This repeating exercise challenges students to learn and memorize previous week's vocabulary. In this particular exercise, the task was to create a sound walk using directions and places in the Indonesian language.

**Activity**: Sound Walk Recording Activity

*Submitted by Veronika Kusumaryati, Anthropology*

**Goal**: To evaluate each student's pronunciation of Indonesian words; To assess student's vocabulary range; To make sure that students practice and use their language skills in a very practical way.

**Class**: SAS100r– South Asian Language Tutorials (Bahasa Indonesia)

**Background**:

There was a handout defining a “sound walk?" (see handout) and a technical guide on how to record.

The instructions were as follows:

- Take a walk in an environment that you like/are familiar with (Harvard Yard, your dorm, Charles River);

- Next, record yourself describing objects that you see and directions that you take during the course of your walk using lists of words from our previous weeks (the instructor made available the list on the course website);

- Your description must be recorded on site (not pre-recorded);

- Your description must be in Indonesian and clear enough that those who listen to it can follow your route;

- The sound walk can be recorded in mp3 or wav format, with the length approximately 5 minutes. The file should be uploaded on the class dropbox on [deadline];

- Some examples can be listened from Janet Cardiff's works (http://www.cardiffmiller.com/artworks/walks/louisiana.html)

**Procedure:**

**Before class.**

* For the activity, the instructor prepared:
  + A list of Indonesian words for places (school, building, library, classroom, river and so forth);
  + A list of Indonesian words for directions and verbs (to walk, to run, to turn left, to turn right, north, south, and so forth);
  + Some examples of sound walks
  + Created tasks i.e. students have to go on an excursion, students have to learn to record their voice clearly, and students have to memorize vocabulary ahead of the recording

**In class.**

* Once the homework is submitted, the class listens to all recordings and each student receives feedback from his or her class mate and from the teacher.
* They had a presentation in front of the class

**Comments**:

* The instructor shares that for the language teacher, the sound walk is a very useful tool to evaluate student's pronunciation and his/her vocabulary range. For the students, it challenges them to be creative.
* The instructor also advises that for this activity to be successful, it must be very clear, technically speaking. Additionally, the instructor should be cognizant that while students need to use the vocabulary they have been given, they need to be creative enough to try new words.

**Material/Resources:**

* sound recording device

Assessment:

The instructor assessed students on:

1. pronunciation

2. word choices

3. grammar (sentence, word orders, etc.)

4. creativity/the overall piece as a sound walk

QUESTION: They had a presentation in front of the class? Of what?

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GSAS

Graduate Student

Languages

Lecture

Repeating (i.e., the activity occurred regularly without aggregating, like an exercise at the beginning of each class.)

A recording of sound walk. They would receive feedbacks and they could listen (again) to their product. Some also could post their sound walk on their social media accounts.

Presentation, Field Trip, Homework

individually, as a class

Other, Performance, Presentation

Authentic Learning (e.g., simulations, lab, field, research, case studies),

Expanding Depth and Breadth (i.e., activities that deepen or broaden students’ conceptualizations of what they’ve learned beyond what might otherwise occur in the context of a lesson or course.)