

2. Me and Language Learning



Useful words and expressions

*First, look at each item. Then write an **O** in the box if you think you know the meaning or an **X** if you don't. Next, highlight all the **X** items in the list and in the example conversations. Try to understand those highlighted items by listening to the conversations. After listening, if you still don't understand, use your dictionary and note the definitions if you can.*

- | | | |
|---|---|--|
| <input type="checkbox"/> What seems to be the problem? | <input type="checkbox"/> persistent | <input type="checkbox"/> a very good opportunity |
| <input type="checkbox"/> It's tough. | <input type="checkbox"/> give up | <input type="checkbox"/> on a volunteer program |
| <input type="checkbox"/> get really frustrated | <input type="checkbox"/> not even bother | <input type="checkbox"/> wasn't it tough? |
| <input type="checkbox"/> What is the hardest part | <input type="checkbox"/> opportunities | <input type="checkbox"/> hard to communicate |
| <input type="checkbox"/> all mixed up | <input type="checkbox"/> encouragement | <input type="checkbox"/> supposed to be |
| <input type="checkbox"/> really confusing | <input type="checkbox"/> keep me posted | Strategic expressions: |
| <input type="checkbox"/> just keep practicing | <input type="checkbox"/> ...something like that | <input type="checkbox"/> Mm... |
| <input type="checkbox"/> don't be afraid to make mistakes | <input type="checkbox"/> stayed in someone's home | <input type="checkbox"/> Uh... |
| <input type="checkbox"/> adventurous | <input type="checkbox"/> it confused me | <input type="checkbox"/> ..., I think. |



bit.ly/2LXP8R1

2. Me & Language Learning – Example Conversation 1

I. Greeting

1. Jeff Hi, Leslie. How are you today?
2. Les Um. Hey, Jeff. I'm okay, thanks.

II. Small Talk

3. Jeff Just okay? What seems to be the problem?
4. Les Well, it's just this language class I'm in. It's tough.

III. Introducing the Topic

5. Jeff Well, Les. What are you studying?
6. Les I am trying to learn French. But it is so hard! I get really frustrated.
7. Jeff What is the hardest part for you?
8. Les Well, I really get my verbs all mixed up, and my pronunciation, it gets really confusing at times. Do you know what I mean?
9. Jeff Well, I grew up speaking English, but I have learned some languages and know what you mean. Sometimes it is tough, but the best thing to do is to just keep practicing.
10. Les Really? You really think so?
11. Jeff Yeah. Don't give up. And don't be afraid to make mistakes. If you are worried about making mistakes you will never open up your mouth and try it out, and never truly learn another language. You have to be adventurous and persistent.

IV. Reintroducing the Topic

12. Les Wow. Great advice Jeff. But why do you think that learning another language is so important? Sometimes when I am frustrated I just want to give up and not even bother.
13. Jeff Well, Leslie, it can open up a lot of opportunities for you. Just think of all of the jobs you can get knowing another language.
14. Les Yeah, okay. I guess that's true. expressing certainty
15. Jeff And you love to travel. You can go to Saint Lucia, Canada, Switzerland, and of course France.
16. Les Ah. I guess you are right again. Thanks for your encouragement Jeff.

V. Finishing

17. Les I should probably get going and get some studying done. Thanks again!

18. Jeff No problem. Keep me posted and let me know how things go, okay? You can do it!
19. Les Oh. Okay, thanks again, bye.
20. Jeff Bye.

Did you get it?

Choose the correct answer.

Leslie is frustrated because...

- ...she has trouble with French pronunciation and verbs.
- ...she doesn't have many opportunities to speak French.

bit.ly/2shBP12



2. Me & Language Learning – Example Conversation 2

I. Greeting

1. Alisa Good morning.
2. Mao Good morning. Um, um, how are you?
3. Alisa I'm fine, and you?
4. Mao Um. I'm a little hungry.

II. Small Talk <none>

5. Mao So, what did you do yesterday?
6. Alisa Yesterday? Ah, I had a part-time job, so I was working.
7. Mao Mm. Where do you work at?
8. Alisa I work at Parco selling clothes or shoes...
9. Mao Mm.
10. Alisa ...something like that.
11. Mao That's nice.

III. Introducing the topic

12. Mao So, do ~~foreigner~~ **foreigners** come to your school?
13. Alisa Um...
14. Mao Shop? Ha ha.
15. Alisa Yeah, not so much, but sometimes.
16. Mao Mm. So...do you communicate with them in English?
17. Alisa Yes, when they come to my store...
18. Mao Mm.
19. Alisa ...I do.

