

TWEET #PBLL



PROJECT-BASED LANGUAGE LEARNING

Inspiring Teachers,
Transforming Learning



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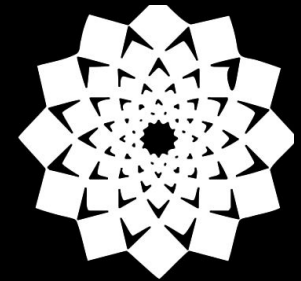




Initiatives on PBLL



Project-Based Language Learning Special Interest Group



If you are interested in PBLL and would like to have more opportunities to network with colleagues who share your interest, sign the petition to create a new ACTFL special interest group focusing on PBLL:

<http://goo.gl/Uz0V7v>

TITLE VI LANGUAGE RESOURCE CENTERS

TWEET #PBLL

www.nflrc.org

Find out more about the LRCs

Click on any of the LRC logos below to get more information about the selected language center.

LRC Booklet



This booklet describes the scope of the LRCs' current endeavors, and gives overviews of the individual LRCs.

Free Adobe Acrobat Reader is required to

view booklet.

Goals

Identify key design aspects of model, high quality PBLL experiences.

Describe some of the most important affordances of PBLL.

THE PLAN

- The Context
- Modeling a PBLL Experience
- Defining Quality PBLL Experiences
- Supporting the Design of PBLL Experiences
- Scaffolding a PBLL Experience
- Discussing the PBLL Experience

TWEET: #PBLL

U.S.

1765-1880

project as a regular teaching method in America.

1880-1915

projects in general
public schools

1915-1965

Redefinition of *the project method*

1990 - today

Rediscovery of the project idea
International dissemination

Europe

1590-1765

architectural schools

1915-1965

American *Project method* transplanted to
Europe

1965-today

Rediscovery of the project idea

Case

Challenge

Community

Design

Game

Inquiry

Land

Place

Problem

Project - based learning

Service

Studio

Team

Work

21st Century Skills

Performance Assessment

Meaningful Technology Use

Thematic Content

JANUARY

MAY

JULY

2015

ONLINE INSTITUTE



SUMMER INSTITUTE



2016

ONLINE INSTITUTE

**INTER-
CULTURALITY**



SUMMER INSTITUTE



2017

ONLINE INSTITUTE

ASSESSMENT



SUMMER INSTITUTE



2018

ONLINE INSTITUTE

**PROFESSIONAL
DEVELOPMENT**



SUMMER INSTITUTE



= NFLRC Badge certifying completion

Development

- collaborative development: 15 lessons,
- 10 facilitators from 5 states
(HI, NY, NJ, UT, CA)
- structure: 5 modules, 3 lessons in each module
- [content areas/topics](#)
- five 90-minute webinars (30 minutes per lesson)
- two versions (self-paced and facilitated), [staggered timetable](#)

The screenshot shows a course page for '1. From PBL to PBLL Lesson 1'. It features a video player with a man's face and a play button. Below the video is a 'Consider This' section with a text box containing a quote: 'PBLL/PBLL can be long-term or short term depending on the ...'. To the right, there is a sidebar with 'Topics' including 'Consider This', 'Test Yourself', 'More to Consider', and 'Get Involved'. At the bottom, there is a 'More Lessons' link.

1. From PBL to PBLL	2. Beginning Your Project Planning	3. Language, Content & Technology	4. Designing Rich Learning Experiences	5. Designing Tasks and Assessment
Introduction	Lesson 4	Lesson 7	Lesson 10	Lesson 13
Lesson 1	Lesson 5	Lesson 8	Lesson 11	Lesson 14
Lesson 2	Lesson 6	Lesson 9	Lesson 12	Lesson 15
Lesson 3				



Project Overview (minimum 3 rows)

Content Knowledge Students will learn about...	Language Knowledge Students will be able to...	Performance Assessment Students will do X to demonstrate they know/can do Y.
<i>Example:</i> ...past and current experiences of people in the community celebrating the Mexican Day of the Dead.	<i>Example:</i> ... ask questions about a past event, ask for rephrasing or repetition, ask for clarification	<i>Example:</i> ... write a set of interview questions on the Day of the Dead using target vocabulary and grammatical form. ... conduct and record the interview with a native speaker.
Continue here		
		Put cursor here and press TAB for more rows

The Content

What content will students need to learn? **LESSON 1** **LESSON 7** **LESSON 9**

What open educational resources will be used in this project? **LESSON 5**

What content resources will be used (readings, media, invited speakers, etc.) **LESSON 7**

LESSON 9

How will the project be scaffolded in terms of ... ?

