

Meeting 20 • 4 June 2009 • Thursday

Version: 6/4/09

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Today

(X') = anticipated time in minutes (total= 110' minus break) (#0001) etc.=item in document collection (will be explained in class)

Key to notes added AFTER the class meets:

- √ = topic / activity that was adequately dealt with during the class
- + = topic needs more attention & will be resumed at next / subsequent meeting(s)
- = a topic / activity that was proposed but not carried out - will be taken up later
- ~~Struckthrough text like this~~ = a topic / activity that was proposed but not included is not going to be taken up after all
- Italic text like this* = comments after the meeting

Week 10: CBI and various subject areas; checking projects against main CBI principles; program standards

materials: articles #0082, 0725; ethnomathematics resources from Mathematical Association of America; program standards (PPS #0010, OUS 0697)

Topics for this and next meeting (from my email of 1 June 2009):

- 1) Yes, we're going to talk about that rice culture CBI idea. Hope you've had a chance to read (skimming OK) the article itself, and also (more closely) #0082 about science ed for minorities.
- 2) More about CBI with math in yet another way: some activities sponsored by the Mathematical Association of America. I promise to go no further than polynomials and quadratics - if that far!
- 3) LAC and similar courses at other institutions: a) Rice University Center for the Study of Languages (especially SPAN 305, Narbona, Commercial Spanish) - here is the listing of Spanish courses offered by the separate Department of Hispanic Studies; b) 1993 ADFL Bulletin article about development of LAC / AFLC courses at St. Olaf College; c) about Auburn University's LAC program (includes list of other institutions doing similar); d) Concordia Language Villages
- 4) Campus-wide learning outcomes at PSU as a platform for CBI.
- 5) Maybe - maybe - another discussion of grammar, such as how to teach those "favorite" features via CBI.
- 6) Your advice for me about how to organize and conduct SpeakEasy now that it has been approved for a French version in winter quarter of next year, with a possible ESL version starting as early as next fall.
- 7) The scoring guide for our course itself - that is, for (self-)evaluating the participants (with some reference as well to your evaluations of the course and me).
- 8) Why (not) use realia?
- 9) Take home course evaluations

Teaser: This evening we attended a physical therapy session with our daughter, conducted in the Therapy Garden of Good Samaritan Hospital. Can't see a garden now without thinking CBI. Of course the therapist and our daughter didn't talk much about the garden, but rather about what to do to regain mobility. So - see item 6 above - which grammar features might be particularly frequent in such communication? What does the therapist-patient relation suggest about whether / how to conduct the same CBI activity for learners of two different levels of proficiency? And now I'm wondering whether any CBI freak has ever recorded real language used in such activities as a means of checking whether CBI activities based on them are at all realistic? I have encountered a sort of similar study: tabulation and

caption Get your cold beer here!
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 transcription_keywords topics food build scene sign
 cerveza fria para llevar, 5 de febrero
 student notes
 grammar para; preposition + infinitive; descriptive adjectives
 features
 grammar notes

langg filename 00004 caption Time announcement #04 with program summary
contexts 2008ff 02 05 07 have in media folder yn y use WB_Como 2008 yn y
transcription_keywords topics time news sched num

Vom Bayrischen Rundfunk hörten Sie Nachrichten. Die Zeit: 8 Uhr und 5 Minuten.

student notes Nachrichten = news
grammar past preposition word order contraction tense adjective dative Sie article
features plural conjunction attributive verb position

grammar notes

langg filename 00007 caption Time announcement #07 (past tense)
contexts 2008ff 02 05 07 have in media folder yn y use WB_Como 2008 yn y
transcription_keywords topics time num

Es war soeben 19 Uhr und 10 Minuten.

student notes soeben = just (now, recently)
grammar past tense adverb be conjunction es irregular
features

langg filename 00028 caption Song dedication #04 Summer Greetings to a
contexts 2008ff 09 24 have in media folder yn y use WB_Como 2008 yn y
transcription_keywords topics ded peo leis

