

# A Way to Navigate a Successful Learning: Learn Smarter, Not Harder

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PRESENTED FOR LANGUAGES OF ASIA LEARN WORKSHOP  
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# Outline

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1. What is Language Training Like in FSI
2. What is Mind-Mapping Technique
3. How Do We Integrate Mind-Mapping
4. Hands-On Activity

# The People We Work With

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Who are our students?

Why do they study languages?

How do they use languages on the job?

# The People We Work With

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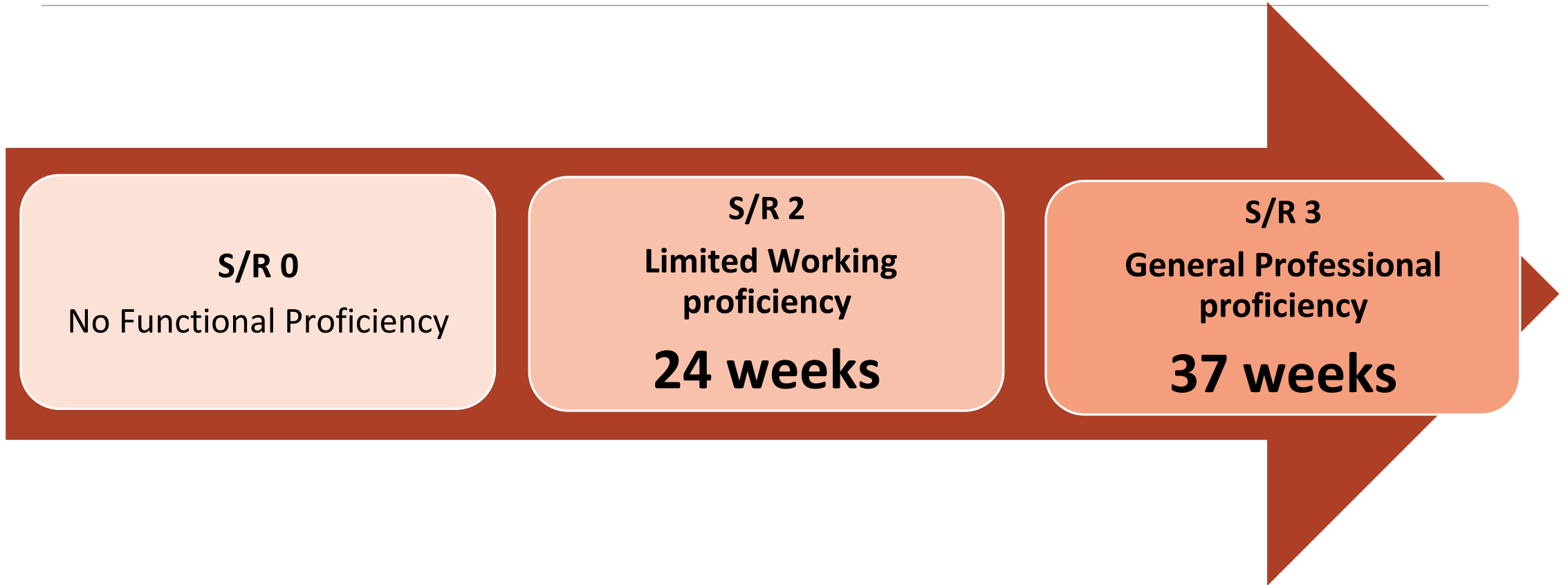


## Note:

- ✓ SLS provides language and culture instruction to foreign affairs personnel and their eligible family members to prepare them for work and life overseas.
- ✓ Many positions at overseas missions require the use of language as a fundamental tool in carrying out the job. These are called Language Designated Positions (LDPs).
- ✓ Most of the students in SLS study foreign languages because it is required for the job they are assigned to.
- ✓ Our students have a clear mission -- to carry out the foreign policy of the President of the United States and to represent the political and economic interests of the United States around the world. For this, knowledge of the language and the culture of the country of their assignment is crucial.

# Indonesian Section's Program

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# Who Are Our Students

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An embassy generally houses six types of Foreign Service Officers (Cones):

- Consular Officers
- Economic Officers
- Management Officers
- Political Officers
- Public Diplomacy Officers
- Regional Security Officers

*We prepare people for the job*

# Our Typical Classroom

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Image: <https://thumbs.dreamstime.com/z/animals-classroom-illustration-many-43864032.jpg>

# Our Typical Classroom

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Note:

- ✓ Learners have different levels of motivation, different attitudes about teaching and learning, and different responses to specific classroom environments and instructional practices.
- ✓ The more thoroughly instructors understand the differences, the better chance they have of meeting the diverse learning needs of all of their learners.



