ENGLISH FOR SPECIFIC PURPOSES IN ADULT HISPANIC POPULATIONS

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Introduction

By far the largest immigrant population in the United States is based on those who have come from Mexico. As of 2015, the Indiana Census states that of the 6.6 million residents of the state, 6.7%, or 443,518 are of Hispanic or Latino origin. Those of Mexican descent make up 4.6% of the population, numbering 295,373 residents. Farmer and Moon (2009) found that the majority of Mexican immigrants who choose to live in rural settings tend to be less fluent in English, and are more likely to be unskilled and undocumented. They are often from small towns and may not have a high school diploma. Rural areas in the United States can offer a variety of low-skills jobs and less expensive housing, and therefore are appealing to many Spanish-speaking immigrants. However, immigrants can also face a host of challenges to successful integration. The resources of small towns are not always sufficient to meet the needs of a large influx of Spanish speakers. (Walker, 2012) Community service providers, employers, and educators may not be prepared to communicate with immigrant non-English speakers.

In 2005, Pawan and Thomalla conducted a responsive evaluation study of ESL services for Hispanic residents of a rural county in Indiana. This approach requires participation and collaboration by stakeholders whose responses serve to evaluate and suggest improvements for delivery of ESL classes and services. The goal of the researchers was to engage the stakeholders in reflective conversations which revealed the concerns and priorities of each, and upon completion of the evaluation, to provide information to the stakeholders who were then able to take action themselves, based on a clear understanding of the findings. Loi and McDermott (2010) conducted a program evaluation with Hispanics in rural settings and suggest that evaluators be both knowledgeable and sensitive to language issues, differences in cultural
beliefs, and socioeconomic barriers. The issue of a lack of legal documentation should be handled carefully by evaluators and educators alike.

This project, following a different path than that taken by Pawan and Thomalla, will include data drawn from interviews of stakeholders in another rural county in Indiana (Hoosier County, Indiana, or HCI), with the specific goal of creating lesson materials for employees of the agricultural industry.

Two years ago, through conversations with ABC Poultry Service, a major employer of Hispanic agricultural workers in HCI, it was discovered that relationships between the company’s clientele and employees were uneasy due to the workers’ lack of English skills. The owner of the company, although he is bilingual, simply could not manage the scope of the company’s activities without delegating some of the tasks of communicating with clients to his workers. ABC employs a total of ninety workers, divided into traveling crews of ten workers each. The owner did not feel it was cost-effective for the company to employ a translator or bilingual speaker for each crew. However, the workers were unprepared to carry out most of the necessary conversations with business contacts. Upon further investigation, I decided to determine what processes would need to take place in order to address the needs of the employer and his employees. An exploratory study was developed to gather opinions which will inform materials development for this creative project.

The inability to communicate in English is not only of concern to employers, but also to educators, law enforcement personnel, the court system, and other providers of vital services. If new immigrants plan to stay in the United States, ideally they should be able to communicate with English speakers, and if they desire, to integrate into the larger community for their own enjoyment of their new home. English for Specific Purposes classes can provide part of the
framework for successful employment as well as support for cultural adjustment of adult immigrant learners. The input of employers, educators, and learners is vital to effective lesson planning and the development of the materials which address the particular needs of the students who will attend classes. The unique aspect of this creative project is in the development of materials which use culturally familiar music paired with English lyrics to help learners retain and recall specific English grammar points and vocabulary.

Music is an important element of all Hispanic cultures, and the instrumentation and rhythms are both shared among them and readily identifiable as uniquely “Spanish”. Its importance and consistency can be found in the common root of Hispanic culture: the folk music and dances of Spain. The Conquistadors brought these distinct styles of song and folk dances, ornate dress, and particularly the guitar as an accompanying instrument, to the New World. There is a common thread among the various Spanish cultures, however Mexican musicians have developed very distinct styles ranging from Son, short poetic couplets in 3/4 meter as is typical in the music of the Mariachis, to Ranchera, a style which developed during the Mexican Revolution in Jalisco. Although traditionally Ranchera was performed by a solo singer/guitarist, it has evolved to a popular band style, and those bands are referred to as “norteños” or “northerners”. The Corrido style is a narrative poetic form, often in the form of old legends or ballads about folk heroes, women, love, or more recently, about drug trafficking or immigration. The song La Cucaracha is an excellent example of the Corrido style. Another widely-recognized tune, it was originally a Moorish song in Spain prior to the Reconquista which ended in 1492. It traveled across the world, and was popular during the Mexican Revolution. It is widely recognized in Mexican culture, and its rhythm, an unusual 5/4 meter, can be used to incorporate or improvise a wide variety of lyrics. One of the Mexican folk songs developed for this project to teach
grammar is a well-loved folk song in the Son Jarocha style, La Bamba, which is often performed at weddings.

Regardless of style, there are songs in Hispanic culture which are as familiar to Spanish speakers as songs such as My Country Tis of Thee or Happy Birthday would be to Americans. Children’s songs are particularly easy to adapt and are widely recognized by learners. The melodic structure, rhythm, and phrasing of a song that the learner already recognizes, provide a scaffold for learning new words, which is akin to learning a new verse. The new lyrics can be used to teach sentence structure, an authentic phrase, vocabulary, or specific grammar points. In addition, students could work in groups to create verses to a song in order to practice a particular skill. Adult learners should find this versatile teaching method enjoyable therefore decreasing anxiety, lowering barriers to participation in the classroom, and promoting self-confidence in expression.

The following review will include research findings on materials development for adult ESL students and principles of adult learning, especially in the areas of speaking and listening, reducing barriers to participation in the classroom, including language anxiety and reticence, and the use of the creative arts as an andragogical teaching tool.
Literature Review

Adult Teaching and Learning

Andragogy, from the Greek, *anere*, meaning adult, and *agogus*, meaning leader, literally means *leader of adults*, in contrast to pedagogy, which means *leader of children*. The term was first applied to the teachings of Plato and will be used throughout this paper to mean the practice of teaching adults. The andragogical model, as proposed by Knowles, Holton, and Swanson, 1973, is a process model as opposed to a content model. The andragogical instructor prepares in advance a set of procedures which involve the adult learner in the process of learning. Adult learning is distinctly different from that of children, and approaches to teaching must take this difference into account. Adults are generally internally motivated to learn, and are self-directed. They are able to use life experiences to assist their learning, scaffolding new information against prior knowledge. Adults also have a need to understand why they are engaged in a specific learning activity. They have a desired outcome at the end of their participation. (Houle, 1961; Finn, 2011) They need to feel successful in their efforts, and learn best in a safe environment, where they feel free to express themselves without fear of ridicule. Adults prefer a learning environment that respects cultural differences, offers resources that are of personal interest, and acknowledges their personal learning preferences. Finally, adult learners need guidance to proactively examine their learning, and focus on activities that are most relevant for their situation.

Knowles et al. (1973), propose that the andragogical instructor involves the learner in developing lesson content by allowing mutual planning, establishes a classroom environment that respects adult learning preferences, diagnoses needs and formulates objectives to address them, and designs learning experiences with relevant techniques and materials. Through the use
of interviews, this project will design lessons which address the most pressing needs as identified by potential learners.

Adults must perceive a benefit for their efforts, apart from language acquisition, and teachers must keep adult learner goals in mind when planning materials. (Huang, Tindall, & Nisbet, 2011) In this study, a survey was used to review the practices of ESL educators. Five areas emerged as most relevant to learners including the topics of employment, technology, consumer goods, consumer-related services, and citizenship. Findings also suggested specific activities for teaching English within these categories that were perceived by learners as authentic situations. This project will draw on the surveys of potential students and the employer (ABC) to create authentic materials that are relevant to the daily business situations that workers are likely to encounter. These materials are not typically found in the agricultural industry, specifically the poultry industry.

Economic gain, better communication with significant people in their lives, and the status that comes from acquiring a second language are all factors which appeal to adult learners. But they are not the only motivating factors. Knowles (1989) found that while adults are responsive to some extrinsic motivators (such as better jobs or salary increases), the stronger motivators are intrinsic factors (increased self-confidence, self-efficacy, and job satisfaction). Intrinsic goals can motivate adults to engage in certain activities and move toward the attainment of those goals. In Demetrion’s (1997) study, researchers identified the most important factors that motivate adult literacy learners as self-esteem, competency, and the enhancement of general knowledge. Lambert’s (2008) study of adult ESL learner motivations found that their goals fell into five categories: biculturality, competence, practical concerns, upward mobility, and being informed. Weighing heavily were specific goals such as helping their children with school work, talking to
their children’s teachers, and talking about their thoughts and feelings. Motivations that dealt with economic gain were not as highly valued as these more personal concerns, possibly due to the sense of isolation experienced by new immigrants.

Many immigrant parents have a strong desire for their children to have a better life. According to Danzak (2015) in a study which followed one young man’s journey to bilingualism from the ages of 12 to 18, his parents expressed that they wanted him to salir adelante, or get ahead. But this can be a familial and cultural sacrifice. Hispanics families are very close-knit and some immigrant parents feel a sense of loss when their children begin to assimilate into American culture. This may motivate them to learn English for themselves. Chao and Matero (2014) demonstrated a strong link between parent participation in ESL classes and their family’s literacy development as a whole, including their children’s second language development. The study also suggests that church-based ESL programs create a caring community which facilitates cultural assimilation, and help immigrants with issues of isolation and adjustment through classroom discourse and support. Although church-based programs are often initiated by well-meaning individuals, they are not always staffed by individuals who are well-qualified to teach English.

Adults often experience barriers to participation in ESL classes. Work and family responsibilities can be significant issues. Situational barriers may include erratic work schedules, low-paying jobs, multiple jobs, or issues of job-stability. A lack of English skills then keeps the potential learners in this position. Educators should also consider the timing of offered classes, and in some cases, separation by gender. In many cultures, certain hours of the day are reserved for family and students will be unlikely to attend during those hours. This is particularly true of Hispanics. After school, after work, and before dinner are not the best times
to plan an ESL class. Child-care is another issue that should be addressed. Hispanics tend to include family in all activities, so child-care offered simultaneously with ESL classes could remove a major barrier to participation. In cultures where men and women are accustomed to learning in gender-differentiated classrooms, a combined gender class may not be well-attended. Zacharakis, Steichen, and Díaz, (2011) state that, “When low self-esteem, multiple situational barriers, and negative attitudes toward school converge, the chances are low that an adult will pursue education.” (Page 85) Once a learner is able to appear in class they may feel awkward and uncomfortable. The primary concern of learners in Lambert’s study (2008) was the fear that they will be laughed at when they speak.

There are various strategies which teachers can employ to help adult learners succeed. Culturally Responsive Teaching (CRT) is a framework that can aid language educators to create effective, culturally responsive classrooms. Gay (2002) defines CRT as “using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively.” (pg. 106) Menard-Warwick (2009) suggests that intercultural respect and awareness is vital to preserving an atmosphere of inclusiveness in the classroom. According to Johnson and Owen, (2013) four CRT strategies that can be used include validation through caring, valuing cultural experiences, creating a safe learning environment, and integrating the learner’s native language skills. Wlodkowski (2008) concurs and outlines multiple strategies for establishing inclusion among learners. He suggests five criteria for making a learning activity “an irresistible invitation to learn.” (page 220) The activity must be:

1. Safe. The activity has a low risk of learners experiencing embarrassment.

2. Successful. The activity helps learners feel that their efforts are a good investment and progress is occurring.
3. Interesting. The learning activity is engaging, challenging, and/or stimulating.

4. Personally endorsed. Learners are involved in decisions that affect the learning experience.

5. Personally relevant. The instructor takes into account learners’ interests and prior experiences to create elements of the activity.

According to Larrotta and Serrano (2011), an adult learner’s prior experience or fund of knowledge is the collection of social and cognitive resources that they bring to the classroom, resources which can be used to enrich instruction. “Learning occurs by connecting new knowledge to existing knowledge.” (Knowles et al., pg. 223) Taking into account this prior fund of knowledge, this project will include the use of familiar music, an important part of Hispanic culture to provide a basis for learning.

Along with a culturally responsive learning experience, authenticity in materials is highly valued by adult learners. Purcell-Gates, Degener, Jacobson, and Soler (2002) conducted a nationwide U.S. study of adult learners and examined changes in the literacy practices of these adults as a result of attending adult literacy programs. They found that using real-life materials and authentic activities in adult literacy classes impacts the literacy practices of these learners. According to Felix (2005), as educators, “we must address the needs and interests of students, engaging them in authentic, real-life tasks.” (pg. 88) Roberts and Cooke (2009) posit that invented and socially over-simplified materials do not accurately portray the complexity of interaction in language, and attention should be paid to choosing relevant materials which contain examples of daily social and work place discourse.

Project based learning (Alan & Stoller, 2005; Petersen & Nassaji, 2016) and service learning (Carney, 2004; Smolen, Zhang, & Detwiler, 2013), where students learn and practice English skills while engaged in a focused activity, have been shown to be effective ways to
provide authentic teaching and learning opportunities. Effective projects may include book clubs, video projects, conducting interviews or surveys in English, or perhaps reading to children or nursing home residents. Authenticity is an important motivator in adult learning. Bippus and Eslami (2013) found that their adult ESL learners who participated in a service learning project in which they read to children and documented the biographies of elderly retirement home residents increased their communicative competence. All of the participants expressed that their confidence in English improved over the sixteen week study. Bippus and Eslami also state that their students were strongly motivated by teacher support in the selection of materials for reading, and that service learning activities were always conducted with the teacher as part of the group. The students responded positively to the emotional and academic support provided by the instructor.

Personal stories are authentic materials that are unique to each learner. Participants in a study using personal learner stories felt that this method of teaching promoted language understanding as well as motivation, authenticity, and affect. (Nicholas, Rossiter, & Abbott, 2011) Personal stories have been long regarded as a useful tool for comprehensible input. (Guarente & Morley, 2001; Baitinger, 2005; Krashen, 2009) Ko and Walters (2003) studied the effects of negotiation of meaning between learners, and found that pragmatic competence was positively impacted by negotiation of meaning. A study using narratives in a workplace ESL setting found that personal stories contributed to sociopragmatic skills and relationship building in the community of practice. (Holmes & Marra, 2011; Wood, 2011) Similar results were obtained from the use of dialog journals, skits, and photo-novels, creative activities that engage adult learners. (Nimmon & Begoray, 2008; Nolan & Patterson, 2000; Holmes & Moulton, 1997, Garmon, 1998)
Ananyeva (2014) suggests that student engagement is a key element in effective lesson planning for workplace and English for Specific Purposes classes, and that soliciting learner ideas helps motivate students to take control of their learning. Teaching adult learners to set their own goals can provide a life skill that they will find useful in other areas. Goal setting increases learner engagement, helping them stay focused on their personal goals. It also gives direction to instructional materials.

Poupore (2014) conducted a study using questionnaires to determine learner perceptions of “interesting tasks”. Results suggest that themes associated with personal growth, human relationships, and life challenges were perceived to be more interesting to adult learners than more remote topics such as current affairs. Wlodkowski (2008) and Vu & Vu (2012) support the notion that humor can be a valuable tool in the adult classroom, helping to address anxiety by releasing tension, and increasing engagement and opportunities for interaction.

**Reticence**

Adult learners of English may be reluctant to speak in class. This reluctance may be mistakenly attributed to personality factors or natural shyness, but learners may have anxiety about real or anticipated communication in class introduced by situational variables. Unlike an L1 student in a speech class, an ESL student is being asked to perform in a language which they are learning, and in which they do not feel competent. All participants in a study by Bippus and Eslami (2013) described themselves as shy or timid when speaking English. A study by Baran-Łucarz (2014) demonstrated that pronunciation anxiety, which can be characterized as the fear of negative evaluation, and beliefs concerning the pronunciation of the target language, is directly related to willingness to communicate. (WTC) Some students may feel that their self-perceptions are out of balance with expressing themselves in the target language. (Foss &
Reitzel, 1988) For example, a highly intelligent individual may not feel comfortable communicating in a language that causes feelings of inadequacy. These perceptions may not present an accurate picture of the learners’ ability, but nevertheless, they create a barrier to WTC in the classroom.

