



Language Learning Techniques: Information for Working with your Language Helper

ICCT Second Language Acquisition
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Language Learning Techniques (LLT) sessions give you hands-on experience in language learning. In most of the sessions you will focus on applying skills learned in the course to working with a language helper, and this document provides instructions for working with your helper. If you are a non-beginner in your helper’s native language, your LLT instructor may give you lesson plans that have been adjusted for your proficiency level.

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1 – LLT Session Materials

During your LLT sessions that involve working with a language helper, you will learn how to direct your own learning in an organized way, much like a language teacher organizes a class. You will learn how to set appropriate learning goals, develop unit and lesson plans, and evaluate your own progress.

Unit A: Greetings

During your first sessions with your LH, you will go through Unit Plan A: Greetings that we have developed for you. The activities and goals are designed so that you start to grasp how to work with a LH and what it means for you to direct your own learning.

Learner Training Objectives

- learn by a variety of new language learning techniques/activities
- work with language helper
 - elicit useful speech
 - transcribe data
 - record data
 - practice with helper using variety of techniques/activities
- use digital recordings
 - edit recordings with Audacity
 - practice with recordings
- evaluate learning experiences

Language Objectives (Beginning Learners)

Upon completing this unit learners will be able, in the context of a small gathering of people where the LLT language is spoken, to:

- greet people
- say a couple of things about themselves
- ask for repetition if they don't understand something

(the objectives for non-beginners will be somewhat different, and materials will be provided by your LLT instructor)

Time Frame

Approximately 2 ½ - 3 hours to work with a language helper, spread across three sessions

You have made arrangements to meet with your language helper over these next few weeks, and you may be concerned about how this first meeting will go, exactly what it is you are supposed to do, whether you'll make some major cultural blunder and not even know it, etc. That's normal, very normal. And keep in mind that your helper is probably even more concerned about this first meeting than you are, especially if the two of you are new acquaintances.

Lesson Plan 1A gives you step-by-step directions for the language learning tasks that you will do in your first helper session. But before you jump into these tasks, you will need to take a little time to get acquainted and explain what you expect your helper to do. Let's talk about each of these.

Getting acquainted

Take a few minutes for friendly conversation. Do what you can to set your helper's mind at ease about your sessions together. If he/she has limited English proficiency, which is often the case, be careful with idioms (e.g., "it's raining cats and dogs today"), slang, and generally complex language. As much as possible, try to be very relaxed and low key.

Before your session begins, you may want to think of simple things you can say and simple questions you can ask. For example, you might ask about the helper's family, how long he or she has been in the U.S., etc. If you are meeting in person, you may want to take some pictures of your family, or if you're meeting on Skype, you can hold up a fairly large picture of your family.

Explaining what the helper will do

Describing to your helper what these sessions will be like can be somewhat tricky, and what is appropriate or adequate varies considerably. However, it's generally better not to give too much detail, as that can be confusing as well as intimidating, causing the helper to think that he or she is not up to the task of working with you in this capacity.

We strongly encourage you never to call your helper a teacher or tutor and not to refer to yourself as his/her student, as this introduces a set of expectations that we don't want for this relationship.

Here are some points you may want to make, but adjust what you say as needed:

- I (we) want to learn some _____ (helper's language)
- I (we) will ask you how to say some things in _____ (helper's language).
- I (we) will need a lot of practice. I (we) will need to say the same thing many times, and you can tell me (us) if it is right or wrong.
- You do not need to do any preparation for our meetings. I (we) will have a plan (or outline) for what we will do each time we meet.

Possible complications

1. **Your helper sees himself/herself as your teacher or tutor.** Occasionally a helper will come to the first session with a language book or some sort of lesson plan, and especially if the helper has been a teacher in his/her own country, he/she may want to take charge of the

session, telling you what you need to do to learn the language. (This is the reason your initial pre-course instructions told you not to choose a language teacher to be your helper.) This can be a difficult situation, but as quickly and appropriately as you can do so, you will need to make it clear that you have certain things that you are required to do in these sessions with the helper.

Exactly what you say will depend on your situation, but generally it's better to praise the helper for being a good language teacher, and affirm him/her for wanting to work hard to make sure you learn the language. Keep in mind that the helper may have spent a lot of time preparing for this session and he/she is taking it very seriously, so your being gracious and affirming can go a long way in helping him/her to save face, feel appreciated, want to continue working with you, and in the end be a very good helper.

But you will need to make clear that you are taking a course to help you become a better language learner, and as part of this course you are required to make lesson plans for doing some very specific things with a native speaker of another language. Feel free to put the blame on the SLA course or your SLA instructors, by saying that you are required to use the lesson plans that you will bring to each session, and afterwards you will have to write a report telling your instructor exactly what you did with your helper.

Also, as noted above, be very careful not to use the words *teacher*, *tutor* or *student*.

2. **Your helper's language is not your on-field target language.** You will have to decide about how much is appropriate to say at this point, but it can easily become way too complicated to try to explain that you are now learning a little _____ (e.g., Spanish) but you are going to _____ (e.g., Turkey). If your helper doesn't have much proficiency in English, you may want to wait until a little later to tell him/her that you won't be going to his/her country, at least not right away. But at some point you will need to tell him/her that you are learning a little _____ (e.g., Spanish) in order to learn how to learn language from talking one-on-one with people who speak another language. You might also say that you would love to go to _____ (e.g., Bolivia, Spain, etc.) in the future.

