

Meeting 03 • 6 April 2010 • Tuesday

Version:
4/6/10

People: Fischer; Ireton; Konrad; -Moore

Today

(X') = anticipated time in minutes

(0001) etc.=item in document collection on CD-ROM

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

~~Struck through 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 1: Main Topic(s): Introduction to the Course, of course; our group; What is 'CBI'? Adjusting this year's version to SpeakEasy

materials:

CBI in the News - ACTFL SmartBrief reports (6 April 2010 - today!) about math lessons in Chinese & Spanish in first grade in Seattle (0799, note on CD-ROM); the "Humboldt Project", and its earlier versions, FLL 399 (2006W) and GER 427/527 (2006F); also my PSU SING presentation about it (October 2008); examples of other courses and projects elsewhere: Levine's second-year simulation courses (0172, 0705); Ryan-Scheutz & Colangelo's beginner-level (!) drama production (0019); the "Big Book" activity for middle-schooler FLES (0407); Rice University business Spanish course, and a faculty profile of someone (German prof Rick Spuler) who would probably take quite naturally to CBI; new efforts to teach reading better in PPS, and local business-support meetings for Hispanic would-be entrepreneurs (see handout from previous meeting)

ACTFL Proficiency Guidelines (speaking 0012; writing 0013) - this should be review reading, not new;

Standards for Foreign Language Learning: Preparing for the 21st Century (0001, "5 C's")

Subject-area standards for exiting high-schoolers in the state of Oregon (0691 Second Languages; 0693 Visual & Performing Arts; 0694 English; 0695 Mathematics; 0696 Science; 0697 Social Science)

(20') How does CBI relate to the "standard" pedagogies of language teaching? (0120, "The Standard Sequence and the Non-Traditional Methodologies"; 0156 [handout in class] "Comparison of Methods in Terms of Proficiency Orientation" - applied to CBI orientation). While we're at it: more about EGI (explicit grammar instruction) and grammar teaching/learning in general - a major point being the "acquisition syllabus" of grammatical features (discussion example: the German negative: nein, nicht (word itself, placement), nichts, kein-, (noch) nie, noch nicht/kein, nicht/kein mehr, keinerlei, weder noch (with noun, with clause), nichtsdestoweniger, keinesweges

(20') Some examples of CBI - see above, "materials", especially "Seattle Schools", "Humboldt Project" and Business Spanish Course. What complaints might people make about CBI for language learning? What cautions would you have about trying to bring Seattle math to PPS? PSU?

(20') Language standards: the necessary foundation for CBI implementation (see documents above)

EK - another year

*how long here
how stay informed
gringe*

Earth Day

EK: immigration

<p>(20') What (will) this class (will) do? Reading, reflection, discussion, reports, writing, small & large project(s) (individual, ?group?), field trips and outreach, grant-seeking? Problem in previous versions of the course: the one-meeting CBI lesson, the first major assignment, was particularly troublesome. People felt they needed more context (at the course level). But maybe we can use SpeakEasy as that initial context.</p>
<p>(20') SpeakEasy maintenance: add a second classroom hour? meetings outside class ("employees"; BC & I separately?). Immediate needs (Dutch cards, Univ Place) vs. long-term (=for Fall 2010) development, including the "hybridization" project. Tentative idea: create modules involving either reading & writing, or ini-class discussions supported by authentic materials</p>
<p>(10') reminder: Turn in your initial reflections; what categories should the scoring guide include? Weighting?</p>

