

English Innovations Curriculum Excerpts: Lessons and Guides for Coaches

English as a Gateway Partner Convening

Washington, D.C.

February 3-5, 2020



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WELCOME TO ENGLISH INNOVATIONS!

Welcome to English Innovations and thank you for joining OneAmerica as we strive to transform how English is taught in the United States. This overview describes our vision and approach, as well as the focus and content of our curriculum.

Why English Innovations?

Immigrants and refugees face many challenges in their efforts to fully integrate into daily life in the U.S. One of the most significant challenges is lack of English proficiency. As the language of opportunity, English helps immigrants support their children's schooling and, through education and training, find work that can sustain a family. Research shows that full proficiency in English is closely correlated with higher wages and academic success. Greater English competence also allows for increased civic involvement, the ability to better negotiate life in a complex society and a stronger chance to become a U.S. citizen.

But English proficiency alone is not enough to meet the demands of our modern society, which is marked by rapid technological change. Access to information, goods and services increasingly requires digital skills and the ability to use personal devices to get things done at home, at school, at work and in the community. Equally important is competence in using the digital tools necessary to navigate the internet and to communicate through social media.

English Innovations[®] (EI) is an educational model that integrates English language learning and technology in ways that allow students to acquire two skills at once. Students learn to combine these skills for practical purposes as well as to enrich and improve their lives. EI offers a collaborative, supportive learning environment that encourages social learning through peer-to-peer interaction. Our curriculum highlights English for communication, self-expression, civic engagement, and demonstrates the use of digital tools in the context of life, work and community.

OUR VISION

Currently, OneAmerica offers English Innovations as a high-quality English-language and digital-literacy instruction model that is delivered by community-centered host organizations across the U.S. In partnership with the National Partnership for New Americans and the English as a Gateway initiative, we hope to increase the capacity of host organizations to deliver English classes to hard-to-reach populations while meaningfully and positively contributing to the way English is taught across the country.

Host organizations join a learning community by sharing skills, resources and lessons learned that contribute to ongoing improvement to the EI model, and the opportunity to bring a meaningful, innovative curriculum to adults who, in many cases, don't have access to English classes or find that conventional classes don't meet their needs. By grounding our model in host organizations, particularly those committed to community-building and civic engagement, we help to connect EI participants to broader efforts to make meaningful change in their lives as well as in their communities and in society at large.

English Innovations has served and will continue to serve a wide array of immigrants and refugees with diverse needs and goals. To date, EI has reached and strives to continue reaching the following groups:

- Adults who need improved English and technology skills to advance in the workforce
- Individuals on the path to citizenship who need the English skills necessary to pass the naturalization test and integrate fully into civic life in the U.S.
- Parents who need English skills to navigate the early learning and K-12 school system and help their children succeed
- Individuals with limited education from their home countries who need a supportive learning environment to build their competence and confidence as adults capable of learning on their own
- Higher skilled adults with diplomas, certificates or degrees from their home countries who can benefit from the accelerated English learning option that partial self-study provides

The course is intended to be a springboard for students to move forward to a better job, further education, citizenship or whatever the goals they have set for themselves might be. A core principle of the learning design is for students to increase their ability to speak up and speak out for change in their community.

THE ENGLISH INNOVATIONS APPROACH

The EI learning model is successful because it combines three key components: contextualized English language acquisition, digital literacy, and community-building. EI uses a blended approach that combines guided classroom learning with independent, out-of-class learning on a personal digital device (such as a smartphone or a tablet loaned to students while they are enrolled in the course). This structure allows for learning anytime, anywhere, and supports greater development and use of skills as students continue to study and learn on their own. This approach takes into account that adult learners, who typically have jobs and families, need flexible learning time.