Und das ist eine schöne Karte aus der Schweiz, aus Scheenes der Peter hat geschrieben. Und was wird's dann hören? Das hat er gewünscht für seinen

student notes Modelleisenbahn = model train set
grammar preposition dative possessive kein negation reflexive adjective ordinal
features past tense perfect participle accusative unpreceded two-way nicht

grammar notes

langg filename 00031 caption Traffic report #03 Metropolitan Munich
contexts 2008ff 03 10 have in media folder yn y use WB_Como 2008 yn y
transcription_keywords topics traf

Und hier noch ein paar Verkehrshinweise. Autobahn München-Nürnberg, A9: zwischen München-Schwabing und dem Autobahnkreuz München-Nord,

student notes Richtung = direction; gesperrt = blocked; Bauarbeit = construction;
grammar adverb participle compound preposition two-way adjective plural
features unpreceded dative adverb statal past

grammar notes

langg filename 00033 caption Traffic report #05 Heavy Traffic As Spring
contexts 2008ff 07 have in media folder yn y use WB_Como 2008 yn y
transcription_keywords topics traf weather cult

Sie hörten Nachrichten, 11.03 Uhr, Gute Fahrt und Gute Reise, Urlaub, Fernstraßen, Winter, Schnee, Frühling; Autobahn, zwischen, Unfall, Stauung,

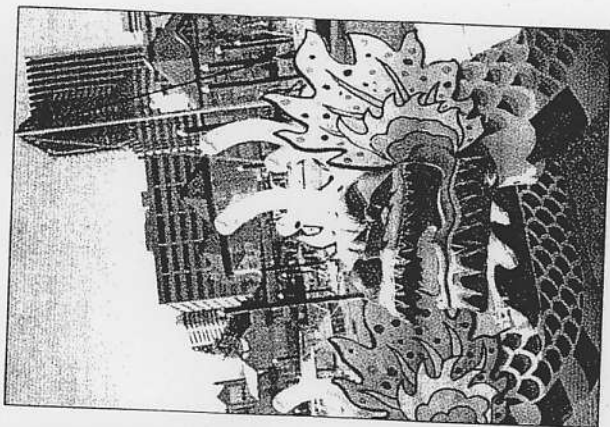
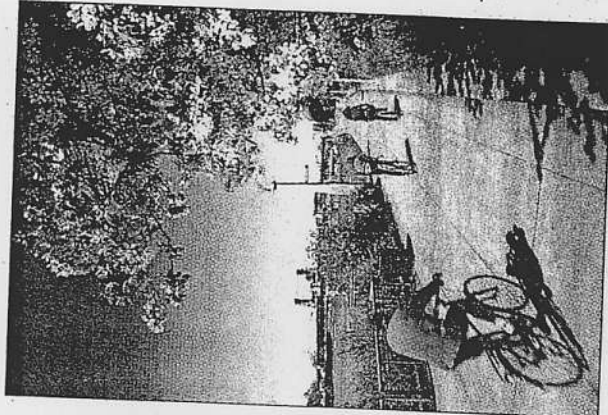
student notes Rastanlage = rest stop; Baustellenbereich = construction site area; dicht =

analysis of the vocabulary used in common ESL textbooks, as compared to that encountered in real life.

Oregonian June 2 2009 C4



Photos by JOHN M. VINCENT AND MICHAEL WILHELM
Why visit Portland? Clockwise from top: Mount Hood's nearby slopes; dragon boat races and other Rose Festival events; the bicycle- and pedestrian-friendly Eastbank Esplanade; and a network of farmers markets.



an tell by seeing what kind of clothes
of."
great networking resource for the travel
1 says. "We all have mutual interests,
est interests."
erline.lodge.com



is of people from Ohio. I think
le want to buy things that make
s to cultivate business. The people
ith. They support member
navigate opportunities. They're
s in so many ways, personally and
o find opportunities — baby
s," Watson says. "We want
an one." She adds that she likes
ise "we learn so much about
together."
e.; 503-222-4404,

— Kyle O'Brien

Portland's promoter

Travel Portland spreads the word to visitors and locals alike

By **KYLE O'BRIEN**
SPECIAL WRITER

It's all about experiencing Portland the way the locals do.

That's what travelers told tourism officials they wanted before coming to the Rose City for conventions, business meetings or vacations: information about real people doing the real things that make living in the Pacific Northwest so unique.

