

The Next 150 Hours: Story-Building
Phase 2 of a Six-Phase Programme following the Growing Participator Approach
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This guide is for language learners who have completed Phase 1, “The First Hundred Hours,” or who have learned some foundational vocabulary using other methods. (See Appendix 1). We recommend 150 hours of Phase 2 story-building activities as described in this guide. This will prepare learners well for going on to Phase 3, the Shared Story Phase.

The instructions below tell you what to do in each Phase 2 session.

Daily Activities:

Brief Summary of Phase 2: How to Do Wordless Picture Book Activities

At the beginning of each session, the GPs and Nurturer spend 5-10 minutes talking in the host language, trying to learn something new about each other each day.

Each day, spend about 3-5 minutes doing Listening Contrast activities, and about 10-15 minutes doing Action English Pictures or similar activities, such as Grammar-Focused Input-Based Activities, *Lexicarry* discussions, Role Plays, or Busy Pictures (see below). You may do these at any time when you need a break from the picture book. Most of the time should be spent on Wordless Picture Books (choose according to complexity).

1st Round: Describing pages of a Picture Book

— GPs talk about each page, one by one, saying as much as they can about the things, actions, feelings, possible words or thoughts, and motivations of the characters in the picture, including what might have happened before and after the picture, creative ideas, and any cultural insights the Nurturer adds. If GPs don’t know a word, they may ask “Who’s this?” “What’s this?” “What’s he doing?” etc. The GPs use broken language, according to their ability, negotiating meaning, and the Nurturer helps them say what they want to say. If the GP cannot think of things to say, the Nurturer might help by asking him questions such as, “What is the boy saying? What is the frog thinking? What will happen next? Why is he jumping? What does the dog want?”

— If a word is used that is new to the GPs, the Nurturer adds it to the word log. (The word log for Phase 2 may be a notebook as in Phase 1, or you may make pages containing 4 small pictures, from the picture book, on each page, and write the new words next to the appropriate picture. Some are available on the CD.)

Date Word Count





— After 2-4 pages of the book, GPs record while the Nurturer talks about everything that was said on each page. He refers to the word log to make sure all the new words are included. GPs help remind him of areas they talked about by pointing at different aspects of the picture, if necessary.

— After recording, GPs and Nurturer listen to the recording together. The GPs stop the recording and ask about any further new words. The Nurturer explains those words in the target language, and adds them to the word log. (Do this only if the GPs noticed new words being added during the recording.) This is called “massaging the recording.”

— At the end of each session, do a “Listen and Act” activity to practice all the new words for that day, from the Word Log, briefly at the end of the session. The Nurturer asks about each new word using questions or commands such as, “Where is the frog?” “Where is the pail?” “Jump!” “Fall!” “Open the window!” The GPs point or act. The Nurturer may also include very simple questions such as “Is that window open or closed?”, using some of the more abstract new words. (“Simple” means the GP can answer the question with one or two words.) The Nurturer should ask about each word or phrase several times, in random order. Record all of this activity for review at home. Or, record all the new words as follows: The Nurturer says the word, then a sentence using the word in a way that makes the meaning clear or relates to the story or explains the word, then the word again. (For example, “Rescue. The dog and frog are jumping into the water to rescue the boy, so he won’t drown. Rescue.”)

— Only speak in the target dialect. If it is necessary, you can use 5 minutes at the end of each hour to talk in English or another language, to express things the Nurturer or GP was not able to communicate in the host language that seem important. (i.e., “How could I have said, “The boy was dreaming about the frog”?)

— Repeat this with all pages of the story. At the beginning of each day, the Nurturer or a GP might briefly review some of what was said about the pages on the previous day.

— The GPs listen to each day’s recordings several times at home before the next session.

2nd Round: Detailed Story Round (After finishing all pages of the story as above.)

— Open the book to the first page. Review each page in detail, then the Nurturer tells the story of that page, while GPs record. He should tell the story in the past tense, or normal story-telling mode, including as many details as possible. Go through the whole story, page by page.

— Play back the recording. Stop and ask about new words. Have the Nurturer add them to the word log, and practice the new words.

3rd Round: Less detailed, more natural version of the story

After the review above, the Nurturer tells the whole story without pausing, looking at

each page and including as many details as he remembers.

4th Round: Retelling from Memory

With the book closed, the Nurturer retells the whole story while GPs record. Again, play the recording and listen together, asking about any new words (and adding them to the word log and practicing them).

Homework: For all rounds, the GPs listen to the recordings repeatedly at home. Stories from Rounds 2-4 should be kept to listen to in later months and years.

