

Welcome to *Simply Good Eating for English Language Learners*. This curriculum was created for non-native speakers of English, especially in English Language Learner (ELL) classrooms. The curriculum is intended to be used by nutrition educators who have access to current and relevant nutrition information. It gives nutrition educators the tools to provide a valuable learning experience for ELL participants in the areas of nutrition, food safety, shopping, and cooking, and to work in partnership with their ELL classroom teachers. However, you may find that the curriculum is useful for a broader audience, including participants who speak English as their first language but have a low level of literacy.

Simply Good Eating for English Language Learners has an introduction and 13 lessons. The introductory section is divided into five main topic areas:

► **Background**

- Details of the curriculum development process.

► **Components of the Lessons**

- An overview of the elements or sections found in each lesson.

► **Tips for the Educator**

- Intended for nutrition educators, it provides insights into working with ELL audiences.

► **Notes for the ELL Teacher**

- Intended for nutrition educators to share with ELL classroom teachers, it provides insights into the ways this nutrition education curriculum meets the needs of English language programs.
- We encourage nutrition educators to copy “Notes for the ELL Teacher” and give it to ELL teachers and/or program directors. It may reassure them that this curriculum will contribute to English language instruction.

► **Review and Writing Practice: What, Why, and How**

- Intended for nutrition educators to share with ELL classroom teachers, it explains how to do the “Review and Writing Practice” follow-up activity that is included with each lesson.
- You will want to make a copy of “Review and Writing Practice: What, Why, and How” and give it to the ELL teacher with the first “Review and Writing Practice” handout. (See “Components of the Lessons” below.)

Minnesota has a long history of welcoming immigrant families. In the 19th-century newcomers came from Sweden, Norway, Finland, and other northern and western European countries. More recently, in the 1990s and the first decade of the 21st century, new groups of immigrants participated in Minnesota's economic growth and added to the state's population, accounting for approximately half of the state's population increase during the 1990s. From 1994 to 2003, the number of children in Minnesota schools who did not speak English at home tripled. In 2005, more immigrants arrived in Minnesota than in any of the past 25 years. The backgrounds of most of the new wave of immigrant families were Latino, Southeast Asian, East African, and Eastern European. Like earlier immigrants, these new arrivals needed to learn English and adjust to a new way of life.

Our team of University of Minnesota Extension nutrition educators in Hennepin County felt frustrated and inadequate to meet the needs of these new immigrant families in a multilingual setting. We had experience with learner-driven education, but we discovered that we did not truly understand what our immigrant participants wanted and needed to learn about nutrition. We realized we did not have the tools we needed to be valuable resources for English Language Learners. Even nutrition educators who had firsthand experience learning English later in life struggled to be effective teachers in ELL settings.

