

Facilitator's Guide

You Can Teach ESL in the Garden!

a workshop for
school and community garden coordinators
and community members

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Appendices: Language teaching and gardening resources
Skills troubleshooting
Learning Theories
Garden Lesson Plan

Other Resources:
Language and Culture Handbook
Intercultural Community Garden Guide
Vegetable Gardening Guide

Workshop Overview

By the end of this workshop, you will be able to *describe* different language learning theories and methods and *give examples* of how they can be used to teach; *demonstrate* teaching techniques that you can use with language learners; *identify* skills needed by language learners; and *create and use* activities for language learning in the garden.

KWL Chart

What I KNOW about teaching English in a garden	What I WANT TO KNOW about teaching English in a garden	What I LEARNED about teaching English in a garden

* Read the paragraph on the next page to the participants before asking them to turn the page

As a facilitator, you can fill out this chart for what you know/don't know about facilitating the workshop.

Think of a time when you learned a new language. It could be the language other than the one you learned as a child, a work or technical "lingo", a made-up language, some elaborate slang, or just a few words in a different language. What was the process for learning? Why did you make the effort? Who helped you learn, and how? Do you still use or remember that language? How did it feel to learn and use new words?

Based on the stories you heard about language learning:

Who are the best teachers? Why?

ex: Creative, changing, using TPR,
trusted

How are languages learned? What are the actions or activities?

ex: songs, repetition, writing,
words with pictures, applying
what you learn

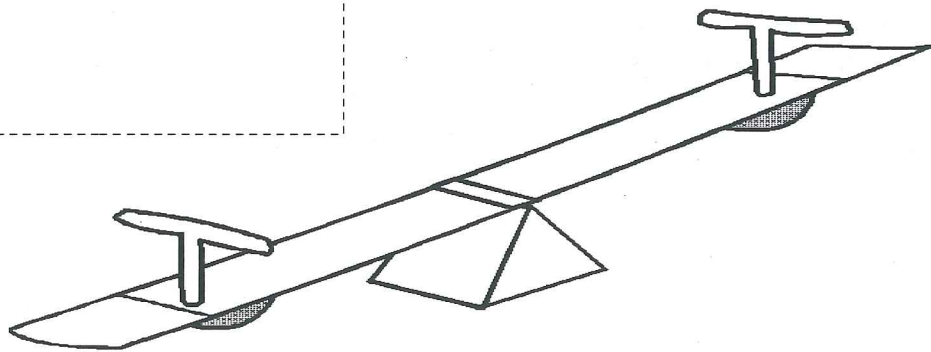
When does language learning happen? Under what circumstances?

ex: necessity, general interest,
desire to know, physical
comfort

So...why bother?

**What's hard about teaching
ESL?**

What are the benefits?



Ask participants if they have made a
compelling case for themselves or their
institution

Comparing first and second language learning: Fill out the chart with your own and others' ideas.

	<i>First Languages</i>	<i>Second or Other Languages</i>
Age when language is learned	zero - very young	any - have assumptions, world views
Input (what gets learned)	surrounded by it	selective
Cognitive ability	developing (low)	high - practice and learning
Motivation	to eat, live	either instrumental or integrative: optional
Anxiety about mistakes	egocentric - low	high - wrong = bad
Pressure to "fit in"	survival, peer pressure: high	can be lower
Need to practice and practice	essential	essential

(activity) matching theory and practice here)

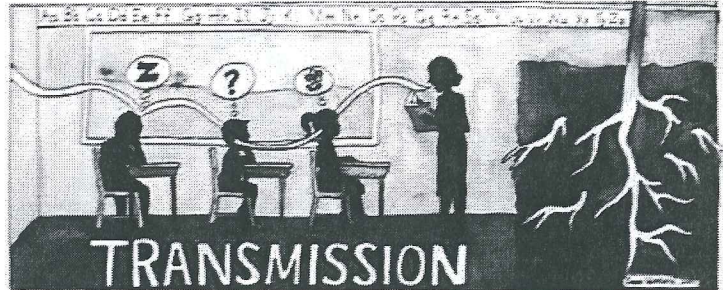
Learning more about language learning

For many years, psychologists and linguists have studied language acquisition and hypothesized about what makes language learning successful. Even though people have been learning languages since languages started being used, there are still strong, and sometimes conflicting, opinions about how it happens. What are some of the things that you think are true about language learning?

