



The Conversation Café as a Mixed-Use Language Learning Lab

Elizabeth Robinson
Wendy Simmerman
Carolina Bell

Brigham Young University Division of Continuing Education

Who We Are

Brigham Young University:

33,000+ undergraduate & graduate students from all 50 states and 105 countries.

66% of the student body have served LDS missions and/or speak a second language. <50% of students have lived outside the US.

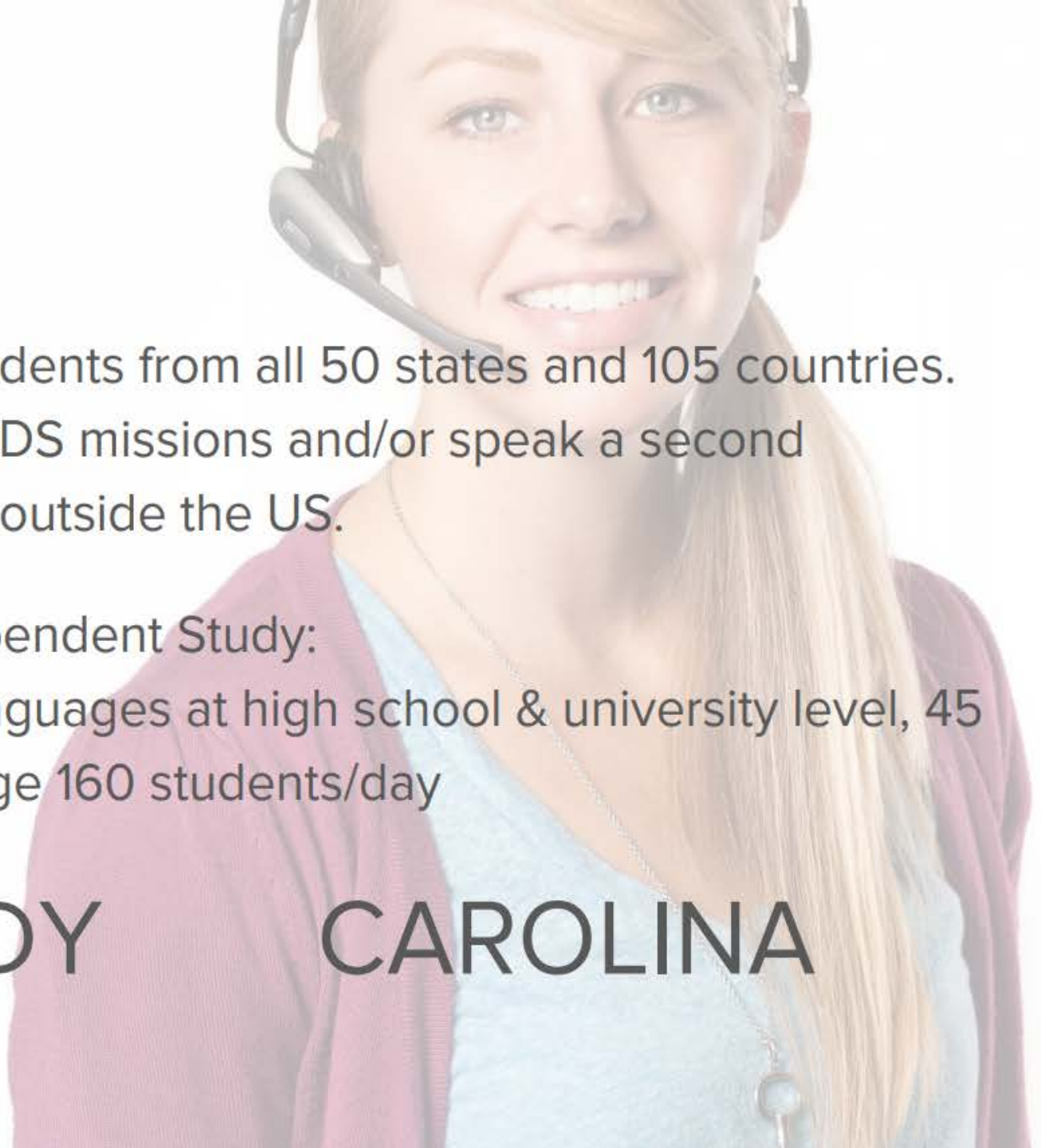
Division of Continuing Education, Independent Study:

7,055 students enrolled in 9 foreign languages at high school & university level, 45 teaching assistants working with average 160 students/day

LIZZIE

WENDY

CAROLINA



History and Evolution

<2012	2012	2014	2015	2016	2017	2018
Students mail in cassette tapes	Conversation Café in Chinese courses	Conversation Café in all language courses	Syllabus updates and course verbiage updates	Syllabus updates and course verbiage updates	Proposal for hybrid courses	Implementation of hybrid elements





GERM-041-T003: First-Year German, Part 1 (TL)

Welcome to GERM 041: First-Year German, Part 1

Course Resources

Unit 1: Jemanden Kennenlernen—Introductions

Introduction

Lesson 1.1: Introductions

Lesson 1.2: The Alphabet

Lesson 1.3: Introducing a Famous Person

Lesson 1.4: Numbers 0-100

Lesson 1.5: Colors

Unit 1 Reflection

Pen Pal Assignment 1

Conversation Café (must complete)

Speaking Appointment 1

Unit 1 Quiz

Unit 2: Deutsch Lernen—Learning German

Unit 3: Die Familie—Family

Conversation Café (must complete) Unit 1: Jemanden Kennenlernen—Introductions



Welcome to the Conversation Café!

You must complete this Conversation Café assignment before you can move on with the course.

The Conversation Café helps you build language proficiency, or your ability to speak in spontaneous, real-world situations. You might complete language tasks with other students and the TA/instructor, ask questions and take notes to prepare for your speaking appointments, or just observe. Keep in mind that you may not use notes or scripts during your final speaking appointment, so avoid using them in the Café and during regular speaking appointments.

Come to the Café ready to use the grammar and vocabulary presented up to and in this unit. You may visit as often and for as long as you wish, but plan on spending at least 15-20 minutes in the Conversation Café during each unit. **NOTE: you must participate in the Café before your speaking appointment.**

- Click [here](#) for a Conversation Café introduction video.
- Click [here](#) for phrases to help you in the Conversation Café.

Adobe Connect

Speaking appointments and the Conversation Café take place in an Adobe Connect room.

- Watch an overview [here](#)
- To use Adobe Connect, test your connection [here](#)

Activity

Prepare the following information. Use the formal *Sie* to talk to your instructor and *du* to talk to TAs and other students.

- Be prepared to answer the following questions:
 - Wie heißt du?
 - Wie schreibt man deinen Namen?
 - Woher kommst du?
 - Wie alt bist du?
 - Welche Farbe hat dieses Haus?



- Welche Farbe hat diese Katze?

Meeting
Layouts
Pods
Audio

WELCOME!

- Remember to log in with your **name and class (John Smith ASL 041 T002)**. If you're waiting for a TA, feel free to leave and come back in with your name this way.
- If you have a comment, raise your hand (click the stick figure with hand up).
- Feel free to watch, sign, join the conversation or activity, or type in the

Take Note!

If you have a scheduled appointment with your **Instructor** at this time, go to their normal classroom. They are waiting for you there, not here in the Cafe.

For ASL Instructor 1 Ms. Brough:
https://byuconned.adobeconnect.com/_a1021096775/aslinstruc1or1/?launcher=false

For ASL Instructor 2 Mr. Montgomery:
https://byuconned.adobeconnect.com/_a1021096775/aslinstruc2or2/?launcher=false

Cafe Hours Indesign 2.pdf

	Conversation Cafe	Special
Mondays	12:00 pm- 7:00 pm MDT	3:30 PM
Tuesdays	9:00 am- 7:00 pm MDT	4:30 PM
Wednesdays	8:00 am- 4:00 pm MDT	3:30 PM
Thursdays	9:00 am- 7:00 pm MDT	4:30 PM
Fridays	9:00 am- 5:00 pm MDT	3:30 PM
Saturdays	CLOSED	

UNIT 6-SIGNING APPOINTMENT PART II

- Create a one page report about TTY's. You may use information from the culture section of this lesson as well as from online or other sources. Remember to cite your sources in the electronic version of your presentation! Upload your paper here **BEFORE** you schedule your presentation. Try to use only ASL as you give your presentation. Do the best you can with what you know. Your instructor will have already previewed your presentation and will be able to understand you. Your presentation should be two to three minutes in length.