Image: <https://thumbs.dreamstime.com/z/animals-classroom-illustration-many-43864032.jpg>



# What is language training like in FSI?

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**Proficiency-Based**

**Intensive**

**Result-Oriented**

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# Challenges

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## Students

- ✓ Learning Preferences
- ✓ Not Enough Time
- ✓ Classroom size
- ✓ EOT

## Teachers

- ✓ Students are SMEs
- ✓ Tailored Instructions
- ✓ Teacher's background
- ✓ EOT

# Why Mind-Mapping

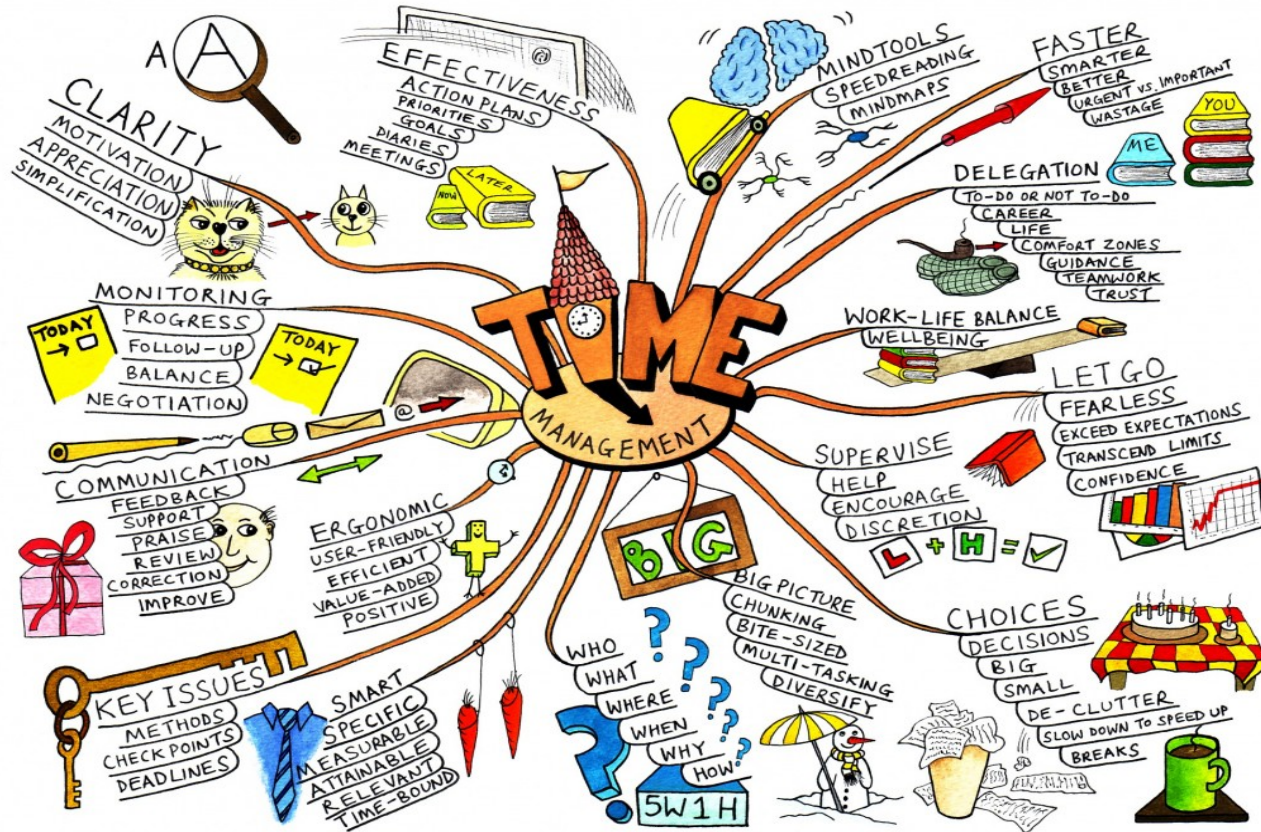
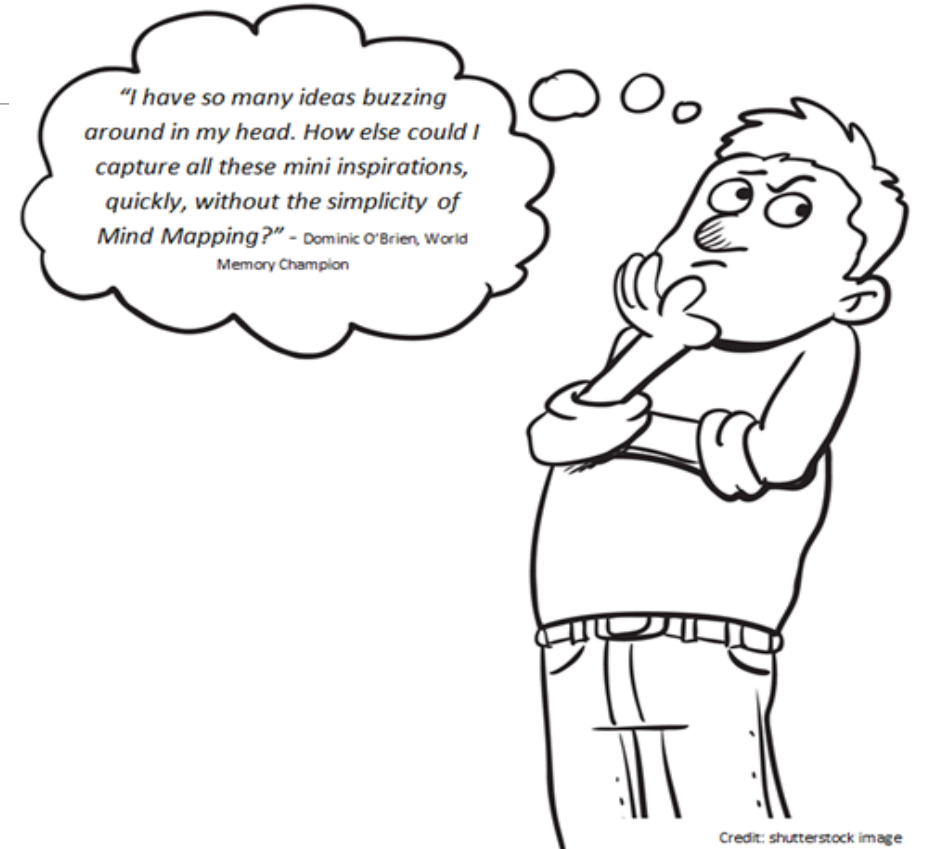


