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**Project Report**

**Teaching Context**

The focus of the course into which we implemented the mini project is basically speaking and listening training. More specifically, it aims at improving learners' American cultural competence and English communicative ability in daily life activities. There are two female adult learners in the class. One of the learner Jiyoo (pseudonym) came to State College with her husband who is a scholar in PSU. Jiyoo' L1 is Korean and her English proficiency is at intermediate-advanced level.   In the class, she always shows sufficient confidence and initiative to participate in speaking practicing. The other learner Laura (pseudonym) comes from Columbia so her L1 is Spanish. Her English proficiency is currently at intermediate level. Probably due to her introvert personality, she is not as active as Lisa when participating in the learning activities in class. Considering their common need for language learning and expectations for this course, we defines both American (or local) cultural knowledge and pragmatic language learning as the subject matter of the lesson. Thus all the activities integrated into the course are designed to promote learners' cultural awareness and practical communication skills in authentic daily activities that the learners want to learn about. In this project, we choose health care visit as the main topic.

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**Learning Objectives**

Learning objectives of the lesson include:

- To help the learners get a better understanding of the cultural knowledge and familiarize themselves with the general procedure of the health care visit in America with the help of internet access.

- To practice and improve learners' communicative skills in authentic healthcare context assisted with technology incorporated speaking activities.

- To promote learners' awareness of self-study by using online resources.

- To raise learners' awareness of self-monitoring and self-correcting by using recording devices.

**Technical Prerequisites**

Technical requirements

- The lesson requires the internet access to PSU Healthcare website, an audio player and an audio recorder.

Teachers' and learners' technical proficiency

- The lesson doesn't have a high demand for technical proficiency. Basically, it only requires the teacher to be able to make a pre-recording teaching material and know how to use electronic devices listed above. And the learners are supposed to use webpage information into language learning.

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**Task Description**

Lesson plan

| Content | Technology used | Procedure (descriptions of the activities & class arrangement) |
|---------|-----------------|----------------------------------------------------------------|
| American health care cultural knowledge and tips | | ***Orientation*** (10 min.) The teacher will lead students to discuss the following questions: <br>● Do you have a health care insurance? What do you know about American healthcare? <br>● What are the differences between your country and U.S.A in terms of health care system? <br>● What healthcare concern you may be most interested in terms of language learning? <br><br>During the discussion, the teacher will provide some cultural knowledge about this topic as well as some practical tips. |
| Making online appointment for healthcare visit | Internet access to UHS website (http://studentaffairs.psu.edu/health/) <br><br> Online dictionary | ***Presentation and Engagement*** (10 min) <br>● The teacher will open the UHS website and show to the students how to make online appointment for health care visit as well as the following procedure people will usually go through in actual visit. <br><br>● Students will choose certain healthcare concern they're interested in and try to learn the healthcare vocabularies (especially pronunciation) that are new to them from the website with the help of online dictionary. |

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| | | |
|---|---|---|
| Making phone call appointment for healthcare visit | Phonecall recording, audio player | ***Presentation and* Engagement** (15min)<br>● Students will be given a <u>handout</u> with the most frequent sentence patterns used in phone appointment. Students will learn the necessary information to be provided in the phone call.<br>● After familiarizing with the content, the teacher will play a phonecall recording which entails a phone call conversation for a healthcare appointment. Students will listen to the recording and then make appropriate response so as to accomplish the appointment. |
| Communicating efficiently with the doctor | Audio recorder | ***Presentation and Engagement*** (15 min.)<br><br>● Students will first learn the general types of illness as well as the common questions and answers appearing in a conversation with a doctor.<br>● Healthcare visit role-play. The two students will play the role of a doctor and a patient respectively and make up a conversation between the two roles using the content they've just learned. The scenario should be impromptu. Then the students will switch the roles and do the role-play again. Meanwhile, the teacher will record the conversation with the audio recorder.<br>● Students will listen to their conversation with the audio player and try to give comments. Also, students will receive the feedback from their peer and the teacher. |

