Teaching for Language and Activities Materials Developing Our Languages - Handbook Series
High-tech methods for making books and other materials

A smart, quick, 3D printer can be used to create 3D models and other objects. This allows for easy and rapid prototyping.

Low-tech methods for making books and other materials

- Use cardboard or paper for covers and pages.
- Write on the pages with markers or pens.
- Use simple illustrations to convey ideas.
- Use photographs or images to supplement text.
- Use stickers or labels to add details.
- Use a combination of techniques to create a unique book.

Our Partners

- The Story of a Labrador's Journey to the Sea
- The Story of the Elephant's Journey to the City
- The Story of the Lion's Journey to the Forest
- The Story of the Giraffe's Journey to the Mountains
- The Story of the Whale's Journey to the Ocean

In addition to these classic stories, the story may introduce new elements and ideas that help the child's imagination grow.

Summary:

The story not only tells a tale, but also encourages the child to think critically and creatively. The illustrations, written text, and interactive elements work together to engage the child's mind and inspire a love for reading and learning.
A picture of *Beast the Cat*, from a book by Lizette Peter about a day in his life.

- Use your computer’s clipart for pictures of vocabulary. There are hundreds of pictures on Microsoft Word and at various websites (see the Resource Appendix): cartoons, real-life drawings, and actual photographs that you can quickly insert onto a document and print. This is great source for single items in one category, like ‘fish’:

- Or, with some practice, you can learn how to create one picture out of several clips, like the picture below, which is actually three clips merged into one:

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**Meaningful and communicative ways to use books**

Those of us who teach young children often use storybooks in class. With a book in hand, we gather the students around us and read the book aloud. But this is just one way to use a storybook effectively.

Student 2 picks the response card ‘book’ and replies, “She bought a book.”

Student 1: “Why did she buy a book?”
Student 2: “She bought a book to give to her father.”

**Flashcard Activity 3: Pick-a-Word** (based on the card game Gin Rummy)

**Goal:** Students build sentences with a given vocabulary that requires them to use their grammar skills to create novel sentences.

**Method:** The flashcards should not have translations on the back and the cards should have nouns, verbs, and other words, and suffixes and prefixes that allow the students to make a simple complete sentences.

Students deal out seven to eleven cards. The rest go in a pile, face down. Taking turns, each student picks a card from the pile. When a student thinks that he or she can make a sentence with his or her cards, the student must put the sentence down for everyone else to see. Other students can then build on this sentence when it is their turn, or make a new sentence with the cards in their hands. The point of the game is for students to use all the cards in their hand, and to score points by making sentences or building on sentences on the board.

**Books**

Books can be valuable materials for teachers to extend and enrich the language learning experience for learners of all ages.

In general, books fall into the following categories:

- reference materials—dictionaries and grammars;
- storybooks—these have characters and a plot with a beginning and an end and generally have a surprise, either in the middle or at the end;
- books with a language focus—these often do not have a story, but repeat vocabulary or sentence patterns in slightly different ways;
- books with a moral focus—these books teach learners a lesson in being good citizens, i.e. sharing;
- how-to books—these teach learners how to do something, like weave a basket or prepare frybread.

Many excellent books for language teaching and learning combine one or more of these types.
The choices of the classroom

Students choose the classroom, so the

read the story. They are also choosing their

options, selecting the story they want to

read, the level of the text, and the type of

activity they will be doing. They can choose

to read the text alone, with a partner, or

in a group. They can also choose to

read a book that is above or below their

reading level. This choice gives them

control over their learning and allows them

to work at their own pace.

Best:

Here are some ideas for extending the story beyond the textbook.
One of the most challenging things for a language teacher is to provide opportunities within every lesson for students to practice the new vocabulary and structures they have learned in meaningful ways. That's where language games and activities come in: if well planned and tied to a lesson's objectives, games and other game-like activities have the potential to be the most useful aid a teacher can use to get learners talking.

During the Field Survey Project, the ILE team saw traditional games used with specific language goals in mind. We also saw some wonderful adaptations of Jeopardy, hangman, and various card games. Students in the University of Oklahoma Creek and Kiowa classes made board games based on Chutes and Ladders, Trivial Pursuit®, and even Twister.

