



TALGS

East Carolina University



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ECU's International House



**306 East 9th Street
Greenville, North Carolina**



Aiding the process of acculturation for international students in the English-speaking community

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The Office of International Affairs

is trying to minimize the cultural and linguistic differences and address the importance of individuals' integration into:

- ❖ The Classroom
- ❖ The Institution
- ❖ North Carolina
- ❖ The United States



ECU' s OIA

- ❖ **ECU Language Academy (ECULA)**
- ❖ **International Undergraduate Admissions**
- ❖ **Study Abroad**
- ❖ **International Student Advisement**
- ❖ **Scholar Services**



Orientation – Why?

- ❖ **Make transition from home country a little bit easier.**
- ❖ **Get to know the campus.**
- ❖ **Take care of any unfinished business.**
- ❖ **Make friends before the semester starts.**



Orientation - ECU

- ❖ **Airport Pick-Ups**
- ❖ **Campus Services Overview**
- ❖ **Immigration Regulations Overview**
- ❖ **ECU ID Card, Insurance, Campus Tour**
- ❖ **Shopping**
- ❖ **Special Events & Activities**



First Friends Program

- ❖ **History of the program**
- ❖ **Application Process**

FAQs...

- ❖ **How often shall I meet with my mentor/mentee?**
- ❖ **How long will be the mentor-mentee relationship last?**
- ❖ **What if I can not get long well with my mentor-mentee?**



First Friends Program

- ❖ **Introduce new international students to current ECU students and to create mutual exchange of culture and friendship.**
- ❖ **Assist international students to adjust to life at ECU and the United States as quickly and smoothly as possible.**
- ❖ **Enhance international students' satisfaction with their academic and social experience.**
- ❖ **Provide an excellent opportunity for students to increase their educational experience, gain cultural insight and make new friends with people all over the world.**



First Friends Program

Benefits of being a Mentee

- ❖ Learn from the experiences of others.
- ❖ Increase social and academic confidence .
- ❖ Become more empowered to make decisions.
- ❖ Develop your communication, study and personal skills.
- ❖ Develop strategies for dealing with both personal and academic issues.
- ❖ Identify goals and establish a sense of direction.



First Friends Program

Benefits of being a Mentor

- ❖ **Improve communication and personal skills.**
- ❖ **Develop leadership and management qualities.**
- ❖ **Reinforce your study skills & knowledge of the campus.**
- ❖ **Increase your confidence and motivation.**
- ❖ **Engage in a volunteering opportunity, valued by employers.**
- ❖ **Increase your circle of friends.**



First Friends Program

What to talk about:

- ❖ **Friends and family**
- ❖ **Cultural differences**
- ❖ **Hobbies and interests**
- ❖ **Funny stories**
- ❖ **Sensitive and understanding of religion preferences**



First Friends Program

Suggested activities:

- ❖ **Looking around campus together.**
- ❖ **Shopping at the grocery store.**
- ❖ **Attending an ECU athletic event.**
- ❖ **Going to a local restaurant together.**
- ❖ **Attending a family dinner/holiday meal.**
- ❖ **Attending International House events.**



The East Carolina University Language Academy (ECULA)

ECULA began offering courses in ESL in spring 2011.

Implementing the University's motto "Tomorrow starts here," we are using innovative techniques to improve language acquisition, acculturation and communication.



ECULA Initiatives

1. A Film Series

This is integrated into the classroom through lively discussion.

Themes have included:

- ❖ History of the United States
- ❖ American Culture
- ❖ International Understanding
- ❖ Global English

2. Faculty Lecture Series

Faculty from different disciplines engage the students and answer questions.

Disciplines have included:

- ❖ English Literature
- ❖ Languages
- ❖ International Business
- ❖ History
- ❖ Management & Marketing
- ❖ Music
- ❖ Marine Archaeology
- ❖ Geography
- ❖ Linguistics
- ❖ Librarianship



3. Peer Tutoring

In collaboration with the ECU English department's TESOL program:

- ❖ **Weekly lunchtime conversation group**
- ❖ **One-on-one tutoring**



4. New Course

COMM/ENGL2050 English for Global Communication

**In collaboration with English, Communications, and Global
Academic Initiatives**



- ❖ **A critical awareness of local and global varieties of English and communicative practice**
- ❖ **Different varieties of English in today's global and culturally diverse world**
- ❖ **Foundational understanding of and appreciation for cultural and linguistic diversity.**
- ❖ **Influence of various social, political, economic, and geographical factors on the process of language change and communication practices within the English varieties**



5. Pronunciation and Articulation Laboratory

In collaboration with the Department of Communication Sciences and Disorders in the College of Allied Health Sciences

Example:

Should sound like:

*'haɪ(i) 'ðer. wəd 'ju:
'laɪk ən 'aɪs 'krɪm?*

Can sound like:

*e'ɪ der. wʊl 'ju:
'leɪ eɪs kɪ?*



Traditional Methods for Accent Reduction

- ❖ **Drilling - boring**
- ❖ **Language labs - dull**
- ❖ **Videos – easily accessed in the home country**
- ❖ **Professional Coach- for profit companies are expensive**

For-profit companies, especially in New York and Los Angeles, offer courses in



❖ **Accent Modification**

- People not understanding you
- People focusing on pronunciation rather than content
- Frustration at constant repetition
- Fear of social interaction leads to isolation