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| | | |
|---|---|---|
| How to call 911 in medical emergency? | When to call 911 webpage ([http://www.whentocall911.com/howhelp.htm](http://www.whentocall911.com/howhelp.htm))<br><br>YouTube video "911 call recording" ([https://www.youtube.com/watch?v=y7ahHFkgOqw](https://www.youtube.com/watch?v=y7ahHFkgOqw)) | ***Presentation*** (5 min.)<br>● Students will open the "when to call 911" webpage and learn about the key information they need to know for a 911 call in medical emergency. (e.g. how to define an emergency? What to include in an emergency call?)<br><br>● The teacher will play an online video about two simulated 911 call recordings. |

**Theoretical and/or Pedagogical Consideration**

| Theoretical/Pedagogical Consideration | | | | |
|---|---|---|---|---|
| | UHS website | Phone call recording | Record role-play and feedback | YouTube Video |
| Authenticity Contextualized | ✓ | ✓ | | ✓ |
| Intercultural competence | ✓ | | | ✓ |
| Task-based instruction | ✓ | ✓ | ✓ | |
| ZPD | | | ✓ | |

In Sociocultural Theory point of view, language acquisition is socially situated

and constructed, through interaction with the social context, cultural artifacts, and

mundane conversations. Under Language Socialization's scope, interacting with a

cultural/language expert is essential in language learning. One way, for example, to

accomplish this acquisition is through task-based instruction; by engaging students with

contextualized tasks, interacting with peers and teachers, and providing students with

proper mediation, can facilitate the acquisitional process and enhance the pragmatic

awareness of language.

In this teaching context, all the activities were designed in the way that they were

closely reflecting the real social situation. The UHS website is the one that students are

going to use in the future; the phone call recording and the 911 YouTube video are

simulating the reality. These highly authentic and contextualized materials promote the

learning of the students. In addition, having activated their prior health care related

knowledge in their own culture at the beginning of the class, using the UHS website, and

911 YouTube video, renders the learners intercultural competence, raising the awareness

of the differences between two cultures.

Meanwhile, having students to browse through the UHS website, answer the

phone based on the pre-recorded questions, role-playing a doctor visit, reflect the nub of

the task-based instruction. Achieving semi-real-life tasks aids them to apply just-received

knowledge for pragmatic purpose, and ideally builds up their confidence in the future.

Finally, with the recordings of their role-play available, students are presenting

what they can accomplish without any mediation. Following, when they listen to the

recording, they can expand their zone of proximal development, by peer reviewing and

receiving feedback from the teacher.

**Sustainability**

| | | | | |
|---|---|---|---|---|
| **Sustainability** | | | | |
| | UHS website | Phone call recording | Record role-play and feedback | YouTube Video |
| Low tech requirement | ✓ | ✓ | ✓ | ✓ |
| For different objectives | ✓ | ✓ | ✓ | ✓ |
| Easy to replicate | ✓ | ✓ | ✓ | ✓ |
| Rich resource | ✓ | | | ✓ |

The technology used in the classroom is sustainable in the sense that it can be

used for various objectives, in various context, with rich online resource available, and

low technical requirement. In this Internet age, browsing web page and searching for

YouTube video is as simple as one click with the tip of one's finger on the mouse, or

even on the phone. Also, with the cell phone, recording becomes easy and mobile. With

the technology at hand, incorporating Internet, online videos, and recordings can be used

for not just speaking practice, and cultural competence; rather, the usage of these

technologies vary in light of the needs and goals. For example, videos can also be used

for listening practice, or lecturing; recordings can be used for self-monitoring as well.

More importantly, as long as one devises or locates the material, other teachers can easily

replicate and use them in their own class. On the other hand, if teachers want to design

their own class to better fit their goals without replicating others' work, the rich online

resource provides tremendous amount of options.

One potential drawback of answering a pre-recorded question-answering speaking

activity is that it does not have high flexibility. It can only be used in the situations where

the language use is formulaic, fixed, and proceduralized.

