

CLA ACTIVITIES IN ENGAGE
Ethnos360/Global Partners, 9/302022

All activities with tasks and detailed tips under each
(TASK BOX) for each task in parentheses

(COMMUNITY) EXPERIENCE ACTIVITIES

GET ACQUAINTED WITH YOUR COMMUNITY (Warm-up)

1. (PLAN) Plan your community experience
 - Make general plans of where you will go
 - Edit Activity Title
 - Under Task 2 write:
 - Where you plan to go
 - Specific people you plan to meet
 - Any specific Culture Events you plan to experience
2. (COMMUNITY) Get Acquainted with the Community
 - Meet people
 - Notice where people are and what they are doing
 - Observe and document Culture Events
 - Use a shared language
 - Take photos, record audio or video, etc.
 - Participate in Culture Events if appropriate

EXPERIENCE A CULTURE EVENT (Stages 1-4)

1. (PLAN) Plan your experience of a Culture Event
 - Select the Culture Event to experience
 - Select person who will accompany you (if needed)
 - Make arrangements, if needed
 - Edit Task 2 to show Culture Event, people, etc.
2. (COMMUNITY) Observe and Document [a Culture Event]
 - Take photos, video, etc.
 - Participate in the Culture Event if appropriate

VISIT IN THE COMMUNITY (Stages 1-4) – GPA 4

1. (PLAN) Plan your visit
 - Who you will visit and where
 - Possible topics of conversation
 - Edit Task 2 to show who or where you will visit, topics, etc.
2. (COMMUNITY) Visit [in the community]
 - Early: Get acquainted, converse in a shared language
 - Later: Engage in natural conversation
 - Take photos, record audio or video, etc.
 - DON'T normally do this; make it natural visiting

HOST VISITORS IN YOUR HOME (Stages 2-4)

1. (PLAN) Plan to host visitors
 - Select who to invite and when
 - Invite them
 - Edit Task 2 to show names of your visitors.
 - Plan topics of conversation, as able
 - Under Task 2 write:
 - Topics of conversation
 - Other details
2. (COMMUNITY) Host [visitors] (if/as appropriate)
 - Early: Get acquainted, converse in a shared language
 - Engage in natural conversation in the new language as able

JOIN A COMMUNITY GROUP (Stages 3-4) – GPA 4

1. (PLAN) Select a community group to join
 - Find a group to join that requires you to talk and participate as able
 - Make arrangements to join the group
2. (COMMUNITY) Participate in the group as able

LISTEN AND DO ACTIVITIES

LISTEN AND DO (SILENT) (Stage 1: Unit 1)

1. (PLAN) Organize photos/props and ideas
 - Select photo(s) of objects, actions or scenes
 - Select and list props, and body movements (verbs, prepositions, etc.)
 - Export selected photos (at the end of planning session)
 - Print photos later

2-3 = one session

2. (HELPER) Follow your helper's instructions silently
3. (HELPER) Record a summary of the activity

4. (PROCESS) Process the recording
 - Label photos with key words, etc.
5. (PROCESS) Review alone
6. (HELPER) Review with your helper
7. (PROCESS) Review alone
8. (HELPER) Review with your helper
9. (COMMUNITY) Practice in the community
10. (COMMUNITY) Practice in the community
 - In next community session

LISTEN, DO AND SPEAK (Stage 1: Units 2-4)

1. (PLAN) Organize photos/props and ideas
 - Select photo(s) of objects, actions or scenes
 - Select and list props, and body movements (verbs, prepositions, etc.)
 - Export selected photos (at the end of planning session)
 - Print photos later

2-3 = one session

2. (HELPER) Follow your helper's instructions
3. (HELPER) Record a summary of the activity

4. (PROCESS) Process the recording
 - Label photos with key words, etc.
5. (PROCESS) Review alone
6. (HELPER) Review with your helper
7. (PROCESS) Review alone
8. (HELPER) Review with your helper
9. (COMMUNITY) Practice in the community
10. (COMMUNITY) Practice in the community
 - In next community session

