

The Teaching & Learning Cycle: Writing a Procedural / Instructional Text

Theme: Making Vegetarian Rice-Paper Rolls
Level: Preliminary EAL
Resource Guide

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About Carringbush Adult Education

Organisational-wide Approach:

Please note that, due to the needs of the students at Carringbush, there is a great emphasis on the spoken form prior to introducing any written form. The focus is on explicit pronunciation teaching to improve intelligibility.



Building knowledge of the field: cross-cultural sharing

Establish the success criteria in simple terms (e.g. writing a recipe).

Introduce the text type (recipes) through culturally-accessible resources. For example, wordless books such as 'Chinese Dumplings', 'Injera' & 'Pancakes' by Eye on Literacy Ltd. 2012; www.eyeonliteracy.com.

Class discussion: ask students to share their favourite dish, including ingredients and method (using photos & images where possible).



Building knowledge of the field: setting the context

- ▶ Present a map of Vietnam – “What country is this?”
- ▶ Present a photo of a Vietnamese shop-front on Victoria St – “Where is this? What can I buy here?” - refer to Resource 1.
- ▶ Present a photo of rice-paper rolls – “What is it? Have you tasted it?” - refer to Resource 1.



Building knowledge of the field: using realia

Content-based learning (learning by doing):

- ▶ Students eat store-bought rice paper rolls and describe them – “What does it taste like? What are the ingredients?”
- ▶ Use this to lead in to ‘ingredients’ stage (see following slide).
- ▶ NB: ask students to describe the taste of the final home-made product – compare & contrast.



Building knowledge of the field: teaching nouns (the ingredients)



1. Using picture flash cards, elicit they key ingredients. Ask students to say, then write on the whiteboard, the ingredient in their L1.

- see Video, Part 1, refer to Resource 2.

2. Teach pronunciation explicitly, including the number of syllables, stress pattern and difficult sounds (especially consonant clusters, as in *sprouts*). Use techniques such as finger counting to count sounds & personal mirrors to analyse mouth & tongue position.



3. Practice spelling of nouns (use strategies such as finger counting, dictation etc.)



Building knowledge of the field: teaching key adjectives



Teach key adjectives (shredded, trimmed, grated, peeled, sliced etc.) through demonstration.



Building knowledge of the field: teaching imperatives (key action verbs)



1. Play charades: give one student an action verb to act out (pour, dip, place, add, cover etc.), while the other students guess the word.

– see *Video Part 2*, refer to *Resource 3*.

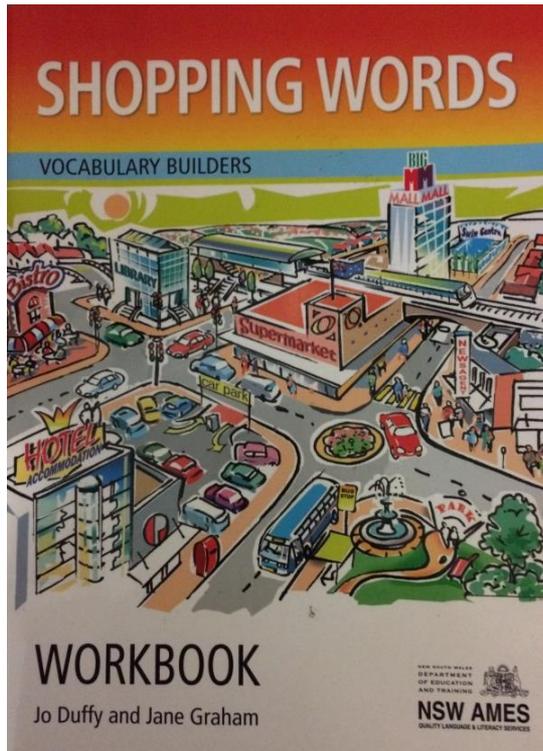
2. Play 'reverse-charades' (using the same vocabulary): one student sits in a chair, facing the class. The teacher points to an action verb written on the white board. All students silently perform the action and the student in the chair guesses the action verb.