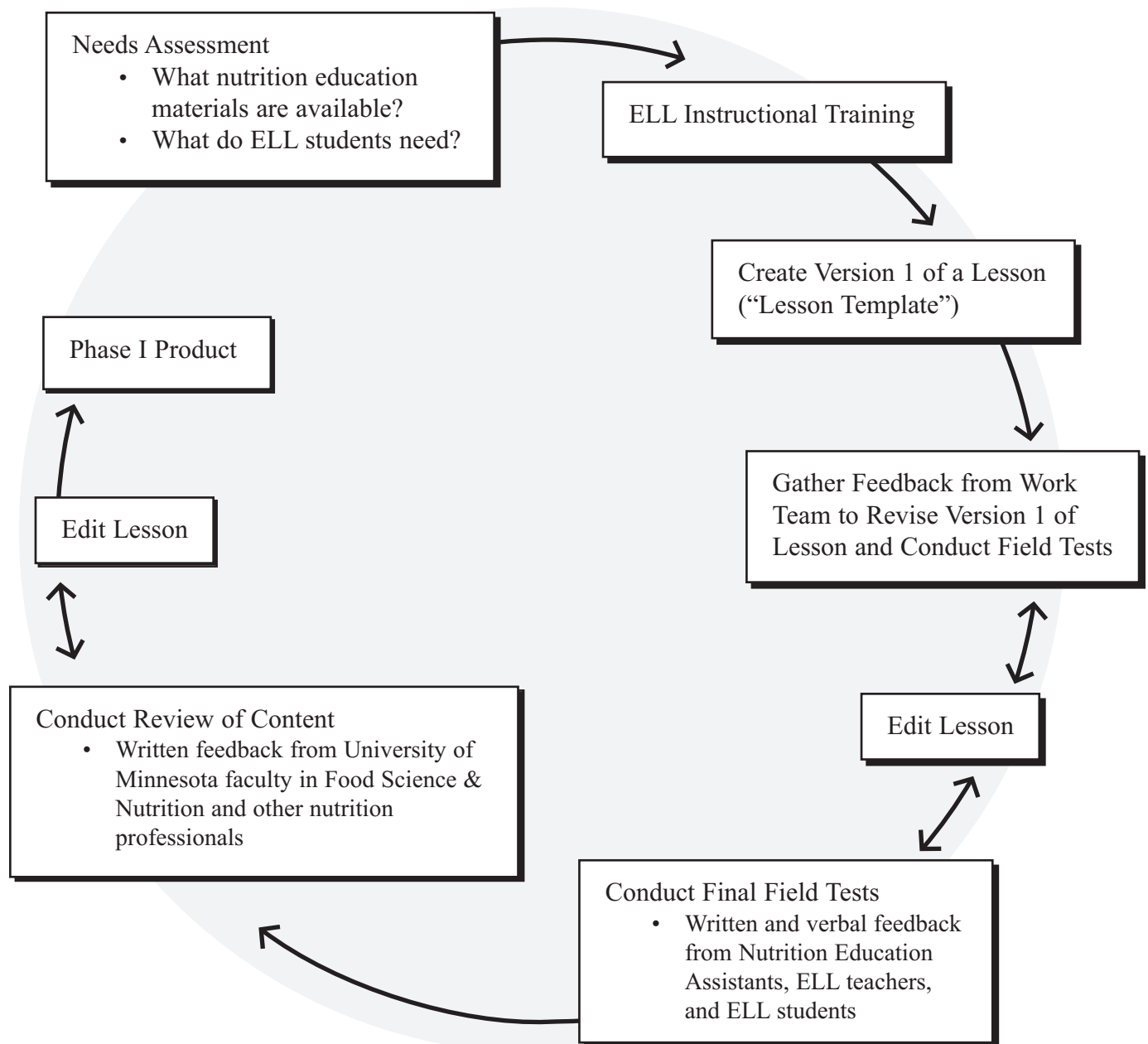
In response, we formed a core group committed to doing nutrition education differently. This commitment required not only a change in the way we taught but also a change within ourselves. We needed to question our assumptions about participants' knowledge and experiences. For example, we might have concluded that a well-educated participant, who could describe the chemical structure of fatty acids in his/her own language, would know how to function in an American kitchen. However, we came to realize that the same participant might not know what a can opener is or how to use it. A second, very different example involves a participant who had once struggled to find enough to eat. Now she finds it offensive that food, even food about to spoil, is thrown away. So we learned that food safety education requires special sensitivity to participants' experiences and culture.

We responded to the challenges by launching into a curriculum development process (see Figure: ELL Curriculum – Phase I Development Model):

- **Needs Assessment:** In the spring of 2000, a graduate student in the English as a Second Language Program of the University of Minnesota's College of Education conducted the needs assessment, with guidance from a faculty member/Extension Specialist in the Department of Food Science & Nutrition. She interviewed ELL program directors, ELL teachers, Nutrition Education Assistants, and ELL students. Her findings confirmed what we were already experiencing: The standard nutrition education materials and teaching styles were not effectively meeting the needs of ELL participants. We asked ourselves, "How do nutrition educators provide a valuable nutrition learning experience to a group of individuals who speak six to eight different languages, with English being the common language in which no one is yet proficient?" Based on the initial needs assessment and further review of nutrition education materials available at the time, we determined there was a need for a curriculum of nutrition, food safety, and consumer topics that were of interest and practical use to new immigrants.

- ELL Instructional Training:** In order to meet the needs of the English Language Learners and ELL programs, the team needed to incorporate ELL teaching methods and understand basic ELL objectives while keeping nutrition education at the center of the curriculum. A critical step in our development process was the ELL instructional training we received from the Minnesota Literacy Council (MLC). The MLC trains volunteers and paid staff who work with ELL audiences. They provided us with the skills we needed to recognize the needs of ELL participants and to communicate more effectively with them.

Figure: ELL Curriculum – Phase I Development Model



- **Curriculum Development—The Process:** The process we used was “organic” in nature: Paraprofessional nutrition educators, known as Nutrition Education Assistants in Minnesota, participated in developing lessons for the curriculum at the same time as they taught ELL participants. Curriculum development and instruction took place simultaneously, each informing the other.

