

## Conversation Partner & SLA Lab Reports.

SLA Lab Report 1. Pronunciation and phonemic comparison.

1. Write down on one or two sheets of paper at least 50 words that your partner pronounces incorrectly as well as a number of additional words that are pronounced correctly for comparison and contrast. For each word you need a) the normal English spelling, b) a transcription of the normal English pronunciation, and c) a transcription of how your partner pronounces it. (This is due at the end of the third week! No exceptions! If you do not have it by then, you need to drop the class).  
If you couldn't transcribe when you joined this class, you need to learn how during the first week of class!
2. Organize your list by putting words that seem to show the same type of pronunciation problem together. This means that you should end up with a number of sets of words with what you have decided are similar problems and another set of miscellaneous words, that is, words that don't seem to fit in any of the other categories. These words need to be incorporated into the body of the paper; see the sample SLA 1 reports for examples of this.

During the class we will be talking about various typical categories. As a result some but most likely not all of your categories will begin to make sense to you.

3. After you have gathered this data, arranged it in an organized form, and analyzed it, write a short summary of your findings. Included in your write-up should be information about your partner, what language your partner speaks, and information about the types of differences in your speaker's English. Note: Asking your speaker what sort of mistakes he or she makes will not be of much help; in fact, it may simply make your speaker extremely self-conscious and thus make it harder to get the examples you are looking for. If they knew what mistakes they were making, they probably wouldn't be making them for long! Note 2: Giving your partner a list of words to read is NOT recommended as a technique for gathering words. Speakers often read much, much better than they normally speak.

The organization of your paper should be clear from the paper itself. If it is necessary for me to look at this assignment sheet to understand your paper's organization, the paper itself is not organized and I will return it to you for rewriting.

(see section entitled 'Writing')

Note: Anyone who refers to sounds as letters will have their grade on the assignment lowered by four letters.

1. You can choose to focus your second SLA paper on the use of (1) tense, (2) on the developmental sequences found in your partner's English (negation, questions, or whatever), or (3) anything else about their English that you clear with me ahead of time.
2. The data. It will be necessary to write down the data. You will need examples that are complete enough and clear enough to make sense to someone reading your paper. For examining tenses, a short oral story is very useful. In any case, somewhere you need to present an organized collection of your data. Examples of what you have written about need to occur somewhere in your data. Examples need to occur in your paper reasonably close to your discussion of them AND as an appendix at the end of the paper. Incidentally, email exchanges are a very good way to collect data. The examples should include what the person said and your analysis of what went astray. Explanations of the problems may be possible but in most cases explanations will be beyond your knowledge (as, in many, many cases, they are beyond mine).
3. In a report of two-pages or less (not counting the data), analyze your partner's tense use, syntax, and/or developmental sequences. For example, if you are analyzing tense, you might note what tense was actually used, what tense should have been used, and you might speculate about why the 'mistake' was made. If you mislabel the tenses of English, the highest possible grade for the paper is C; this information can be looked up, you can ask me for it, or you can ask many of your classmates.

For developmental sequences, does the speaker use different forms under different conditions. For example, when speaking carefully does the speaker use different forms than when speaking casually.

Note: Simply providing the correct form for one of the speaker's errors is not an analysis. It may be the beginning of one, but at best it is only the beginning.

(see sheet entitled 'Writing')