

Activity Sequences for Advanced Language Learning



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Design Document



Activity Categories



Activity Sequences

- S3/R3
- Intensive classroom hours
- Autonomous work
- No textbook
- Student choice
- Job-related language tasks



Activity Categories

- Project work (PW)
- Extensive reading (ER)
- Extensive listening (EL)
- Writing for fluency (WF)
- Speaking for fluency (SF)
- Culture capsule (CC)

**Project
Work**

**Extensive
Reading**

**Extensive
Listening**

**Writing
Fluency**

**Speaking
Fluency**

**Culture
Capsule**



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What is actually happening in the classroom?

Project
Work

Extensive
Reading

Extensive
Listening

Writing
Fluency

Speaking
Fluency

Culture
Capsule



ACTIVITY SEQUENCE

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PW: Project Work (Theme-based)

EL: Extensive Listening

SF: Speaking (for Fluency)


ER: Extensive Reading

WF: Writing (for Fluency)

CC: Culture Capsule

	Activity Sequences	Plates?
A	<ol style="list-style-type: none">1. With your instructor, choose a contemporary novel you would like to read.2. Read 2 chapters a week.3. Write a summary & reflection in your journal weekly.	ER WF
B	<ol style="list-style-type: none">1. With your instructor, plan a trip to Brighton Beach, NY (a community where Russian is spoken almost exclusively)2. In preparation, watch 2 films about Russian communities in the U.S.: “... It Rains Again on Brighton Beach” and “Brother 2”. Share your thoughts and questions with your instructor.3. Take a trip to Brighton beach with your instructor. Interview at least 3 Russian speakers.4. Present your immersion experience to intermediate language students in the section.	
C	<ol style="list-style-type: none">1. Watch “How I became a Russian”, a popular Russian comedy about an American adapting to Russian culture.2. With your instructor, discuss customs, situations, and phrases that surprised or confused you.	
D	<ol style="list-style-type: none">1. Choose a 30-min radio show (interview or discussion) about current events related to your future work.2. Listen to the program daily.3. Write your reflections in your journal.4. Weekly, choose an episode you would like to role-play with your instructor.	
E	<ol style="list-style-type: none">1. With your instructor, identify a local event in line with your professional interests (e.g. An Expert Talk on Russian Elections Under Statistical Scrutiny)2. Read a related article written by the speaker and summarize the main points for your instructor.3. Prior to the event, watch an interview with the speaker on YouTube and prepare questions for the speaker.4. Attend the event on your own, and take notes on the presentation and Q & A discussion.5. Re-read the article, and highlight the words, phrases, and visuals you can use in your report on the topic.6. Prepare a report about your findings. Use your notes and the article.7. Edit your report incorporating your teacher’s feedback.8. Engage in a roleplay by presenting your report to the Russian speaking staff (acting in the role of the press)9. Listen to the recording of your presentation and note what was done well and what needs improvement.10. Write a thank-you note to everyone who attended your presentation.	
F	<ol style="list-style-type: none">1. Bi-weekly, attend a community Russian conversation group, i.e. Meetup (www.meetup.com)2. Debrief with your instructor: Who did you talk to? What did you talk about?	
	<ol style="list-style-type: none">1. To prepare a mock-diplomatic demarche (talk), identify different positions on the current situation in Syria.2. Identify and engage in additional reading and videos to enrich vocabulary.3. Use official documents and recordings to research Russia’s position on the situation.4. Use your own professional knowledge to provide the U.S. objections to the Russian official statements.	

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G	<ol style="list-style-type: none"> 1. To prepare a mock-diplomatic demarche (talk), identify different positions on the current situation in Syria. 2. Identify and engage in additional reading and videos to enrich vocabulary. 3. Use official documents and recordings to research Russia's position on the situation. 4. Use your own professional knowledge to provide the U.S. objections to the Russian official statements. 5. Draft talking points for a diplomatic demarche on the current situation in Syria. 6. Edit the talking points incorporating your teacher's feedback. 7. Create flashcards on the topic to practice vocabulary and structures. 8. Roleplay a demarche on Syria with your instructor and answer your "counterpart's" questions or objections. 9. Role-play the demarche with a different person. 	PW
H	<ol style="list-style-type: none"> 1. Review your journal notes for the book you read: "All the Kremlin's Men" (a non-fiction bestseller about the Russian president and his inner circle) and list 2-3 points you would like to share with other students of Russian who are going to the Russian Federation. 2. Write a summary and/or reflection of the book (100-200 words); your instructor will provide content feedback (Take 1). 3. Edit your entry incorporating your instructor's feedback (Take 2: structure, word choice) 4. Edit your entry incorporating your instructor's feedback (Take 3: style) 5. Submit your book review of "All the Kremlin's Men" to the department's Russian-language newsletter. 	PW
I	<ol style="list-style-type: none"> 1. Work with your instructor, arrange a lunch meeting (conversation) with a Russian-speaking individual/f  (Ctrl) ▾ 2. List questions you would like to ask the person about their family history. 3. Write a report about what you learned from the conversation. 4. Identify and do further research about a cultural topic that emerged. 5. Share this information informally with your instructor. 6. Write a thank you letter to the interviewee. 	PW EL SF CC

Future Directions

- Analyze “tasks” reflected in sequences – pedagogical or real world
- Conduct focused training for “Beyond 3” coaches to design ‘smart sequences’

Questions?



Video: Courtesy Jane Schofield, Performer



THE END