

Meeting 12 • 7 May 2009 • Thursday

Version:
5/7/09

People: Benoit, Montaigne; Breedlove, Clifford E.; McDonnell, Kelsey C.; Orcutt, Kathleen S.; Pennington, Laurissa B.; Salinas, Victor; Tasi, Joana; Watters, Erin.

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 6: Team-Based Learning (TBL); Thinking toward project #3: a hefty CBI activity with long-term possibilities (course? cooperation within a large program outside?)

materials: ads for study abroad; Shrum about communicative competence

(10') A movie clip about learning Spanish (poorly!) for a rather unusual vocational purpose - why is this not good CBI? CBI for its own sake (C), vs for the sake of language learning

(30' or more) More project discussions; if anyone is still lacking a course idea (Project 3), I recommend looking at programs where ordinary students (=not language students) make study / work trips abroad (ecology in Costa Rica, etc.) and developing a CBI component for them; see: www.ahastudyabroad.org ; earthwatch; courses at abroad equivalents of community colleges (German: VHS / Volkshochschule)

(20') Team-based learning for CBI purposes: 1) try out the SpeakEasy activity "re-organizing the classroom into a workplace"; 2) groupwork vs. GROUPWORK/ TEAMWORK - how to set it up using L2, making things happen outside class, assessment issues, tensions (examples: SpeakEasy departments, SF drama production sub-teams);

(20') IF TIME: Four takes on the same underlying idea: 1) empathy with our learners; 2) accurately assessing their proficiency before we start CBI (#0403 first-year Spanish at PSU, especially pp. 529-30); 3) remembering that learning is both process (journey) and result (destination); 4) our recollections of our own language learning - are they accurate? and what do we mean when we say, "Well, I learned [x] when..."? 5) Europeans and their CBI-related ESL; 6) relating the function- and context-driven nature of CBI to how we get our students to acquire vocabulary and structure (aka grammar).

(20') how CBI relates to careers in language teaching; CBI-related grant possibilities; links: Humboldt Project grants page; Albanian project; PSU CAE (see link "resources" and also "International CBI"); PSU OAA faculty development resources, including AIM grants; example of US DOE grant site (CFDA 84.017)

Return service requested
C. Box 370, Orcas, Washington 98280-0370
summer fun with a French accent!



Send P3 files

Send Sara PDX open up to Orcutt

Post - Orcutt, Tasi

Upcoming class meeting(s) (#13 • 12 May 2009 Tuesday)

Emphasis: course-length CBI; portfolios & work samples (as CBI activities, for assessment, for professional use; Humboldt Project: "Earth Day with Alex" / *Cynanea humboldtiana* - our endangered species)

meeting

Further topics: Russian Flagship program; LAC in various programs
"Traumreise / Dream Trip" project as starting point for a for-credit (

Team-Based Learning (Michaelsen book), resources 0164, 0191, 01

If not read already: Portland Public Schools "Recommendations for
Minimum Performance Standards" (#0010a)

upcoming (NOT yet assigned): 0094, 0114, 0164 & other TBL, 0271

McWhorter about Black English / standard English and Afrocentric

FLA about Engineering & German

Second-language and ESL modules for the Humboldt Project

Schalock about history of US ed and standards

Upcoming assignment(s)

This section offers a PREVIEW, not activated assignments. Assignr
announcement of their deadlines, both in class and on the "schedule

Maybe a second reflective piece: "Oh, so that's what standards in ot
like!"

Announcements

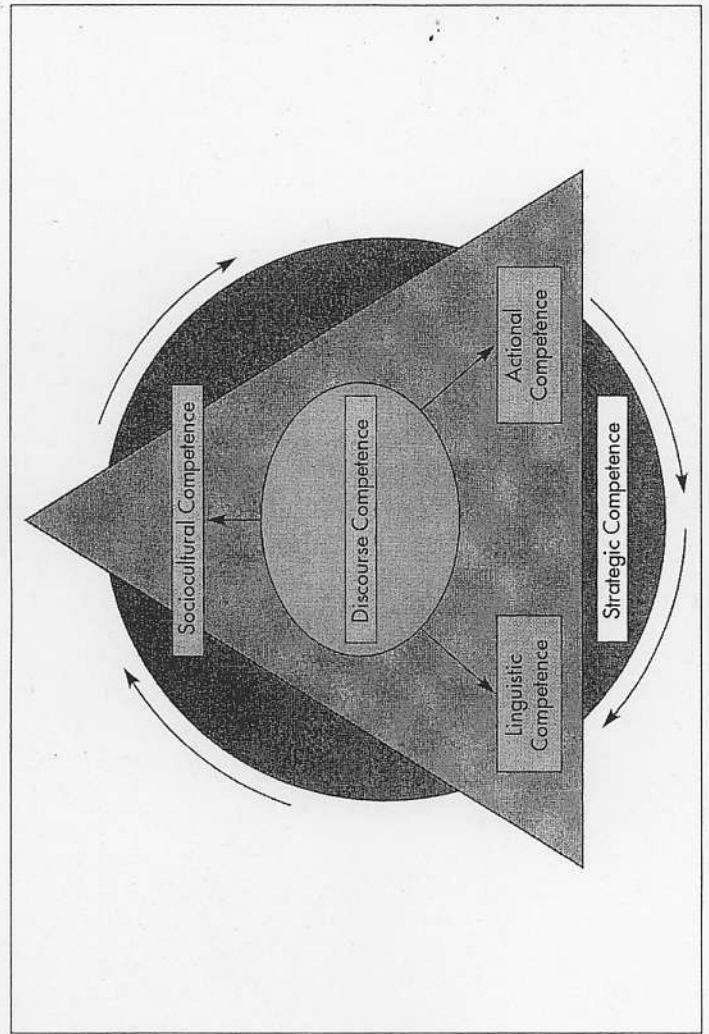
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Misc.

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FIGURE 1.1 Communicative Competence



Source: Celce-Murcia, Dörnyei, and Thurrell. 1995. cf. Hall 1999. p. 20.



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