

LingroToGo in the Classroom: A Guide to Implementation

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LingroToGo in the Classroom

A Guide to Classroom Implementation

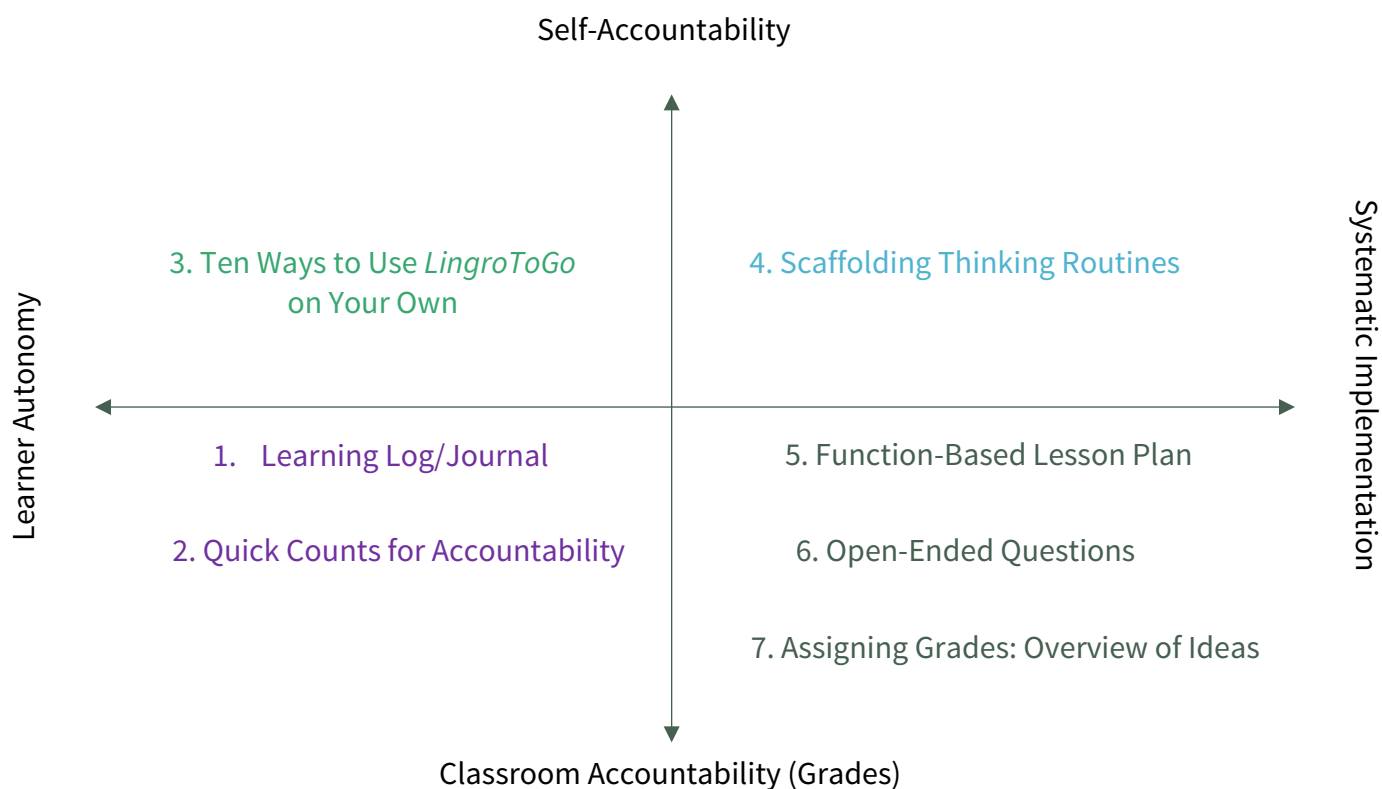


Using *LingroToGo* in the Classroom

LingroToGo is a mobile application designed to supplement language study for Spanish learners. While the app can be used by individual learners, we encourage educators are to introduce your students to the app and utilize it in the classroom. *LingroToGo* is unique in its explicit incorporation of language learning strategies and Spanish pragmatics (i.e., the interpretation and communication of meaning), and offers fun activities for learners to practice this knowledge. Classroom exposure to the app serves to both familiarize learners with a tool they can use in their individual study and to model thoughtful and intentional use of study tools.

