REPORT DATE: 2.08.13

REFERENCES:

TEMPLATE 1: Faculty of Education  
KM Meeting 1-2013

29.05.13, 14:30-15:30

#1-602B

CODE: red letters as selected points at the meeting

TEMPLATE 2: Attendance

Ruja

Supatra

Supinda

Donrutai

Wanida

TEMPLATE 3: Knowledge Vision

Share Best Practices

TEMPLATE 4: Knowledge Capturing

1. Peer Assistance [PA]

2. After Action Review [AAR]

3. Story Telling

4. Dialogue

5. Outcome Mapping

TEMPLATE 5: Stages for Knowledge Capturing

Data Summary Knowledge vision and three selected areas

Analyze, synthesize, explain and interpret of target areas by two partners

Report in dialogue format

TEMPLATE 6: Stages for Knowledge Capturing

Data Summary Knowledge vision and three selected areas

Analyze, synthesize, explain and interpret of target areas by two partners

Report in dialogue format

TEMPLATE 7: Areas of Knowledge Capturing

Teaching-Learning Techniques

Research and Innovations

English Language Skills Development

TEMPLATE 8: Pre-Process of Knowledge Capturing

Team members with specific duties and responsibilities

Equipment/ tools/ designed activities

Identified issues, scope, contents for knowledge capturing

Guidelines for discussion [interactions] for knowledge capturing

Set a target group for discussion and action on knowledge capturing

Set date, time, venue for a meeting [meetings]

TEMPLATE 9: Pre-Process of Knowledge Capturing: English Language Skills Development

Team members with specific duties and responsibilities 2 members; report [analytical, synthetic, explanatory, interpretive; 3 responses to 3 lead dialogue prompters

Equipment/ tools/ designed activities template

Identified issues, scope, contents for knowledge capturing self development

Guidelines for discussion [interactions] for knowledge capturing condensed information

Set a target group for discussion and action on knowledge capturing 2 shared with 4

Set date, time, venue for a meeting [meetings] Second meeting on 20.06.13, 10 AM

TEMPLATE 10: Areas of Knowledge Capturing

English Language Skills Development

Focus on self development

Dialogue 1: Language development requires at least a good short-term memory. How can I remember new things like new words or new idioms or expressions in English effectively?

Donrutai 1: First of all I go over a list of some new words or new idioms and their definitions or explanations. I ensure that I’m not only understand them, but also learn to use them, present idiom examples in context, for example, in simple conversations where the meaning of the idiom is clear. Then I write them down on flashcards by hand. I find it more effectively by writing than typing. From that I have the flashcards with me all the time for me to flip them over and over when I have free time to study them. So, the first time I tried to use it when it was raining very heavily. I said to the history teacher at lunch time “The weather is horrible. It’s raining cats and dogs”.

Donrutai 2: I also used newspaper headline, songs and movies as ways to remember or learn new words or new idioms or expressions in English. As a non-native speaker of English, the best way to understand idioms is to memorize their meanings from the standpoint of a native speaker.

Donrutai 3: Knowing the meaning of a word is useful, but knowing how to use it in context is vital. Words and idioms aren't used in isolation and will often form part of an expression. I have to remember that I need to get myself to not only understand idioms, but also learn how to use them effectively. I used to pair up with a friend and act out the conversation which those idioms may be included in. we were being silly sometimes but that was a fun way to learn them.

Ruja 1: To remember things, a person should try to remember things that are meaningful to him or her. For example, if a person loves pets, he or she can enjoy remembering words or expressions about dogs or cats or birds, like pretty eyes, soft fur, buddy, cuddy, lovely, fantastic; come on.. baby, would you like a bite [of food], and so on.

Ruja 2: To help you to pronounce English words correctly and remember well, you can choose three or four songs you like and sing them out loud after the singers [certainly when there is no one around or in your pleasant private living room or washroom—any place where you make sure you won’t disturb other people]. Singing out loud can help you hear your pronounced words in a kind of slow-motion speech flows and then boost your confidence in pronouncing sounds you first think quite odd to you. Then you remember all the words, idioms and expressions in the songs you sing quite often.

Ruja 3: One last very important point on remembering words or idioms or expressions—they must be something that really strikes your memory or associates with things or people you have encountered or spent time with. Let me give four examples:

* WORD: *Character* I remember because I always put a wrong heavy stress on the second syllable and I was strategically corrected by a native-speaking friend.
* IDIOM: *Get lost* I remember because a cartoon character bursts out in anger at his good friend
* EXPRESSION: *Bygone is bygone* I remember because one of my professors always said this [when he felt things cannot be called back].
* SENTENCE PRIMING: *It is not perhaps an exaggeration to say that [a noun clause] ….* I remember because one of my Master thesis advisors always made such a correction into my sluggish, unclear, vaguely assumed sentence(s).

