

# Participant Workbook Contents

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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 <b>KNOW</b> about teaching English in a garden	What I <b>WANT TO KNOW</b> about teaching English in a garden	What I <b>LEARNED</b> about teaching English in a garden

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?

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

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When does language learning happen? Under what circumstances?

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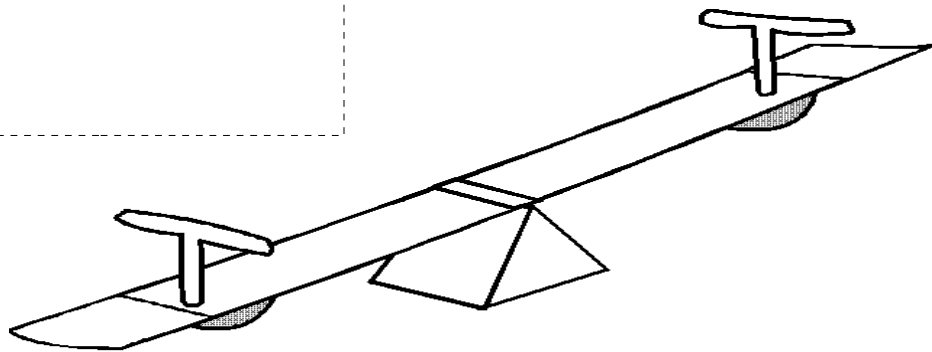
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So...why bother?

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

**What are the benefits?**



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

	<i><b>First Languages</b></i>	<i><b>Second or Other Languages</b></i>
Age when language is learned		
Input (what gets learned)		
Cognitive ability		
Motivation		
Anxiety about mistakes		
Pressure to “fit in”		
Need to practice and practice		

### **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.





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?
2. What are the demographics of people who use the space? How consistent are the populations?
3. Who's in charge of the space?
4. How much time do people spend there? Does that change? Why?



# The Garden and The ESL Classroom

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

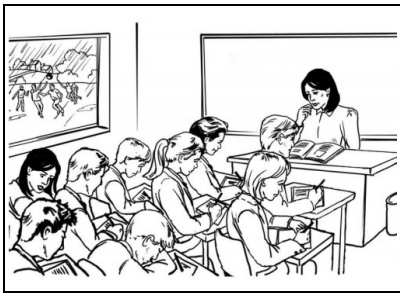
Predictable physical environment

Everyone contributes to the  
community

Content is always directly relevant  
to learners' lives

Walls, lights, a place to sit

Learners may be experts too



Can help learners access  
community resources

Contributes to food security

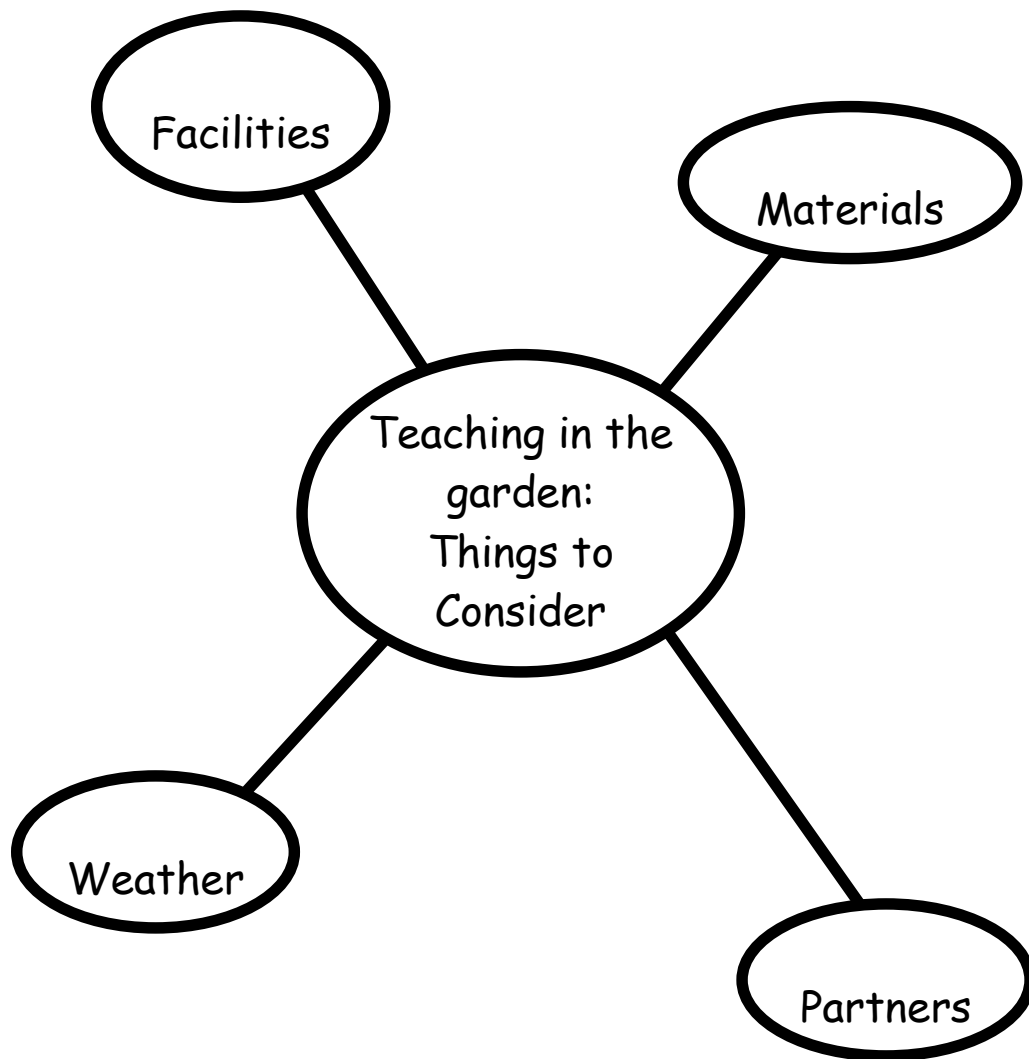
May provide information and  
education about health