The key features of the EI model include:

- A curriculum designed for English learners at a high-beginning to low-intermediate level
- A professionally developed curriculum containing weekly units adaptable to different environments and a range of English proficiency levels
- 12 weeks of semi-intensive instruction totaling 100 hours of instruction, comprised of 76 hours in-class learning, and 24 hours out-of-class, self-paced learning
- An approach that focuses on social communication skills, digital skills for daily living and topics and themes that matter to students. All skills are integrated and vocabulary, grammar and pronunciation derive from specific tasks students are engaged in
- Student-centered learning opportunities with an emphasis on peer to peer support designed as a jumping-off point to self-study or further education
- Social learning in cohorts designed to facilitate cognitive, social and emotional engagement
- Opportunities to learn about and discuss issues of concern in the community, with a particular emphasis on topics that speak to the experience of immigrants and refugees

- A focus on community engagement that moves students from becoming aware of the resources a community offers to discussion of concerns that matter to them and their community to participating with others in making change toward a more just and equitable community

Host organizations dedicated to serving immigrants and refugees implement the model in local communities, thereby helping to foster linguistic, civic and economic integration. The host organizations conduct culturally responsive outreach and train a diverse set of coaches and tutors in the EI approach. Volunteer tutors - many who come from the community of the learners, including former students - further strengthen community engagement by supporting in-class instruction. The model strives for a ratio of one tutor for every five students.

Starting in 2020, the National Partnership for New Americans will take over administration of the national sites as part of their English as a Gateway effort. OA English Innovations will offer support, guidance and professional development to NPNA and its sites. A new curriculum and a new set of learning materials will be developed and field test in the classes that are part of the Washington State sites with an eye toward implementation across all sites.

English Innovations supports students as they work toward important goals in their lives, whether it's getting on a citizenship pathway, participating in elections, or taking a leadership role in building power in their community. The class is part of a larger effort to improve the lives of individuals and families in immigrant communities. Students work towards linguistic, economic and civic integration as they gain increased confidence in their abilities on the job, at school, and in daily life as New Americans.

PROVEN SUCCESS

EI was piloted in the Seattle area from 2011-2013, at six sites nationwide in 2015-2016, and in Washington State base communities in 2017-2019, reaching over 2,000 adult English learners to date. Results from multiple class cycles showed important indicators of success, including:

- In the 2011-2013 pilot, nearly 70% of post-tested students achieved significant language learning gains, with nearly 60% of students completing an entire language learning level in 12 weeks, compared to a 41% completion rate in traditional ESL courses. In addition to achieving rapid gains in English and technology skills, students also reported heightened competence in using English and digital skills and increased community participation. 97% of participants reported that upon completing the course they were more comfortable communicating in English, and 96% were more comfortable using a computer.
- In a survey conducted with over 500 students as part of an outside evaluation for program years 2015-2016, students reported significant increases in English communication skills and in the use of digital tools. They also reported increased confidence in using English. 96 % percent said they would recommend English Innovations to other students.
- In a focus group conducted in 2019, EI participants in Washington State were unanimous in reporting that the program had increased their confidence, their leadership skills and their ability to make change in their community.
- The program has been successfully field-tested and integrated into workplaces, public libraries, community colleges, unions and community-based organizations,

demonstrating that its unique structure is adaptable by many types of organizations and neighborhoods.

THE CURRICULUM

At the core of English Innovations is a professionally created and designed curriculum that includes learning units for the full 100 hours of instruction. It reflects a task-based model of instruction focused on using skills “to get things done”. It uses a collaborative approach, asking students to work in pairs or small groups to discuss problems, complete tasks, share information and explore ideas. The theoretical foundation of English Innovations draws from related fields of second language acquisition, cognitive sciences, and social learning theory. It blends intentional teaching (using guided practice and peer to peer interactions) with inquiry learning inviting students to explore topics of interest and use various digital tools to gain information and express ideas.

A well-defined set of teaching and learning strategies recur throughout the curriculum. Based on both research and evidence from the field, these include instructional strategies such as *Think, Pair, Share*; storyboards, using problem-based scenarios; and Project-based Learning.

