

## **The Minimum Required Orientation to Phase 1B of the First 100 Hours:**

### **Continuing intensive listening and starting simple two-way communication**

#### ***Task 1: What do we mean by “talking”?***

So far, we have only had *listening activities*. In Phase 1B we start some *talking activities*. By *talking activities* we mean activities which force you to communicate “in your own words”.

Which one best describes you?

First approach:

In order to talk in my new language, I prepare what I’m going to say in advance, and learn it well, before I have to say it.

Second approach:

In order to talk in my new language, I say what I need to say in my own words, and get my point across as best I am able.

Some people believe strongly in the first approach. In the Six Phase Programme, however, we take the second approach. People who believe in the first approach may become upset when we ask them to follow the second approach. Give them at least one reason why it is important for them to learn to talk in their own words, rather than just saying what they have specifically learned in advanced:

So keep in mind that by *talking activities* we mean activities which force us to express ourselves in our own words to the nurturer, or to our fellow growing participators in order to convey something that we want to communicate at that moment, and could not have prepared for in advance.

#### ***Task 2: But what if I make a mistake?***

The traditional approach to speaking in language courses has been called “Get it right from the beginning”. One language school director said that they don’t let the students talk in their own words, since the teachers are horrified by how many mistakes they make! Well, in the Six Phase Programme, we recognise that if you aren’t making mistakes, you aren’t growing!

Philosophy 1: “Get it right from the beginning”

Philosophy 2: Struggle, make mistakes, and keep growing.

Which of the following statements illustrates Philosophy 1, and which illustrates Philosophy 2?

- Memorise perfect sentences, so you can talk without mistakes.

- Take risks—try to get your point across even when you don't know the correct way to do it.
- Talk-talk-talk. You get better as you talk and a local person helps you to express yourself even as you are talking.
- Drill-drill-drill so that you can speak perfectly without mistakes.
- If you make mistakes when you talk, you'll develop bad habits.
- If you aren't making mistakes, you aren't growing any more.
- You only learn to talk well by first talking badly (for a long time!).
- Your pronunciation will keep improving over time, if you keep working at it.
- You need to pronounce words perfectly at all stages.

### ***Task 3: Three keys to better talking***

Three things let us improve:

1. We keep hearing a lot that we understand;
2. We talk a lot;
3. The nurturer helps us as we struggle to talk.
  - a. She helps us come up with a word that we can't quite remember or can't quite say
  - b. She helps us finish our sentence.
  - c. She repeats what we said, but improves it.

The following are the result of either 1, 2 or 3. Which is which?

- Thinking of words and putting them together in sentences become easier with practice.
- We become more and more familiar with how host people talk.
- We learn something really well when we can almost do it, and someone helps us.

The following are examples of 3a, 3b and 3c. Which is which?

First example

Growing Participator (GP): The girl is trying, trying, uh...

Nurturer (N): She's trying to reach the apple.

GP: Yeah, trying to reach the apple.

Second Example

GP: The girl is try reaching the apple.

N: Yes, she is. The girl is trying to reach the apple. You are right.

Third Example

GP: The girl is trying to rea... uh, the apple--trying to rea..

N: reach

GP: The girl is trying to reach the apple.

#### **Task 4: Nurturers take note!**

The second example in Task Three shows the *best way* for a nurturer to help a growing participator.

GP: The girl is try reaching the apple.

N: Yes, she is. The girl is trying to reach the apple. You are right.

The following is *not such a good way* for the nurturer to help the growing participator:

GP: The girl is try reaching the apple.

N: Wrong. You have to use the infinitive with “try”. You must say, “The girl is trying to reach the apple.” Let me write it on the board.

List some differences between the good correction and the poor correction. (The first example is done for you.)

Good Correction	Poor Correction
1. It is like a normal conversation.	1. It is like a school lesson.
2.	2.
3.	3.
4.	4.

#### **Task 5: Getting my mouth around those sounds**

In recent activities in Phase 1A, we’ve been emphasising the difficult sound distinctions of the language you are learning.

Part 1:

Are there some sounds you have trouble telling apart? Which ones?

Are there other sounds that you think you will have trouble saying? Which ones?

Part 2:

Be especially aware of these particular sounds. However, you will mispronounce most of the sounds at first. If your mispronunciation is extreme, the nurturer will try to get you to repeat what you said the way she says it. You may not improve much at first.

How many times would you think that you should keep repeating the word after the nurturer, trying to get the pronunciation right?

Three times?

Ten times?

A hundred times?

Part 3:

Remember that you must continue on in whatever language learning activity you are doing, and cannot use the rest of the session to try to improve your pronunciation of a single word! If you don't improve much after a few tries, you aren't going to improve your pronunciation of that word today. Over time, your pronunciation will improve because

1. You'll hear the sounds more and more clearly as time goes on.
2. You'll have many opportunities to try to make what you say sound like what you hear.
3. You may get special help with a sound that you can hear well, but cannot pronounce.

Which of these three might apply to the sounds you mentioned in Part 1?

### ***Task 6: Realistic expectations***

One person stopped following the Six Phase Programme at the end of Phase 1 because, he said, "I still don't have conversation ability". Phase 1 takes an average of 100 hours. Developing anything that can rightly be called conversation ability usually takes from three hundred to five hundred hours.

In the following table we indicated our expected listening abilities and talking abilities by the end of each Phase. In fact, some people have such abilities already in the middle of the phase. We list them out of order. Write the Phase number in the left-most column.

<b>Write in the Phase number</b>	<b>Understanding ability</b>	<b>Talking ability</b>	<b>Number of hours</b>
_____	Understand simple stories that I helped to build.	Can talk a lot about what I can see and do. Not much conversation ability.	150
_____	Understand complicated stories if I already know what happens in them in advance. Understand simple explanations.	Can tell simple stories. <i>Can have conversations on a growing variety of topics.</i>	250
_____	Understand most speech directed to me on a large range of topics, and understand much that is not directed to me.	Can talk about much of what local people can talk about	500
_____	Understand speech about things I can see and do.	Talking ability mainly limited to special activities in language sessions.	100
_____	Understand almost all I hear, (and I hear a lot!).	Can talk about most of what local people can talk about, in much the same way that they talk about it.	Unlimited
_____	Understand complicated explanations directed to me, and can get to know people's lives deeply.	Can tell complicated stories and give simple explanations. <i>Lots of conversation ability</i>	500

There is a natural, obvious connection of each phase to the phase before it and the phase after it. What is the connection?

### ***Task 7: Listening Activities and Talking Activities***

From now on, each session will have some listening activities, as you have been doing in Phase 1A, and also some talking activities that require you to express yourself in your own words. Usually new words and new kinds of sentences are first learned in a listening activity and then often (not always) used in a talking activity later.

Look through the first session of Phase 1B and decide which activities are listening activities, and which are talking activities.

***Task 8: Talking can be scary!***

Many people experience fear when it is time to start talking. In a few cases it is extreme. People's palms sweat. They freeze up. Or perhaps they feel easily irritated and even angered. List some reasons below why you think people find talking scarier than listening. Include any that you think might be true of you.