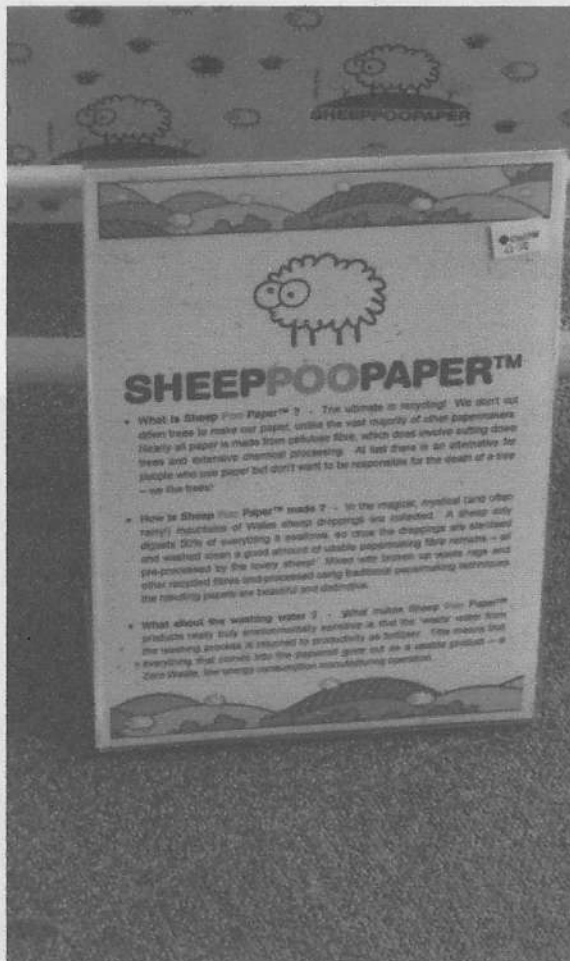
Upcoming class meeting(s): #4 & #5 (8 & 13 April)

- 1) Project 1, with work samples from previous groups.
- 2) Continue Stryker /Leaver (or Kasper)
- 3) On-line lesson plan resources (see "Schedule", week 2)

Upcoming assignment(s)

This section offers a PREVIEW, not activated assignments. Assignments are made, with announcement of their deadlines, both in class and on the "schedule" page.
 CBI Project 1: An instructional module for a single classroom meeting (but WAIT until the assignment is officially activated).

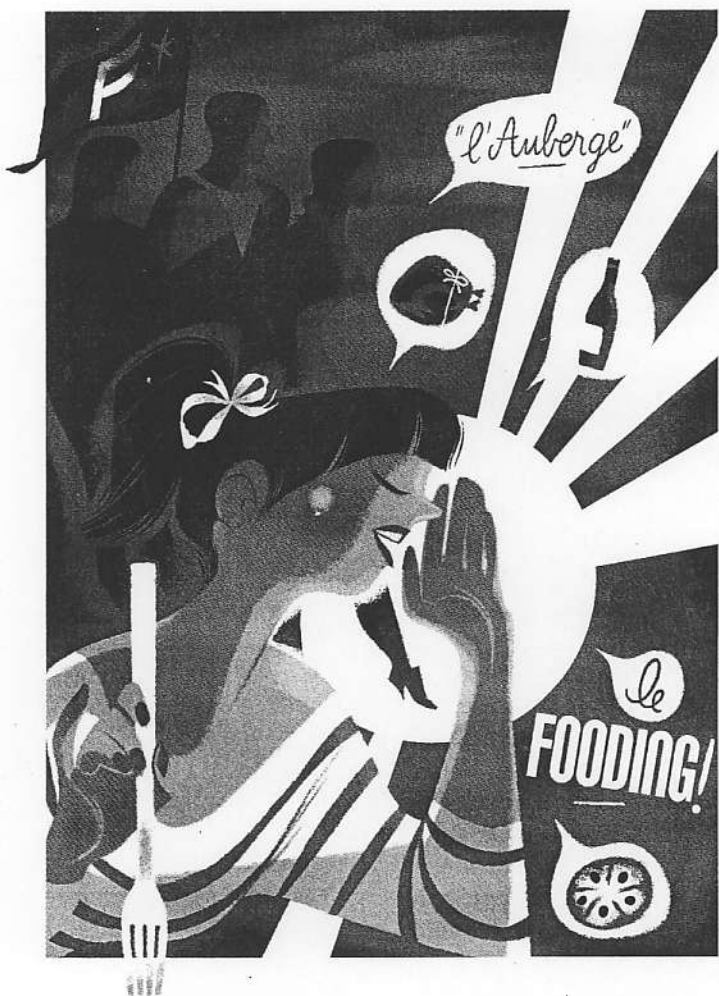
Announcements



NO RULES!