Busy Picture Description: Your goal is at least 10 new words per hour of language sessions. If you aren't reaching this goal, this is a good activity to do at the end of the week.

Choose a busy picture. (This may be from a busy picture book such as *William Wanders Off*.) While recording or video-recording, the Nurturer points to and describes all the people, things, and actions happening in the picture. Play back the recording, ask about new words, have the Nurturer add them to the word log. Practice the new words with a "Listen and Act" activity as described above.

Phase 2A: 50 hours, the GPs describe the pictures, with help from the Nurturer

Phase 2B: 75 hours, the Nurturer describes the pictures, with additions from the GPs. The Nurturer should look over the story before class. He should talk about each page in as much detail as possible, while GPs record, then they listen to the recording together identifying new words and phrases. They should notice how the Nurturer interprets the pictures based on his cultural background. If he is misunderstanding a picture, though, they should help him. (For example, the GPs might need to tell the Nurturer, "That's not a mouse, that's a dog.")

Phase 2C: 25 hours, Nurturer and GPs take turns telling stories from their own lives, using photographs or simple pictures that they draw. They might draw pictures as they tell the story, or draw them before class. The Nurturer always retells the GP's story at the end and it is recorded (The Nurturer's story is recorded as he first tells it.). The recording is massaged, and new words added and practiced.

Total in Phase 1: 100-120 hours, about 750 words

Total in Phase 2: 150 hours, about 1500 more words

Phase 2 works best with groups of 2-4 GPs and a Nurturer, so they add to each other's ideas. It can also be done with only one GP and a Nurturer. If there is more than one GP, they should take turns talking about the picture in Phase 1A.

In later phases the GP might re-do a picture story on a deeper level, or use a more complex picture story to add variety to his learning.

The Primary Growth Activity in Phase 2: Building Stories Using Wordless Books

The primary growth activity during Phase 2 is Story Building, using children's books which tell a story in pictures only, without written words. Phase 2 can be broken down into 2A, 2B, and 2C. In more detail:

During Phase 2A (50 hours), using wordless picture storybooks, the GP will discuss all of the situations and events on each page with the Nurturer. The Nurturer will help

him to say what he is trying to say, and more. The two of you will create a story together. Then the Nurturer will narrate the whole story, with all the details you both have discussed. The GP will record this narrative and add it to his Listening Library. Listening to it will improve the GP's listening comprehension. The GP is responsible for the session; the Nurturer does not need to prepare for it.

During Phase 2B (75 hours), the Nurturer will lead, using new wordless picture storybooks to tell the GP a story. The GP will then clarify whatever he did not understand in the story, by "massaging" the recording of the Nurturer telling the story. This means they will listen to the recording together, and the GP will stop the recording whenever he does not understand something. The Nurturer will explain, in the target language, and add new words and phrases to the Word Log. The Nurturer may prepare for the session by looking through the book carefully before the lesson.

During Phase 2C (25 hours) the GP and the Nurturer will draw stick-figure stories depicting stories from their own lives, or bring photographs, and tell those stories. The Nurturer's stories are recorded and massaged. The GP's stories are retold by the Nurturer, using the GP's pictures, and recorded. The pictures for the stories may be created before the lesson or during the lesson. (See examples below.) **(If you try this and find it is too difficult, you can continue with 2B activities, and do this during phase 3.)**

Reading Signs

Some time in phase 2, the GPs should learn to recognize basic words that they may see on signs in the streets, such as "pharmacy," "hospital," etc. The names of the GPs and Nurturer might also be included. These words should be printed on small pieces of paper and introduced using the Dirty Dozen. (A file is available with suggested words to use.) If a few words are included that the GPs do not know, the Nurturer should explain those words in the target language. The words can be introduced with one or two Dirty Dozen activities, then reviewed occasionally, perhaps once a week.

Background Information:

In this program, we call language learners "Growing Participators." Language is the way people participate in a community and share life experiences with each other. Becoming part of a new community is a long process in which we grow gradually. Language helpers or teachers are called Nurturers, because they are like parents or big brothers or sisters who nurture a child so that he can participate in the community he lives in. For more explanation, see "The First 100 Hours."

Picture books give many ideas for meanings to talk about. The GP will struggle to express his ideas, but gain confidence through this process. He will need to struggle for a long time in order to progress deeper into the life of the host community. With the help of the pictures, the nurturer will often guess what the GP is trying to say, and help him to say it well. (See examples below.) That is how the GP will grow.

