Shout outs and Suggestions

Student Voices from UCSB’s English for Multilingual Students (EMS) Program
English for Multilingual Students
Undergraduate Courses

- 4 levels of academic English (reading and writing) – all confer credit toward degree
- Highest level, Ling. 12, parallel to Writing 1 – satisfies UC Entry Level Writing Requirement
- Students placed into courses through 2 hour essay (AWPE or ELPE)
- New elective oral skills course for int’l undergrads – Ling 8
- Undergraduate enrollments in EMS 2015-16: 880;
  The majority of students are native speakers of Chinese
Informal Survey of Multilingual Students

April, 2016
N=189
Questions:
1. In what ways have faculty and TAs been helpful to you? Consider lectures, help on assignments, TA sections, conferences, GauchoSpace postings or activities. If you wish indicate department/course.
2. Now please offer any suggestions for faculty/TAs that would help you to be more successful as a student at UCSB in courses you are taking. Again, consider lectures, help with assignments, and so on and, if you wish, indicate department/course.
Shout Outs

• Many comments about helpful, patient faculty and TAS
• Faculty who are enthusiastic to help outside of class time
• PowerPoint slides used in classes and posted on GauchoSpace
• Use of other visual aids in classes/sections: Notes on board, video clips
• Opportunities for pair and small group discussions
• Discussing difficult parts of readings
• Discussions in general (integrated with lectures)
• Encouraging international students to talk more
Shout Outs

- Explaining complex concepts and terms in simple language
- Help from TAs with writing assignments: ideas, expression, grammar
- One-on-one help in general (with TAs, faculty)
- Being able to communicate via e-mail with TAs
- CLAS: Many noted helpful tutors and workshops
Suggestions for Successful Learning

Lecture classes:
Many suggestions echoed the “shout outs”:
• Support lectures with PowerPt slides; post slides on Gauchospace for review and checking
• Provide other visual support
“The best way is to provide written or printed materials instead of just speaking. Sometimes if a professor only talks about the important stuff, I’m very likely to miss it.”
• Repeat important points
• Emphasize key points via intonation
• Write key terms on board if on slides
• Write clearly – some handwriting on board is hard to read
Suggestions for Successful Learning

Lecture classes, cont.
Avoid slang, jokes that can only be understood by Americans.
Many students noted problems understanding professors and TA’s accents – requests to speak more slowly
Suggestions for Successful Learning

Exams:
• Upload study guides
• Provide practice exams; explanations for the answers
• More resources that concern Western culture to help international students understand topic (e.g., in history)

Writing assignments:
• More specific instructions; clear expectations; suggestions
• Guidelines/samples/exercises for assignments
• Help with organizational problems
• More feedback/comments on papers; not just a grade
Suggestions for Successful Learning

Developing academic oral proficiency:

- More opportunities to do group discussions
- More opportunities to connect international students with U.S. students (e.g., study groups, workshops)
• Survey results compiled by Jan Frodesen, Director, English for Multilingual Students Program
• Thanks to the EMS faculty for their assistance and time in distributing the survey questions to students in their EMS undergraduate writing classes spring, 2016 and to the students for their responses.