

American Sign Language Listening Activity: Campus Conversations

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Presentation: 9/28/12
Submission: 10/12/**

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LST ML1 Presentation: 9/28/2012
LST ML1 Portfolio: 10/12/2012
SLS 313

American Sign Language (ASL) Campus Conversations

Context:

Students have previously learned how to sign *how* – questions, and *wh* – questions focusing on vocabulary relating to feelings/emotions. Today, students will learn 4 vocabulary signs relating to *college students daily activities*, and an interrogative question, “*what are you going to do now?*”

About the Class

Level: Beginners

Context: ASL 101 at a Community College. (Full class, 20 students)

Time to complete ML: 50 minutes

Class makeup: Adults (18+ years old)

Materials:

PowerPoint

Worksheets – Listening Activities

Handout –ML

Student Learning Outcomes (SLO)

Upon completion of the lesson, students will be able to:

1. Demonstrate basic ASL vocabulary relating to *college students daily activities* (i.e., Homework, Study, Party, Sleep).
2. Demonstrate basic, functional conversational skills in ASL by asking the interrogative question, ‘*what are you going to do now?*’, and by using subject and object pronouns (you, he, she, I or me).
3. Perform one-on-one dialogues in ASL by using receptive and expressive skills.

SLO's	Student Activity	Teacher Activity	Rational	Time
	Ss: Listen to introductions.	Introduction Dan: Explain objects and contexts using voice. Len: Sign objectives and contexts.		2 min

1	<p>Ss: Watch and repeat after Len. (2x)</p> <p>Ss: Watch and repeat after Dan. (2x)</p>	<p>Vocabulary: (Slide 1) Len: Introduce vocabs, <i>homework</i> and <i>study</i>. (2x) *Break up word for homework: Sign Home + Work = Homework. Dan: Introduce vocabs, <i>party</i> and <i>sleep</i>. (2x)</p>	Demonstrating	1 min
1	<p>Ss: Watch and repeat after Len. (2x)</p> <p>Ss: Respond by signing vocabs Len points to.</p> <p>Ss: Watch and repeat after Dan. (2x)</p> <p>Ss: Respond by signing vocabs Dan points to.</p>	<p>Repeat Vocabulary: (Slide 1) Len: Review vocabs, <i>homework</i> and <i>study</i>. Len: Point to vocabs, <i>homework</i> and <i>study</i> w/out signing). Ask each S to sign the vocabs. Dan: Reviews vocabs, <i>party</i> and <i>sleep</i>. Dan: Point to vocabs, <i>party</i> and <i>sleep</i> w/out signing) Ask each S to sign the vocabs. Dan/Len: Monitor signs for accuracy and provide feedback.</p>	Demonstrating Behaviorism	1 min
2	<p>Ss: Watch and repeat after Len. (2x)</p> <p>Ss: Respond by signing sentence.</p>	<p>Interrogative Question 1: (Slide 2, 3) Len: Introduces “<i>what are you going to do now?</i>” *Break down sentence: “<i>what are you going to <u>do now?</u></i>” (Only sign: now do.) Len: Point to sentence w/out signing. Ask each S to sign the sentence. Dan/Len: Monitor signs for accuracy and provide feedback.</p>	Demonstrating Behaviorism Social dimension	1 min
1,2,3	<p>Ss: Reply to Len, using vocab word(s).</p> <p>Ss: Reply to Dan, using vocab word(s).</p> <p>(Vocab: homework, study, party, sleep)</p>	<p>Teacher – Student Activity Len: Asks half of the class, <i>what are they going to do now?</i> Dan: Asks the other half of the class, <i>what are they going to do now?</i> Dan/Len: Monitor signs for accuracy and provide feedback.</p>	Demonstrating Behaviorism Social dimension	5 min