TEMPLATE 11: English Language Skills Development

Focus on self development

Dialogue 2: How can I start a nice conversation?

Donrutai 1: Not being able to start a nice conversation is the worst thing that could happen to you. The greatest joy of English language skill is the anticipation of a good conversation. One of the embarrassing moments of trying to start a conversation with a 4 years old boy in English has always reminded me of a bad move and start. At a fast food restaurant, I walked to a 4 years old boy just to make a start. The boy was trying to climb up on a plastic tree at the restaurant. I walked to him and then I said, “oh-oh!”. He looked at me with a wild eyed thought that he did something wrong, and asked me back “what’s oh-oh?” I couldn’t answer him so I said, “nothing” He then told me that I don’t know how to talk. I failed that was how I felt. So, I remember from this experience that I should always start my conversation with a compliment. Trust me, it always works. People feel appreciated and develop warmth for you. They immediately consider you as a friend and conversation begins. By making small talk on something that they would be interested in.

Donrutai 2: This idea requires practice, over and over, until it becomes a normal and natural part of my personality. The first rule is to speak, talk, converse, etc. as much as you can. Understanding what people expect to hear can help improve conversations. I call it ‘break the ice’. It’s not intended to make people laugh or get people to like me. I like to ask someone, “What do you think of [……]?, Looks like a great [….]. What is it?”

Donrutai 3: Something is better than nothing. If it’s my turn to talk, instead of saying “Fine”, flesh out my answer. Give more of my opinion. Describe what I did on the weekend, instead of simply saying it was fun. Say more about the things I did or like. Think of additional things to talk about just by going into more detail. It’s always easier to come up with things to say when I really follow along with what everyone else is saying.

Ruja 1: Be positive, introduce yourself and then you can start a nice conversation.

Ruja 2: Pay attention to the person you are going to approach or talk to. If she is wearing red and looks great, you can start by complimenting her like “I like your red belt.” Then your conversation can get started.

Ruja 3: One caution: You can start a nice conversation and keep it going great [like playing ping-pong in conversational turns] BUT do not say or comment anything personal, like the physical look, weight, age, sickness, salary—these will ruin your conversation or abort a budding relationship. Good luck to nice-conversation starters.

TEMPLATE 12: English Language Skills Development

Focus on self development

Dialogue3: How can I cut down my pronunciation errors as much as possible?

Donrutai 1: find opportunities to speak in an enjoyable way (hang out with native speakers, join sport club, etc.) What I did as a student in the USA was asking many questions to staff at shops and customer services. The service personnel are mainly very nice and if you tell them so, they explain anything until you understand. I learned a lot of idioms collocations and words that way without feeling embarrassed.

Donrutai 2: more listening and copying from the cartoon movies and songs. Sometimes, I find it easier to learn so many English vocabulary and expressions and usage by watching movies. For example, the movies from Disney channel

Donrutai 3: Practice speaking what you hear! Speak out loud until your mouth and brain can do it without any effort. I remember I used to watch the movie “The Lion King” with my brother after school every day. While we were watching it, we also repeated what it said in the movie. That was how we practice the pronunciation.

Ruja 1: Most Thai students learning English in school by seeing [reading, writing], not by hearing [listening, speaking]. You need to use your ears to receive sounds to associate with what you have seen before. It takes time … and you can start with listening to what you like first—be it music, speech, or news. Listen regularly as your time permits. You will be surprised over 6-12 months at a gradual understanding of what you are hearing or listening to. Then you will find out that you can copy the sounds you have listened to.

Ruja 2: You can practice listening about 15 minutes to international newscast when you are lying in bed after waking up or if you prefer, before your bed time. You should feel relaxed when lying on something soft and comfortable. This will lower your psychological barriers and leave room for new sounds and information to seep in your thought. Keep in mind that your correct pronunciation will not come from reasoning of how to make sounds out of words.

Ruja 3: If you still want to use reasoning in making sounds out of words, phrases or sentences, you can do it by remembering the *model* [consonants, vowels, initial-mid-ending sounds, rising-downward sounds--prosodic features, intonation]—and monitor yourself to make correction whenever you are aware of. Certainly, copying or imitating sounds will be easier for you than self-monitoring. Keep in mind that learning takes time. Moving forward bit by bit will lead you to a goal one day. Talk to yourself if you cannot find anyone to talk to. It will help you to become more fluent or automatic when you get into a real conversation. My last advice: no pain, no gain.

End of Template