20. Mao Um, that's nice! So, have you ever been ~~to~~ abroad?
21. Alisa Yes, I've been to, um, Canada, Australia, and France and, yeah, and so on.
22. Mao Ah, so many **country countries**. So what country is the best?
23. Alisa Um, when I was a high school student, I was in Canada for a year...
24. Mao Mm-mm.
25. Alisa ...so I really liked Canada.
26. Mao Huh, mm, what do you do...what did you do in Canada?
27. Alisa Um, ahm, I went ~~to~~ there to study English to improve my English skills.
28. Mao Mm, that's nice, so you stayed in someone's home... Ah! You ~~do~~ **went on a** homestay or **stayed in dormitories a dormitory**?
29. Alisa Um, I stayed with my host family.
30. Mao Um. How was your host family?
31. Alisa My host family was... I guess, my host father was a pastor...
32. Mao Mm.
33. Alisa ...so I went to church every Sunday morning, there. It was, um...my first time to go, so sometimes it confused me.
34. Mao Ah.
35. Alisa But now I believe it was a very good opportunity to...go.

IV. Reintroducing the Topic

36. Alisa Um. Please, um... Ha ha.
37. Mao Ha ha.
38. Alisa Please talk ~~to your~~...about **your yours**.
39. Mao Okay. Mm... getting time to think I went to Thailand ~~to~~ on a volunteer activity program.
40. Alisa Okay.
41. Mao Yeah, and I built a community hall. So...
42. Alisa Oh, that's good. Expressing certainty
43. Mao Yeah, that's my first time to volunteer so, mm, it was... ~~I'm~~ **was** really worried about ~~to volunteer~~ it before I **go** went there...
44. Alisa Um.
45. Mao ...but...but **that's that was a** really nice experience for me.
46. Alisa Um, I see. Isn't Wasn't it tough? Tough for...
47. Mao Yes. I used concrete and **make made** floors...
48. Alisa Wow.
49. Mao ...or something like that. And only one person can speak English.
50. Alisa Uh...
51. Mao So **it's it was** hard to communicate with **those** people in Thailand.
52. Alisa Okay. What...uh... getting time to think What languages do they speak?
53. Mao They speak ~~Thailand~~ **Thai** or...

54. Alisa Oh, Okay.
55. Mao Yeah. Or **the** language of Akha. That's a...
56. Alisa Um.
57. Mao ...native...native **language**?
58. Alisa Ah, Okay.
59. Mao Yeah. So I can't understand it.
60. Alisa I see.
61. Mao Yeah.
62. Amisa How many days did you stay there?
63. Mao Uh, I stayed there for a week.
64. Alias Ah, Okay.
65. Mao Yeah. So...I think that's **a** short, so I want to go there again for **a** long time.
66. Alisa Oh, really? Ah, nice. That's **a** very good idea, I think. Expressing certainty

V. Finishing

67. Alisa So, oh, I gotta go.
68. Mao Oh, Okay.
69. Alisa Yeah, I **am supposed to be** in Sakae in 30 minutes because I have a part-time job today.
70. Mao Wow. Fight **on**.
71. A&M <laughing>
72. Alisa Sorry. So, see you, see you there.
73. Mao See you.

Did you get it?

Choose the correct answer.

Has Alisa been to Canada before?

- Yes, for a year.
- No, she's never been.

Be careful!

- X I've studied English since I was junior high school.
- X I've studied English when I was junior high school student.
- O I've studied English **since** I was in junior high school.
- O I've studied English **since I was a** junior high school student.

How about you?

I've studied English since _____ . (elementary school, 7th grade, etc.)

2. Me and Language Learning — Conversation Strategies

Getting time to think

Sometimes your partners
ask you a tough
question, and you need
time to think.

Be sure to tell or show
them that **you understand the question and are thinking.**

You can say things like
“That’s a good question...”
“Mm, how can I say that...”

Or something like
“Um, let’s see.” “Just a second.” “Hang on a sec.”

Or even just a quick
“Uh...” “Well...” “Hm....”

These show you partners that you need a few seconds to think.

