Audio-Decoding-Table for production of bilingual audio material for Language learning

Rule 1

Never see or hear a foreign word without understanding it at the very first moment already:
- **the eye** needs to see vocabulary and their translation in one focus (*underneath* each other, not beside).
- **the ear** needs short sequences in order to have both languages "echoing" together in the ear.
  The better you match the melody of the target language when recording your own decoded translations, the smother this "language engine" will run.

Therefore:

For **each level:**

a) the **own** language has to be always **first**

b) there has to be immediate **repetition** of what is heared - The average **repetition sequence** is the following:

1. Own language properly (1st line), foreign word order with words of the own language (3rd line), foreign language (2nd line) ***, brief music
2. Own language properly (1st line), foreign word order with words of the own language (3rd line), foreign language (2nd line) ***, brief music
3. Foreign word order with words of the own language (3rd line), foreign language (2nd line) ***, brief music
4. Foreign language, foreign language, foreign language (2nd line tree times) ***, **more music**

Shorten this sequence for easy things. **Extend** with more repetitions for difficult and longer words or sentences.

For **Beginners:** The sentence is first heard properly in the own language. Then do the above 4 **repetitions** for each word before **repeating** the entire sentence or parts of it. Videos can be highly supportive (visual decoding by writing and/or gestures or pictures illustrating the meaning).   - Never forget to inform users of beginner products: "**NOT FOR UNDER 3 YEAR OLDS!** Virtual tuitions improve the learning of over 5 year olds, but before the age of 3 they prevent learning processes."

For **Medium:** -Audio **repetitions** as described above. - Decoded handbook, in order to have a look sometimes.*** - No need for video

For **Advanced**: - Audio **repetitions** of proper sentences in **both languages**. - No need for listening to **decoded word order**. - No need for written text. - No need for video. Advanced material concerns things such as entire books being presented as a bilingual audio book. Short texts might not be worth it becoming a product for advanced speakers. But it's highly beneficial to make such shorter advanced texts accessible to medium level learners by decoding (see texts below). If you add videos in terms of entertainment, subtitles especially of the target language are very useful.

Decoding is primarily about biological processes of sensorial activities, not about activities of the mind such as thinking and concentrating. Decoding therefore is a sort of **engineering**. We all know that engines don't work, once a single cog of a cogwheel is not fitting. The more meticulously we build it, the smother also the "language decoding engine" will run. For this purpose we may support each other by mutual corrections of inadvertently overlooked things.

Once your product is ready, create the following in the mother tongue of your learner target group:

1. Give it an informative **Title** consisting of**:** Level / target language / learner's language / Topic / duration,
e.g: "A2 Beginner English for Czech speakers: Cooking Recipes, 25min"

2. Then describe briefly **purpose** and **content** using the corresponding key words to match the search engine: *administration, baby care, children, culture, customer services, decoding, ecology, equity, entertainment, environment, family, food, further education, grandparents, health, history, Human Rights, humour, intercultural, language, leisure, love, management, method, migration, music, parents, science, self development, soft skills, sports, tourist, travelling, youngsters, …*
or other topics such as specific sports, school subjects or technical issues etc. Add "**any**" in order to be part of unspecified search.

3. Finally, when uploading it at youtube or other places, don't forget adding **Tags** such as: *iTongue, Education, Foreign language learning, language decoding, Vera F. Birkenbihl, innovation, life skills, key competences, brain research, neurodidactic, leisure education, post industrial market, educational revolution, educational psychology, Language acquisition, school, lesson, teacher, Language without Borders, LLL Leisure Language Learning*

Please establish such a key word and Tags overview in your language.

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*** It is recommended to use this order for the written lines (introduced by Vera F. Birkenbihl) because:
  a) your own language lies "underneath" the foreign language in the brain's tissue. Matching this arrangement on the paper is believed to trigger better response.
  b) it breaks the habit of solely horizontal reading awareness and supports seizing each word of the 2nd line *together* with its translation in the 3rd line.

For advanced level part 3 is skipped
and the sequences start directly at 4.

You hear the following (different languages with different voices) Only the target language appears written on the screen.

1. The sentence is heard in the own language
2. "In …. *(name of the target language)* people do not say …. *(repeat the sentence in the own language)*
3. They say …. *(in the own language the word by word translation of the target language sentence is heard)*
4. The first word of the word by word translation is heard in the following sequence: (note
   a. in the own language instantly followed by
   b. this word in the target language
   c. the music, which is all the time very silently in the back ground, is now heard a little bit lauder, approximately for the same duration of the word that has been heard

The same is heard again.
   d. ol
   e. tl
   f. m

The same is heard again.
   g. ol
   h. tl
   i. m

Followed by
   j. several times just the word in the target language. For short words 3 times. The longer the word, the more often it is repeated (for example in the rhythm of the music like rap)
   k. like before, the back ground music becomes now a little bit stronger, this time for the duration of the triple repetition just heard

the same as for number 3., now with the second word of the word by word translation. Then the same with the third word, etc.

4. Once all the words have passed the described procedure, number one and number two come again:
   a) The sentence is heard in the own language
   aa) "but in …. *(name of the target language)* people say…. *(in the own language the word by word translation of the target language sentence is heard)*
   b) Entire sentence is heard in the foreign language
   c) music for the duration of the foreign sentence that has been heard.

   d) The sentence is heard in the own language
   dd) immediately followed by the word by word translation (own language in the melody of the target language sentence)
   e) Entire sentence is heard in the foreign language
   f) music for the duration of the sentence that has been heard

   g) The sentence is heard in the own language
   h) Entire sentence is heard in the foreign language
   i) music for the duration of the foreign sentence that has been heard.

   j) Entire sentence is repeated in the foreign language several times. Minimum 3 times, the longer the sentence, the more often.
   k) music for the duration of the tripple repetition of the foreign sentence that has been heard.

This scheeme is to be used flexibly, for example nouns together with their article, or words the declination of which depends on each other, should be treated together. Introduce them briefly seperately, to make sure each is precisely identified, but then treat them straight away as a unite.

E.g. for **English** speakers to learn how to say in **French** „a nice apple" or how to say „a good meal". You hear:

a, une, a une, a good, une bonne, a good, une bonne pomme, a good apple, une bonne pomme.
a, un, a un, a good, un bon, a good, un bon repas, a good meal, un bon repas.

Une♀ bonne♀ pomme.   **Un♂ bon♂ repas.**

Ad to gender depended flexions the symbol for the screen version, eg.

This is, how it looks for example in Cubase:

1. / 2.

	own	target	music
1.	■ (blue)		
2.	■ (blue)		

3. this sequence for each word separately

	a	b	c	d	e	f	g	h	i	j	k
own	■			■			■				
target		■			■			■		■	
music			■			■			■		■

4. once alle the words have been introduced, the entire sentence

	a	aa	b	c	d	dd	e	f	g	h	i	j	k
own	■	■			■	■			■				
target			■				■			■		■	
music				■				■			■		■