21st Century Skills

Beginning with the end in mind

Principles of PBLL

PBLL in Action

Professional Perspectives

Planning for Proficiency

Assessment

Connect to Tech

Project Time

Peer Mentoring



Project Design OVERVIEW

Name of Project:

Duration:

Subject/Course:

Teacher(s):

Grade Level:

Other subject areas to be included, if any:

Proficiency Level:

Key Knowledge Understanding and Success Skills

Language Functions:

Interdisciplinary Content:

World- Readiness Knowledge, Skills, and Dispositions (to be taught and assessed):

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

Cultures: Interact with cultural competence and understanding

Connections: Connect with other disciplines and acquire information and diverse perspectives in order

Comparisons: Develop insight into the nature of language and culture in order to interact with cultural

Communities: Communicate and interact with cultural competence in order to participate in

Project-Based Language Learning Design Rubric

Link to this document: <https://goo.gl/kSXBo0>

Foster Language Proficiency Development

Foster proficiency development across the three modes of communication through compelling, project-based language learning experiences (with a special emphasis on less commonly taught languages).

Project Plan Criteria	1 - Emerging	2 - Developing	3 - Proficient	4 - Exemplary
Learning Outcomes; Pedagogy Support for Learning of Language Functions, World-Readiness Standards for Learning Languages	Learning outcomes identify what students will learn, know, practice, or understand , but do not target a communicative function that is developmentally appropriate for learners. Pedagogy is mostly about practicing grammar and vocabulary in isolation	Learning outcomes and pedagogy somewhat support learning of specific communicative functions learners will need , resulting in decontextualized, formulaic, mechanical, drill-like practice of only one or two language functions that only draw on the Communication, Cultures, & Comparisons goals of the <i>World-Readiness Standards for Learning Languages</i>	Measurable learning outcomes and pedagogy to adequately support learning of meaningful communicative function(s) that will support learners in engaging in motivated personal self-expression in the target language across at least two modes using the Communication, Cultures, Connections, & Comparisons goals of the <i>World-Readiness Standards for Learning Languages</i>	Significant and measurable learning outcomes and pedagogy to strongly support learning of meaningful communicative functions across all three modes that result in meaningful and motivated self-expression and negotiation of meaning, supported by all 5 Cs from the <i>World-Readiness Standards for Learning Languages</i>



Pebbles

nflrc.hawaii.edu/pebbles

TWEET #PBLL

Project Based Language Learning Prototypes

browse

+ create



Sample Project

by IT Office at the Center for Language and Technology

Children are excited to tell stories and discover more about the world they know best: their family and local community. Bv



Encouraging and Engaging Young Brazilian Readers

by Rachel Hernandez



Great East Japan Earthquake and Energy policy and production

by Noriko Kolbe

Students will help support Japanese speaking Georgians to develop a stance on critical energy issues in Georgia by cr...



Storybooks for Haiti and Napa

by Don Doehla, NBCT

Students will gain greater literacy, while supporting others in their own literacy development, by co-authoring children's storybooks wit...



ISI 2015 Portrayal of Arabs in the Media

by Tara Beebani

Describe your project here.



Japanglish - looking at the culture through the mirror of language

by Kasumi Yamamoto

Japan is considered a homogeneous societ...



Big Island Tourism Promotion



Travel Guide for Elderly Tourists from Japan

by Emi Murayama

Japan is the country with

21st Century Skills

Beginning with the end in mind

Principles of PBLL

PBLL in Action

Professional Perspectives

Planning for Proficiency

Assessment

Connect to Tech

Project Time

Peer Mentoring

Modeling a PBL Experience

- Sample Chinese project for beginners

● 蓝组欢迎你!