INTERACTIVE ACTIVITIES

COMMENT ON A PHOTO, ANSWER QUESTIONS (Stage 1: Unit 3 – Stage 2: Unit 4) – GPA 2

1. (PLAN) Select photo(s)
 - Select one or more photos of a scene
 - Export selected photo(s) at the end of planning session
 - Print all photos

2-3 = one session

2. (HELPER) Have your helper talk about the photo(s)
 - Interact as able
 - Have your helper correct and coach you
3. (HELPER) Record your helper's version as a narrative

4. (PROCESS) Process the recording
5. (HELPER) Have your helper ask you questions about the photo(s)
 - Answer their questions as able
 - Have your helper interact, correct and coach you

TALK ABOUT A PHOTO, ASK QUESTIONS (Stage 1: Unit 4 – Stage 2) – GPA 2

1. (PLAN) Select photo(s)
 - Select one or more photos of a scene
 - Export selected photo(s) at the end of planning session
 - Print all photos

2-3 = one session

2. (HELPER) Talk to your helper about the photo(s)
 - Have your helper interact, correct and coach you
3. (HELPER) Ask your helper questions about the photo(s)
 - Have your helper answer your questions
 - Have your helper interact, correct and coach you

ROLE PLAY ACTIVITIES

ELICIT A PRACTICAL EXPRESSIONS (Stage 1: Unit 2 – Stage 3: Unit 3)

1. (PLAN) Select a Practical Expression to learn
 - Drag a Pending Idea to Task 1
 - Think of a Practical Expression while planning
 - Edit Activity Title
 - Edit task 2 to describe practical expression

2-3 = one session

2. (HELPER) Ask your helper give you the correct thing to say [in a situation] GO WITH “ASK” here and ff
 - Describe the situation
 - Ask for what would be said in that situation
3. (HELPER) Record your helper and take photos/video
4. (PROCESS) Process the recording and the photos/video
 - Mark as a Practical Expression
 - Tag to sort topically (as desired)
5. (PROCESS) Review alone
6. (HELPER) Review with your helper
7. (HELPER) Review with your helper
 - In next helper session
8. (COMMUNITY) Review/practice in the community as appropriate

ACT OUT A ROLE PLAY (Stage 2 – Stage 3: Unit 3)

1. (PLAN) Select a Role Play to learn
 - Drag a Pending Idea to Task 1
 - Think of a Role Play while planning
 - Edit Activity Title
 - Edit task 2 to describe the role play
 - Select native speakers to act out role play
 - Edit task 2 to show names of speakers

2-3 = one session

2. (HELPER) Have [two native speakers act] out [a script or role play]
 - Explain a situation
 - Ask them to act out what to do and say
3. (HELPER) Record them and take photos/video

4. (PROCESS) Process the recording and photos/video
5. (HELPER) Act out the script or role play with your helper
6. (HELPER) Act out the script or role play with your helper
 - In next helper session
7. (HELPER) Act out with your helper, reversing the roles
 - In next helper session

RECORD and (PROCESS) ACTIVITIES

RECORD-LISTEN-PROCESS (Stages 2-4) – GPA 3

ASK ABOUT THE MEANING (Stage 2) – GPA 3

1. (PLAN) Plan the recording for this activity
 - Select the topic for this activity
 - Edit Activity Title
 - Select speaker for this activity
 - Edit task 2 to show speaker's name
 - Select appropriate Task Box in task 2
 - (COMMUNITY): With speaker out in the community use THE/YOUR in instructions
 - (HELPER): In office with helper or speaker

2-3 = one session

2. (HELPER) or (COMMUNITY) Record [a native speaker]
 - Drop Question Markers during the recording
 - Unknown words
 - Sentences, etc., not understood
3. (same as #2) Ask the speaker (or your helper) to explain the meaning
 - Optional: Record the Q/A if using Question Markers
4. (PROCESS) Process the recording (listen, think of more questions)
 - Enter as dropped Question Markers if you want to record the Q/A
 - Additional explanation of meaning
 - Discuss other questions
 - Edit task 5 (helper or name of speaker)
 - Select appropriate Task Box in task 5
 - (COMMUNITY): With speaker out in the community
 - (HELPER): In office with helper or speaker
5. (HELPER) or (COMMUNITY) Discuss the recording with [the speaker or your helper]
 - Optional: Record the Q/A if using Question Markers

ASK QUESTIONS, SELECT NEW TOPICS (Stage 3-4) – GPA ??