Image: <https://assets6.irisreading.com/wp-content/uploads/2011/08/All-about-Mind-Mapping-1024x798.jpg>



Credit: shutterstock image

# Major Benefits of Mind Mapping

**Not Losing Minds/Thought**  
**Navigate Through Multiple**  
**Ideas; Clear Cutter Ideas;**  
**Enhance Memory & Retention;**  
**Branch Out/Relate To Other**  
**Ideas.**

**Will accommodate your**  
**Preferred Learning Style**  
**Visual; Auditory, Kinesthetic,**  
**and/or Combinations**



Credit: Shutterstock image

**Frictionless Thought**  
**Organization**  
**Improve: Fluency; Quantity and**  
**Continuity of speech; Focus; and**  
**Discourse**

**Whole Brain Thinking**  
**Left Side: logical, sequential,**  
**rational, analytical, objective, look**  
**at parts**  
**Right Side: random, intuitive,**  
**holistic, synthesizing, subjective,**  
**look at wholes**

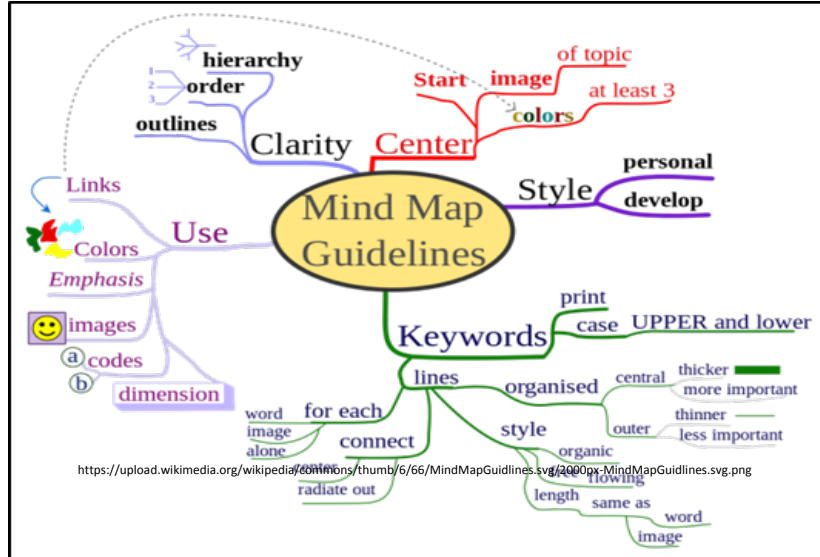
# How to Get Started?