Unit A, Lesson 1A

(45-60 minutes with language helper, including time for preliminaries on pp. 3-4)

LANGUAGE OBJECTIVES FOR THIS LESSON (beginning learners)

Upon completing this unit learners will be able, in the context of a small gathering of people where the LLT language is spoken, to:

- greet people
- say a couple of things about themselves
- ask for repetition if they don't understand something

(the objectives for non-beginners will be somewhat different, and materials will be provided by your LLT instructor)

Comprehension and Speaking

- Learn a polite and short way to request *repetition*--a useful *power tool* for language-learners
- Learn to comprehend and to use a polite greeting and response, something like our English *Good morning! How are you? / Great! You?*

Cultural or Sociolinguistic Information

- How should we show politeness as we request things of our language helpers (LH)—is it necessary to say *please* and *thank you* frequently, as we do in English?
- Learn how close/far to stand from someone when meeting & greeting
- Learn appropriate posture, gestures, or facial expressions (including eye-contact) that accompany greetings (hand-shakes, hugs, kisses, etc)
- Learn if one person (e.g., the older person) initiates the greeting, or if it's acceptable for either person to be the first to greet the other.
- Learn the differences between male-male, female-female, and male-female greetings

MATERIALS NEEDED

- Notebook (keep at hand during all sessions with language helpers)
- Audio-recording device (have equipment ready to use during all sessions with language helpers)

ACTIVITIES PLANNED

ACTIVITY 1

Purpose: To elicit, transcribe and record a way to request <i>repetition</i>	
Activity Steps (below)	Time allowed
<ul style="list-style-type: none"> Learner (L) to LH: “Many times we will need to ask you to repeat phrases for us; can you give me a polite but short way to ask you to repeat something?” If there is more than one LH present, L allows the LH to confer and agree upon the word or phrase As the LH says the phrase, the L creates a space (a short horizontal line) on the paper for each syllable and encloses the entire line in square brackets Example: “Hola” [] The L asks the LH to repeat the phrase several times, each time filling in one or two syllables. You can make up symbols for sounds that have not yet been covered in Phonetics. For now, it is not necessary to deal with intonation. Example: [ˈo.la] When the L is satisfied with the transcription, prepare to record the phrase; when the recorder is switched on, the L announces, “Greetings Unit, Lesson 1—We are recording a way to request <i>repetition</i>.” The L then signals the LH to say the word or phrase at normal speed 2-3 times, leaving a pause between, so that learner can mimic the phrase when listening to the recording later. <p>Note: Keep an “official” copy of the transcribed phrases for use throughout the Unit and the course.</p>	5-10 min.

ACTIVITY 2

Purposes: To elicit greetings and accompanying behaviors To audio-record elicited material at a normal rate	
Activity Steps (below)	Time allowed
<p>Elicitation of target language greetings and responses (via direct questioning)</p> <ul style="list-style-type: none"> L asks the LH for a few general greetings that they themselves use with people in the community, something like our English: “Hello. How are you?” “Great! You?” L listens to several greetings L asks the LH to select and model one of the greeting-response combinations — one that is polite and that can be used with just about everybody L may also ask the LH whether there is anyone whom we should avoid greeting this way (i.e. someone older, younger, or in a high position) 	15-20 min.

<p>Elicitation of accompanying behaviors (via role-play), and recording of the interaction</p> <ul style="list-style-type: none"> • L tells the LH to give the greeting again, but this time to fully act it out, if possible. If there are two LHs, this is ideal. If there is just one, try to get the LH to show you how to greet as best as possible. (Challenging, but fun). LH should use their normal gestures, posture, facial expressions and eye contact, in addition to saying the greeting and response • Check with the LH whether varying gender or social roles would affect the gestures or body language; if so, the LH can briefly explain and model the differences • L should audio-record the LH, as they repeat the greeting/response performance at normal speed (for listening practice), and once with pauses after each phrase (for mimicry) • Take care to indicate what material you are about to record and in what manner Example: “Greetings Unit, Lesson 1 — The following is a general, polite greeting and response performed at normal speed.” 	
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ACTIVITY 3

Purpose: To transcribe the selected greeting and response	
Activity Steps (below):	Time allowed
<ul style="list-style-type: none"> • L asks LH to say the greeting • As LH speaks, the L creates a space (a short horizontal line) on the paper for each syllable and encloses the entire line in square brackets • L asks LH to repeat the phrase several times, each time filling in one or two syllables. You can make up symbols for sounds that have not yet been covered in Phonetics. For now, it is not necessary to deal with intonation. • L repeats the same process for the response to the greeting, asking the LH to model the phrase 	5-10 min.

EVALUATION

Evaluation questions

- Did the unit plan make sense to you? Do you have any questions about it?
- Did you understand the purposes of the lesson activities you did today?
- What do you need to do differently in your next helper session?

REVIEW

- Read carefully “Improving your practice time and using what you have learned” and follow the guidelines listed (see next two pages)
- Transfer your recording to your computer and edit as needed (noise reduction, etc.)
- Practice the phrases you recorded (listening, mimicry, production without first hearing model)

Improving your practice time and using what you have learned

In Module 2, you gained some basic skills in using Audacity to record new material and edit what you recorded. Now it's time to use these new skills "for real" as part of your LLT work with your LH.

You should have already elicited and recorded a few phrases, such as (a) a greeting and a response, (b) a polite but short way to request repetition, and perhaps (c) another short phrase or two. In addition, you may have found that it's easy to collect new phrases from your helper and to record them, but then you suddenly have what seems like a ton of new material. Learning those phrases even halfway well is another matter, and learning them well is downright scary.

Ways to make these phrases easier to learn and pronounce

1. **Transfer** them to your computer so that you can edit them with Audacity.
2. **Use noise reduction** to get rid of the background hiss and other constantly occurring computer noise, and do other editing as needed.
3. **Practice, practice, practice.** For each phrase, do the following:

Listening

- a. **Slow the phrase down** (begin with 20%) by using **Effect > Tempo**, which will change the speed without changing the pitch. This will help in hearing the phrase more clearly. After you listen to the slowed-down version, then listen again at normal speed. (Changing the tempo is explained more fully on p. 11 of your Module 2 Audacity materials.)
- b. **Loop your phrase** so that you can hear it over and over and over and over and.... To do this, **highlight** the phrase, or a portion of the phrase, and then click on the green **Play button** (at the top of the Audacity screen) while holding down the **Shift key**. (Looping is explained more fully on p. 12 of your Module 2 Audacity materials.)

Mimicry

- c. **Copy your recording** to a new Audacity file. (Keep the first one.) **Add in spaces** for mimicry. You can also slow the recording down and/or make a loop of all or part of it. Use this for **mimicry practice** until you feel comfortable with it.

Production without a model

- d. Say the phrases without first listening to the recorded model. Then listen to your recording as needed and continue practicing.

