Language Partner Project

Introduction

For the Language Partner Project you will find and communicate with one (or more) non-native speakers of English who are interested in improving their English, and then write reflective journals about your experiences. You may communicate in person with a partner here at UCI or you can communicate online with a partner around the world. You will spend **at least 10 total hours** in contact with your partner(s), serving as a conversation partner or otherwise helping them on their English through email discussion, examining the student's writing, etc. You may help your partner with any skills. Usually that will be conversation, but please try to have at least one session where you look at and respond to an example of your partner's writing if they are willing to do so. Please structure your interactions with the learner based on the learner's interests and needs and reflecting what we have learned in class.

You will ordinarily have one partner, but if, due to your particular circumstances, you prefer to have 2 or more partners, or need 2 or more partners in order to fill 10 hours, you are welcome to have multiple partners.

Finding a Partner

Since this is a class on Teaching English Internationally, it is ordinarily recommended that your partner be a learner of English as a foreign language. However, if you have a particular interest in teaching ESL in the U.S., then you are welcome to try to locate partners who are immigrants or children of immigrants in California. You may find a partner through the following ways:

1. **UCI Communication Club (conversation partners)**
   Be a conversation partner for a UCI Extension international student. Partners are matched each quarter. The Communication Club partners domestic and international students for language and cultural learning...*and fun!* (To pursue this option, fill out the Communication Club application attached at the end of this document and turn it into the Communication Club office listed on the bottom of the application.)

   **5:30 – 6:30 p.m.** at the UCI International Center every Monday
   The English Corner is a conversational program that allows international students to improve conversational skills while discussing current events in small groups. Meet international students and scholars from around the world and gain exposure to multiple perspectives on current events, both local and global. Everyone is welcome! For more information contact the UCI [International Center](http://www.ic.uci.edu/) at intl@uci.edu or [http://www.ic.uci.edu/](http://www.ic.uci.edu/).

3. **Livemocha** [http://www.livemocha.com/](http://www.livemocha.com/) - This is a social network site for learning languages. It is free to join. There are 5 million members around the world, 70% of whom are learning English. Most learners are looking for people to interact with around the world.

around the world visit these forums, so it could be a place to make contact.

Note: if you find a partner through an online forum, you may wish to use Skype (http://www.skype.com) as a great free tool for communicating by voice or video

5. Other  All of the above sources are automatically accepted for language partners. If you wish to find a partner through another method, or already have somebody in mind that you are acquainted with, please send an email to the Teaching Assistant indicating who you wish to partner with or how you wish to find a partner, and wait for the Teaching Assistant's approval before proceeding

Language Partner Journals

Please find a partner by the end of the second week of class. From then on, you will be required to complete four journal entries (one every two weeks) of 250-500 words each on the following themes. As you complete these journals, try to tie your comments in as much as possible to what we have learned from class readings, lectures, and discussions.

Journal 1: Introduction and Needs Analysis

Who is your language partner? How did you meet the person? How did your initial encounters go? What are the person's reasons for learning and motivation? What is the person's age, learning style, level, educational and cultural background, and motivation? What kind of rapport do you feel you have, or don't have, with the person? How did your initial encounters go? Based on the needs analysis, what is your plan for the quarter?

Journal 2: Language Analysis

Please analyze the language of your partner. You can either use a piece of writing submitted by your partner, a transcript of recorded speech, examples of exercises submitted by your partner, or your own recollection and notes based on your conversations with your partner. What are your partner's language learning strengths? What are your partner's language learning weaknesses? How would you assess your partner's grammar? Vocabulary? Pronunciation? Listening? Writing (if submitted to you?) What kind of problems occur in your partner's language, and are these errors or mistakes?

Journal 3: Strategies

Based on the needs analysis (Journal 1) and language analysis (Journal 2), what strategies have you deployed to help your partner? Please be specific; for example, if the strategies involve conversation, instead of just saying "conversation," describe the particular conversational strategies you have deployed. How do these strategies relate to what we have learned in the book and to the particular background, needs, and language use of the learner? How have the strategies worked? Have you deemed them successful or unsuccessful? How has your partner responded? What have you learned from trying them?