The curriculum is adaptable: as technology changes the curriculum adapts. The nature of technology (a rapid evolution that leaves devices, programs, and apps obsolete) creates the need for an adaptable, living curriculum that integrates the latest technology tools. For example, in the 2011 to 2013 pilot, EI used LiveMocha, and in the 2015-2016 pilot, EI used Xenos (developed by Learning Games Network). As we move into 2020, the curriculum continues to be adapted to use a number of free online resources that students use for continued learning beyond the scope of the class, including: Duolingo, We Speak New York City, and Freerice.com. With easily accessible digital applications both in and out of class, students continue to develop and practice transferable digital skills that they can use in their daily lives.

In 2020 we are field testing an online Platform, Burlington English to see what benefits students might gain from working independently using a structured ESL program. We are aligning themes and skills addressed in the online course with EI topics so that students can experience a coordinated and integrated model with components that support each other and enrich learning.

This curriculum reflects the work of the EI team over three phases of development (2011-2013; 2015-2017; 2017-2019). Sites across the U.S. have used the lessons, tools and strategies outlined here, collaborated with us and contributed ideas. It has evolved from a varied set of activities outlined in the pilot to a coherent model that follows a logical flow. Yet, the curriculum is not static. It continues to evolve as new sites come on board and older sites shift focus or serve a new population. Changes in technology will no doubt also shape new editions.

As we go to press, we already hear requests for adaptations such as on-ramps to existing sections for beginning level learners, topics and strategies that speak to family and community engagement and a greater emphasis on work readiness skills. There is further work underway to design learning strategies that help students and teachers explore possible “next step” programs in their community and build the workforce and language skills they need to succeed. We are hoping to work with programs and individuals who can help guide this process to identify resources, adapt and expand existing units and create new lessons.

Curriculum Features

Blended Learning Integrates Technology Tools

Each unit includes both in-class learning and linked out-of-class assignments that learners complete on their own. Digital tasks, language learning and building a community classroom are integrated with the guided use of applications such as *What's App*, internet search skills, multimedia (music, photographs, video), social media and other online tools to communicate and increase students' digital skills and competence. In 2020, English Innovations will field test the integration of an online course (Burlington English or Voxy) into the curriculum.

Multimedia Encourages Involved Learning and Self-expression

EI focuses on social interaction, communication skills and English for self-expression, including ideas for using storyboards and sketches to help learners communicate their ideas. The curriculum uses videos from YouTube and the Emmy Award-winning series *We Speak New York City* to build listening comprehension and discussion skills, and learners are encouraged to use the episodes they want to watch outside of the classroom. A key segment of the curriculum focuses on digital storytelling, guiding students to create, edit and publish their own videos and share them with others in their community and beyond.

Understanding How English Works Encourages Language Awareness and Language Curiosity

English Innovations is designed to build language fluency and strengthen students' confidence in understanding and using English by offering ongoing opportunities to hear English and interact in English. The curriculum uses "just in time learning" offering selected insights into English grammar through a recurring section called "How English Works." The approach encourages students to pay attention to words and structures they see and hear so they can increase their own language awareness and engage in the language used around them.

Multiple Assessments Offer a Broad Picture of Students' Strengths

English Innovations uses both a standardized test and curriculum-based assessments. EI uses the BEST Plus Test, a measure that better reflects EI's focus on face-to-face English communication skills. Assessments also include a technology survey designed to capture changes in the knowledge and use of digital literacy tools and online learning. A third area of assessment is in community engagement. Students are surveyed to gauge and understand their level of involvement in their community, their leadership skills, and where they are on their path to power.

In addition, each unit in the curriculum integrates multiple feedback channels so that topics, skills and pace can be adjusted to meet student needs. Feedback opportunities include daily *Quick Checks* that offer students a chance to respond individually, indicating how they feel after a class, what they enjoyed, how much they understood and/or what may have been difficult for them. Each unit also includes *Can Do* checklists that allow students to self-assess the skills they gained and demonstrate these skills to a teacher, volunteer or peer.