WTC is a complex variable influenced by factors which are both internal and external to the student. It may be attributable to relational factors, such as the relationship between teacher and student, or between students. Situational variables such as whether or not a student is being evaluated, the topic which is being discussed, cultural background, or the number of people present may all affect WTC. (Cao & Philp, 2006) MacIntyre, Clément, Dörnyei, and Noels (1998) treated WTC as a situational variable rather than a personality trait. They posit that WTC therefore changes over time and in different situations. They cite intention, desire, motivation, and affective-cognitive, social, and individual contexts, as variables which affect WTC. Similarly, Peng and Woodrow’s (2010) study suggests that, “classroom environment predicts WTC, communication confidence, learner beliefs, and motivation. Motivation influences WTC indirectly through confidence.” (Page 834) They further define motivation as a product of effort, desire, and attitude toward learning the L2. Kang (2005) also suggests that WTC emerges from the interaction of situational variables such as security, excitement and responsibility.

Cultural factors may also contribute to WTC and overcoming culturally-based reticence adds a further challenge to the adult ESL classroom. Chinese learners are often characterized as reticent learners. Reticence may be related to cultural values that affect ways of learning and communication. (Wen & Clément, Liu & Jackson, 2008) The Confucian model of education features a teacher-centered classroom, where the instructor passes on knowledges and students are expected listen, memorize, and not question what they are taught. Similarly, Hispanic
learners typically are accustomed to a teacher-centered classroom. Yates and Trang, (2012) found that with adult Vietnamese students of English, the cultural norm of discretion weighs more heavily than conjecture when measuring willingness to participate, particularly with beginning students. Explicit discussions of expectations for WTC with students are therefore suggested. Liu and Littlewood (1997) found that although students from Hong Kong expressed a willingness to speak, they were not accustomed to a classroom that was not teacher centered. The students had low confidence in their abilities to speak without planning. The study also suggests that former teachers’ error correction methods may have caused the students’ reluctance to speak in class.

Results of a study by Lee and Ng (2009) showed that teacher interaction strategy was a major factor in perceptions of student reticence. The study confirmed that instructors who used a facilitator-oriented teaching strategy could encourage participation in reluctant Chinese students. Zhang and Head (2010) examined adult ESL students in an oral communication class. The findings suggest that students who were actively involved in planning their classroom activities had increased motivation and reduced reticence. Walsh (2002) also found that teacher interaction strategy influenced learner participation, since teachers often control topic, content, procedural interaction, and step in to fill the gap when struggles occur. The study suggests that teachers should try to engage learners in classroom discourse, and promote student self-expression by facilitating rather than directing, with more attention paid to negotiation for meaning.

According to MacIntyre et al. (1998) the creation of WTC should be the “primary goal of language instruction.” (p. 545) Krashen’s (2009) affective filter hypothesis states that anxiety, stress, or tension may hinder a learner’s ability to learn. Specifically, emotional factors may
prevent information from reaching the area of the brain associated with language learning. Krashen believes that the affective filter accounts for individual variation in SLA, and instructors should work to reduce the effects produced by the affective filter.

Reticence may be addressed in a variety of ways. Adult learners have less anxiety when they are allowed to help determine the direction of course goals. In the process of goal setting, they are actually becoming active participants. In the case of Hispanic learners, who are accustomed to a teacher-centered environment, guidance will be needed to encourage personal goal setting. Nolan and Patterson (2000) found that the use of skits to teach English to Hispanic speakers reduced anxiety and improved pronunciation through the use of scripted text. This project will demonstrate how to involve learners in creating context-specific scripts for their work activities, reducing anxiety, allowing pronunciation practice, and promoting confidence in their utterances. It has long been suggested that cultural discussions engage interest and create a sense of belonging, decreasing anxiety about speaking in class. (Kramsch, 1983; MacIntyre, 2007; Vu & Vu, 2012)

A safe and supportive learning environment will reduce self-consciousness, and create a positive group dynamic that can minimize reticence. (Carter & Henrichsen, 2015) In a study of an adult workplace ESL class, Warriner (2010) found that limited structuring of materials encouraged learner participation, helping them to recognize the kinds of participation necessary for membership in the workplace community of practice. Learner reticence was overcome by the desire to construct a social role that provides access to the community of practice.

**Music in the Classroom**

Music as a teaching tool has been a long-accepted practice in the ESL classroom but its efficacy is not well-supported in research. However, findings from scientific research related to
learning motivation reveal that a chemical process in the brain utilizing neurotransmitters can produce either positive or negative reactions to learning. Positive motivation enhances learning (Caine, Caine, McClintic, & Klimek, 2009). Further research in this area draws a connection between positive emotions which invoke increased levels of neurotransmitters that in turn enhance communication between neurons. (Willis, 2010) Taylor and Lamoreaux, 2008, suggest that a positive emotional context of learning enhances the learning process. According to Immordino-Yang and Faeth, 2010, instruction that creates an emotional connection to learning is most effective. Hispanic culture, regardless of country, has a rich tradition of folk music and dance. The use of familiar melodies in order to teach English vocabulary and grammar points is an important aspect of this project. If an ESL adult classroom is to be culturally responsive, the inclusion of traditional music paired with English lyrics as a tool for scaffolding new material against a familiar framework should effectively engage adult learners from that cultural background.

There are two primary uses of music in the classroom. Music may be used as a tool to create an atmosphere which promotes a sense of calmness or a specific mood, or music may be used to directly present teaching materials. The latter is often used successfully with children who respond well to rhythm, movement, and repetition. Coyle and Gracia, (2014) in a study of preschool Hispanic children found evidence to suggest that “teaching new language through song can lead to the development of children’s receptive knowledge of vocabulary.” (pg. 276) Songs, both melodic and rap-like chants, can be used to teach sounds and word segmentation. It is possible that adults, as well, will respond positively to musical teaching tools which aid memory, word segmentation, and retention. Results of a study by Schon, Boyer, Moreno, Besson, Peretz, and Kolinsky (2008), which compared learning by spoken and sung speech sequences suggests
that initial second language learning, especially in word segmentation, may be aided by the structural and motivational properties of musical lyrics. This study suggested that “the presence of tonal and discrete pitch changes between syllables may enhance phonological boundaries and therefore increase phonological discrimination.” (pg. 980) The practice of using simple songs or even children’s songs can be equally affective with adults, with modifications that respect the comfort level of older learners without sacrificing self-esteem. Chants can be effectively used as a rhythmic device, helping learners to understand stress on certain syllables, particularly useful in teaching Spanish speakers whose language shares many cognates with English.

Music as an andragogical tool and learner anxiety reduction are both key areas of materials development for this project. As early as 1949, Gravenall suggested that anxiety reduction could be achieved by using music to study listening in a French class. Given that anxiety may have a detrimental effect on learning, any tool which reduces anxiety will be of value in teaching adult learners, who are often concerned about using the target language incorrectly. Lozanov (1979) urged the incorporation of the arts in every aspect of learning but his particular methodology, called the Suggestopedic Method, specified the use of baroque music played quietly during English lessons. He believed that mental relaxation created a positive and anxiety-free learning environment. Cunningham’s study (2014) examines the effectiveness of background music in the EFL classroom, and cites research which supports the use of music for improving memorization and vocabulary, increasing creativity, and alleviating boredom. The study suggests that the use of background music is a subliminal tool which reduces stress and improves cognitive performance. Lieb (2008) also investigated possible links between music and reduced learner anxiety in listening tasks, as well as increased positive associations towards the learning of English in general by adult ESL students. In a recent study of French learners,
Dolean (2016) investigated anxiety reduction by using music to study listening. The study found that learning through songs was described as an enjoyable experience, and that students with the highest anxiety benefitted most.

Cullen (1999) states that there are two ways that music can aid listening comprehension. “The first is bottom-up processing where the listener builds up the sounds into words, sentences and meaning. The second is top-down processing where the listener uses background knowledge to understand the meaning of a message. Practicing both of these processes is essential for developing listening comprehension.” Cullen posits that listening to the words in songs rather than spoken speech minimizes boredom, and that the rhythm and melody found in a song helps students hear the natural flow and stresses of speech. He suggests that this technique is useful when students are asked to transcribe speech thereby using bottom-up processing. Introducing students to popular music by explaining its origin and cultural significance can help students activate their background knowledge utilizing top-down processing skills to predict meaning in the lyrics. In a study of adult Chinese learners, Li & Brand (2009) found that there was a direct relationship between the students’ exposure to music and lyrics and their achievements in vocabulary acquisition and language usage, both immediately and on a delayed post-test three weeks following treatment. Li and Brand also noted more positive attitudes toward learning English and confidence in their instruction, by the students who experienced the greatest exposure.

Beasley and Chuang (2005) studied the effects of American music, lyrics, and vocabulary definitions on listening comprehension and vocabulary acquisition in adult Taiwanese ESL learners. Their research suggests that online music study alone does not improve listening comprehension skills in ESL learners. However, the results also suggest that although listening
to online music does not increase vocabulary level, adding written lyrics and hypertext links to definitions of key terms improved vocabulary level significantly. This study suggests that a relationship exists between music with lyric subtitles, or hypertext links to key terms, and improved vocabulary acquisition. Music alone did not have an effect on listening skills in these ESL Taiwanese learners, but the addition of written lyrics improved learner vocabulary significantly.

Paquette and Reig’s (2008) study describes the benefits of incorporating musical experiences into instruction and provides practical activities for classroom implementation, such as reading, writing, and singing songs for language skill development, reading fluency, and writing progress. Although the study is aimed at younger learners, the instructional value for adults may be transferable. Domoney and Harris (1993) in a study of Mexican secondary school EFL learners found that using pop music was effective for teaching vocabulary content, and for helping students learn to describe their reactions to music. The study also suggested that learner choice was an important factor in motivation and that a student-centered approach gave learners more intrinsic satisfaction. Both students and teachers found that the addition of pop music to their classroom encouraged a more meaningful and enjoyable collaborative experience. This project will also take a student-centered approach by implementing data gathered from interviews to create song lyrics which address items of interest to adult Spanish-speaking learners.

The use of music to create a positive mood is also an area of interest to this project. Music can often invoke memories of a specific time or moment, sometimes decades after hearing it. It is intimately tied to emotion and affect. Depending on the age and origin of the students, various genres of background music could be employed to create an atmosphere that engenders
positive emotions. Folk songs, although somewhat dated in American culture, tend to be well received in Hispanic culture. According to Lo and Fai Li (1998), songs can develop students’ abilities in all modalities and can be used to teach a variety of specific grammar items as well. They suggest that learning English through songs also provides a non-threatening atmosphere for students, who are often anxious when speaking English in a formal classroom setting. Another advantage to the use of songs in the ESL classroom is their authenticity and therefore inherently motivating characteristics. As Saricoban and Metin (2000) observe, “They are the means through which cultural themes are presented effectively.” Traditional folk songs often create an opportunity for discussion of history and customs, and help students to appreciate aspects of culture that they may not have understood previously. Folk songs are highly repetitive and their rhythm and intonation is generally predictable. Therefore they are useful for teaching elements of prosody, particularly those of rhythm, tone, and stress, assisting students in the development of automaticity. As Shoepp (2001) suggests, music is also valuable for the examples of informal use of language that it provides. Popular music is full of colloquialisms and provides a great variety of authentic lexical items in diverse genres.
Methodology

Data Collection

Exploratory data was needed to understand the relationships between Hispanic speakers and their employer, the current state of adult English education, and the perceived needs of potential learners. This data also helped reveal how the Hispanic community interacts with schools, businesses and service providers in this county and the tools they use to negotiate the English speaking world around them. The employees of the school district have valuable information about immigrant families and were able to share insights that helped give a broad picture of the state of community relations with immigrants in both the county seat and the county in general.

A responsive evaluation study (Amba & Stake, 2001) with purposive sampling (Collins, 2012) was decided upon as the preferred method of data collection. A responsive evaluation study contains the key features of collaborating with stakeholders, determining issues of concern through interviews, and using data collected from multiple sources to evaluate existing structures. Although a fourth step, recommending actions for improvement, is a part of many evaluation studies, this project required only stakeholder assessment of the existing services for Hispanic community members. Amba and Stake’s approach entails beginning with stakeholder issues as a means to organize, collect, and analyze data. According to Alderson and Scott (1992) evaluation studies which are participatory in nature, value insider insights and perspectives, giving weight to both service providers and service recipients. This approach values subjectivity, and the variety of voices participating leads to a better understanding of existing programs. Information uncovered during this process allows a thorough review of existing practices and provides valuable information for future planning of services. This study used
chain sampling (Patton, 2015) to locate stakeholders who could provide the information most relevant for the research. These stakeholders were individuals from three primary domains: educators, employers, and members of the Hispanic community. Chain sampling allowed for the examination of additional resources uncovered by the participant interviews.

Figure 1: Elements of an evaluation study. This figure illustrates the structure of the data collection method for this study.

The study began with the Superintendent of Schools who provided approval and contacts in the school district, (ESL teachers and Aides) and simultaneously with the primary employer of Hispanics in this area, ABC Poultry Services. In turn, these interviews led to a pool of employees and family members who were interested in participation. From interviews with the teacher and ESL Aides, it was learned that an adult ESL class is already conducted weekly in a community center located in the county seat. Observation of this class led to a more thorough picture of services in the community.
Participants

Nineteen participants took part in interviews for this project including the Superintendent of Schools, one ESL Certified Teacher, two ESL Aides (paraprofessionals), one employer, ABC Poultry Services (ABC), eight employees of ABC, and six family members of employees of ABC. The employee and family member interviews were conducted in two separate group meetings. An informal group setting was felt to be preferable to individual interviews in order to obtain the greatest amount of data in a comfortable and non-threatening atmosphere.

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<tr>
<th>Date</th>
<th>Position</th>
<th># of Subjects</th>
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<td>1</td>
<td>Telephone Interview</td>
</tr>
<tr>
<td>November 8, 2016</td>
<td>ESL Aide, County School employee</td>
<td>2</td>
<td>Personal Meeting</td>
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<tr>
<td>November 8, 2016</td>
<td>Employer, ABC</td>
<td>1</td>
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<td>1</td>
<td>Telephone Interview and personal meeting</td>
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<td>Employee, ABC</td>
<td>8</td>
<td>Group Meeting</td>
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<tr>
<td>November 24, 2016</td>
<td>Family Member of Employee</td>
<td>6</td>
<td>Group Meeting</td>
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</table>

Table 1: Schedule of participant interviews

Materials

This data was collected while meeting with the participants by means of a questionnaire which was customized for each participant according to their position as an educator, employer, employee, or family member. (See Appendix A) Prior to the meetings, permission forms were collected from the school Superintendent’s office and the Human Resources director of ABC. Personal interviews were conducted in one complete session on the premises of the business office of ABC, and at the Community Center, lasting 30 - 35 minutes. Telephone interviews were conducted in one complete session lasting 25 - 30 minutes. Group interviews were also
conducted in one complete session at the office of ABC, and lasted for approximately one hour and fifteen minutes. Adult consent forms in English and Spanish were reviewed and signed at the beginning of the meeting. An overview of the project was described in English or Spanish as needed. Hand written notes were taken during the interviews. In the event that anyone might have felt hesitant to express a comment aloud, each participant in the employee and family group meetings received a blank card on which they might add personal observations and anonymous comments and it was collected after the meeting. At no time was data assigned to any particular person in the group interviews. No audio or video recording took place. Notes were taken by the researcher. All participants who volunteered to come attended and stayed for the entire meeting.

Procedure

The educators and the employer each participated individually in interviews conducted in English. The employees and the family members both participated in two small group meetings conducted in Spanish. A group format was chosen for various reasons: expediency, given the work schedules of the participants, the Hispanic preference for group over individual meetings, and a setting which would provide a more comfortable, less clinical approach to the data collection. Each meeting took place at the business office of ABC with the exception of the interviews with the Superintendent of Schools and the ESL Instructor employed by the school district, which took place by telephone. The ESL instructor provided additional insights after the class at the Community Center. The ESL aides agreed to meet at ABC as well. The employer was not present at the meeting with ESL aides, employees, or family members. Each interview was conducted according to the following schedule.

1. An explanation of the project.
3. An explanation of the questionnaire, including specific instructions for group participants. It was made clear that the group discussion would be informal, and that written notes would be taken. Given that the group participants might be undocumented, they were assured that personal information would not be attached to the responses. Each participant was given an opportunity to state their opinion on every question before moving on. Participants did not receive a written copy of the questionnaire. The questions were read aloud in Spanish, and then participants discussed the question as a group. Questions of clarification were put to the group as necessary.

4. As each question was read aloud, notes of responses were taken manually and entered into a Word document. A neutral third party and native Spanish speaker, a person unknown to any of the participants, sat in on the group interviews, in case any difficulty in translation arose.

