

From: "William B. Fischer" <fischerw@pdx.edu>
Subject: meeting 30 April 2009 Thursday

Bill *Chinese Garden* *Volunteer*

Tomorrow and probably many further meetings will have considerable similarity: talking out the projects, sometimes trying them out as we did with Spanish ballet. I'm attaching the complete versions of the Spanish makeup + theater production + CBI-style literature project and of the French bicycle tour business one.

We probably need more discussion about assessment, and we haven't talked much about reading and listening skills.

At the risk of overdoing the topic, I may bring in some more SpeakEasy examples to illustrate those important points about not overestimating student's ability and not underestimating the time CBI activities need.

Now I need to come up with the customary teaser. Let's see, hmmm...

Got it! Might not be very good, but it's what I've got, and I need some time this evening to work on that Albanian software so it will be up on the grant-proposal website in case the proposal reviewers have now received our stuff.

Let's say that your language department wants to keep its profile high beyond the borders of the department - so often we language folk are overlooked. Now we've talked a lot about CBI with sustainability and environmentalism as the C. But what if the glamour topic is "internationalization"? Can't just do another "Foods [Dances, Costumes] of the World" festival. That's old hat, and internationalization is much more serious than that. It's war, and peace, and ethnic strife and such.

So you maybe hit on the idea of "Conflict Resolution" with the internationalization flavor. A quick glance at the proficiency guidelines, however, tells us that it's not going to work if you try the "Model United Nations" idea for your two-week module. Any better ideas? You see, conflict resolution involves the high-level functions of persuading, counseling, hypothesizing, and representing the views of others, but the full-force language to do that is found only at a level (ILR 4, well up into ACTFL Superior) where we just have many students, even in our grad-level language programs. I'm an ILR 4 in German - maybe, and if I am, it's not a strong 4.

From: "Mary Bastiani" <bastiani@pps.k12.or.us>
Subject: **FLAP Grant Proposal**
Date: April 30, 2009 9:58:09 AM PDT
To: "William Fischer" <fischerw@pdx.edu>, "Rob Sanders" <rsanders@pdx.edu>

Hi Rob and Bill,

I've been given District permission to pursue a Foreign Language Assistance Program (FLAP) grant for Spanish. The project would involve 6 to 7 of our K-8 schools with a focus on developing effective proficiency-based program models leading to a minimum Novice High.

At the moment, many of the programs at K-8 are enrichment/exposure type courses with little consistency from school to school. Hence, the project would involve developing program models, instructional materials, thematic units, professional development, assessment(s), articulation planning, technology, and evaluation.

I can envision two roles for PSU-FLL: 1) professional development and 2) consulting

RE: Professional Development. The grant supports holding summer institutes for teachers. In the case of some of our K-8 and other teachers - especially those who continuously teach the 1st or 2nd year levels, their proficiency diminishes. Hence, a summer institute blending language proficiency development and effective instructional practices would be beneficial.

RE: Consulting: feedback on instructional units; classroom observations, etc. (This is something we have been doing with our Russian project. Once per month, the high school Russian teacher has been meeting with Sandra and Nila to get input/feedback on her curriculum, instructional units, lesson plans, etc.). In the case of this project, there will be 5-7 teachers. Hence it would need to be modified to include all of the teachers - perhaps meeting more in year 1 and less by year 3.

I am open to any other thoughts the two of you might have regarding PSU - FLL's role in this proposed project.

Program gives Hispanic students a boost of college inspiration

Scholarships | A

ASCO, Wash., resident inspired with the idea hile at a copy machine

By JOE CHAPMAN
THE ASSOCIATED PRESS

PASCO, Wash. — It started with a copy machine. Linda Armijo was working in a print shop at her job about years ago when she decided start a scholarship program Hispanic students. A co-worker stopped by to photocopy her son's certificate from Afro-Americans for Academic Society, an organization that helps young people go to college by awarding them scholarships and certificates for academic success.