However, when borrowing and adapting games, we need to be sure that they include enough language. An example of a game that does not is "Duck! Duck! Goose!" It may be good for burning off excess energy with youngsters, but not as a teaching tool; it contains very little language.

On the other hand, the game "Hot and Cold" may have some hidden uses for the language classroom. "Hot and Cold" is a familiar game where a learner (or group) leaves the room and other learners hide something in the room. The first group comes back and searches for the items; everyone says 'hotter' or 'colder' as they get closer or farther from the item until they locate the item. On first take, the game has very little real language use. However, students can first negotiate what to hide ("Should we hide the scarf? No, let's hide the..."). When people are looking for the hidden items, they can ask questions and get full sentence answers ("Is it behind the desk? No, you are cold. Is it by the door? You are warmer...").

Many traditional games also lend themselves well to language learning. The Cherokee language instructors at the University of Oklahoma use Cherokee Marbles, played outside on warm days, to talk about actions such as "throw it there" and "it is close," as well as for many other purposes.

Here, we suggest two kinds of games and communicative activities that can get students talking in the language:
- Information Grids
- Barrier Games

The best thing about the activities modeled below—information grids and barrier games—is that they require students to use all the language they know in order to complete the task. This means that the teacher must anticipate the kind of language learners will need.

Directions: Circle the picture that best represents the Choctaw sentence.

1. Ishtishklo tulko.
   a. b. c. d.

2. Hupi ishtimushni ak屠a.
   a. b. c. d.

3. Sota pushkat ishtimpa tulko.
   a. b. c. d.

4. Təg bota pushkə luka ishtishklo tulko.
   a. b. c. d.

5. Hetgelaha nokshopa ishtishklo tuchen.
B. Partner Games

What can your classmates do?

<table>
<thead>
<tr>
<th>Tell a story?</th>
<th>Make a wish?</th>
<th>Swim?</th>
<th>Drive a car?</th>
<th>Can you...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classmate's Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Soon they will know exactly what they are to do. The teacher can predict the first course of events with students. 'Can you...？' and 'What can you do?' are the same, or different sets of verbs, for example, 'What can you do?' or 'What do you do?' when you are asked. When you are asked, you have to think of the verbs that you can do. The verbs 'tell a story,' 'make a wish,' and 'swim' are verbs that are used in everyday conversation. You can use these verbs to express your thoughts or ideas. For example, when you are telling a story, you can use the verb 'tell.' When you are making a wish, you can use the verb 'wish.' And when you are swimming, you can use the verb 'swim.' These verbs are used in different situations, and you can use them to express your thoughts or ideas. For example, when you are telling a story, you can use the verb 'tell.' When you are making a wish, you can use the verb 'wish.' And when you are swimming, you can use the verb 'swim.' These verbs are used in different situations, and you can use them to express your thoughts or ideas.
information about their materials. At the end of the activity, the learners take down the barrier and compare the results of their communication as an evaluation of their success.

Teachers can collect barrier games over time and store them in file folders (that can also serve as ideal barriers).

There are at least three kinds of tasks the partners in a barrier game can complete:

- In the first type, one person has all the information and his or her partner has none of it. In this case, the learner with the information must convey that information to the other person.
- In the second type, the two learners have different pieces of information and must share their information to get the whole picture.
- In the third type, the two learners have information with both differences and similarities so that they must compare their information to find out how they are different.

Here are some examples of the three types of games.

**Barrier Game Type 1: Picture That!**

The teacher gives the following instructions in simple, clear language, and in the language as much as possible. To avoid using English, it is helpful for the teacher to model the activity with another student until everyone understands the purpose of the activity. Here are the instructions:

1. Describe your picture to your partner, but do not show it to your partner.
2. Your partner will try to draw the picture from your description.
3. Use all the vocabulary you know and language you’ve learned about size, position, and color.
4. Your partner may ask you questions.
5. When your partner has drawn the picture, show him or her the one you have.
6. Compare the two of them and discuss any differences with your partner.
7. "OK, go to it!"