   Interview questions for employees and family members addressed the topic of ESL education in the local area broadly, and were designed to solicit how much the participants knew about the availability of classes, and also what the participant would like to learn in an ESL class. The research questions below were addressed by all participants, either explicitly or indirectly.

   The data collected from the interviews will help inform the design of materials for this project. This is a specific case study and its findings will be used to develop materials to help workers employed in agri-business, specifically a business which provides ancillary services to the poultry industry. A qualitative analysis of the data will be used to answer the following research questions from the point of view of each of the stakeholders.
Research Questions

1. What specific English skills are potential learners most interested in acquiring?

2. What are the greatest challenges faced by educators and employers who work with non-English speakers, and by non-English speakers in HCI?

3. Are there barriers to participation in ESL classes in HCI?

In order to gain a broad perspective on the current situation, it seemed advisable to solicit information from ESL educators even though they were not directly involved, and their judgments helped inform the direction of this project. They were able to provide information on the Hispanic demographic of the local area, and their perceptions of issues that occur due to a lack of English with regard to communication at school. Some of the questions asked of the educators were not directly related to adult education, but provided information which gave a broad picture of the relationships and structure of the non-English speaking community. The questions included items concerning problems which arise when dealing with parents who are not proficient in English, and addressed the second research question. The opinions of the educators were also helpful in providing background information for the third research question.

While speaking with the ESL Certified teacher, I learned that she conducts an adult ESL class on Wednesday afternoons at a central location in the county seat, which I observed on one occasion. This is the only adult ESL class available in the county at this time. The class is held weekly, but after accounting for holidays and scheduling issues, usually meets only three times per month.

A basic principle that adults need to know why they are engaged in a learning activity has led to the generally accepted premise that adults should be engaged in the collaborative learning planning process. (Knowles, Holton, & Swanson, 1973) This project, by exploring potential
learner interests prior to the establishment of any formal classes takes this process one step further. Questions for employee and family participants helped to define learner interests and preferences, and allowed them to express their thoughts or frustrations with existing classes or situations. Insights gained from this process also contributed to the development of adult ESL classroom materials that will address concerns most commonly identified by potential learners.
Data Analysis

Data was collected in the form of interviews. A brief description of HCI and general findings from interviews will be presented first, according to information provided by educators and the employer of ABC.

Hoosier County, Indiana is located in the central portion of the state. The county seat has 6200 residents, and there are five incorporated and twenty-four unincorporated communities throughout the county. In July of 2015, the United States Census Bureau estimated that the population of the 384 square mile county was 21,121. The population has decreased slightly from 21,806 according to the 2000 census. The racial composition of the county is 97% white, and 2.7% of Hispanic or Latino origin. In 2015, the percentage of Hispanic or Latino residents had increased to 3.1%. Of the 8133 households, 32.8% included children under the age of 18. The public school corporation consists of seven elementary schools, two middle schools, and one high school.

Poultry farming for egg production is the largest sector of agribusiness in HCI. The county contains 5.2 million laying hens and pullets, as well as 300,000 turkeys. Poultry and egg sales generated $109 million in 2012, according to the United States Census of Agriculture. Pullets, which are young female chickens, are raised to produce egg-laying hens. In this sector, the county ranks first in the state of Indiana. Adjunct businesses which serve the poultry industry include those that provide chick sexing, debeaking, health services, transportation, and barn cleaning. Chick sexing is the method by which males are distinguished from females at a few days of age in order to separate the genders for their commercial purposes. Debeaking, or beak trimming, is a practice in which the beak of a chick is cauterized by a knife blade, a practice
which producers believe reduces stress-induced, cannibalistic pecking in large poultry operations.

**Interview 1. County School Superintendent.**

The local school district’s ELL program consists of one full-time certified ESL teacher, one half-time ESL/special education teacher, and three aides of varying bilingual abilities who split their time in all ten school corporation buildings. In the past, as many as two full-time ESL teachers have been employed. Of the 3379 students in the school district, for purposes of funding, the state of Indiana has identified 101, or 3% of them as in need of ELL services. According to the superintendent, the state complexity grant calculation includes the amount of ELL funding, which is rolled into special services for students. This amount is part of the $7100 per student per year funding allotment. Salaries of ESL teachers and aides, and electronic (iPads for instructors) and written materials are provided by this ELL funding allocation.

A very small portion of ELL students in the county are children of Japanese descent whose parents are employed at XYZ Indiana, a Japanese automotive parts supplier for Honda. This factory occasionally brings in employees with children in need of ELL services. A very small population of German-speaking Amish children also attends public schools in the county until eighth grade. However, most ELL students come from Spanish-speaking households where no English is spoken.

The school superintendent believes that the most problematic issue facing the schools when dealing with ELL children is the difficulty of communicating with their parents. Registration day, communications between parents and the school nurse, and disciplinary issues requiring meetings with parents were all cited as important instances where the need for
communication demands that a bilingual speaker be available. Translators, sometimes on a moments’ notice, must be available to call or meet with parents.

According to the Superintendent, adult speakers of Spanish may attend the adult ESL classes provided by the Community Center. No apparent barriers to participation were reported by the Superintendent.

**Interview 2. County School Certified ESL Instructor.**

The instructor for the school district is responsible for ESL planning activities at all ten school buildings, but is primarily stationed at the middle school in a dedicated ESL classroom. Although this group of ten students receives the most assistance, there are three part-time ESL aides who help cover the responsibilities at two of the elementary schools and the high school. An additional ten to fifteen students are enrolled in mainstream classes at the middle school but receive daily ESL assistance. Students must pass the ACCESS test before mainstreaming.

The instructor speaks no Spanish and relies on the varying proficiencies of her aides to work with non-English speaking students and their parents. Two of the aides are native Spanish speakers. One of the aides speaks some Spanish. None are trained in the ESL field. Potential ESL students are identified at registration. A home language survey is filled out at that time and if any language other than English is selected as the language spoken at home, an assessment test is given. The assessment test contains five levels. It is possible for kindergartners to test out of listening and speaking, and be placed in mainstream classes, but some arrive with no English skills. Students from grades one to five must also pass reading and writing tests. The majority of newly arriving students, no matter their academic level, are of limited or no English proficiency.
The instructor identified her greatest challenge as the need to rely on aides for help with disciplinary issues. The aides often go out to homes and businesses to meet with parents. Parents, due to their lack of proficiency, are dependent on educators to explain what is mandated or recommended for their children.

This instructor also teaches the adult ESL class on Wednesdays at the Community Center. According to the instructor, scheduling problems are a significant challenge. She stated that promptness is not a cultural habit for Latinos and students often bring their children to class. There is no child-care available at the Center. Students do not come every week, and when they arrive late, the instructor covers information that was missed. Japanese-speaking adults are also present. Numbers of students are unpredictable. The instructor would like to either add a class which meets at a later time, or replace the afternoon class with an evening class. She recognizes that the hours the class is offered precludes most employed adults from attending, but does not perceive the time as a hindrance for unemployed adults.

**Interview 3. County School ESL Instructional Assistant #1.**

This ESL aide works at three different schools; two elementary schools, and the middle school. The subject typically works with six groups, five days per week, in blocks of thirty to forty-five minutes. Schools holidays and special events sometimes interfere with the daily schedule. At the middle school, the subject supervises a study hall which is optional for students. In the past the subject worked as an in-home tutor and takes school documents to students’ homes when necessary. The subject describes her proficiency in Spanish as intermediate, having studied the language in high school and college although she does not hold a formal degree. Formerly she worked for five years at the Head Start program for Early
Childhood Education through Ball State University in the county seat. She has also worked with at-risk and special education students in a pre-school affiliated with the school district.

The aide estimates that 90% of newly arriving kindergarten students have learned some English in pre-school, usually attending for one or two years. She estimates that most test at Level 2 on the ACCESS summative assessment coming into kindergarten. She states that language barriers and options for students with learning disabilities are the most significant challenges that she faces as an educator. She further indicates that learning disability testing is not culturally relevant, as the test is in English with a translator. There are no Special Education teachers in HCI who are also bilingual.

Concerning existing or proposed adult ESL classes she suggests that testing and leveled classes may prove beneficial, at least at the beginning and intermediate level. Attendance can be problematic and the class should include provisions for children who come with parents. This subject assists with the current ESL adult class at the Learning Center. At present there is no formal plan in place to solicit adult participation or for adults to become active learners. She states that a survey may be beneficial to discovering perceptions of the class and subjects to be covered.

The subject states that passion and flexibility are a must for potential adult educators, as well as knowledge of the community for understanding how to access social services, the library, sports programs, and Community Center activities. She would like to help the immigrant population to find their place in the county and believes that community and school leaders want a healthy ESL program for children and adults. XYZ Indiana currently pays for children of employees for tutoring in English.
Interview 4. County School ESL Instructional Assistant #2.

This subject is a full-time ESL aide who teaches kindergarten through fifth grade in one of the elementary school buildings. The highest concentration of Spanish-speaking children in the district attends school in this building. The aide works primarily with twenty-one children at the kindergarten through second grade level and is a native Spanish speaker from Puerto Rico. She is always on call for language assistance during the school day and at registration. She estimates that 80% of newly arriving children have no English at all. Those who do have some English are children who attend a local Head Start preschool, or whose parents attend ESL classes.

With only three Spanish speaking aides for the school system, parent-teacher conferences produce an overload of need. The subject identifies this as her greatest challenge as an educator. She states that often a family brings their own translator or older bilingual child when the need arises. The subject believes that child-translators should be older because even at middle school age they do not understand everything that is needed to discuss educational or behavioral issues with parents. She doesn’t feel that serving as a family interpreter is harmful in any way to children.

Another challenge she mentioned is that Spanish-speaking learning disabled children have no resources. For example, speech therapy is not available in Spanish. There are no Special Education teachers who are bilingual. Older students need more patience with expectations of their own progress based on their age of arrival.

When asked about barriers to participation in the local ESL adult class, the subject felt that the current time slot for the adult ESL class is satisfactory.
Interview 5. Human Resources Director/Co-Owner, ABC Poultry Services.

The largest provider of poultry related services in Hoosier County is ABC Poultry Services, headquartered in the county seat. ABC is a corporation that also includes a chick sexing enterprise. ABC provides their services to a multi-state egg production company and employs approximately ninety migrant and immigrant workers, largely from Mexico. These employees work at local and multi-state sites in crews of ten to twelve workers, where typically only one crew leader speaks some English. In addition to beak trimming and sexing, ABC provides vaccinations, loading and unloading of crates of chicks or eggs, and cleaning services. The working conditions in this industry are dirty, repetitive, and offer little in the way of intrinsic satisfaction. It is not uncommon for a crew of eight workers to process 300,000 chicks per day in any of the services ABC provides. An individual worker can trim 12-15 beaks per minute.

The subject reports that a great challenge to the management of the business is the inability of almost all workers to communicate in English. Crew leaders, who are assigned to each work group, have basic skills in English, but they are often insufficient, especially if unusual or unexpected problems arise at a job site. It then falls to the owner to drive to a site, sometimes several hours away, in order to resolve issues with clients. Often these issues require complex communication skills which the work crews do not have. An extra day in the field is very costly to the company, as the employer will have to cover an overnight stay and meals for the crew, and may cause rescheduling of other clients. In addition, perceived inefficiency may cost the company positive client relationships.

The subject agrees that a lack of English proficiency is detrimental to the efficient operation of the business. The co-owners are both bilingual in Spanish and English. All communications, formal and informal, within the company are conducted in Spanish, including
periodic safety and procedural training. Therefore, the greatest negative impact to the business are communication problems encountered by workers who must speak English with clients who generally have no Spanish interpreters on their farms. In the event that a crew leader is not present, work is slowed considerably by communication difficulties.

From the employer’s viewpoint, the issue of barriers to participation in ESL classes is complex. The employer does not feel employees who already work ten-hour days in addition to traveling time will be able to attend classes in the evenings, even though they are available free of charge at the Community Center. The subject states that ESL classes tailored to the needs of the company would be of great value to the successful operation of the business. Although a class could be offered on Saturdays, the employer does not feel workers will wish to spend their day off attending class. In the HR director’s opinion, employees do not feel it is their responsibility to learn English and they prefer to rely on the crew leaders for any interpretation necessary. The director feels that the employees are comfortable with their situation and don’t see a need to change it. For this reason, the company has not offered their own ESL class. The director also expressed the idea that the company is reluctant to invest in English language training which might cause them to lose employees, who may obtain better employment with increased knowledge of English.

**Group Interviews**

The general findings of the group interviews of Employees of ABC and family members based on the questionnaires will be discussed first. Then findings regarding the research questions will be presented.

All workers and family members identified themselves as having very low proficiency in English. None were bilingual. All of the participants stated that they rely heavily on more
advanced speakers to attend appointments or school registration with them, or to be present when signing leases, applying for social services, or soliciting information from the English-speaking community in a wide array of business settings.

One worker stated that he had attended a two-hour training session in English with a former employer. Of the two married workers in the group, both felt that their spouses would like to attend English classes with them if available at a convenient time. All participants were aware that an ESL class was available at the Community Center.

None of the workers felt comfortable or qualified to conduct business with clients on behalf of ABC. They felt that communication was the responsibility of the crew leaders. They cited instances of work delays while waiting for a translator to arrive or to be contacted by phone. The participants were not interested in having to pay for classes due to affordability. Child care considerations were mentioned by many participants. They felt this would be extremely helpful if they were to attend classes.

Motivations for taking English classes included improving work situations with clients and reducing wait-times, being able to advance to the position of crew leader, a sense of personal accomplishment, and to gain more respect within the Spanish-speaking community. Non-workers also mentioned the topic of respect, but more often in relation to the English-speaking community. They felt that their acceptance as community members would increase with improved English. All participants reported anxiety when speaking English in formal and informal settings. They also reported that phone conversations were difficult, citing reporting absences at their children’s schools as an instance where a Spanish speaker is seldom available.

Most participants did not feel that paying bills was difficult. They often pay bills online or enroll in automatic payment plans, and do not need assistance to understand the process. They
utilize websites which have services in Spanish. Most participants agreed that information in the Hispanic community is spread by word of mouth. There are no local Spanish radio stations or newspapers. There are, however, bilingual Hispanic community leaders who act as liaisons with governmental and social service organizations who are advocates for the Spanish speaking community. These leaders are a vital part of the communication network and share current information with the Hispanic population.

**Findings which address the research questions**

1. What specific English skills are potential learners most interested in acquiring?

Employees:

All of the workers discussed the need for job-related vocabulary, but they disagreed on what they felt was most important. Some cited the need for survival-English skills, while others wanted to be able to speak well enough to promote good relations with clients, and to gain personal satisfaction. Those who wished to go beyond minimal English skills recognized that some of the grammar of English was very different from Spanish. Confusion with the prepositions “in” and “on” was specifically mentioned. Employees agreed that a list of common work-related phrases would be helpful. Most of the participants expressed that they were socially uncomfortable trying to converse with English-speaking clients and tended to interpret American norms of speech and behavior in light of their own cultural understanding. They wanted to understand the cultural expectations regarding certain speech acts and want to be better prepared to converse in English. Those acts include politeness norms when meeting and greeting someone they don’t know, or who is of a higher social status.

One worker mentioned that she would like to be able to complete her GED online at the Community Center and had tried to do so. There was no one there who could assist her in
Spanish, she was not able to access the courses online without help, and the GED courses were conducted in English. Four of the workers had completed their high school education in Mexico and felt that their diploma was sufficient.

Family members:

These participants cited the desire to improve commonly needed communication skills. They wanted to be able to talk to health providers, their children’s school teacher, and other service providers. One participant said she wanted to be friendlier with non-Hispanics but she also wanted to be able to explain that her English was limited in the event that the conversation was too difficult to follow.

Five participants mentioned that they wanted to know how to ask for things at stores. All of the participants said they preferred making the trip to a bigger city an hour away to shop at a Mexican grocery rather than try to deal with local shops that might not carry the items they wanted most. The language barrier was not perceived as greater than the desire to find familiar products.