Essential characteristics of a Mind Map



# How to Get Started?

## Essential characteristics of a Mind Map



<https://upload.wikimedia.org/wikipedia/commons/thumb/6/66/MindMapGuidelines.svg/2000px-MindMapGuidelines.svg.png>

### Note:

- ✓ A central image, which is the main idea, subject, or focus.
- ✓ Branches, which are the lines drawn from the central image to generate main themes.
- ✓ Every branch has a key image or key word drawn or printed on its associated line.
- ✓ Twigs, which are topics of lesser importance.
- ✓ A connected nodal structure that is formed by the branches.

# How Do We Integrate Mind Mapping

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When and What Level?

**Speaking and Reading**

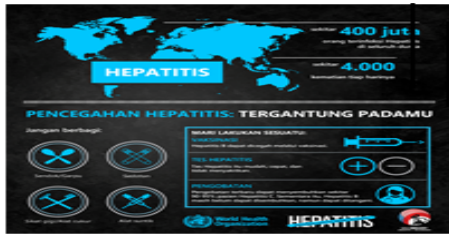
**Cone/Job-Related**

**Any Level (Beginner to Advanced)**

# How Do We Integrate Mind Mapping

Prepare your presentation about the topic. You will have 7 minutes to prepare.

For Advanced level: Add opinion and/or analysis in your presentation



**HEPATITIS**  
400 juta  
4.000

**PENCEGAHAN HEPATITIS: TERGANTUNG PADAMU**

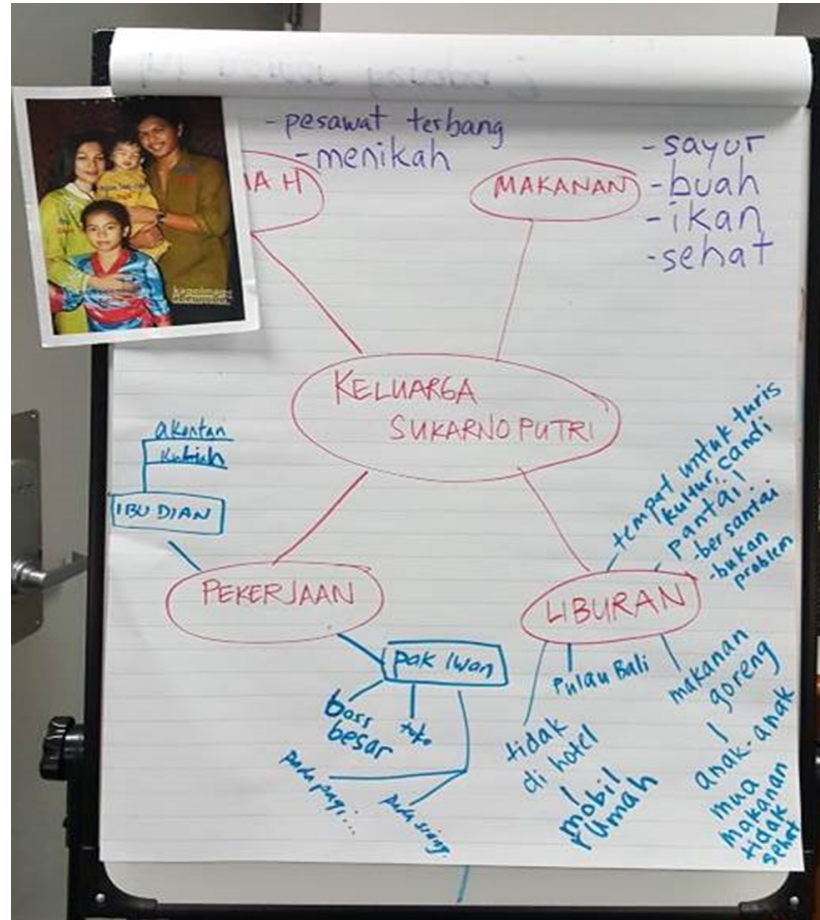
MAU LAKUKAN SESUATU?