	<p>Ss: Watch Len explain /read instructions</p> <p>Ss: Watch the dialogue.</p>	<p>Dialogue 1: (Slide 4) Len: Sign instructions on the slide before demonstrating dialogue. (Dialogue not shown on PPT)</p> <p>Len: Hey, what are you going to do now? Dan: Now? Party. Len: Aw, you're lucky. Dan: What are you going to do now? Len: Homework. Dan: Come party! Len: I can't I have to study. Dan: Study?! That's boring! Len: Yes. I have to go study now, bye.</p>	<p>Demonstrating Social dimension Conversational Listening</p>	<p>3 min</p>
	<p>Ss: Read directions on WS/on slide.</p> <p>Ss: Watch the dialogue again for specific information, and then answer questions on WS.</p>	<p>Listening Activity 1: (Slide 5) Use: Listening Activity WS Len: Go over listening activity WS (and on slide) directions as a class. *Point to directions on slide. (Dialogue not shown on PPT)</p> <p>Len: Hey, what are you going to do now? Dan: Now? Party. Len: Aw, you're lucky. Dan: What are you going to do now? Len: Homework. Dan: Come party! Len: I can't I have to study. Dan: Study?! That's boring! Len: Yes. I have to go study now, bye.</p>	<p>Demonstrating Social dimension Conversational Listening</p>	<p>2 min</p>
1,3	<p>Ss: Respond to question #1 (Answer: Party)</p> <p>Ss: Respond to question #2 (Answer: Hw)</p> <p>Ss: Respond to question #3 (Answer: Study)</p>	<p>Go over answers for Listening Activity 1: (Slide 5-8) Len: Asks Ss, question # 1: what is Dan going to do? Dan: Asks Ss, what is Len going to do? Len: Asks Ss, why can't Len join Dan?</p>		<p>2 min</p>
		<p>Rationales (Slide 14,15)</p> <p>End of mini lesson.</p>		<p>3 min</p>

1	<p>Ss: Watch and repeat after Len.</p> <p>Ss: Respond by signing vocabs Len points to.</p> <p>Ss: Watch and repeat after Dan.</p> <p>Ss: Respond by signing vocabs Dan points to.</p>	<p>Review Vocabulary: (Slide 1) Len: Review vocab, <i>homework</i> and <i>study</i>.</p> <p>Len: Point to vocabs w/out signing. Asks each S to sign vocabs.</p> <p>Dan: Review vocab, <i>party</i> and <i>sleep</i></p> <p>Dan: Point to vocabs w/out signing. Ask each S to sign vocabs.</p> <p>Dan/Len: Monitor signs for accuracy and provide feedback.</p>	Demonstrating Behaviorism	3 min
1,2,3	<p>Ss: Watch and repeat after Len.</p> <p>Ss: Respond back by signing using vocab.</p> <p>Ss: Ask Len “<i>what are you going to do now?</i>”</p>	<p>Review Interrogative 1: (Slide 2,3) Teacher – Student interaction Len: Reviews sentence “<i>what are you going to do now?</i>”</p> <p>*Break down sentence: “<i>what are you going to <u>do now?</u></i>” (Only sign: now and do.)</p> <p>Len: Go around the class and ask S “<i>what are you going to do now?</i>” after Ss respond back with vocab, ask Ss to ask you the same question and then respond with vocab.</p>	Demonstrating Behaviorism Social dimension Conversational Listening	4 min
3	<p>Ss: Read listening activity 2 directions on slide.</p> <p>Ss: Students practice in pairs.</p> <p>Ss: Change partners, practice again.</p> <p>Ss: Share information with class about 2nd partner</p>	<p>Listening Activity 2: (Slide 9) Dan: Reviews Student Activity 2.</p> <p>Dan/Len: Monitor class performances. Provide feedback.</p>	Social dimension	10 min
	<p>Ss: Watch and repeat after Dan.</p> <p>Ss: Watch the dialogue.</p>	<p>Interrogative 2: (slide 10) Dan: Re-Introduces where-questions. *Where? (Dialogue not shown on PPT)</p>	Demonstrating Behaviorism Social dimension Conversational Listening	2 min