Rudeness was discussed at length. Each participant described incidences of racism and overt unfriendliness by residents of the community, particularly by those employed as receptionists or secretaries, who often deal with the public. These participants expressed the desire to learn how to speak to medical professionals. They stated that few businesses or doctors’ offices have translators or Spanish speakers. They will usually wait until another Hispanic speaker with more advanced skills is available to accompany them. This group also agreed that they often have difficulties when trying to interact with community representatives. These English speakers may include workers in local businesses, the Bureau of Motor Vehicles, the court system, and Social Services. They may be employed as public safety personnel. This
group felt that the ability to complete documents was very important and would like to feel more
confident when they are asked to do so. The documents mentioned were health-care forms,
social services documents for WIC (Women, Infants, and Children), other assistance programs,
contracts, and employment forms.

2. What are the greatest challenges faced by non-English speakers in HCI?

Employees:

The workers felt that their inability to understand politeness norms was a significant
deterrent to effective communication at work. “I don’t know what is polite and what isn’t”, was
one worker’s comment. Some workers said that the pronoun “you” did not seem respectful when
talking to clients. They expressed the desire for reassurance that their speech with people of
higher social status was appropriately respectful.

For working mothers, child-care is a considerable obstacle. They already feel they are
leaving their children alone too long. Several participants indicated that if their children were
cared for it would be easier for them or their spouses to attend classes.

Family members:

Several participants mentioned that Americans are more reserved than Mexicans, but they
were not always able to tell if behavior they had experienced was reserved or rude. Five
participants said they would like to know when and with whom it is acceptable to discuss
feelings. The implication was that unless a discussion is about sports or the weather, they did not
know how to ask about, or share deeper feelings about certain topics. These topics included
politics, religious convictions, and community problems. They felt that Americans do not want
to know how they feel about things, and that few are willing to exercise the patience needed to
understand people who don’t speak English well.
3. Are there barriers to participation in ESL classes in HCI?

Employees:

The workers stated that there is no time for learning. Twelve hour work days are the norm and this group felt that the work hours are designed to “keep people in the same place”. They feel they are unable to attend class due to work and family responsibilities.

Classes are held at the Community Center on Wednesday afternoons. For most workers this is a significant barrier to participation. The workers at ABC stated that they do not return from their work until after 6:00 p.m., and are often away during the week at distant client locations overnight, making regular attendance impossible. They also cited that the early evening hours are difficult since those hours are generally reserved for dinner and family time. Due to their lengthy work days, most workers said they weren’t willing to give up that time. Three of the employees stated they would probably attend on Saturday morning unless a family commitment arose.

Most workers agreed that they would attend if it were easier to do so and if ABC scheduled classes during work hours. Two workers mentioned a sense of embarrassment when speaking English and felt that they would be reluctant to speak in class. For this reason, they did not feel they wanted to attend classes.

Family members:

Two of the family members had attended adult classes at the Community Center. Both stated that the course was not well-designed for their needs. One person stated that there were too many levels of students in the class, and that the Japanese learners were more advanced. Both felt that they were left alone to try to work with the computers in the learning lab with no explicit training on how to do so. They felt it was a waste of time.
Given that the 4:30 p.m. start time for the class interfered with meal preparation and homework time for children, these group members felt that it was difficult to make the sacrifice to attend the class. When discussing the establishment of an ESL class tailored for their needs, one participant stated, “They always leave our culture out of it”. This comment was interpreted to mean that consideration of the importance of family time in Hispanic culture should be taken into account when planning ESL classes. Four of these participants stated that child-care on site, where children were in another room would make attendance more attractive. All of the participants cited transportation as a problem. Often workers and family members do not own cars. A significant amount of carpooling takes place, so it’s necessary to form groups who want to accomplish the same tasks at specific times. ESL classes would have to be of interest to at least one person with a car who would be willing to transport others. However, the participants agreed that if some of the other impediments were addressed, the transportation problem would not be as great a barrier to participation.
Discussion

In summary, the research findings reveal the complex nature of the relationship between social norms and second language learning, reticence in communication, feelings of isolation experienced by non-English speakers, and the desire for achieving new skills that leads to increased self-esteem. Although all the participants agreed that learning English is desirable, the cultural, economic, and practical barriers that must be addressed in order to encourage participation are considerable.

This research revealed some discrepancy between perceived effectiveness of the existing adult ESL class by teachers and learners. This is the only adult ESL class available in the county at this time. The participants in this study did not agree with the educators’ perception that there are no barriers to participation in the class. The class time is not convenient for potential learners. Apart from the difficulties of having students of varying abilities and languages in the same classroom, asking some students to work unsupervised with unfamiliar technology will not maintain learner interest. Having children present in the classroom, even at another table, is distracting as well. In order to overcome these barriers to participation, classes for workers could be offered on Saturday mornings, or at ABC on a scheduled day, although due to erratic work schedules, this does not seem like a viable option. It would require the commitment of ABC to set aside blocks of time every week so that workers could improve their skills. If classes at the Community Center are to be successful, onsite childcare and a different class time should be considered.

The challenges of living and working in HCI were diverse and many experiences were shared, including acts of discrimination both subtle and overt. Each participant in the employee and family member group had a story to tell of feeling marginalized in the community. One of
the specific difficulties mentioned was making appointments, especially over the phone, while realizing that depending on transportation, they may not be able to keep them. The community’s perception that Hispanics are often tardy or unreliable by American standards is reinforced by transportation difficulties. The consensus in this group was that when going to the doctor, they experienced more disrespect than in any other setting in the community. Not from the doctors or nurses, but named receptionists as those most likely to be discourteous. They stated that in this community, there were no Spanish speakers at any office of health-related providers. They often received information sheets for their children concerning vaccines and medications that they could not read.

The natural personality traits of the workers and their family members, of friendliness and inclusiveness, are hidden beneath an inability to express themselves. The sense of not being valued as a person was clearly noted among the Hispanic participants. A perceived lack of interest in their feelings may be attributed to their past experiences with the abrupt behavior of those who were not willing to take the time to communicate with them.

The devotion of Hispanics to their families is a cultural norm and is highly valued. Any ESL class should be scheduled with this in mind, avoiding times that are not likely to appeal to this group of learners. Hand in hand with devotion to family is the preference for extended community involvement. When planning new ESL endeavors, enlisting the support of Hispanic community leaders will give a stamp of approval to a potential class. Given the atmosphere of distrust that currently exists in the United States between immigrants and authority figures, efforts to “help” may not be perceived in the manner intended.

The data supports the conclusions of various researchers that adult learners need intrinsic motivation, such as increased self-confidence, to participate in classes that are useful and
relevant for their individual circumstances. A perceived benefit is important for this group. One worker mentioned that they would like to have proof that they have passed a basic class in English to present to their employer. The discussion of this point was very positive. A certificate of some kind seemed very desirable to the majority of the participants, and would provide a tangible representation of their efforts.
Conclusion

With regard to the research questions, it is clear that there are barriers to participation in ESL classes from the point of view of Hispanic residents of HCI. Some of the challenges faced by the participants have been identified, both as workers and as community members. Their most pressing concerns include a desire to understand norms of politeness, to understand various grammar points and work-related vocabulary, to be able to communicate with their children’s school, and to gain standing in the community by improving their spoken English. The lessons designed for this project will help address these concerns. (See Appendix D)

English for Specific Purposes classes are valuable for teaching specific sectors of non-English speakers with identifiable communicative goals. When learners are intrinsically motivated, they are more willing to participate, but cultural norms should be taken into account when planning ESL classes.

The lesson plans for this project will be developed based on data collected from the employees and family members of ABC. In effect, the lessons will be customized for their particular situation, and will include points that the participants indicated interest in learning. This creative project is unique in that the teaching materials will be supported by culturally familiar musical tunes which have been adapted to teach English grammar points and vocabulary. There are four very popular tunes in Spanish, recognized by speakers no matter their country of origin that are very adaptable for teaching. That is, their melody and rhythm are consistent and repetitive, and they are not difficult for non-musicians. One is a children’s song called De Colores. Its familiarity is equal to that of Twinkle, Twinkle, Little Star to English speakers. It is also the unofficial anthem of the Farm Worker Movement and of the Cursillos, a program which trains lay leaders for the Catholic Church in Spain. The Cursillos were
established in Mallorca in the 1940’s. The song jumped the theological divide and is also the theme of the Protestant retreat, Walk to Emmaus. Another tune that can be easily adapted due to its predictable rhythms is *Cielito Lindo*, a love song which is well-known in Spanish speaking countries around the world. A third may be recognizable to many English speakers as well. *La Bamba* is a Mexican folk song from the state of Veracruz. Richie Valens’ adaptation in 1958 became very popular in America, and later versions such as that in a 1987 film by the same name have contributed to its popularity. When performed by folk singers in Mexico, the tune is consistent but the lyrics are often improvised, making it an ideal song for lyrical adaptations.

Based on information learned from the interviews with potential learners, it will be used to teach the use of the verb “to be” and how it contrasts with the two “to be” verbs in Spanish. It will also teach the use of the pronoun “You” and how it contrasts with the three “You” pronouns in Spanish. The song *De Colores* will be used to teach how to express feelings. *Cielito Lindo* will teach common imperatives. The melody from a fourth song, *Camisa Negra*, will be used to teach prepositions of place. (See Appendix B) It is hoped that these familiar songs will provide a tool for retention and production, as well as address the problem of language anxiety and reticence in the classroom, allowing learners to engage in a way that is culturally relevant and familiar.

With adult learners of English for Specific Purposes, lessons are directed to structures which suit the students’ environment. The lessons prepared for this project are designed to support listening and speaking skills, as they are most valuable for the workplace. The lessons and objectives planned for this project emerged both from researcher observation, and views expressed by potential students.
The needs most identified by the subjects were:

1. Politeness
   - Greetings
   - Culturally appropriate gestures
   - Replacing a familiar grammatical structure, tú vs. usted, with words that express formal and informal address in English.

2. Prepositions of Place and “Where” Questions
   - General use: In
   - More specific uses: On
   - Replacing the Spanish “en” with two distinct prepositions

3. Expressing Feelings
   - Addressing issues of isolation through social discourse
   - Behavioral and verbal constraints in American culture vs. Hispanic culture
   - Expressing feelings or states of being with the verbs “to have” and “to be”.

4. Giving Directions
   - Politeness norms regarding imperatives in American culture
   - Common expressions in the workplace
   - Formulating urgent requests using student created context-specific scripts

Each of these topics forms a separate lesson that will require 80 minutes of class time.

Each topic is accompanied by a musical selection which includes English lyrics accompanied by melodies which are familiar to Hispanics from various cultures. All lesson plans are presented in Appendix C. The format of the lesson plans follows the SIOP Model (Echevarría, Vogt, & Short, 2014) with modifications for this project. Lesson objectives are stated clearly, warm-up
exercises activate students’ prior knowledge, a variety of tasks make input comprehensible, and students practice authentic interaction. The objectives will be supported by materials and multimedia presentations which will be available on the class website. The students will be able to access and review the materials at any time.

Website access to music and all materials:
http://smjackson.wixsite.com/conex-esl

YouTube links to all music:
Lesson 1: https://youtu.be/aFDySdQ8u1w

Lesson 2: https://youtu.be/swDbbArjndc

Lesson 3: https://youtu.be/GTNrFKQLAU0

Lesson 4: https://youtu.be/QAbyvYeXMfQ
References


Houle, C. The Inquiring Mind. Madison, WI: University of Wisconsin Press


Images used in the creation of videos and other materials for this project were obtained from Pixabay.com, a website which provides unlicensed images with the full consent of their authors. According to the website, “All images and videos on Pixabay are released free of copyrights under Creative Commons CC0. You may download, modify, distribute, and use them royalty free for anything you like, even in commercial applications. Attribution is not required. To the extent possible under law, uploaders of Pixabay have waived their copyright and related or neighboring rights to these Images and Videos. You are free to adapt and use them for commercial purposes without attributing the original author or source. Although not required, a link back to Pixabay is appreciated.”

https://pixabay.com/en/service/faq/

Images used for illustrative purposes.

Appendix A

Questionnaires

English for Specific Purposes in Hispanic Populations

Form 1: County School Superintendent

Interview Questions: Challenges Faced by Educators

1. How many students are enrolled in Hoosier County schools?
2. What is the total funding available per student in this county?
3. Describe the structure of your ESL program.
4. How many Spanish-speaking students does the program serve?
5. Other than native Spanish-speaking students, are any other populations served?
6. What amount of the state allotment per student is available for ESL students?
7. For what purposes is the allotment used?
8. How are students identified or evaluated for inclusion in ESL services?
9. What percentage of newly arriving Spanish-speaking children have no English?
10. What percentage of newly arriving Spanish-speaking children have some English?
11. Do kindergartners who have been in the community for more than a year have some knowledge of English? If so, from what sources are they learning English?
12. As an educator, what do you perceive as the greatest challenge when working with ESL students or their parents?
13. Do you feel the school system is adequately prepared to speak to parents when the need arises?
14. Are any of your ESL staff native speakers, or bilingual speakers of Spanish?
15. If an adult ESL class were available to parents, how could it be most effectively designed in terms of times offered, subject matter, and locations?
16. Do you have any other comments that could be helpful to the understanding of the challenges faced by educators in your district who work with ESL students?
Form 2: County School ESL Instructors and Aides

Interview Questions: Challenges Faced by Educators

1. Describe the structure of your ESL program.

2. There are ten buildings in the school district. How is your time divided in a typical week between these buildings?

3. How many Spanish-speaking students do you work with on a daily basis?

4. Which grades do you spend the most time with?

5. Do you speak Spanish? How would you describe your level of proficiency?

6. During registration, do you participate in evaluation and identification of students for inclusion in ESL services?

7. What percentage of newly arriving Spanish-speaking children have no English?

8. What percentage of newly arriving Spanish-speaking children have some English?

9. Do kindergartners who have been in the community for more than a year have some knowledge of English? If so, from what sources are they learning English?

10. As an educator, what do you perceive as the greatest challenge when working with ESL students or their parents?

11. Do you feel the school system is adequately prepared to speak to parents when the need arises?

12. Are any of the ESL staff native speakers, or bilingual speakers of Spanish?

13. If an adult ESL class were available to parents, how could it be most effectively designed in terms of times offered, subject matter, and locations?

14. Do you have any other comments that could be helpful to the understanding of the challenges faced by educators in your district who work with ESL students?
Interview Questions: Challenges Faced by Employers

1. Describe the nature of your business.
   a. What services do you provide?
   b. Where are the services performed?
   c. How is the work force structured?
   d. How many employees do you have?

2. What is the total number of Spanish-speaking employees currently employed?

3. Is this number constant or seasonal?

4. Of those employees with non-managerial responsibilities, how many are bilingual?

5. Of those employees with managerial responsibilities, how many are bilingual?

4. Do you provide ESL classes for any employees?

5. Do you provide ESL classes for family members?

6. Are there community organizations which offer ESL classes to county residents?

7. Do you speak Spanish? How would you describe your level of proficiency?

8. As an employer, what do you perceive as your greatest challenge when working with non-English speaking employees?

9. Do you feel that your employees are adequately prepared to conduct business services with English speakers?

10. Describe specific instances when an employee’s lack of knowledge of English has caused problems for the efficient provision of services by your company.

11. If an adult ESL class were available to employees, how could it be most effectively designed in terms of times offered, subject matter, and locations?

12. As an employer, are you willing to finance ESL classes for employees?

13. Do you have any other comments that could be helpful to the understanding of the challenges faced by employers in the area who work with non-English speaking, or limited English speaking employees?
English for Specific Purposes in Hispanic Populations

Form 4: Employees, ABC Poultry Services

Interview Questions: Challenges Faced by Employees

1. Describe the nature of your work.
   a. What services do you provide?
   b. Where are the services performed?
   c. How do you receive instructions for your daily tasks?

2. Do you speak English? How would you describe your level of proficiency?

3. Do you consider yourself to be bilingual?

4. Have you ever attended ESL classes in the United States?

5. If an ESL class were available through your employer would you attend?

4. What types of English phrases would be most helpful for you to learn?

5. Are any other adults in your family interested in attending ESL classes?

6. Are there community organizations that offer ESL classes to county residents?

7. As an employee, what do you perceive as your greatest challenge when working with English speaking customers or other English speakers connected with your work?

8. Do you know how to politely ask for a day off in English?

9. Do you feel that you are adequately prepared to conduct business services with English speakers?

10. Describe specific instances when the lack of knowledge of English has caused problems for the efficient provision of services by your company.

11. If an adult ESL class were available to you, how could it be most effectively designed in terms of times offered, subject matter, and locations?

12. If classes were available to you, but not paid for by your employer, would you be willing to pay to attend? If so, what is a reasonable amount to pay for an hour of classes?