Topic: Disease Prevention  
Branch out: (relate this topic with your own experience, background knowledge, and interest)  
My sub-topic is:.....

- Don't forget to use:**
- Topic-related vocabulary and phrases
  - Structure: Use affixation "me-kan" in your sentences.
  - At least three comparisons (positive, comparative, superlative degree)
  - Expression: "tidak dapat dimungkiri..." ("It cannot be denied...")
  - What Indonesian related cultural elements I would like to say? (idioms, proverbs, saying, background knowledge)



# Application

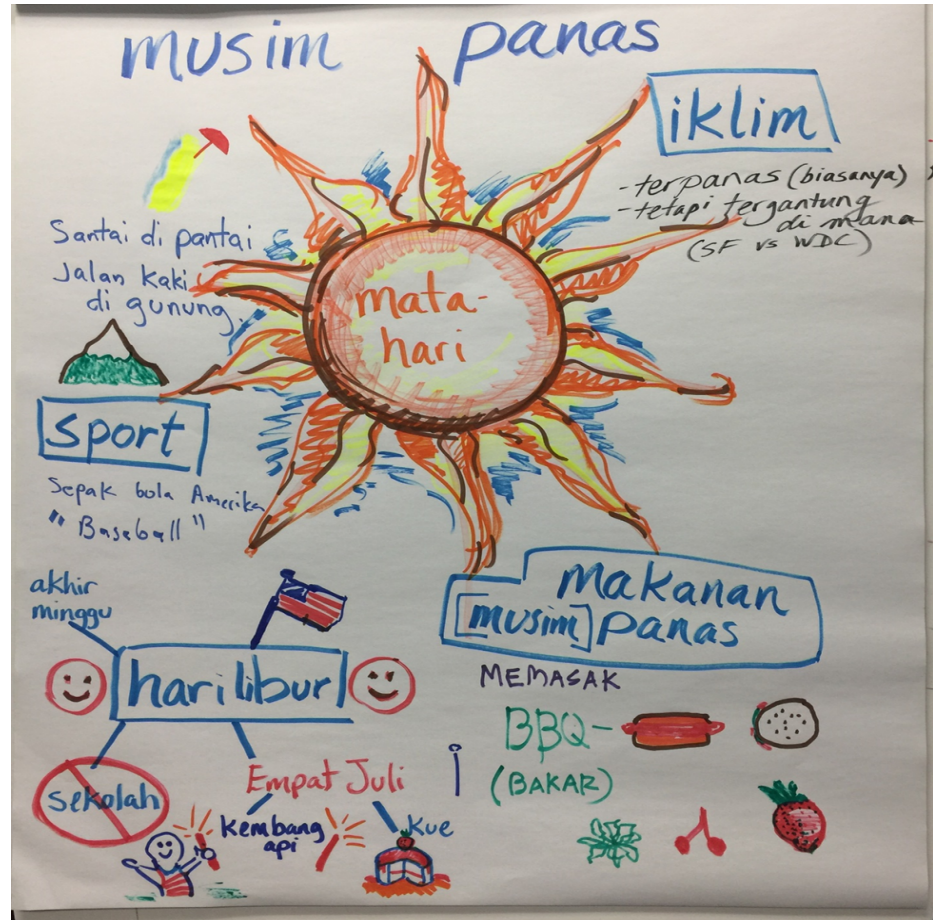


Student's voice:

“I use it to collect vocabulary. I almost can use them instantly!”