打坐的好地方



住的好地方

看报纸的好地方



Modeling a PBL Experience

- Scaffolded process, product, tech, eval

All materials for this project are enclosed in the folder <https://goo.gl/acoQuE>

SURVIVAL SHEET 关键词汇 getting language to make a greeting card Name: _____

Getting into, through, and out of your consultation with a language expert

BE READY TO RECORD OR VIDEORECORD; HAVE PENCIL AND PAPER AVAILABLE

GET INTO: *your objective is to politely confirm that now is an OK time for a visit*

你好！你现在有空吗？	Nǐ hǎo! Nǐ xiànzài yǒu kòng ma?	knee HOW knee SHYEN-TZAI yo KOONG ma	Hi! Do you have free time right now?
有(空)	yǒu (kòng)	yo KOONG	Yes, I have (free time)
没有(空)	méiyǒu (kòng)	mayo (as in the abbreviation for mayonnaise) KOONG	No, I don't have (free time)→skip to GET OUT OF

GET THROUGH: *your objective is to obtain language that you can use to caption your pictures on the “greeting card” wiki. You might want to audio or video record, or ask your consultant for a written sample, so that later you can recover that language, using computer resources, to put on the card*

请问...	Qǐngwèn...	ChinngWENN	I'd like to ask...
可以录音吗？	Kěyǐ lùyīn ma?	KIHvee I OOvinn ma	Can [we] record sound?

Modeling a PBL Experience

- Scaffolded process, product, tech, eval

8. *Add a caption.* When your image is where you want it on the page, use the "Insert" menu to add your caption: Insert / Text box / (cursor changes to +, drag on surface of page to form text box, type or paste caption).
9. *Option 1 for typing your caption.* You can type in Chinese! First pulldown in the Keyboard menu at upper right to choose the "Pinyin - Simplified" keyboard:



Then type your entire phrase WITHOUT SPACES and see if you get the characters you were expecting. You might have to use your arrow keys (on keyboard) to move through many possible character options.



Modeling a PBL Experience

- Scaffolded process, product, tech, eval

Entry Event and Language Input Activities, continued (~10:40 - 11:45 am)

Presentation of language concerning actions and places: skits, projected slides

This method of presenting did not help me learn.	The presentation could use improvement. More variety would be nice, for example.	I liked the method of presentation overall.	This was so fun and fabulous!
--	--	---	-------------------------------

Without consulting any notes or other resources, please **circle** each phrase below that you are **pretty sure you understand** at this point:

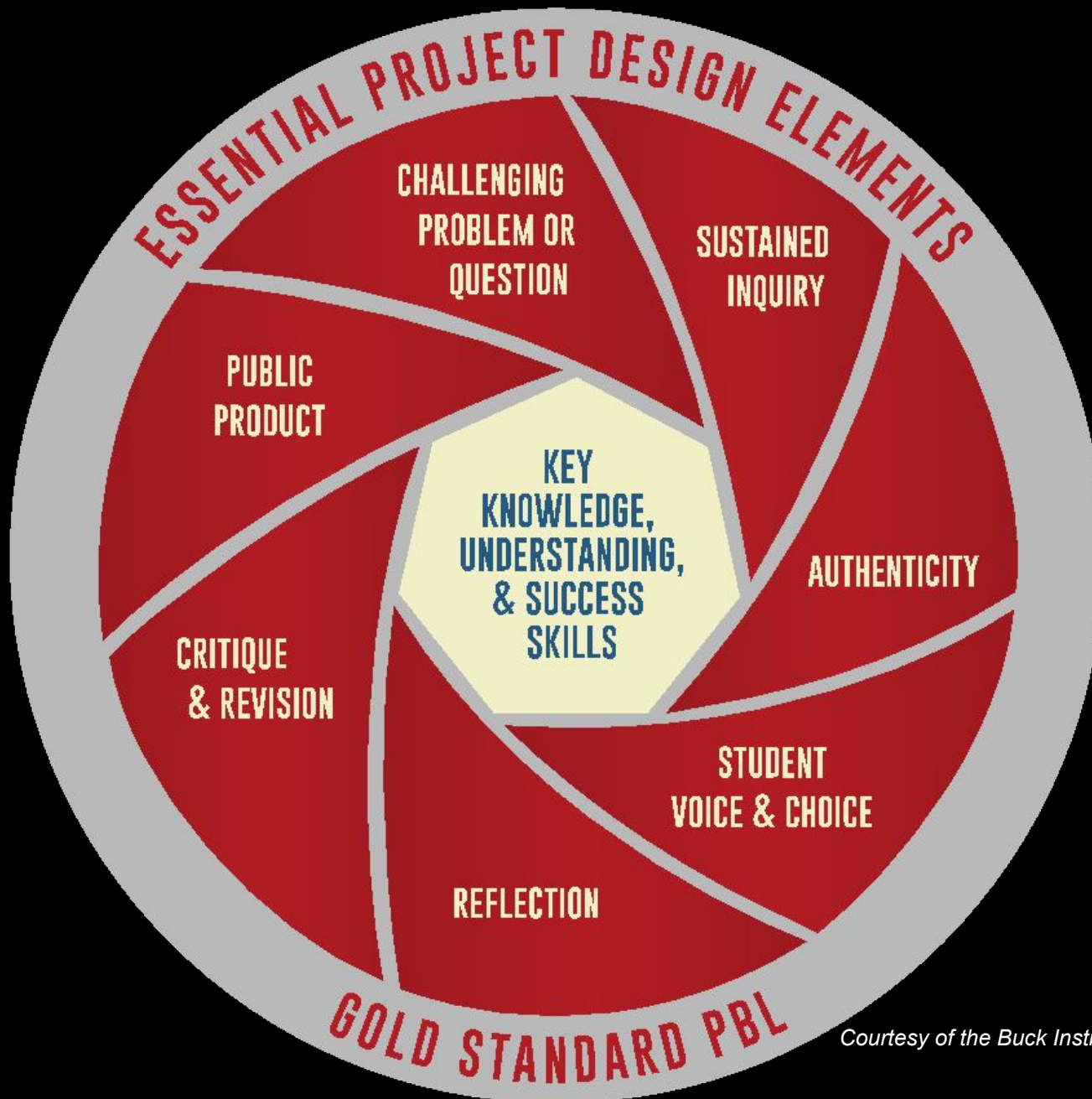
吃饭 chī fàn	吃东西 chī dōngxi
休息 xiūxi	买东西 mǎi dōngxi
解释 jiěshì	买书 mǎi shū
看书 kàn shū	聊天 liáotiān
运动 yùndòng	照相 zhàoxiàng

Gold Standard

PBL

#goldstandardPBL

bie.org



Travel Example

Project or Activity

Students compare leisure activities in Spain and the our home, the Big Island of Hawaii

Travel Example

Project or Activity	Main Course PBL
Students compare leisure activities in Spain and the our home, the Big Island of Hawaii	Students promote tourism to the Big Island of Hawaii to Spanish-speakers

Key Knowledge and Skills



The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.

Challenging Problem or Question



The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.

Challenging Problem or Question



How can we promote tourism to the Big Island by Spanish-speakers?

Sustained Inquiry



Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.

Authenticity



The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students’ personal concerns, interests, and issues in their lives.

Student Voice and Choice



Students make some decisions about the project, including how they work and what they create.