13. If you would like to take an ESL class, what is your motivation?

14. Are there certain parts of English that you find especially difficult?

15. How do you get information about community services?
16. Do you have a friend or relative who helps you with English when necessary? (Going to talk to your child’s teacher, to a doctor, pharmacy, or when visiting government offices)

17. Are you comfortable with reading and paying bills? Sending a money wire transfer?

18. Are there places you go to shop because they speak Spanish there?

19. If your child is sick, are you able to report the absence to the school?

20. How do you feel when you are communicating with others in English?

21. Have you experienced disrespect or prejudice because of a lack of English skill?

22. Do you have any other comments that could be helpful to the understanding of the challenges faced by workers in the area who communicate with English speakers?
English for Specific Purposes in Hispanic Populations

Form 5: Family Members of Employees of ABC Poultry Enterprises

Interview Questions: Challenges Faced by Employees

1. Do you speak English? How would you describe your level of proficiency?
2. Do you consider yourself to be bilingual?
3. Have you ever attended ESL classes in the United States?
4. What types of English phrases would be most helpful for you to learn?
5. Are any other adults in your family interested in attending ESL classes?
6. Are there community organizations that offer ESL classes to county residents?
7. What do you perceive as your greatest challenge when working with English speaking members of the community?
8. If an adult ESL class were available to you, how could it be most effectively designed in terms of times offered, subject matter, and locations?
9. If classes were available to you, would you be willing to pay to attend? If so, what is a reasonable amount to pay for an hour of classes?
10. If you would like to take an ESL class, what is your motivation?
11. Are there certain parts of English that you find especially difficult?
12. How do you get information about community services?
13. Do you have a friend or relative who helps you with English when necessary? (Going to talk to your child’s teacher, to a doctor, pharmacy, or when visiting government offices)
14. Are you comfortable with reading and paying bills? Sending a money wire transfer?
15. Are there places you go to shop because they speak Spanish there?
16. If your child is sick, are you able to report the absence to the school?
17. How do you feel when you are communicating with others in English?
18. Have you experienced disrespect or prejudice because of a lack of English skill?
19. Do you have any other comments that could be helpful to the understanding of the challenges faced by Spanish speakers in the area who interact with English speakers?
Appendix B

Verbs and You

Sung to the tune of La Bamba, Los Lobos Version

Para bailar la Bamba
Para bailar la Bamba
Se necesita una poca de gracia
Una poca de gracia para mi pa ti

There are two verbs in Spanish
But just one verb in English (To be, To be)
So for Ser and Estar
You only need to remember (To be, To be)

Y arriba y arriba
Y arriba y arriba
Por ti seré, por ti seré, por ti seré

It’s easy, It’s easy
It’s easy, It’s easy
Just say it now (To be, To be, To be, To be)
There are three You’s in Spanish
But just one You in English
(You will see)
You only need just one not three
I am, You are
He is, They are
She is, We are
It is, You are

Yo no soy marinero
Yo no soy marinero
Soy capitán,
Soy capitán, Soy capitán,
Bamba, Bamba
Bamba, Bamba
Bamba, Bamba
Bamba, Bamba

You don’t have to worry
It’s ok to say You to anyone
You can be one or many
You in English is fun
I am, You are
He is, They are
She is, We are
It is, You are
It’s easy, It’s easy
It’s easy, It’s easy
La Ranita Verde, The Little Green Frog
(The Prepositions Song)

Sung to the tune of Camisa Negra by Juan Esteban Aristizábal Vásquez

Tengo la camisa negra
Hoy mi amor está de luto
Hoy tengo en el alma una pena
Y es por culpa de tu embrujo

If English is your ambition
You gotta have prepositions
With just a little repetition
We’ll make a quick transition

Hoy sé que tú ya no me quieres
Y eso es lo que más me hiere
Que tengo la camisa negra
Y una pena que me duele

In, On, Next to
Above, Below, Under
Beside, Behind, In front of
Between, Inside, and Over

Mal parece que solo me quedé
Y fue pura todita tu mentira
Que maldita mala suerte la mía
Que aquel día te encontré

Come on, come on, come on, baby
Sing the song and maybe
It won’t be long until you get it
And then English will seem easy

Por beber del veneno
Malevo de tu amor
Yo quedé moribundo
Y lleno de dolor
Respiré de ese humo
Amargo de tu adiós
Y desde que tú te fuiste
yo solo.....

In months, years, and mornings
And in the afternoon
On days, nights, and weekends
And in the month of June
On the wall, on the river
In any kind of room
On a desk, in a mirror
In cities, on the moon

Tengo la camisa negra
Porque negra tengo el alma
Yo por ti perdí la calma
Y casi pierdo hasta mi cama

In, On, Next to
Above, Below, Under
Beside, Behind, In front of
Between, Inside, and Over

Come on, come on, come on, baby
Te digo con disimulo
Que tengo la camisa negra
Y debajo tengo el difunto

If English is your ambition
You want to have a good position
Green Frog’s a magician
We’re gonna start a new tradition
De colores
De colores se visten los campos en la primavera
De colores
De colores son los pajaritos que vienen de afuera
De colores
De colores es el arco iris que vemos lucir
Y por eso los grandes amores de muchos colores, Me gustan a mí
Canta el gallo
Canta el gallo, con el quiri, quiri, quiri, quiri, qui
Canta la gallina
Canta la gallina, con el cara, cara, cara, cara, cara,
Los pollitos
Los pollitos, con el pío, pío, pío, pío, pío, pi
Y por eso los grandes amores de muchos colores, Me gustan a mí
I have feelings,
Estoy triste, I’m sad, feliz, I’m glad,
I have feelings
I have feelings,
Enojado is mad, malo is bad,
I have feelings
I have feelings, “I am bored”, “I am anxious”, or “nervous”, “excited”, or “good”,
And it’s ok to say when
You ask me today, “How are you?”
I can tell you my feelings
And it’s ok to say when
You ask me today, “How are you?”
I can tell you I’m fine.
“How are you, John?”
You can say, “I am well”, or “I’m so-so”, or “I’m doing fine”
“How are you, Jane?”
You can say, “I am bored.” (aburrida), nervous (nerviosa)
“How are you, all?”
You can say, “We are great!”, or “We’re hungry”, or “tired”, or “scared.”
Feelings are inside and Words bring them outside, your Feelings are meant to be shared Feelings are inside and Words bring them outside It’s ok to share them, OLE
Stand Up, Sit Down
Sung to the tune of Cielito Lindo

De la sierra morena
Cielito lindo vienen bajando
Un par de ojitos negros
Cielito lindo de contrabando
Ese lunar que tienes
Cielito lindo junto a la boca
No se lo des a nadie
Cielito lindo que a mí me toca
Ay ay ay ay,
Canta y no llores
Porque cantando se alegran
Cielito lindo los corazones
Ay ay ay ay,
Canta y no llores
Porque cantando se alegran
Cielito lindo los corazones

English is hard, so be on your guard
Mandates require politeness
“Please give me a hand”
Is a friendly command
“If you don’t mind”,
Are words that show kindness
My teacher is nice and she has good advice
But she gives me a lot of instructions
Tells me what to do
When to please and thank you
How to go, stop, and make introductions
Stand up, sit down
Hurry, come here and help me
Do this, do that, but don’t it yet
Please look up and listen,
Please don’t forget
Turn off, turn on
Bring me a pencil and paper
Close the window and open the door
Pick up your book, Put it in the drawer
**Lesson Plan 1**

**Lesson Title:** The verb “to be”, Politeness and Greetings. 80 minute lesson  
**Grade:** Adult, Beginner

**Students will be able to:**
Interact with others in the classroom using simple present tense of the verb “to be” to express greetings and to answer the question, “How are you?” with appropriate adjectives.  
Produce formal, informal, and very informal greetings and responses.  
Use culturally appropriate gestures to greet others.  
Produce declarative sentences orally with the verb “to be”, and the pronouns, I, he, she, it, you, we, and they.

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjectives which describe states of being</td>
<td></td>
</tr>
<tr>
<td>Sad</td>
<td>Glad</td>
</tr>
<tr>
<td>Mad</td>
<td>Bad</td>
</tr>
<tr>
<td>Bored</td>
<td>Anxious</td>
</tr>
<tr>
<td>Excited</td>
<td>Good</td>
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<tr>
<td>Well</td>
<td>So-so</td>
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<tr>
<td>Fine</td>
<td>Happy</td>
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<td>Nervous</td>
<td>Great</td>
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<tr>
<td>Hungry</td>
<td>Tired</td>
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<tr>
<td>Scared</td>
<td>Okay</td>
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<table>
<thead>
<tr>
<th>Supplementary Materials:</th>
<th></th>
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<tbody>
<tr>
<td>Text Support:</td>
<td>Lesson 1. Page numbers found in the activity sequence below refer to pages found in the lesson.</td>
</tr>
</tbody>
</table>
| Multi-media Support: | Video, *How to Shake Hands*, that depicts greetings and gestures used during greetings.  
https://www.youtube.com/watch?v=0YCKKHk_xGc  
Verbs and You music video which demonstrates the use of the pronoun "you", and the verb “to be” using English lyrics to the Spanish song, *La Bamba*.  
https://youtu.be/aFDySdQ8u1w  
Power Point Presentation *Greetings and To Be*, which demonstrates the forms of the verb “to be” when used with greetings in settings of varying formality.  
Power Point Presentation *Adjectives Describing Feelings*. |

<table>
<thead>
<tr>
<th>Key Grammar:</th>
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<tbody>
<tr>
<td>I am</td>
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<tr>
<td>He is</td>
<td></td>
</tr>
<tr>
<td>She is</td>
<td></td>
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<tr>
<td>It is</td>
<td></td>
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<tr>
<td>You are</td>
<td></td>
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<td>We are</td>
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<td>They are</td>
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<table>
<thead>
<tr>
<th>Greetings and Questions</th>
<th></th>
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<tbody>
<tr>
<td>How questions</td>
<td></td>
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</tbody>
</table>
Explicit Connections to Prior Knowledge and Experiences/Building Background:

**Beginners:** With this group of learners, it is expected that few will have sufficient knowledge of English to produce sentences without explicit teaching. Therefore, making connections to prior knowledge will be accomplished through discussion in the L1, gradually adapting to the use of the English forms of greetings.

Note: There are three grammar points which beginning Spanish speakers must understand. These points should be thoroughly explained before any grammar teaching takes place.

1. English is not a pronoun-drop language. Pronouns are required.
2. The difference between the use of two verbs (ser and estar) used in Spanish, and one “to be” verb in English should be explained.
3. There are three “you” pronouns in Spanish, depending on the country. Tú, Usted, and Ustedes are the most common pronouns. A fourth “you” is also found in various parts of the Spanish speaking world. Spanish speakers must be taught that one pronoun covers all instances of use.

**Advanced Beginners:** Choose an adjective which most students are likely to recognize, such as “happy”. Ask students to look at a picture with two faces, one of which is sad, and the other, happy, and ask them to identify which is the happy face. In order to assess students’ command of simple present tense, ask each student the question, “Are you happy?” “Is your classmate happy?”. If the student is able to answer using the correct simple present tense form, they are ready for the lesson without explicitly teaching the grammar.

**Activity Sequence:**

<table>
<thead>
<tr>
<th>Activity/Aids</th>
<th>Interaction</th>
<th>Procedure</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Activity</td>
<td>T ➔ C</td>
<td>T will explain the lesson objective and greet the SS.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Warm-up Activity</td>
<td>T ←→ C</td>
<td>T will model greetings, addressing SS individually, using the L2 to confirm their responses in the L1.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Handshaking and different forms of greetings. YouTube video: How to Shake Hands</td>
<td>T ←→ C</td>
<td>SS ←→ SS</td>
<td>5 minutes</td>
</tr>
<tr>
<td>T ←→ C</td>
<td>T will explain use of pronouns, and the verb “to be”. Contrasting examples with Spanish grammar will be given. T will explain the conjugation, matched to its Spanish counterpart.</td>
<td>5 minutes</td>
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</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
<td>Duration</td>
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<tr>
<td>Greetings and the verb &quot;to be&quot; Power Point Presentation</td>
<td>T → C</td>
<td>T will explain grammatical forms using declarative sentences.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Oral Practice Degrees of formality. Worksheet, pg. 3.</td>
<td>T ← C → SS</td>
<td>T will model examples of greetings. SS will work in pairs to complete the worksheet.</td>
<td>10 minutes</td>
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<tr>
<td>BREAK</td>
<td></td>
<td></td>
<td>10 minutes</td>
</tr>
<tr>
<td>Oral Grammar practice Adjectives Describing Feelings: Power Point Presentation</td>
<td>T ← C</td>
<td>T will use photos of people to introduce third person simple present tense questions and answers. SS will respond using affirmative sentences.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Verbs and You Song Video</td>
<td>T → C</td>
<td>T will play the video. T will encourage SS to sing along as they are able.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Greetings Practice Pgs. 5-8</td>
<td>SS ← SS</td>
<td>T will ask SS to use the flashcards to create conversations and practice greetings using adjectives with a partner.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Oral Grammar Practice Conversation Scripts Pg. 9</td>
<td>SS ← SS → C</td>
<td>Students will work in pairs to practice scripts of varying formality. SS will share their dialogs with the class.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Questions and Conclusion</td>
<td>T ← C</td>
<td>T will distribute instructions for website access to media presentations, videos and documents used in the lesson. T will solicit questions from SS.</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
Lesson Plan 2

Lesson Title: Prepositions of place and time.  
Grade: Adult, Beginner  
80 minute lesson

Students will be able to:  
Make affirmative and negative declarative sentences, using the prepositions “in”, and “on”, in simple present tense using common work-related vocabulary.  
Produce affirmative and interrogative sentences orally using the verb “to be” and prepositions of place.

Key Vocabulary:  
Prepositions of Place and Time

<table>
<thead>
<tr>
<th>In</th>
<th>On</th>
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<tr>
<td>Next To</td>
<td>Above</td>
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<td>Below</td>
<td>Under</td>
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<tr>
<td>Beside</td>
<td>Behind</td>
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<tr>
<td>In Front Of</td>
<td>Between</td>
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<tr>
<td>Inside</td>
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</tbody>
</table>

Key Grammar:  
Where and when questions  
General guidelines for using prepositions of place and time.  
Using the verb “to be” to express relative locations and time.

Supplementary Materials:  
Text support:
Lesson 2. Page numbers found in the activity sequence below refer to pages found in the lesson.

Text models of simple sentences using the verb “to be” and the appropriate prepositions of place.

Map of Central America/Mexico

Multi-media support:
YouTube Video: *Camisa Negra* by Juanes  
https://www.youtube.com/watch?v=J3eqAxYPkmA

*The Prepositions Song* video using English lyrics to the Spanish song, *Camisa Negra*.  
https://youtu.be/swDbbArjndc

Power Point Presentation *Prepositions of Place*

Other Materials:  
Pencils/Paper  
All multi-media materials and class documents are available on the website  
Website: http://smjackson.wixsite.com/conex-esl

Explicit Connections to Prior Knowledge and Experiences/Building Background:  
Beginners: It is expected that few students will have sufficient knowledge of English to produce interrogative forms without explicit teaching. Therefore, making connections to prior knowledge will be accomplished through discussion in the L1, gradually adapting to the use of the English forms. This lesson builds on the first lesson which taught the use of the verb “to be” and adjectives describing states of being. This lesson will cover third person expressions using the pronoun “it”, and “where” and “when” questions using prepositions of place and time.

Note: In Spanish, the preposition “en” is used to cover circumstances which both “in” and “on” serve in English. This lesson seeks to help Spanish speakers discern which form should be used.
**Advanced Beginners:** More advanced prepositions may be introduced by asking questions regarding place and time.