(Phase One Student – First week of training)

# Application

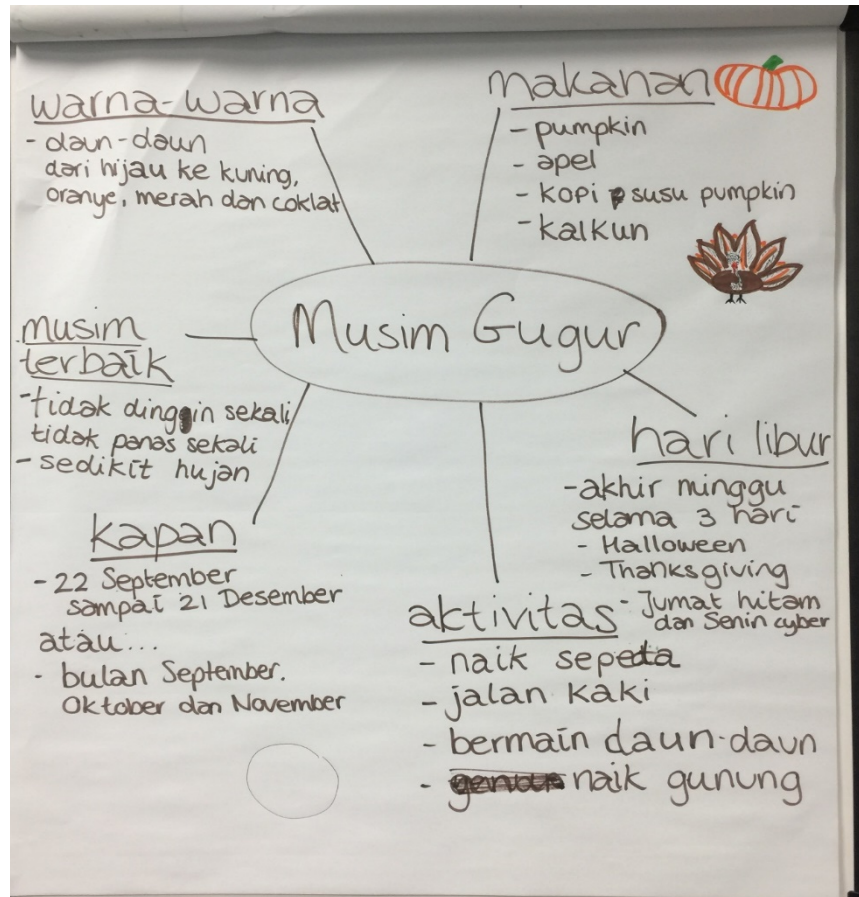


Student's voice:

“It helps me to visualize.”

(Phase One Student – Second week of training)