		Dialogue: Dan: What are you going to do? Len: I'm going to study. Dan: Study?! Where? Len: At the library.		
3	<p>Ss: Read listening activity 3 directions on slide.</p> <p>Ss: Pair up and ask partner what they are going to do. Followed the where-question.</p> <p>Ss: Change partners. Repeat.</p>	Listening Activity 3: (Slide11) Len: Review student activity 3. Dan/Len: Monitor class performances. Provide feedback.	Social dimension	6 min
	<p>Ss: Watch and repeat after Len.</p> <p>Ss: Watch the dialogue.</p>	Interrogative 3: (Slide 12) Len: Re-introduces the how-questions. *How are you going to get there? Dialogue: Len: Hey Danny! What are you going to do? Dan: A party! Com! Len: Cool! Where? Dan: Campus Center room 310! Len: How are you going to get there? Dan: I'm going to take Bus 13.	Demonstrating Behaviorism Social dimension Conversational Listening	2 min
3	<p>Ss: Read listening activity 4 directions on slide.</p> <p>Ss: Pair up and ask partner what they are going to do. Followed the how-question.</p> <p>Ss: Change partners. Repeat.</p>	Listening Activity 4: (Slide 13) Len: Review listening activity 4. Len/Dan: Monitor student performance. Provide feedback.	Social dimension	10 min
		End of lesson.		

Rationales:**Behaviorism**

Behaviorism (Skinner 1957) is the theory that human beings learn new behaviors through a stimulus and response cycle. In language learning it holds that language is learned through mimicry and memorization of forms, which leads to habit formation. This method of teaching relies heavily on the use of memorization of set dialogues and extensive repetitions and drilling (Parrish 2004, pg. 11)

Demonstrating

When teachers show students how an activity works by doing it – so that they will then do it correctly (Harmer 2007, pg. 272)

Social dimension (From 8 listening dimensions)

The primary dimension that is focused on in this lesson is the social dimension. The “second language listening theory and practice” book mentions that that “any comprehensive model of listening needs, therefore, to take conversation into account.” This lesson is specifically designed to create conversation between the students (Flowerdew & Miller 2010, Pg. 89)

Conversational Listening

Although in a slightly different method, ASL still was the exact same sequences of speech as voiced conversations (Flowerdew & Miller 2010, Pg. 52).

Listening Activities

American Sign Language (ASL) Campus Conversations

ASL Listening Activity 1

Situation: Lennie sees Danny walking on campus and asks him, *what is he going to do?*

Watch the conversation, focusing on the activity/activities Lennie and Danny are going to do.

1. What is Danny going to do? _____
2. What is Lennie going to do? _____
3. Why can't Lennie join Dan? _____

ASL Listening Activity 2

Choose a partner and ask the following questions. Choose another partner and repeat.

1. What are you going to do?
 2. What is your partner going to do?
-
1. What are you going to do?
 2. What is your partner going to do?

Share with the class what your 2nd partner is going to do.

ASL Listening Activity 3

Ask your partner, "*What are you going to do now?*" Then, ask *where?*

Change partners. Repeat.

ASL Listening Activity 4

Ask your partner, "*What are you going to do?*" Then, use a *how-question* after their response.

Change partners. Repeat.

Rationales

The American Sign Language (ASL) listening mini lesson incorporates 4 rationales, such as Behaviorism, Demonstrating, Social dimension (From the 8 listening dimensions) and Conversational listening. These 4 rationales are identified within the fundamental parts of the lesson and were derived from 3 different sources, How to Teach English by Jeremy Harmer, Teaching Adult ESL by Betsy Parrish, and Second Language Listening by John Flowerdew and Lindsay Miller.