The GP and the Nurturer will communicate only in the host language (in the dialect the GP wants to learn), as much as possible, during language sessions. If the nurturer and the GP share another language (probably English), you may spend very short "debriefing" times (maximum five minutes at the end of each half hour) for questions and explanations in English. (See example below.) If the nurturer only speaks the language the GP wants to learn, you do not need those times.

Some students will talk about only five or six picture books in 150 hours, while

others will need many more. There are many excellent books available. If the book contains a few written words, cover the words so they do not distract you.

Important Note to the Nurturer: Please remember that the student is a Growing Participator. You are his big brother or sister, coming into his Growth Zone to help him grow into your language and culture. He should always use his own words to express his own ideas. He should not memorize anything! He should spend much time listening to things he can understand, and gradually he will learn to express his ideas better and better. New words will enter the bottom of his “iceberg” (see Phase 1 manual). They will then be reinforced over a period of time, as he hears and understands them again and again. Eventually the words and phrases will rise in his iceberg to the point where the GP can use them in speech. Even then he will not use them perfectly at first; it will take a lot of time for him to master them. This is a natural process; do not try to hurry it. Your role, as a Nurturer, is to introduce new words and phrases in ways he can understand them, to record them in clear contexts so he can listen to them at home, to reinforce those words as they appear in later lessons (for example, in pictures of similar situations in a story), to help the GP when he makes his first attempts to use the word or phrase to express his ideas (he might be able to say part of the word, or might pronounce it incorrectly, and you should gently and kindly repeat the word correctly), and to be patient and give him as much encouragement as you can!

In Phase 2, the GP is just beginning to speak. He will struggle and he will make many mistakes. That is normal. Help him express his ideas, just as you would help your two-year-old brother or sister who was trying to talk. If the GP tries to repeat something after you, you may try it three times; if he still cannot say it correctly, leave it for another day. After he has heard it more times in other contexts, it will be easier for him to say it. Encourage him for whatever he does get correct, and simply say the rest correctly yourself. Each time he hears something, it will rise in his iceberg.

Recasting: Instead of “correcting” the GP, the Nurturer should recast what the GP says. This is what parents do naturally with young children. If a little boy comes home and says to his mother, “I goed to the park with Daddy,” Mother does NOT immediately say, “Don’t say ‘goed.’ ‘Go’ is an irregular verb and the past tense first person form is ‘went.’” Instead, Mother says, “Oh, you went to the park with Daddy. That’s great!” This is re-casting. The Nurturer echoes back what the learner said, but with the grammar correct.

To recast the “I” form, the Nurturer should add himself: “Yes, you went to the park. I went to the park last week” (pointing to “you” and to “I” as she says the appropriate verbs). Or, if the GP is trying to say, for example, “I drink” but says “ana sharab” instead, the Nurturer should reply: “Yes, you drink. I drink, too.” (The Nurturer pretends to drink some water as he says this).

For the “you” form, the Nurturer would add the GP. For example, the GP says to the Nurturer, “anta sharab ma’.” The Nurturer responds, “Aywa, ‘ana ‘ashrab ma’. Wa anta tashrab ma’ ayDan,” (motioning to the GP to also drink water).

Language learning research has shown that this method of correction by recasting is excellent for helping the learner learn to use correct grammar. It works much better than teaching rules of grammar. This is one of the most important skills a Nurturer needs to learn and practice!

Why Story-Building with Picture Stories?

Wordless picture books give some structure to the lessons, while allowing you to speak about many topics.

They work well in all areas of the world, except in traditional people groups without much contact with the outside world. For those areas, locally adapted picture stories can be developed.

With pictures, we interact more and more deeply. Storytelling is fun/enjoyable and interesting. This helps motivate learners.

A picture story gives continuity in our communication activities from one day to the next. Each new page will include some repetition of material from earlier pages. The GP starts by using language he can use, and the Nurturer helps the GP to improve and expand that language.

With story-building techniques, the GP learns new vocabulary and grammar in a meaningful, memorable and personal context.

Review is easy as the GP listens to the stories built earlier.

Story building is a good transition from being able to understand and produce “here-and-now” speech, to being able to understand and produce “story speech.”

During story-building activities, the GP will continue to grow in his ability to interact socially. This is a major step in his growth in language ability.

Introducing Some Written Words in Phase 2

Some time in phase 2, the GPs should learn to recognize basic words that they may see on signs in the streets, such as “pharmacy,” “hospital,” etc. The names of the GPs and Nurturer might also be included. These words should be printed on small pieces of paper and introduced using the Dirty Dozen. (A file is available with suggested words to use.) If a few words are included that the GPs do not know, the Nurturer should explain those words in the target language. The words can be introduced with one or two Dirty Dozen activities, then reviewed occasionally, perhaps once a week.