Approaches to Implementation

There are many ways to implement *LingroToGo* in the classroom. These approaches may be considered as a coordinate plane in which one axis represents a continuum of learner autonomy to systematic implementation and the other axis represents a continuum of self-accountability to classroom accountability. This coordinate plane, along with suggestions for implementation, is pictured below.



When selecting implementation approaches, think about which quadrant makes the most sense for you and your students. The table below provides a good overview.

Graded Activities with High Learner Autonomy	This approach allows learners considerable autonomy to choose topics and/or activities in <i>LingroToGo</i> and includes work that is intended to be graded.
Non-Graded Activities with High Learner Autonomy	This approach provides students suggestions of how they might use <i>LingroToGo</i> in their own self-study. Work is not graded.
Non-Graded, Systematically-Integrated Activities	This approach is designed to teach learners how to inquire and think about information encountered in <i>LingroToGo</i> . The activities should be modeled in the classroom, but are intended to facilitate intentional, purposeful thinking outside of formal learning contexts.
Graded, Systematically-Integrated Activities	These tips and tools provide examples of how to use <i>LingroToGo</i> as a resource in the classroom and yield output that could be counted for a grade.

Each activity on the quadrant has a corresponding guide for educators to facilitate implementation in the classroom. The guides can be accessed in this packet and online.



LingroToGo in the Classroom

Learning Log/Journal



Learning Log/Journal

Learning logs or journals used to document independent study outside of class can maximize learner autonomy in your classroom while also holding students accountable by assigning grades for their reflective work. Designed as a supplementary learning tool, *LingroToGo* pairs perfectly with learning log assignments.

Ensuring Learning Autonomy and Relevance

In using the learning log/journal approach to integrating *LingroToGo* in the classroom, we encourage you to allow learners to choose the topics that they explore within the app. Giving learners the freedom to decide what to study outside of class maximizes their potential to find the content personally relevant and engaging.

Structure

You may structure the learning logs or journals as you wish, but we encourage you to create a template for learners to follow. Ideally, the template will have space for learners to document their *LingroToGo* activity and to reflect on what they are learning and what they would still like to know. The example on the next page shows how a learning log or journal template might be structured.

Grading and Frequency

Consider how often to ask your students to turn in their learning logs/journals. Ideally, learners submit their logs or journals regularly (weekly or every other week) to ensure students' ongoing interaction with the tool and to increase your awareness of their interests. Depending on your departmental grading structure, you might grade learners' logs for completion and/or on the quality of the reflections and evidence of active engagement in the learning process.

Learning Log/Journal Template

1. What unit are you covering?

2. As you play and learn with *LingroToGo*, please fill in the chart below.

Before Play	<p>What do you already know about the topic you selected?</p> <p>What would you like to learn?</p>
During Play	<p>What are you doing?</p> <p>What are you learning?</p>
After Play	<p>What did you find most interesting and why?</p> <p>What do you still want to know?</p> <p>How will you practice what you learned?</p>



LingroToGo in the Classroom

Quick Counts for Accountability



Learner Autonomy, Classroom Accountability

LingroToGo is designed as a stand-alone mobile app that gives players/learners lots of choices: what topics to explore, how in-depth to explore, which games to play to reinforce new content, and how many times to play a given game (depending on whether they want to fully master one game before moving on or to experience a variety of games for a more diverse exposure to new content). *LingroToGo* allows players to customize their experience to match their own best conditions for learning.

When using *LingroToGo* as a part of formal classroom instruction, you may want to hold students accountable for their learning. How can you give students the freedom to play as they wish, yet still hold them accountable and assign grades for their learning? One approach is to ask students to collect information about their game play to demonstrate effort and mastery. You can then use this information to determine how much credit, how many points, or what grade to assign students as a result of their gameplay. Here are some suggestions.

