

Global aging is a demographic change that profoundly affects elders' needs for care across the globe. People are living longer, thus requiring more people to take care of them. According to Stone (2005), one in eight individuals worldwide will be age 65 or older by 2040 (p. 11). By 2040, the size of the elderly population in the United States is projected to become twice as large as it is now (Institute of Medicine, 2002). The Committee of the Future Health Care Workforce for Older Americans (Salsberg & Martiniano, 2005) states, "As a result, the need for home care has grown exponentially in the United States over the past years." According to the U.S. Department

States" Although ' 6nkh had lived in the "S" for a long time and is married to an American citizen born and raised in the United States, she reported she had not learned many idiomatic expressions needed for her job" ' 6nkh has a positive attitude about improving her English and, in particular, her knowledge of English idioms" She is very motivated to improve all aspects of her English proficiency and knowledge of "S" culture"

clear during the first week of 6nkh's employment that she did not understand several of the words and idioms used in conversations with 'rs' 'ore and family members" ,it was realized that in order for 6nkh to perform her job as a caregiver adequately she would need to increase her knowledge of English vocabulary and idioms and deepen her knowledge of "S" culture" By doing so 6nkh would be able to serve as a companion to 'rs' 'ore and converse easily with her and family members about the topics that interest 'rs' 'ore" ,it would also enable 6nkh to acculturate into the family as a pseudo%member when she was with 'rs' 'ore and the family"

Pedagogical Approaches

The pedagogical approach used was communicative in nature (Savignon 1983, Canale & Swain 1984) , it was designed to help 6nkh's communicative competence within the family's culture in a timely manner (Legina & Chinwe 2004, Scarcella, Andersen & Orashen 1994)" The teaching was designed to develop 6nkh's communicative competence as a pseudo%family member" Authentic materials and realia were used to assist 6nkh in learning numerous words and expressions in context"

Content%based instruction (CA,) (a method in Communicative Language Teaching) was used to teach 6nkh about the movies and food eaten by the family (Song & Chapple & Curtis 2004)" The focus of many discussions between 6nkh and the family members were movies and food"

The pedagogical approaches used to improve 6nkh's English proficiency and understanding of "S" culture were learner%centered and discussion%based (Euan & Stott 2004, Delamont 2005)" The teaching was learner%centered because it focused exclusively on 6nkh's ability to speak English and understand "S" culture" The curriculum was co%constructed by 6nkh and me as her ESL teacher daily" 6nkh co%constructed the curriculum by contributing words, expressions, and cultural concepts that she did not comprehend from the movies she watched and conversations surrounding them" The curriculum consisted of vocabulary, idiomatic expressions, grammar, culture, and pronunciation new to 6nkh" The teaching was discussion%based because it centered on discussions that occurred at dinner and during other times, 6nkh was conversing with 'rs' 'ore and family members"

A culturally responsive approach was used during instruction 6nkh when discussing "S" culture, the culture of 'rs' 'ore's family, and relating it to 6nkh's Mongolian culture" According to Samuels (2005) a culturally responsive approach is .a student%centered approach to teaching that includes cultural references and recognizes the importance of students' cultural backgrounds and experiences in all aspects of learning" (pp. 33-34)" As her ESL teacher, I tried to include 6nkh's culture in family discussions whenever possible" For example, 6nkh's fascinating discussion with 'rs' 'ore and me about using horses by nomads in Mongolia" 6nkh also described how she felt riding horses in Mongolia and Iceland" The topic of horses was introduced when 6nkh learned the English word gelding used in the movie National Velvet"

6nkh's Mongolian culture and language backgrounds were seen as resources for her English vocabulary acquisition and "S" culture" For example, I taught 6nkh the word

.camaraderie⁰ because it was used in the movie .Dancing with ' r" A: Si* Aalanchine Aallerinas"⁰⁵ ' 6nkh had not understood the meaning of the word .camaraderie⁰ in the sentence .#here was always camaraderie between Aalanchine and the dancers"⁰ - owever\$ ' 6nkh&s knowledge of English and 1ussian words .comrade⁰ was helpful for me as a starting point in e*plaining the word .camaraderie⁰ in English"

The Teaching Materials

, used authentic materials and realiaⁱⁿconte*t to improve ' 6nkh&s English and understanding of "S" culture" #he term authentic materials refer to .print\$ video\$ and audio materials students encounter in their daily lives⁰ (CALP12 Jactsheet\$ 3434\$ p" 5)" Authentic materials are useful for language learners to deepen their knowledge of their second language and its culture because of the language learning conte*ts that they provide in the classroom" #hey are used in ESL classrooms and have been found by multiple studies to .motivate learners\$ arouse their interest and e*pose them to the real language they will face in the real world⁰ (Al A)ri M Al%1ashdi\$ 345B\$ p" 3BF)"³

Authentic materials were used in the home where ' 6nkh worked because they were an