It is important before the first barrier game for learners to practice the words and expressions they need to successfully complete the what they have found to present to the class.

(Activity 2): Have students work in groups of three. Allow the groups only five minutes to fill in as many blanks as possible. Groups should then report on their answers to the other groups, and keep score: The first blank filled is worth 1 point; the second is worth 2 points; and so on. On the board or mentally, ask students to keep track of the different answers each of the foods gets. Ask the students about these at the end of the activity.

(Activity 3): Change each line of the worksheet into the negative, so that students must answer, "Apples should not be bruised. Eggs should not be broken..."

Provide Feedback: The teacher can walk around and listen to the groups. The creative extensions given next can also provide feedback.

Creative Extension: The worksheet itself can be used to take notes on or as a prompt for the activities above, or it can be filled in and turned in to the teacher. To give students a chance to be more creative in their use of language, here are two ideas for follow-up activities:

(Activity 1): If students have interviewed one another, have them compare and contrast the answers they received; for example, "Amber likes red apples, but Homer likes green apples."

(Activity 2): Have students write (or talk to other students in a small group or to the class) about their favorite foods. Which fruit or fish is their favorite? How should it be prepared? What does it taste like? For example: "I like to eat potatoes that are fried. My mother gets new potatoes, and she cuts them in half. Then she puts them in oil. They fry for 15 minutes. Take them out when they are brown. Then she makes them salty. Watch out! They are very hot. You must wait for them to cool down before you eat them."

Here is another example of a good worksheet, one about units of measure that is used in the Choctaw classes at the University of Oklahoma. This worksheet was developed by LeRoy Sealy and Brenda Samuele with Marcellino Berardo. As you look at the worksheet, consider the guidelines we discussed above and ask yourself:

- What goal(s) might this worksheet address?
- Does the worksheet relate the language to the real world?
- How can the worksheet be used in a language-intensive way to provide feedback about the learner’s progress?
Understanding Our Language

Activity 1: The students interviewed one (or more) students to get

and built the worksheet to answer the questions and understanding.

1. The context of shopping for food. An activity that students have

2. The objective of the lesson in

3. The objective of the lesson in

4. The objective of the lesson in

5. The objective of the lesson in

6. The objective of the lesson in

7. The objective of the lesson in

8. The objective of the lesson in

9. The objective of the lesson in

10. The objective of the lesson in

Going to the Grocery Store

1. Paper should

2. Transfers should

3. Pizzas should

4. Tomb should

5. Fish should

6. Meat should

7. Water should

8. Little should

9. Strawberries should

10. Eggs should

Here is an example of how the future Tense makes a point work:

Buy milk, bagels, sugar.

To the right of the egg in the container.

Buy, don't buy, more.

To the right of the egg in the container.

Buy milk, bagels, sugar.

To the right of the egg in the container.

Buy milk, bagels, sugar.

To the right of the egg in the container.

Buy milk, bagels, sugar.

To the right of the egg in the container.

Buy milk, bagels, sugar.

To the right of the egg in the container.
At a more advanced level, A's instructions in the language should be more detailed and B's understanding of those instructions should result in a drawing that closely matches the original drawing.

**Barrier Game Type 2: Q-and-A (Question and Answer)**

In this type of barrier game, each learner in the pair has a sheet of paper with various pieces of information completed and other pieces of information missing. The task is for the partners to share the information they have, through the language, until they both have complete information.

This example is an activity for practice asking and answering the questions Where, When, and Who? Each learner is given a chart, but they differ in the parts of information provided. The teacher instructs the learners to ask their partner the appropriate question for the missing information, without showing him or her what appears on their paper (the "barrier" keeps the partners from seeing each other's paper). This should be modeled several times until the learners understand the task.