Civic engagement and Community Building

English Innovations increasingly focuses on community engagement, encouraging students to learn more about their communities, become aware of issues that affect immigrants and refugees, learn about their rights, and participate in local or state advocacy efforts. EI involves students in gaining the confidence they need to participate in civic life. This includes sharing their story to collectively generate a new immigrant narrative. The community-building aspect is designed to support students in taking leadership on issues that impact them, their families and their communities. We believe that it is necessary for our society and democracy for immigrants to represent themselves, in person and through the internet, in the news and in the political arena.

A Wide Range of Topics Reflect Students' Lives

The themes that make up the EI Units speak to the lives of students and the stories they have to tell. They include discussions of dreams and aspirations, descriptions of one's journey to the United States, stories of family, favorite places and hometowns, talents and skills, discussions of health and wellness, and explorations of economic and skills-building opportunities. The ultimate goal of the EI curriculum is to provide students with skills, strategies and information that will allow them to navigate their lives in the U.S. with more confidence and inspire continued learning and growth.

Supports for EI Partners

OneAmerica provides technical resources to partner organizations including training on the learning model, technical support and coaching and support with fundraising. OneAmerica utilizes a dynamic project management tool to facilitate program implementation and exchanges among sites and EI Coaches. Sites are also provided with volunteer recruitment, training and management tools.

Added benefits for EI partners include being part of the National Partnership for New Americans and their English as a Gateway effort. NPNA is a coalition of 29 immigrant advocacy organizations, established to leverage existing immigrant integration work and expertise among member organizations for greater collective impact.

2020 CURRICULUM STEP BY STEP COACHING GUIDE: NAME TENT (STUDENT HANDOUT UNIT 1)

Purpose: The Name Tent tasks lets beginning level students introduce themselves in English. They write their name on one side of a folding piece of card stock and create two sketches on the back: They sketch one thing they like and another thing they dislike (or don't like).



STEP BY STEP:

1. Model the task for the class. Write your name and say it. Say "I like..." while you draw a heart and a sketch of something you like (*dancing; playing an instrument; watching TV*). Draw a heart with a line through it and say "But I dislike" and draw a second picture.
2. Hand out card stock. Ask a tutor to fold the card stock in half and say "My name is? *What is your name?*" (Tutor writes their name). Ask *What do you like?* (Tutor draws). *What do you **not** like?* (Tutor draws). Ask the tutor to introduce themselves (*My name is and I like ...*).
3. Invite students to complete their own Name Tents, including sketches.
4. Ask students to work in pairs or small groups to say their names and say "I like... But I dislike (or don't like), pointing to their sketches.... Encourage turn taking and have students ask "And you?"
5. Ask students to raise their hand if they need a word in English. It's also okay for students to use bilingual dictionaries (paper or digital).
6. Ask students to move around the room and talk to another person, showing their name tent and following the model.
7. Model **introducing** another person (tutor or student). Say "This is (Ana). Ana likes... But Ana dislikes..." (*repeat with emphasis ...Ana does **not** like...*)
8. Invite several students to introduce another person (applaud after they do). Do not correct their grammar (they will study *he/she; like/likes* later).
9. Ask students to write down the English words for what they like and dislike (they can write it phonetically) and study them.
10. Next class period, ask students to introduce another person.

Why it works:

- Sketching lets students get their ideas across even with minimal English.
- Students are likely to remember words that are about themselves, offering early success.
- Key words for *likes* and *dislikes* can be translated.
- Students introducing themselves and each other builds community.
- Students experience a class period where mostly English is spoken; yet tasks and examples are understood.
- Demonstrating and modeling a task builds clarity and allows everyone to understand regardless of English proficiency.
- More advanced students are free to offer additional information about themselves.

2020 CURRICULUM STEP BY STEP COACHING GUIDE: WHAT'S NEW (STUDENT HANDOUT UNIT 2)

Purpose: Discussing with students what's new in their lives, their communities and the world helps them to stay connected with each other and builds background knowledge related to current events. Exploring news from the community fosters community engagement and lets students think about changes and the effect on people's lives.