May have more legitimacy as a  
learning environment

Experience is personal and  
individual

Provides space for diversity and  
culture exchange





# Part Two

Dear Learner:



have you gardened before?

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

## Learning styles and strategies

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

A learner who prefers to....	...might learn best this way:
apply the ideas they are learning about	
imaginatively see things from different perspectives	
think, reflect, and observe	
jump right in and try things	

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:

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

## Basic Language Skills

S \_\_\_\_\_  
 L \_\_\_\_\_  
 W \_\_\_\_\_  
 R \_\_\_\_\_  
 C \_\_\_\_\_

(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.

Skill	Garden Activities
Speaking	Describing current and future states, including garden problems
Listening	Hearing and responding to simple questions and requests for action
Reading	Interpreting catalogs, seed packets, and labels for amendments/pesticides, recipes
Writing	Journaling or documenting weather, plant size and health, creating signage
Culture	Comparing planting methods and choices, noting social and organizational norms

# 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*)



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



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:			
Language Skill Proficiency Focus L S W R	Materials and Equipment		
ACTIVITY PLAN			
Warm Up/Review:			
Introduction:			
Presentation	Guided Practice	Communicative Practice	Evaluation
Application:			

## Example Garden Lesson Using The Lesson Planning Template

### LESSON BASICS

<b>Class Level:</b>	<b>Topic:</b>	<b>Class Length:</b>	<b>Date:</b>
Multilevel (Adults)	Working in the Garden	1 hour	May 1, 2011
<b>Lesson Objective:</b> <i>Students will be able to</i> <p style="text-align: center;">Identify garden tools, describe actions associated with the tools</p>			
<b>Enabling Skills:</b> <p style="text-align: center;">present tense, tool/verb vocabulary</p>			
<b>Language Skill Proficiency Focus</b>  <u>  </u> <u>  </u> <u>  </u> <u>  </u> <u>  </u> <u>  </u> <u>  </u> <u>  </u>	<b>Materials and Equipment</b>  <p style="text-align: center;">Garden tools, garden beds</p>		
<b>ACTIVITY PLAN</b>			
<b>Warm Up/Review:</b>  <p>Go to tool shed and ask students "what is this" with various tools, then model asking for the different tools ("hand me the shovel"). Students practice asking each other for the tools. Note any pronunciation challenges. Make sure to hand the "wrong" tool every so often.</p>			
<b>Introduction:</b>  <p>Ask students what tools they use in their gardens and which tools are most useful in different situations. Note that each tool is best at one kind of work.</p>			
Presentation	Guided Practice	Communicative Practice	Evaluation
<ul style="list-style-type: none"> <li>Elicit verbs associated with different tools.</li> <li>Students repeat after teacher ("I dig with a shovel...")</li> <li>In circle, distribute tools, each student says "I ____ with a ____", getting help if needed. Rotate tools and repeat.</li> </ul>	<ul style="list-style-type: none"> <li>Ask each student to name a garden-work verb, and other students who have tools that do that work speak up: "I dig with a shovel", "I dig with a trowel", etc.</li> <li>Student then asks for one tool that does that work ("hand me the spade").</li> </ul>	<ul style="list-style-type: none"> <li>Students practice with partners or groups, asking for tools based on work that needs to be done in their garden - teacher can circulate with a verb, and students can ask based on that verb.</li> </ul>	<ul style="list-style-type: none"> <li>"Garden tour" pointing out what needs to be done in different beds - ask "what will you do here? "Dig/ Weed/ Rake/ etc" and "what tool will you use?" for each gardener</li> </ul>
<b>Application:</b>  <p>Students are free to work in their garden, teacher may encourage them to ask for tools or practice vocabulary.</p>			

# 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:

- |  |  |
|--|--|
| <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 <b>today</b> |
| <input type="checkbox"/> Ask problem-solving questions | <input type="checkbox"/> Have fun, relax (lower the affective filter!)     |

## 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 <b>today</b> |
| <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 <b>today</b> |
| <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 <b>today</b> |
| <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](http://MakeBeliefsComix.com). Go there to make one yourself!

