**Amelia 170818**

**A:** My name’s Amelia, I work for Carringbush Adult Education. The class is a preliminary class, so majority - when we do lessons, it’s normally a lot of oracy, a lot of oral, before introducing any written form. The purpose of my task was to help students get to the independent stages of writing and it was a procedural instructional text to write a recipe for Vietnamese rice paper rolls of at least four stages. It was a really valuable process. I think a lot of it happens quite naturally in the class, but it was really good to be very explicit about that and to flesh it out and go into a bit more depth in terms of thinking about my rationale. So I found that it was a great process. The students really loved it. We did a lot of work at the start using images as prompts for the method, for the nouns, and I encouraged them a lot to use their first language as well, which was a lot of fun.

The procedure itself was actually very fast, because a lot of the students were from a Vietnamese background and they disregarded the written form of the recipe because of that level of experience they had and familiarity with the topic. But I think it was good to start with a theme that they were comfortable with to develop their confidence, and then we’d move on to stretching it and extending the difficulty. What was great in class was that to see, I guess, the sharing of cultures, they were all really interested in talking about their own cultural dishes and asking each other questions about that. A lot of them hadn’t tried Vietnamese paper rolls and they were very apprehensive, and it was lovely to see them experiment and play. It was a real sense of discovery, I think, and that was great. So it was a good process all in all.

**Q:** Great. Assessment at all?

**A:** Yeah, so we worked up to the final assessment. I was actually a bit worried that they would be able to memorise the written - the recipe, but it was still a stretch for them to recreate the same recipe. But we used the visual prompts a lot to help them with their writing.

**Q:** What age group?

**A:** Adults.

**Q:** Young adults, or a mixture?

**A:** Mostly older adults, probably forties, fifties, sixties. Probably not many in their thirties and twenties.

**Q:** And how long would they have been in Australia?

**A:** Some of them up to maybe 30 years, some of them are AMEP students, so less than five. So some between one and five years, but a lot of them around about 15-20 years.

**Q:** Okay, great.