"I thought that was really cool. And I heard about the dropout rate, how bad it is for Hispanics," Armijo, 58, of Pasco recalled last week. She was a high school graduate who had attended beauty school. She enlisted her younger brother, Frank Armijo, and two other relatives, Ruben and Gloria Lemos, and they started the Hispanic Academic Achievers Program. Twenty years later, the organization has given out \$2.8 million in scholarship money to help Hispanic students reach a goal Armijo never reached for herself — going to college. The program will award another round of scholarships at its annual banquet, starting at 6 p.m. Friday in Pasco. The organization hopes to give \$100,000 in scholarships to about 25 students, but the exact amount depends on how much was donated this year.

Key sponsors include Dan and Sue Frost, who once again will provide the top prize, a \$30,000 scholarship. Fiesta Foods gave \$20,000, Bill McCurley Chevrolet donated just over \$16,000, and State Farm Insurance donated \$10,000. In the program's 20 years, an estimated 450 Hispanic students in the Tri-Cities, Benton City and Connell have gone to college on scholarships from the organization. Another chapter started by a cousin of Armijo is in Yakima, and a Prosser chapter is in the works.

"We can't always fully pay for their college, but we try to help them get their foot into the door so they can find other means of paying for their college," said Gabriel Suarez, program president. Suarez received a program scholarship when he graduated from Pasco High School in 1992. The \$1,000 scholarship he received, at the time the biggest the program had awarded, paid for him to attend two quarters at Columbia Basin College.

"That was the only scholarship I ever received," Suarez said. "My junior and sophomore year, I still wasn't sure what I was going to do. ... When I got that scholarship, it really boosted my confidence and convinced me to pursue higher education." Suarez earned a degree in management of information systems from Eastern Washington University and works as a network engineer for Lockheed Martin. Over the years, countless more students have received program certificates during their primary and secondary educations. The certificates encourage them to achieve a 3.0 grade-point-average each year.

"Seeing the faces of the kids getting certificates, they feel so good when they hear their name being read," Armijo said. "That's what it's all about, seeing their faces." The recognition encourages parents, too, as they are as proud of their children's accomplishments as the students, she said. The awards and certificates are presented at the annual banquet in the spring, which draws an audience of 2,000 to 2,500. It's not uncommon for seniors to come in for their scholarship interviews with notebooks of all the certificates they've received. They also come with stories of difficulties they have had to overcome on their way to graduation. Most of the students come from low- to medium-income families, and many are the first to go to college. Some from broken or single-parent homes and have had to port themselves. "It's very important for key in on these students," Suarez said, "so they can be motivators to their brother sisters and nieces and nephews and so on and motivate them to do well and provide higher education as well. The program also encourages them to return to the community after they completed their education and give back to the organization that supported them. The very least, they're engaged to 'just get involved' in the community and help motivate others," Suarez said. In that way, the program aims to replicate success the copy machine that inspired Armijo.

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1 paper was
aring at her

Continued from Page E1

Friday, she figured someone had bought a gift and gotten to remove it from her car.

had to hang onto it, and try to find out whose it was."

Beth telephoned Lorrie and left a message that she was the owner of the photograph.

prankster and his friends are one of them took it and put it in the car and forgot about it."

Last Thursday morning Beth Marchi, a teacher at Riverdale Grade School in Southwest Portland, picked up The Oregonian for the first time in two weeks. She'd returned late the night before from a trip to visit her sick mother in New York state.

Lorrie says, "She brought me something about her dad dying."

As Lorrie and Beth talked, they learned their sons are the same age and graduated in the same class from West Linn High School. But the boys were just casual acquaintances and have only one friend in common.

"I just flipped it open ... and there was my son's picture staring at me."

After work, Beth drove to Lorrie's house to claim the photograph. "She just hugged it and was so thankful," Lorrie says. "She brought me flowers."

"And he outright denies having anything to do with it," Beth says. "And he's not that kind of kid. He's not one of the ones I suspected of it."

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From: "William B. Fischer" <fischerw@pdx.edu>
Subject: **Re: meeting 30 April 2009 Thursday**
Date: April 30, 2009 1:24:30 PM PDT
To: Kelsey McDonnell <kcmcdonnell@googlemail.com>

That could work too. I'd guess that anything would work that involves acquiring or applying knowledge or skills - anything that we learn by language, rather than "monkey see, monkey do". But for our "secret" purpose in CBI - facilitating language learning - the better content areas / sub-areas are those where there is rich interaction, particularly between the learners, so that the class doesn't get too teacher-centered.