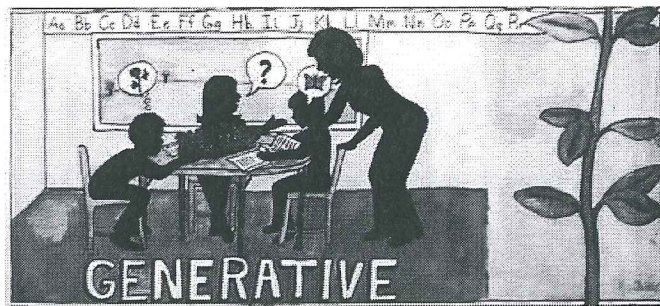
Three models of Pedagogy

(used by permission from teacher and artist Dayna Hopkins for noncommercial use only)

For each picture below, think about how the students and teacher are situated, what each is doing, and how the part of the plant shown might be representative of the teaching that's going on.



Teacher far from students. Teacher's words are lost or fuzzy. In one ear, out the other. "Banking" metaphor



Physically together, interaction and questions. Teacher-fronted, real world outside. Leaves show growth is required



Students create something new with their knowledge. Interaction with community as a whole. Newly-acquired knowledge transforms life and world. Pollination, blooming.



How is a school or community garden like a classroom? How is it different from a classroom?

Try thinking of a few short phrases to answer these questions for both a classroom and a garden.

1. How do people use the space?

shared/communal vs "belonging" to school

2. What are the demographics of people who use the space? How consistent are the populations?

transient, immigrants, neighbors, socioeconomic mix
vs Established classroom population.