**Encouragement of Learning Strategies**

| Encouragement of learning strategies | | | | |
|---|:---:|:---:|:---:|:---:|
| | UHS website | Phone call recording | Record role-play and feedback | YouTube Video |
| Self learning | ✓ | ✓ | ✓ | ✓ |
| Different level of difficulty | | | | ✓ |
| Multimodality | ✓ | | | ✓ |
| Feedback | | | ✓ | |

In terms of the encouragement of language learning strategies, because of the high

sustainability of these technologies, being accessible, repeatable, and mobile, students

can easily self-learn. Furthermore, by virtue of the richness of the resources, learners can

search for videos specifically for ESL students, or natural conversation. Specifically, in

this case, the YouTube video regarding 911 situations is designed for ESL students; the language use is clear, at medium-speed, and available for close-caption. Taking the noise, unclearness in utterance, and tragic-nature of most 911 emergency calls into consideration, we opt out using a real recording. Nevertheless, if learners have the motive to learn about it, they can certainly do. Therefore, the difficulty level of learning material can be tailored to students' needs.

Students' learning style is another factor to consider when developing students' language learning strategies. Multimodalities offer more passages for learners to acquire knowledge. Browsing websites gives stimulations of reading texts, accompanied with pictures, while watching videos involves watching moving pictures, and listening, accompanied with reading texts if necessary.

Last but not least, one salient merit of recording students' performance lies in that the teacher and the students can give instant feedback; and more importantly, these feedbacks are specific to details, which are subject to changes depending on the objectives of the class. When students finish the role-play practice, and listen to the recordings, both the students and the teachers can easily pause at any time and comment on the practices. For instance, in this class, the teacher's feedback was focusing on what the possible follow-up questions would be, and what other possible answers are. But in other classes, the feedback could zoom in on grammatical points, alternative vocabulary,

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etc. On the other hand, the recordings provide their peers with chance to review the

quality of the conversation, which incubates self-learning strategies.

**Evaluation**

      The course design adopts a topic closely related to students' daily life: health care

visit. The very purpose of this course is teaching students how to communicate when they

are actually doing healthcare visits. To better evaluate the CALL tasks we adopted in this

course, we borrowed the six criteria and their specific guidelines which Levy and

Stockwell (2006) specified in their article: language learning potential, learner fit,

meaning focus, authenticity, positive impact, and practicality. Here we will evaluate how

our CALL tasks apply to these specific guidelines.

| Language learning potential / Meaning focus | | | | |
|---|---|---|---|---|
| | UHS website | Phone call recording | Record role-play and feedback | YouTube Video |
| Primarily communicative, meaning-focused activities | ✓ | ✓ | ✓ | ✓ |
| Occasional or incidental focus on linguistic form | | | ✓ | |

      The first two criteria we evaluate are language learning potential and meaning

focus. Language learning potential, according to Levy and Stockwell (2006), promotes

beneficial focus on form. And in recent SLA literature, meaning or communication is

always regarded as primary in definitions of focus on form. Therefore, we put these two

criteria as one category. Language learning potential values activities which are primarily

communicative, meaning-focused, and occasionally or incidentally focus on linguistic

form. The four CALL tasks we adopted, browsing UHS website, the phone call

recording, the role-play recording, and the YouTube video, all serve for the purpose of

communication. Students were expected to understand the meaning of the languages used

in these tasks, and later imitate them either in doctor's appointments or emergency calls.

In the meantime, we also provided students a handout before the role-play recording.

There were multiple sentences and expressions which are commonly used for scheduling

doctor's appointments and making emergency calls. The word collocations and sentence

structures in the handout, as we believe, could be regarded as occasionally focusing on

linguistic form.

| Positive impact | | | | |
|---|---|---|---|---|
| | UHS website | Phone call recording | Record role-play and feedback | YouTube Video |
| Learners' social identity | ✓ | ✓ | ✓ | |
| Cultural awareness | ✓ | ✓ | | ✓ |
| Pragmatic abilities | ✓ | ✓ | ✓ | ✓ |
| Computer literacy | ✓ | | | |

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The third criterion we evaluate is positive impact. Specifically speaking, it

includes learners' social identity, cultural awareness, pragmatic abilities, and computer

literacy (Levy and Stockwell, 2006).   Our first three CALL tasks could all be used to

help students conceptualize their identities when they are doing the tasks. When making

appointments on the UHS website, for example, a student could conceptualize

himself/herself as a patient who just pulled a muscle in his/her leg. These conceptualized

identities help students better get involved in the context.

Also, we designed these activities to bring students closer to American culture. In

some countries, it may not be available to schedule a doctor's appointment online, while

in the U.S., online scheduling is prevailing. And it is only in North America where the

emergency call number 911 is used. These CALL tasks enabled our students to take

cultural issues into consideration in healthcare contexts.