Some years ago one of our German TAs got a job at a high school up on the slopes of Mount Hood. The school was for kids (just boys, I think) who were training very seriously as skiers - world-level competition and professional beyond that. But his job was to teach German there, not skiing - though he was a serious outdoors sports person.

My impression is that people learning photography interact more with each other than do people training for marathons. Just watched "Chariots of Fire", and there's a close trainer-runner relationship there, but it's very narrow in terms of language.

For photography CBI: I recall my daughters taking photography at Grant High. At the start (whether of beginning or advanced class, I don't remember) they had to have a short training and pass a test in darkroom procedures - not the actual developing, but how the place was managed: equipment safety and proper handling to avoid damage, checking out equipment and supplies, etc. Necessary in the "real world" course, but maybe not the right way to get a leg up on CBI - rather unexciting, and peripheral to really "doing" photography. But it points us in the right direction: 1) It's an activity that people would really do in such a course; 2) We can estimate how long the session takes in the native language - I think it was just an hour; 3) We can picture what language was involved - not just which vocabulary, but how language was used, even down to the testing: short quiz about vocab and then sentence-level summary of procedures and rules.

Something like that could be your Project 1 (60 minute) lesson - would have to be simpler, because activities in the target language take much longer. So it could also be your Project 2 (darkroom safety and management, maybe some equipment maintenance - not the darkroom, but the cameras, etc. that people check out). Doesn't sound all that "sexy" as a demo lesson, and it depends heavily on specialized, higher-level vocab, and if the learner is tested as described above the writing skills would have to be solid Advanced.

But here are some ideas for P1 or P2 activities where the photography content is more interesting and also relates to other language areas:

1) Proper care and use of equipment in extreme weather / climate conditions (all that heat and sand in the desert, all that heat and moisture in the Amazon, all that wind and cold in Antarctica) - not just the technicalities, but discussion of the climate / weather, and maybe even throw in some directly photographic advice: How to photograph those moving whales from your moving boat with all that salt water spraying about - our daughter just went on a whale-watching boat ride last week near Seattle - she's an experienced photographer, but still got poor pics). Test might include having learners make little notebooks to carry in the pockets of their jungle jackets: Telling the native speaker tour conductor about equipment problems or asking for special help getting near those Arctic penguins (or those rare animals in the German nature preserve - search on Auerochs + Naturpark and you'll find interesting stuff).

2) Learner has identity of professional photographer and is employing a local assistant to help with the shoot

- lighting, arrangement of objects, positioning of people, whatever. Could include some specialized vocab (screens, big lights), but could also be limited just to non-photography vocab: giving directions to people - whether to assistant or to locals who are being photographed. Two grammar targets: Polite requests, including how to handle following clauses (not "Stehen Sie da!" but rather "Würden Sie bitte so stehen, dass ich Ihre Hände gut aufnehmen kann?"); and - beloved of German teachers - AC/DC prepositions: in der Ecke stehen / in die Ecke gehen). Have you seen the movie "Lost in Translation"? - really funny sequence there with Bill Murray being directed by a fast-talking Japanese main photographer, helped by the man's assistant / translator, who condensed the boss's long Japanese statements into very short English equivalents.

3) Learner is an experienced photographer now leading a group of German speakers on tour in USA. Sure, those Germans may well speak English (though if they're quite old or quite young their English may not be very good), but they will be a lot happier (and spend more) if they can hear German when they're trying to have fun / have an edifying experience. The tourists are going to visit either: a) a heavy-gospel (probably black) church service; or b) a pow-wow; c) the Indians who dwell, in great isolation, on the floor of Canyon de Chelly in, I think, New Mexico. The learner will need the ability to explain some cultural matters and will offer suggestions about how to get the gospel / powwow participants to be cooperative about being photographed. I've been in the Canyon de Chelly situation, with a camera, and it takes some negotiating. And I've seen a German-language website that explains to German tourists the touchy business of how to behave at powwows, and what to photograph (and NOT photograph). Similar for the gospel service. Here the emphasis is less on photo equipment vocab, and much more on culture talk, with a little attention to photo technique.