4. **Be sure to use these phrases with your helper the next time you meet.** For example, if you have learned a greeting that is appropriate to use when greeting someone like your helper, make sure you use this greeting when you meet, instead of greeting your helper in English. Your tendency will be to do what is most natural—use your English greeting—so force yourself to use your new greeting immediately.
5. **Check your pronunciation of these phrases, and other things as needed, with your helper.** But don't let your uncertainty about something keep you from using your greeting or other phrases as soon as you possibly can. The principle here is to **always use as much of the language as you can.** Make a habit of this.
6. **Reflect on the power of using good learner strategies.** In our Foundations sessions, we've talked about learner strategies—steps or procedures that the learner follows to learn more effectively.
 - Note the three strategies that this man used to push ahead significantly in his learning.
 - Note what the wife didn't do, and the result.
 - Note how much benefit there is in using a few simple strategies, including one that took some time but apparently wasn't overly burdensome and two that added no extra time to the learner's schedule.

I'm naturally a better language learner than my husband, and when working with a helper, I "got it" faster than he did. But he ended up being much better at using what we learned in our helper sessions. Finally, I figured out why. He practiced a few minutes nearly every day with the recordings (I seldom did that), he said the phrases over and over out loud to himself while driving (for me, it was "out of sight, out of mind"), and he used them with our helper while I sat and watched and felt embarrassed. Our agency told us that I would learn the language faster than [my husband], but now I wonder...

ICCT SLA participant

Unit A, Lesson 2A

(50-60 minutes)

Upon completing this unit learners will be able, in the context of a small gathering of people where the LLT language is spoken, to:

- greet people
- say a couple of things about themselves
- ask for repetition if they don't understand something

OBJECTIVES FOR THIS LESSON

Comprehension and Speaking

- Learn to introduce yourself and to comprehend a similar introduction
- Learn to say that you are learning to speak your target language

Cultural or Sociolinguistic Information—Same as Lesson 1A

MATERIALS NEEDED

- Notebook (keep at hand during all sessions with language helpers)
- Audio-recording device (have equipment ready to use during all sessions with language helpers)

ACTIVITIES PLANNED

ACTIVITY 1

Purpose: To review and practice language elicited during yesterday's session (Lesson 1A)	
Activity Steps (below)	Time
<p><i>Mimicry & Production w/out Model</i></p> <p>With transcribed phrases in plain view:</p> <ul style="list-style-type: none">• Have LH model a phrase at normal speed; L repeats• As L repeats, the LH may correct as needed• L repeats the phrases to their LH several times. The LH listens and offers encouragement and correction <p>Note: The memory and production techniques we've just used are examples of what we call <i>controlled practice</i>; they are much like drills. This type of practice helps learners form a basic mental model and enlist the cooperation of ear and mouth to produce the new language material. A second kind of practice that is equally necessary is called <i>communicative practice</i>: communicative techniques (e.g., role play) call for learners to use newly learned material in a way that resembles real</p>	20 min. (10 min. for <i>Mimicry</i> ; 10 min. for <i>Role Play</i>)

<p>communication between people. Communicative practice helps learners to put newly learned phrases together with appropriate behaviors, and to respond more naturally and fluently to the developing interaction.</p> <p>Role Play</p> <ul style="list-style-type: none"> • L and LH exchange greetings (with accompanying body language), and then change roles, so that the L gets to practice initiating and responding to the greeting. Do this 2-3 times or more times as needed • LH listens and offers encouragement and correction, then gives L another opportunity to do the role-play without interruption 	
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ACTIVITY 2

<p>Purpose: To elicit, transcribe and record target language phrases for</p> <ul style="list-style-type: none"> • Introducing oneself • Expressing that you are learning your target language 	
Activity Steps (below)	Time
<ul style="list-style-type: none"> • L to LH: “After we greet people, I want to say a couple of things about myself. Can you give me a short but polite sentence to introduce myself and another sentence to say that I am learning my x-language?” Allow LH to consider briefly and decide upon the appropriate language • L transcribes the phrases • The transcription process, once again, is to note the number of syllables in the phrase, enclose the entire phrase in square brackets, go back and fill in phonetic symbols • After both sentences are transcribed, L records them once at normal speed (for listening) and again with pauses (for mimicry) 	15 min.

ACTIVITY 3

<p>Purpose: To practice comprehension and speaking of all elicited material with the LH</p>	
Activity Steps (below)	Time
<p>Note: Look over the following practice activities, which are arranged from simpler to more complex tasks and select several you would like to try out. There will not be time to do all of them, but it is important to incorporate most of the Role Play steps.</p> <p>Identification</p> <ul style="list-style-type: none"> • Number each of the transcribed phrases and write a brief description next to each phrase (e.g., greeting, response to greeting, self-introduction, “I’m learning <i>X-language</i>”) • With transcribed phrases and descriptions in plain view <ol style="list-style-type: none"> 1. L listens as LH repeats each phrase 2-3 times at normal speed 	15 min.

<p>2. LH says a phrase; L identifies it by calling out its description (e.g., greeting); repeat until all phrases have been quickly and successfully identified a couple of times</p> <ul style="list-style-type: none"> • With transcribed phrases hidden from view <ol style="list-style-type: none"> 1. LH says a phrase; L identifies it by its description <p>Mimicry</p> <ul style="list-style-type: none"> • With transcribed phrases in plain view <ul style="list-style-type: none"> • LH models a phrase at normal speed; L repeats • If necessary, the LH corrects the response, giving L another chance to pronounce the phrase correctly <p>Backward Buildup (see examples in Moodle: LLT section for Module 4)</p> <ul style="list-style-type: none"> • Use this practice technique for a particular phrase that is long enough to cause L to stumble over it • Ask LH to break the phrase into several chunks by drawing vertical lines at natural breaking points For example: “<i>Hola.</i> <i>Me llamo Natalie.</i> <i>Mucho gusto.</i>” • Placing your hands on either side of the final chunk, ask the LH to pronounce the words between your hands For example: “Mucho gusto.” • Moving your left hand to incorporate the next-to-last chunk, ask the LH to pronounce the words between your hands For example: “Me llamo Natalie. Mucho gusto.” • Continue in the same way until the entire phrase has been included For example: “Hola. Me llamo Natalie. Mucho gusto.” • Repeat the exercise, but this time L mimics the LH’s pronunciation of each part <p>Production w/out Model</p> <p>With the transcribed phrases in plain view:</p> <ul style="list-style-type: none"> • Practice in pairs: L says the phrases to the LH (or other learner) several times; LH listens and offers encouragement and correction • Public “performance”: L says the dialogue entirely from memory; if the LH offers correction, the individual should try again 	
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EVALUATION

How was working with your LH today? Was it easier than the first time? Are you taking charge of your LH sessions? Are you using the language you learned in Lesson 1A (e.g., greeting your helper in your new language)? Are you getting the necessary information from your LH, or is your LH trying to teach you things you don’t need to know? Are you starting to ask the right questions, or do you need to ask more questions? What would you like to do in your next session with your LH to improve your learning experience?