Speaking of the pragmatic abilities, since the topic of this course was chosen by

the students, it more or less met their needs. All these four CALL tasks were designed

with carefully chosen materials relating to the students' life in State College. For

instance, in the phone call recording task, we pre-recorded the prompts in a context of

Mount Nittany Medical Center, providing a simulated phone call which fit their living

contexts.

Every time the students visit the UHS website, they are able to check out what

information is provided on the website. They might get stuck on how to schedule an

appointment on the website in the first time, but gradually they would be able to use the

website more skillfully.

| Learner fit (Enable individual learners to work with:) | | | | |
|---|---|---|---|---|
| | UHS website | Phone call recording | Record role-play and feedback | YouTube Video |
| Language structures at the appropriate level | | ✓ | ✓ | ✓ |

Another criterion is learner fit. The UHS website might include abstruse medical

terms which were beyond the students' current language levels, but for the other three,

the language was appropriately designed and all met their language levels.

| Authenticity | | | | |
|---|---|---|---|---|
| | UHS website | Phone call recording | Record role-play and feedback | YouTube Video |
| Correspondence between the CALL activity and target-language activities of interest/needs to learners out of the classroom | ✓ | ✓ | | ✓ |

The next criterion is authenticity. Here we mainly explore the correspondence

between our CALL tasks and the students' interests/needs of English out of the

classroom. In the role-play recording task, the students were asked to perform as both

doctors and patients, which is not their real identity. But they could conceptualize their

authentic identities for the other three tasks. For example, they might encounter an

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emergency in an authentic context in the future, and the information provided in the

YouTube video could serve as an example, telling them how to make an emergency call.

| Practicality | | | | |
|---|---|---|---|---|
| | UHS website | Phone call recording | Record role-play and feedback | YouTube Video |
| Hardware and software technical support | ✓ | ✓ | ✓ | ✓ |
| Social and cultural characteristics of the institutional environment | ✓ | ✓ | ✓ | ✓ |

The last criterion is practicality. As discussed above, the technical requirements

for our CALL tasks are relatively low. For the hardware, we only need a computer or a

laptop, and a cellphone with in-built recording function. And for the software, we only

need a web browser such as Chrome, an audio player such as VLC, and an audio recorder

such as GarageBand.

In Mid-State Literacy Council, the institutional environment is quite friendly. The

technical devices are easily accessible, providing an ideal environment for us to

implement the CALL tasks.

The data we gathered by now was the students' voice recordings during the phone

call task and the role-play task. We used the data to give students instant feedbacks, and

students could also use the data for self-reviewing.   In the voice recording of the role-

play task, for example, one student apparently lacked fluency in that conversation. She

also noticed this problem when she was listening to the recording.

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**Reference**

Levy, M., & Stockwell, G. (2006). *CALL dimensions: Options and issues in computer-*

*assisted   language learning*. Mahwah, N.J: L. Erbaum Associates.

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**Appendix 1: Online Sources**

http://studentaffairs.psu.edu/health/

http://www.whentocall911.com/howhelp.htm

https://www.youtube.com/watch?v=y7ahHFkgOqw

**Appendix 2: Class Handout**

**Making an appointment**

Good morning. I'd like to make an appointment to see the doctor today.

**Describing Symptoms**

I have been coughing a lot these days / recently / for the last few days / since yesterday.

I think I've pulled a muscle in my leg.

I'm having difficulty breathing.

**Doctor's Questions**

how long have you been feeling like this?

how have you been feeling generally?

do you have any allergies?

I'm allergic to antibiotics

are you on any sort of medication?

**Treatments and advice**

I need a sick note

you're going to need a few stiches

I'm going to give you an injection

we need to take a … urine sample… blood sample

you need to have a blood test

I'm going to prescribe you some antibiotics

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take two of these pills three times a day

take this prescription to the chemist

I want to send you for an x-ray

I want you to see a specialist


**General Types of illness**

Allergy        Cough          Dizziness          Fever / Temperature          The Flu

Rundown / Under the Weather        Runny Nose        Sneeze          Sunburn

Hay Fever: An allergy to plants and the pollen from flowers. The symptoms are red eyes, a runny nose and sneezing.