The lead author was a professional Extension Educator in the University of Minnesota Extension Nutrition Education Programs and a registered dietitian with a master’s degree and background in public health nutrition. She wrote the template for each lesson (Version 1 of the lesson). She gathered feedback from work team members, who met regularly to discuss their findings. Then she edited the lesson and made it available for field testing. After multiple rounds of field testing, oral and written feedback from Nutrition Education Assistants, ELL teachers, and ELL students was incorporated. We found that field testing was an excellent opportunity for paraprofessional Nutrition Education Assistants and ELL students to practice giving formal written feedback. We also used phone and face-to-face interviews to gather feedback verbally, because many of the people involved in the field testing communicated their experiences and ideas more effectively orally than in writing.

After field testing, we conducted a content review of the draft curriculum. This review involved professional Extension Educators and University of Minnesota faculty in Food Science & Nutrition. Once we had incorporated feedback from the content review, we considered the “Phase I” curriculum completed.

We used Icek Ajzen’s Theory of Planned Behavior as a touchstone in the development of the curriculum. Each lesson was designed with a behavioral outcome. We considered participants’ attitudes, subjective norms, and perceived behavioral control to influence the desired behavior. Each activity was designed to teach toward one or more objectives that would lead to a desired behavioral outcome and to be as hands-on as possible, utilizing an experiential learning approach. During development, we constantly asked ourselves three questions:

1. “What does the audience want to learn?”
2. “What is the need-to-know information vs. the nice-to-know information?”
3. “How can we convey the message simply and clearly?”

- **Curriculum Development—The People:** The core project team was led by the author and included paraprofessional Nutrition Education Assistants, VISTA volunteers (who coordinated feedback and edits), and university graphic design students. Numerous additional individuals with diverse areas of expertise also contributed to the curriculum. Many were mentioned previously, including faculty, a graduate student, additional professional and paraprofessional nutrition educators, ELL teachers, and ELL students. In addition, we consulted with a professor in Second Language/Teaching and Learning at Hamline University who had expertise developing ELL curricula. We also benefited from the input of some dedicated ELL teachers early in the process when creating the lessons and later during editing.

In 2004, upon completion of Phase I of the curriculum development process, we trained Nutrition Education Assistants in the seven county Minneapolis/St. Paul metro area and provided them with the pilot curriculum and materials. Interestingly, Nutrition Education Assistants began using this curriculum not only for ELL audiences but also for other low-literacy audiences, because it relies less on technical, verbal information and more on hands-on discovery. This is why you will find information on creating teaching kits for each lesson. The materials are critical for the “discovery” nature of this curriculum.

In 2006, Phase II of the curriculum development began. First, a statewide needs assessment for an ELL curriculum in University of Minnesota Extension’s Nutrition Education Programs was undertaken. The outcome indicated a need across the state. A review of recently-developed materials for ELL classrooms was completed, but none were compatible with Minnesota’s highly learner-driven approach to education. Therefore, University of Minnesota Extension invested resources to finalize the curriculum as a polished and up-to-date product. We dedicated most of our efforts during this second phase to editing the curriculum to reflect professional ELL standards and methods as well as changes in nutrition recommendations, while incorporating two years of additional, de facto field testing. To this end, an ELL professional with both teaching and curriculum development experience was brought on to the work team. The team also included the original project team leader/author and two other original team members—a paraprofessional Nutrition Education Assistant and a professional Extension Educator. Professional graphic artists and a copyeditor were also employed to complete the project.

We hope you will find *Simply Good Eating for English Language Learners* as useful as we have! However, we know that no curriculum meets every need. We changed this curriculum in response to feedback from nutrition educators, ELL teachers, and ELL students. You may find additional ways to modify the lessons to better meet the needs of your participants. We hope you will share your ideas with us by contacting the Health and Nutrition Programs office through www.extension.umn.edu/Nutrition/ or by calling 612-625-8260.

References:

Icek Ajzen. *Attitudes, Personality, and Behavior*. Chicago, IL: Dorsey Press, 1988.

Icek Ajzen. “The Theory of Planned Behavior.” *Organizational Behavior and Human Decision Processes* 50 (1991): 179-211.