**Learner A's Sheet:**

<table>
<thead>
<tr>
<th>Who?</th>
<th>Lucy</th>
<th>Mary</th>
<th>Joseph</th>
<th>Christine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where?</td>
<td>Bank</td>
<td>Hospital</td>
<td>Store</td>
<td></td>
</tr>
<tr>
<td>When?</td>
<td>8:00</td>
<td>3:45</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Learner B's Sheet:**

<table>
<thead>
<tr>
<th>Who?</th>
<th>Lucy</th>
<th>Edy</th>
<th>Joseph</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Where?</td>
<td>School</td>
<td>Bank</td>
<td>Hospital</td>
<td>Church</td>
</tr>
<tr>
<td>When?</td>
<td>11:00</td>
<td>12:00</td>
<td>2:30</td>
<td></td>
</tr>
</tbody>
</table>

**Worksheets**

Many of us grew up with the dreaded worksheet. Why did we dread them? As learners, they seemed like busy work to us, always about drill and practice and about being corrected and evaluated. The real challenge of taking the dread out of worksheets is to keep the language alive on the page and to make the task interesting to students.

From the Field Survey Project, we learned that strong language programs used worksheets sparingly, if at all. Worksheets can, however, be used effectively. Here are some conclusions we reached about how best to use worksheets.

**Worksheets should:**
- have a specific goal (besides just reviewing);
- connect to the real-world use of the language;
- be made language-intensive by having learners work on them with a partner or in a small group, using the language;
- be a way to provide feedback to the learner and teacher about the learner’s mastery of new skills;
- ask learners to extend the basic lesson in order to give them a chance to use the language creatively.

Worksheets should **not** be the only thing we use, or the primary focus of a lesson. Instead, they should be used along with other activities that promote and require speaking and understanding the language.

Here is an example of a worksheet called "Going to the Grocery Store" that Marcello Berardo presented at a professional development seminar for teachers in Oklahoma. The worksheet is followed by a discussion of how it can be used to meet the guidelines above.
Here we discuss the following types of written materials:

- Storybooks
- Newspapers
- Webpages
- Handouts
- Flyers

Some helpful communities want to continue to develop new skills

**Written Materials**

Better Game Type 3: Compare and Contrast

- Player to compare that item and note any errors.
- The player's grid is complete. In that point, they take down the items, and on the blank.
- "We're going to the hospital." (Player 1 puts the word "went" in the blank)
- "Ed is going to the hospital." (Player 2 puts the word "is going to the hospital" in the blank)
- "1:00 (Player 1 puts the word "one o'clock" in the blank)
- "Where is the bank?" (Player 2 puts the word "the bank" in the blank)

The conversation between the two learners may go something like this:
Learner B:

A conversation between the two learners might begin like this:

A: In my picture, there is a boy and a girl.
B: My picture also has a boy and girl. What is the girl doing?
A: She is reading a book.
B: Same as mine. What color is her hair?
A: Her hair is black.
B: Oh, the girl in my picture has white hair.

And so on...

Use simpler or more detailed pictures depending on the learners' level and the amount of time available for the activity.

**SONGS AND PERFORMANCES**

Often times, language lessons lead to a presentation or performance that gives learners the opportunity to demonstrate their language skills. These are important elements of language learning in that they are often rehearsed, and therefore polished examples of the language. Puppet shows, with store-bought puppets to pictures on wooden sticks, are still favorites with kids and adults alike. Short dramas or skits are especially good and can be written by students. Acting out traditional moral or humorous stories can result in a number of performance activities that help students feel successful in language learning.

Memorized texts can be very useful in giving students confidence in speaking larger chunks of discourse at one time. It helps with learning the stress patterns and rhythm of the language. We have seen students flourish after they learn and present a simple blessing or prayer, or make an opening speech for a class or community event.

**Storyboards**

Storyboards are comprised of a series of pictures about a situation or a story that teachers and learners can talk about. Storyboards are a good example of materials that take very little effort to adapt. For example, storyboards about daily activities are often general enough to be useful in many different communities. However, they still may need to be tweaked to make them belong to your own community.