6. (PROCESS) Process the recording (plan questions for more details)
 - Enter as dropped Question Markers if you want to record the Q/A
 - Additional explanation of meaning
 - Discuss other questions
 - Edit Task 7 (helper or name of speaker)
 - Select appropriate Task Box in task 7
 - (COMMUNITY): With speaker out in the community
 - (HELPER): In office with helper or speaker
7. (HELPER) or (COMMUNITY) Ask [the speaker or your helper] questions for more details, interact as able
 - ~~Select Helper or Community Task Box during planning~~
 - Optional: Record the Q/A if using Question Markers
8. (PROCESS) Process the recording
 - Transcribe/translate, tag
 - Select new related topics to explore
 - Use Pending Ideas to list new topics to explore

INTERVIEW A NATIVE SPEAKER (Stages 2: Unit 3 – Stage 4) – GPA 5

1. (PLAN) Plan interview questions for a native speaker
 - Write the questions under task 2
 - Select a native speaker for this activity
 - Edit task 2 to show speaker's name
 - Select appropriate Task Box in task 2

2-4 = one session

2. (HELPER) or (COMMUNITY) Interview [the native speaker], record the interview
 - Drop Question Markers during the interview
 - Unknown words
 - Sentences, etc., not understood
3. (same as #2) Ask the speaker to explain the meaning
 - Optional: Record the Q/A if using Question Markers
4. (same as #2) Summarize one or more points back to the speaker
5. (PROCESS) Process the recording (listen, think of more questions)
 - Write the questions under task 6
 - Enter as dropped Question Markers if you want to record the Q/A
 - Additional explanation of meaning
 - Other discussion
6. (same as #2) Discuss the recording (with your helper or the speaker)
 - Optional: Record the Q/A if using Question Markers

Steps 7-8 as needed

7. (PROCESS) Process the recording (plan questions for detail)
 - Write the questions under task 8
 - Enter as dropped Question Markers if you want to record the Q/A
 - Additional explanation of meaning
 - Other discussion
8. (same as #2) Ask the speaker questions for more detail, interact as able
 - Optional: Record the Q/A if using Question Markers
9. (PROCESS) Process the recording (transcribe/translate)
10. (HELPER) Discuss the recording with your helper, if appropriate
 - Discuss processing and tagging options
11. (PROCESS) Process the recording (remaining details/related topics)
 - Create Pending Ideas for related topics to explore

RECORD NATIVE SPEAKER INTERACTION (Stage 4) – GPA 5

1. (PLAN) Select a recording, add to plan (as link)
 - Select a recording from Pending Ideas or All Recordings
 - Drag the recording to task 1
 - Select native speakers for this activity
 - Edit task 2 to show speakers' names

2-4 = one session

2. (HELPER) Play the linked recording for [several other native speakers]
3. (HELPER) Have the native speakers discuss the linked recording
 - Record them in a new recording, if appropriate
 - Drop Question Markers during the recording
4. (HELPER) Ask the speakers to explain the meaning
 - Optional: Record the Q/A if using Question Markers

The following tasks are optional

5. (PROCESS) Process the new recording (listen, think of more questions)
 - Write the questions under task 6
 - Enter as dropped Question Markers if you want to record the Q/A
 - Explain the meaning
 - Other discussion
 - Select speakers for task 6 session
 - Edit Task 6 to show names of your helper or the speakers
6. (HELPER) Discuss the new recording with [your helper or the speakers]
 - Optional: Record the Q/A if using Question Markers
7. (PROCESS) Process the new recording (plan questions for detail)
 - Write the questions under task 8
 - Enter as dropped Question Markers if you want to record the Q/A
 - Explain the meaning
 - Other discussion
8. (HELPER) Ask the speaker (or your helper) questions for more detail, interact as able
 - Optional: Record the Q/A if using Question Markers
9. (PROCESS) Process the new recording (transcribe/translate)
10. (HELPER) Discuss the new recording with your helper
 - Discuss processing and tagging options
11. (PROCESS) Process the new recording (remaining details/related topics)
 - Create Pending Ideas for related topics to explore

