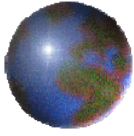




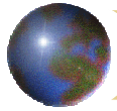
UNC LAC Instructional Workshop



Spring 2010
March 30, 2010



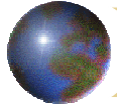
Anukware Selase Adzima
Ph.D. Student and LxC LRS
SUNY at Binghamton



LXC Staff Training/Development at BU

Summary

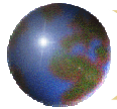
- Introduction to BU's LXC
- Language, Culture and Critical Thinking
- Staff (LRSs) Training/Development
- Benefits



Introduction: The Traditional LXC Idea

- FACULTY
 - ▣ LXC broadens class experience through foreign language materials
 - ▣ LXC replaces 10-20% of ...
 - ▣ LXC provides language support with little instructor input

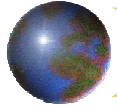
- LXC ADMINISTRATION
 - ▣ Polls student interest
 - ▣ Establishes study groups of a minimum of 6 students (same languages)
 - ▣ Determines the type of Instruction



Introduction: The Traditional LXC Idea

- STUDENTS
 - ▣ Volunteering for LXC (optional)
 - ▣ Substituting Assignments for other class work
 - ▣ No additional work load

- LANGUAGE RESOURCE SPECIALISTS
 - ▣ Provide language and area expertise
 - ▣ Construct specific LXC assignments
 - ▣ Relate material to Course
 - ▣ Paid hourly wage for training, prep, & classroom time

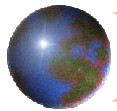


● Traditional LxC

- Groups based on a minimum of 6 participants for same language.
- Some students who would like to participate will be left out.
- Very language & culture focused.
- LRS lends language & culture support.
- Country or region specific.
- Many opportunities to use TL in speaking.
- Study groups can encompass a wide range of abilities.

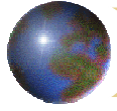
● Global LxC

- All languages supported – multilingual.
- Opportunity for 100% participation
- More culture intensive.
- LRS lends culture & research support.
- Global perspective.
- More opportunities to use spoken English, fewer for speaking in TL.
- Study groups can encompass a wide range of abilities.



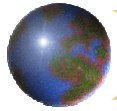
Staff (LRS) Training/Development

- Syllabus design (paying attention to D&I)
- Lesson plan & class report
- Creating assignments (critical thinking)
- Class management (attendance, time, space, facilities and students)
- Grading/Evaluation/Assessment



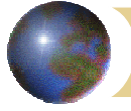
Critical Thinking

- Which of these questions better promote(s) critical thinking?
 1. What is critical thinking?
 2. How would you define critical thinking?
 3. Is critical thinking important in education? Why?



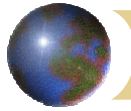
“Critical Thinking” through Questioning/Questions:

- Encouraging students to ask questions and come up with their own analysis helps the learning process



Benefits to LRS

- Culture has become a more obvious topic in training and in group discussions.
- Building a portfolio
- Added emphasis on research and library skills.
- Graduate Students honing & broadening their research and critical thinking abilities.
- Shaping the perspectives of graduate students' about their own disciplines.



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