create themselves. The lessons also introduce them to the Language Experience Approach (LEA). It shows them how this method can be used to alleviate some of the learners' embarrassment and anxiety over their lack of

literacy. It demonstrates how incorporating the learners' strength, their lived experiences, and their culture can impact their acquisition of English. The objective is for the learner to begin to practice speaking English about things that they are already familiar with, like their family, their native country, or a more recent experience like taking their children to school. Speaking about their experiences helps the learners build not only their vocabulary, but it builds their confidence and empowers them in the knowledge that their lived experiences, culture, and oral traditions are worthy and can be of value to their learning of English. The aim is for the lessons to be of relevance to the learners and that it incentivizes them to practice speaking English at every opportunity. It is the hope that they feel safe and supported in a classroom environment. It is also the hope that the lessons act as a catalyst that helps the learners continue to grow in their English language literacy, and they are able to apply what they have learned to their lives outside the classroom.

Recommendations

This project aimed to provide instructors and volunteers who may be new to working with learners with low literacy in their native language, and limited English proficiency, with a series of lessons that could be used as a starting off point to working with these learners. Since the handbook only contains five lessons, it cannot be the only resource material used by the instructor or volunteer. The main advantages of using the lessons in the handbook are that the instructor or volunteer could immediately begin to build a relationship with the learner, and the learner could immediately begin communicating in English. At the outset, it may seem hard for new instructors and volunteers to find shared interests and themes to use with learners from different cultural backgrounds, so the five lessons in the handbook work as an effective starting

off point. If possible and the information is available, it would be helpful if the new instructor or volunteer knew something about the learners in their class - their native country, culture, religion, etc., before the first class meeting.

As this project was developed as a starting point for new instructors and volunteers working with this target group of learners, there were many other lessons that I wanted to include if time allowed. I wanted to expand on the individual language experience stories by adding lessons such as 1) Describe your home in your native country – use of adjectives, names for rooms in the house, colors, use of prepositions. 2) Talk about your childhood best friend and the things you did together – use of past tense, adjectives, action verbs. 3) My journey to the United States – this story should not be undertaken until the learner and the instructor have been working together for a while. It is important for the instructor to be able to evaluate if the learner is open to sharing something that may have been traumatic. Some learners may not want to do so, and that should be honored, while other learners may find it cathartic. Ultimately, it should be acceptable for learners to share as much or as little as they elect to. 4) My new home city in the United States, how it is different from my native country. Introducing superlative adjectives, for example, *"In my country, we have some of the oldest buildings in the world." "My country has the most beautiful beaches around." "My new home in Oakland has the loudest street parties I've ever seen!"*

I also wanted to add more group language experience stories, such as 1) Your child's teacher/parent conference – use of formal language, cultural norms and expectations, related vocabulary, video example, role-playing. 2) Requesting maintenance from a landlord – phone dialog, writing an email or letter, related vocabulary, tenant's rights. 3) Making a doctor's

appointment and going to the doctor – phone dialog, related vocabulary, names of ailments, use of inflections and transitive verbs, role-playing.

Additionally, there were also more exercises, games, and other activities that I wanted to add to the existing chapters in the handbook. My hope is that the instructors and volunteers using the handbook will be inspired to expand on the existing content themselves. The following are some of the additions I wanted to include if time had allowed.

Lesson 1: Introduce Yourself. As a result of this individual language experience story, I wanted to include more exercises using the verb "to be." 1) Using it in a different context and introducing different occupations. For example, *"I am a teacher," "She is a dancer." "They are nurses."* 2) Simple yes/no questions and answers – *"Are you good at dancing?" "Yes, I am." "No, I'm not."* 3) Introducing capital cities, countries, and nationalities, by playing a game where each learner is given a different persona. For example, *"I'm from Sydney. I'm Australian."* 4) Cloze activity using the present and past tense of the verb "to be" and their negative forms.

Lesson 2: Introduce a Classmate. As a result of this pair language experience story, I wanted to add more reading and listening activities. 1) An instructor could print out all of the learners' stories of who they are, where they are from, and an activity they like to do. The stories are passed out to all learners randomly, so they get a classmate's story. They can then practice reading the new story, first to themselves, then aloud to partners. Learners can then identify the classmate that the story belongs to, a great way for the learners to get to know their classmates. 2) Learners listen to an audio story from StoryCorps, and exercises are generated from this listening experience. Learners listen the first time to get the gist of the story, then a few more times to answer specific questions, and listen for specific details. Lastly, learners get the

transcription of the audio story, and as the last activity, they can read the story, highlight words they are not familiar with, and participate in discussion questions. 3) Introducing homophones that result from contractions, such as *they're, there, their, you're, your, yore,* and *who's, whose.*

Lesson 3: Introduce Your Family. As a result of this individual language experience story, I wanted to include more grammar and vocabulary activities. 1) Learning the names of family members like an aunt, uncle, cousin, etc. The many ways to say grandma and grandpa - grandmother, nana, grandfather, papa, etc. Learning the names of extended family like brother-in-law, sister-in-law. 2) Introduce comparative words like, older than, shorter than, smarter than, younger than. 3) Draw a family tree and introduce the use of personal pronouns and question words or *wh*-words - what, which, when, where, who, whom, whose, why, whether, and how. 4) Using the calendar feature on a smartphone to learn the days of the week, the months of the year, specific dates like birthdays, and U.S. holidays.

Lesson 4: Going Grocery Shopping. Although this was an already robust group language experience lesson, there were still more activities that could have been added. 1) Identifying and using U.S. currency, shopkeeper/customer dialog, adding and giving change, using the calculator on a smartphone. 2) Commonly used shopping phrases, and using singular and plural nouns, for example, *"How may I help you?" "Where is/are the _____?" "Do you have _____?" "How much is/are the _____?"* 3) Using a smartphone to download, navigate, and use the Safeway Online Shopping App and the Safeway Pharmacy App.

Lesson 5: Preparing a Meal. I felt this group language experience lesson could have included more related vocabulary, more group discussion, and brainstorming activities. 1) Introducing the different methods of cooking – frying, boiling, baking, steaming. Introducing and identifying gerunds - *Steaming the broccoli is the best low-calorie method. Julia decided that*

frying the chicken provides the best flavor. 2) Using descriptive adjectives to describe food – crispy, chewy, salty, spicy, creamy, and sour. 3) Using a smartphone to find online recipes, bookmarking the page, and creating a folder of recipes. 4) Brainstorming how to create a group recipe book of favorite recipes from the learners' native countries. 5) Introducing and learning to interpret common food sayings such as – *a piece of cake, not my cup of tea, an apple a day…, bring home the bacon.*

Upon completion and then a review of this entire project, one of the things I realized was that I could have included a "Before the First Day of Class chapter." It would have provided these new instructors and volunteers with information to prepare them for what to expect with this target group of learners. For example, some learners may have had little or no schooling or may have come from a strictly oral tradition, so they may not be familiar with some literacy basics. Some learners may need to be taught how to hold a pen or pencil, how to position a piece of paper to begin writing, and they need to be taught the left-to-right and top-to-bottom direction of English writing. An instructor or volunteer using the handbook should expect to integrate an activity that addresses this before they get to the writing section of Lesson 1. Some learners may not be able to identify common pictorial representations used in the handbook, so wherever possible, an instructor or volunteer can swap out the picture for an actual object. For example, instead of using the picture of a loaf of bread, the instructor can plan to bring in an actual loaf of bread.