3. Who's in charge of the space?

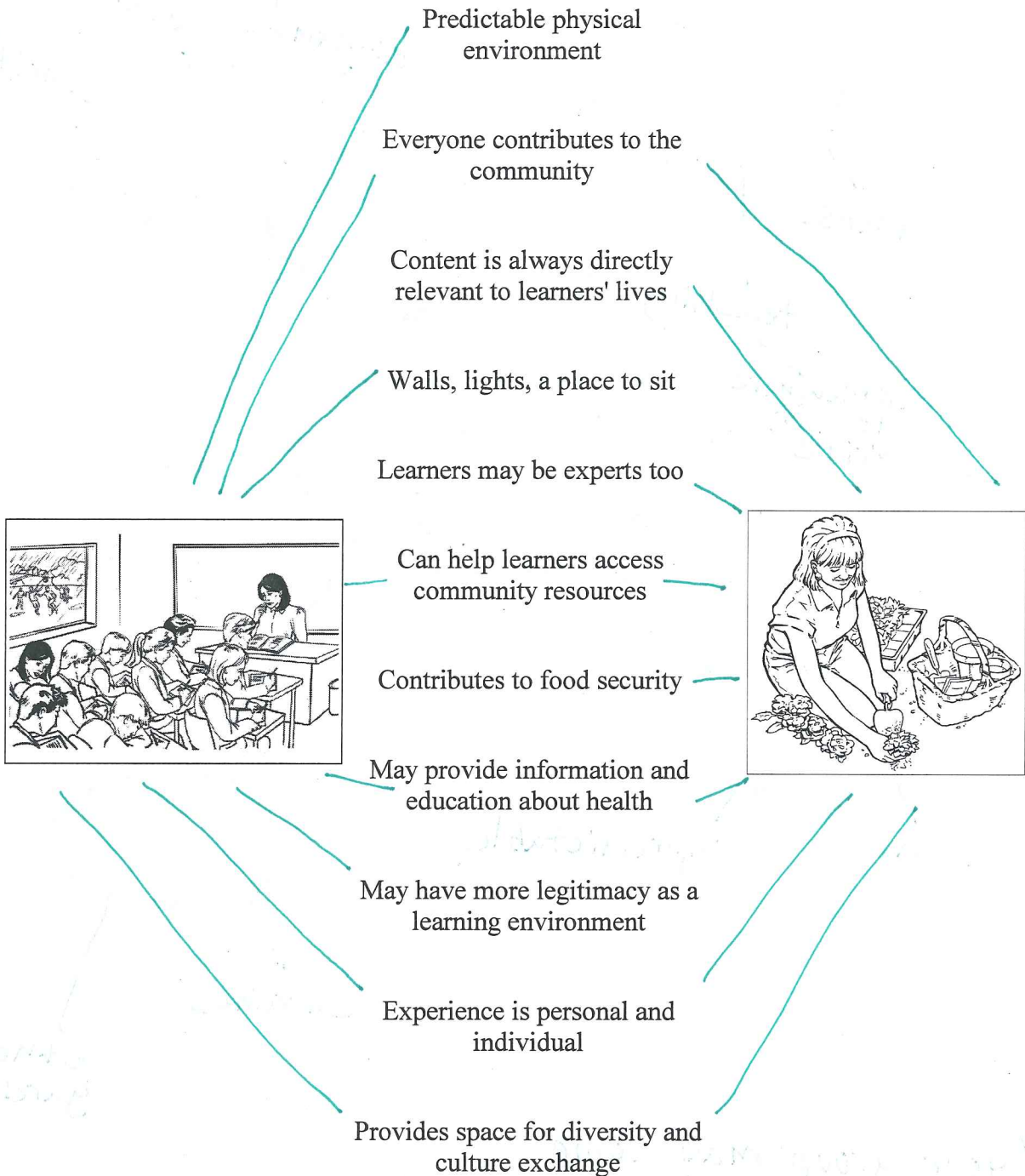
usually some institution in both cases

4. How much time do people spend there? Does that change? Why?

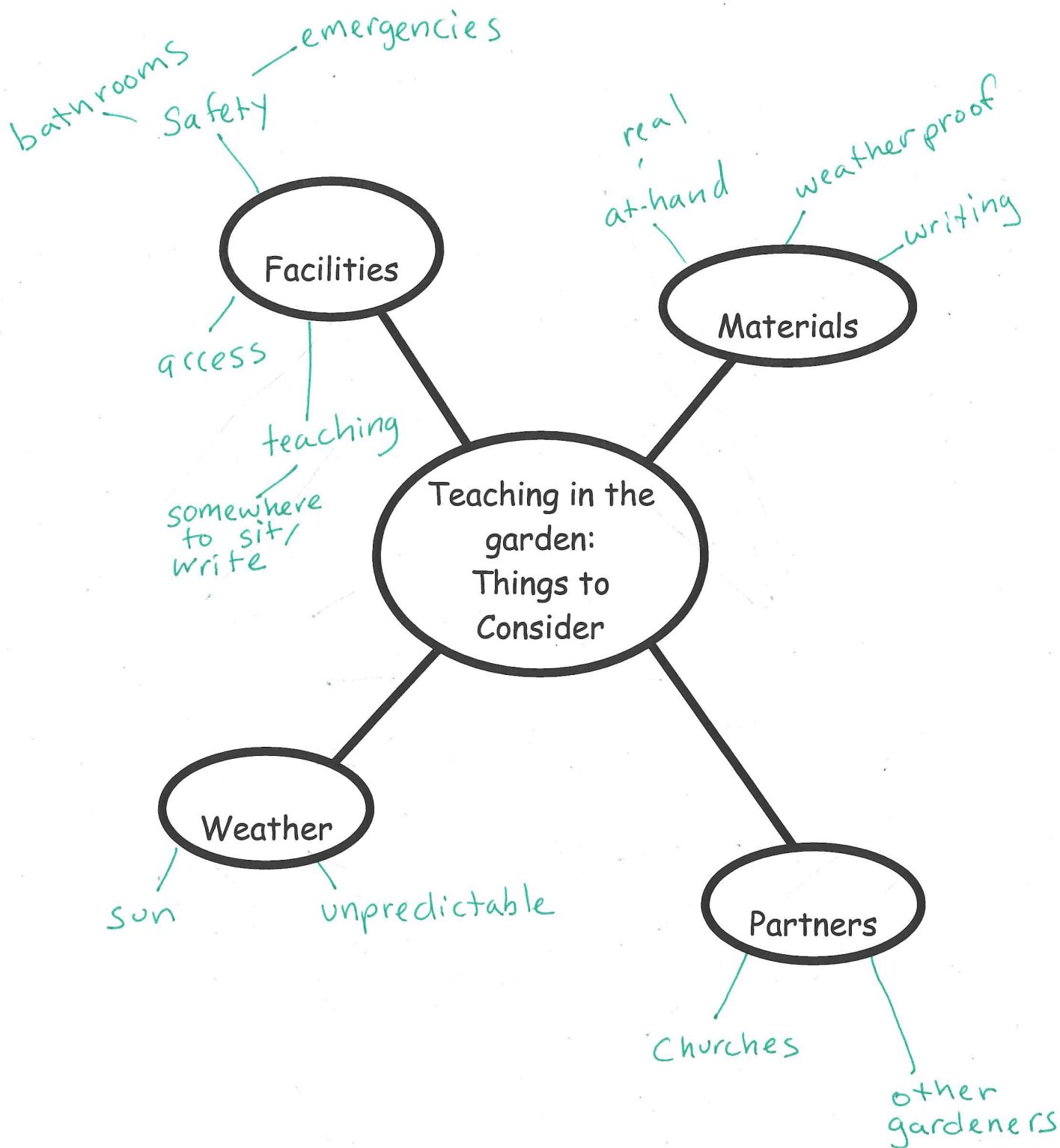
Seasons, jobs, engagement, and mobility
more obvious in garden, present in
classroom too.