Examples

Example of a Phase 1A Discussion: (All discussions should be in the target dialect, not in Modern Standard Arabic.) Page 1 of the book Frog, Where Are You?:



Growing Participant: Boy.

Nurturer: That is a boy.

GP: A boy. This is a frog.

N: Yes, but not frog. *Frog*.

GP: Frog is in... what is this?

N: The frog is in a big *jar*. It's a *jar*, a big *jar*.

GP: jah?

N: Yes, *jar*. *jar-r-r*. [emphasising the r sound]

GP: jar-r [emphasising the r sound]; a big jar-r.

N: Yes. The frog is in a big jar.

GP: The frog is in a big jar. And dog look frog.

N: Yes, the dog is looking at the frog.

GP: And the boy is looking at the frog.

Following are some ideas for talking about the above picture. Do not translate or memorize them. Use this as a model to help you think of your own ideas for the book you are using.

Possible Ideas for Page 1 (Based on Abilities at the End of Phase 1)

This is a boy.

He is in his bedroom.

These are his boots.

He is not wearing his boots.

The boots are behind him.

They are between the boy and the bed.

He is wearing slippers.

He is wearing pyjamas.

His shirt is on the floor.

His socks are on the floor.

He is sitting on a small stool.

The stool has three legs.

He is sitting in front of his bed.

It is a very high bed.

The bed is against the wall.

The bed is near the corner.

It is night time.

This is the moon.

The window is open.

There is no curtain on the window.

There is a pillow on the bed.

There is a light over the bed.
There is a blanket on the bed.
The boy has a frog
There is no lid.

The dog is looking into the jar.
He is smiling. Everyone is smiling.
They are all very happy.

The boy is saying "Sleep in the jar frog". "Good Night" "I'm going to bed." "I'll see you in the morning."

There is a string on the light.
The dog's tail is curved.

The frog is in a big jar.
The dog is standing with his front paws on the edge of the jar.

The dog is looking at the frog.
The boy is looking at the frog and he is happy.
The boy is sleepy.

The boy is saying to the dog, "We like this frog. He is our friend."

It is warm outside.

The boy has a dog.

Where is the lid?
The dog's nose is in the jar.

The dog is happy.

The frog is looking at the boy and he is happy.
The dog is saying, "I like you, frog". "You are a good frog."

The frog is saying, "I am happy. I like this jar. I like this room. I like you, boy. I like you, dog. You are my friends. Thank you for the fly".

New Things the GP Might Try to Learn to Say for Page 1 (Things he may not have learned in Phase 1, but can learn now)

The dog's tail is wagging.

There is a shadow under the dog.

The boy is saying, "Don't bark at the frog. He will be frightened."

The dog's ears are hanging down.

The frog might go to sleep.

The boots have high heels. They have high tops and pointed toes.

The boy's shirt is spread out on the floor. It is not bunched up.

There are four posts at the corners of the bed.

His hair is parted here.

This is the window frame.

Pull the string and turn out the light.

The boy is resting his face in his hands and resting his elbows on his knees.

The wind comes through the window.

The dog is saying, "I will guard the frog."

The boots are wrinkled. The bed is wrinkled.

Inside the light is on. It is very bright.

The shirt is striped.

The boy's hair is very thick.

This is the windowsill.

One sock is missing.

They should close the window.

The glass is clear. The window is clear.

The boy is saying, "Dog, catch a fly. Give it to the Frog. Frog, eat the fly."

The jar has a big opening.

The moon is bright. Outside it is not very dark.

There is a pillowcase on the pillow.

The pyjamas are plaid ones.

The window slides up and down.

Where is the other sock?

There are eight window panes.

How old is the boy?	When the boy goes to sleep, the frog may go out through the window.	The boots are longer than his feet.
The frog says, "I am in jail. I will go out."	The frog might go out.	The frog can hop. He can hop high.

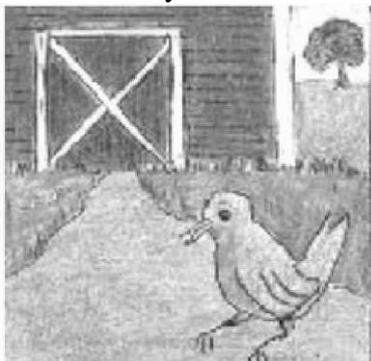
Negotiate Meaning

The GP’s goal is to start talking a lot in his own words about his own ideas. He should not memorize or recite. Negotiate meanings: The GP should say what he can, and the Nurturer will help him as he tries to say new things. The GP should use “power tools,” learned in phase 1 (or he should learn them now!), such as, “What is this?” “What is he doing?” “What kind of X is this?” to learn new words and phrases.