Is Le Fooding, the French culinary movement, more than a feeling?

BY ADAM GOPNIK



I suppose I would have an easier time deciding if the Paris-based French food-guide-and-festival group that calls itself Le Fooding is going to be able to accomplish all that it has set out to accomplish—which seems to be nothing less than to save the preeminence of French cuisine from going the way of the Roman Empire, the five-act tragedy, and the ocean liner—if I had an easier time defining what it is and truly hopes to do. That it is a phenomenon is beyond dispute, its success having reached the point where the French daily *Figaro* announced, last summer, that French food is now divided into two families, each with its own public and cultural identity: “On

the one side, Michelin, with its century of cultural expertise; on the other the Fooding guide, born ten years ago in an attempt to break the codes and finally offer real change to a gastronomy that its authors judge to be outdated.”

Yet what, exactly, the new family stands for can be hard to say. At some moments, Le Fooding seems earnest, in the manner of the Slow Food movement; at others, it is merely festive, a good-time gang; at still others, it appears determined to wrench the entire culture of good food in France from its historic place, on the nationalist right, to a new home, in the libertarian center. To spend

a few months studying its founders and their ideas is to get pretty much the same feeling you get when, studying French history, you have to take up the story of Jansenism at Port-Royal in the seventeenth century: all you can really figure out is that it's important, that it's a heresy, and that it's hard to follow.

The Fooding restaurant guide is the most obvious of the group's activities. Since its founding, in 2000, by Alexandre Cammas and Emmanuel Rubin, two gastronomic journalists exasperated by the conformity and conservatism of French food culture, Le Fooding has published, from its Right Bank offices, a handsome, atypically larksome, and unusually honest annual encyclopedia of the restaurants and bistros of both Paris and the provinces. (The guide boasts on its cover that its writers pay their own checks and can prove it—not a thing universally true of French food guides.) But the guide is, in a sense, merely the word, not the act, of the enterprise. The movement, which has been reinforced over the years by a constantly changing team of other Fooding-istes, also sponsors mass picnics—“Foodings”—at which three-star French chefs, long separated from their diners by a kitchen door and centuries of decorum, offer good food in casual, high-spirited settings. These Foodings take place all over France; the atmosphere is somewhere between a buffet dinner and the Woodstock festival.

Le Fooding is in part a move to *épater la bourgeoisie*—it was at a Fooding event that the young chef Petter Nilsson famously assembled a plate of vegetables that symbolized the world's religions, with a giant *frite* in the shape of a cross on top—but it has also been accused, by left-wing journalists, of representing the bourgeoisie; the populist left-wing magazine *Marianne* charged that it was a kind of cosmopolitan fifth column in the continuing modern assault on French values, and Emmanuel Rubin left the movement last year, disillusioned by what he considered its loss of moral mission.

I first heard about Le Fooding in an e-mail from Raphaël Glucksmann, the filmmaker and human-rights activist (and the son of the philosopher André Glucksmann). “For once, I'm not writing on behalf of the Chechens, the Rwandans, or the Georgians,” he explained cheerfully, and then urged me to meet with his friend Zoe Reyners, who was coming to New

ANNETTE MARINAT

A form of culinary Futurism, Fooding wants the table to move as fast as modern life.

INCLUDING FOREIGN LANGUAGE IN THE HIGHER EDUCATION PROFESSIONAL CURRICULUM

While the United States continues to overlook foreign languages in our professional curriculum, business schools in Europe and Asia typically require proficiency in a second language, usually English.

With foreign labor in our country, the need to sell our products abroad, the interdependence of the global economy, and the borderless world created by the Internet, monolingual American business people may find themselves at a disadvantage if they can speak effectively only with others whose English is excellent. This ignorance is not necessary. If Europeans and Asians can learn other languages fluently, we can too. It is time, for practical reasons, for business and professional schools to emphasize language instruction to better equip their students for success in international business and in cross-cultural professional roles.

How to implement that? One approach would be to offer students one semester of general instruction in the target language. This would be the standard introductory course that all of us who have studied foreign language recognize. The change comes with the second semester: Students working in a particular profession should be able to study the language and vocabulary most related to the situations they will encounter in the profession in which they will be working.

