

## ONLINE LANGUAGE SUPPORT FOR MIIS STUDENTS IN FIELD PROJECTS

In addition to the El Salvador team, Professor Jan Black has organized a program for January 2010 in Chile. An online course HS386 has been listed for those students who wish to get language credit in addition to their IPS course work. The model for this course has been done for several years in El Salvador and we hope to continue to provide off campus language courses for interning students. This would be the fifth time I have done this style class.

### CHILE

The proposed Winter Term Project in Chile offers us another opportunity to confirm a number of strategies for assisting MIIS students with their Spanish language development both while they are in the country and involved in their project and when they return and give the MIIS community a presentation (in Spanish) on the goals and accomplishments of their work.

During the first part of this semester, I have been reviewing various kinds of distance delivery systems for language learning. My focus for the 400 level is on students who are on the Advanced ACTFL Guidelines levels. Otherwise, students will have to qualify at the 300 level for credit.

During the first week that students are in Chile they will communicate with me regularly via email with a two diary entries. The diary copy will be returned to them with notations on grammar, vocabulary and general discourse levels. They will be at the University in Santiago for that time. Their orientation will be conducted in Spanish.

They will have a variety of projects during their sojourn in Chile. By the end of the second week they will have submitted a topic for a Power Point presentation to be given in Spanish upon their return to Monterey. With the topic will be an initial outline and estimate of length. A thirty-minute presentation will be the norm. I am hoping that some of these presentations can be given to students of my new course as well as to the general MIIS public.

During the second week, the students will select authentic materials from sources in Chile for my review. The agency with which they are cooperating has ample resources prepared for them. Interviews are a large component of their assignments, thus oral practice will not be problematic. They will also create with video, still and other visual and audio recordings materials that they can incorporate into their presentation. I will review these materials and make suggestions for glossaries or cultural notes.

For the final week, the students will have an initial draft of the Power Point and the accompanying text. The text is to serve only as a prompt and the presentation must be

delivered orally with minimal notes. Students should plan to rehearse their presentations while in Chile at least twice before an audience of Chileans and of fellow students.

At a summary meeting upon their return to Monterey, I will work on the editing (text) of these presentations. As I mentioned they will be made to related classes and to the general MIIS public early in the spring semester.

Students can enroll for this Chile project through the already existing online course numbers.

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