Martha McMurry. “Migration a Major Factor in Minnesota’s Population Growth.” *Population Notes*, Minnesota Planning State Demographic Center, OSD-02-98 (July 2002).

Barbara J. Ronningen. *Immigration Trends in Minnesota*, PowerPoint presentation. Minnesota State Demographic Center, July 21, 2003.

United States. Department of Homeland Security. *Yearbook of Immigration Statistics: 2005*. Washington, D.C.: U.S. Department of Homeland Security, Office of Immigration Statistics, 2006.

Components of the Lessons

The curriculum is designed for double-sided printing and three-hole punching for placement in a binder. However, the handouts are designed to create originals for photocopying, and for this purpose we recommend printing a master set without three-hole punches.

Each lesson in the curriculum is made up of 11 components, as described below:

► Behavioral Goal

Each behavioral goal is measurable and specific. Ultimately, we want people to eat healthful, safe foods in accordance with the current *Dietary Guidelines for Americans*.

► Vocabulary List

The vocabulary words are listed in alphabetical order, not the order in which they appear in the lesson. This is because educators may not use every activity or teach the activities in the order in which they appear in the lesson. Definitions for the vocabulary words are found in Handout 1 of each lesson. An explanation of how to teach the vocabulary words is provided on the first page of each lesson. You are responsible for teaching the vocabulary words as you proceed through the lesson. Do not present all the vocabulary words together at the beginning of the lesson. Instead, explain each word when you use it in an activity. This makes an unfamiliar word more meaningful for participants and makes it more likely that they will remember it. The process of teaching vocabulary may take time to get used to, but it is essential that you do it. In an ELL class, people are coming first to learn English. Your nutrition content is secondary.

► Objectives

Objectives are the specific and measurable skills, knowledge gains, or behaviors that we want participants to learn. The behavioral goals and objectives were chosen based upon the practical, everyday needs of participants. We avoided unnecessary and confusing complexity whenever possible. For example, the lesson on **Fats** emphasizes that eating less fat is generally good and that some fats are better than others. It does not go into the chemistry of trans-fatty acids or ask participants to memorize a list of monounsaturated fats. We have found that this technical approach is counterproductive. Participants are often less motivated to change their eating habits if they become frustrated and confused. They do not really need to know the technical terms to make positive changes.

► Overview

The overview contains a brief summary of each activity's purpose, the estimated time to teach it, and a list of the teaching materials needed. It is designed for quick scanning. The overview is especially helpful in lesson planning and can also be a resource when preparing your materials prior to teaching. Be aware that the actual time you spend on individual activities may vary from the estimated times, depending on each class.

► **Kit Contents**

The kit is a plastic or cardboard box that serves as a permanent home for all the items you need to teach a lesson. Each kit is labeled with the name of the lesson. For additional convenience, we recommend that you attach a copy of the lesson’s Kit Contents List to the box lid. Then, when it’s time to teach a lesson, you grab the right kit and go. Once you arrive at the site, all teaching materials, props, and handout originals are ready for you to use—no more looking for lost items or forgetting something you needed for your class. If you need to make or order any of the materials, information may be found in the “Materials” section, which comes just before the handouts at the end of the lesson. A word of caution: If you take an item out of your kit to be used by someone else or for another lesson, make sure you replace it before you take the kit to your next class.

► **Background**

This section includes the scientific basis for the lesson, how the topic relates to immigrants’ experiences, and guidance on ways to prepare to teach the lesson with ELL participants. It should be read prior to lesson planning and reviewed before teaching, as needed.

► **Activities**

This section contains detailed, step-by-step instructions for teaching the lesson. It is *not* necessary to teach every activity in a lesson or to teach them in the order provided. We designed the lesson activities for maximum flexibility, so you can respond to the needs of your participants. Each activity begins with an introduction and ends with a summary. Instructions for conducting the activity, optional or alternative approaches, and suggested scripts for you to use in teaching are included. Prior to the introduction of each activity, you will find a list of items needed from the kit as well as any advance preparation you need to do just before teaching the activity. Be sure to review the instructions closely prior to teaching the activity. If you are new to the curriculum, you may wish to copy the activity for reference during your session. However, *never* read the lesson to participants.