The "Before the First Day of Class" chapter could have also included suggestions and advice, and words of encouragement for the new instructor or volunteer. I wanted to advise them that these adult learners that they are about to meet are going to be using muscles in their mouths and throat that they have not used before, and they will be making new sounds that are

unfamiliar and strange to them. Because of this, they might feel uncomfortable and even embarrassed.

My overall recommendations to instructors are that you have to be patient with students and show compassion towards them. You have to provide the time for the learners to practice, use lots of repetition, and expect to expose them to an idea, a concept, or grammar more than once.

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Figure 1. Graphic depiction of the Language Experience Approach (LEA). Adapted from "Learning Experiences Approach," by E. Bowland, 2015. Retrieved from https://prezi.com/9ijzcxgzcul1/learning-experiences-approach/

Figure 2. Graphic depiction of the Zone of Proximal Development. Adapted from *Vygotsky's Scaffolding,* by C. Sakiras, 2018. Retrieved from https://blog.prepscholar.com/vygotsky-scaffolding-zone-of-proximal-development

Figure 3. Graphic depiction of the Common Underlying Proficiency. Adapted from *Getting Started with Language Awareness.* Retrieved from, n.d. https://www.cambridge-community.org.uk/professional-development/gswla/index.html

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APPENDIX

Teaching English to Refugees and Immigrants with Low Literacy
in their Native Language and Limited English Proficiency
(Using the Language Experience Approach)

Teaching English
to Refugees and Immigrants
with Low Literacy in their Native Language
and Limited English Proficiency

(Using the Language Experience Approach)

Jacqueline Hill

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Lessons

Introduction

Intended Audience

This handbook was created for first time educators and volunteers working with refugees or immigrants who have low literacy in their native language or L[1], as well as low or limited English proficiency. It provides them with a curriculum that they do not have to create themselves, and also introduces them to the Language Experience Approach (LEA).

The lessons will address some of the learners' embarrassment and anxiety over their lack of literacy by emphasizing the great wealth of their lived experiences, their culture, and their oral traditions, that they bring to their English language learning pursuit.

Educators training other educators or volunteers to work with this target group and use the LEA will also find the handbook useful. Volunteers who are assisting in a classroom situation, or tutoring one-on-one, will find the lessons easily adaptable to suit either scenario.

Mostly, the hope is that the handbook will be most impactful to the learners themselves, and would significantly enhance their learning experience and their English proficiency.

What is the Language Experience Approach?

This handbook of lessons introduces first time educators and volunteers to the Language Experience Approach (LEA), and how to incorporate it in to a classroom of learners with low native literacy (L^1), and low or limited English proficiency.

LEA employs the learners lived experiences and their oral language to help them develop English language proficiency. An educator can use the LEA with individual learners or in a classroom setting with small groups of learners. The learner is prompted to describe a personal experience or a topic of interest to them, the teacher writes exactly what the learner says without correcting the grammar or vocabulary, as corrections can be done later.

This learner-generated content can then be used to develop grammar and vocabulary lessons, develop reading, listening, and writing skills. The LEA can also be utilized with small groups of learners where a shared experience like a field trip or a classroom activity can be discussed and written together as a group. Again, this written account of the group's shared experience can be used to develop other lessons. This learner-generated content will be accessible, more familiar, and more meaningful to the learner.

About the Author

Jacqueline Hill is currently working on her Master's degree in TESOL at the University of San Francisco. With a background in art and graphic design, and many years working in the publishing industry as an education marketing rep, she hopes to incorporate her many skills in her new role as a teacher.

Photo disclaimer: *Most of photographs used throughout this handbook were taken by the author. Those not taken by the author are used with the explicit permission of the author's family and friends.*

INTRODUCTIONS

Introduce Yourself

1

Time: 120 minutes

Type of Activity:
- Listening
- Speaking
- Writing

Focus:
- Introductions

Aim:
- Students introduce themselves to the class
- Students get to know each other by name
- Students begin to feel comfortable speaking in front of each other

Preparation:
- Have calming music to play
- Write sentences on board, draw guidelines to show where and how letters are placed within, on, under the guidelines

First Day Procedure - Group Activity

- This is a first day of class activity. The teacher is meeting the students for the first time, and they are meeting each other for the first time.

- Have soft calming music playing as students come in and find their seats. Most likely the desks are arranged in rows facing the teacher and the white board. Greet students with a warm smile and a "Good morning", or "Hello".

- **Listening:** The teacher introduces herself to the class, pointing to herself as she says the line.
  "Hello, my name is Roma Chee. You can call me Teacher Roma.
  I am from the United States."
  Point to the lines on board as you say them again,
  "Hello, my name is _____.
  I am from the United States."

- **Speaking:** Teacher reads each word one at a time then has the whole class repeat each word after her aloud. T: *"Hello"*
  WC: *"Hello"*
  T: *"my"*
  WC: *"my"*
  And so on.

- Teacher reads the two lines and has the whole class repeat the lines after her aloud a few times.

- Teacher has each student repeat the lines using their own name and country. Students can remain seated for this activity.
  T: *"Hello, my name is _____. I am from_____."*
  S: *"Hello, my name is Aya. I am from Afghanistan."* First have the student say it in their native language then in English.

Introduce Yourself

1

First Day Preparation continued:

• Have an area prepared where students can stand in two rows facing each other
• Make copies of traceable sheets
• Have extra lined notebook paper for students who do not have a notebook

Materials:

• White or black board
• Erasable markers
• Photocopies

First Day Procedure continued

- **Speaking:** Have the students stand in two rows facing each other, row A and row B. Explain to them they are going to introduce themselves to the person in front of them, each person takes a turn. Row A does not move, but once each student has introduced themselves, then the students in row B moves down one and introductions begin again with a new classmate.

- **Listening & Speaking:** Following Krashen's I + 1 input theory, for this activity the teacher adds two additional lines which she will model with the help of a student. Model this a few times. Let students know that "Hello" and "Hi" mean the same thing.
  T: *"Hello, my name is Roma Chee.*
  I am from the United States.
  S: *"Hi, my name is Aya Hamid.*
  I am from Afghanistan.
  ***Nice to meet you**."*
  T: *"**Nice to meet you too**."*

- **Speaking:** After students have done one round of introductions, teacher models it again this time adding a handshake. Explain that a handshake is sometimes used when greeting someone.

- As the students are introducing each other, teacher walks around listening and repeating the lines if necessary.

- **Writing:** Have students return to their seats and copy the lines in their notebooks, including the two new lines. Explain to them to put their own names and country in the blank space. Some students may have very little or no writing experience so **traceable sheets** with the sentences are provided for them to use on page 9. Teacher may also have to sit with some students and write as the student dictates.

Introduce Yourself

1

Time: Each module 45 - 60 minutes

Type of Activity:
- Reading
- Speaking

Focus:
- Vocabulary
- Grammar
- Sentence structure

Aim:
- Reinforce vocabulary and grammar used in previous lesson
- Introduce the verb "to be"

Preparation:
- Bring photos of different people greeting each other
- Have greetings on separate strips of paper for the Vocab Module activity
- Make copies of cloze activity to give out to students

Materials:
- White or black board
- Erasable markers
- Tape or magnets to adhere photos to board
- Photos

Follow-up lessons after First Day introductions
To be used over 2 or 3 days

- **VOCABULARY MODULE - Using greeting words.**
  Reading: Use the photos on page 10. to discuss greeting words. The students will already be familiar with some from the previous lesson, and the teacher introduces them to a few new ones. First place the photos on the board, have the following greetings on strips of paper:
  Hi Priya, what's new?
  Good morning Teacher Alan. How are you today?
  Good evening Mrs. Evans. How do you do?
  Aya, I would like you to meet my mother. It is nice to meet you Mrs. Tibbs.
  Hello Jim, what's up?
  Hey neighbor, how's it going?

