

In-class Writing Activity

Summaries

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Unit 5 in AWG

Level: Graduate students

Number of learners: 12-18

Student Learning Outcomes

- Students will be able to write summaries based on their notes
- Students will know how to apply summarizing strategies in their writing
- Students will be able to understand the symbolic value of speaking Pidgin in Hawaiian society

Materials

- Swales, J.M. & Feak, C.B. (2004). *Academic Writing for Graduate Students*. 2nd edition. Ann Arbor: University of Michigan Press, Unit 5.
- Video “Tita: Being a Pidgin Speaker” (posted on www.eslhawaii.weebly.com under the tab *Teaching Resources*)

1. Opening

Before you show the video to your students, give them some background information about the person on tape. Kathy Collins is a local comedian from Maui who became famous on the Islands for her “alter ego” *Tita*, a word used to describe a tough female.

Show students the video that in which Kathy talks about the symbolic value of Pidgin for her as a local. She also talks about differences between Standard English and Pidgin and describes how the languages is a resource for her creativity.

You may want to list the following questions on the board or provide them to students on a paper slip BEFORE the watch the video. It is very likely that you will have to show the video several times before your students will be able to multi-task (taking notes while listening).

Directions

a. First round of watching the video:

Take notes as you watch the video. Pay attention to the interview questions. They can be helpful to organize your summary thematically. You will watch the video twice.

b. Second round of watching the video:

After you have divided the information by themes (interview questions), fill your themes with details.

c. Come up with an overall topic for this video.

2. In-class writing

Have students share their notes with a classmate to discuss missing information.

- Write down a one-sentence summary for each theme.
- Connect your one-sentence summaries to a summary that covers all major themes presented in the video.

3. Follow-up questions for language awareness

1. How are being a local and speaking Pidgin in Hawaii connected?
2. What does Kathy mean when she says Pidgin “can get you in the door”?
3. In your opinion, can somebody be part of a local community without speaking the local language? What does this mean for you as an international student?
4. Kathy mentions that some things that Pidgin conveys cannot be expressed in Standard English. Would you agree or disagree with her? Do you have examples from your language background?
5. In what contexts would you like to use the local language that you have learned in this class? With locals? With other international students?