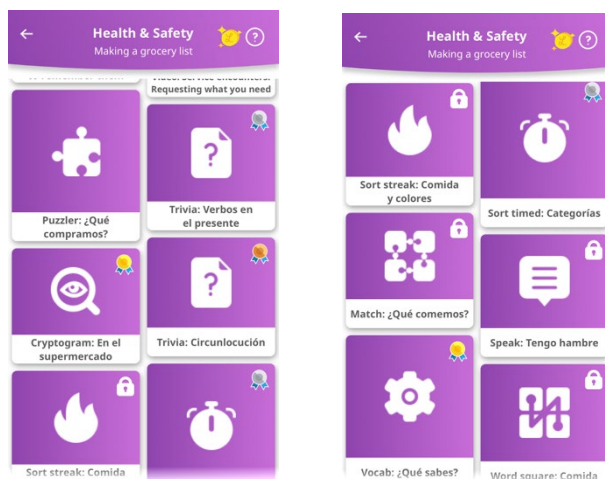
1. Badge Counts: Mastery/Proficiency-based Accountability

Students earn badges as they play individual games associated with a language function. Each badge is an accomplishment: bronze shows basic mastery, silver indicates a higher level of mastery, and gold is given for the highest level of mastery. Badge counts provide a quick way to assess what games (and related content) a student has mastered.

For a lesson-integrated approach, you can select a module that fits a unit of classroom instruction, for example, Health & Safety > Nutrition > Making a Grocery List. Ask students to take a few screenshots of the landing screen before they begin gameplay to document their number/level of badges at the beginning of a session (they will need to scroll down to show all the activities in the module, as shown below).



Following a gameplay session, ask students to take screenshots of the landing screen again to document their progress in earning badges. In the following screenshots, you can see (in the upper right corner of each activity) that the student earned two gold badges, two silver badges, and one bronze badge during a gameplay session.



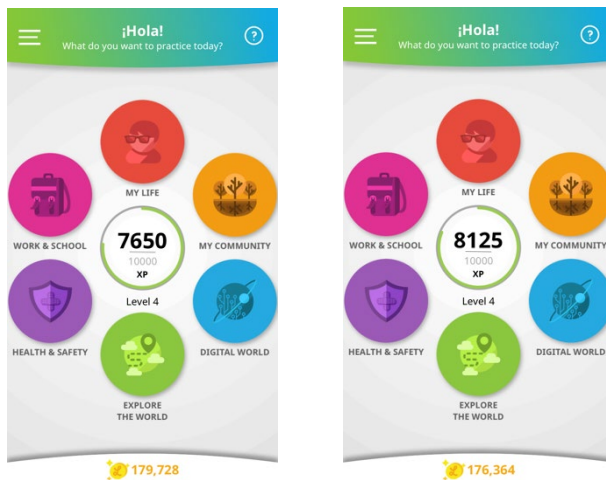
You might choose to award 3 points for gold badges, 2 points for silver badges, and 1 point for bronze badges. Some students may opt to earn points by playing more games in a module at a lower level of mastery, while others may play one game repeatedly to achieve a higher level of mastery before moving on. Either way, students earn points for their work and you can see at a glance how students are doing with the content of the module.

You can also use this approach without being its being tied to a unit's content. In this scenario, students can play games in any module or across several modules. Each time a student switches to a new module, he/she should take screenshots of the module(s) landing screen before and after gameplay to document new badges earned or progression from bronze to silver to gold.

2. XP Counts: Time on Task Balanced with Performance

Experience points, or XP, are earned for completing tasks in *LingroToGo*. XP earning tasks include the same games that allow users to earn badges (and users earn more XP the better they perform) as well as tasks such as watching the videos included in each module. XP are a rough indicator of time-on-task balanced with task performance.

Ask your students to take a screenshot of the main screen before they start a gameplay session and again at the conclusion of a gameplay session, as shown below.



Start of Session End of Session

During a 10-minute gameplay session, the player earned 475 experience points (she had 7650 to start with and 8125 when she finished the session). You might expect a student to earn approximately 400 XP in a 15-minute gameplay session. If you would like your students to spend about one hour playing *LingroToGo* in a given week, you might ask them to document a gain of 1600 XP over the course of the week. Of course, students, classes, and modules vary. We recommend initially asking students to keep a log of time spent playing and their XP gained to help you calibrate basic equivalences for your specific teaching context.