In ASL, you listening with your eyes and speak with your hands (this includes, gestures, movements, and facial expressions). Teaching ASL as a second language requires mimicry, memorization, and extensive repetition. In the beginning of the mini lesson, 4 new vocabulary words were demonstrated one at a time to the class. Students then mimicked the movements of the signs, and repeated each sign 2-3 times. Each student repeated each sign again; individually with the teacher. During each teacher – student, and student – student interaction signs were monitored for accuracy and were provided feedback when necessary. Therefore, the **behaviorism** teaching theory developed by B.F. Skinner was relevant for specific areas of the lesson. “Behaviorism (Skinner 1957) is the theory that human beings learn new behaviors through a stimulus and response cycle. In language learning it holds that language is learned through mimicry and memorization of forms, which leads to habit formation. This method of teaching relies heavily on the use of memorization of set dialogues and extensive repetitions and drilling (Parrish, 2004).” Students were also introduced an interrogative question, “*What are you going to do now?*” I see this interrogative as a type of formulaic greeting, and based on my research I learned that formulaic greetings, including pronunciation (in this case accuracy), and unfamiliar sounds (signs) may be seen as certain areas of language that are learned through mimicry and memorization.

Activities and signs were **demonstrated** to the class first by modeling what was expected of them. Perfection was never the case, but the purpose of demonstration was to show the signs (including

gestures, facial reactions, and movements), and how the activity works by modeling it so they can do it correctly and meaningfully (Harmer, 2007; Demonstrating). It is also important to demonstrate the wrong way of signing followed by the correct way, include variations of signs and inform the class that signs change from time to time and differ depending demographics.

Throughout the lesson, students are involved in teacher – student interactions, and student – student interactions, and observe teacher – teacher interactions. Within these interactions both students and teachers are engaged in one-on-one dialogues based on what they have previously and currently learned in the class. Therefore, the primary dimension that is focused on in this lesson is the **social dimension**. The “second language listening theory and practice” book mentions that that” any comprehensive model of listening needs, therefore, to take conversation into account.” This lesson is specifically designed to create conversation between the students (Flowerdew & Miller 2010, Pg. 89).

In addition, since this lesson focuses on social activities which include stages within conversation such as turn-taking, and back-channeling -**conversational listening** was also included for the rationales.

Reflection

All of the listening mini lesson demonstrations were very rewarding. Each mini lesson gave me an opportunity to gain new insights, perspectives, ideas, be more creative. Also, I believe the best learning comes from teaching followed by some honest reliable critics. Therefore, based on my performance and feedback I was able recognize areas where I could improve on as a presenter and with my materials (PowerPoint's, lesson plan, and activities).

I modified my lesson plan by adding to the SLO's, highlighting more of the conversational aspects of the lesson and students' receptive and expressive skills. For the introduction section, my partner and I planned that I sign while he talks –I decided not to do that because I was nervous. I honestly regret not signing the introduction because it would have served as a great attention getter. Visual aides are essential in ASL, so I have included clip arts that match with the vocabulary words introduced. Ideally, I would have a picture of a person signing the words with arrows signifying the direction of the hands and facial expressions. Another modification was the lesson plan table. I have added, revised, and removed unnecessary tasks in the table. I have also specified and added more details to the 'student activity' and 'teacher activity' columns. I learned it is important to design lessons in a way that would make it easy for another teacher to follow.

After our mini lesson demonstration, I realized how short it was and that students prefer to have copies of materials -For the next time, I will be sure this gets done. Also, my partner and I did not explain (or include onto PowerPoint) the objectives, contexts, and relevant information during our presentation. I realized how necessary and beneficial it is to inform the class of those before starting the lesson.

For the future, I plan to expand and strengthen my lessons and my teaching by becoming more confident in myself and my abilities –students can tell if teachers are nervous or unsure. I will keep in mind and

wisely consider the critiques, feedback, and suggestions of my peers, instructors, and other professionals.

References

Flowerdew, J., & Miller, L. (2010). *Second Language Listening*. NY: Cambridge University Press.

Parrish, B. (2004). *Teaching Adult ESL*. New York: McGraw-Hill.