► **Follow-up and Review**

ELL participants need repetition and extra time to process new information and vocabulary, so suggestions for follow-up and review are found at the end of every lesson. Review questions and extra activities for use by the ELL teacher and/or you, the nutrition educator, are included. The “Follow-up and Review” also serves to remind you of the importance of reviewing material and key concepts from the lesson. We suggest that prior to starting each new lesson you do some form of review and follow-up from the last lesson. Use open-ended questions, like those found in the “Follow-up and Review” section, to encourage participants to retrieve information themselves and to give you an accurate idea of how much they remember.

► **Materials**

This section gives you detailed instructions on ordering, assembling, or making the materials needed in the lesson. As a rule, once you have made or ordered these materials, they will last for many classes before you need to replace them.

► **Handouts**

These are the materials you will pass out for participants to take home. You will need enough copies of the handouts to give one to each participant. Some handouts will be completed in class as part of an activity. Other handouts are reminders of behavioral concepts or information taught in the lesson. The first handout is always the “Vocabulary List” (with definitions and an example for how each word is used in a sentence). The last handout is always the “Review and Writing Practice” that you leave with the ELL teacher at the end of the lesson. Occasionally you will need to order or download a handout that is not included in the curriculum. Check the “Materials” section for information on how to do this. We suggest that you keep an original set of handouts in your kit, in case you forget to do all the copying in advance or have arranged for the ELL teacher to make the copies. You may also want to create your own answer keys for the few handouts that do not have answers provided.

► **Review and Writing Practice**

This tool is included with the participant handouts, as the final handout of the lesson. It is for the use of ELL teachers *only*. You need to make just one copy of the “Review and Writing Practice” for the ELL teacher and encourage the teacher to use it within a few days after you have completed teaching the lesson. It provides practice in reading, writing, speaking, and listening skills, while reinforcing central behavioral concepts taught in the lesson. Be sure the ELL teacher also has a copy of “Review and Writing Practice: What, Why, and How,” found later in the **Introduction**.

This curriculum is meant to be a resource for you when teaching nutrition to English Language Learners. We have some suggestions for you to keep in mind based on our experience and on ELL teaching methods. They are divided into three groups: seek to understand, seek to be understood, and respect is essential.

Seek to Understand

Learn about your participants. What do they eat? Do they have any cultural food restrictions (such as pork products for Muslims)? What are their life experiences? What are they interested in learning? This last question is one of the most important. You may also wish to ask the ELL teacher what s/he thinks you should know about the participants and their needs. Finally, do an assessment with participants and ask yourself what would be helpful for them to know. Whenever possible, begin first with the material participants are interested in learning, because their motivation is critical to success. *Never* teach only your favorite lessons.

What participants need to learn about nutrition is not always obvious, and it is certainly not consistent from group to group or person to person. Don't be surprised if you find that participants' needs are different from what ELL teachers or even what the participants themselves tell you. You can always add and omit activities or entire lessons, as needed.

That being said, we have found the **Variety** lesson is the basis for many other lessons and a good place to start. It is an easy lesson to adjust to participants' needs. It gives everyone a chance to participate, allowing you to assess participants' needs and abilities.

Seek to Be Understood

It is better to teach fewer activities and make sure that participants fully understand them, than it is to teach a lot of activities that participants only partly understand. The first approach will result in behavior changes that participants value while the second will result in frustrated participants and instructors. To help with understanding:

- Choose activities that meet the needs of the participants and the timeframe of your class. Don't try to teach it all. Plan carefully to allow enough time to cover the material you want to cover. Don't rush through the session. It is okay if an activity or lesson sometimes carries over to the next session.
- Model good English. Keep instructions direct and complete. Don't copy participants' broken English or use half sentences.
- Avoid words and expressions that may confuse participants, such as "That figures," "Let's stay on track," or "Whatever." Don't use technical jargon ("monounsaturated fats") or regional names for foods ("pop" or "hot dish").

- Use activities and demonstration to engage participants actively in the learning process. Encourage participants to repeat new vocabulary aloud. Try to show not tell, by using objects and demonstration as much as possible. Have participants touch and use materials, not just look at them.
- Face participants and keep your hands away from your mouth. Encourage participants to do the same even though they may feel self-conscious about their English. Ask them to “talk out” (lift their heads to project their voices) instead of “talking down,” so everyone can hear them.
- Pay attention to how you speak; listen to yourself. Speak at a moderate pace and volume. Avoid speaking more loudly and/or very slowly when participants don’t understand. However, pauses and moments of silence can give ELL participants time to catch up and process information or gather their thoughts before answering questions.
- Check whether participants understand by asking them to provide information. Examples include: “Give me an example of a meal that has variety,” or “Why do our bodies need iron?” Avoid asking participants, “Do you understand?” or “Do you know what I mean?” They may say “yes” no matter what, since in other cultures “yes” can mean “Yes, thank you for teaching me,” “Yes, I am listening,” etc.
- We highly recommend that you attend ELL instructional training through the Minnesota Literacy Council or another literacy council.