RECORD NATIVE SPEAKER DISCUSSION (Stage 4) – GPA 5

1. (PLAN) Plan a native speaker discussion
 - Select a topic for discussion from Pending Ideas
 - Edit Activity Title
 - Select native speakers for this activity
 - Edit task 2 to show speakers' names and topic
 - Select appropriate Task Box in task 2
 - (COMMUNITY): With speakers out in the community
 - (HELPER): In office with helper or speakers

2-3 = one session

2. (HELPER) or (COMMUNITY) Have [several native speakers] discuss [a topic]
 - ~~Select Helper or Community Task Box during planning—DELETE~~
 - Record the speakers, if appropriate
 - Drop Question Markers during the recording
3. (same as #1) Ask the speakers to explain the meaning
 - Optional: Record the Q/A if using Question Markers

Steps 3-6 are optional

4. (PROCESS) Process the recording (listen, think of more questions)
 - Write the questions under task 5
 - Enter as dropped Question Markers if you want to record the Q/A
 - Explain the meaning
 - Other discussion
 - Edit task 5 to show the names of your helper or the speakers
 - Select appropriate Task Box in task 5
 - (COMMUNITY): With speakers out in the community
 - (HELPER): In office with helper or speakers
5. (HELPER) or (COMMUNITY) Discuss the recording with [your helper or the speakers]
 - Optional: Record the Q/A if using Question Markers
6. (PROCESS) Process the recording (plan questions for detail)
 - Write the questions under task 7
 - Enter as dropped Question Markers if you want to record the Q/A
 - Explain the meaning
 - Other discussion
7. (same as #5) Ask [your helper or the speakers] questions for more detail, interact as able
 - Optional: Record the Q/A if using Question Markers
8. (PROCESS) Process the recording (transcribe/translate)
9. (HELPER) Discuss the recording with your helper
 - Discuss processing and tagging options
10. (PROCESS) Process the recording (remaining details/related topics)
 - Create Pending Ideas for related topics to explore

MODELING ACTIVITIES

RECORD-LISTEN-RETELL – (Stage 2 – Stage 3: Unit 2)

1. (PLAN) Plan your recording for retelling
 - Select a communication task you have been listening to, which is appropriate for your level
 - Describing a photo of a scene
 - Describing a routine
 - A type of recording you have been listening to (e.g. past tense narrative), etc.
 - Plan a topic for your recording
 - Edit Activity Title
 - Edit tasks 2 and 3 to show speaker's name
 - Select appropriate Task Box in task 2
 - (COMMUNITY): With speaker out in the community
 - (HELPER): In office with helper or speaker
- 2-3 = one session
2. (HELPER) or (COMMUNITY) Record [a native speaker (your helper or someone else)] [performing a communication task]
 3. (same as #1) Listen to the recording together with [the speaker] and interact
 - Retell as able (Listen and retell short sections at first)
 - Have them interact, coach and correct you

RECORD YOURSELF FOR FEEDBACK (Stage 2 – Stage 4: Unit 2) – GPA 4

1. (PLAN) Plan your recording for feedback
 - Select a communication task for which you have done **RECORD-LISTEN-RETELL**
 - **HOW TO DRAG IN? PENDING IDEA?**
 - Plan a topic for your recording
 - Edit Activity Title
 - Edit task 2 to describe your topic
2. (PROCESS) Record yourself [performing a communication task]

3-4 = one session

3. (HELPER) Get feedback from your helper
 - Play your recording for your helper
 - Ask your helper to give feedback about your recording
4. (HELPER) Have your helper discuss your recording and ask you questions
 - Answer your helper's questions
 - Have your helper correct and coach you HAVE or ASK??