Modern language departments in higher education should accept the challenge of reaching out to other disciplines and advocate teaching communicative competence based on the content of professional courses. Higher education administrators should foster this link. In this win-win relationship, the subject matter being taught in the professional schools can be used as a basis for language learning lessons so that students can apply what they learn in language class to situations they are likely to encounter in their careers.

Such courses should be designed with linguistic principles at the core, the target language being used intensively by both teacher and students. Emphasis should be on the type of vocabulary and expressions appropriate to situations in the profession for which the student is studying. Conversational skills, listening and speaking, are most useful for professional interaction and there are many techniques by which language teachers can keep their students engaged using these skills. Among these methods are individual or group oral presentations providing information from professional classes, and role playing using conversational situations that students are likely to encounter in their chosen profession. Effective language instructors are aware that it is important that the classroom atmosphere be relaxed so that students speak freely and without anxiety over making errors. Although good grammar is important, more critical is the need to get students speaking the target language.

Now with our new global landscape, the Internet also provides an additional and exciting tool to be used by the language learner.

Students can do Internet searches, use e-mail, join Facebook, and utilize chat rooms with students in similar disciplines in countries where the target language is spoken. They can access newspapers, magazines, and videos in the language they are studying. Administrators can form partnerships with professional schools in other countries to organize events, such as online seminars, to benefit students.

Here is a summary of how a four-semester foreign language curriculum for higher education professional programs might look:

- Semester One: General foreign language course or waiver through the College Level Examination Program (CLEP).
- Semester Two: Conversational course based on content of students' profession.
- Semester Three: Content-based immersion course to improve professional communicative competence.
- Semester Four: Course which includes global technology to provide opportunities to broaden student's cross-cultural awareness with students and media in countries of the target language.

In a second semester Spanish course I have taught at the School of Hotel and Restaurant Management at Northern Arizona University, I drew on my experience in the hotel industry to design role-playing scenarios relevant to situations students would encounter in the field. With an emphasis on vocabulary specific to this profession, I worked on improving students' conversational competence by having them consistently verbally interact with each other and with myself. In this manner, students have the opportunity to practice welcoming guests from Latin America to the hotel, speaking to their employees about work schedules, explaining the employee handbook with the job's requirements, or telling an employee why he or she has been disciplined. At the same time students are learning the Spanish necessary for these interactions, they are learning the protocols of the industry. Many students after graduation have written to me to say how useful this experience has been to them in their current jobs.

The United States must not lag behind in preparing students to handle international competition. If we are to maintain our edge, we need to school the next generation to compete in a world where technology and media are changing the cultural landscape and where potential business partners and laborers speak different tongues. The issue now is to interest higher education administrators to foster and support partnerships between foreign language departments and other schools to design curricula fitting the needs of professional programs.

Matt Casado is a professor in the School of Hotel and Restaurant Management at Northern Arizona University, Flagstaff, AZ. He teaches the upper division hospitality courses and Spanish for Hospitality Managers and Supervisors.

ADVERTISING

The Seattle Times Company

NWjobs | NWautos | NWhomes | NWsource | Free Classifieds | seattletimes.com

The Seattle Times Local News



Search Our network sites seattletimes.com | Advanced

- Home Local Nation/World Business/Tech Sports Entertainment Living Travel Opinion Shopping Jobs Autos Homes Rentals Classifieds Buy ads
- Quick links: Traffic | Movies | Restaurants | Today's events | Video | Photos | Blogs | Forums | Newspaper delivery
- Your account | Log in | Contact us

Originally published April 4, 2010 at 10:00 PM | Page modified April 4, 2010 at 10:47 PM

Comments (88) E-mail article Print view Share

Math lessons in Mandarin? Local schools go global

In a growing number of Seattle-area classrooms, students spend half their school day immersed in a language other than English. One example is Beacon Hill International School in Seattle, where kindergartners can study in Spanish or Mandarin Chinese.

By Linda Shaw
Seattle Times education reporter

For nearly an hour, no one speaks a word of English in this first-grade math class.