LingroToGo in the Classroom

Ten Ways to Use *LingroToGo* on Your Own



This guide supports using *LingroToGo* as a supplementary ungraded learning tool. It provides 10 ways that you can suggest learners use the app to facilitate ongoing, deep, and meaningful learning.

For many, learner autonomy and agency are critical ingredients to successful language acquisition. While this approach seems to remove educators from the learning process, it actually serves to further define your role as a learning guide. In this view, you help learners approach learning with intentionality. As such, you provide recommendations for tools to aid the learning process as well as suggestions for how to use the tools.

Using LingroToGo

- 1. Exploring Interests:** Suggest that learners explore the content in *LingroToGo* that most closely corresponds with their personal motivations for studying Spanish. *LingroToGo* content is organized into six spheres: My Life (basic information and personal life), My Community (community activities and important places and people), Digital World (social media, news, and digital communication), Explore the World (travel and dining), Health and Safety (health, nutrition, and safety), and Work and School (getting a job, handling related issues, and life routines).
- 2. Augmenting Learning:** Suggest that learners find units in *LingroToGo* that correspond with what they are doing in class. That way, they can explore classroom content in a variety of contexts. For example, if students are learning greetings in class, they could explore how to introduce themselves in making small talk (All about Me functions) as well as in a job interview and how to greet their instructors (Work and School functions).
- 3. Building Vocabulary Comprehension in Multiple Modalities:** Suggest that learners use Vocab: ¿Qué sabes? and the matching activity in each unit to practice using vocabulary across modalities. These tools are great at reinforcing retention because they allow learners to see and hear targeted terms as well as to view images representing the terms in their given contexts.
- 4. Picking Up Language Learning Strategies:** Each *LingroToGo* unit includes both a language strategies and a pragmatics video. Suggest learners try the language strategies videos—especially as exam time approaches! You could even tie this into the classroom by focusing on one language strategy per week.
- 5. Thinking Through Saying What You Mean:** Every *LingroToGo* unit includes both a language strategies and a pragmatics video. Suggest that learners watch the

pragmatics (i.e., how meaning is interpreted and communicated) videos and find sources (e.g., movie clips, radio shows, or short stories) that show expert speakers using the language in an exemplified way.

6. **Practicing Pronunciation:** Suggest that learners practice their pronunciation by using the speaking activities in each unit. Direct them to reflect on common words, like 'de' or 'te,' and what about the pronunciation of those words might make it difficult for the software to understand what they are saying.
7. **Improving Syntax:** Suggest that learners engage in the Puzzler and Cryptogram activities in each unit to help them better understand and predict common word ordering conventions in Spanish.
8. **Practicing Contexts:** Thinking deeply about the contexts in which targeted terms are used can be difficult. Suggest that learners intentionally explore contexts by doing the sorting activities and trivia games in each unit.
9. **Competing:** Suggest that learners race their friends to level up and earn gold medals in *LingroToGo*. Maybe the winner gets to pick where to meet for dinner at the end of the term!
10. **Having Fun!** *LingroToGo* is designed to be fun! Most users report loving the word games like Word Square and Cryptogram. These games are a nice place to start learning how to communicate clearly.



LingroToGo in the Classroom

Scaffolding Thinking Routines



Thinking Routines

Thinking Routines are activity sequences that guide learners' thought processes as they digest and acquire new information. There are a variety of routines designed for different types of thinking (e.g., critical, creative, analytical). For more information, see Harvard's Project 0 main page (<http://www.pz.harvard.edu/projects/visible-thinking>). For an overview of research-based thinking routines, check out Deep Design Thinking (<http://deepdesignthinking.com/visible-thinking-routines/>).

How Do Thinking Routines Relate to *LingroToGo*?

When integrating *LingroToGo* in the classroom, we suggest incorporating Thinking Routines into your daily practice. By engaging learners with the routines in class, you will empower them to think on their own when they use *LingroToGo* and any other resources outside of your class. Thinking Routines pair particularly well with the strategies and pragmatics videos that are part of each *LingroToGo* unit.

Can I See an Example?

