

2013 LSA Annual Meeting—Boston—LiSC Committee Meeting (January 5)

Members in attendance

Dave Pippin
Donna Christian
Jeff Reaser
Maya Honda
John Boyle
Colin Phillips (Executive Committee)
Kazuko Hiramatsu
Eden Kaiser
Bob Bayley
Michal Temkin Martinez
Anne Lobeck
Kristin Denham
Fred Field
Daniel Ginsberg (via phone)

Old Business

December Report submitted

AAAS Annual Meeting, Vancouver BC (February 2012)

Teaching science through language
Wayne, Kristin, David Lightfoot (presenters) + Anne (moderator)
Some discussion of trying to get these papers published
How to break into the science education issue

OSTP Letter and recommendations

NCTE Annual Conference, Las Vegas (November 2012)

Anne Lobeck
Anne Charity Hudley
Sharon

Daniel Ginsberg—local session of NCTM presentation
Good point—local meetings

Dave—Kristin, Jeff, and I, along with Christina Higgins (U. of Hawaii) put in a proposal for the NCSS meeting (Social Studies), but were rejected. Consider the proposing a one-hour session instead of two-hour session in the future. They are far more spots available.

Bob Bayley—We should work with math more. He's working with a math educator. What does linguistics have to offer here?

Assessment—more and more word problems—dating back to Babylonia

Districts with English language learners—assessed more on word problems—so we don't know what's going on.

What about ADS—the teaching session re-established?

Bob Bayley is the Program Chair. Perhaps a good panel proposal would help us set up something. For years, Anne Curzan put out a call but now...

Michal asks about the possibility of a teaching track for LSA. Perhaps we could approach the Program committee about a reserved set of sessions for teaching—getting it more formally embedded (Colin Phillips). Having a category marked “teaching” or “linguistics in the schools” rather than “other.” (Maya)

Michel DeGraff—STEM grant for Haiti to develop Creole texts for math and science—an interesting and relevant project.

SPCL (Fred Field) What Michel is doing was done with Papiamentu Creole—and linguists were highly welcomed. Standard Dutch is taught—but no one really speaks that.

CEDL notes that some of our issues are echoed—use of vernacular, ELL and such in schools—suggest that. Perhaps LSA should be “confronted” regarding their treatment of under-represented speakers.

Individual Projects

Anne Lobeck—on sabbatical, teaching grammar to 10th graders, former student is a teacher. Developing curriculum. Goal—how to assess the efficacy of the curriculum so that others can be encouraged to use it. What about the issue of addressing the standards?

Kazuko—the new section of *Language*—teaching language CEDL, LiHE, Annual sessions...Reviewers and submitters wanted.

Eden Kaiser—ELL teacher—upper and intermediate boarding schools

International students—a total of 208 students

Getting students ready for a mainstream English class—non-fiction and novels

A class that is more focused on listening and speaking allows more linguistics to be infused—there's another class in reading and writing.

Inspired by LinguistList that reported a teacher teaching a linguistics class in high school to students who were completely inspired. (Wisconsin?)

Liz Albro—IES—is actually funding a lot of work by linguists and and such—basic linguistic research and testing efficacy of curricula. The vast majority of work that we've done draws on the expertise (Holly Craig and Connie Craig AAS—code switch) Walter Sycotta University of Miami. RFA released late February/early March. Meredith Larson from Northwestern University (PreK-Adult) is on staff

Colin Phillips—Three different reasons for being here

- a. Executive Committee
- b. U of Md. Working on committee working with some high schools—doing work with graduate students—AP site/International Baccalaureate programs, Middle schools—helping kids with scientific reasoning, and
- c. starting up a new language center—building connections with the college of education (I think that this was number 3)

John Boyle—Lakota 5 books for an immersion program—by the time a student goes through this s/he will have proficiency. Boyle is doing work with teachers—and on Crow (an MA thesis at MIT), which is a much more polysynthetic language, engaging them in linguistic work. Cheyenne speakers are also interested. How do we teach teachers?

Wayne O'Neil—Working with a Chinese teacher who is trying to work linguistics into the curriculum—through “clubs” which must be sold on the basis of the “purchase” they might provide for students to succeed on the high stakes testing.

Maya Honda

Navajo Language Academy—engendered by Ken Hale. Navajo teachers of Navajo—giving teachers the tools to read the research and the platform from which to understand and appreciate

John Boyle and Maya—coordinating efforts

Jeff Reaser—collaborating with Amanda Godley

Create a number of online resources/exercises/experiences for teachers to develop metalinguistic awareness. Problems with funding because of assessments (a sort of Catch 22—will fund if it works; if it works, why do you need funding). Trying to develop some modules for linguistic awareness to...

Donna Christian—CAL

Kazuko—CAL and policy issues—co-editors of a Language section on Policy (Donna and John Baugh). The Doing What Works—videos—complex concepts for teachers. Liz Albro IES and US Dept of Ed.

New Business

Our presence on the Web (LSA)

As we think about where this committee is going—could people stay on the list
We could just reach out to people—provide resources for people—make the site a real resource.

Wording change of the LSA Charge to the committee—talk with our liaison.

Clearer collaborative efforts

Dave Pippin
Satellite workshop idea for teachers for LSA 2015?
Start planning for San Francisco

Use the new Website tools

Swords in hand, we plan to discuss our *LSA Charge* with our liaison from the Executive Committee. (That makes two topics for conversation.)

Respectfully submitted,

Sharon Klein