❖ **Voice Improvement**

- Sounds pronunciation (vowels & consonants)
- Stress, rhythm and intonation

❖ **Business Communication and Presentation Training**

- Clear diction
- Expressing oneself succinctly
- Voice projection

❖ **Roles on Stage or in Film**



ECULA' s Difference from for-profit Accent Modification Companies

- ❖ **Does not seek perfection in SAE production or perfect diction**
- ❖ **Provides knowledge of how the SAE sounds are produced**
- ❖ **Shows how variations in rhythm, rate, stress, and intonation can affect how students might be understood in social and professional settings**
- ❖ **Demonstrates dialects from our region in order to develop awareness of speech differences**



ECULA and the Department of Communication Sciences and Disorders Implementation Considerations

- ❖ **Program and Goals - mutually beneficial**
- ❖ **Place and Personnel - Heath Sciences Campus, Graduate Clinicians**
- ❖ **Time and Cost - much lower group rate**
- ❖ **Administrative Agreement - easily completed**
- ❖ **Integration into Classroom - additional lab**



The College of Allied Health Sciences: Department of Communication Sciences and Disorders

Graduate Student Clinicians:

- ❖ **Training in:** Phonetics; Anatomy; Acquisition and Development of Phonology and Articulation; Aural Rehabilitation; Linguistic Theory for Speech and Hearing.
- ❖ **Understand and can demonstrate** the characteristics of the sounds or sound system of **SAE**.
- ❖ **Previous international experience**, where possible in a non English-speaking country.



Structure of the Articulation and Pronunciation Laboratory

- ❖ **A licensed and certified speech-language pathologist supervises graduate level clinicians in the Communication Sciences and Disorders program.**
- ❖ **This experience is part of their clinical education.**



Individual Diagnostic Evaluations

- ❖ Status and pertinent information
- ❖ Long-term goals
- ❖ Intelligibility levels
- ❖ Measures and percentage of correct productions of target phonemes
- ❖ Short-term objectives

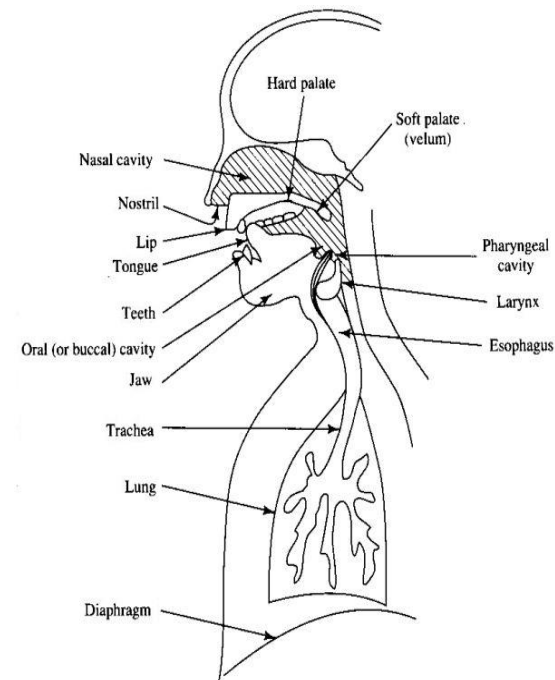


Weekly Sessions

Structure of general session 1/2 hour

Physical mechanics of SAE

- ❖ Phoneme production
- ❖ Individual sound differences





Variety of Websites

<http://www.manythings.org>

<http://rachelsenglish.com>

<http://www.englishteachermelanie.com/pronunciation>

<http://funeasyenglish.com/american-english-pronunciation.html>

<http://www.paulnoll.com/Books/Clear-Speech/index.html>

<http://www.uiowa.edu/acadtech/phonetics>

<http://www.ielanguages.com/lessonplan.htm#englishmp3s>

<http://www.shiporsheep.com/page2.html>

Structure of Small Group Session 1/2 Hour

4 students to each clinician, with licensed supervisor

Students of similar linguistic backgrounds are grouped together

Arabic - Saudi Arabia, Kurdistan autonomous region, Algeria

Oriental - Japan, China, Korea, Vietnam

Romance - Columbia, Brazil, Dominican Republic

Scandinavian - Iceland, Norway

Middle European - Czech Republic, Turkey



- ❖ Vocabulary from the ECULA curriculum is embedded in practice items
- ❖ Targeted word production in scripted conversations use relevant and high frequency words



Examples

Exercises on minimal pairs

Short i/long i

Short e/long e

Exercises on idioms

Hit the hay/sack

Hit the books

Raining cats and dogs

Exercises on slang

Chill out

What's up?

Cool beans



❖ **Modification and reinforcement**

- Exercises
- Articulation games
- Reverse accent mimicry

❖ **Multicultural awareness**

- Response time
- Gestures
- Eye contact
- Proxemics



ECULA instructors follow up in class using

- ❖ **Short conversations and repetitions using materials provided by clinicians**
- ❖ **Individual presentations**
- ❖ **Video recordings**
- ❖ **Daily homework in front of the mirror**



Semester Review

Those students reaching optimum level may be permitted to dispense with laboratory sessions.



A written report on each student's progress is sent from the Department of Communication Sciences and Disorders to ECULA at the end of each semester.



Thank You!

❖ **Any Questions?**