- **Speaking:** Have students come up to the board and match the words to the photos, then have a discussion about the matches they made. Teacher discusses why greeting a friend is different to greeting a teacher or an elder. Also the difference between greeting a new person, and greeting someone whom you already know.

- **Cloze Activity:** Teacher hands out the cloze activity on page 10 which uses the same photos from the Vocabulary Module, reinforcing what students just learned.

- **GRAMMAR MODULE - The verb "to be":**
  Reading: Use the sentence that students are already familiar with, "*I am from _____.*" to introduce the verb "to be". Write the following sentences on the board highlighting the pronouns and verbs:
  I am from Mexico.
  You are from Yemen.
  She is from Eritrea.
  He is from Spain.
  They are from Italy.
  We are from the U.S.
  It is from Venezuela.

Introduce Yourself

1

Type of Activity:
• Listening
• Speaking
• Writing

Focus:
• Grammar
• Sentence structure

Aim:
• Reinforce vocabulary and grammar used in First Day activities
• Students feel comfortable talking in front of whole class
• Students highlight the pronouns and verb "to be" in their notebooks

Preparation:
• Bring highlighters for students to use
• Make copies of traceable sheets

Materials:
• White or black board
• Erasable markers

GRAMMAR MODULE: The verb "to be" continued:

- **Listening:** Teacher models for the students by pointing to herself and saying, *"I am from the United States."* Then point to a student and say, *"You are from Bhutan."* Point to three students sitting together and say, *"They are from Yemen."* Ask two students to come up to the front of the class and stand next to you, and say, *"We are from the United States."*

- **Speaking:** Students practice saying aloud the verb "to be" as a class. Teacher points to the words on the board and has students repeat aloud after her. Students can also point to themselves and to other students as they say the words.

- Students can now practice one at a time. They can remain seated for this activity. First model it for the class. First student will point to themself and say, *"I am from Iran."* Then point to the classmate on their right and say, *"He is from El Salvador."* Keep going until everyone has a turn.

- For the next round, teacher chooses a student and has them point to another student in the class and say, *"You are from_____."* Pick another student and have them say, *"They are from_____."* Choose another student and have them say, *"We are from_____."* And so forth until every student has a turn.

- **Writing:** Have students copy the verb "to be" that is on the board into their notebooks. Have them highlight the pronouns and verb as it is on the board. For their homework, students can practice at home by pointing to their family and using the verb. They can say it first in their native language then in English. **Traceable sentences** are provided on page 11.

First Day Writing Activity (page 6)**: Traceable Sentences**

Hello, my name is _____.

I am from _____.

Nice to meet you.

Hi, my name is _____.

I am from _____.

Nice to meet you too.

Vocabulary Module (page 7)**: Cloze Activity**

how's it going?	what's new?	How do you do?
what's up?	It's nice to meet you	How are you today?

Hi Priya, _____?

Good evening Mrs. Evans, _____?

Hello neighbor, _____?

Hey Jim, _____?

Aya, I would like you to meet my mother. _____ Mrs. Tibbs.

Good morning Teacher Alan. _____?

I am from Mexico.

You are from Yemen.

She is from Eritrea.

He is from Spain.

They are from Italy.

We are from the U.S.

It is from Venezuela.

Introduce Your Classmate 2

Time: 60 minutes

Type of Activity:
• Listening
• Writing
• Speaking

Focus:
• Tell your classmate your story, and listen to their story

Aim:
• Learn two new sentences
• Work with a partner
• Student feels comfortable telling their story to a classmate
• Student learns to listen to a classmate's story

Preparation:
• Write sentences on board, draw guide lines to show where and how letters are placed within, on, under the guidelines
• Make copies of traceable sheets

Materials:
• White or black board

Procedure – Pair Activity, part 1

- **Listening:** For this activity students will work in pairs. Each pair will get to know each other by using the same sentences from the First Day lesson, plus two new sentences. Teacher writes the sentences on board and models it using her own story. Teacher reads it aloud a few times.
  Hello, my name is _____.
  I am from _____.
  I have _____ children. Or, (I do not have any children.)
  I like to _____.
  Write on the board and read aloud other examples:
  I like to sew; I like to cook; I like to watch TV; I like to read; I like to paint.

- **Writing:** Have students copy the sentences in their notebooks filling in the blank areas with their own story. **Traceable sentences** are provided for students learning to write on page 16.

- **Speaking:** Place students in pairs, try to pair them with someone they don't already know. Each student gets 3 minutes to introduce themselves to their partner. Each student gets to teach their classmate how to say "hello" in their native language. Then the rest of the conversation has to be in English. Teacher watches the time and lets students know when to switch. As the students are talking to each other, teacher walks around and listens for any words they are having problems pronouncing, this can be addressed later.

- When the class comes back together, the teacher goes over the pronunciation of any words that students have problems with. Students repeat the words after the teacher. Teacher points to the words on the board and students say the words.

Introduce a Classmate 2

Time: 90 minutes

Type of Activity:
• Listening
• Speaking
• Writing

Focus:
• Introduce your classmate to the whole class

Aim:
• Write your classmate's story
• Student feels comfortable and practice speaking in front of the whole class

Preparation:
• Write sentences on board, draw guide lines to show where and how letters are placed within, on, under the guidelines

Materials:
• White or black board
• Erasable markers

Procedure – Pair Activity, part 2

- **Listening:** Explain to students that now that they know their classmate, they are going to introduce them to the whole class so that everyone can get to know them.

- **Listening & Speaking:** Ask for a student volunteer to model the activity. Write the new sentences on the board. Teacher reads the words out aloud and points to the words as she reads. Then students repeat after the teacher. Teacher points to the student volunteer as they model the sentences.
  Hi/Hello everyone.
  This is my classmate. Her name is Ann.
  She is from Thailand.
  She likes to sing and dance.
  Swąsdī means "hello" in her language.

  Model the sentences again with a different student.

- **Writing:** Have students pair up again and write the new sentences using their classmate's story. Teacher walks around and assist students. Allow more time for this activity.

- **Speaking:** When all students have written each other's stories they take turns introducing their classmate to the whole class. They can stand in front of the class, or if they're not ready to do that they can stand up from where they're seated and do the introductions.

Introduce a Classmate 2

Time:

Each module 30 - 45 minutes

Type of Activity:

- Listening
- Speaking
- Writing

Focus:

- Reinforce new vocabulary
- Introduce new grammar

Aim:

- Learn new words
- Work with a partner
- Students feel comfortable speaking in front whole class

Preparation:

- Bring photos of people doing various activities
- Sentences on strips of paper for vocab matching activity
- Prepare strips of lined blank paper for making contractions
- Create "turn it in to a contraction" exercise

Follow-up lessons after Introduce a Classmate lesson
To be used over 2 or 3 days

- **VOCABULARY MODULE: Matching words to visuals cloze activity.**
  Use the photos on page 18 to go over the activities that people like to do. For example: *I like to sew. He likes to cook. She likes to read. We like to sing. They like to dance.* Have the students come up to the board and match the sentences to the photos. You can also have them take home the cloze activity to complete.