Not the teacher, Ying Ying Wu, who talks energetically in Mandarin's songlike tones.

Not the students — 6- and 7-year-olds who seem to follow along fine, even though only one speaks Mandarin at home.

Even the math test has been translated, by Wu, into Chinese characters.

At Beacon Hill International School, many students learn a second language along with their ABCs by spending half of each school day immersed in Mandarin Chinese or Spanish.

It's an approach parents are clamoring for because they want their children to be able to communicate in our increasingly international world. The waiting list at Seattle's first international school — John Stanford, in Wallingford — has been long since its program began in 2000.

Beacon Hill, which had no waiting list to speak of before it adopted a similar program 1-½ years ago, had to turn away 75 families last fall.

Yet such programs are still rare in Seattle and throughout the country, despite all the talk about global competitiveness and the fact that anyone will tell you it's best to learn languages when you're young. The United States is perhaps the only nation where foreign-language instruction typically doesn't begin until middle or high school. Even in Africa, elementary-school students are studying Chinese.

PREV 1 of 3 NEXT



enlarge KEN LAMBERT / THE SEATTLE TIMES
Mandarin-immersion teacher Ying Ying Wu offers instruction to first-grade students Abby Zhou, left, and Cyrus Davies at Beacon Hill International School.



Beacon Hill International School language immersion
Play video now

Related

Video | Beacon Hill International School language immersion

INTERNATIONAL SCHOOL FACTS

Number of language-immersion programs statewide: No precise count, but it's in the dozens.
In the Seattle area: Examples include Woodin Elementary in the Northshore School District; Puesta del Sol in the Bellevue School District; and Beacon Hill, Concord and

Video

- Raw audio | Seattle police dispatch and Officer Kelly
Radio transmissions from Seattle police dispatch and Officer Kelly.
 - Raw video | Dash-camera view from Officer Kelly's patrol car
 - Beacon Hill International School language immersion
 - Anime fans attend Sakura-Con
 - The iPad arrives in Seattle
 - Tesoro Senior VP reacts to refinery evaluation
- More videos

ADVERTISING

Open House Listings

nw homes



For a non-Mandarin-speaking visitor, Wu's class is a puzzle. The only way to figure out what's going on is to observe the children. It's only when they write their names on the top of their tests or answer a math problem that it's clear what Wu has just asked them to do.

Occasionally, students pipe up in English. That's OK — they aren't expected to be fluent speakers just yet. Still, if Wu believes they could use Chinese instead, she'll pretend, in fun, that she doesn't speak English.

"Wo ting bu tong," she tells one boy. Literally: *I hear you, but I don't understand.*

In the afternoon, these students will move to another classroom to study reading, writing and social studies in English. But in the morning, they learn math and science in Mandarin, picking up the language through repetition and physical cues from Wu.

At first, the strongest interest in Beacon Hill's language-immersion classes came from English-speaking and Chinese-speaking families, Principal Susie Murphy said. Many Spanish-speaking families were wary, she said, worried their children might not learn English well. But interest among those families is now strong, too, Murphy said.

Beacon Hill International's teachers hope the two-language approach will lead to academic gains for all their students, especially the school's many immigrant children, who often fall behind academically while they still are learning English.

There's research to bolster that hope. At John Stanford, for example, the school compared students in its first Spanish-English class with those who were one grade ahead and taught only in English. On the state's fourth-grade test, the children in the Spanish-English program scored about 20 percentile points higher in reading and math.

And there are signs that the approach also helps boost confidence.

A few years ago, when Beacon Hill staff members were interviewing Spanish-speaking teachers for the Spanish-English program, they asked applicants to teach a sample lesson. Spanish-speaking students who usually said little in class suddenly were raising their hands high. One boy who'd had a hard time paying attention all year was on his knees, waving his arms to get called on.

That put tears in some teachers' eyes, said Murphy, the principal.

As the math lesson winds down in Wu's first-grade class, a social-studies lesson is starting up nearby in Kathy Ritzer's Spanish-English kindergarten class.