The Garden and The ESL Classroom

Draw a line (or two) from each characteristic to the place(s) where it is found.



You can adapt this into a team exercise or more interactive "game"



(your group may come up with more/different)

Part Two

(non-verbal introduction
exercise here)

Dear Learner:



how long have you
lived here?

What is your
history?

are you an artist or musician?

do you have children?

have you gardened before?

what are your physical abilities?

what are your garden stories?

what kind of food do you eat?

are you literate?

How can you find out the answers to your questions about the people in your garden?

(you ask - even if you
can not speak their language)

Learning styles and strategies

A learner who is oriented more toward the....	...might learn best this way:
Visual	
Auditory	
Kinesthetic	

your group will be creative with these.

A learner who prefers to....	...might learn best this way:
apply the ideas they are learning about	read seed packets and plant seeds
imaginatively see things from different perspectives	make a garden-to-be map
think, reflect, and observe	draw pictures of plants with details
jump right in and try things	start weeding (and talking)

Preferences based on David Kolb's Learning Styles Inventory

Tried and True Teaching Techniques

The affective (emotional) filter: the lower it is, the less stress and anxiety the learner has. Break down the affective filter to encourage self-confidence and risk taking!

Two ways to lower the affective filter:

laughter, teacher makes mistakes, build community...

Body language	Voice
open hands, not pointing fingers	tone – pleasant and not too loud
acting out when necessary	speed (not too slow, natural)
facial expressions (smile!)	words (simplified, but not baby talk)
Asking questions	Best practices
give a choice, check for understanding	build on what learners know, including, at times, their first language
present a problem to be solved	break a task into “chunks”: establish patterns, then make small changes
allow plenty of time	try to give learners at least one thing they can use TODAY

Basic Language Skills

Speaking
Listening
Writing
Reading
Culture

(related language skills include spelling, pronunciation, vocabulary, and grammar)

Put the first letter of the basic language skill(s) a learner might be practicing next to each task below.

