

TUTORIAL

6.13

# Becoming equipped to communicate 3

This tutorial continues to look at the *Becoming Equipped to Communicate* program. We will look at another learning activity used during Level 1 - *Listen and Act with Speaking*. Then, we will move on to looking at the program for *Level 2: Relating through Daily Routines*.

## Introduction

In the last tutorial we introduced the *Listen and Act* activity for listening comprehension. This activity is used right through Level 1 so that you learn to comprehend quite a number of words before you use them in speaking. Look quickly through the first 25 daily learning plans of Level 1 now, to see the type of vocabulary you will learn initially - remember, you will not be learning to *say* all of these things during these activities, but just to *hear and understand* them:

**Scan:** *BEC* Pages 29-64

After these first 25 learning plans, the program adds a new learning activity: *Listen and Act with Speaking*. Read the introduction to this activity:

**Read:** *BEC* Page 65

## Listen and Act with Speaking

This new activity builds upon the foundation of the things you will have already learned up to this point: you will already be able to hear and understand quite a number of common vocabulary items. Now you will be ready to learn to say those things yourself. Once you can comprehend a word or phrase, and you have heard it repeated by a native speaker many times, it will be much easier for you to learn to say it correctly yourself. This follows a natural process of learning language: hear it → understand what it means → learn to say it → learn to use it correctly in context.

During the second half of Level 1 (daily learning plans 26-50) you will start to use the *Listen and Act with Speaking* learning exercise. You will also keep

using *Participant Observation* and the *Listen and Act* learning exercise (for new vocabulary items that you have not heard before).  
Look quickly through the next set of daily learning plans in Level 1 now (daily learning plans 26-50) to see basically what they cover:

**Scan:** *BEC* Pages 66-113

## What will you learn during Level 1?

On pages 114 - 118 of the *BEC* is a 'Self-evaluation for Level 1'. A learner who has completed all the daily learning plans for Level 1 should be able to fill out the self-evaluation by answering either 'adequately well' or 'extremely well' to each question. Read through the Self-evaluation to get an idea of the type of language someone should be able to use at the end of Level 1.

**Read:** *BEC* Pages 114-118

By the end of Level 1, a learner will have also spent around 200 hours doing *Participant Observation* in the community - taking part in, and observing community activities with people. They will also have spent around 300 hours doing *Listen and Act* activities with a number of local people who have been willing to spend regular time with them. If you imagine yourself in this situation, it is a lot of potential time to have begun to develop some relationships with a variety of people in the community, and for local people to start to get to know you. You will also be starting to get an idea of how things work - the polite ways to greet people, the interesting places to visit, the things that are important to people, who your neighbours are, and the common activities in the community. You will begin to understand what it means to people for you to show an interest in them and to take the time to learn their language.

## Level 2: Relating through Daily Routines

**Read:** *BEC* Pages 119-120

These pages give an introduction to the learning activities used during Level 2:

- Participant Observation,
- Working with Daily Routines.

Participant Observation continues to be a foundational part of the learning process - it is the time when you will be in real-life situations with people in the community, and in a sense it is where all of your learning comes together and solidifies into real functional ability. This is the time when your language and culture learning will be put into the pressure-cooker of life - and it is an essential part of the whole learning process. In the time schedule for Level 2

learners, on page 120 of the BEC, you will see that most of your time during this stage is spent in *Participant Observation* and the *Working with Daily Routines* activities.



## DISCUSSION POINTS

### *Becoming equipped to communicate 3*

1. Imagine that a group of people from another country moved into a house near yours on your street. What is some of the information you would like to find out about them, and why they were here? What are some of the things that they could do to make you:
  - a) feel suspicious or uneasy about them, or,
  - b) feel reassured about having them as neighbors?