- **GRAMMAR MODULE: Contractions.**
  Listening & Speaking: Demonstrate how some words get shortened or made smaller in English. It's not necessary to use the word "contractions". Write on the board the words and phrases from previous lessons, plus a few new ones. Teacher chooses a few to demonstrate to the class. It may be too much to show them all at once, they can revisit the others in a later class. Teacher briefly talks about the apostrophe but punctuation will be in a later class. The class repeats the lines after the teacher.
  I am *from Yemen –* ***I'm*** *from Yemen.*
  I would *like you to meet –* ***I'd*** *like you to meet.*
  I will *see you soon –* ***I'll*** *see you soon.*
  It is *nice to meet you –* ***It's*** *nice to meet you.*
  How is *it going? –* ***How's*** *it going?*
  She is *from Italy –* ***She's*** *from Italy.*
  He is *from Venezuela –* ***He's*** *from Venezuela.*
  You are *from the U.S. –* ***You're*** *from the U.S.*
  They are *from Iran –* ***They're*** *from Iran.*
  We are *from Afghanistan –* ***We're*** *from Afghanistan*
  What is *new? –* ***What's*** *new?*
  I have not *seen her –* ***I haven't*** *seen her.*

Introduce a Classmate 2

Follow-up lessons continued:

Materials:

- White or black board
- Photos
- Tape or magnets to adhere photos to board
- Blank lined paper for writing
- Photocopies of exercise

Follow-up lessons continued

- **Writing 1: Make the word smaller.**
  Give out large strips of lined paper, about 6 pieces per student. Have them write the following on each strip:

  1. *I am*
  2. *She is*
  3. *You are*
  4. *I will*
  5. *They are*
  6. *We are*

  Demonstrate how they can make the words smaller (contraction) the two words by folding the paper. Picture examples on page 19.

- **Writing 2: Make the underlined words smaller.**
  Students do an exercise where they make the underlined words in a sentence smaller (contraction). Exercise on page 20.

Pair Activity 1 - Writing (page 12)**: Traceable sentences**

Hello, my name is .

I am from .

I have children.

I like to .

Hi, my name is .

I am from .

I do not have any children.

I like to .

Pair Activity 2 - Writing (page 13)**: Traceable sentences**

Hello everyone.

This is my classmate.

Her name is Ann.

She is from Thailand.

She likes to sing and dance.

Hi everyone.

This is my classmate.

Her name is Maria.

She is from Guatemala.

She likes to read and sew.

Vocabulary Module (page 14)**: Cloze Activity**

cook	read	sew	sing	dance
paint	exercise	sleep	write	ride

She likes to _____.

They like to _____.

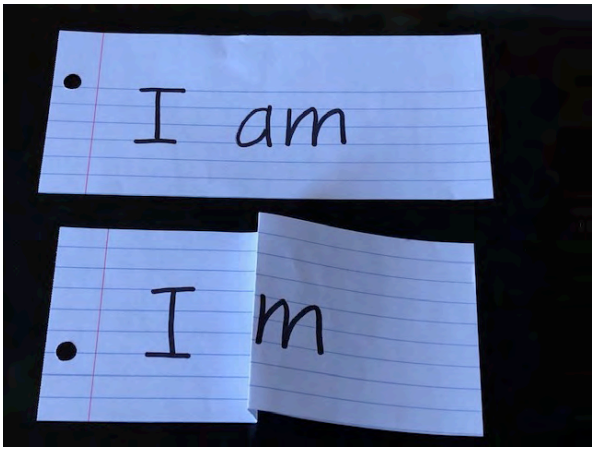
The four friends like to _____ bikes together.

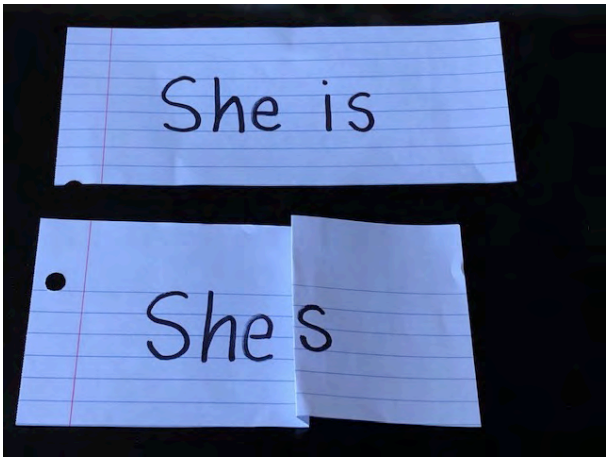
Grandma likes to _____ when the baby is sleeping.

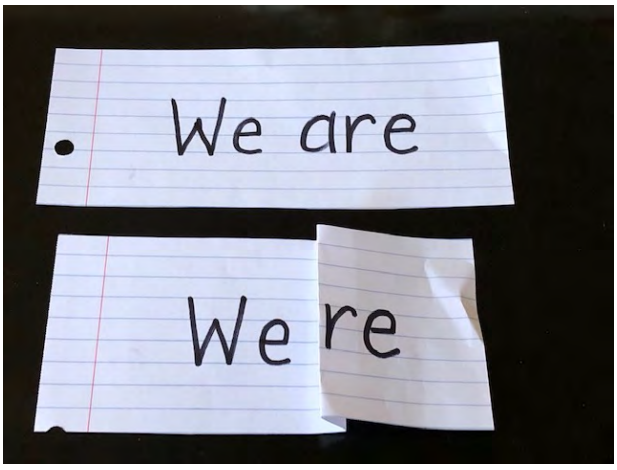
We like to _____.

Judy likes to _____.

Writing Module 1 (page 15)**: Make the Word Smaller**







Writing Module 2 (page 15**): Make the Underlined Words Smaller**

1. I would like you to meet my brother.

_____

2. I will see you soon.

_____

3. It is nice to meet you.

_____

4. How is it going?

_____

5. I have not seen her.

_____

6. He is from Venezuela.

_____

7. I cannot come tomorrow.

_____

8. Do not forget to bring your notebook tomorrow.

_____

Introduce Your Family 3

Time: 90 minutes

Type of Activity:

- Listening
- Speaking
- Writing

Focus:

- Student tells you their story

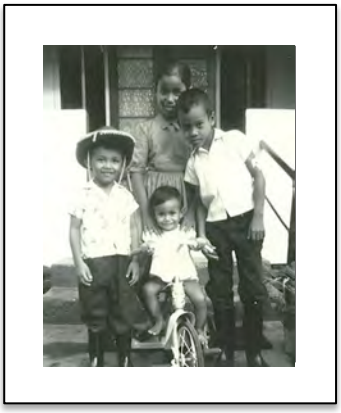
Aim:

- Student listens as you model telling your family story
- Student speaks at their current ability
- Student listens and responds to teacher's questions or prompts
- Student generates their own content

Procedure – Individual Activity

- If you are tutoring a student one-on-one this will be an ideal exercise to get them talking about something they already know about and they can practice their vocabulary. Teacher asks questions to prompt the student. This can also be done in a classroom situation but it will be a bit more time consuming. Make use of volunteers in the classroom, or students that may be a bit further along in their English proficiency.

- **Listening:** Have the student bring in a photo of their family. Teacher models by showing them a photo of her family and telling them who each person is.



For example: *"This is a photo of my family".*
Point to each person as you talk about them.
"This is me in the middle when I was about two years old. I'm on a tricycle. On the right is my brother Peter, on the left is my brother Ryan, he's wearing a cowboy hat and cowboy boots. In the very back is my sister Dawn. She is the oldest, in this picture she is twelve years old. Peter is the second oldest, he is 10 years old. Ryan in the cowboy hat is 5 years old. I'm the youngest, the baby in the family. This picture was taken in front of my grandfather's house. We had a lot of fun playing together in the big front yard."