1. _____ Look through a newspaper article with gardening pictures (without understanding every word) to see what it's about.
2. _____ Recognize and underline particular words (like "apart", "sow", "sun", "days") on different seed packets.
3. _____ Be an active participant in a face-to-face (or back-to-back) conversation.
4. _____ Respond physically to questions or requests, like "hand me the hoe".
5. _____ Describe how a dish is prepared, using ingredients in the garden.
6. _____ Complete a garden map and make plant labels for seedlings.
7. _____ Sing a song (in English).
8. _____ Match seed packets with plant labels.
9. _____ Ask a question about another person's garden.
10. _____ Decide how many carrot seeds to plant.
11. _____ Greetings and introductions.
12. _____ Ask whether a plant is a weed.
13. _____ Give advice on helping a tomato that has holes in the leaves.
14. _____ Describe the position of the sun at different times of day.

↑
many activities have multiple skills

Types of Language Learning Activities

(thanks to Patrik McDade of People-Places-Things)

Total Physical Response – Learners respond physically to linguistic cue (*listening, comprehension, vocabulary*)

Dictation – Learners respond with writing to spoken cues (*listening, writing*)

Call and Response – Learners respond verbally to spoken cues: pure repetition is a powerful variation (*listening, speaking, grammar, pronunciation, fluency*)

Read and Respond – Learners process a written cue in some way (*pronunciation, comprehension, grammar, vocabulary*)

Missing piece/jigsaw – some information is missing, and learners have to supply it. Jigsaw is a special form where each member of a group has just a part of some whole and learners have to interact to put the whole picture together (*all skills*)

Scrambles – Learners order mixed-up letters, words, sentences, paragraphs (*grammar, spelling, pronunciation*)

Presentations – Learners prepare something and present it to the class (*all skills*)

Description/Summaries – Learners summarize some linguistic input (*all skills*)

Memory – Learners are presented with some input, and must remember it (*all skills*)

Brainstorm – Learners make lists or mind maps (*vocabulary*)

Dialogues – Learners perform a canned interaction (*speaking, fluency*)

Decision Making – Learners have to work together to arrive at a conclusion (*fluency*)

Matching – Learners have to put two or more pieces of input together (*writing, fluency*)

(point out this list, ask for other types of activities)

What can my lessons be *about* in the garden?

money
projects
math
actions
community
health
feelings
art
improvisation
songs
composting
cooking
poetry
murals
colors
stories
safety
senses
timerecycling
services
routines
socializing
games
seasons
trips
recipes
problem-solving
lessons
questions
garden
insects
slang
weeds

Add your own ideas!

A traditional lesson plan

The CAELA Guide for Adult ESL Trainers

Lesson Planning Template

LESSON BASICS			
Class Level:	Topic:	Class Length:	Date:
Lesson Objective: Students will be able to			
Enabling Skills: Ask how important this information would be to participants before planning lesson			
Language Skill Proficiency Focus L S W R	Materials and Equipment		
ACTIVITY PLAN			
Warm Up/Review: ← elicit or point out order of activities			
Introduction: ↙ ↓ ↘ ↗			
Presentation	Guided Practice	Communicative Practice	Evaluation
Application:			

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Effective Lesson Planning for Adult English Language Learners, Part 1
Participant Handouts