Table 5

Authentic materials and media	Total number of occurrences	Percentage
Movies	63	54
Food	53	47
Subjects	<	;
Total	63	54

Vanh was taught verbs, nouns, and adjectives that she heard while watching and discussing movies. She was also taught the difference between literal and figurative vocabulary to help explain figurative vocabulary in idioms. Vanh was also taught the difference between passive and active vocabulary to understand how a learner could learn a new word or expression. She learned that one can learn vocabulary passively and comprehend words when they are used in conversations, in contrast, one can learn vocabulary actively by using them in conversations. Vanh learned that some of the words and expressions she was taught are not used every day - however, it was to her benefit to recognize and understand the words when she hears them. Her goal in teaching Vanh new vocabulary and idioms was to help her to learn to use them in conversations.

Vanh was taught about the anthropologist Edward Shapero - all's (5FC<5FCG), Geertz's theory of Culture, which is the theory that only 54% of culture is visible and the remaining part is invisible. Vanh needed to understand - all's Geertz's theory of Culture in order for her to understand the discussions that she was having with me about the family's cultural values and beliefs. In addition, Vanh was taught several "S" historical/cultural concepts from the movies which were new to her, e.g., the Aorscht Aelt and the censorship of movies. These concepts were discussed in the movies viewed or afterward in family discussions.

Concerning the cultural concepts introduced to Vanh, they include cultural references in movies and her core family cultural practice, taught her concepts shown in movies that are known by her family members and assumed by them to be common knowledge. For example, Vanh was taught about the superstition, it is bad luck to walk under a ladder from the movie, The Bird Man (5FBF). A common question asked after viewing a movie was, What did you think about the movie? which was discussed as a group. Vanh was taught the culture of the family by learning about new types of food that the family members eat such as: Aronino, crume, fralche, dragon fruit, fennel, hors d'oeuvres, passion fruit, persimmon, pomelo, uesadilla, 1ed Snapper, Shad and spanakopita. Vanh learned about the family's ways of celebrating Christmas with an advent wreath and Chanukah with a menorah. The family's traditions were new to Vanh because she was not raised to celebrate either holiday.

biographical explanations, photographs of the people discussed in the textbook, and maps of places such as the Aorscht Aelt. Photographs were also used to help illustrate the meaning of specific nouns and adjectives such as .tiara, .shifty, and .coy, as well as people in the entertainment industry such as George Aalanchine, Ausby Aerkeley, Aenny Eoodman, and Jerome Robbins.

The course textbook contains words that were collected by ' 6nkh and me throughout Fall 345F/Spring 3434. ' 6nkh used a pad of paper at dinner to write words she did not comprehend about the movies viewed at dinner and the dinner conversation. I did the same to ensure that the curriculum included frequently used words, idioms, and cultural concepts which ' 6nkh might not understand.

Teaching Procedures

I taught words, idioms, and cultural concepts to ' 6nkh immediately after her shift was finished each evening.

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#able B provides ' 6nkh&s results for three vocabularies\$ idiom\$ and culture (ui))es"

#able B

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Wui) 3	54	K4	3	; 4	3	; 4
Wui) <	54	F;	<	GK	3	544
#otal	3F		55		G	

#able B shows that ' 6nkh had a higher accuracy rate for vocabulary from Wui))es 5 to <" She still struggled with producing correct idioms in Wui) <" #he comprehension of cultural concepts proved challenging to ' 6nkh in Wui))es 5 and 3" ,t is important to keep in mind that the total number of (uestions on the e*ams is not large enough to determine if the differences between them are statistically signi! cant"

After , graded ' 6nkh&s (ui))es\$, discussed with ' 6nkh all of the words that she had de! ned incorrectly" , retaught the concepts that ' 6nkh had misunderstood so that she could understand them" ' 6nkh was given three pop (ui))es of the words and idioms in #able B that she had de! ned incorrectly" After ' 6nkh completed the pop (ui))es\$, reviewed each item on the pop (ui) to ensure that ' 6nkh understood it" #he reason ' 6nkh was given pop (ui))es was to provide another opportunity for ' 6nkh to learn the words and idioms that she had not understood when she took each (ui)"

#able ; provides ' 6nkh&s results for three (ui))es that consisted of nouns\$ verbs\$ ad?ectives\$ and idioms" #he table indicates that the teaching conducted after each (ui) was effective in improving ' 6nkh&s comprehension of 5B of the 5; items tested" #he only word that ' 6nkh did not write correctly was the word .coy0 in Wui) 3" She de! ned it correctly as .reluctant to share information\$ nor direct or pretending to be shy"0 ' 6nkh did not use the word .coy0 in her e*ample sentence as e*plained in the (ui) directions" ,nstead\$ ' 6nkh wrote\$. A girl wasn't telling the truth about her identity" So the policeman gently said\$. Don't play a game"0 instead of writing\$. Don't be coy with me" , don't like to play games"0 #his ! nal sentence was the e*(p)le sentence used in the discusswregrnFyN á 9!\$ Bp /e € t SheapóA 7 eBep `

