

**Saturday 8 January 2011**  
**LiSC Committee Meeting Notes**

Announcements:

**Report to LSA EC**

Dick Hudson's email about the effect of grammar teaching on children's writing. We were advised that he'd been discussing new developments.

LiSC Panel presented: "Razing the Standards"

[As it happens, Hudson updated his report in December of 2011, and the link is here: <http://www.phon.ucl.ac.uk/home/dick/lagb-las.htm> ] See below, as well.

Nomination of Sharon Klein as 2011-2012 Chair

**NCTE LSA Collaboration:** In 2010 no one went to NCTE; 2011 is a year we must go. Daniel Ginsberg has volunteered to go to present some of his work on reading and listening and issues of comprehension for testing. John Boyle (from the University of Chicago) is willing to support—

Jim Bauman is willing to present his work, too. CAL work that he is doing addresses constructing test items for English Language learners in subject matter that are less demanding linguistically, and provide for students to perform to capacity with less language interference. It is possible to design items testing fairly complex notions without using language that is itself (overly) complex. The methodology and this relevance to formative assessment may be applicable in other areas.

Early fluency in reading—a HELPS (program (Helping Early Literacy with Practice Strategies) Jeff Reaser's colleague has worked on seems relevant—and he (Jeff) will talk with this colleague.

[Update: an article was published in August:  
Effects of the HELPS Reading Fluency Program when Implemented by  
Classroom Teachers with Low-Performing Second-Grade Students  
John C. Begeny, R. Courtney Mitchell, Mary H. Whitehouse, Fleming Harris Samuels, and  
Scott A. Stage. *Learning Disabilities Research & Practice*  
Vol. 26 No. 3. pages 122–133, August 2011  
The program also has its own site: <http://www.helpsprogram.org/> ]

January 19 is apparently the deadline for responding to the NCTE invitation.

What about NCTE at LSA? LSA doesn't "guarantee" sessions; it's competitive. Some discussion brought us to the conclusion that we should talk with the Program Committee and work with people we know on NCTE to develop panels together that might be

appropriate for LSA as well, and do more collaboration—have NCTE people participating in our panels there—as happened in November 2009, for example, and had happened before.

NCTE does have a subcommittee—the commission on language. The question was raised about whether or not there still is an LSA slot on that body. Jean Ann recommended Laurie Katz as a good liaison—Jean Ann will call her to see if we can make sure that the session is tagged as a collaborative pursuit. We'll keep in touch: Daniel Ginsberg, John Boyle and Jim Bauman will develop abstracts to submit. Jean Ann will coordinate and make sure things happen.

What about ACTFL and AAAL and TESOL. TESOL wanted MIT to be involved in their Boston meeting and asked Wayne and Maya who got Daniel Ginsberg and Suzanne Flynn to participate and develop a session. John Boyle has presented at the Illinois TESOL,

And, there is the AAAS: Larson, Maya, Wolfram have participated in a session—poorly attended, but successful.

The question was raised about what ultimately happens after the national collaborative sessions, and how productive the collaborations are.

Donna Christian talked about the connection with ACTFL—Lilith Haines is a potential liaison

David Pippin suggested that because teachers don't typically have the money to travel, local conferences—or professional development days in districts and states might be more effective than these national conferences... We need to do a better job at the local level.

Once again, it was noted that having children into whose classrooms linguists go is always a good first step. Continuing after these children grow out of the venues is key, of course.

### **Other Areas:**

#### **Connecting locally with schools:**

John Boyle—his department members have been doing professional development in the Chicago Public Schools—talking about all sorts of linguistic topics—school by school—Guests in classrooms need certification, it seems.

Donna Christian talked about the connection with ACTFL—Lilith Haines is a potential liaison

Jim Bauman—NSTA and MSTM—growing concern with language issues—ELL students and the such—learning math. Look at what's been happening recently. Teachers are becoming more aware that it's important to know about language issues across these disciplines.

### **Getting Linguistics “out there”**

A new online magazine?—Douglas Bigham—might be developing such a magazine—*Popular Linguistics* <http://popularlinguisticsonline.org/>

[Update: An announcement of the magazine was made on Language Log after our meeting: <http://languagelog ldc.upenn.edu/nll/?p=2908> ]

Keeping in Touch/Sharing Ideas

The suggestion was loud and clear to have some sort of collaborative reporting in collection—a clearinghouse/repository—so that we don't re-invent the wheel, but can learn from each other's work. emails designed to have reports on what they're doing.

Kristin and Anne reminded us of TeachLing <http://teachling.wvu.edu/> —with resources and links to websites—

We can use the committee link on the LSA website—but that's undergoing “construction” to increase the level of interactivity—what about blogging? That's a lot of work—commenting and maintaining—(Jim Bauman's) The EdWeek The weekly blog there on language is interesting and provocative. <http://blogs.edweek.org/edweek/learning-the-language/>

Neal Whitman—talked about the PR committee wanting us (LSA) to have a more prominent presence. Perhaps there can be stronger connections there with LiSC, as well.

Graeme Trousdale—really helpful website for CLIE

<http://www.phon.ucl.ac.uk/home/dick/ec/cliectop.htm> (although it's managed by the indefatigable Dick Hudson, and depends on his good nature and energy). What's posted? Minutes of meetings, project reports, links regarding the UK Olympiad, work done collaboratively with teachers—a combination of projects and reports on committee work. It importantly provides a marker—when looking for funds, one can point to the archived stuff. No bells and whistles—an electronic filing cabinet, of sorts. Conferences listed—links to them so that people can work...

We agreed to follow up—and work with the LSA and affiliated sites.

Anne Lobeck reported on a phone conversation with David Lightfoot, noting that he wanted to work Linguistics in the Schools into a sustained presidential LSA agenda.

The presidential addresses and initiatives don't always take and continue (Hale's endangered language initiative did; perhaps this will).

More on the website—more “upfront.” The educational link should be there

Kristin pointed out that even the occasional endorsing of the LiSC—just mentioning it in LSA forums helps. Having our symposia annually also gives us a presence

### **Topics to think about**

Jim Bauman: The issue of “academic language” as a topic is being appropriated by non-linguists and being (mis)informed by non-linguists. We need to inject linguistics as content

in curriculum and we need to use it to inform our colleagues and inject more “real linguistics” into these conversations.

Michal T. Martinez: Suggested we look more closely and productively at high schools—how might we get linguistics more effectively into the academic decathalons—as a topic and thus a way of getting linguistics more visibility, and making the Olympiad more linguistically contentful—and the linguistics Olympiad (Neal Whitman reported that he would be doing some things in this direction) Jim Bauman suggested the decathlon issue as an ACTFL collaboration possibility.

[Update: Neal Whitman has this piece on the December Visual Thesaurus site:

<http://www.visualthesaurus.com/cm/contributors/20> ]

Our hour elapsed and we adjourned, with ideas and possibilities.

Respectfully submitted,

Sharon Klein