

## Beyond the Basics: Resources for Lifelong Language Learning

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### What can we do to promote an ethos of lifelong language learning?

- Evaluate your present language learning program and policy
  - What are you doing?
  - Why are you doing it?
  - What small steps can you take now to improve it?
- Work toward a more proficiency-oriented approach
- Gather resources for advanced learners
- Encourage all workers to continue to improve their language after they have finished the language study requirement

### What do we mean by language proficiency?

- What a person can do in the language
- How well he/she can do it
- “Proficiency-oriented learning focuses on the learner’s ability to use the language accurately and appropriately to accomplish real-life tasks”. (L. Dickerson)
- Described for various levels in proficiency guidelines

### Proficiency Guidelines

#### *Organization*

ACTFL

FSI/ILR (LAMP)

Canadian Language Benchmarks

Common European Framework

#### *Levels*

novice, intermediate, advanced, superior, distinguished

0,1,2,3,4,5 (and +)

Stages I,II, III

Basic, Independent, Proficient

### A Few Ideas for Advanced Learners

- **Learn more advanced Functions**
  - What to do in emergencies
  - Soften the truth
  - Phone conversations
- **Projects**
  - Learn a skill
  - Develop your testimony
  - Learn prayers for various purposes
  - Prepare a brochure or leaflet
- **Ethnographic Interviewing**

Purpose: To hear native speakers talking about life and the world as they see it, using the language they would normally use. You use what people say to explore language and culture. You get listening practice, speaking practice, and insights into the cultural context of language.

### **Three important principles of ethnographic interviewing**

1. Make repeated explanations of your purpose, many times in a variety of ways.  
*"I'm interested in finding out how you talk about things, how you see things."*
2. Restate what your friend or helper says:  
*"Then you would say,.... "*
3. Do *not* ask for meaning, ask for use.  
*"Can you tell me what you would say if ....?"*  
*"What are some other ways you could talk about....?"*  
*"Would someone ever say,....?"*

### **Descriptive questions for ethnographic interviewing:**

#### **Grand Tour questions**

typical *"Could you describe a typical day at the job?"*

specific *"Could you describe yesterday at your job?"*

guided tour *"The next time you go to the job, could I come along and could you explain to me what you are doing?"*

task-related *"Could you sketch the job site and explain it to me?"*

#### **Mini Tour questions**

typical *"Could you describe how you print a document?"*

specific *"Could you describe how you printed this document?"*

guided tour *"Could I watch you print a document and could you explain...?"*

#### **Example questions**

*"Could you give me an example of ...?"*

#### **Experience questions**

*"Could you tell me of some experiences you've had \_\_\_\_\_ing?"*

#### **Native-Language questions**

*"How would you refer to \_\_\_\_\_?"*

*"If you were talking to a Thai, what would you say?"*

#### **Both Personal and Cultural questions**

*"What do you do to celebrate Loy Krathong?"*

*"What do most Thai do for Loy Krathong?"*

### **Steps for Ethnographic Interviewing**

- *Ask a question and record the text*
- *Go over the text with a language helper, negotiating meanings and making notes on new vocabulary*
- *Listen to the recorded text again (3 or 4 times) using your notes as necessary to help comprehension. Aim for comprehension, not translation. No need to transcribe the text.*
- *Repeat steps using ideas for questions that have emerged from your conversations with the interviewee and/or the language helper.*

### Other tips

- Carry a notebook
- Explore your city and country
- Limit (**really** limit) ministry in English
- Memorize a verse a week
- Do more writing in the language
- Develop a resource library for your field
- Extroverts: listen more
- Introverts: talk more

### Lifestyle Choices

- Watch local TV with a dictionary at hand
- Join a club or association
- Read widely in the language
- Limit internet, videos, TV in your native language
- Try to live in an area, neighborhood where your target language is spoken

### Websites and other Resources

Institute for Cross-Cultural Training (ICCT),  
([http:// www.wheaton.edu/bgc/icct/](http://www.wheaton.edu/bgc/icct/)).

- Information on Language Coach Workshops
- Coachnotes—short articles
- SLA Resources and Links

*This site offers practical advice for language learners including FAQs (frequently asked questions) about second language acquisition, preparing to learn a second language, locating resources for second language learning, and managing the second language learning process.*

Symonds, Martin. *Chinese Language Learners' Corner*  
(<http://members.aol.com/ChineseLLC/index.html>).

*Sixteen very practical and easy-to-understand articles, with most being equally applicable for learners of any language. Articles deal with learning styles and strategies, barriers to learning, tips for effective language study, etc.*

Language Impact (<http://www.languageimpact.com/articles/articles.htm>).  
articles on language learning and using technology in language learning

Schmidt, Todd. (2003). *Effective Language Learning: "A Story of Hope."* Redfish Creative Group. DVD and CD "virtual tutor" for self-directed language and culture learners. Viewers follow the video story of a young couple as they engage in learning the language and culture through involvement in the community of native speakers. The CD contains all resources used in the video (plus others) that can be printed out for personal use. \$60.  
(<http://resources.imb.org/index.cfm/fa/prod/ProdID/1086.htm>)

The Internet TESL Journal. "Conversation Questions for the ESL Classroom."  
(<http://iteslj.org/questions/>).

*This Web site provides more than three dozen topics (e.g., friends, health, education, music) with 15-30 questions for each topic. Excellent site for intermediate to advanced learners.*

ACTFL (American Council of Teachers of Foreign Languages) (<http://www.actfl.org/>).

Canadian Language Benchmarks (<http://www.language.ca>).

*Common European Framework: English Language Portfolio*

<http://culture2.coe.int/portfolio>

Language Acquisition Equipping Group. Language Learning Resources.

[http://www.equigrp.net/synapse/homepage/view\\_public.cfm?edit\\_id=42&website=equigrp.net/laeg](http://www.equigrp.net/synapse/homepage/view_public.cfm?edit_id=42&website=equigrp.net/laeg)

*A variety of practical resources for language learners and coaches. Especially relevant for selfdirected learners whose primary learning takes place in the community of native speakers.*

LinguaLinks Library 5.0 (<http://sil.org/lingualinks>)

CD-ROM with information and articles about language learning, learning styles and how to be a self-directed language learner