3. Use picture flash cards to consolidate learning. Students to practice spelling (through strategies such as dictation, Look/Cover/Write/Check etc.)

Supported reading: introduction to text type (recipes)

Suggested Resources:

- ▶ "Shopping Words: Vocabulary Builders", J. Duffy & J. Graham, NSW AMES - 'Greek Lamb' Recipe, p.20.
- ▶ "Food for a New Beginning: A Teaching Resource for Adult English as a Second Language", C. O'Day, AMES Victoria.



 Write the meat and vegetables.

Greek Lamb
Ingredients

1 leg of _____
3 _____
2 red _____
2 cloves of _____
4 _____
1 _____

Instructions

Peel the _____ and red onion.

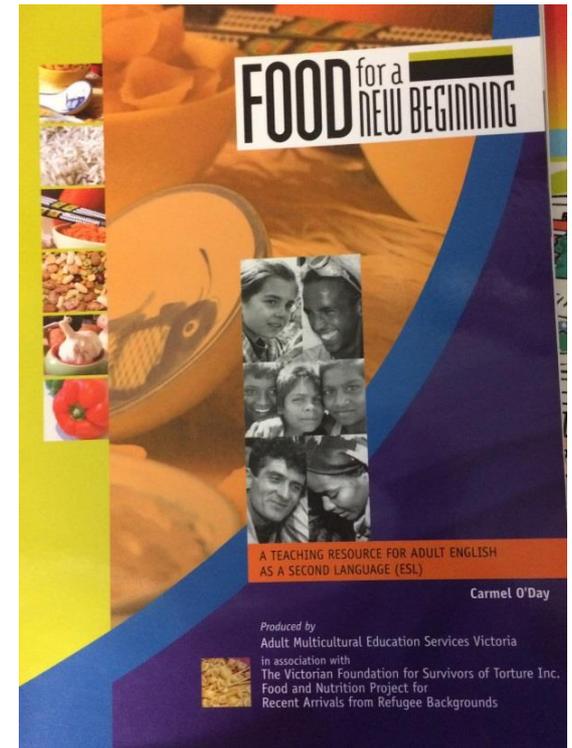
Slice the potatoes, tomatoes and red _____.

Slice the garlic and push it into the _____.

Squeeze the _____ over the lamb.

Put all ingredients into a pan and bake in a hot oven.

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Supported reading: teaching the model text (method)



1. Divide the class into 5 small groups. Hand out one of the 5 steps to each group. Students practice reading. *Refer to Resource 4.*

2. One group member from each group comes to the front. Students must re-order themselves in sequence, with support from the class – see *Video, part 3*. NB: Example shows 6 groups, though resources were amended following recording, to 5 groups (see 'Learning Opportunities' slide for rationale).



Supported reading: teaching the model text (method), cont.



3. In groups, or as a whole class, students sequence the method picture flash cards into the correct order.

4. As whole class (led by the teacher), re-tell the method (using only the pictures as a prompt). Then, students are to re-tell the recipe to their partner.

5. Model writing: as a group, re-create the text on whiteboard (without referring to the written form). Encourage students to negotiate and problem-solve with each other.

6. Practice choral reading of the text, drawing attention to features of connected speech and appropriate pronunciation of target vocab.

7. Erase key words of the text, asking students to read aloud the method in unison (reciting erased words from memory). Repeat, erasing additional words to extend difficulty.



Supported reading: teaching the method, cont.