REVIEW

- Review pp. 8-9, “Improving your practice time and using what you have learned”
- Transfer your recording to your computer and edit as needed (noise reduction, etc.)
- Practice the phrases you recorded (listening, mimicry, production without model)

Simulated Oral Proficiency Exercise (SOPE) #1 Feedback Form

Give a copy of this document to your LH. The LH will engage you in a brief conversation, during which you are to exchange greetings, introduce yourself, explain that you are a language learner, and ask for repetition of something. The entire conversation should be in your target language. The exercise lasts only a minute or two. The LH should then take a moment to fill out the evaluation form. After the LH has written an evaluation of your performance (should only take a few minutes), you should go over your evaluation together and discuss things that you did well and things that you need to work on. You should type up your evaluation (or scan it) from your LH and submit it on Moodle.

Learner Name: _____

1. How easy was it to understand the learner's sentences?

1 2 3 4
Very Difficult.....Very Easy

2. How accurate was the learner's pronunciation of specific sounds?

1 2 3 4
Very Inaccurate.....Very Accurate

3. Did the learner hesitate often, or respond quickly and automatically?

1 2 3 4
Very Hesitant.....Very Quick/Automatic

4. Did you need to help the learner remember words or phrases?

1 2 3 4
Yes, Frequently.....No, never

5. Did you find the learner awkward or graceful in the learner's role?

1 2 3 4
Very Awkward.....Very Graceful

Comments:

Score: ____ / 20 = ____ %

Evaluated by _____

Units B and C: Make your Own Plan

For Units B and C you will write your own unit plan and lesson plans, using documents in your SLA Handbook and materials in this section. This section includes the following documents.

- ❖ **Unit Plan Instructions and Template**
- ❖ **Finding Activities for your Unit Plan and Resources**
- ❖ **Lesson Plan Instructions and Template**
- ❖ **SOPE #2 Feedback Form**

Unit Plan Instructions and Template

In the Module 2 Foundations session we focused on the importance of taking responsibility for your own learning, and that resonated with several of you. So, now is the time for you to take another step — a bigger step — in taking more responsibility for your own learning as you become increasingly self-directed.

For the next sessions with your Language Helper, you will be using a unit plan (called Unit Plan B) with lesson plans that you design. This might sound intimidating, but it is a very useful skill that will really help you further your language learning on the field.

Making your own Unit Plan

To make your own unit plan, you will need the Unit Plan Template (p. 16). You will also need to refer to some readings about proficiency goals and appropriate tasks. (These readings are in your *SLA Handbook*.)

Making a unit plan does NOT mean planning out the specific activities and details for each lesson; rather, it is an outline of the things that you will be learning in your lessons. Your individual lesson plans will include your detailed learning plan for each session.

1. Know your time frame. For this assignment, you will need to complete your unit with your LH in two 45-minute sessions plus one extra session for a brief review and your SOPE (evaluation).

2. Decide on a proficiency goal. Browse through the proficiency goal readings to get ideas. A good unit plan has one proficiency goal. For example, “Invite a friend to my home for dinner.”

Some other examples:

- Buy something at a bakery or another shop where the predominant language spoken is your target language
- Make food using a recipe in your target language
- Go to a grocery store and buy specific items (asking for directions in the store, and interacting with a cashier)
- Asking for and following directions
- Order a meal at a restaurant
- Get a haircut at a salon (explain the style you want, engage in small talk with the hairdresser, and pay for the services)

Consider your time frame while coming up with your proficiency goal. Will you be able to elicit the language and have time for practice activities within the two lessons? You will want to have enough time to practice the new vocabulary and phrases in order to be ready for your role-play and also be comfortable doing this in real life. Other factors to consider are the difficulty of the language as well as your previous familiarity with the language related to the proficiency goal. When determining your proficiency goal, it may not be as extensive as you may initially expect, given the number of practice activities you engage in as well as the time discussing sociolinguistics.

3. Write your unit's objectives.

a. Break down your proficiency goal into smaller goals for speaking, comprehension, and culture/sociolinguistics. For example, if my proficiency goal is "Invite a friend to my home for dinner," the speaking goals would include phrases and words I need to say to make the invitation. The comprehension goals would be what the other speaker might say in response (including accepting and rejecting the invitation). (Note that your speaking and comprehension goals are different.) One culture goal might be "Learn how my target culture handles arrival times when going to a friend's home (e.g., if I say 7 p.m., will they arrive early, on time, or late?)."

b. Find out the appropriate way to x in the context y. While listing your speaking and comprehension objectives, remember what you learned about sociolinguistics thus far in the course. If you ask for a direct translation of an English phrase, this may not be culturally appropriate or may cause you to sound foreign. Instead, give your LH the situation and then ask what would be appropriate to say.

Here is a funny story when someone did not follow this pattern. One overseas worker asked her LH, "How do you say 'Good morning'?" and, as a pro-active language learner, practiced saying this new vocabulary with everyone she saw along the road. Later on, however, she learned that the phrase that she had learned was the phrase used only in a very formal context such as opening an assembly, and not at all appropriate for greeting someone along the road! When she asked her LH later, the helper said, "Well, you asked how to say 'Good morning,' and that's how we say that phrase!

This illustrates how we may speak inappropriately if we rely on a direct translation and merely ask how to say a phrase that we know in English. The scenario above would not have happened had this worker asked her LH, "What is the appropriate way to greet people when I meet people along the road in the morning?" When writing objectives, it is helpful to follow the pattern of asking the appropriate way to x (for example, greet, request, etc.) in the context y (a specified context): "What is the appropriate way to greet a peer in the morning along the road?" (instead of "How do you say 'Good morning'?").

c. Include vocabulary – but not too much. You also need to consider how many vocabulary items and phrases should be included in your unit, being careful not to try to include too many new words and phrases. Think back to the Greetings Unit. You may want to include a similar number of new vocabulary or phrases, or a few more. Also, take into consideration the difficulty of the phrases and your level of familiarity with the language.