Introduce Your Family 3

Individual Activity Continued

Preparation:

• Bring a photo of your family
• Ask student to bring a photo of their family a few days before you plan to do this activity

Materials:

• Lined paper and pen to write student's story
• Photo

Procedure – Individual Activity continued

- **Speaking:** Teacher makes sure she sits next to the student so they are able to observe her writing as they dictate their story. Begin by asking the student, *"Tell me about the people in your photo."* If they are having difficulty coming up with the words, ask leading questions. *"Is this your daughter, how old is she? What does she like to do?* From the previous lesson, *"She likes to…"* should be already familiar to the student.

- As the student talks about their family, the teacher writes their words just as they say it. Grammar corrections can be made in future lessons.

- There is a possibility that the student may not have any photos as they may have fled their native country bringing very few belongings with them. Teacher can do the exercise by prompting them with questions. "Where are you from?
  How many children do you have?
  What are their names?
  How many boys, how many girls do you have?
  How old are they? What do your children like to do?
  What special meal do you like to cook for your family?"

- **Listening:** At least 5 sentences are needed to make a paragraph. The teacher reads the paragraph back to the student and asks if there is anything else they will like to correct or add.

- **Speaking:** Teacher has the student repeat the sentences after her. If they can, the student can read the sentences out loud.

- **Writing:** Have the student copy the sentences.

- **Listening & Writing:** If the student is further along the teacher can dictate as the student listens and writes the sentences.

Introduce Your Family 3

Time: Each module 30 - 45 minutes

Type of Activity:
- Reading
- Speaking

Focus:
- Reinforce new vocabulary
- New grammar

Aim:
- Students learn the difference between singular and plural "s"
- Recognize numbers and words for the numbers
- Work with a partner

Preparation:
- Prepare strips of paper with individual words for vocab matching
- Prepare singular and plural words for pair matching activity
- Have enough objects for pair activity

Materials:
- White or black board
- Classroom objects
- Photos - some with one person/object, some with more than one person/object

Follow-up Lessons after Introduce Your Family lesson
To be used over 2 or 3 days

- **VOCABULARY MODULE: Matching.**
  Reading: Use the photos on the page 24 to reinforce some of the words that the student used in the previous lesson. If it is a classroom situation, place the photos on the board, on the side have individual words that the students will have to come up to the board and match to the photo. Students work in pairs. Words such as: *boy; boys; girl; girls; sister; brother; family; children.*

- **GRAMMAR MODULE: Singular and "s" plural.**
  Speaking: Use some of the photos from the vocabulary module plus some additional ones to introduce singular and "s" plural. Introduce the "es" plural in a later lesson. Put the photos on the board.
  Ask the class:
  "How many boys are in this photo?"
  "Yes there is one boy in this photo." Write *"one boy"* and *"1 boy"* on the board. Explain that "1" is a number and "one" is the word for the number.
  Point to a different photo and ask, *"How many boys are in this photo?" "Yes, in this photo there are three boys."* Write *"three boys"* on the board underlining the *"s"*. Write "3" next to "three", explain that "3" is the number and "three" is the word for the number.
  Pick up a pencil from a student's desk and say, *"Natalia has one pencil but Dao has three pencils."* Write *"one pencil"* and *"three pencils"* on the board, underlining the *"s"* in pencils. Find other things in the classroom to model – books, pens, markers, chairs, desks, etc. Or, use pictures of these items.

- **Reading, Pair activity:** Give out 3 sets of actual objects found in the classroom to each pair. For example: 4 pens, 1 apple, 2 books, 1 picture, 6 pushpins. Also give out cut up words of both the singular and plural versions of each object. So each pair will get the words: pen, pens, apple, apples, book, books, picture, pictures, pushpin, Push pins. Their task is to work together and match the correct singular or plural word to their objects.

Vocabulary Module (page 23)**: Matching on Board Activity**

boys	family	girl	boy
girls	children	sister & brother	

_____

_____

_____

_____

_____

_____

GOING GROCERY SHOPPING

Going grocery shopping 4

Time:

Each pre-task 30 – 45 minutes

Type of Activity:

- Listening
- Speaking
- Writing
- Use of technology

Focus:

- Preparing for field trip – doing pre-tasks

Aim:

- Students get familiar with typical American meals, snacks
- Learning about ingredients
- Create a shopping list
- Navigating the grocery aisle

Procedure - Group Activity
Pre-tasks

- This group activity will take students outside the classroom to create a language experience story together as a group. You can take them on a field trip to a nearby park, post office, bank, or store. You can also get suggestions from students on where they would like to go on a field trip.

- **Listening & Speaking:** The day before the field trip have a discussion with students about the purpose of the field trip. For this lesson take students on a field trip to a nearby grocery store that is in walking distance. There they will buy ingredients for a meal that they will prepare together in the classroom. (This will be a subsequent lesson.) As a group walk to the store, tell students to pay close attention to what they see on the way – houses, flowers, people, etc. Once they're in the store what aisle they found the ingredients on, did they ask the store clerk any questions? Did they get a cart or a basket. How much did it cost?

- If the classroom has a stove available you can prepare a meal like spaghetti and meatballs, or hamburger and fries. But if the classroom does not have these amenities choose a meal that does not require cooking.
  For this lesson students will be purchasing ingredients to prepare a favorite American snack – peanut butter and jelly (PB&J) sandwiches.

Going grocery shopping 4

Group activity continued

Preparation:

- Have photos of typical American meals and snacks
- Have list of ingredients needed to make a PB&J sandwich
- Take photos of grocery aisles and products needed to prepare snack
- Make note of product prices
- Check Safeway website for available coupons
- Before the technology pre-task let students know to bring their phones

Materials:

- Black or White board
- Photos of meals
- Product photos
- Tape of magnets to use with photos

Pre-tasks continued

- **Listening & Speaking:** To prepare students for the field trip the teacher activates their prior knowledge of typical **American meals and snacks**. Have photos of meals such as, pizza, spaghetti and meatballs, hamburger and fries, peanut butter and jelly sandwiches on the board. Photos are provided for your use on page 33.
  Ask students if they know what the meals are called, as they say the names write it under each picture. Discuss if they've eaten them before, and if they liked them? Ask if they have anything similar in their country and what is it called.

- **Speaking & Writing: Create Shopping List**
  Remove all the pictures except the PB&J sandwich picture. Let students know that on their field trip the next day they will be buying ingredients to prepare this snack. Ask students if they know what ingredients are needed to prepare this snack.
  As students call out ingredients the teacher writes them on the board and create a shopping list.
  Discuss how much of each product will be needed.
  Give students the blank shopping list handout found on page 34, and have them write in the ingredients.
  Tell them they need to bring the shopping list with them the next day when they go shopping.

- **Speaking: Choosing the product**
  Another pre-task that students can do is to choose which peanut butter they'll buy –regular or organic. Which jelly or jam – grape or strawberry, or some other flavor. Which bread should they get – white or wheat. Teacher leads a discussion on which options are healthier and which options are most cost effective.
  Teacher does some prep by going to the grocery ahead of the field trip and taking photos of the various peanut butters, jellies, and bread that's available.
  Place pictures on board have prices jumbled together on the side. Pictures provided on page 35.

Going grocery shopping 4

Group activity continued

Materials:

- Black or White board
- Photos of meals
- Product photos
- Tape or magnets to use with photos

Pre-tasks continued

- **Listening:** As teacher dictates product brand names and prices to students, they come up to the board and match pictures to prices.