9. Finally, hand out the recipe for students to read in small groups.
- refer to *Resource 7*.



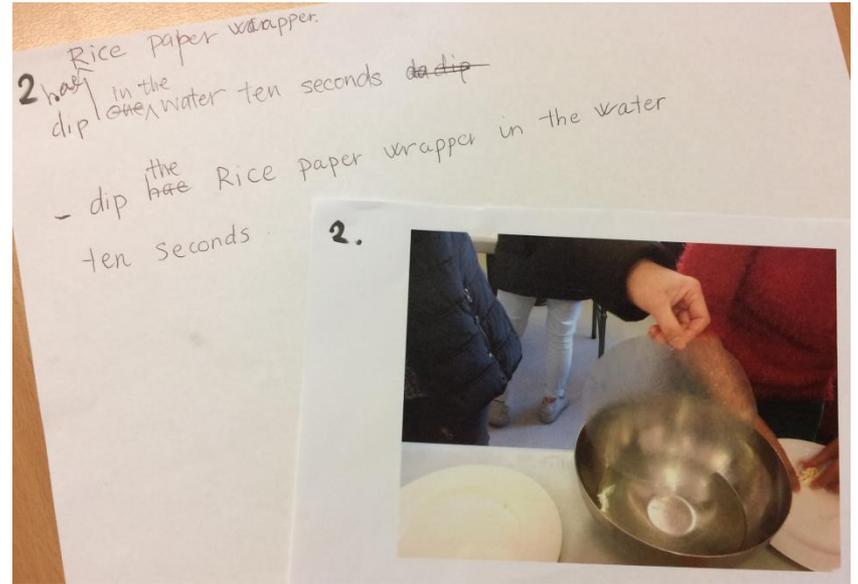
Learning about the genre – the procedure (‘the doing’)



Supported Writing



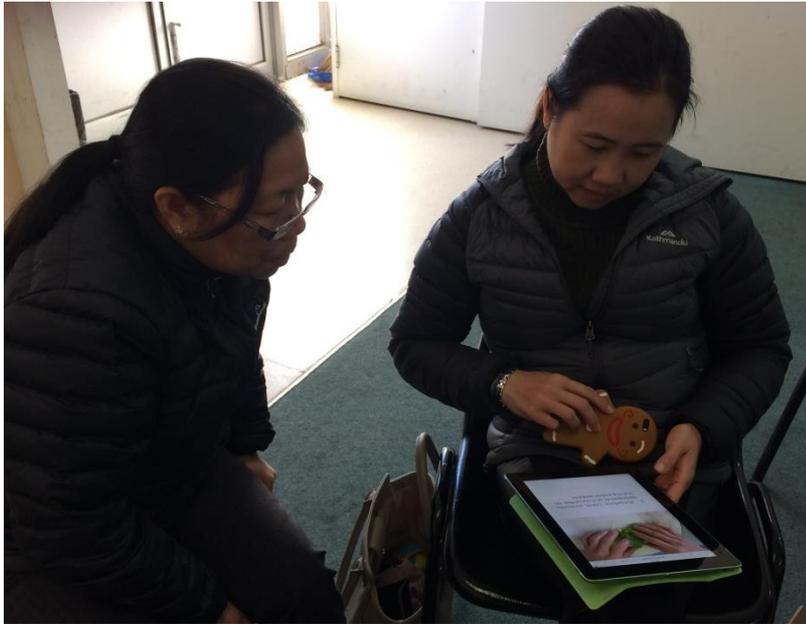
1. Review key vocabulary (spelling, meaning etc.) and method, using flash card prompts.



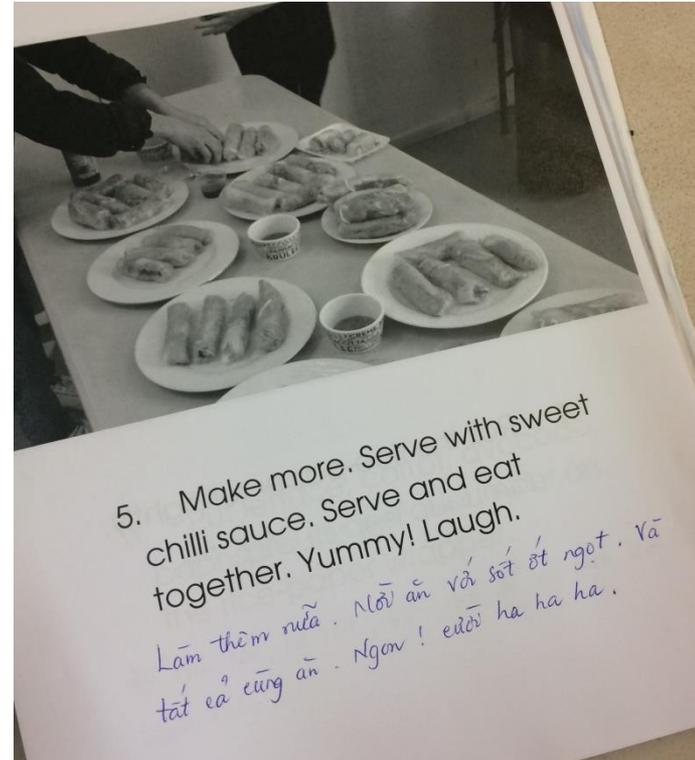
2. Students form 5 groups and engage in a joint construction (each group writing one method instruction, using a picture prompt). Encourage self & peer correction.