"Vamos a aprender algo nuevo," Ritzer tells them. *We're going to learn something new.*

She introduces the words oceano (*ocean*) and continente (*continent*), and then norte (*north*), sur (*south*), este (*east*) and oeste (*west*).

The students practice those words in a kind of Simon Says game. Arms up when Ritzer says norte. Arms down for sur. Arms to the left for oeste and right for este. As the students wave their arms in unison, it's like they're leading a sports-stadium wave.

When the lesson ends and they line up for lunch, one student stops to show a visitor some of his drawings.

Does he speak Spanish at home?

No, he says, Romanian.

John Stanford elementaries and Hamilton and Denny middle schools in Seattle.

Features of Seattle's international schools: All students learn more about global issues and perspectives, and parents may enroll children in language-immersion classes, in which students spend part of the day learning in English and part learning science, math or other subjects in another language. The languages per se are not taught, but students learn through repetition and teachers' visual clues. The schools also have English-only options.

Entrance requirements for Beacon Hill Immersion classes: None for kindergartners and first-graders; other students must have some understanding of the selected language.

Source: Seattle Public Schools and Office of Superintendent of Public Instruction

ADVERTISING

CAPELLA
THE UNIVERSITY ONLINE

The online graduate university for working adults.
90+ specializations and graduate-level support services to help you reach your goals.

[LEARN MORE](#)

AP Video

Entertainment | Top Video | World | Offbeat Video | Sci-Tech

Marketplace

Homes & Rentals Autos Jobs

nwjobs.

Career Center

Ask the Headhunter
In over your head with too much work? It's up to you to draw the line.
Post a comment

Post a Resume

Search for a Job

Advanced Search

Salary Advice
Employers: Post a Job

Career Center



Nine to Thrive
Michelle Goodman blogs about work/life balance.
April Fools' pranks at the office: Bad idea this year?
Post a comment

\$78 Round Trip Airfare Secret



It's true. Get this Top 25 weekly deals email & Save up to 50% on travel.

Source: ShermansTravel

Most read Most commented Most e-mailed

1. Ballard crash victims lived for muscle cars
2. Seahawks trade guard Rob Sims to Detroit Lions
3. Saddam's daughter now faces charges
4. Dead driver faced DUI in prior wreck
5. Officer says he feared for his life when Clemmons refused orders
6. Details leak on HP's "iPad killer" -- \$549, Win 7, 1080p | Brier Dudley's Blog
7. Bonfire crowd throws bottles, cans at officers

Which means he's working on his second and third languages in this ever-shrinking world.

Linda Shaw: 206-464-2359 or lshaw@seattletimes.com

E-mail article Print view Share

You might be interested in:

Seattle girl, 16, and three others accused of robbing several area banks *From Seattle Times Local News*

Washington's flat test scores suggest refocusing is needed *From The Seattle Times*

Student lands UW's first prized Putnam *From Seattle Times Local News*

It's win-win for elderly tutors, grade-school kids *From Seattle Times Nation & World*

Selected for you by a sponsor:

'Gaming' Sends Boys' Test Scores Sliding *From iVillage Health*

Lijit Advertising Services *From Lijit Blog*

More Local News

UPDATE - 10:21 AM

Broker Breard pleads guilty to mail fraud in theft of \$9.4 million from clients

UPDATE - 11:07 AM

Clemmons hit by four of seven bullets fired by Seattle police officer

NEW - 11:53 AM

Wash. man charged with threatening Sen. Murray

Bonfire crowd throws bottles, cans at officers

UPDATE - 11:27 AM

"Hammering Man" returning to work

More Local News headlines...