### Activity Sequence:

<table>
<thead>
<tr>
<th>Activity/Aids</th>
<th>Interaction</th>
<th>Procedure</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Activity</td>
<td>T ➔ C</td>
<td>T will greet the students and explain the lesson objective.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Warm-up Activity. YouTube Video: <em>Camisa Negra</em> by Juanes. Pg. 10</td>
<td>Tleftrightarrow C</td>
<td>T and SS will sing the song in Spanish together. T will ask SS to share their thoughts about the song in Spanish.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Prepositions of Place. Map of Central America</td>
<td>Tleftrightarrow C</td>
<td>T will use the map to help SS practice the use of “in” and “on” with geographical areas.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>En, In, &amp; On. Inverted Pyramid Diagram pg. 1</td>
<td>Tleftrightarrow C</td>
<td>T will describe the function of the prepositions. Students will work in pairs to form sentences using the samples on page 2. T will ask SS to share their sentences with C.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Grammar Preparation pg. 2-3</td>
<td>Tleftrightarrow C</td>
<td>T will explain prepositions and making interrogatives.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>The Prepositions Song (<em>Ranita Verde</em>) pg. 10</td>
<td>Tleftrightarrow C</td>
<td>T will play the video, asking SS to read and sing captions together.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Oral Practice. Prepositions pg. 4</td>
<td>Tleftrightarrow C</td>
<td>T will introduce the questions, “Where” or “When”. SS will respond to questions from the materials.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Work related practices pg. 5</td>
<td>Tleftrightarrow C</td>
<td>T will present information regarding work practices and cultural norms in America.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Flashcards, Set 1 pg. 6-7</td>
<td>SSleftrightarrow SS</td>
<td>SS will work in pairs using flashcards to state spatial relationships.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Oral Practice</td>
<td>Tleftrightarrow C</td>
<td>T will review the use of prepositions to describe pictures from the video. T will ask SS to respond using third person singular, “he”, “she”, or “it”. SS will work in pairs using the flashcards to practice creating new sentences.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Questions and Conclusion</td>
<td>T ←→ C</td>
<td>T will distribute instructions to access the website and how to view any documents or media used. T will solicit questions from SS.</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
**Lesson Plan 3**

**Lesson Title:** Expressing feelings with the verbs “to be” and “to have”. 80 minute lesson

**Grade:** Adult, Beginner

**Students will be able to:**
Describe people in the classroom, or in pictures, using simple present tense of the verb “to be” or “to have” and appropriate adjectives which describe feelings.

Use first and third person forms of the verb “to be”, and selecting from a list of adjectives, produce affirmative, negative, and interrogatory sentences orally.

**Key Vocabulary:**
Adjectives which describe feelings

“How” questions

Adjectives which are normally accompanied by the verb “to have” in Spanish, but “to be” in English.

<table>
<thead>
<tr>
<th>English (to have)</th>
<th>English (to be)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be hungry</td>
<td>To be thirsty</td>
</tr>
<tr>
<td>To be hot</td>
<td>To be cold</td>
</tr>
<tr>
<td>To be sleepy</td>
<td>To be scared</td>
</tr>
<tr>
<td>Age (To be X years old)</td>
<td>To be jealous</td>
</tr>
<tr>
<td>To be looking forward to</td>
<td>To measure</td>
</tr>
<tr>
<td>To be in a hurry</td>
<td>To be right</td>
</tr>
<tr>
<td>To be bad tempered</td>
<td>To be ashamed</td>
</tr>
</tbody>
</table>

**Key Grammar**

<table>
<thead>
<tr>
<th>I am</th>
<th>I am not</th>
<th>Am I?</th>
</tr>
</thead>
<tbody>
<tr>
<td>He is</td>
<td>He is not</td>
<td>Is he?</td>
</tr>
<tr>
<td>She is</td>
<td>She is not</td>
<td>Is she?</td>
</tr>
<tr>
<td>It is</td>
<td>It is not</td>
<td>Is it?</td>
</tr>
<tr>
<td>You are</td>
<td>You are not</td>
<td>Are you?</td>
</tr>
<tr>
<td>We are</td>
<td>We are not</td>
<td>Are we?</td>
</tr>
<tr>
<td>They are</td>
<td>They are not</td>
<td>Are they?</td>
</tr>
</tbody>
</table>

**Work related adjectives:**

<table>
<thead>
<tr>
<th>Early</th>
<th>Late</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young</td>
<td>Old</td>
</tr>
<tr>
<td>Clean</td>
<td>Dirty</td>
</tr>
<tr>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Wet</td>
<td>Dry</td>
</tr>
<tr>
<td>Same</td>
<td>Different</td>
</tr>
<tr>
<td>Near</td>
<td>Far</td>
</tr>
</tbody>
</table>

**Supplementary Materials:**

**Text support:** Lesson 3

Text models of simple sentences using the verb “to be” and adjectives that describe feelings

Adjective flashcards (Lesson 1)

**Multi-media support:**

*The Feelings Song,* English lyrics with the melody of *De Colores*

https://youtu.be/GTNrFKQLAU0

Power Point presentation: *Adjectives Describing Feelings*

Power Point presentation: *To have and to be.* Adjectives of feeling with the verb “to be”. (Expressed with the verb “to have” in Spanish)

**Other Materials:**

Pencils/Paper

All multi-media materials and class documents are available on the website

Website:

http://smjackson.wixsite.com/conex-esl
**Work related nouns:**

<table>
<thead>
<tr>
<th>Truck</th>
<th>Tractor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barn</td>
<td>Door</td>
</tr>
<tr>
<td>Floor</td>
<td>Chick</td>
</tr>
<tr>
<td>Pullet</td>
<td>Rooster</td>
</tr>
<tr>
<td>Light</td>
<td>Work bench</td>
</tr>
<tr>
<td>Restroom</td>
<td>Locker Room</td>
</tr>
<tr>
<td>Tool box</td>
<td>Gloves</td>
</tr>
<tr>
<td>Safety goggles</td>
<td>Boots</td>
</tr>
<tr>
<td>Coveralls</td>
<td>Farm</td>
</tr>
<tr>
<td>Bucket</td>
<td>Broom</td>
</tr>
<tr>
<td>Shovel</td>
<td>Rake</td>
</tr>
<tr>
<td>Conveyor</td>
<td>Box</td>
</tr>
</tbody>
</table>

**Explicit Connections to Prior Knowledge and Experiences/Building Background:**

**Beginners:** With this group of learners, it is expected that few will have sufficient knowledge of English to produce affirmative, negative, and interrogatory forms without explicit teaching. Therefore, making connections to prior knowledge will be accomplished through discussion in the L1, gradually adapting students to the use of the English forms. “How” questions and adjectives in this lesson were introduced in Lesson 1 and 2.

**Advanced Beginners:** Choose an adjective which most students are likely to recognize, such as “hungry”. In order to assess students’ command of simple present tense, ask each student a question, “Are you hungry?” If the student is able to answer using the correct simple present tense form, they are ready for the lesson without explicitly teaching the grammar.

**Activity Sequence:**

<table>
<thead>
<tr>
<th>Activity/Aids</th>
<th>Interaction</th>
<th>Procedure</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Activity</td>
<td>T → C</td>
<td>T will explain the lesson objective and greet the students.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Warm-up Activity</td>
<td>T ← C</td>
<td>T will ask SS to think about how they are feeling. T will solicit SS responses to questions about feelings, using the L2 to confirm students’ responses in their L1.</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

*The Feelings Song pg. 9* “How” questions and adjective review pg. 1
<table>
<thead>
<tr>
<th>Topic</th>
<th>Action</th>
<th>Details</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjectives Describing Feelings Power Point Presentation (Lesson 1 Review)</td>
<td>T→ C</td>
<td>T will ask SS to identify the emotions shown on the faces by asking about the person in the picture. SS will answer using third person.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Grammar Preparation Pg. 2</td>
<td>T→ C</td>
<td>T will introduce making negative sentences.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Pairs work Exercise: pg. 3</td>
<td>SS→ SS</td>
<td>SS will work together to complete negative sentences</td>
<td>10 minutes</td>
</tr>
<tr>
<td>BREAK</td>
<td></td>
<td></td>
<td>10 minutes</td>
</tr>
<tr>
<td>Grammar Preparation</td>
<td>T→ C</td>
<td>T will explain use of the verbs “to be” and “to have” and adjectives used to describe feelings.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Feelings – To have and To be Power Point Presentation Pairs work pg. 4</td>
<td>T→ C, SS→ SS</td>
<td>T will show examples of feelings expressed by the verbs “to be” and “to have”. SS will work in pairs to complete questions and answers.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Work-related adjectives and nouns Flashcards, pg. 6-8</td>
<td>T→ C</td>
<td>T will explain the meaning of the new nouns and adjectives.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Pairs work pg. 4 (bottom)</td>
<td>SS→ SS</td>
<td>SS will work in pairs to make sentences using new adjectives and nouns.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Expressing degrees of feeling with different adjectives pg. 5</td>
<td>T→ C</td>
<td>T will explain different verbs which express anger and the situations in which it is appropriate to use them. SS will make a short list of things that give them varying degrees of anger.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Questions and Conclusion</td>
<td>T→ C</td>
<td>T will distribute instructions to access the website and how to view any documents or media used. T will solicit questions from SS.</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
Lesson Plan 4

**Lesson Title:** The Imperative Mood  
**Grade:** Adult, Beginner

**80 minute lesson**

**Students will be able to:**
Make requests in the imperative mood, observing politeness with word choice.  
Make statements, giving orders or directions with common work-related vocabulary in socially appropriate ways.  
Use “don’t” to express prohibitions politely.

**Key Vocabulary:**  
Third person Imperatives

<table>
<thead>
<tr>
<th>Be</th>
<th>Do/Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help</td>
<td>Hurry</td>
</tr>
<tr>
<td>Talk</td>
<td>Tell</td>
</tr>
<tr>
<td>Stop</td>
<td>Go</td>
</tr>
<tr>
<td>Open</td>
<td>Close</td>
</tr>
<tr>
<td>Put</td>
<td>Pick up</td>
</tr>
<tr>
<td>Stand up</td>
<td>Sit down</td>
</tr>
<tr>
<td>Bring</td>
<td>Come</td>
</tr>
<tr>
<td>Give</td>
<td>Make</td>
</tr>
<tr>
<td>Go</td>
<td>Stop</td>
</tr>
<tr>
<td>Turn on</td>
<td>Turn off</td>
</tr>
<tr>
<td>Look</td>
<td>Listen</td>
</tr>
</tbody>
</table>

**Supplementary Materials:**

**Text support**  
Lesson 4

Text and oral models of requests using phrases commonly found in the workplace

Classroom or other realia to demonstrate polite or urgent requests

**Multi-media Support**

*Cielito Lindo* song video  
https://www.youtube.com/watch?v=v8eYp6hcpGc

*Stand up! Sit down!* song video which demonstrates the use of imperatives, using English lyrics to the Spanish song, “Cielito Lindo”.  
https://youtu.be/QAbvvYeXMfQ

Power Point Presentation *Signs and Requests*

**Other Materials**

Pencils/Paper

All multi-media materials and class documents are available on the website

Website: [http://smjackson.wixsite.com/conex-esl](http://smjackson.wixsite.com/conex-esl)

**Explicit Connections to Prior Knowledge and Experiences/Building Background.**

**Beginners:** Making connections to prior knowledge will be accomplished through discussion in the L1, gradually adapting students to the use of the English forms. This lesson builds on the first three lessons which stressed the use of the verb “to be” verb, adjectives, and prepositions of place and time.

Note: Imperatives in Spanish have both a polite and informal form and English does not. Therefore it is important to illustrate language conventions regarding their use. However, as
a pronoun drop language, the grammar of the imperative may seem familiar to native speakers of Spanish.

**Advanced Beginners:** If learners are acquainted with various imperatives, the discussion will begin with less familiar verbs and conventions of politeness. Adverbs of frequency such as "Always" or "Never" related to the imperative may be added to the lesson plan.

### Activity Sequence:

<table>
<thead>
<tr>
<th>Activity/Aids</th>
<th>Interaction</th>
<th>Procedure</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Activity</td>
<td>T ➔ C</td>
<td>T will greet the students and explain the lesson objective.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Warm-up Activity Cielito Lindo Song</td>
<td>T ➔ C</td>
<td>T and SS will sing the song in Spanish together. T will ask SS to share when or where they first heard the song.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Grammar Preparation pg. 1-3</td>
<td>T ➔ C</td>
<td>T will review third person simple present tense and its use with imperatives. SS will complete the exercise on the bottom of page 3.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>The use of Imperatives Pairs work pg. 4</td>
<td>T ➔ C</td>
<td>T will use classroom or other realia to demonstrate the use of imperatives along with prepositions of place. SS will create polite requests.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Signs and Requests Power Point Presentation</td>
<td>T ➔ C</td>
<td>T will use pictures of signs to represent the various ways in which requests are made.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>BREAK</td>
<td></td>
<td></td>
<td>10 minutes</td>
</tr>
<tr>
<td>Script Interaction Exercise pg. 5</td>
<td>T ➔ C</td>
<td>SS will work in pairs to create a practice script using imperatives. SS will share their script with the class.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Stand Up! Sit Down! song video pg. 8</td>
<td>T ➔ C</td>
<td>T will play the video, asking students to read and sing captions together.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Imperatives Game Signs pg. 6-7</td>
<td>T ➔ C</td>
<td>SS must find the match in the for their cards from other SS and ask for it politely.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Questions and Conclusion</td>
<td>T ➔ C</td>
<td>T will distribute instructions to access the website and how to view any documents or media used. T will solicit questions from SS.</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
Lesson 1: Formal and Informal Greetings

Song: La Bamba (Verbs and You)

There are different ways to say hello in English.

**Formal (Used in professional settings, or with people you do not know well)**
Good morning.
Good afternoon.
Good evening.

**Informal (Used with people you have already met)**
Hi.
How are you?
How are you doing?

**Very Informal (Used only with good friends)**
Hey.
What’s up?

These are adjectives which describe states of being.

<table>
<thead>
<tr>
<th>Sad</th>
<th>Glad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mad</td>
<td>Bad</td>
</tr>
<tr>
<td>Bored</td>
<td>Anxious</td>
</tr>
<tr>
<td>Excited</td>
<td>Good</td>
</tr>
<tr>
<td>Well</td>
<td>So-so</td>
</tr>
<tr>
<td>Fine</td>
<td>Happy</td>
</tr>
<tr>
<td>Nervous</td>
<td>Great</td>
</tr>
<tr>
<td>Hungry</td>
<td>Tired</td>
</tr>
<tr>
<td>Scared</td>
<td>Okay</td>
</tr>
</tbody>
</table>
### Answering Greetings In English

**Conjugating the verb “to be”**

<table>
<thead>
<tr>
<th>Pronoun + Verb</th>
<th>The Spanish Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>yo soy, yo estoy</td>
</tr>
<tr>
<td>he is, she is</td>
<td>él es, él está, ella es, ella está.</td>
</tr>
<tr>
<td>it is</td>
<td>el es, ella es, el está, ella está</td>
</tr>
<tr>
<td>you are (singular)</td>
<td>tú eres, tú estás,</td>
</tr>
<tr>
<td>you are (plural)</td>
<td>usted es, usted está, ustedes son, ustedes están</td>
</tr>
<tr>
<td>we are</td>
<td>nosotros somos, nosotros estamos</td>
</tr>
<tr>
<td>they are</td>
<td>ellos son, ellas son, ellos están, ellas están</td>
</tr>
</tbody>
</table>

In English you must use a pronoun. “I” is always spelled with an upper case “I”. There is only one “You” in English.

### Answering Greetings in English

**Formal (You should answer in the same way)**
Daniel: Good morning.
Anna: Good morning.

**Informal (Used with people you have already met)**
Anna: Hi.
Daniel: Hi Anna. How are you?

**Very Informal (Used only with people you know well)**
Anna: Hey. What’s up? (or What’s new?)
Daniel: Not much. How are you doing?

**Now add an adjective that tells how you are. (How you feel)**
Daniel: How are you doing?
Anna: I’m fine, thanks.
Formal greetings should only be answered positively, even if you feel bad. It is not good manners to tell someone you don’t know well if you are sad or mad or nervous. “I am fine, thank you” is the best response.

**Formal:**
Mark: Good morning, Teresa. How are you today?
Teresa: Good morning, Mark. I am fine, thank you. How are you?
Mark: Very well, thank you.

**Informal:**
Mark: Hi Teresa. How are you?
Teresa: Hi Mark. I’m ok. How are you?
Mark: Fine, thank you.

**Very Informal:**
Mark: Hey Teresa, what’s up?
Teresa: Hey Mark, I’m good. How are you doing?
Mark: I’m ok, I’m a little tired.

Work with a partner to answer the questions below. Which of the following situations are formal, informal, or very informal? Place a check mark ✓ in the correct box.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Formal</th>
<th>Informal</th>
<th>Very Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Greeting an old friend</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Talking to a cashier in a store</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking to your child’s teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking to a waiter in a restaurant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking to your brother or sister</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking to your doctor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking to a co-worker</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking to a client in business</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Culturally Speaking

Good Manners When Meeting and Greeting

The American Handshake.