Could expand chunks of several of these ideas into a generic course: A highschool group is going on that traditional trip to Germany, but now each student is, say, the president of a student club and is responsible for linking up - by writing in advance, then by speaking on-site - with the corresponding person in such a club in the German high school. I think we'll leave this one for discussion in class.

On Apr 30, 2009, at 11:37 AM, Kelsey McDonnell wrote:

Thanks. I'm trying to think about things that I somewhat knowledgeable about. I had the photography idea. But what about a Physical education class that is a marathon training class?

On Thu, Apr 30, 2009 at 8:23 AM, William B. Fischer <fischerw@pdx.edu> wrote:

Thanks for hanging in there when you know that the lack of the intro course and of other experiences has hampered you. It's not your fault, and actually not ours, on the smaller scale. We're doing what we can, but of course it would be better to have people come to us and enter a more tightly-structured program where they get that intro course before they do anything else - other courses or teaching. We're aiming for that, but it will take awhile.

The first project was in fact a small "demo" of CBI understanding, to fit just one classroom period. I wanted to be sure people had the basic idea before they tried something larger. But you're not the only one who is finding that the first effort is turning into Project 2, the two-week module. And that's what you have with your photography idea (or maybe you have the idea for an entire course).

We'll use your idea as basis for class discussion today. If the discussion looks rich after just a couple minutes we'll spend even more time on it. You're addressing problems that everyone is encountering. That you know a lot about photography is very important, specially for your initial project. With SpeakEasy, I had to learn a lot about business, and I sure learned a lot of new vocab along the way!

Something that should help: Don't think about the language class first, think about real-world instructional situations where people who want to acquire some knowledge and skills - about, say, photography, I mean, not about a language - would actually agree to undergo an hour, or 6 hours, or 40 hours of training in it (friendly training). Then think which similar activities could be conducted in the target language with language learners of some envisioned level of proficiency - activities chosen in such a way, and fitted out with language in such a way, that this "covert" language class would yield improved language skills.

Your question helped me come up with a couple of generic ideas that I'll bring to class today. Got to have breakfast and drive my wife to work before coming back home to work on grant project and our class. I wanted you to get this earlier rather than later. Hope it reaches you before class.

Thanks for the positive words about the course. I hope it's evident that I really put my heart into my work.

On Apr 30, 2009, at 7:49 AM, Kelsey McDonnell wrote:

Was it only in my head that project #2 was a one-week module at the beginning of the term? For some reason that's what I thought. So I'll need to re-think that a little bit. If my project #1 turns into project #2 (or reversed), I've been trying to think of a way to do a photography class instructed in German. I'm not sure the best way to set it up. I've thought about the premise of having a group of american students studying abroad in Germany, doing a photo class. I don't know exactly what aspects of the traditional photo class that need to be changed.

I was originally thinking about the german language school newspaper idea. I'm not sure which is better. But my knowledge area is the photography part of it.

Just another comment. I do really wish that I would have had a intro to methods class before this. I have noticed the knowledge gap, not ever actually taught a class or even seen a lesson plan before this class. But I have been learning a lot as we go along! The you suggested have been helping tremendously.

Thanks,
Kelsey

On Wed, Apr 29, 2009 at 10:08 PM, William B. Fischer <fischerw@pdx.edu> wrote:

Good evening CBI folks,

Thanks for all that energy and discussion yesterday. We made a lot of progress in defining those projects and the differences among them.

Tomorrow and probably many further meetings will have considerable similarity: talking out the projects, sometimes trying them out as we did with Spanish ballet. I'm attaching the complete versions of the Spanish makeup + theater production + CBI-style literature project and of the French bicycle tour business one.

We probably need more discussion about assessment, and we haven't talked much about reading and listening skills.

At the risk of overdoing the topic, I may bring in some more SpeakEasy examples to illustrate those important points about not overestimating student's ability and not underestimating the time CBI activities need.