And that's exactly what they get from Travel Portland, a nonprofit organization dedicated to promoting the Portland metropolitan area as a preferred destination for business and leisure travelers.

"Portland... is progressive but not in a preachy way. We're sustainable without being self-righteous. This is a fun, friendly place to hang out."

Deborah Wakefield
vice president of communications and public relations, Travel Portland

Travel Portland conducted numerous focus groups and sent out more than 1,000 questionnaires. The result: More than 1,000 local businesses now are members of an organization that spreads the gospel of Portland across the country and around the world.

"We're all about marketing

proactive sense," she explains. "We're always interacting with members and working with them on online marketing. There's a lot of collaboration. This is a partnership."

For example, Travel Portland works with McCormick & Schmick's Seafood Restaurants to host meals for traveling journalists and meeting planners. In addition to giving the restaurants exposure, Wakefield says, "it takes some of the burden off our budget."

Scappoose Bay Kayaking also works hand-in-hand with Travel Portland to attract visitors. "We take travel writers and

TRAVEL

nesses and organizations for
1 more than 250,000 attendees
e.
are Dance Convention. They're a
nt of convention sales for Travel
ing in 10,000 people. And the
'll have more computing
uring that conference."
ned for 2009, with estimated

HALF-DAY WORKSHOPS 9:00 AM - 12:00 PM

THURSDAY, NOVEMBER 19, 2009

Advance rate by October 14: \$75 each

W14 GETTING YOUR STUDENTS FROM NOVICE TO INTERMEDIATE TO ADVANCED: WHAT DOES IT TAKE?

This workshop provides an overview of the ACTFL Oral Proficiency Rating Scale and description of the functions, contexts/contents area, discourse type and accuracy features appropriate to each level. Participants discuss the curricular implications of the proficiency scale and explore strategies and activities that enable students to cross proficiency level borders.

Presenter(s): Chantal Thompson, Brigham Young University

W15 UNPACKING THE STANDARDS WITH BACKWARD DESIGN: PERFORMANCE ASSESSMENT AND TRANSFER

How do I design from the Standards? What is transfer? Participants will learn a model protocol that specifically aligns Backward Design with the National Standards (5Cs). Enduring Understandings, Essential Questions, and performance assessment for transfer will inform thematic unit planning and guide program design for teachers, administrators and teacher educators.

Presenter(s): Jennifer Eddy, Queens College

W16 CREATING INTERDISCIPLINARY LESSONS USING ONLINE MAPPING TOOLS

Online mapping tools allow educators to create interactive maps connecting 3-D topography with the history, culture, economy and literature of specific locales. The addition of annotated text, pictures, videos and tours engages language students and supports differentiated learning. Participants are responsible for bringing their own laptops and securing Internet access.

Presenter(s): Barbara Lindsey, University of Connecticut; Kevin Gaugler, Marist College

W17 ENGAGING LANGUAGE LEARNERS INSIDE AND OUTSIDE THE CLASSROOM

Successful second language lessons must engage all learners in ways that personalize and energize the curriculum and motivate students to apply their learning to the real world. This session will present strategies and structures that promote active learning and connect students to the target culture. Participants will be actively involved in classroom-proven activities and assessment strategies that keep students engaged and interested, moving and thinking. In addition to many successful lesson activities, there will be an introduction to Cultural Participation and Research projects which engage students in authentic, real world culture outside of the classroom.

Presenter(s): Cynthia Ann Leathers and Diana Munoz, Redondo Union High School

W18 GAMES AND STRATEGIES FOR THE WORLD LANGUAGE CLASSROOM

Come prepared to participate, to play and to expand your repertoire! Ways to liven up textbook activities will be explored, language-intensive games will be played, reading techniques and projects to maximize target language usage will be discussed. Participants will also learn how to successfully conduct a no-English classroom.

Presenter(s): Esther Gordon, Harriton High School

W19 POETRY IN THE CLASSROOM

The presenters, both with long years of teaching experience, believe poetry has a place in every language classroom, from first year through graduate school. Poems that have been successful in the classroom will be introduced and discussed, and participants will receive tips on how to enliven poetry discussions.

Presenter(s): Jo Sanders, Rilke School; Karl F. Otto, University of Pennsylvania (Emeritus)