Jesse S. Carpenter, with his father Solomon Ratt, a Cree linguist and teacher, has created storyboards depicting daily activities tailored to their community. The main character is a Cree boy, whose daily activities include Cree steps (such as welcoming the sun, in a storyboard about the boy's early morning routine), and the situations often include humor. With their permission, we reproduce one of their storyboards:
Here is an example of a duplicated page in one teacher's picture library:

- Introduction new vocabulary
- Creating a story with the picture
- Discovering phrases in the picture
- Asking and answering questions
- Composing and translating things

A picture set of pictures can be used for:

- Your picture library

Directions: It is good to have an inventory of your pictures especially in the classroom. They should be organized by theme to give a clear picture. They can be used in some sort of story format and help with their understanding of the content. The pictures can also be a collection of pictures on the complete knowledge of the topic. A picture library is a collection of didactic and descriptive pictures that can

Picture Libraries

The pictures are a tool to teach and learn. Some pictures can be placed in the classroom and some can be used for homework. Songs and Wordplay

Here are some examples of ideas for creating and using

The benefit of the free recommend game school have created for the classroom. Songs and Wordplay help with the language learning for songs and Wordplay. They can help language development and vocabulary acquisition. Songs and Wordplay—Which includes the common form of music and stories—can help children in the development of language development. The songs and stories can be used for learning the nursery rhyme in many languages.
collection of English songs with wholly Choctaw language, contexts, and playfulness. The children love them, and just as songs for children do in every culture, they allow children to learn language easily while having fun.

Using songs and wordplay provides learners with opportunities to:

- refine their listening skills;
- memorize language structures they can use in real-life contexts;
- learn and imitate the sounds and rhythms of the language;
- make connections between language and meaning;
- experiment with the sounds of language;
- practice new language structures in challenging ways.

Finally, here are some tips for writing and using songs and wordplay for preschool language learners:

- Generate ideas for songs and wordplay based on lessons, storybooks, and other classroom themes.
- Think of a tune. If it is a familiar tune, write down the name of the song so you don't forget it. If it is a new tune, be sure to record it right away so that you don't forget it!
- Whenever possible, avoid translating English songs and wordplay into your language. Find elders who remember old songs, and work with them to create new songs for children.
- Sing the song several times, making adjustments where necessary.
- Think of different ways to use the song, for example: call and response, performance, turn-taking.
- Record it!
- Introduce at least one new song each week, but review old songs periodically.

Other important things to remember:

All teachers should learn the songs and practice them. If they aren't the greatest of singers, teachers can have someone with a better voice sing the songs onto a tape recorder and they can then use the tape with students. This tape can also be sent home in a language backpack or shoebox.

Don't teach songs merely for the sake of teaching them, for children should understand the lyrics they are singing. Introduce the songs after children have learned and practiced the language structures and vocabulary present in the song.

The objects can be used in a teacher-student conversation or in a group setting. Some of them can be used for open-ended discussions for advanced learners. Other learners can talk about who uses these objects in their family, what they do with them, or what they look like. Teachers can encourage students to bring in realia as show-and-tell, which they have practiced in order to make a presentation about the significance of the object or objects. In the Comanche Language and Cultural Preservation Committee Master-Apprentice Program, the apprentices found that making regular presentations built up their confidence and enabled them to use their language in public settings.

Presenting vocabulary visually is a very effective method for some vocabulary items—it is direct, it can be interesting, and it makes an impression on the learners, especially if they are actively involved. The names for objects, qualities, quantities, and other types of words can be nicely illustrated with realia, with accompanying gestures and actions, or with facial expressions and emotions, such as happy, sad, and excited.

For example, LeRoy Sealy, a Choctaw language instructor at the University of Oklahoma, brought a laundry basket and (clean!) clothes to class for students to sort by color, size, and type of clothing. He extended this lesson to intermediate learners by asking them to act as if they were doing the laundry. In order to do this, they had to use verbs of doing, such as ‘put’ and ‘wash’ and some new verbs of doing, such as ‘sort’ and ‘set the dial’.

Realia may also take the form of a map of a local park, a school schedule, a basketball schedule, or a local grocery store ad. For example, a grocery store ad is a great way to work with food vocabulary with questions like “How many different kinds of fruit can you find? What are they?” A store ad can also be used for teaching health, or numbers and money with activities like this, for example:

The teacher: “You have $7.00 to spend on something for your lunches next week. What will you buy?”