Respect Is Essential

When teaching nutrition in an ELL class, remember that participants came there first to learn English. Also remember to follow the rules and norms of the classroom and to respect the diversity among your participants.

- Teach the vocabulary. Rather than present all vocabulary words together at the beginning of a lesson, explain each term as it arises in the activity. This will make it easier for participants to remember the words and their definitions. (See “Components of the Curriculum: Vocabulary List” above.)
- Be aware that there may be no relationship between participants’ speaking fluency and their math or even reading skills. This is especially important to remember when participants work on handouts.
- Be sensitive to different learning styles. If participants are unfamiliar with a participatory teaching style or feel embarrassed about speaking English, encourage them to become involved and give them time to find their words. Correct their English only when absolutely necessary. If a participant gives a wrong answer, say something like, “Not exactly—can someone else help us?”
- Ensure that participants find the class a safe, welcoming environment. Use language that is non-judgmental. For example, “I used to fry a lot of my food, too, until I learned

healthier ways of cooking” is better than “You shouldn’t fry your food, because it’s bad for you.” When participants feel judged, they are less receptive to new ways of doing things. Especially when talking about family, home, or children, avoid directing specific questions to participants, who may feel embarrassed. Instead, ask questions to the whole group. For example, “Did anyone cook any new vegetables last week?” is better than “Amal, what new vegetable did you cook last week?”

- Validate participants’ knowledge, experience, and food customs. When introducing a new topic, ask participants what they know about it. Give them an opportunity to share personal histories and knowledge. Avoid telling participants what you think they have probably experienced or what you think they know or don’t know. Encourage them to try new ways without judging their traditional ways.
- Many immigrants wish to learn “American” ways. Participants have asked us to teach them how to prepare new foods, including foods their children are eating at school. This is the reason we selected the particular recipes for the lessons. Most participants are well-versed in preparing their traditional foods. Whenever possible, acknowledge healthy aspects of traditional diets while introducing healthy choices for new foods or healthier substitutions for some traditional practices when needed.

Welcome to *Simply Good Eating for English Language Learners*. This curriculum was created for non-native speakers of English, especially in English Language Learner (ELL) classrooms. The curriculum is intended to be used by nutrition educators who have access to current and relevant nutrition information. It helps them to provide a valuable learning experience for students in ELL classrooms in the areas of nutrition, food safety, shopping, and cooking. It also provides nutrition educators with tools to work in partnership with you, the ELL classroom teacher, to maximize the learning experience.

The lessons in *Simply Good Eating for English Language Learners* incorporate ELL skills components that will help your students learn English. The lessons encourage listening, speaking, reading, and writing practice in the ways detailed below. They also enable students to develop higher-order thinking skills (HOTS) and provide a forum for sharing cultural practices.

► Listening

- Students listen to each other in pair work, small group work, and class discussion activities.
- Students listen to the instructor, who modifies language (in word choice, sentence structure) to meet students' learning needs, modifies concepts for better retention, models correct pronunciation, and uses new target vocabulary repeatedly.
- Students listen to themselves, building confidence, having their experience and observations validated by instructor and co-learners, and comparing their own speech to speech modeled by instructor.
- Students can do a post-lesson "Review and Writing Practice" activity with the ELL teacher that includes listening practice.

► Speaking

- Students begin activities by sharing personal experience and current knowledge, which also validates that experience and knowledge.
- Students use and manipulate target vocabulary repeatedly.
- Students get controlled practice in group activities.
- Students apply new language and concepts in personally meaningful ways (in small group and open class discussions).
- Students practice functional expressions to ask for information.
- Students can do a post-lesson "Review and Writing Practice" activity with the ELL teacher that includes pronunciation practice.

► Reading

- Students read the board, headers, cards, labeled pictures, signs, charts, and food labels.

- Students read instructions and handouts (in-class tasks and take-home reference sheets).
- Students scan for information on charts and labels.
- Students can do supplementary review with English language classroom instructor.
- Students can do a post-lesson “Review and Writing Practice” activity with the ELL teacher that includes reading practice.