# Application

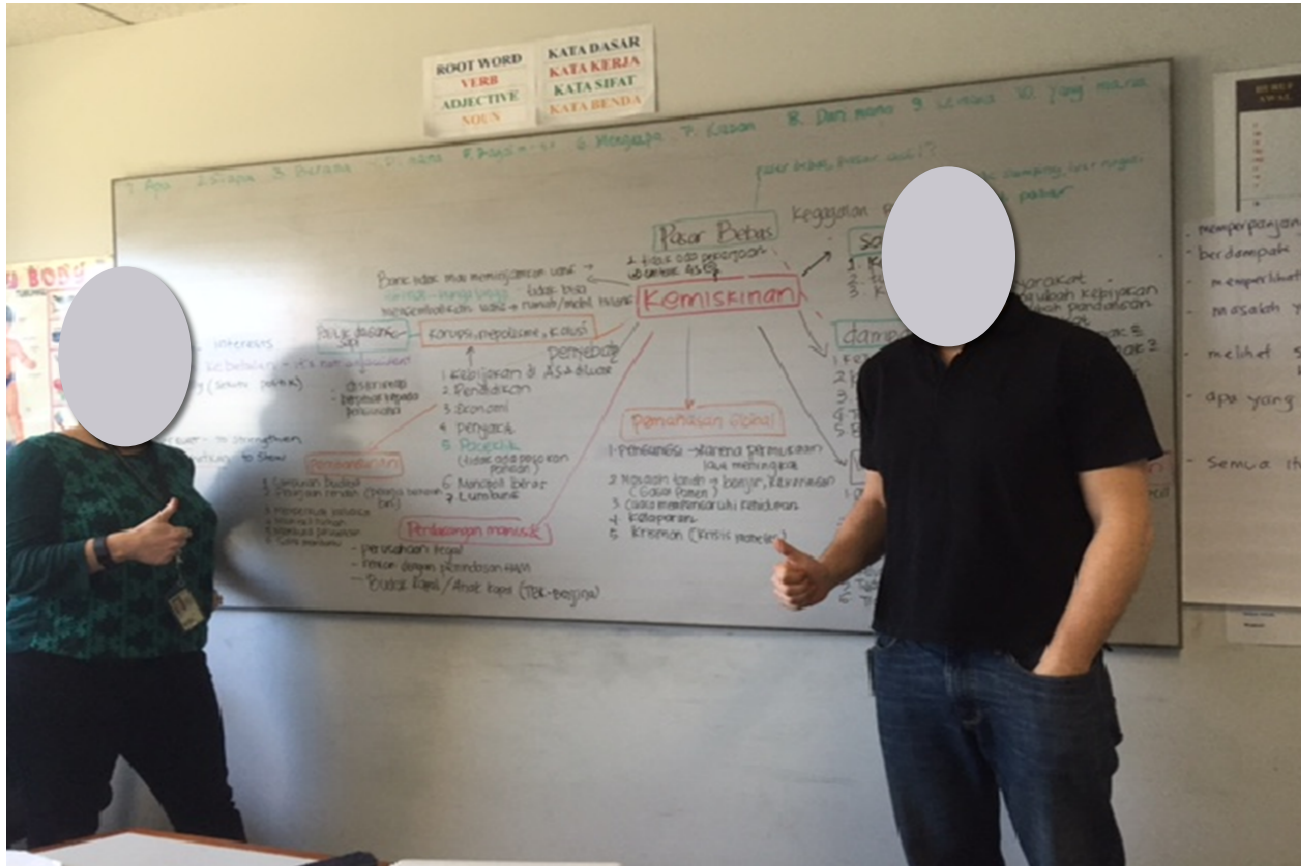


Student's voice:

“I can speak without memorizing so many words!”

(Phase One Student – Second week of training)

# Application

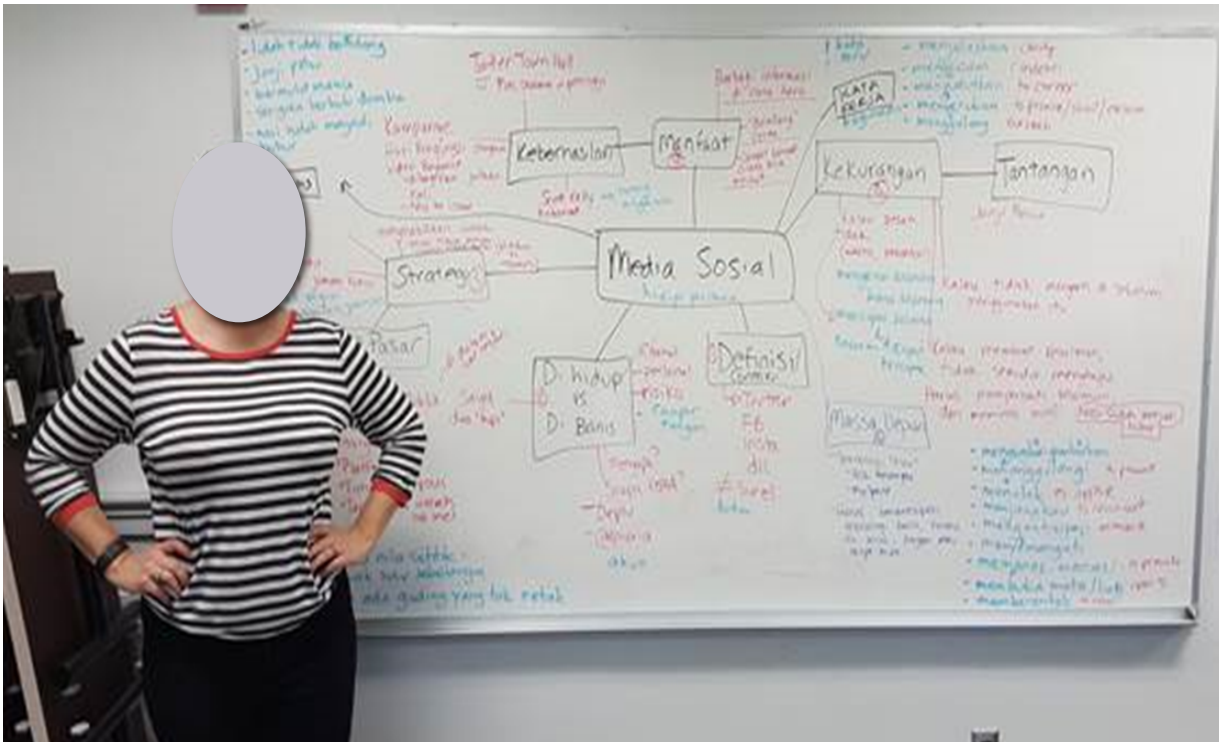


Student's voice:

“Great way to brainstorm and learn from my classmates!”