Insomnia: Not being able to sleep at night.

Rash: Uncomfortable, itchy, red spots on the skin. A skin condition.


## How You Can Help in a Medical Emergency?

**Know What to Say.**

• Calling for help is easy. Just dial 9-1-1. The information you give the emergency dispatch operator helps EMS help you.

• Stay calm, speak clearly, and stay on the phone until the emergency operator tells you to hang up.

• Tell the emergency dispatch operator where to find the person needing emergency care, who is hurt or sick, and what happened. The emergency operator will also need to know what condition the victim is in and if any help is being given.

• Give the exact location of the emergency. Point out any landmarks – nearby intersections, bridges, and buildings that will help the ambulance crew find you. And leave your name, address, and telephone number in case the emergency operator needs to get back in touch with you.

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**Know What to Tell the Emergency Dispatcher**

- When you call 911:

- Describe the emergency; speak slowly and calmly

- Give your name and phone number

- Give exact location/address and nearby landmarks

- Give name, age and number of patient(s), if known

- Follow the dispatcher's instructions and answer all questions

- Don't hang up until you are told to do so

- Don't leave the scene until help arrives

**APLNG 589 MINI PROJECT INSTRUCTIONS**

## I. Overview

1. You are expected to collaboratively design and implement three mini projects for this course. Each project will address one of the following three topics, in the order they appear below. You may design these projects with previous or hypothetical future teaching situations in mind. However, at least one of the three projects must be designed for and implemented in a current teaching situation (e.g., a course or tutoring session currently taught by a group member).

- Listening, pronunciation and/or speaking
- Vocabulary and/or reading
- Grammar and/or writing

2. In order to facilitate mini project(s) designed for a current teaching situation, you are asked to form a group with at least one person currently teaching a course or tutoring session at Penn State or elsewhere. Having access to actual teaching venues should facilitate the coordination of the work required for the projects. If you wish to videorecord a classroom session, videorecording equipment can be borrowed from Media and Technology Support Services (Mediatech) at the Wagner Annex, located on Curtin Road, near Shields Building. For more information, please go to http://www.libraries.psu.edu/psul/mtss.html

3. A mini project may be expanded into a final project. However, it is not advisable to simply combine three mini projects into a final project.

## II. Components

Each mini project should include the following components, where applicable. This will serve as an informal guide for your design process. Other components can be added as necessary.

1. Context: Description of the learning context in terms of
   - Subject matter (linguistic, pragmatic, cultural, critical…)
   - Learners (proficiency level, relevant learner characteristics, etc.)
   - Type of course

2. Learning objective(s)

   - Description of specific learning objective(s)

3. Technical prerequisites
   - Teachers' and learners' technical proficiency
   - Technical requirements

4. Task description
   - Informal lesson plan format
   - Elements can include steps, content to be covered, technology used, interaction expected, etc
   - Actual handout(s) to be distributed to students in class, if relevant

5. Theoretical and/or pedagogical considerations
   - Discuss any theoretical concepts or pedagogical principles that motivated or guided the design and/or implementation of your project

6. Sustainability of technology use and encouragement of learners' language learning strategies
   - How sustainable is your technology-enhanced model of learning and teaching from the teacher's and the students' perspectives?
   - How does your incorporation of the technologies contribute to students' development of language learning strategies?

7. Evaluation
   - How would you evaluate the design and implementation of your project (e.g., what factors would you consider in your evaluation? What data would you gather?)

**III. Presentations and submissions**

You are expected to present the design (including all of the components described above) AND one of the following in class (up to 30 minutes): (1) a short teaching demonstration in the APLNG 589 class followed by a reflection of whether the demonstration met your initial expectations OR (2) a summary and reflection of the actual class in which you implemented your project. Mini Project Presentation PPTs should be uploaded to the appropriate dropbox in ANGEL before your presentation.

You are also expected to submit a written document (in the appropriate dropbox in ANGEL) that details the components described above, along with any supplementary materials (e.g., handouts, online resources and other items used in the classroom) **in one combined PDF document**. Be sure to include the names of all group members in the document. There is no length requirement for the written document, and you will be evaluated on the quality of your design and implementation.