STEP BY STEP:

1. Familiarize yourself with news from the community and with national news. Identify some human interest stories that your students might relate to (consider a story from Humans of New York <https://www.humansofnewyork.com/post/611868194812166100/we-used-to-go-to-kfc-all-the-time-when-i-was-a>). Ask tutors to do the same.
2. Ask students to tell you some of the news they have heard about over the last month or so, including news from their country. If possible, bring in a community paper or a national paper or project a news site like USA Today. Show students the headlines.
3. Explain that news is all around us. Some good; some bad; there is news in the community, in the nation, and in the world. But most of us also have personal news: Events; things we have done; things we plan to do. Share some personal news from your family, your neighbors or your friends.
4. Walk students through the handout and give examples. Ask them to work in a small group and talk about news they know about. They can fill in the boxes in any sequence they like.

Do a **Quick Check**. Ask students: *In your opinion, which news is the most important for families in our community? Is this news good news or bad news? Why?*

STUDENT HANDOUT: WHAT'S NEW?



Instructions:

Everyday something new happens, in your community, in the world, and in your life. Some news lifts your heart; other news breaks your heart and some news just leaves you cold.

Think about the news. Listen to your coach.

What's new in your community? In the world or in the nation? In your personal life? What's the news from your home country or your home town?

1. News in the Community:

Listen to the radio, watch a community TV station, look at a local paper or talk with others. What's the news in your community? What's happening at your children's school? What about your work? Are there changes happening in your community or at work? Are they good changes?

Work in a small group and discuss the local news. Write a few words in the box

News in My Community

2. News of the World:

Watch a few minutes of the national news or look at a newspaper headline. What events are making news? Is it good news or not so good news? How does this news affect you or your family? How about other people or other groups, are they affected?

Work in a small group and discuss the local news. Write a few words in the box

News of the World

3. News in Your Life

What is happening in your life? Do you have good news? Not so good news? How about your family, is someone getting married? Are there birthdays or graduations? Any new babies? How do you feel about this news?

Think about the News in your Life. Write a few words in the box. Share your news with a partner and then with the whole class.

News in My Life:



2020 CURRICULUM STEP BY STEP COACHING GUIDE: BIO POEM (STUDENT HANDOUT UNIT 4)

Purpose: Bio Poems are designed to let students write about out their lives, hopes, and fears in an easy format and share their thoughts with others. They get the opportunity to connect their feelings to what others might feel.

STEP BY STEP:

1. Tell students that all of us have a story. We can tell our story in different ways – talking, drawing, writing, creating a video. Our story includes what we love, and what we fear and who tells others who we are. One way to tell our story is to write a poem.
2. Use Kristen’s Bio Poem on top of the hand-out as a model and share your own Bio Poem. Ask tutors to do the same. (for a funny teacher example, see <https://www.youtube.com/watch?v=9H-1MIJk2nQ>)
3. Explain that writing bio poems is popular in grade schools, high schools and even colleges. Some students create presentations or produce videos. Show students an example from the web <https://www.youtube.com/watch?v=IUt4NUOXJss>
4. Discuss descriptors that we use to talk about ourselves. Use people you know as examples For ideas, use <https://www.compatibilitycode.com/book-resources/personal-qualities-list-and-descriptions/>
5. Ask students to describe one or more of their children or another person in 3 words.
6. Hand out the Bio Poem template and play another video. Stop at each line so students see examples <https://www.youtube.com/watch?v=G8a5fA9f4AA>.
7. Invite students to work in small groups with a tutor to fill in the template for themselves or someone they know. Ask students to share their poems at their tables.
8. Encourage them to finish or edit their work at home. Invite students to present their poems in front of the class the next class period.
9. Discuss some of the hopes we all have and some of the fears. Discuss what a community can do to keep hopes alive. Discuss what needs to be in place so people can live without fear.
10. Show students how to video themselves reading their poems.