**Formal:** In business situations, in a job interview, or when meeting your child’s teacher for the first time.

Stand up. It is rude to remain seated when shaking hands formally.

Offer your right hand. Grip the other person’s hand firmly and shake hands up and down two to three times.

Say, “Hello, I am Mrs. Gonzales. It’s nice to meet you”, while shaking hands.

**Informal:** Someone you have already met but who is not a close friend.

Stand up. Shake hands as in the formal greeting.

Say, “Hi, Daniel. It’s good to see you again.”

The correct response is, “You too”. You are really saying, “It is good to see you again also.”

**Very Informal: Someone you know well.**

Shake hands, OR give a hug, OR a high five. Hugs are usually given between women, or between unmarried men and women. Men in the United States only hug if they are very good friends or relatives.

Men might say to each other, “Hey man, what’s up?” while shaking hands.

Women may say to each other, “Hi, how are you?” while hugging. You should only hug a woman you feel is a very close friend.

**In the United States, most women do not kiss each other on the cheek. Men do not usually kiss each other on the cheek. Unmarried women and men sometimes kiss each other on the cheek. Some families kiss each other on the cheek.**
Greetings Sentence Strips

Print the strips on card stock or paper and cut out. Strips will be used to practice forming greeting dialogues. Blank strips are found at the end to add your own ideas.

<table>
<thead>
<tr>
<th>Hello</th>
<th>Good morning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good afternoon</td>
<td>Good evening</td>
</tr>
<tr>
<td>Hi</td>
<td>Hey</td>
</tr>
<tr>
<td>What’s up?</td>
<td>How are you?</td>
</tr>
<tr>
<td>How are you doing?</td>
<td>How have you been?</td>
</tr>
<tr>
<td>Nothing much</td>
<td>What’s new?</td>
</tr>
<tr>
<td>I am well, thank you</td>
<td>I am fine</td>
</tr>
<tr>
<td>I am ok</td>
<td>I am good</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>I am happy</td>
<td>I am sad</td>
</tr>
<tr>
<td>I am great</td>
<td>I am nervous</td>
</tr>
<tr>
<td>I am worried</td>
<td>I am so-so</td>
</tr>
</tbody>
</table>

| It is nice to meet you. | It is good to see you again. |

| Hi, my name is _______ | Hello, I am _______ |
Adjective Flash cards

Print the strips on card stock or paper and cut out. Practice using the verb “to be” with these adjectives. If you know more words for feelings, add them at the end in the empty boxes.

<table>
<thead>
<tr>
<th>Sad</th>
<th>Glad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mad</td>
<td>Bad</td>
</tr>
<tr>
<td>Bored</td>
<td>Anxious</td>
</tr>
<tr>
<td>Excited</td>
<td>Good</td>
</tr>
<tr>
<td>Well</td>
<td>So-so</td>
</tr>
<tr>
<td>Fine</td>
<td>Happy</td>
</tr>
<tr>
<td>Nervous</td>
<td>Great</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Hungry</td>
<td>Tired</td>
</tr>
<tr>
<td>Scared</td>
<td>Okay</td>
</tr>
</tbody>
</table>
Practice Conversation Scripts

Practice these conversations with a partner.

**Formal Situation**
Daniel: Good morning. I am Daniel Brown.
Anna: Good morning, Mr. Brown. I’m Anna Hunt.
Daniel: It is very nice to meet you.
Anna: Nice to meet you too.
Daniel: Where are you from?
Anna: I am from San Francisco. And you?
Daniel: I am from Cleveland.

**Informal Situation (Used with people you have already met)**
Anna: Hi Daniel.
Daniel: Hi Anna. It’s nice to see you again. How are you?
Anna: I’m fine, thank you. How about you?
Daniel: I’m ok, very busy today.
Anna: Me too. I am on my way to work now.
Daniel: Ok. Have a good day.
Anna: You too.

**Very Informal (Used only with people you know well)**
Anna: Hey. What’s up?
Daniel: Not much. How are you doing?
Anna: Ok. I am nervous about my new job interview.
Daniel: You will be ok. Don’t worry.
Anna: I hope so.
Verbs and You
Sung to the tune of La Bamba, Los Lobos Version

Para bailar la Bamba
Para bailar la Bamba
Se necesita una poca de gracia
Una poca de gracia para mi pa ti

Y arriba y arriba
Y arriba y arriba
Por ti seré, por ti seré, por ti seré

There are two verbs in Spanish
But just one verb in English (To be, To be)
So for Ser and Estar
You only need to remember (To be, To be)
It’s easy, It’s easy
It’s easy, It’s easy
Just say it now (To be, To be, To be, To be)

Yo no soy marinero
Yo no soy marinero
Soy capitán,
Soy capitán, Soy capitán,
Bamba, Bamba
Bamba, Bamba
Bamba, Bamba
Bamba, Bamba

There are three You’s in Spanish
But just one You in English
(You will see)
You only need just one not three
I am, You are
He is, They are
She is, We are
It is, You are

Para bailar la Bamba
Para bailar la Bamba
Se necesita una poca de gracia
Una poca de gracia para mi pa ti
Bamba, Bamba
Bamba, Bamba
Bamba, Bamba
Bamba, Bamba

You don’t have to worry
It’s ok to say You to anyone
You can be one or many
You in English is fun
I am, You are
He is, They are
She is, We are
It is, You are

It’s easy, It’s easy
It’s easy, It’s easy
Lesson 2: Prepositions of Place and Time

Song: Camisa Negra (The Prepositions Song)

The Spanish word “en” has two forms in English: “in” and “on”

**IN:** This preposition often refers to larger and more general objects, and objects which are enclosed. (house, car)

**ON:** This preposition is used with smaller or more specific objects.

**AT:** This preposition is used with very small and specific objects.

<table>
<thead>
<tr>
<th>Time:</th>
<th>Place:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
<td>Country</td>
</tr>
<tr>
<td>Decades</td>
<td>State</td>
</tr>
<tr>
<td>Months</td>
<td>City</td>
</tr>
<tr>
<td>In 2 weeks</td>
<td>Neighborhood</td>
</tr>
<tr>
<td>In 4 days</td>
<td>Truck or car</td>
</tr>
<tr>
<td></td>
<td>Office</td>
</tr>
</tbody>
</table>

- **IN:**
  - This preposition often refers to larger and more general objects, and objects which are enclosed. (house, car)

- **ON:**
  - This preposition is used with smaller or more specific objects.
    - Dates
    - Days (Saturday)
    - Holidays
    - Birthdays
    - Weekends
    - Vacations

- **AT:**
  - This preposition is used with very small and specific objects.
    - 7:00 a.m., noon
    - Farm, home, 540 Maple St.
These are phrases that contain prepositions of place and time. They tell the location of an object. An object can be a real physical object, a month, date, time of day, or a specific day. Use the flash cards on pages 6-7 and the adjective flash cards from Lesson 1 to practice making complete sentences using these phrases.

Example: In the morning I am tired.
I am tired in the morning.

<table>
<thead>
<tr>
<th>in April</th>
<th>in 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>in the morning</td>
<td>in the afternoon</td>
</tr>
<tr>
<td>in the evening</td>
<td>on days</td>
</tr>
<tr>
<td>on nights</td>
<td>on weekends</td>
</tr>
<tr>
<td>in the month of June</td>
<td>in the wall</td>
</tr>
<tr>
<td>on the wall, on the river</td>
<td>in any kind of room</td>
</tr>
<tr>
<td>on a desk</td>
<td>in a mirror</td>
</tr>
<tr>
<td>in cities</td>
<td>on the moon</td>
</tr>
</tbody>
</table>

Making a sentence a question.

<table>
<thead>
<tr>
<th>The Question</th>
<th>The Spanish Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>am I?</td>
<td>¿soy yo? ¿estoy yo?</td>
</tr>
<tr>
<td>is he? is she?</td>
<td>¿él/ella es? ¿él/ella está?</td>
</tr>
<tr>
<td>is it?</td>
<td>¿él/ella es? ¿él/ella está?</td>
</tr>
<tr>
<td>are you? (singular)</td>
<td>¿eres tú? ¿estás tú? ¿es usted? ¿está usted?</td>
</tr>
<tr>
<td>are you? (plural)</td>
<td>¿son ustedes? ¿están ustedes?</td>
</tr>
<tr>
<td>are we?</td>
<td>¿somos nosotros? ¿estamos nosotros?</td>
</tr>
<tr>
<td>are they?</td>
<td>¿son/están ellos/ellas?</td>
</tr>
</tbody>
</table>

Work with a partner to make the question form of these sentences.
1. I am late for work. 3. You are ready.
2. He is a nervous person. 4. We are leaving.
Prepositions allow us to describe where something is in relation to another object. Example: “The frog is on the sofa.”

Name the correct preposition for the pictures below.

The frog is _____ the bathtub.

The box is _______ the hand-cart.

The toolbox is _________ the van.

The safety goggles are ______ the table.
“Where” questions and the verb “to be”

“Where” questions use the verb “to be” to ask about location. The answer will also use the “to be” verb.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where are you?</td>
<td>I am in Fort Wayne.</td>
</tr>
<tr>
<td>Where is the car?</td>
<td>It is on the corner.</td>
</tr>
<tr>
<td>Where is the toolbox?</td>
<td>It is on the floor.</td>
</tr>
<tr>
<td>Where is his coat?</td>
<td>It is on the chair.</td>
</tr>
<tr>
<td>Where are the boxes?</td>
<td>They are in the truck.</td>
</tr>
<tr>
<td>Where are the coveralls?</td>
<td>They are in the locker room.</td>
</tr>
<tr>
<td>Where are the restrooms?</td>
<td>They are in Building #3.</td>
</tr>
<tr>
<td>Where are the gloves?</td>
<td>They are in the van.</td>
</tr>
</tbody>
</table>

“When” questions and the verb “to be”

When questions ask about the time an event will occur.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>When is your vacation?</td>
<td>It is in December.</td>
</tr>
<tr>
<td>When is the party?</td>
<td>It is on Saturday.</td>
</tr>
<tr>
<td>When is the appointment?</td>
<td>It is on Friday, March 17th.</td>
</tr>
<tr>
<td>When is the last day?</td>
<td>The last day is Wednesday.</td>
</tr>
<tr>
<td>When is the client coming?</td>
<td>He is coming on Tuesday.</td>
</tr>
<tr>
<td>When is the holiday?</td>
<td>It is on Thursday.</td>
</tr>
<tr>
<td>When is pay day?</td>
<td>Pay day is on Friday.</td>
</tr>
</tbody>
</table>
On the Job

Here are some common phrases found in farming and particularly in the poultry service industry. Circle prepositions of place and time.

Transportation
Workers must be on time to catch the van.
Workers should be in the van at 6:00 a.m.

On the farm
Workers must arrive at the worksite on time.
Workers may have a locker room, or they may change in the restroom.
Safety guidelines are posted on the wall.

Tools
The company provides all the tools necessary for the job. They are in the trailer.
Maps and radio equipment are located in the van.

Culturally Speaking

Good Manners on the Job

Always be on time. It is rude to make others wait. In the United States, workers who are late may lose their job.

Learn what is expected and try to perform your job well.

When meeting new people, shake hands and introduce yourself.

If you have questions, do not assume the answer. Ask someone who knows.

Do not touch other co-workers, especially a co-worker of the opposite gender.

Try to be helpful to the group. Each team member is an important person.

Bad manners on the job reflect negatively on the business.
Preposition flash cards – Set 1

Print the strips on card stock or paper and cut out. Strips will be used to practice forming sentences with prepositions.

<table>
<thead>
<tr>
<th>in April</th>
<th>in 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>in the morning</td>
<td>in the afternoon</td>
</tr>
<tr>
<td>in the evening</td>
<td>on Monday</td>
</tr>
<tr>
<td>on Saturday night</td>
<td>on weekends</td>
</tr>
<tr>
<td>in the month of June</td>
<td>on the wall</td>
</tr>
<tr>
<td>on the river</td>
<td>in the dining room</td>
</tr>
<tr>
<td>on the desk</td>
<td>in the mirror</td>
</tr>
<tr>
<td>in the city</td>
<td>on the moon</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>on Meridian Street</td>
<td>on the corner</td>
</tr>
<tr>
<td>on my birthday</td>
<td>on the Fourth of July</td>
</tr>
<tr>
<td>on vacation</td>
<td>on earth</td>
</tr>
<tr>
<td>I am</td>
<td>He is/She is</td>
</tr>
<tr>
<td>It is</td>
<td>You are</td>
</tr>
<tr>
<td>We are</td>
<td>They are</td>
</tr>
</tbody>
</table>
**Preposition Flash cards – Set 2**

*Print the strips on card stock or paper and cut out. Practice using the verb “to be” with these prepositions. If you know more prepositions, add them at the end in the empty boxes.*

<table>
<thead>
<tr>
<th>in</th>
<th>on</th>
</tr>
</thead>
<tbody>
<tr>
<td>next to</td>
<td>above</td>
</tr>
<tr>
<td>below</td>
<td>under</td>
</tr>
<tr>
<td>beside</td>
<td>behind</td>
</tr>
<tr>
<td>in front of</td>
<td>between</td>
</tr>
<tr>
<td>inside</td>
<td>over</td>
</tr>
<tr>
<td>in the van</td>
<td>in the office</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>in the box</td>
<td>on the hand-cart</td>
</tr>
<tr>
<td>in the barn</td>
<td>on the farm</td>
</tr>
<tr>
<td>in the middle</td>
<td>in August</td>
</tr>
<tr>
<td>on the 18(^{th}) of March</td>
<td>on County Line Road</td>
</tr>
<tr>
<td>on the left side</td>
<td>on the right side</td>
</tr>
<tr>
<td>on the top</td>
<td>on the bottom</td>
</tr>
</tbody>
</table>
Song Lyrics: *La Ranita Verde, The Little Green Frog*

*(The Prepositions Song)*

*Sung to the tune of Camisa Negra by Juan Esteban Aristizábal Vásquez*

Tengo la camisa negra
Hoy mi amor está de luto
Hoy tengo en el alma una pena
Y es por culpa de tu embrujo

If English is your ambition
You gotta have prepositions
With just a little repetition
We’ll make a quick transition

Hoy sé que tú ya no me quieres
Y eso es lo que más me hiere
Que tengo la camisa negra
Y una pena que me duele

In, On, Next to
Above, Below, Under
Beside, Behind, In front of
Between, Inside, and Over

Mal parece que solo me quedé
Y fue pura todita tu mentira
Que maldita mala suerte la mía
Que aquel día te encontré

Come on, come on, come on, baby
Sing the song and maybe
It won’t be long until you get it
And then English will seem easy

Por beber del veneno
Malevo de tu amor
Yo quedé moribundo
Y lleno de dolor
Respiré de ese humo
Amargo de tu adiós
Y desde que tú te fuiste
yo solo.....

In months, years and mornings,
And in the afternoon
On days, nights and weekends
And in the month of June
On the wall, on the river
In any kind of room
On a desk, in a mirror
In cities, on the moon

Tengo la camisa negra
Porque negra tengo el alma
Yo por ti perdí la calma
Y casi pierdo hasta mi cama

In, On, Next to
Above, Below, Under
Beside, Behind, In front of
Between, Inside, and Over

Come on, come on, come on, baby
Te digo con disimulo
Que tengo la camisa negra
Y debajo tengo el difunto

If English is your ambition
You want to have a good position
Green Frog’s a magician
We’re gonna start a new tradition
Lesson 3: Adjectives and States of Being

Song: De Colores (The Feelings Song)

Adjectives are often used to describe how people are feeling. In Lesson 1 we used adjectives to describe how we are. There are three questions that are often used when asking about feelings.

How are you?

How are you feeling?

How have you been?

Adjectives in greetings. Circle the adjectives that you see.

Daniel: How are you doing?
Anna: I’m fine, thank you.

John: How are you?
Teresa: I’m ok, thanks.

Mark: How have you been?
Elizabeth: Good, thanks. How about you?

Adjectives are important if we visit the doctor. Circle the adjectives you see.

Doctor Smith: How are you feeling?
Robert: I am tired.

Doctor Brown: How are you feeling?
Teresa: I am nervous.

Doctor Smith: How are you?
David: I am ok.