When the GP tries to communicate an idea to the nurturer and fails, he should not talk in English or another language. He can write a note to himself, and discuss the idea in the five minute time allowed at the end of each hour. The Nurturer should do the same, if necessary. Use that time only for things you could not communicate in the target language when you tried. Do NOT translate words into English or discuss grammar or culture in English. Translation is not beneficial, as there are no exact equivalents from one language to another. Learn what words mean in context, rather than by translation. A word that is just translated will be quickly forgotten. A word that is discussed for some time in the target language will be remembered more easily. And, the whole discussion, in the language, will be reinforcing other words and aspects of the language that the GP is trying to learn. A discussion in English might help the Nurturer to improve his English, but it will not help the GP to improve his Arabic (or other target language)!

Be creative and think of new ideas during the lesson. For some people, it is hard to create ideas spontaneously rather than memorizing before the lesson. However, in real use of language, we always think of ideas spontaneously. The GP’s and the Nurturer’s own ideas will also be more interesting and fun than those of other people.

Here is another example from a book called *The Big Fat Worm*, by Nancy Van Laan. The Growing Participator knew the story and wanted to start with a conversation between the bird and the worm. The bird calls the worm, wanting to eat it, but the worm doesn’t trust the bird’s intentions. The GP will, of course, use “broken” language, such as the “broken Arabic” below. Remember that real communication is full of uncertainties, risks, and mistakes. The GP should say what he can, according to his current ability.



Growing Participator: Grass. Much grass. Green.

Nurturer: Yes. There is a lot of green grass. There is green grass everywhere.

GP: Green grass everywhere.

N: Yes. There is green grass everywhere.

The GP may learn new vocabulary by pointing at things in the pictures and using power tools: “What is this? What is he doing? What is he thinking?” Other times, it will be necessary to “negotiate meanings” with the nurturer. In the following example the growing participator begins by using the power tool, “What is this?,” while pointing to the barn that is behind the bird. Only a small part of the barn is visible. Thus the nurturer cannot tell that it is a barn and answers, “I don’t know.” What follows is negotiation of meaning.

Learning new things (all of this should be in the host language, in the target dialect)



GP: What is this?

N: I don’t know. What is it?

GP: It is a building.

N: Yes, it is a building.

GP: What kind of building?

N: I don’t know.

GP: Cows in the building. Horses in the building. Sheeps in the building.

N: Oh! It is a barn.

GP: This is a barn.

N: Yes, barn. Farmers keep animals in a barn.

GP: Cows live in a barn.

N: Yes. Cows and horses are kept in a barn.

GP: Barn. Please write it.

N: (Writes the word *barn* in the word log.)

Debriefing in English (after thirty minutes with no English):



GP: (in English)*: I was trying to say that the bird is *still* hungry. *Still*.

N: Oh. We would say (in Arabic), “the bird is still hungry.”

GP: “the bird is still hungry.”

N: Yes, “the bird is still hungry.”

GP: (Talking in the host language now, not English): Here the bird hungry. The bird want eat worm. Here worm is going in hole. The worm is in his hole. The bird is still hungry.

N: Yes. The bird didn’t catch the worm. He will look for another worm.

GP: Right. The bird is *still* hungry.

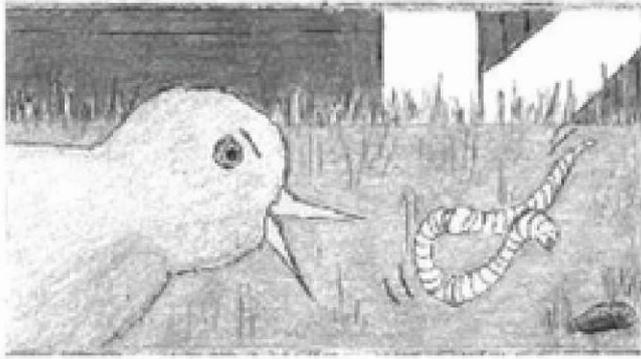
N: Yes. *Still* hungry.

Such debriefing times might last five minutes.

What sort of details might you talk about?

How much detail should go into the stories that are created? Many picture stories can take many hours, during several days, in the way described. How long each will take depends on your creativity! Less creative growing participators and nurturers might use more picture stories than more creative ones.

The following is an example of a somewhat creative discussion:



GP: The bird says to the worm, “Come to me. I am your friend.” The worm says, “You are not my friend. You are my...” (GP looks at N in a way that indicates a need for help from N, or signals with his hand)

N: Enemy

GP: Enemy. The worm says, “You are not my friend. You are my ene...”