missing piece: reflection. Ask P's how they might learn from their own practice

Example: a traditional lesson plan filled out

Lesson Planning Template

LESSON BASICS

Class Level: Level 3	Topic: Ready for fun	Class Length 1-1/2 hours	Date: September 27, 2008
Lesson Objective: <i>Students will be able to</i> Identify and describe recreational activities, places and events			
Enabling Skills: Present tense; like/don't like; pronouns			
Language Skill Proficiency Focus L S W R	Materials and Equipment Realia: tennis ball, basketball, soccer, remote control book, disc, cards, picture of dice; headphones, movie listings, DVD, cookbook, pictures of recreational activities		
ACTIVITY PLAN			
Warm Up/Review: Have students identify objects and ask where they can do the activities; write words on board			
Introduction: Short discussion on recreation (activities people do for fun and relaxation); "Today we are going to learn ways to talk about recreation."			
Presentation	Guided practice	Communicative Practice	Evaluation
<ul style="list-style-type: none"> Recreational vocabulary Where do you go to have fun? Favorite recreational activities Match words with pictures (in groups) 	<ul style="list-style-type: none"> Direct students to look at pictures (pg 19) Match places and adjectives <ul style="list-style-type: none"> Exciting Relaxing Crowded Loud Boring 	<ul style="list-style-type: none"> With a partner: <ul style="list-style-type: none"> Do you go to ____? Do you play ____? Have them write sentences 	<ul style="list-style-type: none"> What does ____ (partner) do for fun? (Must use he/she)
Application: Use about daily life			

from http://www.schools.utah.gov/adulted/educators/esol_elcivics/documents/WorkshopLessonPlans2.pdf

Question: how detailed is this plan? Is it enough?

Activity Plan

Topic(s): _____

<i>Things to learn</i>	<i>Things to do</i>	<i>Things I need</i>

Things to consider:

Learning Styles

- ☐ Seeing ☐ Hearing and saying ☐ Doing

Learning strategies

- ☐ Observing ☐ Experimenting ☐ Reflecting ☐ Analyzing

Language Skills

- ☐ Speaking ☐ Listening ☐ Reading ☐ Writing ☐ Culture and Customs

Things to Remember:

- ☐ Build on what learners know ☐ Break it down
☐ Practice, Practice, Practice! ☐ Give learners something they can use **today**
☐ Ask problem-solving questions ☐ Have fun, relax (lower the affective filter!)

point out that this is a short-hand
"recipe" for activities that can be
combined as in traditional lesson plan.

Example Activity Plan (1)

Topic(s): Vegetable vocabulary, possessives

<i>Things to learn</i>	<i>Things to do</i>	<i>Things I need</i>
Names and pronunciations of garden veggies	<p>Show pictures of vegetables from seed packets or catalogs.</p> <p>Do "veggie jazz chant" together, substituting for different veggies:</p> <p>In my garden I grow beets Lots of beets I grow beets It's my garden, I grow beets Beets beets beets, I love beets!</p>	Seed catalog with pictures of seeds
Possessive forms "my", "his", "her", "our", "their"	<p>Walk around the garden with gardeners. Ask learners what they are growing or would like to grow, Repeat jazz chant, use that veggie and the appropriate pronoun for gardener.</p> <p>Use hand signals to indicate the meaning of the pronoun.</p>	Gardens with veggies in them

Things to consider:

Learning Styles

☐ Seeing ☐ Hearing and saying ☐ Doing

Learning strategies

☐ Observing ☐ Experimenting ☐ Reflecting ☐ Analyzing

Language Skills

☐ Speaking ☐ Listening ☐ Reading ☐ Writing ☐ Culture and Customs

Things to Remember:

- | | |
|--|--|
| <input type="checkbox"/> Build on what learners know | <input type="checkbox"/> Break it down |
| <input type="checkbox"/> Practice, Practice, Practice! | <input type="checkbox"/> Give learners something they can use today |
| <input type="checkbox"/> Ask problem-solving questions | <input type="checkbox"/> Have fun, relax (lower the affective filter!) |

Example Activity Plan (2)

Topic(s): Insects in the Garden

<i>Things to learn</i>	<i>Things to do</i>	<i>Things I need</i>
Names and appearances of common insects	Ask learners to find one insect in the garden, and then look it up in insect guide	Children's insect identification manual with pictures, magnifying glass, containers for insects
Ecosystems and biodiversity	Ask learners to decide whether their insect is good or bad, and what other plants and animals might depend on them, talk about that while standing in a circle, then journal about it.	Journals

Things to consider:

Learning Styles

- ☐ Seeing ☐ Hearing and saying ☐ Doing

Learning strategies

- ☐ Observing ☐ Experimenting ☐ Reflecting ☐ Analyzing

Language Skills

- ☐ Speaking ☐ Listening ☐ Reading ☐ Writing ☐ Culture and Customs

Things to Remember:

- | | |
|--|--|
| <input type="checkbox"/> Build on what learners know | <input type="checkbox"/> Break it down |
| <input type="checkbox"/> Practice, Practice, Practice! | <input type="checkbox"/> Give learners something they can use today |
| <input type="checkbox"/> Ask problem-solving questions | <input type="checkbox"/> Have fun, relax (lower the affective filter!) |

Example Activity Plan (3)

Topic(s): Composting and Decomposers

<i>Things to learn</i>	<i>Things to do</i>	<i>Things I need</i>
Vocabulary: compost, bin, scrap, rotten, soil, worms,	Ask learners what makes good soil - elicit ways to make sure the soil is healthy. Describe and show the cycle of plant growth and decay, asking questions along the way. Distribute brochures and pass out a quiz on important terms.	Metro composting booklet - available as pdf or printed at Metro
Giving simple instructions based on a process	Explain to learners that a compost bin will be assembled. Ask more advanced learners to read instructions and put together bin, and have less advanced learners practice writing phrases like "put dead plants here" and "no meat", then paint signs to put near the bin.	Compost bin, sign making materials

Things to consider:

Learning Styles

☐ Seeing ☐ Hearing and saying ☐ Doing

Learning strategies

☐ Observing ☐ Experimenting ☐ Reflecting ☐ Analyzing

Language Skills

☐ Speaking ☐ Listening ☐ Reading ☐ Writing ☐ Culture and Customs

Things to Remember:

- | | |
|--|--|
| <input type="checkbox"/> Build on what learners know | <input type="checkbox"/> Break it down |
| <input type="checkbox"/> Practice, Practice, Practice! | <input type="checkbox"/> Give learners something they can use today |
| <input type="checkbox"/> Ask problem-solving questions | <input type="checkbox"/> Have fun, relax (lower the affective filter!) |

Resources

Skill: Speaking

Some sounds and sound placement in words are difficult for many English learners

Forming Words



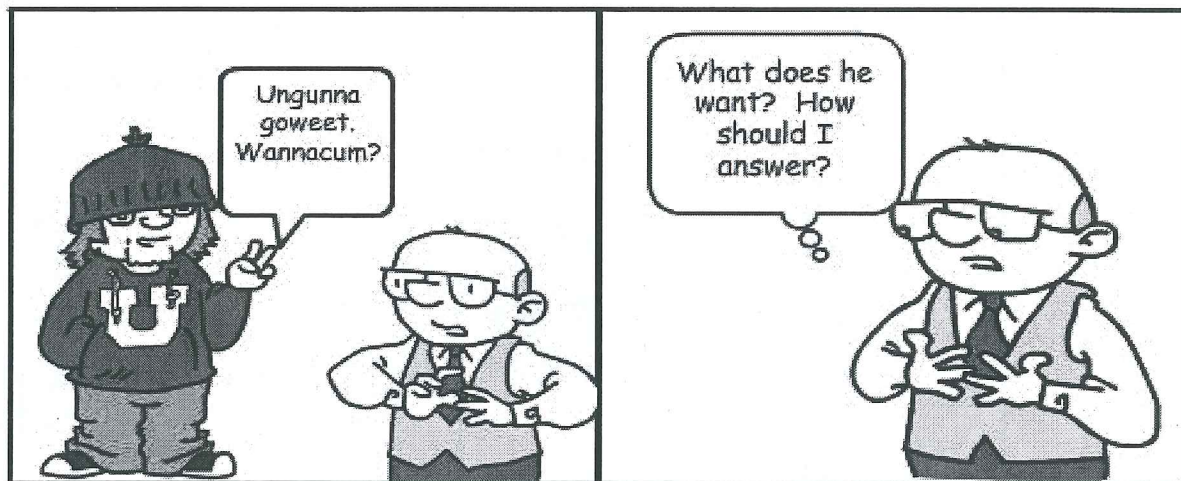
This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