Here is an overview of a classroom activity in which learners are exposed to a Thinking Routine. This routine, *Parts, Purpose, Complexities*, (http://www.agencybydesign.org/wp-content/uploads/2014/10/AbD_PPC.pdf) helps learners understand the complexities of a language function that may seem straightforward on the surface. When implementing any Thinking Routine, the routine should be repeated multiple times in the classroom to facilitate the habit of profound thinking as well as student buy-in. For the activity featured below, this routine was chosen for its overt parallels with an approach to incorporating pragmatics in the world language classroom.¹ This approach advocates that learners observe a language function, analyze it, and engage in an extension activity to follow up.

...Because the Party for Spanish Speakers Doesn't Stop!

1. Introduce students to their learning goal for the lesson—to understand written invitations.
2. **Parts:** Have learners download *LingroToGo* from Google Play or the App Store. Direct learners to Digital World > On Social Media > Creating an Invitation and have them watch the first 30 seconds of Video: Stating dates and times in an invitation. Students

¹ Ishihara, N., & Cohen, A. D. (2010). *Teaching and Learning Pragmatics: Where Language and Culture Meet*. New York: Routledge.

should note what information is typically included on social media invitations sent by Spanish speakers. These notes can be bulleted on paper and should include event title, times, dates, and addresses.

3. **Purpose:** Ask learners to identify 1) why the information is listed in the invitation, and (2) what differences exist between how the Spanish invitation looks compared to how it might look in English. Learners will likely point out Spanish conventions for using a 24-hour clock for times as well as for writing street addresses. Then have them watch the rest of the video. They should note that it is customary for Spanish speakers to avoid listing an end time on invitations.
4. **Complexities:** Ask learners to rephrase why it is customary in Spanish-speaking countries to omit the end time from invitations. Have them imagine how that custom might feel to them as English speakers. Is there anything about the custom that they love? That would make them uncertain or nervous? Discuss as a class.
5. **Practice:** Have learners draft invitations to send via social media according to the conventions listed in the video. To add interest, allow learners to pick the social media platform of their choice and share how the invitation might be represented differently on different platforms.
6. **Extend:** Continue using *LingroToGo* videos in class and encourage or assign learners to do so on their own as well. Remind them to use the *Parts, Purpose, Complexities* Thinking Routine as a useful way to help get more out of the information that they uncover in each video.



LingroToGo in the Classroom

Function-Based Lesson Plan



Function-Based Lesson Plan

LingroToGo is designed to be flexible, whether it is used to enhance curriculum in the classroom or students play it on their own. As part of a formal class, students can use *LingroToGo* with varying degrees of autonomy, from playing any modules and activities they choose to following a set sequence of activities as part of an in-class lesson, complete with clear objectives and pre-, during, and post-assessment. This guide offers an example of an in-class lesson structured around one module in *LingroToGo*, “Talking about where you are from.”

Lesson Overview

Students will work through the activities in the *LingroToGo* module “Talking about where you are from,” which focuses on Spanish-speaking countries and nationalities, as part of a lesson on the same topic.

Lesson Objectives

- Students will be able to recognize a person’s nationality based on a variety of common expressions.
- Students will be able to distinguish between a person’s origin and where he/she currently lives.
- Students will be able to say where they are from using “Soy de [country]” or “Soy [nationality].”
- Students will be able recognize gender agreement with nationalities to better understand conversations.
- Students will be able to use the appropriate gender of nationalities to describe different people.
- Students will be able to use visual cues to indicate a person’s national origin.

Assessments

Pre-assessments:

- Vocab: ¿Qué sabes? activity
- Screenshots of module landing screen before play (to indicate badges learners may have already earned)
- Reflection Template, Part 1 (see below)

Process assessments:

- ReflectionTemplate, Part 2
- Instructor, peer, and resources consultation during play

Post-assessments:

- Screenshots of module landing screen following play (to see badges earned by learners during assignment)
- Reflection Template, Parts 2 and 3

Materials Needed

- *LingroToGo*: My Life > All About Me > Talking about where you are from
- Students may be unfamiliar with countries' flags used as cues in some activities. They can refer to resources such as this link (<http://wikiolga.pbworks.com/w/page/14529949/Banderas%20de%20los%20pa%C3%ADses%20donde%20se%20habla%20espa%C3%B1ol>), charts in Wikipedia articles such as this one (<https://es.wikipedia.org/wiki/Hispanos>), or appropriate classroom resources.
- For nationalities all over the world, refer to resources such as this Wikipedia article (https://es.wikipedia.org/wiki/Anexo:Nacionalidades_por_pa%C3%ADs).
- Reflection Template

Procedure

Setup: Establish that students have *LingroToGo* loaded on their mobile devices before you begin. Also make sure that students know how to take screenshots on their mobile devices and send them to you.