N: Enemy. He is saying, “You are not my friend, you are my enemy”.

GP: You are my enemy.

N: Yes. Enemy.

GP: (pointing at N) You are not my enemy. You are my friend.

N and GP: [laughter]

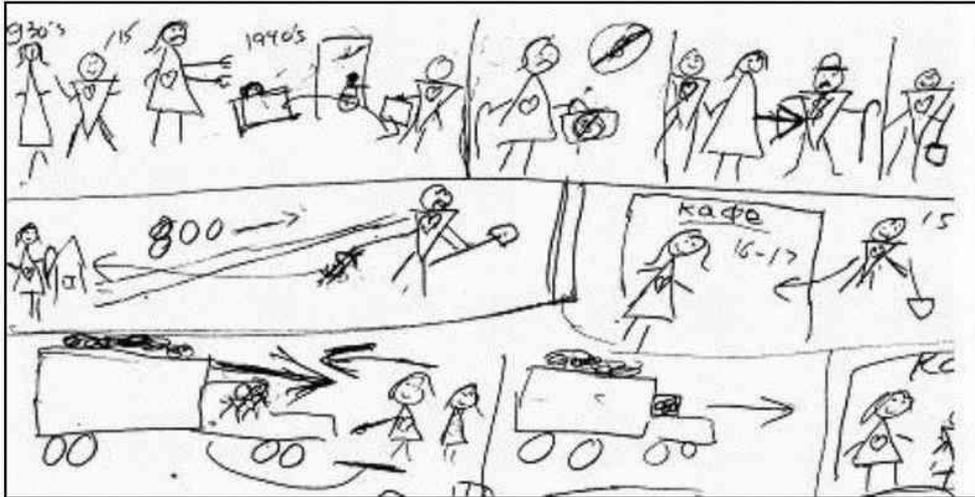
GP: Please write it.

N: [writes *enemy* in the word log]

The picture did not show that the bird and worm were friends or enemies. This dialogue was a the GP’s creative idea. Creative ideas make story-building more fun and interesting, and build the relationship between the GP and the Nurturer.

Phase 2C Examples:

Option 1: Draw while talking:



You can draw the pictures as you talk, or you can prepare them in advance. The GP drew this picture while talking to his Nurturer, telling him how the GP's parents met. The GP said something like: "This is my father. He had several brothers and sisters. This is his older sister. He was a child in the 1930s. Life was very difficult. This is his mother. My grandfather was unkind. He drank a lot. One day, in the 1940s, my grandfather came home. His suitcase was outside the door of his house. The door was locked. My grandmother would not let him in. He took his suitcase and left. He didn't live with my grandmother after that. Then my grandmother had no money. My father's older sister married a rich man. My father went to work for him." Etc. (There was a lot of struggling, negotiation of meaning and vocabulary learning.)

Note that only the most important details are shown in the pictures. These were enough so that the nurturer could recall and tell the entire story, recording it.

Option Two: Prepare in Advance: Another GP chose to prepare this picture story before the session, showing how her parents met. She could tell the story without stopping to draw pictures.

Lexicarry, by Patrick R. Moran.

Picture Strips and Acting Out Activities

See the directions for using *Action English Pictures*.

Role-Plays

Do role-plays as described in Phase 1 for daily activities such as shopping, taking a taxi, paying your phone bill, etc.

Grammar and Phonetic Awareness

Repeat many of the grammar awareness activities from Phase 1, and the phonetic discrimination activities for sound distinctions that the GP still has difficulty hearing.

Busy Pictures

Describe busy pictures as explained above.

Appendices

Appendix 1: Is this the right Phase for the GP?

Prerequisites For Starting Phase 2

Normally the GP will enter Phase 2 after completing Phase 1, the First 100 hours of the Six Phase Programme, but he may have followed a different approach. He needs to have these abilities:

Very minimal ability to negotiate meanings. This means the GP can try to get the Nurturer to understand an idea, with lots of effort, and with cooperation, help, and patience from the Nurturer. The GP can usually understand the idea the Nurturer is trying to communicate, if the Nurturer works hard to make his meaning clear.

Familiarity with between 500 and 1,000 vocabulary items

Familiarity with language needed to talk about the “here-and-now,” including: “I, we, you, she, he, they,” etc. as subject, object, possessor, etc.; names for basic objects, actions, animals, and humans; properties such as size, shape, emotions, etc.; descriptions of locations (*in the box, under the table*, etc.); terms for human relationships and some roles, such as father, brother, shopkeeper.

