Meeting 04 • 8 April 2010 • Thursday

Version:
4/8/10

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
~~Struckthrough text like this~~ = a topic / activity that was proposed but ~~not included is not going to be taken up after all~~
Italic green text like this = *comments* after the meeting

> **Week 2: More "what is 'CBI'?". Other examples of CBI; SpeakEasy "maintenance"; start of first learning activity. Content-area Standards & Lesson Plans**

materials: CBI in the News - ACTFL newsletter "The Language Educator" (April 2010), p. 26 "Including Foreign Language in the Higher Education Professional Curriculum"; 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)
(30') Review of previous meeting (see topics immediately below), since many were absent; expansion of those topics. Need info: how long will you be at PSU? Reminder: Turn in your initial reflections; what categories should the scoring guide include? Weighting?
(10') 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
(10') Some examples of CBI - see above / meeting 3 "materials", especially "Seattle Schools" 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? Comments about your reading in Stryker?
(10') Language standards: the necessary foundation for CBI implementation (see documents above)
(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.

Suggestion: 1-2 classroom hours / week "SE Maintenance" (including pedagogical discussion); Project 1 NOT related to SE; small SE lesson as part of preparing "marching orders" for the fall group; Project 2 each person prepares a segment of fall marching orders (ex: financial history and directions for money management under new accounting system, investigation of sustainable inks and packaging); Project 3 large-scale SpeakEasy activity (example: here's how we develop a new product) OR something else (whether Humboldt-related OR something else)

[handwritten, right margin: should we do P1 as a group project? Scoring Guides for project]

(50') SpeakEasy maintenance (with Brett Condron there, we hope): 1) Allgemeine Planung, mit Bezug auf die Abteilungen und ihre Tätigkeiten - was kann die Herbstgruppe erreichen? 2) Wie sollen die dringendsten kurzfristigen Aufgaben erledigt werden? (holländischen Karten, Verkauf bei University Place)?

Pedagogical summation of those discussions, with "do-overs" now that the participants understand the pedagogy and the specific linguistic goals

Lookahead to more pedagogy, with a tentative idea: create modules involving either reading & writing, or ini-class discussions supported by authentic materials. Also: setting up meetings outside class ("employees"; BC & I separately?)

Upcoming class meeting(s): #5 & #6 (13 & 15 April)

1) Project 1, with work samples from previous groups.
2) Continue Stryker /Leaver (or Kasper)
3) Humboldt Project, with snap decision: Do we participate in PSU Earth Day or similar activity?
4) 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).

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Misc.

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PRESIDENT'S MESSAGE

Eileen Glisan
ACTFL President

Establishing Research Priorities for Language Education

At a time of increasing educational accountability, we find ourselves having to defend what we do in our foreign language classrooms. Whether we must compete with the effects of *No Child Left Behind* in the P–12 setting or with budget cuts and outcomes assessments in the higher education realm, the reality is that high stakes decisions are being made by politicians and administrators, often based on their perceptions of the benefits to be gained by foreign language classroom instruction. It is, therefore, more important than ever that language educators at all levels have knowledge of the research findings that undergird our classroom practices and that they are able to articulate the ways in which research informs our practices to those outside of our profession. With the relationship between research and practice more important than ever, in the Fall 2009 issue of *Foreign Language Annals*, journal editor Leslie L. Schrier articulated the need for our profession to begin a "productive conversation concerning the relationship between research and practice."

While a great deal of valuable research continues to be conducted in foreign language education, recent endeavors and policies have sparked the need for additional investigation. For example, the *ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers* have generated much dialogue concerning the types of content knowledge and levels of proficiency beginning teachers should possess as they begin their careers. The *K–16 Standards for Foreign Language Teaching in the 21st Century* have perhaps created more questions than answers concerning how communication in the target language can occur in classrooms, how learners can be led to discover cultural perspectives, how language proficiency can continue to develop in a content-based classroom, and how the classroom can motivate learners to engage in "lifelong learning," to name only a few. The new *Twenty-First Century Skills*, which outline the areas in which students must be prepared in order to function successfully in a digital economy, raise questions concerning how foreign language learning can build skills such as visual and information literacy, self-direction, reasoning, and collaboration.

With the impetus for new areas of research in mind, ACTFL has recognized the need for establishing a set of research priorities in an effort to engage our field in investigating areas that are paramount as we chart a direction for language education. At its 2009 annual convention in San Diego, ACTFL sponsored a research plenary on "Establishing Research Priorities for Language Education," in which three researchers in our field proposed areas that they felt merited research and the audience engaged in discussion about these areas. Researchers Rick Donato, Joan Kelly Hall, and Ali Moehler described the need for widespread, organized, rigorously done longitudinal ethnographic research on our world language classroom communities across geographic regions and across K–20 levels, carried out in real classrooms. Longitudinal studies could provide the venue for examining questions such as:

- What kinds of understandings, knowledge, and skills are learners developing from participation in their classroom language communities?

- What are the communicative practices by which learners build and sustain their community? Into what kinds of practices are students being socialized?

- How does language develop in long sequences of instruction?

- How can language programs be sustained over time and what are the outcomes of these programs?

- What teaching practices contribute to language learning and enable language and content to be integrated? How can we prepare teachers to engage in these practices?

These research questions will be refined and expanded and developed into a document of research priorities for our field. This document will be disseminated throughout the profession for discussion and hopefully will serve as a catalyst for new research.

We look forward to exploring these research priorities among the members of the foreign language profession. I encourage you to discuss them with your colleagues, consider engaging in your own research on them, and keep abreast of progress made in researching these areas so that our classroom practice may be shaped by research and we can advocate for foreign language education in a more informed manner. Undoubtedly, *Foreign Language Annals* will continue to serve as a key venue for disseminating research and prompting further discussion about these and other priorities.

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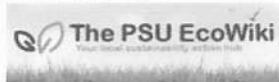- Highlights from 2008-09
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Portland State University is Oregon's only urban university and has the largest student population in the state. The campus places a strong emphasis on working toward sustainable practices and education. You can learn more about PSU here.

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