4. Decide on the type of evaluation you will have at the end of the unit. Do you need to adjust the SOPE #2 feedback form? Are there other specific ways you would like your LH to evaluate you?

This broad plan with **one proficiency goal is your unit plan**. Once your LLT instructor gives you feedback on your unit plan, you can start writing your lesson plans, which fill in the details of your unit plan.

Unit Plan Based on a Proficiency Goal (Template)

Overall Goal: Upon completion of this unit, I will be able to [do language task *x*] in [situation *y*].

Time Frame: I will have approximately _____ hrs. to work with a language helper on this unit.

Comprehension: Vocabulary and phrases I need to understand

-
-
-
-
-
-

Speaking: Vocabulary and phrases I need to say

-
-
-
-
-
-

Culture/Sociolinguistics: Information I need in order to behave and speak appropriately

-
-
-
-
-
-

Objectives for the 2 lessons of this unit

Lesson 1

- Learn to...
- Learn to...

Lesson 2

- Learn to...
- Learn to...

Assessment Plan (how your SOPE will work):

Some things to consider:

- Who will initiate the interaction—the learner or the language helper?
- How will the conversation progress and what variations are possible?
- What cues or props will be used to make the simulation more authentic?
- Are changes needed on the SOPE #2 feedback form?

Finding Activities for Your Unit Plan

After you've written your Unit Plan B, you should look for different learning activity types to include in your lesson plans. Whenever possible, choose at least some activities that will help you to strengthen the areas where you are weaker. For example, if because of your natural learning style, you feel a need to see in writing everything you plan to say, you may want to choose as your first activity one that involves seeing phonetic transcription for your listening and speaking practice. But don't stop there. Instead, stretch yourself by choosing additional activities where you don't have phonetic transcription to look at. (Go back to Foundations for Module 4 to review your learning style preferences.) You can find other ideas for learning activities at the bottom of this page under "**Resources**" and also in the *ICCT SLA Handbook*. Be sure to look at the video examples that are at the bottom of this page under "**Basic Techniques**." You may also want to look again at the videos in the Foundations section of Module 6.

While you can keep the same learning activity type for each lesson, we suggest that you vary the activities within each lesson so that you experience using a wider range of learning activities. This will help to prevent boredom and it will give you experience with more techniques or activities that you can use when learning your target language on the field.

***Couples doing the LLT sessions together should turn in one complete Unit Plan B and Lesson 1B and 2B. However, each person should complete this assignment for Module 7 separately. Ideally, activities that match the learning needs of both individuals would be included in your joint lesson plans.*

Resources

See Moodle pages for links.

Learning Activities ("Techniques Made Transparent," *SLA Handbook*, Unit 7, p. 1)

Techniques Made Transparent lists additional resources in its Digging Deeper section after each technique is presented. We encourage you to take a look at these resources and consider how they can help you in your work with your helper and/or help you in your on-field learning

Digging Deeper articles not used previously in this course (also in the *ICCT SLA Handbook*)

1. "Conversational Management Phrases," *SLAHbk*, Unit 8, p. 1 (2 pp.) These are the same as Power Tools. Be sure to take a look at this set of very useful phrases.
2. "Maximize Your Learning Through TPR," *SLAHbk*, Unit 7, p. 28 (4 pp.)
3. "502 Words that Can Be Learned with TPR," *SLAHbk*, Unit 7, p. 32 (4 pp.)
4. "You Can't Get One from Me, But You Can Make Your Own," *SLAHbk*, Unit 7, p. 36 (2 pp.)
5. "Conversation Starters for Students at Different Levels," *SLAHbk*, Unit 8, p. 5 (1 p.)
6. "Non-beginner Language Learning, Ten Years Later," (excerpt), *SLAHbk*, Unit 7, p. 51 (5 pp.)
7. "Basic Level Culture Assignments," *SLAHbk*, Unit 5, p. 17 (13 pp.)

Digging Deeper articles used previously in this course (also in the ICCT *SLA Handbook*)

1. "Language Learning Using Recording Technology," *SLAHbk*, Unit 7, p. 47 (2 pp.)
2. "Story-Telling Technique," *SLAHbk*, Unit 7, p. 42 (3 pp.)
3. "How Can I Improve My Pronunciation Skills?" *SLAHbk*, Unit 8, p. 6 (13 pp.)
4. "Progressive Role Play," *SLAHbk*, Unit 7, p. 38 (2 pp.)
5. "Massaging a Text," *SLAHbk*, Unit 7, p. 50 (1 p.)

Basic Techniques videos from Leslie Foster (not in the ICCT *SLA Handbook*)

1. "Listen and Do" video example
"Listen and Do" and "Do and Listen" are similar to Total Physical Response (TPR). If you need to review TPR, listen again to the TPR video in Module 7. Note that in this "Listen and Do" exercise, the helper gives a small number of commands that the learner does while listening but not speaking. The helper continues to give the same commands, in random order, until the learner performs the actions without hesitating. (Variation: "Listen and Point" instead of "Listen and Do.")
2. "Do and Listen" video example
The "Do and Listen" technique is similar to "Listen and Do," but the learner initiates the action and the helper describes the action. Once again, the learner does not speak. (Variation: "Point and Listen" instead of "Do and Listen.")
3. "Survival Language" video example
4. "Build-Up Mimicry" video example
The backwards buildup (starting from the end, rather than the beginning) is excellent for learning to say phrases and sentences smoothly and accurately. Why begin from the end? So that you maintain the correct intonation. We suggest you use this technique for learning "power tools" or conversational management phrases. Additional examples (with texts): Burmese Backwards Buildup, Spanish Backwards Buildup.
5. "Fruit Bingo" video example
This Bingo game is a variation of the "Listen and Do" technique, but it makes learning a little more interesting as well as challenging.
6. "Fruit Bingo" cards (print-outs) Here are four different fruit bingo cards. These are nice samples of bingo cards that you can make with the vocabulary that you are learning.
7. "Concentration Game" video example
8. "Numbers Production Game" video example
9. Picture cards for activities (print-outs)

Lesson Plan Instructions and Template

Write your detailed lesson plans on the template provided. Be sure to use the learner activities you found from Module 7.