Why it works:

- Telling your story is a way to represent yourself to the world in your own terms.
- Discussing hopes and fears builds self-awareness and highlights our common humanity.
- Coaches and tutors telling their story helps students see their teachers as open and vulnerable.
- Seeing examples on video makes a task come alive.
- Working in a group breaks down isolation and allows students to help each other.
- Highlighting common fears and hopes becomes an entry point for moving from personal experiences to common concerns of immigrants and refugees.
- Discussing hopes, and fears shared by members of a community opens the way to community engagement and strategies for making change.



*Kristen
Originally from Seattle
Daughter of Noli and Cecilia
Who loves Hot Cheetos
Who feels too cold in the winter
Who gives hugs to dogs
Who needs alone time
Who fears throw up
Who wants to travel the world
Resident of Washington
Funny, Creative, and Tenacious
Kristen*

STEPS TO CREATING A BIO POEM:

1. Create your own Bio Poem
2. Practice reading your poem
3. Record a video of yourself
4. Bio Poem Project – Create a Google Slides presentation

Bio Poem – 12 Line Template

Line 1: Name

Line 2: Originally from _____

Line 3: Mother/Father/Husband/Wife/Daughter/Son/ or Friend of _____

Line 4: Who loves _____

Line 5: Who feels _____

Line 6: Who gives _____

Line 7: Who needs _____

Line 8: Who fears _____

Line 9: Who wants to (action) _____

Line 10: Resident of (place) _____

Line 11: Description of self in 3 words

Line 12: Name

2020 CURRICULUM STEP BY STEP COACHING GUIDE: WHAT IS YOUR SUPERPOWER (STUDENT HANDOUT UNIT 4)

Purpose: To let students have fun thinking about super heroes and give them a chance to talk about their own personal superpowers; to discuss how power can be used to work with others to make change



STEP BY STEP:

1. Project slides of superheroes that students might know. Talk about your favorite superhero and ask students what superheroes they or their children like.
2. Discuss that every person has secret powers and skills (p.1 of the hand out).
3. Think- Pair – Share: Ask students to think about a special talent or skills that people might have. They share with a partner and then create a list as part of the class.
4. Ask students their opinions on what skills a Doctor, Chef or Mom should have to be a “good doctor,” popular chef, or loving Mom. (Study some of the descriptors on the bottom of p.3.)
5. Draw a big sketch of a superpower you have (don’t be shy.) Ask your tutors to do the same (include some of the descriptors from p.4).
6. Ask students to give examples of what it means to be patient, loving, handy etc. and have them work in pairs to match descriptors with explanations.
7. Ask students to take minute to think about their own superpower and draw a sketch. Have students move around the room and share their sketches and explain what they represent.
8. Invite a couple of students to show their sketches to the class and explain their superpowers.
9. Discuss how we can use our power in small and large ways: To support others, gain respect, feel good about ourselves and have your family be proud.
10. Explain that when individuals share their power, power multiplies and change happens. History shows that this is true. Mention that Mexican farmworkers united to get better wages and better working conditions; African Americans marched in the streets to get social justice, and in 2020, thousands of women protested in Mexico and demanded an end to violence against women. (Assure students that they will talk more about working together to build power for positive change.)

Why it Works:

- Becoming aware of one’s own skills and abilities builds confidence.
- Sharing superpowers allows students to have fun and interact with each other in playful ways.
- (Seeing) other student draw their sketches shows which individuals are talented sketch artists.
- Linking personal power to the power of groups, creates an understanding of the importance of civic participation.
- Hearing about social justice movements in history demonstrates the difference that collective action can make.

2020 CURRICULUM STEP BY STEP COACHING GUIDE: WE SPEAK NYC AND WE ARE NEW YORK (STUDENT HANDOUT: WE SPEAK NYC GUIDE FOR STUDENTS)

Note: The first season of the video series, We Are New York, is featured in our older curriculum (now on Podio) along with prompts for sharing ideas and participating in discussions. Both series are now offered in New York City and elsewhere as part of resources for students whose classes are moving online.

