



— www.7000.org



GETTING STARTED

Toolkit 1

INTRODUCTION



These are some key questions that you and your team should answer to determine what language content your materials will include, and what format your materials will take.

CONTENT

[WHAT LANGUAGE SHOULD I INCLUDE IN MY MATERIALS?]

IDENTIFYING LEARNING GOALS – Before you can choose what language you want to include in your materials, you need to identify what you want those materials to teach. Once you have your goals identified, you can determine what language is necessary to reach those goals.

- What are the language needs of the students?
- What should users be able to do in and through the language when they've finished your materials?
- Are there specific contexts that you want learners to be able to function in in the language? (school, business meeting, ceremony, etc.)
- Are there specific people that you want learners to be able to interact with through the language, and does that impact the language they need? (hierarchical language, addressing elders vs. peers, etc.)

SELECTING LANGUAGE CONTENT

[ACCORDING TO THE GOALS YOU'VE IDENTIFIED, WHAT LANGUAGE DO YOU NEED TO COLLECT?]

- What do your users already know, and what gaps are there in their knowledge? Do you want to review what they already know? Do you want to fill their language gaps? Both?
- What content do you already have? Does it cover the language needed to achieve the learning goals you've identified?
- If you need to collect more language, are there any limitations, and will they impact your ability to collect more? – Do you have access to speakers? How available are they? Does any language need to be reconstructed? Do you have the necessary equipment and software to make recordings?
- Who are the materials intended for? What age(s) are your learners?

FORMAT & ORGANIZATION

[HOW SHOULD I ORGANIZE AND STRUCTURE MY LANGUAGE CONTENT?]

STRUCTURE – We organize vocabulary items into Lessons – each Lesson contains between 5 and 15 vocabulary items. We say “vocabulary items” instead of “vocabulary words” because these items can be single words, larger phrases, or complete sentences. These Lessons can be combined into larger Units and Units can be combined to create cohesive Courses.

- How much language content will you have? If you have a small amount of content, maybe you only need to make one Unit containing a few Lessons. If you have a large amount of content, say 1,000 vocabulary items, maybe you want to organize it all together into one cohesive Course.
- How do you want your materials to be used? Will they be the only source of language learning for your learners, or will they supplement other materials or teachings? Do the materials need to be used start to finish, or is it okay if learners skip around?

FORMAT & ORGANIZATION

[CONTINUED]

ORGANIZATION – There are many ways to organize language content. Some common options are to organize your content topically – grouping language together based on topic, and task-based – grouping language together with the goal of completing a specific task (visiting with your grandmother or going to a health clinic, for example). For materials that teach a lot of grammar, or particularly complex grammar, it's common to organize your materials around your grammar points

- What do you want to organize your materials around? This decision is often dictated by what the goals of your materials are.

ACTIVITY SELECTION

[WHAT LANGUAGE SHOULD I INCLUDE IN MY MATERIALS?]

We offer a wide range of activity types, and many of them can be customized. These questions will help you choose which activities you might want to include in your materials.

- Will learners have an instructor to guide them, or will they use the materials without an instructor?
- Are you going to include text beyond vocabulary lists (articles, stories, dialogues, songs, historical or cultural info., etc.)?
- Are you going to include grammar points? If so, will they be short and simple or longer and more complex?
- Do you want your learners to have an immersive learning experience? In the context of language learning, “immersive” refers to teaching the target language without using the known language as a support.
- Do you want to teach the language orally? Many languages don’t have a written tradition because they’re primarily used orally (the language is spoken and heard, but not written down and read).
- Do you want to use land-based learning to teach your language? Of course, online tools can’t achieve true land-based learning, but we have ways of connecting the language to the land using video and interactive images.

ACTIVITY SELECTION

[SUGGESTIONS]

- **To teach one or more grammar points (often via increasingly complex language)**
 - Table
 - Matching
 - Slide Show
 - Text Markup (classroom activity)
 - Words in Context
 - Paragraph Fill in the Blank
- **To teach culture or history in the language**
 - Slide Show
 - Video Player
 - Listening Comprehension
 - Use Text Audio
- **To teach the language using land-based learning**
 - Image Explorer – Preview It
 - Image Explorer – Locate It
 - Slide Show
 - Video Player
- **To teach the language in an immersive way with little dependency on the known language**
 - Matching
 - Image Explorer – Preview It
 - Image Explorer – Locate It
 - Image Multiple Choice
 - Image Matching
 - Image Recognition
 - Dictation
 - Transform & Write It
 - Transcribe It
 - Slide Show
 - Video Player
- **To teach the language orally – with little dependency on text**
 - Pronunciation Practice
 - Video Player
 - Listening Comprehension
 - Use Text Audio
 - Image Matching
 - Image Multiple Choice

QUESTIONS?



Ask, Kayleigh Jeannette
Project Coordinator

kjeannette@7000.org

— www.7000.org