Expressing Certainty

We often talk about things we are certain of, and other times we talk about things we know very little about. Expressing your level of certainty is a strategy that **shows your partner how sure you are of what you are saying.**

**See the chart on the next page
for some examples:**

Expressing Certainty

Level of certainty	Possible phrases
100%	I'm sure that... I'm positive that... I'm certain that...
90%	I'm pretty sure that... I'm almost positive that... I'm almost certain that...
60%	Maybe... Perhaps... It's possible that...
30%	I'm guessing, but... I have a vague idea, but... I don't know much about that, but...
10%	It's mostly a guess, but... I don't really know, but maybe... I know almost nothing about that, but...
0%	I don't know... I have no idea.... I'm not sure at all...

2. Me and Language Learning – Helpful Hints

Think of **3** different things from your language learning history of English—or other language, like French, Chinese, Swahili, and so on. For example:

1. **Events** in your language learning history:
 - Have you ever made a funny English mistake?
 - Have you ever travelled by yourself in an English-speaking country?
 - Have you studied English abroad?
2. Good **ways to learn** English
 - Do you watch English language films with subtitles?
 - Do you chat with foreign exchange students?
3. **Challenges in learning** English
 - What is the hardest thing about learning English? (vocabulary, grammar, listening, pronunciation) Why?
4. Your **attitude toward learning** English
 - How you feel about learning English?
 - Should we be learning English in elementary school?
5. **Goals in learning** English
 - Why do you want to learn English?
 - Do you want to make a certain score on the TOEIC or TOEFL tests?
6. **Study habits**
 - How often do you study?
 - How do you memorize new vocabulary?
 - How do you study for tests?
7. **Other ideas**

2. Me and Language Learning — Example Cards

Me and Language Learning Class ___ Name <u>Leslie</u>	
Learning French	-Go to private lessons -Once a week -with a native French speaker
	-Go to Paris next summer -Be able to communicate there -Order meals -Talk to locals -Watch movies in French
Questions	Goals
-How do you study English? -Do you have any goals? -What part do you find the most challenging? -Do you learn any other languages?	-Verbs (get them mixed up) -Pronunciation is tricky -I need more motivation -Few chances to talk with French speakers

Me and Language Learning Class ___ Name <u>Maiko</u>	
Exchange	
-Went on a short study program to Australia -Did a home-stay with an Australian family	
Future	
-I want to go back as an exchange student -I want to study international relations and Japanese culture	
TV	Questions
-Watching TV shows in English -Lie to me/Gossip Girl/Lost/Glee -Good way to learn new vocabulary -Fun way to study!	-What do you want to do with English in the future? -How do you study? Do you have any advice? Did you ever study abroad? Do you want to?

2. Me and Language Learning — Questions

1. When did you become interested in learning a second language?
2. Why are you learning English? (Or Italian, Korean, Arabic, etc.)
3. How do you think English will help you in the future?
4. What's something you do to help you study English?
5. What's another way you study?
6. How often do you study?
7. What's one reason you like English?
8. What's another reason you like English?
9. What else helps you learn English?
10. What is the hardest part about learning English?
11. What has been your proudest moment learning English?
12. Do you study any other languages?
13. Do you have any advice/tips for grammar/vocabulary/pronunciation...?

Your questions:

11. How do I prepare for recording?

You get ready for recording in the same way you prepare for other SOCC conversations. Look at the vocabulary, example conversations, conversation strategies, helpful hints, example cards, and questions. Then, make your card and think about what you want to say to your partners, the questions your partners may ask you, and how you are going to answer those questions. You may want to make special effort to practice on or just before recording day. Try using self-talk (talking to yourself) in the bath the night before or on your way to school.