- 1) Review the day's objectives. Distribute the Reflection Template (see below) and ask students to complete Part 1.
- 2) Have students navigate to "Talking about where you are from" and do Vocab: ¿Qué sabes? When students finish, ask them to take a screenshot of their performance on the vocabulary cards and send it to you via text, email, or other means.
- 3) Have students navigate to the different activities in the module via Let's Go! Students should take screenshots of the landing screen to show their current badge status (bronze, silver, gold, or no badge) for each activity and send you their screenshots.

- 4) Orient students to available resources for this lesson: the introductory video “Talking about where you are from,” the strategy video “Using visual cues as support,” and the flags and nationalities resources listed above in Materials Needed.
- 5) As students work through the different activities in this module, have them record skills they want to practice further and related helpful activities in Part 2 of the Reflection Template as they go. Students can replay an activity as many times as desired, for example, to move from bronze to silver status. Allow students to consult you, their peers, and supplementary resources for help during play time.
- 6) Following play time, ask pairs of students to engage in the following role play:

Choose a country whose location is somewhat unfamiliar to you and pretend that you are from that country. Talk with your partner in Spanish to determine where each of you is from. Use visual cues as necessary to communicate your meaning.
- 7) Once again, ask students to take screenshots of the landing screen and send them to you to show their updated badge status on each activity. Have students complete Part 3 of the Reflection Template. Finish with a whole-class discussion on the game activities, challenges, successes, and goals for future learning.

Instructor Reflection on Lesson

While the experience is fresh in your mind, write your observations on successes, challenges, and revisions you would like to implement the next time you employ a similar function-based lesson plan.

Reflection Template

Part 1 Before playing *LingroToGo*, answer the following questions to the best of your current ability.

- 1) How would you tell someone where you are from in Spanish?

- 2) How well do you know the countries, flags, and nationalities of the Spanish-speaking world?

- 3) What skills would help you better communicate about your and other people's origins?

Part 2 As you work through the *LingroToGo* "Talking about where you are from" module, note skills you'd like to work more on and the activities that might help you.

<i>I want to practice</i> (e.g., "gender agreement")	<i>Activity name</i> (e.g., "Trivia: Soy de")

Part 3 After playing *LingroToGo*, answer the following questions to the best of your current ability.

- 1) How would you ask where someone is from in Spanish? How might you respond to that question yourself?

- 2) Why is gender agreement important when talking about nationalities?

- 3) What skills do you hope to continue to improve upon in order to talk about where you are from?



LingroToGo in the Classroom

Open-Ended Questions



Question Types and Learning

One way to categorize questions is whether they are close-ended or open-ended. Close-ended questions are typically answered with “yes,” “no,” or specific information like “behind the eggs on the bottom shelf.” Open-ended questions do not have a single, simple answer. Rather, they generally require a thoughtful, meaningful answer supported with details or analysis. Note that some questions may initially appear to be close-ended (“Is it ever ok to ask a stranger for money?”), but in fact invite a detailed, considered answer, especially when used with a follow-up question (“Under what circumstances would it be ok to ask a stranger for money?”).

Open-ended Questions and Intercultural Communicative Competence

Language learners are doing much more than learning a linguistic code. They must also be aware of cultural contexts and norms, acquire knowledge of themselves and others, and analyze new situations to determine what they wish to communicate and how they can most effectively do so. This intercultural communicative/pragmatic competence is effectively developed through a learner’s reflection on interactions and new information. Open-ended questions ask learners to examine behaviors and assumptions in themselves that they may not have been previously aware of and to relate them to target culture patterns.

Question Types and Learning

LingroToGo includes an introductory video at the beginning of every module that introduces some aspect of intercultural communication and/or pragmatics. The videos, and associated module activities, aim to increase learners’ awareness of target culture communication norms. When you follow up on learners’ video and game play with carefully worded open-ended questions, you enable students to connect their new knowledge of target culture norms with their own beliefs, experiences, and behaviors.