Purpose: Using the strategies below and the Student Guide will help our learners to get the most of the online video programs We Are New York and We Speak NYC. The videos and accompanying print materials offer students a chance to watch compelling content, improve their listening skills, and discuss issues that the characters face. The print materials (Study Guides) reinforce language skills and offer additional practice. By demonstrating the process of navigating the site and taking advantage of many of its features, students learn strategies for moving not only through the We Speak NYC website but through other websites that have similar features. Showing students how to use the video series at home (after demonstrating the features in class and practicing navigation skills) helps to extend learning and builds digital confidence and competence.

Note: The first season of the video series, We Are New York, is featured in our older curriculum (now on Podio) along with prompts for sharing ideas and participating in discussions. All videos in the series are available on YouTube.

STEP BY STEP

1. Explain that one of the best ways to learn English without working too hard is to watch films and videos in English. Ask students if they ever watch the news, movies or videos in English.
2. Set up a *Think-Pair-Share* to have students share examples and discuss how this helps them with their English. Inquire about subtitles.
3. Explain that the City of New York has spent over a million dollars to develop a TV video series for immigrants and refugees in New York who want to improve their English. These videos are now online and everyone can watch them for free. We are now using them in English Innovations.
4. Show the splash page for *We Speak NYC* and ask students “what do you see?” Draw students’ attention to the drop-down menus and explain that many websites have drop down menus on their menu bars.
5. *Set up a scenario: Maria wants to learn more English. She likes movies and videos. A friend tells her about We Speak NYC and she looks at the site <https://wespeaknyc.cityofnewyork.us/>. Maria has trouble reading small print. Where should she go to make the print bigger? Maria would like help in her own language. Can she click somewhere to get a translation? She wants to watch videos but is not sure where to find them. Where should she click?*
6. Move back to the *Learn English* tab and show the Episodes page: <https://wespeaknyc.cityofnewyork.us/episodes/>
7. Ask students to work in pairs, select a show and watch a few minutes of the episode. Bring the class back together to discuss what students watched and how they liked it.
8. Bring the group back together. Select **Census Girl** (relatively easy English featuring a very diverse group of learners. Review the tabs, including the Practice Tab.
9. Depending on the interest of your students, you can also start with *Ronaldo’s Rights* (work) or *Crossing the Street* (family literacy) or introduce those later.
10. Introduce the **We Speak NYC Guide for Students** and walk the group through the steps. Demonstrate the steps in class and encourage students to keep learning on their own. Ask individual students to demonstrate steps each time you introduce a new episode.



We Speak NYC Guide for Students

<https://wespeaknyc.cityofnewyork.us/episodes/>

| How to Study We Speak NYC (Time: 1.5 hours in class + 1~2 hours at home for each episode) | | In CLASS | At HOME |
|--|--|----------|---------|
| 1 | <i>Optional:</i> Use the “translate” tool to change to your first language. | (X) | |
| 2 | Read the short summary (in preferred language). | X | |
| 3 | <i>Optional in class (as time permits):</i> Download the Images and Words (PDF). Guess what is going on. Share your thoughts with a partner or in small groups. | (X) | X |
| 4 | Download the Short Story (PDF). Take turns reading each slide with a partner or in small groups. Take notes on new vocabulary. | X | |
| 5 | Watch some of the video in class. Finish watching all of the video at home. <i>Optional:</i> Select closed captioning (subtitles). <i>Optional:</i> Adjust the speed to .75 (slower). | X | X |
| 6 | <i>Optional:</i> Check the script in your language and in English for a better understanding. | | (X) |
| 7 | Download the Study Guide (PDF). Start the exercises in class. Complete the exercises at home. Check your answers. Ask if you have questions. | X | X |
| 8 | Try the Practice (quizzes) section! | | X |
| <i>(For self-study, complete ALL the steps with any video of your choice.)</i> | | | |