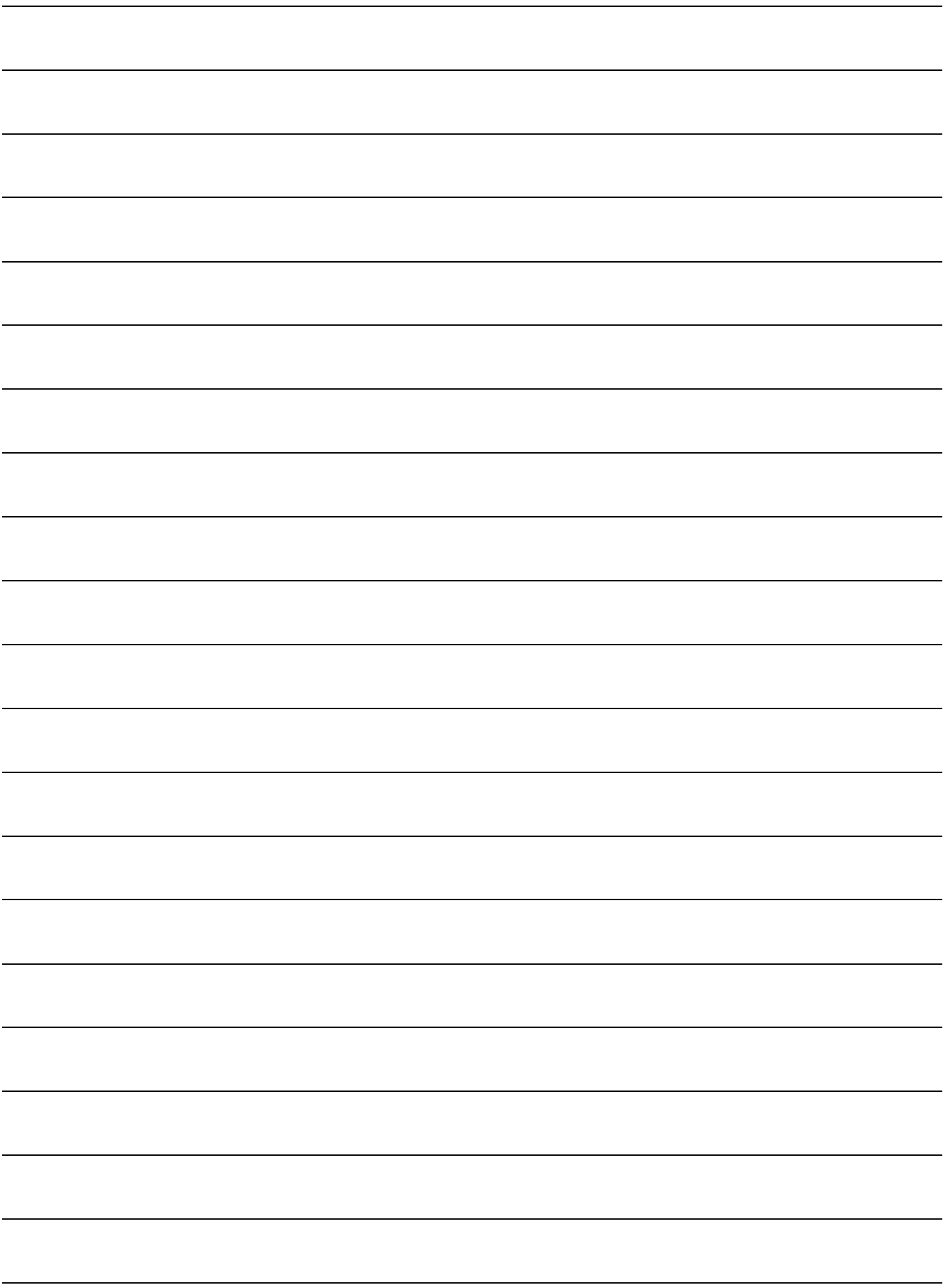
With experience, you'll learn how much you need to prepare to have successful conversations. Again, it's important to remember that "successful conversations" does not mean "perfect conversations." You and your classmates are students of English and not expert English speakers. If you are able to communicate your ideas, keep the conversation going, and use conversation strategies, then your conversation is probably successful.

12. What are follow-up activities?

Preparing for and recording conversations can help you improve your English skills, but so can reflecting on (which means "thinking deeply about") and analyzing our conversations. There are many ways to do this, and your teacher may introduce several to you. But one basic follow-up activity is writing a transcription.

How to fill out your transcription form

1. As you listen to your recording, write out half of the conversation on the right hand-side column. You and your recording partner can decide before you leave class who will write which half. If you do not have enough space on the transcription form, please use extra paper and staple it to the transcription form.
2. After you have written out your entire conversation, read through your transcription and use 3 different color pens (red = corrections, blue = improvements, green = conversation strategies) to write corrections, improvements, and strategies on the left hand-side column. Do not erase your mistakes!
3. Refer to the sample transcription on pages 138-139.



