

The story of my learning as a language learner and as a language educator

Sandanona(05.25.09)

Yunju Choi, School for International Training MAT 40

**Today's Journey:*

1. Role play:
 - Characters ~ three graduate American students and a graduate international student
 - Setting ~ Thursday afternoon at El Café
 - What are they doing? ... having a group meeting to prepare for SLA presentation

2. Introduction of the topic- graduate international students' challenges and suggestions and advice for teachers to help them overcome their challenges

3. The panel discussion includes audience question time:
Panel questions ~
 - 1) What is the most challenging thing for you as an int'l graduate student in an academic setting?
 - 2) How did you overcome your challenges?
 - 3) How did your teacher help you overcome them?
 - 4) How did your teacher not help you overcome them?

4. Questions (the presenter provides questions for the audience)
 - 1) What struck you?
 - 2) What is a challenging issue that you have never thought of before?
 - 3) Have you tried any of these strategies as a learner or tried to suggest them to your students?
 - 4) Do you have any ideas or suggestions to help them in your future teaching?

5. Implication in teaching from the audience and my personal experience

6. Feedback:
 - 1) About the content of this presentation/workshop
 - What did you find significant in the presentation?
 - What struck you in this presentation?

 - 2) About the process of this presentation/workshop

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- What was effect of the presentation on you?
- What suggestions do you have for improvement?

**References*

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A list of suggestions for **students and **teachers***

1. Jigsaw- Jigsaw can put too much pressure and responsibility on international students to summarize the content to other group members. It's helpful to allow groups who read the same material to discuss their findings first before the jigsaw.
2. Reading: Teachers can provide students with focus questions (guidelines) and/or outline.
3. Study buddy: Students can help each other with comparing notes/brainstorming for assignment/ providing mental support
4. Teacher should provide examples and clear guidelines for projects and assignments to give students better understanding of expectations.
5. Note taking-"The teacher talks too fast." The students need to learn that they should not try to write down every word, but only the main points.

Students can:

- 1) practice with video lectures or commercial advertisement.
 - 2) observe when other students are noting down important information in class.
 - 3) share notes after class to compare content.
6. Teachers should write key points on the board.(In EAP course, taped lectures- pointing out the linguistic cues that indicate that an important point is being made.)
 7. Teachers should paraphrase key words to ensure understanding and be aware of an alteration in volume and pace.
 8. Emphasis on Participation in the syllabus
 9. Students can summarize and review each paragraph.
 10. Reading->SQ3 R

=>Survey: Preview the material to gain an overall sense of the topic, noting titles and subheading, graphic information, study questions)

Question: Consider why the author has a particular point of view, how he/she supports this position, what is significant about the reading, and how the data fits with what the reader already knows about the topic.

Read: Critically read and analyze the text.

Record: Summarize, outline or graphically organize the keys points of the reading in one's own words.

Review: Periodically revisit the recorded information, noting its significance in light of reading.

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** Role Play*

A: Fast Man

B: International S

C: Paraphraser

D: Idiom Guy

A: "Let's get to work. I'm in a hurry and we need to finish soon."

D: "Yeah, awesome. Let's get cracking. I'm psyched to the max."

B: I am not a psycho.. "Yes, I am ready. I have a few questions though.

C: "Alright, Yoon. I think I understand. What I hear you saying is that you're ready, but **that you've got some questions.**"

D: "So, what's up?"

B: "What? Excuse me?"

A: "Let's go. I think we should start with this question - How do people learn languages? Well, I think they learn through imitation and mimicking."

D: "Like parrots? I'm on the other side of the fence."

B: "I don't have a fence... Can you slow down? What did you say?"

C: "Okay. Let me see if I've got this straight. What I heard you say is that you didn't understand us and would like us to slow down. Is that accurate? Have I fairly

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characterized your query?"

A: "Man, would you cut that out? We know what she's saying."

D: "Yeah, this is bogus. Let's cut the crap and hop to it."

B: "Pardon me!?! Cut the... what!?! I don't understand."

C: **"Okay, here's what I hear you saying. You..."**