- **Use of technology:** Students use their phones to find store coupons for the products they will buy. They will work in groups of three for this activity. One group will look for peanut butter product coupons, one group will look for jam product coupons, and one group will look for bread product coupons. Students will use Google Chrome to find Safeway coupons. Have them bookmark the page so they can use it in the store the next day.

- **Listening & Reading: Navigate the grocery store** Teacher takes photos of the names of the aisles in the store, or use the ones provided on page 37. Put the photos on the board and go over the names – bread; cereal; candy & snacks; canned goods; dairy; pasta; paper products; cleaning supplies; etc. Have photos of products found on each aisle jumbled together. Have students come up to the board in pairs and put photos of two products on its appropriate aisle.

- **Writing & Speaking:** Have students write on their shopping list the aisle where they think they will find the ingredients they would be looking for the next day. When they have completed the writing task, ask a student at random where they think they would find the ingredients.

- **Speaking:** Students can do a short two or three sentence presentation of a popular dish in their native country. They can bring a picture and explain it first in their native language, then they could present it a second time in English.

Going grocery shopping 4

Time: 90 minutes

Type of Activity:
• Listening
• Speaking
• Observing

Focus:
• Trip to the grocery store to buy ingredients

Aim:
• Students have a shared group experience that they will use to create a story
• Student are observant on their walk to the grocery store
• Students navigate the grocery store, ask questions of the clerks, find the products

Preparation:
• Remind students the day before about the field trip
• Remember cell phone for taking photos

Day of the Field Trip – Group Activity

- This example of going to the grocery store involves the teacher and students walking to a nearby store. Other field trips can include taking the bus or the train, or taking cars to get to the store. This will involve more detailed planning on your part.

- Before setting off on the walk to the store teacher reminds students to take their shopping lists. Teacher instructs students to pay attention to the things and people they see on the way to the store - houses with pretty flowers, a bank, a coffee shop, cars and buses on the street, people they see, etc. As the group is walking the teacher can say things out loud to the students like, “What a beautiful, sunny day it is today.” “What pretty red flowers.” “I take my car to this mechanic for repairs.” This will help students when they are creating their story. Teacher also takes pictures to create a sequence of events to be used as helpful reminders back in the classroom as the students are work together on the story of their field trip.

- Encourage students to take their own photos with their cell phones of things of interest to them. These photos can help them remember the field trip and can also be used to show to their children. Encourage them to tell their children in English, the story of their recent adventure.

Going grocery shopping 4

Time: 90 minutes

Type of Activity:

• Speaking
• Writing

Focus:

• Create the group story

Aim:

• Students work together to create their story
• Students feel confident using English to add to the story

Preparation:

• Print photos taken on field trip

Materials:

• White or black board
• Photos
• Erasable markers
• Tape or magnets for photos

After the Field Trip – Back in the Classroom

- **Speaking: Sequence of Photos**
  Teacher uses photos taken on walk to help students create a sequence of their trip to the grocery store. The photos could be placed in sequence by the teacher and students can start creating the story. Or the teacher can have the photos jumbled and first have the students put them in order. Students can take turns giving information on what they remembered. As the students speak teacher writes what they say under each photo.
  Use the example on page 38 to get started.

- **Speaking:** After the students create their story with the teacher transcribing, have the students read the story aloud. The teacher then asks if there are any corrections or additions they would like to make. The teacher can also make suggestions for the story.

- **Speaking:** When the students are happy with the story, the teacher can then have them read the final version out aloud as a class, or in pairs, or individually.

- **Writing:** Students can now copy the final story in their notebooks so they can refer to it in subsequent lessons.

Going grocery shopping 4

Time: Each module 45 - 60 minutes

Type of Activity:

- Drawing
- Listening
- Speaking
- Reading
- Writing

Focus:

- Students learn new directional vocabulary
- Students are introduced to new grammar

Aim:

- Students read their story again as they draw map
- Students understand the difference between present and simple past tense

Preparation:

- Have a map ready to model for students
- Make copies of simple past tense exercise

After the Field Trip – Follow-up Lessons

- **DRAWING MODULE: Map to the grocery store**
  Have students draw a map of the route they took from the school to the grocery store. They can refer to the story they created and wrote in their notebooks. Firstly, the teacher will model how to do so on the board by drawing a map of the route she takes from their home to the local coffee shop. As the teacher talks about how she gets to the coffee shop and the things she sees on the way she's introducing new vocabulary words such as: ***turn left*** (at the light, at the corner, on 1st Street; ***on the right*** (you will see the church, post office); ***next to*** (the bank, the gym), ***in front of*** (the yellow house, school); ***behind*** (the 7 Eleven, library); ***across from*** (the hardware store); on the ***opposite side of*** (the CVS); ***go straight***, etc. The teacher writes the new words on the board as it is being said. The words are left on the board for the students to see and use.

- **Simon Says:**
  Listening: Play a fun game of Simon Says using the new directional vocabulary words. Have the students get up from their desks and face the teacher, who will be Simon. *"Everyone turn right!" "Walk straight ahead for five steps." "Stand next to a desk." "Stand behind a classmate." "Stand in front of the white board."*
  Students can also take turns in being Simon and calling out directions to the rest of the class.

Going grocery shopping 4

Follow-up lessons continued

Materials:

- White or black board
- Erasable markers
- Photocopies

Follow-up Lessons continued

- **GRAMMAR MODULE: Using the simple past tense regular verbs**
  Listening & Speaking: Introduce the simple past tense by talking about doing an activity in the present and an activity done in the past, doing something right now and something that was done yesterday. For example:
  "Right now, at this present time, I pick the red marker. But yesterday I picked the blue one."
  "Please remove all your books from the desk. Yesterday we removed our pens from the desk."
  "I need to buy milk today. Two days ago I needed to buy bread."
  Put a list of words on the board that students can change to the simple past tense *–ed*. Do this together as a class. A list is provided on page 39.

- **Listening**: Teacher introduces the spelling rules for the simple past tense regular verbs. Introduce only one or two or the rules at a time.
  For example:
  1. If a word ends in *e* add a *d*: *remove - removed*
  2. If a word ends in a vowel + *y* add *ed*: play - *played*
  3. If a word ends in a consonant + *y* change *y* to *i* and add *ed*: *carry - carried*
  4. If a word is one syllable and ends in a single vowel + a single consonant, double the final consonant and add *ed*: *nod – nodded*
  5. If it is a two-syllable word with stress on second syllable that ends in a consonant, double the last consonant and add *ed*: *prefer - preferred*

- **Simple Past Tense Exercise:**
  Reading & Writing: Students do the exercise on page 40. They circle the correct tense in the sentences taken from their field trip story.