The students decide and report back: “We have $7.00. We like ham sandwiches and fruit. We will pay $1.59 for the bread and $2.50 for the meat and buy one pound of apples for $0.79. We will also get some mustard and cookies with the remaining $2.12.”

Realia provide us with a direct link to the language of daily life and/or culturally significant activities learners can do in the language.

Realia that go from school to home

A recent innovation in education is the use of language backpacks or shoe boxes full of thoughtfully selected realia as well as with other language teaching aids such as books, CDs, and the like that children
Some final points to keep in mind when developing a language assembly include:

- Ensure the students' prior knowledge and understandings are relevant and appropriate.
- Avoid excessive use of technical language or jargon.
- Provide opportunities for active participation and engagement.
- Encourage feedback and reflection on the learning process.
- Foster a supportive and inclusive learning environment.

Visual Teaching AIDS:

1. Use visuals to support the text.
2. Highlight key points and main ideas.
3. Include diagrams and charts to illustrate concepts.
4. Use color coding to differentiate between different parts of the lesson.
5. Incorporate real-life examples to make the material more relatable.

Reflect:

- What did you learn today?
- How can you apply this knowledge in your daily life?
- What questions do you have about the material covered?

Feedback and Reflection:

- Provide students with opportunities to reflect on their learning.
- Encourage self-assessment and peer assessment.
- Use formative assessments to guide instruction.
- Adjust teaching strategies based on student feedback.

Success criteria:

- Students can demonstrate understanding of key concepts.
- Students can apply concepts to new situations.
- Students can reflect on their own learning process.

Review:

- Revisit key points from the lesson.
- Summarize the main ideas covered.
- Prepare for the next lesson by reviewing key concepts.

Resources:

- Use a variety of resources to support learning.
- Encourage students to use resources independently.
- Provide access to online resources for further exploration.

Question:

- How can you use the information in this lesson to improve your understanding of the topic?
- What questions do you have about the lesson?
- How can you apply what you have learned in your everyday life?
presenting the story to an audience, and so on. Among them, the members of a team have all that is needed to create books and to use them.

In this way, a team of teachers, of teachers and students, and community people can make books as well as some of the other materials that are needed.

Network with Other Communities and Organizations

Language teachers everywhere have created and are creating amazing language materials and activities. The Indigenous Language Institute (http://www.ilinative.org/) and Stabilizing Indigenous Languages Conference (see Learning Aids at http://www.sslai.org/), for example, provide networking opportunities for sharing ideas for developing and using materials and activities for language teaching. (See Awakening Our Languages Handbook 7: Training Our Teachers for more networking opportunities.)

Take Advantage of Technology

In the majority of language programs observed in the Field Survey Project, teachers expressed interest in learning more about technology. There are several challenges teachers face. Most need time for training, and money for both training and equipment. Many, too, are worried about being able to learn how to use the computer, not to mention software programs. All of these challenges may be overcome with the support of their community, schools, and tribal governments.

Today, most computers come fully loaded with software packages that are very useful for creating language materials and activities. For example, word processing and publishing software we can create storybooks, songbooks, calendars, and newsletters, to mention just a few. There are also programs that are free on the Internet, such as easy audio and video-making tools.

Indigenous Language Institute Tech-Knowledge workshops provide templates and Native language keyboard enablement that allow language practitioners to create their own materials using affordable, easy to use software. Visit <http://www.ilinative.org> to see materials developed by workshop participants.

Once materials and activities are created on a computer, they can then be easily duplicated for students and the community. The Tulalip and Muckleshoot Tribes in Washington state have created videotapes of short stories in their language that include pronunciation and vocabulary exercises. These videos are accessible to anyone in the community to be used in schools and homes. Younger students, especially, have great skills at using video software that comes with computers. Encourage their making videos in the language to share

Because of the time and effort involved in creating a variety of appropriate and effective materials and activities, it makes sense to plan to use them for as many purposes and in as many contexts as possible. Thus, it is good to keep in mind the following questions:

How can we extend the use of the materials and activities that we develop to other lessons, to maximize their potential and the learning power of our learners?

