

ASSIGNMENT: LANGUAGE SAMPLE

The following assignment requires each participant to collect a sample of spoken language from her/his case study student. Through the language sample collected, the participant can verify the stage of language acquisition which he or she has

postulated for this student. During the next course session (Section VI), participants will learn and practice a slightly more complex analysis of student language. The language sample collected in this assignment will be analyzed at that time.

Instructions:

Plan an activity to use one of the options below. Put a cassette tape recorder in the vicinity of the case study student when he/she is interacting orally with two other students (ideally). The students could be discussing/talking about one of the following:

- ① A picture
- ② A story just read to them
- ③ Description of a significant event in their life
- ④ A favorite television program/episode
- ⑤ A current event/issue of concern (with high school students)
- ⑥ A favorite cartoon/comic strip
- ⑦ A folk tale, favorite childhood story
- ⑧ A hero
- ⑨ A relative
- ⑩ A favorite after school activity/summer activity/hobby
- ⑪ A favorite toy/possession
- ⑫ A significant event in own life (for high school student)
- ⑬ Definition of a "good" friend (for high school student)
- ⑭ Post high school graduation plans
- ⑮ A favorite class subject and reason (for high school student)
- ⑯ A hypothetical situation (i.e. "If I won the lottery, what would I do with the money?", or "If I am to be marooned on a desert island, what would I bring?", or "If you could go anywhere in the world, where would you go?", or "If you could spend the day with anybody (famous or not), who would it be?", "If you could bring back the dead back to life, who would you revive?")
- ⑰ A movie/book that had the most significant impact on own life (for high school student)
- ⑱ A favorite teacher and why
- ⑲ A definition of a successful person
- ⑳ A favorite sport

Note: The teacher should not be present during the audiotaping. Ideally the student will be talking about something with two fellow students.



Alternative: In case you do not have access to a case study student, you may collect a sample from a young child who is a native speaker of English who is either in your class or in your family.

RESOURCES

Following are a selected list of language learning publications aimed at stimulating conversation:

- Byrd, D. and Cabetas, I. (1980). *React and interact: situations for communication*. New York, NY: Regents Publisher.
- Heyer, S. (1989). *Picture stories for beginning communication (2nd Ed.)*. Englewood Cliffs, NJ: Prentice-Hall.
- Maley, A., Duff A. & Grellet, F. (1980). *The mind's eye: Using pictures creatively in language learning*. Cambridge, UK: Cambridge University Press.
- Morgan, J. and Rinvoluceri, M. (1983). *Once upon a time: Using stories in the language classroom*. Cambridge, UK: Cambridge University Press.
- Numrich, C. (1990). *Face the issues: Intermediate listening and critical thinking skills*. New York, NY: Longman.
- Pifer, G. W. and Whisler Mutoh, N. (1988). *Point counterpoint: Discussion and persuasion techniques*. New York, NY: Newbury House Publishers.
- Rooks, G. (1983). *Can't stop talking: Discussion problems for advanced beginners and low intermediates*. Rowley, MA: Newbury House Publishers, Inc.
- Schoenberg, I. E. (1989). *Talk about values: Conversation skills for intermediate students*. White Plains, NY: Longman.
- Ur, P. (1981). *Discussion that work: Task-centered fluency practice*. Cambridge, UK: Cambridge University Press.
- Winn, J. E. and Olsen, B. (1977). *Communication starters and other activities for the ESL classroom*. Hayward, CA: The Alemany Press.