LISTEN-MODEL-COMPARE (Stages 2-4)

1. (PLAN) Plan your recording for modeling
 - Select a communication task for which you have done **RECORD YOURSELF FOR FEEDBACK**
 - **HOW TO DRAG IN? PENDING IDEA?**
 - Plan a topic for your recording
 - Edit Activity Title
 - Edit task 2 to show your communication task
2. (PROCESS) Record yourself [doing a communication task]
3. (HELPER) Create a recording of your helper for comparison
 - Play your recording for your helper
 - Record your helper's version **DELETED** as **SEPARATE TASK**
4. (PROCESS) Process the recordings
5. (HELPER) Compare and discuss differences with your helper
6. (PROCESS) Create Pending Ideas for planning Grammar Feature Activities

(COMMUNITY) PRACTICE ACTIVITIES

Assigned Practice Activities done out in the community

PRACTICE VOCABULARY (Stages 1-2)

1. (PLAN) Plan your vocabulary review
 - Select and organize photos, photobook pages, etc.
 - Print any additional photos needed
 - Decide where you will practice and with whom
 - Edit task 2 to show where to practice and with whom
 - Edit task 2 details to show content of practice, if needed
2. (COMMUNITY) Practice [in the community]
 - Practice recent activities with Photobook
 - List topics, pages, etc.
 - List people and places to practice

BURSONS: there's no good way to select and drag photos into the task and use mobile for this review, is there?

HAVE A PRE-PLANNED CONVERSATION (Stage 1: Unit 4 – Stage 4) fix units 1:4

1. (PLAN) Plan your conversation
 - Select your topic(s) of conversation
 - Edit task 2 details to show topic(s)
 - Select where and with whom you will converse
 - Edit task 2 to show who you will practice with
2. (COMMUNITY) Visit in the community and [talk about a topic]
 - Converse on pre-planned topics

DESCRIBE AN OBJECT, EVENT OR ROUTINE (Stage 2 – Stage 3: Unit 6)

1. (PLAN) Plan your practice activity
 - Select object, event or routine from previous Interactive or Listen Process Activities
 - A familiar object or event
 - A routine you have done (past tense)
 - (Later) a routine you plan to do (future tense)
 - Explain a routine (how-to)
 - Edit Activity Title
 - Edit task 2 to show topic
 - Select place(s) and people to practice with
 - Edit task 2 details to show places and people
2. (COMMUNITY) Describe [an object or event] repeatedly
 - Describe [object, event or routine] to [several different people]

TELL A STORY (Stages 2: Unit 5 – Stage 3) – GPA 4

1. (PLAN) Plan your story
 - Plan a story to tell
 - Edit Activity Title
 - Edit task 2 to show topic of your story
1. (COMMUNITY) Tell [a story] repeatedly to several different people

CONTRAST AND COMPARE (Stage 3: Units 5-6)

1. (PLAN) Plan your practice activity
 - Select two or more things to contrast and compare
 - Select things from within the culture, or between the culture and your own culture
 - Objects
 - Actions or customs
 - Events, etc.
 - Edit Activity Title
 - Edit task 2 to show your topic
2. (COMMUNITY) Contrast and compare [two or more things] to several different people

DISCUSS AN UNKNOWN TOPIC (Stage 4) – GPA 5

1. (PLAN) Plan your practice activity
 - Select an unknown topic to discuss from your own culture, such as:
 - Object
 - Action or custom
 - Procedure
 - Event, etc.
 - Edit Activity Title
 - Edit task 2 to show your topic
 - Plan several people to discuss your topic with
 - Edit task 2 or task 2 details to show names of people
2. (COMMUNITY) Explain or discuss [unknown topic] to [several different people]

PRACTICE HIGH-LEVEL GENRES (Stage 4)

1. (PLAN) Plan your practice activity
 - Select a high level genre and topic to practice
 - Long story
 - Explanation
 - Possibilities
 - Persuasion
 - Edit Activity Title
 - Edit task 2 to show your genre and topic
 - Plan several people to discuss your topic with
 - Edit task 2 or task 2 details to show names of people
2. (COMMUNITY) Practice [high-level genre] with [several different people]

SOUND AND GRAMMAR ACTIVITIES

PRACTICE DIFFICULT SOUNDS (Stage 1: Unit 2 – Stage 2, as needed)

1. (PLAN) Select difficult sounds, create exercises
 - Pronounce difficult sounds or words correctly
 - Hear the difference between similar sounds

2-3 = one session

2. (HELPER) Practice sounds using exercises
3. (HELPER) Record your helper over-using the sounds

4. (PROCESS) Practice alone using exercises
5. (HELPER) Over-use the sound with your helper and get feedback
NOT DONE! We need to flesh out the details of the tasks and exercises (hearing and distinction, production)

PRACTICE DIFFICULT GRAMMAR FEATURES (Stage 1: Unit 3 – Stage 4, as needed) – GPA 3...