Think of your lesson plan (and unit plan) as an upside-down pyramid. You start with a little bit of information and work your way up. Begin with **listening and recognition of words and short phrases**. Then, do some **mimicry/repetition** of those things that you need to be able to say. (Remember, at a beginning level, you will only need to say a few things, but there are other phrases you will only need to recognize and understand.) The lessons and unit plans should build up to you **putting your listening and speaking together in dialogues and role-plays** (and other creative ways of practice).

Here is a guide you could use for writing your lesson plan.

Do a section on what you've decided should be "Comprehension." Do this:

1. Start with eliciting and transcribing (this might not always be in each lesson).
2. Do some simple listening activities where you don't have to speak, but you show that you understand what your LH is saying. The activity should involve something to show that you understand what you're hearing. Start with words and short phrases -- don't try to understand a whole conversation (unless you're at a high proficiency level).

Then, you can do a section on "Speaking." Do this:

1. Elicit and transcribe what you should say for your task.
2. Do some listen and repeat, and focus a little on pronunciation.
3. Do some type of activity where you practice saying your words and phrases. Don't always focus on pronunciation, but also try to focus on fluency.

Then, put the comprehension and speaking portions together in a practice activity. You can perform a dialogue or practice asking and answering questions in your target language. Other potential activities are listed in the "Resources" section pp. 17-18).

Be sure to include plenty of activities to help you review the material through listening and speaking. In this way, your helper can make sure that you are learning the phrases correctly. Also, you will be prepared for your SOPE, or an alternative assessment.

How much new language should you focus on in your lesson plan? You can use the Greetings Unit A as a guide. Based on your experience with that, you can determine if you want to include more, less, or a similar amount of new phrases and vocabulary.

Don't forget to spend some time talking about culture and sociolinguistics, as well!

Don't Forget:

You need to evaluate your learning progress through your assessment plan. You also need to evaluate your unit and lesson plans, thinking through the questions suggested at the bottom of the unit and lesson templates. The reflection assignment will also help you evaluate this process and your progress.

Lesson Plan Template

(for 50-60 minute session with language helper)

Unit Name:

Lesson #:

Unit Goal:

LANGUAGE OBJECTIVES FOR THIS LESSON

Comprehension

-
-

Speaking

-
-

Culture & Sociolinguistic Information

-
-

MATERIALS NEEDED

-
-
-
-
-

ACTIVITIES PLANNED (3-4 per lesson)

ACTIVITY 1

Purpose: (e.g., to elicit, to transcribe, practice, record, other)	
Activity Steps (below)	Time allowed

ACTIVITY 2

Purpose: (e.g., to elicit, to transcribe, practice, record, other)	
Activity Steps (below)	Time allowed

ACTIVITY 3

Purpose: (e.g., to elicit, to transcribe, practice, record, other)	
Activity Steps (below)	Time allowed

ACTIVITY 4

Purpose: (e.g., to elicit, to transcribe, practice, record, other)	
Activity Steps (below)	Time allowed

EVALUATION OF SESSION

Evaluation questions:

- Did you get good input (appropriate, useful, etc.) from your Language Helper?
- What part of the lesson plan was most satisfactory?
- What was confusing or unsatisfactory?
- Will the next lesson need to be adjusted in some way? How?

NOTES

Simulated Oral Proficiency Exercise (SOPE) #2 Feedback Form

Give a copy of this document to your LH. Perform one or two role plays on the topic you chose for Unit B. As much as possible, try to have some spontaneous elements in your role play. Then have your LH take a moment to fill out the evaluation form. After the LH has written the evaluation of your performance (this should only take them a few minutes), you should go over your evaluation together and discuss things that you did well and things that you need to work on. You should type up your evaluation (or scan it) from your LH and submit it on Moodle.

Learner Name: _____

1. How easy was it to understand the learner's sentences?

1 2 3 4
Very Difficult.....Very Easy

2. How accurate was the learner's pronunciation of specific sounds?

1 2 3 4
Very Inaccurate.....Very Accurate

3. How often did the learner make mistakes in grammar or vocabulary?

1 2 3 4
Frequently.....Never

4. Did the learner hesitate often, or respond quickly and automatically?

1 2 3 4
Very Hesitant.....Very Quick/Automatic

5. Did you need to help the learner remember words or phrases?

1 2 3 4
Yes, Frequently.....No, never

6. How well did the learner complete the task?

1 2 3 4
Gave Up.....Very Well

7. Was the learner's conversation predictable or creative?

1 2 3 4
Very Predictable.....Very Creative

8. How did the learner's performance today compare to his/her usual performance with you in the classroom? Check one:

Not quite as good as usual About the same as usual Even better than usual

Comments:

Score: ____/28 = _____%

Evaluated by _____



2 – Reflection Paper Assignments

As you go through this course, you will see that one aspect of being a good language learner is reflecting on your experiences as you learn. These reflection paper assignments are designed to facilitate the process of carefully evaluating what you are learning, with the end goal of being able to apply what you are now learning to your target language on the field. The due dates of these reflection papers can be found in the course schedule.

LLT Reflection Paper #1

For this assignment, we ask that you reflect upon your Language Helper experience and your first SOPE. Although the language learned through the Greetings Unit was quite simple, we want you to analyze your own efforts, traits, behavior and emotions, whether positive or negative. It is through integrating these things with the knowledge and skills you are learning that you will become a more effective learner of language and culture in your future setting.

The following questions may help to prompt your thinking. Please address two or three questions from each list, or respond to similar things that are important to you. The total length of the paper should be about one to two pages.