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#able ;

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Spontaneous Responses

' 6nkh e*pressed to me her opinions about the usefulness of the course periodically throughout the course" She emphasized the importance of this type of age-oriented curriculum when she said to me:

. #his is a great e*perience for me" Perhaps later if , work with an older person , will have a good conversation with them"0 (Jieldnotes\$ 9anuary 5C\$ 3434)

' any of the authentic materials used in the curriculum reflected the age and interests of ' rs" ' oore" An age-oriented curriculum is a curriculum in which the topics and vocabulary taught have relevance to the age of the person who needed care from the home care provider" ' 6nkh told me that she valued the course because it made her feel

. part of the society and community feeling of belonging" Learning the language is everyday language" , it is more important to immersion into the culture to become a global citizen" Even if you are not talking Nuent English you don't feel like you belong to the community\$ good enough to learn the customs" #his type of teaching is real as learning the language"0 (Jieldnotes\$ February 3434)

' 6nkh was e*posed to food eaten by the family as well as their names" She said spontaneously to me:

. Dragon fruit and passion fruit , had never tasted before" And , was delighted to know them\$ and pomelo"0 (Jieldnotes\$ February\$ 3434)

Other Uses for the Course

According to ' 6nkh\$ the type of curriculum described in this paper can also be useful for live-in ESL caregivers who need to improve their English to communicate with the family with whom they live" A live-in ESL caregiver would reside on the premises 3B hours a day" ' 6nkh said\$. #his is an important topic for a book that would include phrases useful for home care providers who don't know what to say on the ?ob0 (' arch 3434)"

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Since this study is not a longitudinal study that tracked the learner's performance over time\$ it is not possible to say that ' 6nkh acquired the terms and concepts that were taught to her entirely" #he results of the (ui)es did not necessarily demonstrate that ' 6nkh improved her knowledge of the words and cultural concepts over time" - owever\$ it is possible to say that ' 6nkh learned many of the words taught to her" #herefore\$ it is possible to answer affirmatively regarding the research question posed in this study\$. - ow effective is content-based instruction for linguistic and cultural competence using a learner-centered approach in teaching English as a second language to a home care provider"0

Although the results of this preliminary study cannot be used to show that ' 6nkh acquired the content taught to her\$ they can be used to show that content-based instruction\$ including the use of authentic materials and realia\$ was well received by the learner for learning vocabulary\$ idioms and cultural concepts"

#eaching an ESL speaker in a home setting is very different than teaching ESL students in a classroom setting\$ even using an ESP curriculum" #he curriculum\$ and the roles that e*ist

between the teacher and student are very different in a home setting than in a classroom" ' 6nkh had multiple roles because she served as ' rs" ' oore&s companion\$ a pseudo%family member\$ and my student" ,n addition\$ ' 6nkh was taught English to be a stronger companion to an elderly client" Since ' 6nkh was the only student in the class\$, could ensure that the content and

There are several limitations to this case study. The first limitation, which is also its strength, is using one person as the focus of this paper. The case study approach allows minute examination of the language learning of one individual. However, the small sample of this study means that it is difficult to generalize the findings. The second limitation of the study is that the ESL classes met only three times a week due to the instructor's work schedule. Therefore, the instructor did not learn as much specialized vocabulary, idioms, and cultural information in English as she would have learned if she had met four or five times per week. A third limitation of the study was the lack of homework as part of the curriculum. No homework was assigned to the instructor due to my lack of time to create the course textbook and create homework and correct it. If homework had been assigned to the instructor, it could have added to the effectiveness of the course. In addition, there was no follow-up to the study to determine if the instructor retained the specialized vocabulary, idioms, and cultural concepts taught over time. Another important limitation to this study is that only one person who was also the teacher evaluated the learner's language. This could lead to the potential bias of the study's findings.

The authentic materials and realia used in the course were useful for improving the instructor's English and her understanding of the family culture. In order to perform the home care provider's job as a companion adequately, she needed to improve her knowledge of vocabulary, idioms, and "S" culture. A curriculum was created based on the caregiver's day-to-day language needs and her need to understand "S" culture and the culture of the family for whom she worked. The curriculum focused on the vocabulary needed to understand job-related conversations held by family members and movies watched and discussed by the family. The pedagogical approaches used to teach the home care provider effectively created an environment conducive to learning: learner-centered, discussion-based, content-based instruction, and culturally responsive. The home care provider used the words and expressions that she learned from the curriculum developed with the family ESL instructor. This collaboration was an important reason for the success of the curriculum.

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 Al A)ri\$ 1" - "\$ M AI%1 ashd\$ ' " - " (345B)" #he effect of using authentic materials in teaching"
 / \$ \$ * " 6" 7 "! \$ % "\$ 8(54)\$ 3BF%3; B" (%) " !