1. (PLAN) Select a difficult grammar feature, plan exercises
 - Choose the correct form when speaking
 - Understand the meaning of similar forms
2. (HELPER) Record your helper over-using the feature
3. (PROCESS) Listen to the recording, track and mimic
4. (HELPER) Over-use the feature with your helper and get feedback
NOT DONE! We need to flesh out the details of the tasks and exercises (hearing and distinction, production)

ELICIT GRAMMAR FEATURES (Stage 1 Unit 3 – Stage 4, as needed)

1. (PLAN) Select unknown or specific features, plan elicitation
 - Choose features from Pending Ideas
 - Choose situations to elicit them
 - Contrast them with other known features
 - Illustrate meaning/function of the feature
 - If unable to do this, get help from a linguist
 2. (HELPER) Elicit the grammar features and record
 3. (PROCESS) Process the recording
 - Transcribe, translate as needed
 - Analyze the grammar
 - If unable to do this, get help from a linguist
- NOT DONE! We need to flesh out the details of the tasks and exercises (hearing and distinction, production)

(PLAN)NING AND (PROCESS)ING ACTIVITIES

PLAN NEXT DAY'S TASKS (Warm-up, Stages 1-4)

1. (PLAN) Plan next day's tasks
 - Do any tasks in the Plan task box, which are already part of an Activity Plan
 - Prioritize desired Helper, Community and Process tasks by dragging to the top

PLAN NEW ACTIVITIES (Warm-up, Stages 1-4)

1. (PLAN) Plan new activities
 - Review guidance for current unit
 - Create recommended Activity Plans
 - Double-click on an Activity to create a new Activity Plan
 - Drag linked Files or media onto tasks if required
 - Edit task notes as needed

PLAN NEXT UNIT (Warm-up, Stages 1-4)

1. (PLAN) Plan next unit
 - Review guidance for next unit
 - Read any recommended chapters or resources
 - Get ready to create new Activity Plans
 - Create links: drag Files to new Pending Ideas
 - Create Pending Ideas based on assignments for the unit

PROCESS MEDIA (Warm-up, Stages 1-4)

1. (PROCESS) Process media
 - Process Voice Notes
 - Look at each new Voice Note
 - Create Pending Idea(s)
 - Delete or archive Voice Note
 - Delete any poor-quality photos or recordings
 - Rename groups of photos or recordings based on shared Culture Event
 - Rename any single photos or recordings, as needed

ASSESSMENT ACTIVITIES

REFLECT ON PROGRESS (Warm-up, Stages 1-4)

1. (PLAN) Reflect on progress
 - Complete a reflection checklist
 - Add other tasks here

EVALUATE PROGRESS (Warm-up, Stages 1-4)

1. (PLAN) Evaluate progress
 - Complete a self-evaluation
 - Add other tasks here

ANALYSIS AND CONCLUSION ACTIVITIES

REFLECT (Stages 3-4)

- Reflect on all CLA from Warm-up through Stage 4
- Add other tasks here?

ANALYZE (Stages 3-4)

- Select tentative Key Stories, Key Events, Key Behaviors, Key Persons
- Filter and grid intersection tags and Dimension tags
- Do initial analysis of information gathered
- Identify areas that need further investigation
- Make plans for further investigation
- Write tentative conclusions and Pending Ideas
- Make plans to confirm tentative conclusions and answer Pending Ideas

FINALIZE CONCLUSIONS (Stage 4: Units 7-8, and Wrap-up)

- Finalize all tentative conclusions
- Write up the list of Core Assumptions under each Core Assumption Question (each Dimension)
- Write up each Cultural Goal
- Write up Final Key Stories, Key Events, Key Behaviors, Key Persons with analysis of the related Core Assumptions and Cultural Goals
- Write up any other final papers, etc., as required by learner's field, CP/CD consultant or CLACT