Supported Writing, cont.



3. Students' work is combined to create a class recipe for rice-paper rolls. Teacher creates a PDF / iBook. Read on iPads in small groups and as whole class.



4. Students read a hard-copy of class iBook / PDF. Read the book in English, then ask students to verbally translate the book into their L1 (small groups or whole class). Finally, students translate into their L1 in written form.

Independent use of the genre: the end goal

The end goal – assessment:

Students write a recipe for vegetarian rice-paper rolls, of at least 4 steps.

NB: students are not to refer to previous written forms and should not have memorised the model recipe text.

STUDENT NAME: _____

DATE: _____

Student Instructions

- In this task you will write instructions about a topic.
- With your teacher, choose a topic on the following page to give instructions for. Follow the steps below to plan your writing.

Your teacher will check that you can:

- Write at least 4 steps.
- Write the instructions in the correct way. (2.3)
- Check your writing and correct any mistakes (e.g. Full stops. Capital letters). (2.4)



Extension suggestions

For preliminary levels – involve students in shopping for the ingredients:

- ▶ Helps to set the context and consolidates independent living skills
- ▶ Teach simple exchanges / conversation in a shopping context
- ▶ Numeracy:
 - ▶ money-handling
 - ▶ noun group quantifiers

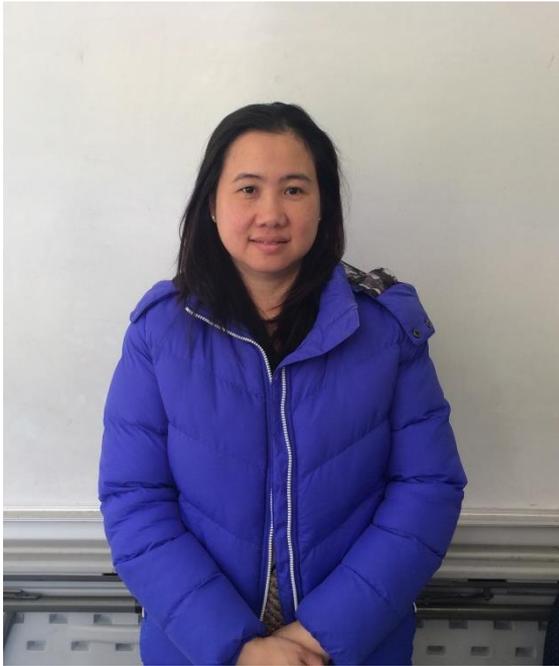
And/or, follow the same model for a variety of recipes (reflecting a variety of cultural influences).

For higher levels:

- ▶ Students discuss a cultural recipe in their L1 (using photos or picture prompts), to activate existing knowledge. Students work towards writing a recipe for a traditional or favourite dish, culminating in an illustrated class recipe book.
- ▶ Students take an active role in constructing a PDF / iBook to read on the iPads (teaching digital literacy skills).



Student Reflections



"I like cooking. Today I happy. I am more English – up, up. Teacher I am more more English".



"Enjoy. I like eat (laughs). First time. Very good. I like it."



Student Reflections



"I enjoy. Together make, make, make."



"I enjoy because I learn about the cooking, because in my country not same. Tomorrow I go to shopping in the morning and I do for my kids tomorrow. Because tomorrow no school. I am very very happy today. Yummy."