Pre-task (page 27)**: American Meals & Snacks**

Pizza

Hamburger and fries
(Burger and fries)

Peanut butter and jelly
sandwich (PB&J)

Meatloaf

Fried chicken

Macaroni and cheese
(Mac and cheese)

Pre-task (page 27)**: Create Shopping List**

Peanut Butter and Jelly Sandwich (PB&J)

Ingredients:

_____

_____

_____

_____

Which aisle:

_____

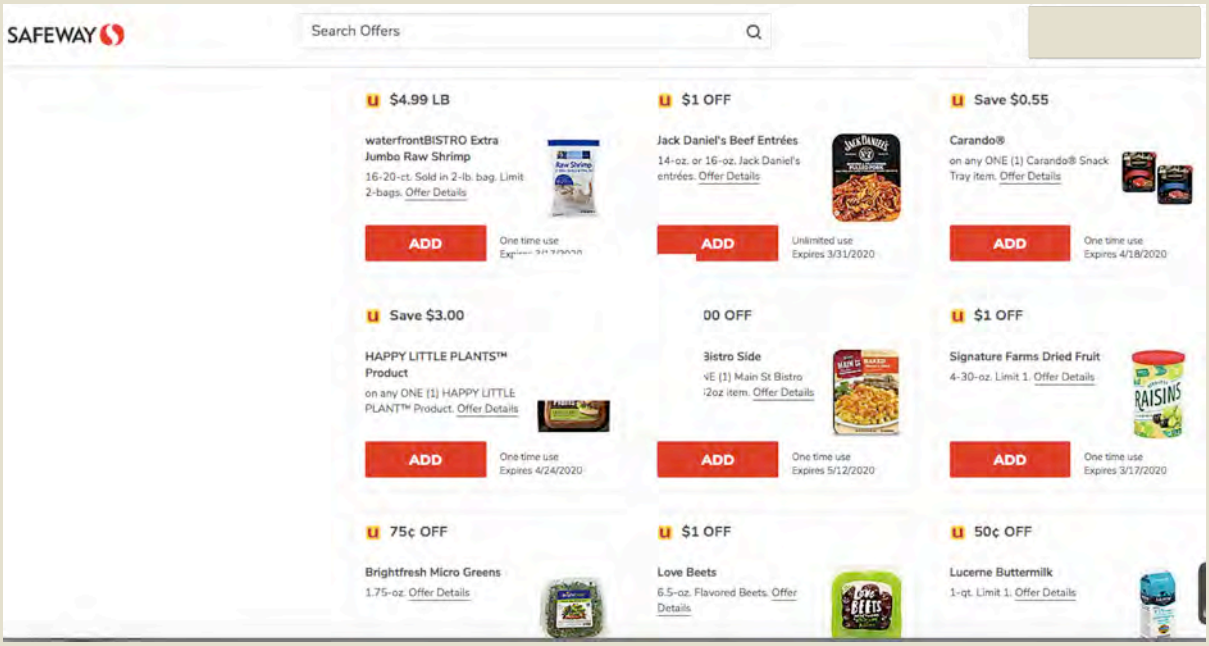
_____

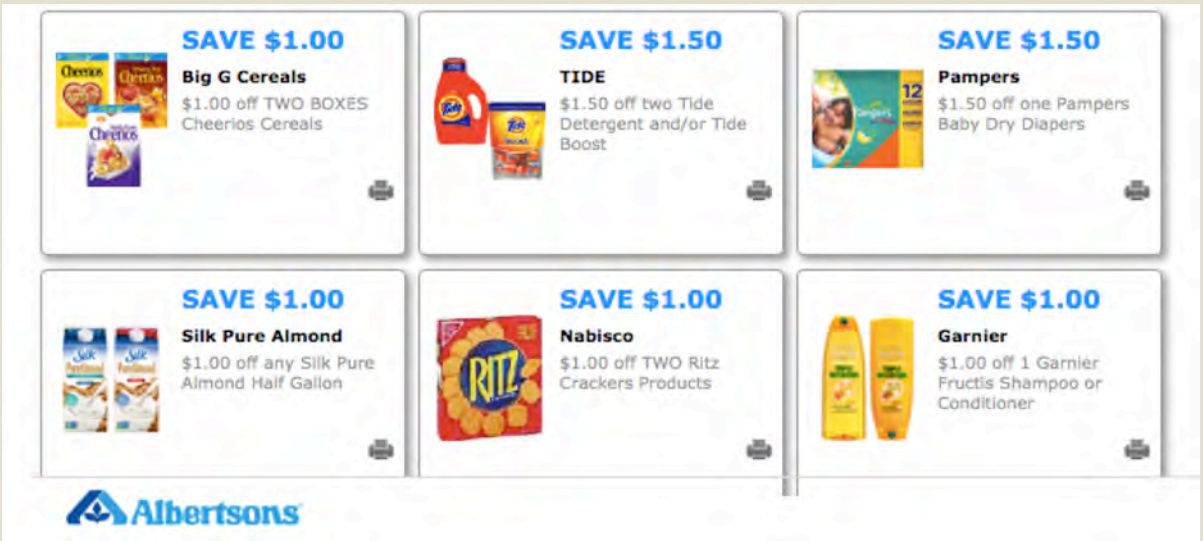
_____

_____

Pre-task (page 27)**: Choose the Product**

Pre-task (page 28)**: Use of Technology**
Example of grocery coupon pages





Pre-task (page 28)**: Navigate the Grocery Store**

Back in the Classroom (page 30)**: Sequence of Photos**

What day did we go on the field trip?

What time did we leave?

What was some of the things we saw along the way?

Who were some of the people that said hello to us?

Did we pass a school or a church on our way to the grocery store?

Was the house with the pretty red flowers before the church or after?

Did we use a shopping cart or a basket?

What aisle did we find the bread?

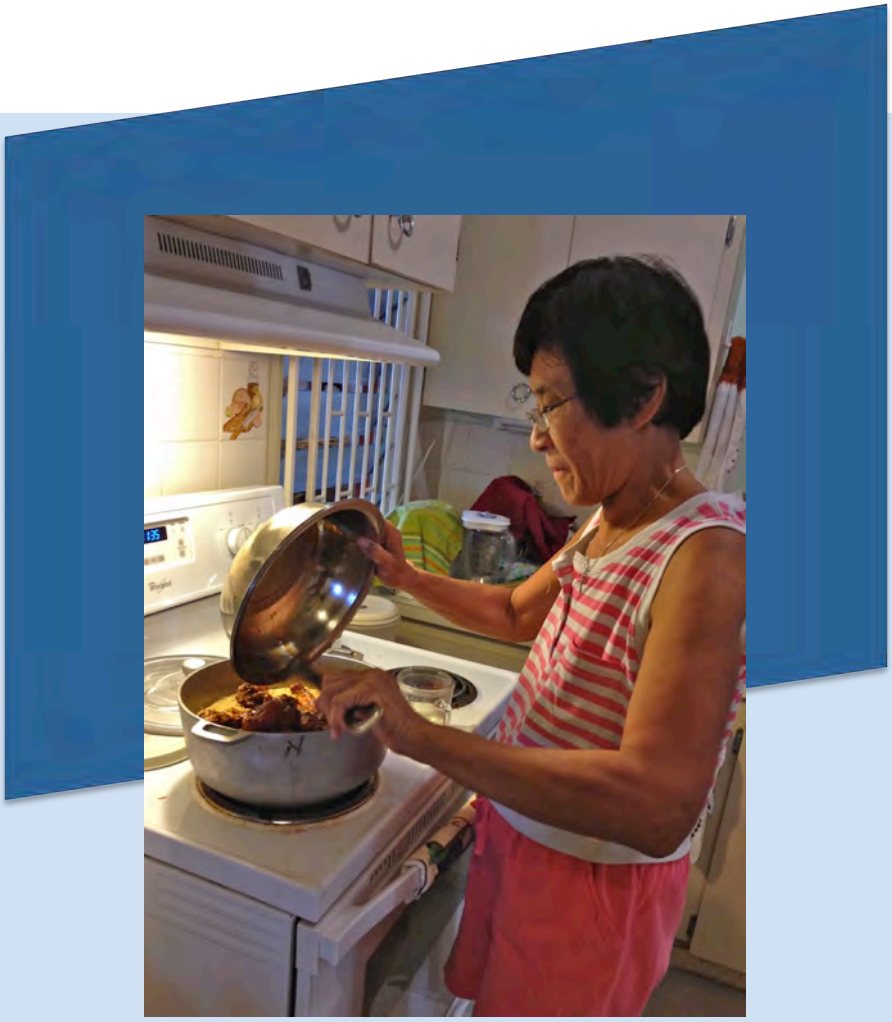
Grammar Module (page 32)**: List of words to change to simple past tense *ed***