How can the materials and activities form a link between the classroom and real-life settings?

We are never finished making new materials and activities and improving on older ones. Teaching aids, like the curriculum, continue to grow as our language programs grow. One program that has had success with curriculum and materials development is Rough Rock Demonstration School on the Navajo reservation. This school has been in existence since 1966 and the teachers there continue to develop new materials and activities and to expand and extend elementary-level materials to the middle school and high school levels. (See http://www.roughrock.bia.edu/ for more information.)

Before we start out, we also need to consider how much time we will devote to a teaching aid. How much time will it use in class? If it will take too long to explain how to use a material, or if an activity will take too long to complete before the class time runs out, then we should reconsider our original plan. Conversely, if it will take a lot of time and energy to produce something that will only be used for a few minutes, we may also want to redirect our efforts.

As teachers, we are used to making do with what we have and, almost magically, making something out of nothing. Most of the language teachers interviewed in the Field Survey Project spent their own money on materials and activities. Since we are always concerned with the cost of creating new materials and activities, it is good to be able to create something out of whatever is at hand. If there is something that we need to buy, we need to consider the cost. We also need to plan if we need others to help us draw, paint, sew, or construct something. It is amazing what help is available when we ask for it. Thus some of the most creative and effective materials and activities used to teach language may cost little or nothing at all.

BEFORE WE BORROW OR ADAPT

Even when we use traditional games, crafts, arts, and activities, they must always be carefully thought-through in order to focus on language learning. Often, they must also be adapted for the classroom setting.

When we learn about materials and activities that have been
AMERICAN LANGUAGE

CONCLUSION

We have learned that...

- We can use our knowledge of language to improve our reading skills.
- We can develop a deeper understanding of the text by identifying key ideas and themes.
- We can enhance our comprehension by using a variety of strategies, such as summarizing and paraphrasing.

We can use these strategies to improve our reading skills and become more effective readers.
Wordless Books

Mercer and Marianne Mayer's wordless Frog-books were first published in the 1960s and 1970s. The books were re-released in 2003 and are available in inexpensive hardcover editions through Penguin Group USA. For information, go to the internet and see: http://us.penguin.com/group (search for "Mercer Mayer").


Songs and Poems

The lullaby by Mrs. Jone Dock appears in:


This book is a collection of poems by members of five Arizona Native communities: Havasupai, Hualapai, Maricopa, Mojave and Yavapai. The poems are written in the Native languages and are translated into English. For information, see: http://www.malki.org/Gigiayk.htm.

Ideas from the Master-Apprentice Language Learning Program

The people involved in the Master-Apprentice Language Learning Program of California have valuable insights to share that can be applied to many different kinds of language learning situations. In the following book, the authors report on this program, presenting its philosophy and method, ways to develop vocabulary, grammar, and advanced fluency, and ideas 'or developing a program. There are also lots of wordless "comic strips" for learners to talk about in the language.


This book is available from a variety of internet sites. See: http://www.google.com (search for the book by its title).

Language Activities to Borrow and Adapt

Cambridge Handbooks for Language Teachers is a series published by Cambridge University Press. The following handbooks from the series contain many ideas for activities that you can borrow and adapt. For information about these and other books in the series, see:

http://www.google.com (search for: "Cambridge Handbooks for Language Teachers").


Finally, in the Resource Appendix at the end of the handbook, we offer a number of suggestions for how to extend and supplement language lessons and where to look for help and ideas.

WHAT TO CONSIDER AS WE DEVELOP LANGUAGE TEACHING AIDS

The basic "material" for language learning is the mind and attention of the learner and of the teacher. Assuming that, we then need to specify the sorts of materials and activities that will engage the minds and attention of language learners and teachers. From this point of view, language teaching and learning materials and activities include anything and everything that make language learning meaningful.

When children are acquiring language in the home, they naturally participate in interaction and activities in which language is used. So, they are surrounded by language; that is, they are immersed in language in real-life situations. This makes language accessible to them. The naturalness of first language acquisition is recaptured to some extent in Master-Apprentice programs, where an Apprentice (or