Video

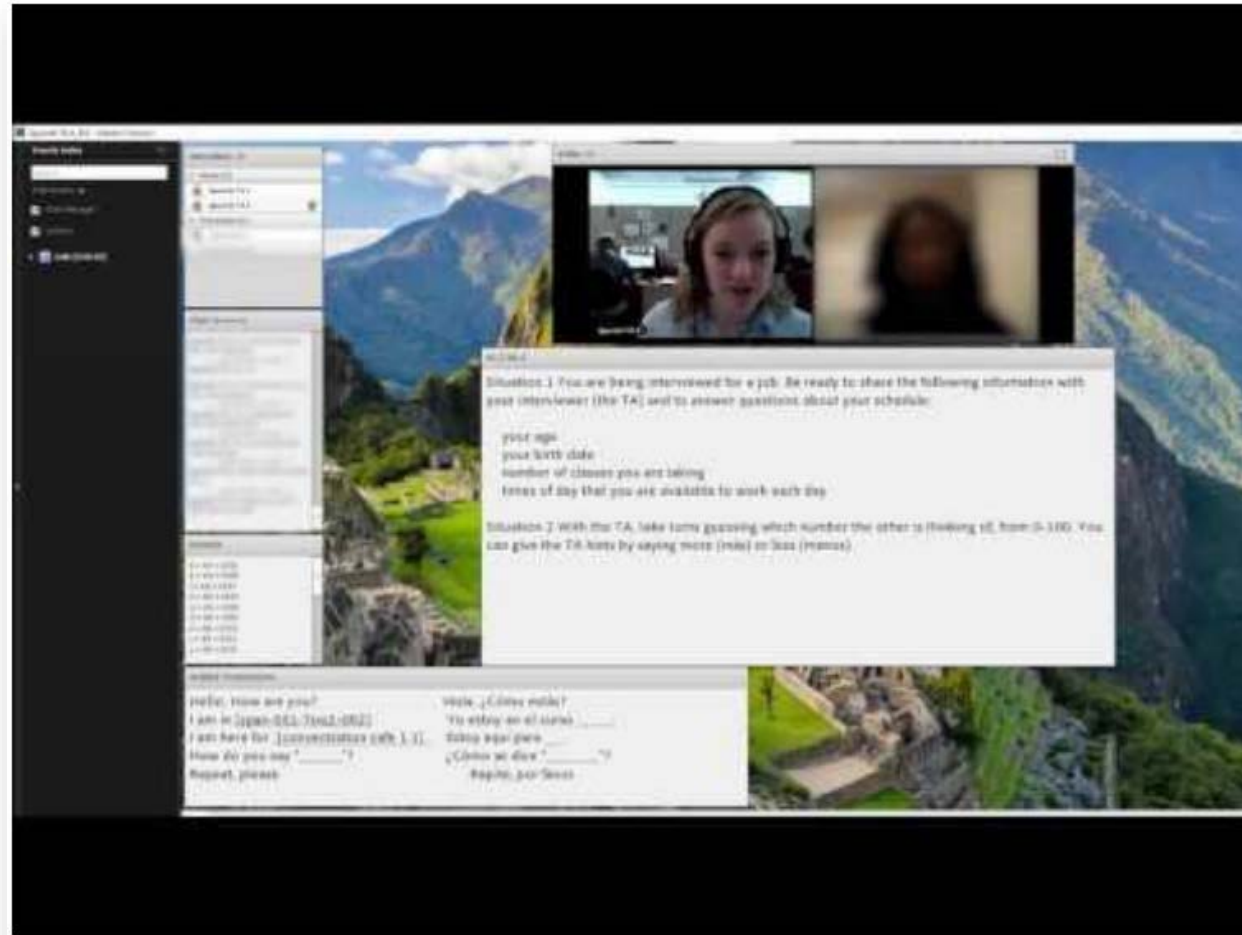
Start My Webcam

Main Chat (Everyone)