Hide comments / Show comments

Comments (88)

If this immersion technique works well for English speakers trying to learn Mandarin, why oh why does it not work for ESL students? As an ESL... Posted on April 4, 2010 at 11:17 PM by Ray S.. Jump to comment

Forward-looking American parents are forcing their children to learn Chinese and Spanish. I hate seeing our nation in decline, so maybe we can... Posted on April 5, 2010 at 12:38 AM by Gollum. Jump to comment

In many cultures speaking more than one language is common. Scientists have learned that children who speak more than one language access a... Posted on April 5, 2010 at 6:14 AM by Loannightmare101. Jump to comment

Read all comments / Share your thoughts

Ads by Google

Language Teacher Programs

Teachers are in Demand, Become One! Find Schools with Teaching Programs www.DegreeVenue.com/Teacher

Math Education Programs

BA & MA Degrees For Current & New Math Teachers. Very Affordable! www.WGU.edu

Spanish Classes Mexico

Study Spanish in Mexico & Find the Best Programs. Search Listings! StudyAbroad.com/Mexico

 Get home delivery today!

ADVERTISING

Site map

- 8. Mariners thriving under manager Don Wakamatsu's steady leadership | Jerry Brewer
- 9. Snopes' fact-checking couple try to unravel Web of lies
- 10. The cost of contending for Mariners in 2010 | Mariners Blog

Most viewed images



FIGURE 4
Comparison of Methods in Terms of Proficiency Orientation

	NATL		
	GTRAN	ALM	APP
Provides practice in range of proficiency-oriented contexts	1	2	2
Provides for range of functional language practice	1	1	2
Concern for development of linguistic accuracy	3	3	1
Encourages students to express own meaning	1	1	3
Promotes active communicative interaction	1	1	3
Emphasizes affective concerns	1	2	3
Promotes cultural understanding (formal and everyday culture)	2	2	2
Emphasizes use of authentic/natural language in instruction/materials	2	2	3

ing to the development of proficiency, listed along the left-hand side of the chart, has been extracted from the hypotheses presented earlier. Each of these components has been assigned a value of "3," "2," or "1" according to whether it is given a high, medium, or low priority in the method or approach being considered. This sample appraisal of the methods represented in Figure 4 is offered not as a critique or "scientific" analysis of current practices, but rather as a means of illustrating how one might assess any method or approach in the light of proficiency goals. The reader is invited to subject his or her own approach to teaching to a similar type of analysis.

KEY TO METHODS CITED

GTRAN: The Grammar/Translation Method. This method focuses on the formal and extensive analysis of the grammar of the target language and on translation. Reading and writing skills are emphasized, with very little, if any, training provided in listening and speaking.

ALM: The Audiolingual Method. Based on behavioristic psychology, this method is characterized by the teaching of all "four skills" in their "natural order," with an emphasis on speaking. Oral skills are practiced before reading and writing. Language is viewed as a set of habits to be learned through extensive manipulative pattern practice and mimicry and memoriza-

tion of dialogues. Creative language practice is extremely limited or non-existent in beginning and intermediate stages of learning. The method requires the immediate eradication of all errors through correction, control of output, and overlearning of patterns. Vocabulary and structures are presented in colloquial and authentic language samples. Translation is avoided.³³

NATL APP: The Natural Approach. Advocated by Tracy Terrell, this adaptation of the direct method emphasizes that "immediate communicative competence (not grammatical perfection) be the goal of beginning language instruction."³⁴ Students are provided with natural acquisition opportunities, rather than formal learning opportunities, through the use of comprehensible input as the medium of instruction in the classroom. Any formal learning is relegated to homework and out-of-class practice. Terrell advocates using the entire class period for communication activities, with emphasis first on listening skills. Students are permitted to respond in the native language, the target language, or both until they feel comfortable using the target language. Affective considerations are of primary importance in the "natural approach." Error correction during the class period is virtually nonexistent, and is done only for written work. Terrell maintains that the correction of speech errors is not necessary in natural acquisition, and, in fact, is very likely detrimental in terms of motivation, attitude, and embarrassment to students.

CONCLUSION

The set of "working hypotheses" presented in this paper may or may not represent the best assessment of priorities for future approaches, but they may be useful in promoting discussions about priorities as we develop and adapt our methods in the coming years. If the foreign language teaching profession does indeed opt for proficiency as the organizing principle, then almost any of the varieties of methods and approaches now in use today can be adapted or adjusted to meet those common goals more efficiently. Teachers must have the option to make their own decisions about which proficiency goals should receive the highest priority in their own situations and for their own students, and then find ways to achieve those goals most directly. The time when all of us were expected