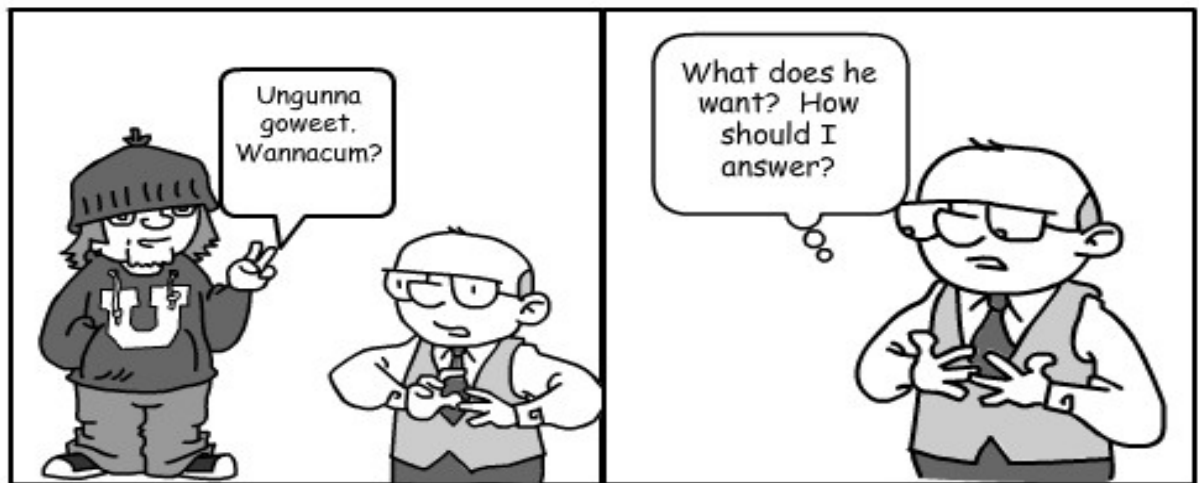
**The problem:**

**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](http://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](http://MakeBeliefsComix.com). Go there to make one yourself!

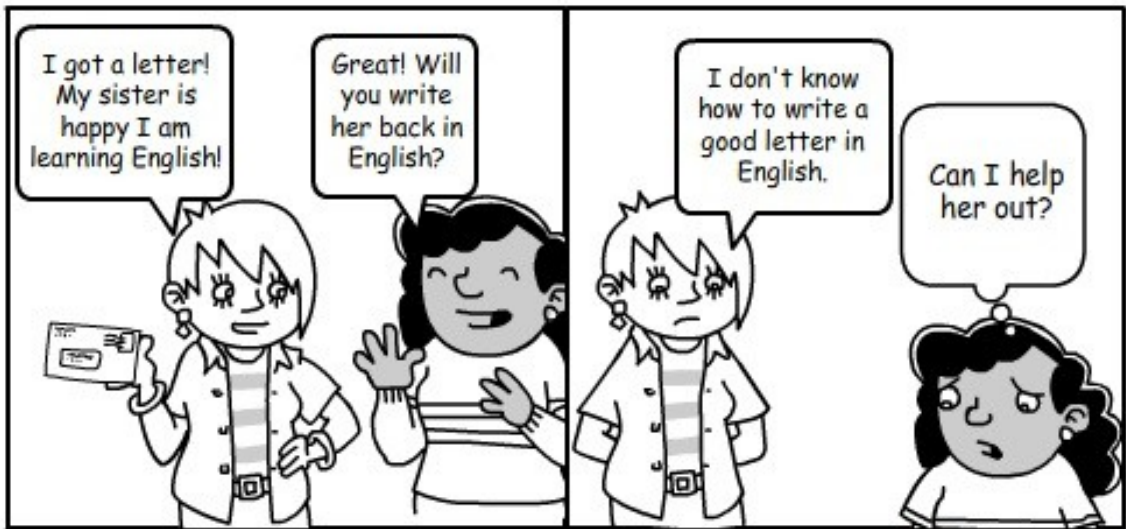
**The problem:**

**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](http://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](http://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?"