Some familiarity with simple sentence forms so that the GP can make statements, ask questions, describe situations he can see, and give instructions.

Ability to use “power tools” (language that helps the GP learn more language), such as: “Please repeat.”; “Please speak more slowly.”; “Please speak more clearly.”; “What is this?”; “What am I doing?” (asked while acting out an action); “What is he doing?”; “What kind of X is this?”

Appendix 2: Some Challenges of Story-Building Activities

Introvers: Very introverted learners may prefer to view language as primarily something cognitive, rather than as participation in life with people. We must encourage them to recognize this as a problem for a language learner. It may help them when they realize that they can grow even if they only have a few secure and comfortable relationships.

Extraverts: Extraverts may want to find host friends who speak English or another language they know. They should be encouraged to build relationships in the host language instead, even if it takes more time.

Visual Learners: Some people consider themselves extreme “visual learners.” They may say that they “need to see everything in writing in order to learn anything,” or “I can’t remember anything unless I write it down.” These people may have trouble accepting the focus in these supercharged participation activities on listening and

interaction. They may have trouble even accepting the goal of 'growing participation.' They need to recognize that they can't learn to understand oral speech by reading; they must learn to understand it by listening!

Concrete Learners: Some learners might only want to study what they feel is immediately "useful" to them. For example, they want to learn things that they will need to say often in various contexts. They need to understand the value of broader learning.

Need for Structure: Other learners may want a clear plan of the specific details of what they are going to learn, word-by-word, structure-by-structure. It may frustrate them to learn through unplanned, free interaction during Story-Building. The idea of struggling to make sentences up spontaneously may cause a lot of anxiety to such learners. Sooner or later, though, they will need to find the courage to make things up spontaneously. It is easier to do that in a supercharged participation session than in many other host social situations. Picture stories provide a lot to talk about and it is relatively easy to think of things to say next.

Loss of Previous Identity: In growing participation, a GP loses his previous roles and identities. He needs patience and effort to slowly develop new roles and identities in the new language community. This affects most people very deeply. For some, the idea of talking about children's picture stories might be discouraging. They want to talk about adult themes that reinforce their adult identities. If such people can learn to appreciate the fact that growing into adulthood is better than trying to start out as adults, they may be able to deal with this issue.

Tolerance for Ambiguity: Some learners were frustrated in Phase 1 because they were not supposed to focus on details of the language. In Phase 2, there is more opportunity to discuss those details. Some details are still too complex, though, to fully understand, and they may sometimes need to tell themselves, "I just can't understand it yet; I will come back to this idea later!"

In Summary

Fortunately, most language learners can easily adapt to Story-Building activities and grow significantly and steadily during this 150 hours. Other language learners may discover different techniques with similar effects. These activities must:

- provide massive "comprehensible input" (hearing much language the GP can understand)
- provide extensive opportunities to interact richly on a wide range of topics
- encourage steady growth in relationships with the Nurturer and other host people

Appendix 3: Some Background Concepts

The GPA is based on these four principles.

Communing

Growing participation (language learning) refers to the learner developing in the context of relationships with people of the new speech community. This is the purpose for which language exists!

Language exists because people want to interact with one another about what they are experiencing. As the GP learns the host language, he is growing in relationships that are firmly and deeply part of a new culture and world. His highest concern should be to give himself to these relationships, not to pull local people into greater involvement in the GP's former culture and world.

Understanding

The foundational language skill, the one that develops first and upon which all the other abilities are based, is the ability to understand speech. The learner will be able to grow in relationships first and foremost by becoming someone who understands, someone to whom members of the host speech community can talk. GPs need to be prepared for whatever people may want to talk about in normal conversations. Therefore they will need extensive vocabulary, extensive knowledge of the local world with its beliefs, values and assumptions, and a complex, high-speed “understanding machine” which can take the sounds of speech from the air and, through many steps, convert them into an understanding of the speaker’s ideas.

Talking

The ability to put the GP’s thoughts into his own words will come from his ability to understand what others say. He wants to become someone who is easy to listen to. That doesn’t require perfection. But it means the GP will interact with people, and learn enough through those interactions so that he can speak smoothly.

If he focuses on talking before building a solid foundation of understanding, his approach is too narrow. Those who focus on learning only things that they feel they are soon going to want to say (or that they are frequently going to want to say) often are not able to understand most of what is going on around them.