Open-ended Questions Example

Some *LingroToGo* videos specifically target basic concepts in the study of pragmatics or the ways that language is used to convey meaning. One of these is called “Rank of imposition” and can be found in My Community > People and Places > Describing important places in a town.

Ask your students to watch the “Rank of imposition” video. Several of the games in this module support the concept of rank of imposition as it relates to describing places in a town.

After viewing the video, your students can play both Sort Streak: ¿Me ayudas? and Trivia: Imposiciones to reinforce the video content.

Following students' game-play to reinforce the concept of rank of imposition, ask them to answer one or more of the following open-ended questions:

- 1) What sorts of things do you think it is perfectly reasonable for a stranger to ask of you?
- 2) When does a stranger's request make you uncomfortable?
- 3) What might a stranger with a big request do or say to make you more likely to help?
- 4) What are some simple, small requests that you might make in a Spanish-speaking area?
- 5) What are some big requests that you might need to make in a Spanish-speaking area?
How could you phrase them to have the best chance of getting the help you need?



LingroToGo in the Classroom

Assigning Grades: Overview of Ideas



Turning Gameplay into a Grade

LingroToGo is a proficiency-based, functionally organized mobile application and does not assign letter grades or numerical percentages to learner gameplay. There are many circumstances in which gradeless, proficiency-based education is an impactful, viable, and exciting model of assessment. However, due to system needs and expectations, most instructors are required to grade students, and students are required to earn grades through coursework.

The *LingroToGo in the Classroom* packet contains a host of ideas for approaching gameplay and grades. You can draw on the reward systems within the app itself, use the tools shared in this and the other guides, apply assessment techniques common to the field of second language teaching and learning, and use your own resources and experiences to craft systems that map gameplay and associated activities onto letter grades or percentages.

This guide focuses specifically on several grading strategies.

Credit for *LingroToGo* Activities

In several of the guides in this packet, we offer activities and tasks to reinforce learners' use of *LingroToGo*. In *Scaffolding Thinking Routines*, learners draft invitations on a social media platform in response to a video and discussion. In *Learning Log/Journal*, learners make entries in a provided learning log. In *Function-Based Lesson Plan*, pairs of learners engage in role play and complete a reflection worksheet that build on *LingroToGo* content. In *Open-Ended Questions*, learners respond in writing to one or more questions you pose following a video on language pragmatics.

Any of these activities or products can be graded as you would other assignments. Some grading options are credit/no credit, holistic grading, and use of a trait rubric.

Credit/No Credit

The importance of some activities is whether they are done or not. The focus is not on the content or even the quality from one completed assignment to another. In these cases, you can simply give credit for completed work, often in the form of points, calculated to make up a percentage of a student's total possible points for the course. For example, a completed learning log may be worth 5 points. You may choose to scale your assessments; for example, you might award 4 out of 5 points for a learning log that is missing one minor component.

Holistic Grades

Open-ended assignments, such as written responses to open-ended questions or student reflection on a gaming experience, may be graded holistically. You may choose to award a thoughtfully written piece an A or 5 of 5 points, for example. A complete written piece with some insightful observations but superficial comments in other places might earn a B or 4 of 5 points.

Scoring Rubrics

For some activities, students may find holistic grades uninformative, and you might sometimes struggle to decide what is A work and what is B work or to defend your decision. A rubric can provide you with a clear grading template and your students with guidance and helpful feedback. A good rubric subdivides a task or product into meaningful components, clearly stating the desired outcome for each. Rubrics are especially useful for task-based activities and products, such as the social media invitation activity included in the *Scaffolding Thinking Routines* guide. Here is an example of what a rubric for that task might look like:

Goal for task	incomplete	needs revision	mastery
essential information provided	some information is missing	information is provided, but not entirely clear	event title, date/time, and address included and clear
pragmatic conventions followed	end time included for unclear reason		choice to omit or include end time is clear
writing conventions followed	Spanish conventions not followed	minor errors following Spanish conventions	written using Spanish conventions
event sounds appealing	very limited or missing event description	description is somewhat unclear or limited	fun-sounding activity with appealing description
visually attractive	no graphic elements or attention to layout	visual appeal can be improved with a few modifications	layout and graphic elements appeal to recipients

In the above rubric, you might award 2 points for each goal in the mastery column, 1 point for each goal in the needs revision column, and 0 for each incomplete goal, for a possible total of 10 points.