Attendees (5)

- ASL TA 1
- ASL TA 2
- Lizzie Robinson
- ASL Receptionist
- Ivy Sudweeks
- Breakout 2 (0)
- Breakout 3 (0)
- Breakout 4 (0)

Samples of Conversation Café



Operational Challenges Encountered

- Customer Service
- Employee Scheduling
- Cost Efficiency





Pedagogical Challenges Encountered

- Meeting the original objective of the Café
- Organizing interactions
- Training TAs and using the target language

Unité 2: Se présenter > Leçon 2.3

Luc has just texted you the following questions. *Est-ce que tu dances? Et est-ce que tu écoutes la musique?*

Note: There are multiple steps in this assignment. Make sure to complete them all.

1. Text Luc at 385-325-0699.
2. In your message:
 - text your first and last name,
 - text your course section number,
 - respond to his questions,
 - and ask him two questions of your own.
3. Include the text of your text message below.

[À à Â â È è É é Ê ê Ì ì Î î Ò ó œ Ù ù Ú ú Ç ç]



FREN-041-T003: First-Year French, Part 1 (TL)

Welcome to FREN 041: First-Year French, Part 1

Course Resources

Pré-test

Unité 1: Bonjour

Unité 2: Se présenter

Révision: Unités 1-2

Unité 3: La Famille

Unité 4: Les Agendas

Unité 5: Les Sports et activités

Révision: Unités 3-5

Unité 6: Quelle heure est-il?

Mini évaluation (6.1) Unité 6: Quelle heure est-il? > Leçon 6.1

1.



Luc needs your help. He accidentally left his backpack with you and he needs a wi-fi password. Call Luc. If he does not answer, leave a message with the following code.

Note: There are multiple steps in this assignment. Make sure to complete them all.

Wi-Fi

- 19 62 37 44 51 29 23 16 99 65 70 86

1. Call Luc at 385-325-0699.
2. In your voicemail message:
 - say your name,
 - say your course section number,
 - give Luc the password,
 - and give Luc your telephone number in case he has any questions.
3. Now, go to [Vocaroo.com](https://www.vocaroo.com).
4. Record your same message.
5. Copy and paste the link into the text box below.















Language Learning Lab



Traditional Activities

The Café model where students can pop in when the Café is open.

Proposed Hybrid: Mixed-Use Language Learning Lab



Traditional Activities

The Café model where students can pop in when the Café is open.



Peer-to-peer

Interactions facilitated by a TA that are highly scaffolded.



Simulated Peer Review

Experiences where students respond to a recording from a "peer".



Simulated Peer Presentation

Uploading a recording based on prompts which then receives feedback from a "peer" (TA).