Doctor Brown: How have you been?
James: I am not very well.
## Answering in the Negative Form in English

### Affirmative:

<table>
<thead>
<tr>
<th>Pronoun + Verb</th>
<th>The Spanish Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>yo soy, yo estoy</td>
</tr>
<tr>
<td>he is, she is</td>
<td>él es, él está, ella es, ella está</td>
</tr>
<tr>
<td>it is</td>
<td>el/ella es, el/ella está</td>
</tr>
<tr>
<td>you are (singular)</td>
<td>tú eres, tú estás, usted es, usted está,</td>
</tr>
<tr>
<td>you are (plural)</td>
<td>ustedes son, ustedes están</td>
</tr>
<tr>
<td>we are</td>
<td>nosotros somos, nosotros estamos</td>
</tr>
<tr>
<td>they are</td>
<td>ellos/ellas son, están</td>
</tr>
</tbody>
</table>

### Negative:

<table>
<thead>
<tr>
<th>Pronoun + Verb + Not</th>
<th>The Spanish Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not</td>
<td>yo no soy, yo no estoy</td>
</tr>
<tr>
<td>he is not, she is not</td>
<td>él/ella no es, él/ella no está</td>
</tr>
<tr>
<td>it is not</td>
<td>el/ella no es, el/ella no está</td>
</tr>
<tr>
<td>you are not (singular)</td>
<td>tú no eres, tú no estás, usted no es, usted no está</td>
</tr>
<tr>
<td>you are not (plural)</td>
<td>ustedes no son, ustedes no están</td>
</tr>
<tr>
<td>we are not</td>
<td>nosotros no somos, nosotros no estamos</td>
</tr>
<tr>
<td>they are not</td>
<td>ellos/ellas no son/están</td>
</tr>
</tbody>
</table>

To make a sentence negative, we must add an important word to the sentence. The word acts like no in Spanish.

- Estoy tarde. **No** estoy tarde.
- I am mad. I am **not** mad.
- El está limpio. **El no** está limpio.
- It is clean. It is **not** clean.

When we place “not” between the verb and the adjective the sentence becomes negative.

- She is cold. **She is** ________ cold.
Work with a partner to change the affirmative sentences to negative sentences. Practice saying each sentence and write two sentences of your own.

Example: I am scared of spiders. I am not scared of spiders.

1. It is far away.

2. He is young.

3. We are bad tempered.

4. He is jealous.

5. I am thirsty.

6. She is hungry.

7.

8.

Adjectives with “tener” in Spanish and “to be” in English

These are some adjectives in Spanish which go with the verb “to have” but in English they go with the verb “to be”.

<table>
<thead>
<tr>
<th>tener:</th>
<th>tener:</th>
</tr>
</thead>
<tbody>
<tr>
<td>hambre</td>
<td>To be hungry</td>
</tr>
<tr>
<td>calor</td>
<td>To be hot</td>
</tr>
<tr>
<td>sueño</td>
<td>To be sleepy</td>
</tr>
<tr>
<td>X años</td>
<td>To be X years old</td>
</tr>
<tr>
<td>prisa</td>
<td>To be in a hurry</td>
</tr>
<tr>
<td>mal humor</td>
<td>To be bad tempered</td>
</tr>
<tr>
<td>ganas</td>
<td>To look forward to</td>
</tr>
</tbody>
</table>
Work with a partner, asking and answering these questions.

1. Are you hungry? Yes, ________________________________
2. Are you scared? No, ________________________________
3. Are you jealous? No, ________________________________
4. Is Robert thirsty? Yes, ________________________________
5. Is Anna ashamed? Yes, ________________________________
6. Are we in a hurry? No, ________________________________

Ask your partner some questions about their feelings. Practice using the verb “to be” with adjectives to answer the questions. Use this space to write your ideas.

Example: Are you sleepy? Yes, I am sleepy. OR No, I am not sleepy.

1. ________________________________
2. ________________________________
3. ________________________________

Work-related adjectives and nouns

On pages 6 you will find adjectives that you might hear on the job. On pages 7 and 8 you will find nouns that you might hear at work. Write three sentences in this space using different work-related adjectives and nouns. Work with a partner but make different sentences. “The” replaces the Spanish articles “la” and “el”.

Example: The barn is old.

1. ________________________________
2. ________________________________
3. ________________________________
How angry are you?

Adjectives allow us to tell others when we are not okay. It’s okay to say if we are not happy or fine in a polite way.

In English we have different ways of saying if we are a little angry or very angry, just as in Spanish.

**Formal**: In these situations it is not polite to tell someone you are very angry with them. English speakers soften their words when they are speaking to someone (like a supervisor or client) who they are angry with. “I am upset” is a possible response in this situation. You may also so say, “I’m not very happy” which means “I am angry”

- Estoy harto
- Me molesta
- Estoy enojado
- Me da rabia

I am fed up  I am upset  I am mad  I am very angry

**Very Informal**: Someone you know well.

Sometimes we tell close friends or family members that we are very angry with them. Sometimes we are bad tempered (de mal humor) and we yell. (gritar) With close friends and family, the rules are the same in both Spanish and English. We can also say “a little upset” (me molesta un poco) or “very angry” (Me da mucha rabia).

**What makes you mad?**

Practice with a partner and use this space to make a list of things that make you upset, mad, or angry. Next, make a list of things that make you happy.

Example: I’m fed up with the price of beef. (El precio de carne me molesta.)
# Work Related Adjective Flash Cards

*Print the strips on card stock or paper and cut out.*

*Practice using the verb “to be” with these adjectives. If you know more adjectives used at work, add them at the end in the empty boxes.*

<table>
<thead>
<tr>
<th>Early</th>
<th>Late</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young</td>
<td>Old</td>
</tr>
<tr>
<td>Clean</td>
<td>Dirty</td>
</tr>
<tr>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Wet</td>
<td>Dry</td>
</tr>
<tr>
<td>Same</td>
<td>Different</td>
</tr>
</tbody>
</table>
**Work Related Noun Flash Cards**

*Print the strips on card stock or paper and cut out. Practice using the verb “to be” with these nouns. If you know more nouns used at work, add them at the end in the empty boxes.*

<table>
<thead>
<tr>
<th>Truck</th>
<th>Tractor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barn</td>
<td>Door</td>
</tr>
<tr>
<td>Floor</td>
<td>Chick</td>
</tr>
<tr>
<td>Pullet</td>
<td>Rooster</td>
</tr>
<tr>
<td>Light</td>
<td>Work bench</td>
</tr>
<tr>
<td>Restroom</td>
<td>Locker Room</td>
</tr>
<tr>
<td>Tool box</td>
<td>Gloves</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Safety goggles</td>
<td>Boots</td>
</tr>
<tr>
<td>Coveralls</td>
<td>Farm</td>
</tr>
<tr>
<td>Bucket</td>
<td>Broom</td>
</tr>
<tr>
<td>Shovel</td>
<td>Rake</td>
</tr>
<tr>
<td>Conveyor</td>
<td>Box</td>
</tr>
</tbody>
</table>
The Feelings Song
Sung to the tune of De Colores

De colores
De colores se visten los campos en la primavera

I have feelings,
Estoy triste, I’m sad, feliz, I’m glad,
I have feelings

De colores
De colores son los pajaritos que vienen de afuera

I have feelings,
Enojado is mad, malo is bad,
I have feelings

De colores
De colores es el arco iris que vemos lucir

I have feelings, “I am bored”, “I am anxious”, or “nervous”, “excited”, or “good”,

Y por eso los grandes amores de muchos colores,
Me gustan a mí

And it’s ok to say when You ask me today, “How are you?”
I can tell you my feelings

Y por eso los grandes amores de muchos colores,
Me gustan a mí

And it’s ok to say when You ask me today, “How are you?”
I can tell you I’m fine.

Canta el gallo
Canta el gallo, con el quiri, quiri, quiri, quiri, qui

“How are you, John?
You can say, “I am well”, or “I’m so-so”, or “I’m doing fine”

Canta la gallina
Canta la gallina, con el cara, cara, cara, cara, cara,

“How are you, Jane?”
You can say, “I am bored.” (aburrida), nervous (nerviosa)

Los pollitos
Los pollitos, con el pío, pío, pío, pío, pío,

“How are you, all?”
You can say, “We are great!”, or “We’re hungry”, or “tired”, or “scared.”

Y por eso los grandes amores de muchos colores,
Me gustan a mí

Feelings are inside and Words bring them outside, your
Feelings are meant to be shared
Feelings are inside and Words bring them outside
It’s ok to share them, OLE!
Lesson 4: Imperatives and Making Polite Requests

Song: Cielito Lindo (Stand Up! Sit Down!)

Imperatives or commands are requests we make when we tell people to do something. Children learn about requests at a very young age. As adults we must be careful how we ask others to do things.

These are all ways of asking the same thing, but with different degrees of politeness. Our facial expressions and tone of voice also express degrees of politeness.

Direct and Indirect requests

Go to the farm now. Direct

Please go to the farm. Direct, polite

I need you to go to the farm before 3:00. Direct

Let’s finish the job by Tuesday. Indirect

Would you mind going to the farm? Indirect

Place a ✓ in the box which describes the request.

<table>
<thead>
<tr>
<th>Request</th>
<th>Direct</th>
<th>Direct, Polite</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give me the tool box.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wash your hands, please.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be there by noon.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t touch that.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Let’s start with the second barn.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you mind sweeping the floor?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Requests (Mandatos) in English and Spanish

In Spanish requests are made using the third person form of the verb.

Escoba el piso. Escobe el piso. Sweep the floor.

In English the pronoun “you” is not used for direct requests, just as in Spanish. In this example the verb is “to sweep”. To make the request more indirect and more polite we could say,

Could you sweep the floor, please?

¿Podrías escobar el piso, por favor?

The request is the same but the effect on the listener is different. A more indirect sentence sometimes includes the pronoun “you”.

Urgent Requests

Sometimes requests are very important. They may be safety-related or a request is made because there is a deadline to complete the task.

Example: Do not swim alone. No nade solo.

Some signs have no words. What is the verb in this request?

The words “must” or “will” often tell us that a request has been made. These words tell us that the request is important. Can you identify the verb in these sentences?

“You must report to the farm by 8:00 a.m. on Monday morning.”

“You will leave at 6:00 a.m.”
Requests and Politeness

To make a polite request, we use different words to make the request sound better.

Which of these requests sounds more polite?

Be on time, please.  Don’t be late again.

What word makes the request sound more polite?

What word(s) makes the request sound more direct? (Less polite)

One way to make a request more polite is to use the words, “Would you mind”. The sentence is still a request, but it is asking, rather than telling.

Help me.  Would you mind helping me?

(Te importaría ayudarme?)

Another way to make a request is to use the word “Let’s”. The speaker is making a request as though he or she is going to participate in the action, even if they are not.

Let’s clean the floor first before we start. (Limpiemos)

In English, this is often the way that people in authority (teachers, bosses) make requests more polite. Can you identify the verb in these sentences?

Do it now.  Let’s do it now. (Hagamos)

Work with a partner. Practice saying each sentence. How can you change the sentence to make each request more polite?

1. Don’t forget to pick up the supplies.

2. Go and bring the tool box from the truck.

3. Don’t touch that.

4. Wear clean coveralls in this area.
Making Polite Requests at Work

Work with a partner. Read the sentence. Make a request that answers the first sentence in a polite way using the suggested verb.

1. Sorry, I’m late. (Don’t)

______________________________________________

2. Where are the tools? (Look)

______________________________________________

3. When are we leaving? (Be)

______________________________________________

4. Where do we change our clothes? (Go)

______________________________________________

5. What do we do first? (Ask)

______________________________________________

6. The floor is slippery. (Be)

______________________________________________

Requests allow us to tell others when we want them to do something, or to stop doing something. At work, or when talking to people we don’t know well, it’s very important to make polite requests.

Remember, it is impossible to be too polite. But it is very easy to be rude. Always use the most polite forms with people you don’t know well, or with people in positions of authority.

Clean the tools. Could you clean the tools? Would you mind cleaning the tools?

Help me. Could you help me? Would you mind helping me?
Making Polite Requests at Work: Practice Scripts

Practicing polite requests will help you feel confident when speaking to others. Choose one of the topics below and create a conversation of at least 10 sentences using the suggested verbs or phrases, or your own ideas. You should have 5 requests in your conversation. Use words that help make requests more indirect or polite.

1. You are on the way to a worksite in the van. You are riding in the passenger seat, and you notice a deer on the side of the highway ahead. The driver, who is also the crew leader, is talking on his cell phone. The crew is talking loudly to each other and the radio is playing music at a high volume.

Suggested verbs or phrases: Be, Watch, Turn off, Look, Don’t, Stop
You may use these more than once, or use your own ideas.

2. You arrive at the worksite. It is your crew’s job to take the coveralls, safety equipment, and tools to the work area. Your job is to tell the crew what to do. There is no one in the office and you have to start working in order to be at the next worksite by noon.

Suggested verbs or phrases: Check, Take, Put, Bring, Don’t, Get, Start, Be
You may use these more than once, or use your own ideas.

3. You are almost finished with the job. Suddenly an important machine breaks down. It is your job to contact the crew leader and boss, explain the problem, and get advice for repairing it. You should make requests of the other crew members also.

Suggested verbs or phrases: Turn off, Take, Hurry, Bring, Don’t, Get, Be, Stop, Repair
You may use these more than once, or use your own ideas.
**Sign Matching Game**

*Print the strips on card stock or paper and cut out. Work in pairs or divide the whole classroom into two groups to match the two phrases. You must make a request for the matching card.*

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE WAY</td>
<td>UNA SÓLA VÍA</td>
</tr>
<tr>
<td>NO TRESPASSING</td>
<td>NO TRASPASAR</td>
</tr>
<tr>
<td>WATCH YOUR STEP</td>
<td>CUIDADO DONDE PISA</td>
</tr>
<tr>
<td>CAUTION FOOT PROTECTION REQUIRED</td>
<td>CUIDADO SE REQUIERE EL USO DE PROTECCIÓN PARA LOS PIES</td>
</tr>
<tr>
<td>DANGER CONFINED SPACE</td>
<td>PELIGRO ESPACIO CERRADO</td>
</tr>
<tr>
<td>ENTER BY PERMIT ONLY</td>
<td>ENTRADA SÓLO CON PERMISO</td>
</tr>
<tr>
<td>English</td>
<td>Spanish</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>SMOKING IS NOT ALLOWED IN THE RESTROOM</td>
<td>SE PROHIBE FUMAR EN EL BAÑO</td>
</tr>
<tr>
<td>CAUTION EYE PROTECTION REQUIRED</td>
<td>ATENCIÓN LENTES PROTECTORES SON REQUERIDOS</td>
</tr>
<tr>
<td>KEEP GATE CLOSED</td>
<td>MANTENER LA PUERTA CERRADA</td>
</tr>
<tr>
<td>FIRST AID KIT INSIDE</td>
<td>KIT DE PRIMEROS AUXILIOS</td>
</tr>
<tr>
<td>DANGER DO NOT ENTER</td>
<td>PELIGRO NO ENTRE</td>
</tr>
<tr>
<td>VISITORS MUST REPORT TO THE OFFICE</td>
<td>LOS VISITANTES DEBEN PRESENTARSE EN LA OFICIA</td>
</tr>
<tr>
<td>NO FOOD OR DRINK</td>
<td>NO ALIMENTOS NI BEBIDAS</td>
</tr>
</tbody>
</table>
Stand Up, Sit Down

Sung to the tune of Cielito Lindo

De la sierra morena
Cielito lindo vienen bajando
Un par de ojitos negros
Cielito lindo de contrabando
Ese lunar que tienes
Cielito lindo junto a la boca
No se lo des a nadie
Cielito lindo que a mí me toca
Ay ay ay ay,
Canta y no llores
Porque cantando se alegran
Cielito lindo los corazones
Ay ay ay ay,
Canta y no llores
Porque cantando se alegran
Cielito lindo los corazones

English is hard, so be on your guard
Mandates require politeness
“Please give me a hand”
Is a friendly command
“If you don’t mind”,
Are words that show kindness
My teacher is nice and she has good advice
But she gives me a lot of instructions
Tells me what to do
When to please and thank you
How to go, stop, and make introductions
Stand up, sit down
Hurry, come here and help me
Do this, do that, but don’t do it yet
Please look up and listen,
And please don’t forget
Turn off, turn on
Bring me a pencil and paper
Close the window and open the door
Pick up your book, Put it in the drawer