► **Writing**

- Students copy off the board.
- Students complete handouts with true/false, gap fill, and chart formats.
- Students get spelling review with new and “old” vocabulary on handouts.
- Students can do a post-lesson “Review and Writing Practice” activity with the ELL teacher that includes writing practice.

► **Higher Order Thinking Skills (HOTS)**

- Students categorize foods in groups.
- Students compare and contrast the merits of foods and food practices.
- Students justify and explain groupings and decisions.

► **Cross-Cultural Awareness**

- Students describe their cultural food practices.
- Students learn about food practices from other cultures, including the United States.
- Students share reactions, difficulties, and adaptations to foods and food practices in the United States in a non-threatening environment.
- Students develop a greater openness toward new behaviors and ideas.

Review and Writing Practice: What, Why, and How

The “Review and Writing Practice” activity is designed for use by the ELL teacher. Ideally, it is used a few days after the nutrition educator completes a lesson. The activity can take as little as 15 minutes to complete or as long as 40 minutes, depending on the English proficiency of the class, the combination of steps used, and the extent of student involvement. We recognize that you may or may not be able to do this activity, or may only be able to do it in part, depending on your time or the make up of your class. The “Review and Writing Practice” is an enhancement to the curriculum, not a required activity. It is a response to requests from some nutrition educators and ELL teachers for a follow-up activity that systematically combines nutritional and ELL instruction.

“Review and Writing Practice” is a variation on the written dictation, which is considered “old-fashioned” by some. Although dictations are no longer a standard part of writing programs in most American schools, they do have a unique part in ELL instruction. In *Simply Good Eating for English Language Learners*, “Review and Writing Practice” allows students to consolidate and review nutrition and ELL instruction simultaneously. Moreover, most students really enjoy the activity.

Objectives of “Review and Writing Practice,” Activity

- To create continuity between the nutrition education and English language learning, thereby validating the nutrition education component
- To integrate writing, listening, speaking, and reading into a single activity for each nutrition topic
- To review key concepts in small, regular “doses” to allow for optimum retention of new information about nutrition
- To reinforce healthy nutrition *behavior* rather than food facts
- To encourage independent learning by encouraging self-correction and peer-correction among students
- To empower students by giving them the role of instructor
- To alert students to their pronunciation difficulties by enrolling the entire class as the “barometer”
- To practice writing conventions including spelling, capitalization, and punctuation
- To accommodate students who have different learning styles, work more slowly, or need more repetition

How to Use This Activity

Step 1. Dictation

- a. Tell students to write EVERY WORD of each sentence they hear. Read a sentence through completely. Then break it into smaller chunks, repeating as many times as needed. Finish by re-reading the full sentence. If students need further repetition, repeat the sentence in whole or in part.

- b. Read the remaining sentences as described above.

OR

After reading two or three of the sentences as described above in “a,” invite a student to take your place at the front of the class as the reader. Choose a student who speaks clearly and can easily imitate the reading style required in this activity. Ask her/him to read the next sentence in the way that you have demonstrated. Invite another student to read the next sentence and so on. Involving students in this way minimizes “teacher talk” and maximizes student involvement. (Once students get used to this activity and do it lesson after lesson, you may be able to turn over reading of all the sentences to the students.)

You will find that the readers will speak slowly and clearly and that their classmates will take the initiative to ask for repetition. Students enjoy this change in roles and many of them, though not all, will look forward to taking a turn.

Keep a record of which students come forward to read in each lesson to ensure that everyone who wants to gets the opportunity in a subsequent lesson.

Step 2: Correction

- a. Ask students to compare their written sentences and make any changes they want.
- b. Show the correct sentences using an overhead transparency and then ask students to correct their own work again or the work of another student. This can be preferable to handing out hard copies because many students will not take the time to review their own sentences carefully or make corrections.

OR

Ask for five volunteers to write one sentence each on the board and then elicit corrections from the class. This takes more time but students enjoy it.

Step 3: Extra speaking practice

- a. Read the sentences aloud together.

OR

Ask individual students to read the sentences, allowing them to refine pronunciation. This allows students to compare their own speech with an accurate model.

- b. You may find that students enjoy recalling sentences from memory, since they will find they have learned something correctly and spoken English correctly. Tell students to turn over their papers. Ask them to recall sentences without looking at their papers and to repeat the sentences aloud slowly and clearly.