- Was your language helper easy to direct, or did the helper seem resistant to the role he/she was asked to play? Can you think of ideas to increase the helper's level of comfort or your ability to direct the session?
- How did it feel to listen and transcribe words and phrases phonetically? Can you see the potential usefulness of this skill for your future learning?
- Was the language helper able to offer corrective feedback? Were you comfortable with the manner in which this was done, and were you able to improve as a result?
- Were you successful in recording the new phrases, transferring them to your computer, editing your recordings, and then using them for practice? What might you do differently in the future?
- Were the language practice activities (with the helper and with your recordings) sufficient learn the phrases well?
- During your SOPE, were you easily able to recall and use the phrases you had learned, or did you need to refer to your notes?
- Did the lesson activities fit your learning style? How so?
- What kinds of activities would you like to incorporate into future lessons, perhaps to stretch yourself in areas where you need to grow? (e.g., more visual, more hands-on, etc.)
- What did you discover about your overall level of preparation? Were there areas that needed more time or attention?
- Did you discover anything about your emotional readiness to approach and engage other native speakers of the LLT language (not your helper)? Explain.
- What was most enjoyable about working with your language helper? What was least enjoyable?
- Look back at the objectives for the LLT component (see Moodle Home Page: Module 1, LLT Overview: Objectives). For one or two (or more if you wish) of the seven objectives, describe how you are learning or changing.

LLT Reflection Paper #2

For this reflection assignment, we ask that you try to get beneath your immediate reactions to your learning experiences so that you can analyze your efforts, your behavior, your traits and your emotions. It is through integrating these with the knowledge and skills you are learning that you will become a more effective learner of language and culture in your future setting.

The following lists of questions may help to prompt your thinking. Please address two or three questions from each list, or respond to similar questions that are important to you. The total length of the paper should be about one to two pages.

- Were you successful in eliciting genuine, culturally appropriate language from your language helper (LH), or did you get English culture and words translated into the new language? How might you change your prompts or questions to obtain better results?
- Was your LH willing to offer corrective feedback? How did you feel about the correction and the manner in which it was given? Were you able to use the feedback and to put it into practice?
- Did your LH give you too much (extraneous) information (i.e., information that was beyond the scope of your lesson or unit, or that was more than you could readily use at the time)? How did you (or might you) handle this kind of problem?
- What did you discover about your ability to comprehend what the LH said to you in the target language? How easy was it for the LH to understand your speech?
- Did you learn the phrases to your satisfaction? Were the practice activities (with the helper and with your recordings) helpful? What other kinds of activities or techniques would you like to try in the future?
- For your SOPE, were you easily able to recall and use the language you had learned, or did you need to refer to your notes?
- What seems easy or difficult about setting goals and planning for your own learning? What will you do the same or differently in the future?
- What was most satisfying about your LH sessions?
- Which language learning techniques and procedures are you most comfortable with? Which ones will require more practice?
- Look back at the objectives for the LLT component (see Moodle Home Page: Module 1, LLT Overview: Objectives). For three or four of the seven objectives, describe how you are learning or changing. (You might want to comment on different objectives from those you discussed in Reflection Paper #1.)
- What advice would you like to give to other language learners?



3 - Developing Sociolinguistic Competence

You will need to use the following Moodle page in order to access the linked material: Module 8 Foundations Applications page.

Note: this is your Foundations Application Question for Module 8 and also your LLT assignment for Module 9.

You have now completed two days of Foundations sessions that address sociolinguistic competence and, in Module 8 you have learned about the importance of functions or speech acts for learning how to be appropriate in your target language and culture.

For this project, you will study one function/speech act in English (or your native language) and your target language (or language of your helper). We hope this will be an eye-opening experience, one that you really enjoy doing. **Couples may work together and submit a joint project.**

The University of Minnesota [CARLA website](#) has good information on the following speech acts:

	Apologies	Complaints	Compliments	Refusals	Requests	Thanking
American English	x	x	x	x		x
Arabic			x	x		
Canadian French					x	
Chinese			x	x		
German				x	x	
Hebrew	x	x			x	
Japanese			x		x	x
Marathi & Hindi						x
Spanish			x	x	x	

Although the procedures you follow will vary somewhat depending on your target language and the particular function you study, here are some suggestions for steps to take:

1. Choose one speech act. I suggest that your choice be one for which you can find good information in English and in your target language. Ideally, you will be able to use two or three sources listed below:
 - The CARLA website (see chart above)
 - *Speaking Naturally* (see the information from [three lessons](#) for learners of English: apologies, compliments, thanking). If your speech act is not one of these three, let Lonna know ASAP and she may be able to help you find materials.
 - Internet sites (search for “speech acts” and “functions” for your target language)
 - Other sources: books, articles (Lonna may be able to help you with this)
2. Examine the examples from former ICCT participants: Ruth Kirtland, Spanish apologies; Kathleen Poach, Mandarin requests; Heidi VanDyke, Spanish invitations; and Nathan and Kristen Belcher, expressing gratitude in Russian.
3. For your chosen speech act, study the comparable lesson in *Speaking Naturally* and the information on the CARLA website (even if your target language is not listed for that function).
4. Working with a native speaker of your target language, gather as much information as you can in order to construct charts similar to those of Ruth Kirkland or the charts in the *Speaking Naturally* book. You do not have to work face-to-face with the native speaker. Instead, you may communicate on the phone or Skype, but do it orally, not in writing. (You will get a lot more data when you can talk with the person.) You may also want to record your conversation so that you don't miss anything.
5. Write up your findings in chart form, if your data can fit into a chart. Otherwise, you may list it in a format similar to the Spanish example of Heidi VanDyke. You should be more concerned about the information than about the format, so do what works best for you and your data.
6. Submit your speech acts project. See Moodle for due date and information for submitting the assignment.



4 - Learning Pronunciation

Planning your pronunciation work with your helper

In the Module 11 Foundations session we focused on learning the pronunciation of your target language. Your next step is to apply these insights to pronunciation learning in your target language, which will be your task for your Module 12 LLT session with your language helper. This will take some advance planning, which you should do before you meet with your helper.

You do not need to turn in a pronunciation lesson plan before meeting with your helper. Instead, after meeting with your helper, you will submit (a) a pronunciation exercise for your target language and (b) a short evaluation of what you did and how it went.