If you present the rubric to your class at the beginning of the activity, students will have a clear idea of the expectations for the assignment. For more learner ownership and awareness, ask students to help you build the rubric, so that you all agree on the essential components of the task.

Using In-Game Rewards for Grading

LingroToGo, like many games, rewards players for their time playing and their mastery of tasks. In-game rewards are experience points (XP), badges, and coins.

- XP are earned as a reward for completing certain tasks within the app and can then be used to 'level up' within the framework of the app. Students may earn XP by watching instructional videos and successfully completing games. The better a student performs on the games, the more the XP they earn.
- Badges (bronze, silver, and gold) are awarded for each game based on performance and serve as a visual progress report of which games the student has successfully completed. Students may choose to play any game as many times as they wish. They can advance to higher level reward badges based on improved performance.
- Coins are earned based on learners' performance in the games (with extra bonuses for streaks, beating the clock, etc.). Coins can be used to unlock additional learning areas and new games. If students wish to advance at a faster rate or unlock specific content, they have the option of purchasing coin packs with real money.

Both XP and badges can be used to assign a grade. XP measure a combination of time on task and performance, while badges reflect mastery/proficiency. For specific ideas on using these rewards to assign grades, see *Quick Counts for Accountability* in this set of guides. However, we do not recommend using coins for assigning grades for gameplay because students may "spend" coins to unlock features (thus, fewer coins may actually indicate more gameplay and learning) or they may choose to purchase coins (thus, more coins may not be from successful gameplay).



Topics in LingroToGo

An Outline of Language Functions



This map is designed to help educators and learners navigate *LingroToGo*. Each topic contains several units followed by specific language function lessons.

Map of LingroToGo:

➤ **My Life**

○ **All About Me**

- Describing yourself
- Asking and answering the question: How are you?
- Talking about where you are from
- Giving your address, phone number, and email address
- Commenting on the weather

○ **Small Talk**

- Saying hello to your friends and family
- Leaving a social event
- Describing what you like and don't like
- Telling someone about your typical week
- Talking about hopes and plans for the future

○ **In My Free Time**

- Describing what you and others do in your free time
- Inviting people to do something
- Accepting an invitation
- Refusing an invitation
- Talking about holidays and traditions

➤ **My Community**

○ **People and Places**

- Describing important places in a city
- Describing important places in a town
- Giving directions

○ **Sports and Leisure**

- Talking about different types of sports you played
- Buying tickets to a sporting event
- Finding sporting events of interest to you
- Buying equipment
- Explaining the benefits of mindfulness

➤ **Digital World**

○ **On Social Media**

- Commenting and liking
- Exploring hashtags
- Creating an invitation
- Captioning and sharing
- Tagging and connecting people you know

○ **Communication**

- Starting a phone call
- Ending a personal phone call
- Opening an email
- Closing an email
- Expressing gratitude

➤ **Explore the World**

○ **Going on Vacation**

- Making plane, hotel, and car reservations
- Talking about what to pack
- Talking about what you are going to do on vacation

○ **Transportation**

- Asking and giving directions
- Evaluating how to get somewhere
- Riding in a taxi
- Buying train tickets
- Making plans to take a tour

○ **Dining**

- Selecting a place to eat
- Ordering the food you want
- Requesting something from a server
- Asking for the bill
- Following a recipe

➤ **Health & Safety**

○ **Nutrition**

- Identifying healthy and unhealthy foods
- Making a grocery list
- Making recommendations
- Meal discourse and relationships

- **Exercise**
 - Talking about physical activities people do
 - Making an exercise plan
 - Inviting a friend to exercise
 - Complimenting someone
 - Evaluating costs associated with different types of exercise
- **Work & School**
 - **Getting a Job**
 - Picking a job
 - Completing a job application
 - Introducing yourself at an interview
 - Saying goodbye
 - **At School**
 - Arranging your classes
 - Greeting your instructor
 - Asking about homework
 - Discussing a class schedule
 - Making arrangements with your instructor





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