SELF-EVALUATION FORM

**Please complete the following items as best you can.*

1. How did you **prepare** for this conversation?

Total time spent preparing: _____

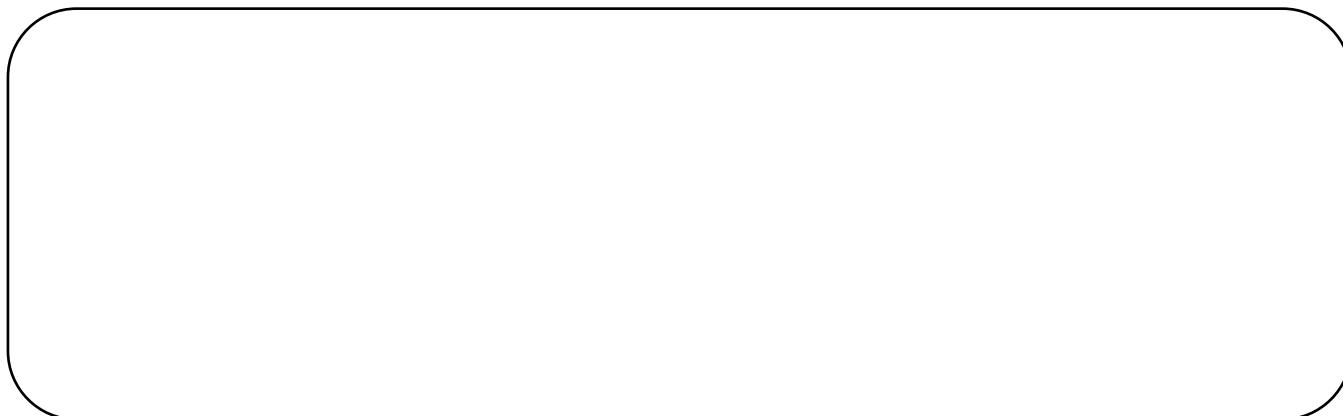
2. What are some **effective things** (2+) that **you think you** said or did?

3. What are some **effective things** (2+) that **you think your partner** said or did?

4. What are **some things you could do better**? What **advice** would you give to **yourself** for the next conversation?



5. What **advice** would you give to **your partner** for the next conversation?



6. Circle the **score** you would give yourself for this conversation: 50 – 60 – 70 – 80 – 90 – 100

7. Other comments:



14. What are action comments?

Writing action comments helps you to give valuable information to your teacher. At the beginning of class, write on the back of your card: 1) the date, 2) your English target, what percentage (%) of English you hope to speak, and, if possible, 3) the class activities. During class, write 4) your conversation partners' names. Then, in the last few minutes of class, write these things: 5) the % of English used, 6) numeric evaluations (from 1 to 6) under the headings *Interesting*, *Useful*, and *Challenging*, and 7) your general comments about class.

4/15 Partners: Yoshimi, Hitomi, Shota Tomoko	English target: 90%		
	English used: 80%		
	Interesting	Useful	Challenging
Listening, interactive bingo	6	5	2
Families & relatives example	3	6	4
Families & relatives card conversations	5	6	3
<u>Comments</u>			
Bingo was fun but pretty easy. Topic examples were really useful and I could understand. Using cards is good way to prepare and help talk about it. I like this class because teacher is very funny. I think that classmates are good for me. But I can't communicate in English very well. I know I don't have to be afraid to mistake. So from next class, I'd like not to be afraid to mistake and enjoy communicate with classmates!			

Important

When writing numerical evaluations, the “best” score for *Interesting* and *Useful* is “6,” and the “best” score for *Challenging* is “4” (that means just a little above your level). Comments can be what you thought of the activities or how you felt when you were doing them. You can also write about how effective the activities were for your learning, or anything you think you'd like to let your teacher know.

Sometimes, your teacher may return some of these comments to you and your classmates in a **class newsletter**. The newsletter will help you to know what your classmates think and feel about the class. It can also give you ideas about how to do things in the class differently or more effectively. Hopefully, **class newsletters** will help make the class even more enjoyable.

15. What do other students think about these tools and activities?

1) Example conversations

“It makes easy to speak in English. If there weren’t any examples, it was difficult, I think.” / “I can learn conversation’s structure so I can say what I want to say to partner and friends.”

2) Making Students’ Own Conversation Cards (SOCCs)

“It take time to prepare for the conversations. But practice helped me for recording.” / “It takes a long time to make SOCCs. Because I want to tell my real heart or thinking on this card.”

3) SOCC conversations

“Some cards are pretty and others are simple. Both are interesting to learn classmates’ ideas.” / “The time wasn’t long at all, and I was very happy to talk with many classmates.”