(Collaboration Activity: Advanced & Intermediate-Level Students)

# Application

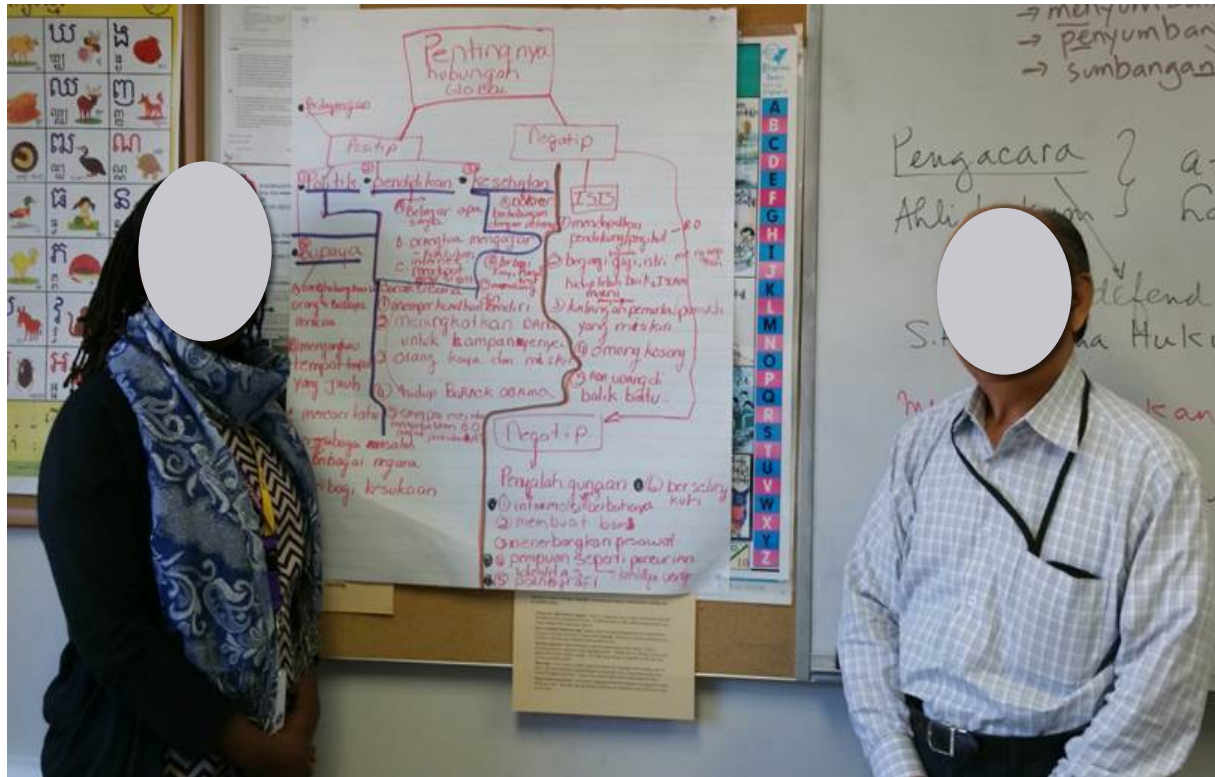


Student's voice:

“It helps me to focus on the links and relationships between ideas, so you don't just have disconnected facts.”

(Advanced-Level Student)

# Application



Student's voice:

“Mind-mapping saves me time because I don't have to read my notes over and over anymore.”

(Intermediate student)

Hands-On Activity:

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**Let's give it a try!**

# Hands-On Activity:

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## **TASK:**

**Follow the steps on your handout**

- 1. Pick a topic**
- 2. Choose your level (higher or lower level)**
- 3. Put a number on the sub topic**
- 4. Add sub topic**
- 5. List word; phrases; or sentences in each sub topic**



# Conclusion:

## Why does mind mapping work well?

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Because it is:

- Student-center (a teacher is a facilitator and leading learner)
- Inclusive (can cater those who are not interested in a particular subject)
- Engaging (anyone can chip in and share ideas)
- Easy and practical (can be done by anyone, anywhere, and anytime)
- Enjoyable and fun (because of the various uses of images, colors, and texts)

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# Thank you!



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