



## Connecting Classroom and Campus

Pamela Pollock  
Stew Markel

Center for Teaching Excellence  
International TA Program (CTE-ITA)  
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## Agenda

- Overview of the problem
- Teaching Excellence Challenge
- Classroom/Campus Activities
- Examples
  - Small Talk / Big Talk Assignment (Role-play)
  - Content-based activities
- Questions / Discussion



## Overview of the problem

- Students only spend 2% of their time in ITA classes
- Time commitment to achieve advanced level: 200 hours (Omaggio-Hadley, 1993; ACTFL)
- Importance of out of class activities and the "other curriculum" (for example, Kuh, 1995)
- Reports of segregated campus environment (Diangelo, 2006) and difficulty students have in initiating connections
- Zhao, Kuh and Carini (2005): "a campus cannot simply recruit a critical mass of international students; it must also intentionally arrange its resources so that international and American students benefit in desired ways from one another's presence" (p. 225).



## Proposed Solutions

- Build bridges across language and cultural differences on campus
- Develop curricular components to motivate students and encourage consistent advanced-level English practice



## Teaching Excellence Challenge

- "Contract with myself"
- Fundamental lifestyle change
- Like starting an exercise program or learning an instrument
- Changing the way students think about English
- Encourage students to find a "witness"
- Post to keep motivated



## Classroom/Campus Activities and Assignments

- Classroom observation
- TA/Instructor interview
- Podcasts and related assignments about campus and community events
- Community outreach activities
- Small Talk/Big Talk Assignment
- Content-based activities



### Small Talk / Big Talk Assignment

- Part 1: Talk for with someone for a minimum of 10 min.
  - Start with small talk (weather, sports, current events)
  - Move to big talk (use embedded questions)
  - Ask them to share a story
    - How did you choose Cornell? Why did you choose your field?
  - Share your own story
  - Pay attention to their English and monitor your own
- Part 2: audio journal or in-class pair share
  - Use reported speech to explain what happened during your conversation.
  - Compare and contrast the two stories. Use as much detail as possible and pay attention to tense.



### Small Talk / Big Talk

- Classroom activities
  - Brainstorm small talk locations and starters
  - Compare appropriate topics and cultural norms
  - Listen to a sample and practice in pairs
- Language skills
  - Embedded Questions
  - Reported Speech
  - Past tense
  - Rich detail
  - Compare and contrast
  - Intonation



### Content-based activities

- Use materials related to current events as vehicles to practice and develop language skills, in addition to giving students content to discuss with their peers
- Current events (e.g. current issues facing higher education, environmental issues, politics)
- Such topics can connect with students' background knowledge and fields, and serve as a springboard for advanced level speech



### Example: Obama's Inaugural Speech

- Activating background knowledge: Suggest that students watch speech/attend event
- Class or Homework: Students watch the speech online
- Listening comprehension/vocabulary building: Rework/rephrase parts of the speech
- Intonation and pronunciation practice: Imitate a short segment of the speech



### More Obama Speech Activities

- Focus on students' fields:
  - React to this statement in his speech: "We will restore science to its rightful place and wield technology's wonders to raise health care's quality..."
- Assignment: Start a conversation with someone about this speech and report it on your audio journal

(<http://www.nytimes.com/2009/01/20/us/politics/20text-obama.html>)



### Suggested Resources

- Campus publications and events calendar
- Graduate Student Center
- Career services
- Student blogs
- National media (e.g. [charlierose.com](http://charlierose.com), [marketplace.org](http://marketplace.org))



## Questions / Discussion

- What is happening on your campus?



## References

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## Contact

Pamela Pollock: [pmp25@cornell.edu](mailto:pmp25@cornell.edu)

Stew Markel: [sbm65@cornell.edu](mailto:sbm65@cornell.edu)

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Cornell University