PRESENT	**SIMPLE PAST *ED***
Agree	Agreed
Argue	Argued
Arrive	Arrived
Bake	Baked
Bruise	Bruised
Cause	Caused
Cure	Cured
Cycle	Cycled
Damage	Damaged
Excite	Excited
Face	Faced
File	Filed
Gaze	Gazed
Include	Included
Joke	Joked
Love	Loved
Move	Moved
Note	Noted
Owe	Owed
Place	Placed
Remove	Removed
Scare	Scared
Type	Typed

Simple Past Tense Exercise (page 32)

Circle the correct tense in each sentence

1. Yesterday we **walk/walked** to the grocery store.
2. I like to **look/looked** at the beautiful flowers.
3. Maria **pick/picked** a wild flower.
4. The little dog **bark/barked** at us.
5. **Nod/nodded** your head if you agree.
6. Sou **joke/joked** with his friend Alan.
7. The UPS driver **wave/waved** to us from his truck.
8. We **enter/entered** the store with a shopping cart.
9. We were **greet/greeted** by the store clerk.
10. I now **live/lived** in the United States.
11. Why do you **gaze/gazed** out the window in English class?
12. He was too **scare/scared** to watch the horror movie.



PREPARING A MEAL

Preparing a Meal

5

Time: 120 minutes

Type of Activity:

- Speaking
- Writing
- Reading
- Following directions

Focus:

- Activate students' prior knowledge of utensils and cutlery
- Students practice their English fluency by talking about a dish from their country
- Students are introduced to new grammar

Aim:

- Students are comfortable talking in front of class
- Students write in pairs
- Students learn the different usage of how much and how many

Procedure – Preparing a PB&J Sandwich

- Now that the students have gone on the field trip to the grocery store and purchased all the ingredients the next step is to make the PB&J sandwiches.

- **Speaking & Writing:** Have students work in pairs to discuss and write down what else they will need to prepare the snack. Give the pairs about 8 minutes to come up with their list. When you come back together as a whole class have one student from each pair offer one thing from their list that they think they will need to prepare the snack. In addition to listing the ingredients already purchased, the teacher is listening for things like: plates, napkins, butter knife, bread knife, cutting board, beverage, glasses. As the students call out the words teacher writes them on the board.

- **Matching:** Have photos jumbled on the side. Each student gets a turn to come up to the board and match a picture to the words they just came up with.

- **Speaking:** One of the main ingredients in a PB&J sandwich is of course the peanut butter. Have students practice their English fluency by talking about a dish from their country that uses peanuts. They can describe all the ingredients in the dish and how it is made, and what it is called.

- **GRAMMAR MODULE: How much/how many**
  Introduce students to the difference between *how much* and *how many*. Start by putting pictures of the ingredients for the PB&J sandwich on the board – bread, peanut butter, jelly. Add other photos of eggs, grapes, cookies, milk, rice, salad.
  Ask the whole class, *"How many slices of bread do we need to make the sandwich?" "How much peanut butter should we put on the sandwich?"*

Preparing a Meal

5

Preparing PB&J continued

Preparation:

• Find photos of ingredients and other countable and uncountable items
• Make copies of How much/How many exercise
• Clear away space on a table so all students can make their own sandwich

Materials:

• White or black board
• Tape or magnets for photos
• Photocopies
• Ingredients and utensils for making PB&J sandwich
• Beverages
• Bring toaster

Preparing a PB&J Sandwich continued

- *"How much jelly should we put on the sandwich?"*
  Write these sentences on the board underlining the words *how much* and *how many*.
  Point to the other pictures. Ask the class:
  "How many eggs are in a carton?"
  "How much rice do you like to eat."
  "How much milk does your child drink?"
  "How many grapes are in the bowl?"
  Write these sentences on the board underlining the words *how much* and *how many*.
  Explain to students when you can count an item, or it is countable, like eggs, or grapes, or slices of bread you use the words, *how many*. But if it is an item that you cannot count, or it is uncountable, like rice, or peanut butter, or milk, you use the words *how much*.

- **How much/how many exercise:**
  Students practice using *how much* and *how many* by doing the fill-in-the-blank exercise on page 45.

- **Making the sandwich**
  Listening & Following directions:
  Prepare a space so students can stand around a table where they can all see the teacher. The teacher tells the students to pay close attention as they will write a story about what they did in class today. The teacher talks them through preparing the sandwich step by step – from toasting the bread in the toaster, to spreading the peanut butter on one slice of bread and the jelly on the other slice of bread using the butter knife, cutting the sandwich in half, and cutting off the edges of the bread if that that is the preference, using the serrated bread knife. Students get to eat their sandwiches and drink a beverage of their choice – milk, juice, or soda. As they experience being casual with each other, have them point to different objects on the table and name it first in their native language then in English.

Preparing a Meal

5

Time: 120 minutes

Type of Activity:
- Writing
- Reading
- Listening
- Speaking

Focus:
- Students write the story of Preparing a Meal with their classmates and teacher

Aim:
- Students use past tense to write story
- Student practice their reading
- Students are introduced to new grammar
- Students understand when to use past tense, present tense, and present continuous

Preparation:
- Photos of ingredients and utensils
- Arrange to have help for those students still learning to write

Materials:
- White or black board
- Photos
- Erasable markers

Follow-up Lessons - The next day and beyond

- **Writing:** Students work on their own individually and write the story of how they prepared a typical American snack as a group. The teacher places the pictures of the ingredients and utensils used the previous day back on the board, to help the students recreate the steps. The teacher also reminds students that they are writing about something that happened yesterday so their sentences should be in the past tense. The teacher writes some sample introductory sentences that will help students get started. For example: *"Yesterday in class we made…"* *"Two days ago my class went to the grocery store…"* For those students who are still learning how to write, the teacher and assistants or volunteers can sit with them and write their story as they dictate it. After the story is written, these students can practice their writing by copying the story.

- **Reading & Listening:** All students can practice first reading the story to themselves, then to a partner. Finally when the student feels that the story is complete, they can read it to the class.

- **GRAMMAR MODULE: The Present Continuous**
  Reading & Listening: The teacher writes the following sentences on the board and explains the difference between present, present continuous, and the past tense:
  The teacher writes on the board.
  The teacher is writing on the board.
  The teacher wrote on the board.
  The teacher writes other verbs on the board and has the class practice together changing them from present, to present continuous, and past tense. For example: *laugh, laughing, laughed; joke, joking, joked.*

- **Writing:** Students change their Preparing a Meal story from the past tense to the present continuous. For example:
  "Today in class we are making a PB&J sandwich."
  "Today we are going to the grocery store to buy…"

How Much/How Many Exercise (page 43)**:**

Fill in the blank with *how much* or *how many*

1. _____ eggs are in the refrigerator?
2. The doctor asked me _____ water I drink every day.
3. Did you count _____ pens are in the drawer?
4. _____ time do you need to finish the lesson?
5. I ate all of my salad, _____ did you eat?
6. Do you know _____ milk is in a carton?
7. _____ chocolate cookies can you eat at one time?
8. Let's see _____ apples we can pick today.
9. She is so stylish, I wonder _____ hats she owns?
10. _____ students went on the field trip yesterday?
11. He has a big family, do you know _____ rice I should cook?
12. _____ for that purple scarf over there?