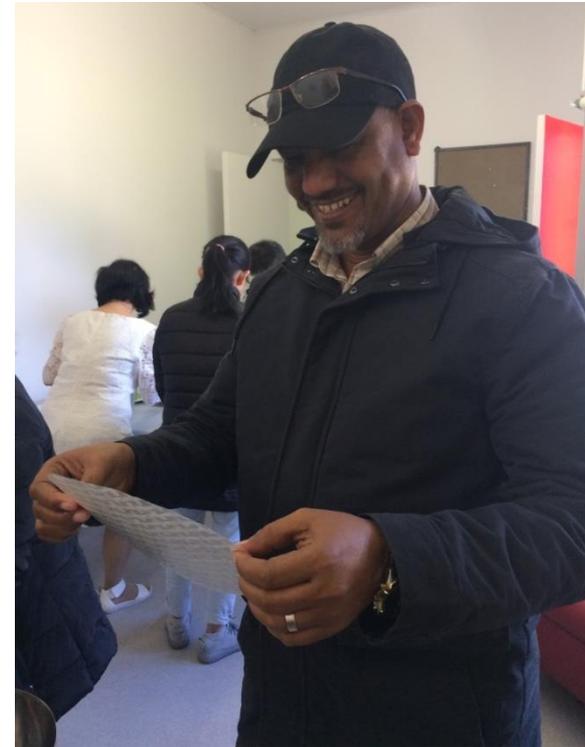


Teacher Reflections: positive outcomes



The power-dynamics of the teacher-student relationship are flipped (the student becomes the expert). Students advised that the teachers' rolls were 'too fat' and 'too soggy' (had been dipped for too long so started to tear when rolling).

A sense of discovery, play & experimentation (for students not familiar with the food).



"Is plastic? We eat this?"



Teacher Reflections: learning opportunities

- ▶ Best to consult 'the experts' when creating the model recipe text (for example, they disregarded one of the steps, which was unnecessary). A creative process; model text should be flexible / adaptable. "We use food wrap (not a damp tea towel)". This is part of the beauty of the process!
- ▶ Could use a more formal buddy-system, for experienced students to teach inexperienced students (though this happened informally).
- ▶ Need to emphasise the importance of the process, rather than end result (some students discouraged inexperienced students due to their inferior product / slow pace).



Teacher Reflections: learning opportunities, cont.



- ▶ As most students were familiar with the dish (being from a Vietnamese background), they didn't rely on the recipe. However, it was valuable to start with a comfortable theme, to build confidence and a sense of achievement. The 'procedure' element was surprisingly quick and took approx. 30 minutes!
- ▶ It would be valuable to follow the same model to make other cultural dishes (injera, dumplings etc.), to promote a sense of curiosity, discovery and sharing of cultures. The students were very engaged with each other when learning about their various cultural dishes.



Teacher Reflections: anecdotes

Three students hadn't tried rice-paper rolls, and it was lovely to watch them challenge themselves through trying new food:

- ▶ One student jumped at the opportunity to try a new dish (and loved it!)
- ▶ Another student required significant encouragement. However, after trying the food she loved the taste and seemed very proud of herself for her small act of bravery.
- ▶ The third student politely declined tasting the store-bought food. However, he took a home-made one home to taste in private (though didn't enjoy the unfamiliar taste).



At the end of the day, a non-Vietnamese student was asking advice from the Vietnamese students (about where to purchase ingredients). She enthusiastically took the left-over ingredients home, so she could make it again (I had assumed that I would gift them to a Vietnamese student, and was pleasantly surprised by this!)



Resource List:

- ❑ Resource 1: Picture Flash Cards – setting the context
- ❑ Resource 2: Picture Flash Cards – ingredients (nouns)
- ❑ Resource 3: Charades Cards – action verbs (imperatives)
- ❑ Resource 4: Method (one A4 page per step)
- ❑ Resource 5: Picture Flash Cards – method (imperatives)
- ❑ Resource 6: Recipe – Vegetarian Rice-Paper Rolls

Additional:

Class Book – PDF (*sample only*)

Classroom Video – Parts 1, 2 & 3