Understanding “grammar” can help many language learners improve their speaking. However, it is more beneficial to gain strong familiarity with how people talk, and extensive experience talking oneself. Putting one’s own thoughts into words for hundreds or thousands of hours will develop a complex, high-speed “talking machine” in the language learner’s head, which rapidly and automatically converts his thoughts into those movements of the mouth and vocal cords that produce speech. The GP also needs to learn to talk in a way that is polite and socially appropriate. One’s own “thoughts” are just one part of what is communicated.

Evolving/Progressing

Supercharged participation activities will change over time, reflecting the changes in the GP’s ability to understand and talk (which reflects his ability to participate in host relationships). The nature of his life and relationships in general will also continue to change. Growth into new phases happens gradually. No one should stay permanently in any one phase.

The GP will begin with very limited communication ability, and grow to higher levels. The path to ‘speaking well’ runs through the large country of ‘speaking very badly.’ There is no other path! Some people have great difficulty accepting this.

To apply the Evolving principle, the GP needs to ask himself, “What kinds of real interaction (putting my own thoughts into my own words, at the time I need them) are possible for me now, which will allow me to grow further?” He should NOT ask, “What kind of interaction would I like to have right now, that allows me to interact as though I could already speak with the same skill as an adult of the host community?” The path to ‘the adult topics I want to talk about’ runs through a large country of engaging in simpler communication.

Appendix 4: Suggested Picture Books

Introductory Books: Start with *The Good Bird* (by Peter Wezel), OR *The Big Fat Worm* (by Nancy Van Laan) OR *Moral Tale 1 and 2* (by Mercer Mayer).

Beginner Books: Then do some of these (NOT all, just some). Choose books that the GP or the Nurturer thinks would be interesting and give new words. When these seem too easy for the GP, or when the GP cannot get 7-8 new words per hour from these books, move to the next set of books.

Here Comes Alex Pumpnickel by Fernando Krahn

Alex Pumpnickel Sleep Tight (continuation of above)

Anno's Counting Book by Mitsumasa Anno (can also be used later to practice forms of numbers)

Baby and Me books by Jan Ormerod: *Bend and Stretch*; *Messy Baby*; *Making Friends*; *Reading*; *Sleeping*; *This Little Nose*

Hiccup by Mercer Mayer

I Was Walking Down the Road by Sarah E. Barchas and Jack Kent

Moonlight by Jan Ormerod

Oops by Mercer Mayer

Robot by Fernando Krahn

Self-Made Snowman by Fernando Krahn

Sunrise by Colin Robinson.

Sunshine by Jan Ormerod

The Bear and the Fly by Paula Winter

The Chicken's Child by Margaret A. Hartelius

The Great Cat Chase by Mercer Mayer

The Wind Blew by Pat Hutchins

Beginner to Intermediate Books: Do some of these until, as above, they become too easy.

Ah-Choo by Mercer Mayer

Amanda and the Mysterious Carpet by Fernando Krahn

April Fools by Fernando Krahn

Boy, Dog, and Frog books by Mercer Mayer (*A Boy, A Dog, and a Frog*; *A Boy, A Dog, A Frog, and a Friend*; *One Frog Too Many*; *Frog on His Own*; *Frog, Where Are You?: Frog Goes to Dinner*)

Changes, Changes by Pat Hutchins

Comics and Conversation and *More Comics and Conversation* by Joan Ashkenas and Sergio Aragones (could work at any level from here on up)

Naughty Nancy by John S. Goodall

Naughty Nancy Goes to School by John S. Goodall

The Creepy Thing by Fernando Krahn

The Yellow Umbrella by Henrik Drescher

Vater und Sohn books (Father and Son; sample cartoons available)

Intermediate Books: Next, do some of these.

A Country Far Away by Gray, Nigel and Philippe Dupasquier

A Flying Saucer Full of Spaghetti by Fernando Krahn

Arthur's Adventure in the Abandoned House by Fernando Krahn

Catch That Cat! by Fernando Krahn

Clown by Quentin Blake

Deep in the Forest by Turkle Brinton (can also be used with Phase 3 Goldilocks story)

Guess What I'm Doing by UNESCO
I Can't Sleep by Philippe Dupasquier
Important to Have Friends (one page comic strip)
Noah's Ark by Peter Spier (also for Phase 3)
Rain by Peter Spier
The Secret in the Dungeon by Fernando Krahn
Up and Up by Shirley Hughes

Intermediate to Advanced Books:

Why? by Nikolai Popov
Window by Jeannie Baker

Advanced Books may be used in phase 3 or later.

Anno's Journey by Mitsumasa Anno
Free Fall by David Wiesner
Full Moon Afloat by Alistair Graham
Full Moon Soup by Alistair Graham

(Note on translation The book titles are in English in the translation, as they are in English on the books and on the CD.)