Local Practice Opportunities

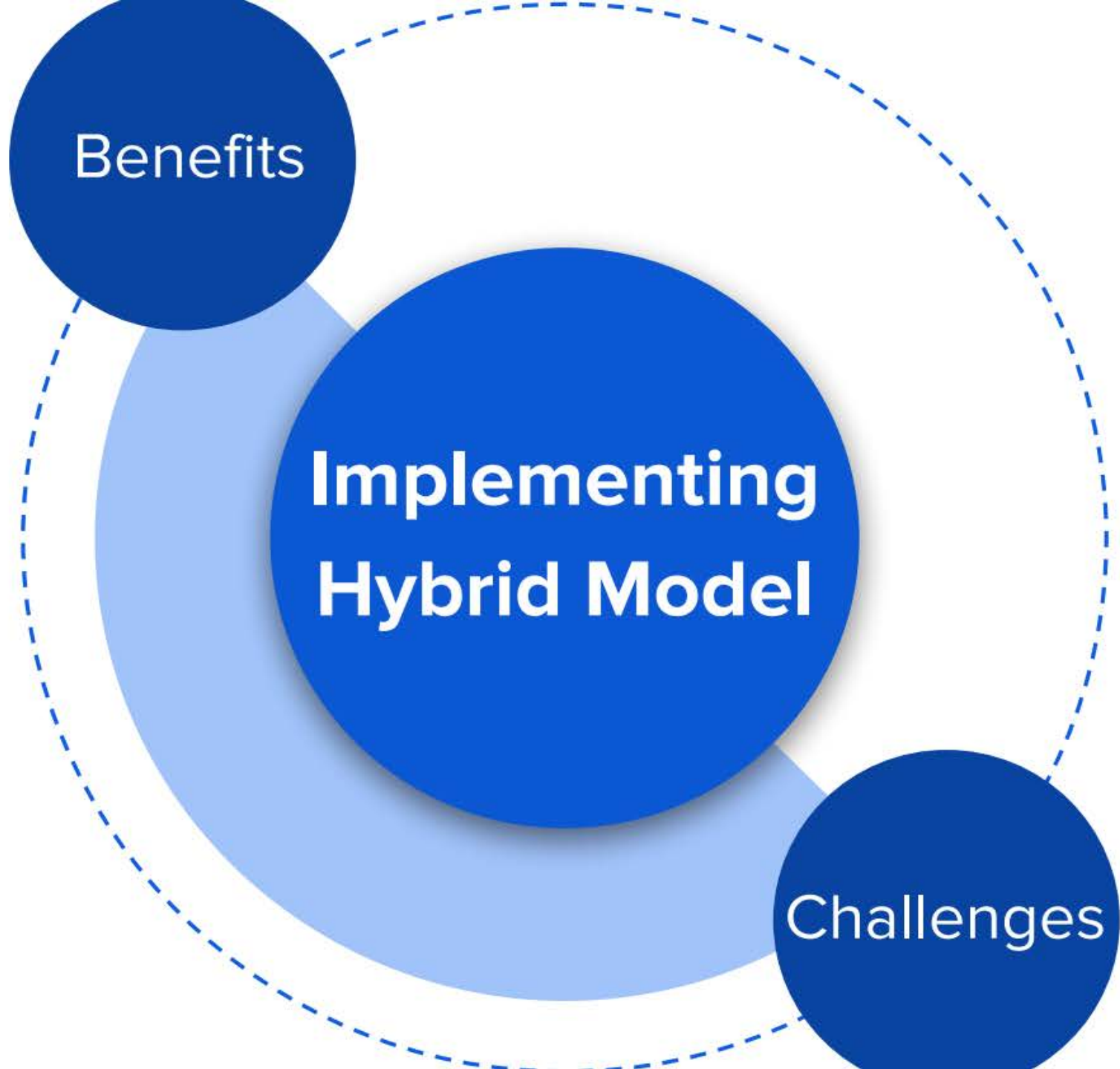
Friends or family can complete the activities with the student.



Not Required



Required



Discussion

- Have you tried similar interactions?
- What related issues are you dealing with?
- What interactions are you looking to try?



Works Cited

Ed, W. (2008). *Evaluating online learning: Challenges and strategies for success* (Report no. ED004344P). Washington, DC: U.S. Department of Education.

Hadley, A. O. (2007). *Teaching language in context* (3rd ed.). Boston, MA: Thomson.

Isabelli-García, C. (2006). Study abroad social networks, motivation and attitudes: Implications for second language acquisition. In E. Churchill & M. DuFon (Eds.), *Language learners in study abroad contexts* (pp. 231-258). Clevedon, UK: Multilingual Matters.

Oviatt, D., and Graham, C., Borup, J., Davies, R. (2016). Online Student Perceptions of the Need for a Proximate Community of Engagement at an Independent Study Program. *Journal of Online Learning Research*, 2(4). 333-365

Thorne, S. L., & Reinhardt, J. (2008). Bridging activities, new media literacies, and advanced foreign language proficiency. *Calico Journal*, 25(3), 558-572.





Elizabeth Robinson

Elizabeth.Robinson@byu.edu

Wendy Simmerman

Wendy_Simmerman@byu.edu

Carolina Bell

Carolina.Bell@byu.edu