Here are the steps we suggest:

1. Look over the data you have gathered from working with your helper. Or, if you already have a head start in your target language, you may look at other data or information you have gathered.
2. Locate two or three pronunciation challenges, such as consonants or vowels that are difficult for you to hear and/or produce. (See *SLA Handbook*, Unit 8, pp. 6-7, B. Determine problem areas.) If you need help in determining pronunciation challenges for your target language, Lonna can supply you with issues to explore.
3. Read about the two most basic types of pronunciation exercises (*SLA Handbook*, Unit 8, pp. 10-11.) Exercises like the one on p. 10 are called **single sound drills**, and exercises like those on p. 11 are called **sound contrast drills**. For more examples of each type, see the following:
 1. Single sound drills:
 1. *SLA Handbook*, Unit 7, p. 14
 2. *Techniques and Activities for Self-Directed Learners*, pp. 85-87 (this is the pink book of activities)
 2. Sound contrast drills:
 1. *Techniques and Activities for Self-Directed Learners*, pp. 87-90
4. Decide on the type of drill you would like to construct with the assistance of your helper. It's generally easier to construct a single sound drill, but if you are familiar with this type of exercise, or if you have already found pairs of words that are the same except for the problem sound (i.e., minimal pairs), we encourage you to try to construct a sound contrast drill.
5. Your assignment for Module 12 will be to construct one pronunciation drill, either single sound or sound contrast, with the assistance of your helper, and then to go through as many of the stages listed for that drill (listen, mimic, produce) as you have time for. These stages or steps are listed in Unit 8 of your *SLA Handbook*, pp. 10-11. Try to pattern your drill after the models given. Note that for a single sound consonant drill, it's ideal to collect words with the sound at the beginning, in the middle, and at the end of the word (if the target sound occurs in those locations). But for vowels, the position in the

word may not make a difference. Instead, for vowels you need to make sure your target sound is in a stressed syllable, unless you are specifically working on unstressed vowels.

6. Before you begin working with your helper to construct and use your pronunciation drill, be sure that you have identified a problem sound, as well as an additional sound for a backup in case you need it. Also be sure you have all the steps clearly in mind so that you can work as efficiently as possible with your helper. If you need help in identifying a problem sound in your target language, please contact Lonna as soon as possible. Don't wait until the last minute or you may cut yourself too short on time to be adequately prepared for your time with your helper.
7. If you have a target language dictionary, textbook or other materials that contain word lists, it's a good idea to have them on hand when you meet with your helper. Occasionally, helpers have trouble thinking of words with a particular sound, and having on hand some target language resources of this sort can be helpful.

Note that you don't need to turn in a lesson plan before you meet with your helper, but I strongly encourage you to consult with Lonna as needed, as this assignment leaves a lot of decisions in your hands, and that might be more freedom than you're comfortable with at this stage. Also, couples (and others working together on the same language) can make this a joint project.

Working on pronunciation with your helper

As part of your Module 11 LLT assignment, you planned your approach for (a) constructing a basic pronunciation exercise with the assistance of your language helper and (b) doing some practice exercises with your helper. How well your Module 12 work with the helper goes will depend on a number of factors, but the more you can do ahead of time to plan your lesson, the more smoothly it should go.

As noted above (Planning your work...), how well this experience goes will depend on a number of factors, including your advance planning and how easy it is to collect a word list. Be very careful to follow the steps listed for Module 11 above.

Objectives

- demonstrate that you understand how to construct a basic pronunciation drill
- demonstrate that you can elicit pronunciation items from your helper
- experience doing a variety of activities with a pronunciation drill

Suggestions for constructing your pronunciation drill

Single sound drill

1. Say something like this to your helper: "The sound at the beginning of _____ is difficult for me. I want to collect some words with this sound and then practice pronouncing them. I have these two words:

x _____
x _____

2. What are some more words that begin with x?" Try to get short words and transcribe them or write them in some way so that you end up with about 6-8 words.
3. If you chose a consonant for your target, ask the helper for words with this sound at the end of the word. Put those in a separate column. (In some cases (i.e., for some languages or for some consonants) you may not have the same sound at the beginning and also at the end of a word.)
4. Then ask for words with the consonant sound in the middle of the word. (In some cases (i.e., for some languages or for some consonants) you may not have the same sound in the middle of a word.)

Sound contrast drill

1. Generally you will want to construct this type of drill only if you already know there are two sounds that are almost alike and you tend to confuse one for the other. For example, learners of English may say beet for bit, or lace for race. It's helpful if you already have a pair that you can use to start your list.
2. Ask your helper for more pairs like x and y . You may need to say, "We have the word x . Is there also a y ?
3. Try to get at least six minimal pairs.

Suggestions for practicing with your pronunciation drill

1. Record your drill with you digital recorder. Ideally, you would go through each of the steps (listening, mimicry and reading) but you probably won't have time to do this, at least carefully, and also have time to practice. So, assuming you have more than one column of words, record your helper reading each one going down the columns, saying each word twice and leaving enough space for you to repeat. If you are doing a sound contrast drill, also have your helper read each item going across the columns, saying the item one time and leaving space for you to repeat.
2. In any remaining time you have, go through the stages of listening, mimicry, and reading with your helper correcting as needed.
3. Transfer your recording to your computer and do whatever editing is needed in order to make your drill easier to use.
4. Practice with your recording.

Pronunciation exercise to submit

Our main concern is that you experience the process of constructing pronunciation exercises, so it's fine to turn in a hand-written exercise that you have scanned (see next Moodle page). We also realize you may not consider your exercise to be as complete or "finished" as you would like. For example, you might not have equal numbers of words in each column, etc. That's okay, as it's mainly the process that is in focus here. (Couples and those working together can submit one exercise for the two of you.)

Evaluation

Using the questions on the Moodle page (last page of your LLT work for today), write a short evaluation on your successes in constructing, recording, and using your pronunciation drill. (You'll write this inside Moodle, as you have most of your Foundations applications questions. You do not need to write anything separate.)



5 - Pronunciation: Individual Assignments

We have **four phonetics modules when we focus exclusively on the sound system of your target language, Modules 11, 13, 14, and 15.** This means that as a class you are going in many different directions. Some of you will be using the target language CD-ROM and materials you received earlier (e.g., Spanish, Arabic); others will use materials and/or sound files you receive in your Dropbox.

If you can work with your helper for two of these modules, usually **Modules 13 and 14**, that would be ideal. (If your helper is not a speaker of your target language or a closely related language, you do not need to meet together for these two modules.) You should also meet on Skype with your phonetics instructor, who can help you in hearing and producing the sounds of your target language. However, the native speaker will always be the final authority on your pronunciation of the target language.

If you have questions about your assignments, please touch base with your phonetics instructor.

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