4) Changing partners

“Thanks to it, I could talk with many students. I enjoyed it.” / “Changing partners is a very good way. I want to talk as much as many people. It has a chance to know a variety of people opinion.” / “I like active class, so move is good.”

5) Recording

“At first, I didn’t like recording, but now I look forward to recording day.” / “Usually, I can’t listen to my own English conversation, so it was the only chance to listen my conversation. It is very good to me.” / “Today’s recording was best. I think I’m getting used to recording.”

6) Follow-up activities

“When my partner complimented me on my *transcription*, I was very happy.” / “Sometimes I thought *transcription* was troublesome, but now I enjoy doing it because I learn so much from it.”

7) Self-evaluations

“I like to hear partner’s advices. It’s important to give good advice.” / “It was so interesting to listen other student evaluation. And interesting other students found other mistakes.” / “By self-evaluating my recording, I could find what to do in next conversation.”

8) Advice to new students

“Don’t be afraid of mistakes. If you learn from mistake, it’s wonderful, isn’t it?” / “All students are busy. But if you prepare your cards and think about what you want to say, you can learn many things from this way.” / “Recording is much easier than I thought. I have more confidence now.”

9) Other comments

“I didn’t have a chance to talk English before this class. But this year, I talk English so much, so my ability must be improved!” / “I feel my English ability has improved. Because I became to express myself in easy English. I became to say freely.”

List of Conversation Strategies

Chapter 1—How was the Break?

1a Using longer sentences (p. 8)

I went to Nagashima Spaland three times this summer, *and* I got to see some great fireworks there.

1b Commenting (p. 9)

<add reactions and remarks>

A: “Yeah. I’m saving up money so I can go and see my family.”

B: “You’re going to see your family? So, they must be really important to you.”

Chapter 2—Me & Language Learning

2a Getting time to think (p. 18)

That’s a good question.

Just a second.

Uh...

2b Expressing certainty (p. 18)

I’m sure that...

I’m pretty sure that...

Chapter 3—Lifestyles & Habits

3a Asking for advice (p. 31)

What should I do?

Got any suggestions?

3b Offering advice (p. 31)

I think you should...

Why don’t you...

3c Responding to advice (p. 31)

Hey, that’s a nice idea.

Hm, that gives me more to think about.

Chapter 4—Things that Really Bug Me

4a Asking for opinions (review) (p. 40)

What do you think?

How do you feel about?

4b Using sound effects (p. 40)

Alarm clock: *Brrrrriinnngggg!*

Chapter 5—People I Respect

5a Using spelling (p. 49)

How do you spell that ?

5b Asking for clarification & Clarifying (p. 49)

Do you know what I mean?

Yeah, you mean...

Chapter 6—Talking about Japan

6a Describing culture (p. 59)

<explain in English>

Okonomiyaki is like a pancake made with eggs and vegetables, like cabbage.

Chapter 7—Local Culture

7a Making generalizations while avoiding stereotypes (p. 70)

X Canadians love maple syrup.

O Many Canadians love maple syrup.

Chapter 8—What Do You Think?

8a Going deeper (p. 79)

Has this ever happened to you?
Can you explain your feelings?

8b Advantages & disadvantages (p. 79)

What's one of the advantages?
What's not so good about it?

Chapter 9—Self-awareness

9a Interrupting (p. 92)

Um. Actually, I mean...
Sorry to interrupt, but...

9b Offering new words (p. 93)

Do you mean x ?
... X ?

9c Using new words (p. 93)

A: "I think you mean "hair-raising."
B: "Yeah, that's it. It was a hair-raising
movie."

Chapter 10—What I Value

10 Summarizing (p. 102)

<repeat some of the main points>

So you got the teddy bear from your
cousin and now it's a little old and dirty.

Chapter 11—What's in the News?

11a Showing our opinions are still developing (p. 113)

I don't know much about this but...
I just started learning about this so...

11b Supporting partner's opinions (p. 113)

Yeah, I think you're right that...
Mm-hm. That sure makes sense.

11c Suggesting counterpoints (p. 113)

I agree with most of what you're saying
but...
I read that too, but some people are saying
that...

Chapter 12—Future Dreams

12a Speaking hypothetically (p. 122)

Maybe I'll become a teacher someday.
I might be a salary man in the future.

12b Challenging ideas (p. 122)

Really? What's good about that?
How will that benefit you in the future?

About the author

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