Journal 4: Summary and Reflections

Summarize the entire experience. Do you think it was a good experience for your partner? Do you think
It was a good experience for you? Do you think that your partner benefited from it in terms of language development or any other benefit (cultural experience, etc.)? Why or why not? Do you think a language partner project is suitable and helpful for Education 134? What have you learned from the project? Are there any ways the project could be improved?

The journals will be collected at four times during the quarter through submission to the course dropbox. Each time they are submitted, it should be done cumulatively. For example, during the second submission, you will submit a file that includes Journal 1 and Journal 2 all in one document. We will peruse the journals each time to ensure that they are submitted and to see how the class is doing. However, we will grade the journals only after the final submission.

**Due Dates**

<table>
<thead>
<tr>
<th>Find a Language Partner</th>
<th>By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals 1 turned in</td>
<td>By 4/24</td>
</tr>
<tr>
<td>Journal 1-2 turned in</td>
<td>By 5/10</td>
</tr>
<tr>
<td>Journal 1-3 turned in</td>
<td>By 5/24</td>
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<tr>
<td>Journal 1-4 turned in</td>
<td>By 6/14</td>
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**Rubric: Language Partner Journals**

Note: you will be judged as to whether the journals, taken as a whole, achieve these objectives. Each individual journal does not necessarily have to cover each of these points in detail.

<table>
<thead>
<tr>
<th>Outstanding (90-100)</th>
<th>Good (80-89)</th>
<th>Needs Improvement (less than 80)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner, environment, and interaction are <em>described in detail</em> and give the reader an <em>excellent picture</em> of what the sessions were like</td>
<td>The learner, environment, and interaction are <em>described</em> and give the reader a <em>good idea</em> of what the interactive session looked like</td>
<td>The learner, environment, and interaction are <em>insufficiently described</em> and give the reader a <em>limited idea</em> of what the sessions were like.</td>
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<tr>
<td>Methods/techniques used in the sessions are thoroughly described and are very thoughtfully based on recommended practices covered in class</td>
<td>Methods/techniques used in the sessions are adequately described and are satisfactorily based on recommended practices covered in class</td>
<td>Methods/techniques used in the session are insufficiently described and are only loosely based on recommended practices covered in class</td>
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<td>Connection to class material in the journals is very specific and reflects excellent understanding of concepts in language teaching and learning</td>
<td>Connection to class material in the journals is somewhat specific and reflects good understanding of concepts in language teaching and learning</td>
<td>Connections to class material in the journals is insufficiently specific and reflects insufficient understanding of concepts in language teaching and learning</td>
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<tr>
<td>Successes and challenges are described in detail and demonstrate in-depth reflection on the sessions</td>
<td>Successes and challenges are adequately described and demonstrate some reflection on the sessions</td>
<td>Successes and challenges are insufficiently described and demonstrate little reflection on the sessions</td>
</tr>
<tr>
<td>Writing is extremely clear, very well-organized, high-quality, and very reflective</td>
<td>Writing is pretty clear, well-organized, of decent quality, and reflective</td>
<td>Writing is insufficiently clear, not well organized, not good quality, and insufficiently reflective</td>
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EDUCATION 134
COMMUNICATION CLUB
Member Information Sheet

Name: ____________________________  __ Male  __ Female
Address: ____________________________  Please circle one  Student/Alumni/Faculty/Staff

(If a Student) Expected Grad.: __________
Email: ____________________________

Home phone: (___) ____________  Cell phone: (___) ____________

The best times to reach me are: ___________________________________________________

I am generally: __Talkative  __Quiet  __Outgoing  __Shy  __Energetic  __Relaxed

Interests and Hobbies:
________________________________________________________________________
________________________________________________________________________

I would like to have:  One partner  Two partners  Three partners

Why are you interested in the Communication Club?
________________________________________________________________________
________________________________________________________________________

Language Preference: ____________________________

I understand that the Communication Club is designed to enhance the understanding between American and other International cultures and languages. Meetings and activities are arranged between the participants and are not the responsibility of UCI English & Certificate Programs.

Signature

Date ____________

Please include a copy of your Drivers License or Student Identification Card.

For more information or any questions please call the Communication Club Office at (949) 824-8530.

Please return this form to:

Communication Club Office
Please bring your Student ID and/or California Drivers License
Building I, #238 – next to the Student Health Center, UCI Campus
Pereira & Pereira, near East Peltason