The problem:

How to help your learner solve it:

Skill: Listening
Fast (natural) speech presents challenges for English learners

Hearing English as it is spoken



This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

The problem:

How to help your learner solve it:

Skill: Reading

Learners may be uncomfortable not knowing every word

Learning to predict and skim



This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

The problem:

How to help your learner solve it:

Skill: Writing
Learners need to know forms and conventions

Different forms of writing



This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

The problem:

How to help your learner solve it:

Skill: Culture and Pragmatics

Unspoken customs and conventions may create problems for learners

Learning Cultural Norms



This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

The problem:

How to help your learner solve it:

Ideas about Language Learning

(you may not agree with all of them)

All behavior is caused by **external stimuli**. All behavior can be explained without the need to consider internal mental states or consciousness.

Learning is an **active process** that consists of taking sensory input and constructs meaning out of it. Learning involves the learner's engaging with the world.

The crucial action of constructing meaning is mental. It happens in the mind. Physical actions, hands-on experience may be necessary for learning but we need to provide **reflective activities** that engage the mind too.

Learning is a **social activity**. Conversation, interaction with others, and the application of knowledge as an integral aspect of learning.

Learning is **contextual**. We learn in relationship to what else we know, what we believe, our prejudices and our fears.

One **needs knowledge** to learn. The more we know, the more we can learn. Therefore any effort to teach must be connected to the state of the learner must provide a path into the subject for the learner based on that learner's previous knowledge.

It takes time to learn. We need to **revisit** ideas, ponder them try them out, play with them and use them.

The teacher's primary role is to **transmit** knowledge to students, "depositing" information into students as they would deposit money into a bank.

Learners should acquire individual speaking, reading and writing skills through a process of **inquiry** into the nature of real-life problems facing the community of learners.

Learners learn a new language best when they receive input that is **just a bit more difficult** than they can easily understand. In other words, students may understand most, but not all, words the teacher is using.

Example Garden Lesson

thanks to Maggie Elliott, MA

Intro to the Garden

Objectives:

Familiarize students with garden vocabulary
Introduce them to the order of planting/harvesting
Recycle vocabulary of colors

Materials:

- Vocabulary flashcards (master set)
- Ordering flashcards (1 set for every student or pairs/groups of students),
- 2 hats or bowls with list of vocabulary written on slips of paper,
- Crayons/markers

Vocabulary list:

<i>Nouns</i>		<i>Verbs</i>
plant	weed	to plant
vegetable	flower	to pick (a fruit)
fruit	radish	to (tend to the) garden
lettuce	onion	to water
carrots	pot	to harvest
squash	shovel	to weed
eggplant	seed	to cook
soil	hole	to dig
tomato	roots	
corn	melon	

Procedures:

Activity 1: Flashcards—repetition of vocabulary

5 minutes

Repetition of the different vocabulary/verbs

Activity 2: What's missing?

5 minutes

Place some of the flashcards on the board, and have the students repeat the words as you place them. Then have them close their eyes, and remove 1 of the cards. When they open their eyes, ask "What is missing?" Repeat a few times with different objects. If the game seems too easy, you can also rearrange the cards that are left on the board while their eyes are still closed!

Example Garden Lesson

thanks to Maggie Elliott, MA

Activity 3: Pictionary/charades game

10 minutes

Divide class into teams. Students take turns coming to the front of the class one at a time. They pick a vocabulary word from either the pictionary or the charades hat/bowl, and then either draw or act out

to have the class guess their word. The team that guesses correctly wins a point.

Option: You can mix the vocabulary (nouns and verbs) into one single hat/bowl, and the student up front will have to decide if they can act the word or draw it.

Activity 4: Flashcards—ordering

10 minutes

Give groups or pairs of students a stack of flashcards including either pictures or words for: a seed, a plant, and various activities (planting, watering, etc.). Have them put the cards in the correct order.

After students have completed the task in their groups, ask them to tell you the order--as they say each thing, place the correct flashcard on the board. Ask the students: "Is this right?"