Reflection



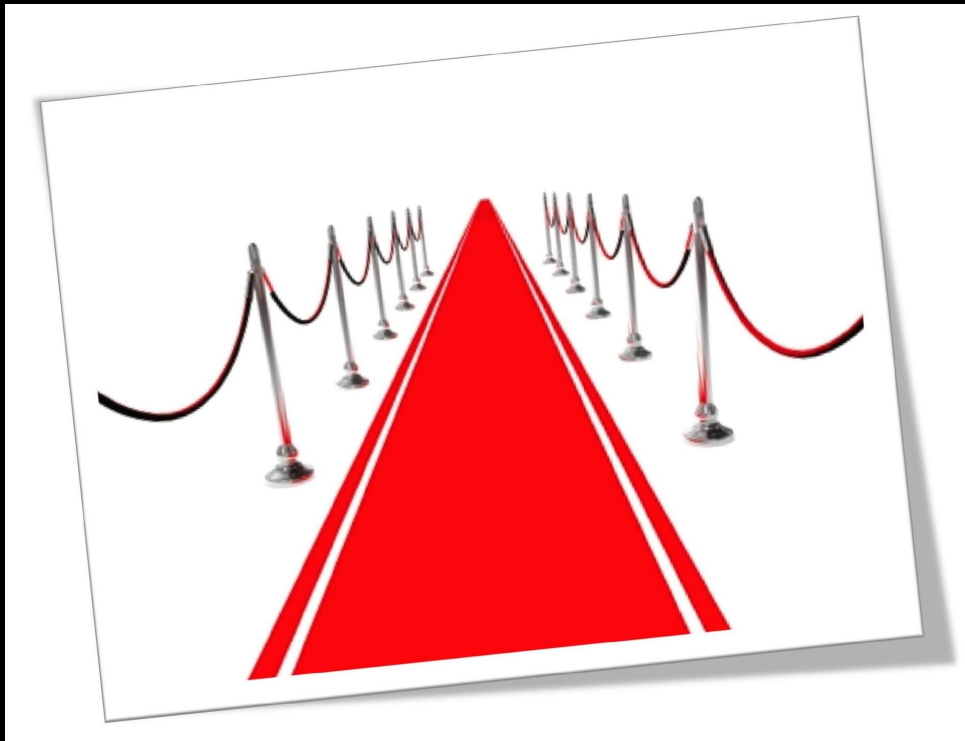
Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.

Critique & Revision



Students give, receive, and use feedback to improve their process and products.

Public Product



Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

Travel Example

Project or Activity	Main Course PBL
Students compare leisure activities in Spain and the our home, the Big Island of Hawaii	Students promote tourism to the Big Island of Hawaii to Spanish-speakers

More ambitious example

How can we engage those in our local community and global network to support the ongoing education of girls in our Peace Corps match village in Africa?

PBLL Product Square

Project idea by Nicole Narditz

PROBLEM, QUESTION, CHALLENGE

How can we engage those in our local community and global network to support the ongoing education of girls in our Peace Corps match village in Africa?

PURPOSE

Girls in the partner school village remain in school for a shorter amount of time, which has been shown to correlate to their personal health and well-being, as well as that of their families and even their communities when they are adults.

PRODUCT

Multi-media presentations:
 - to local francophone partners invited to event to enlist their support for K-12 tuition fees that we can contribute to the village or other student-determined purposes.
 - to francophone non-governmental and humanitarian organizations operating in the country to increase access to education for girls in which students explain how we plan to support their work in the country.

AUDIENCE

Local francophone community organizations and global humanitarian organizations

Why do kids care?

It matters to my students because they are connected to the village and get to know the village and its inhabitants through our 2-year correspondence with the Peace Corps volunteer and with the children in the village when possible (some volunteers have facilitated letter exchanges with the school and others have not been able to).

PROJECT DESIGN RUBRIC

Essential Project Design Element	Lacks Features of Effective PBL <i>The project has one or more of the following problems in each area:</i>	Needs Further Development <i>The project includes some features of effective PBL but has some weaknesses:</i>	Includes Features of Effective PBL <i>The project has the following strengths:</i>
Key Knowledge, Understanding & Success	<ul style="list-style-type: none"> ▶ Student learning goals are not clear and specific; the project is not focused on standards. ▶ The project does not explicitly target, assess, or scaffold the development of success skills. 	<ul style="list-style-type: none"> ▶ The project is focused on standards-derived knowledge and understanding, but it may target too few, too many, or less important goals. ▶ Success skills are targeted, but there may be too many to be adequately taught and assessed. 	<ul style="list-style-type: none"> ▶ The project is focused on teaching students specific and important knowledge, understanding, and skills derived from standards and central to academic subject areas. ▶ Important success skills are explicitly targeted to be taught and assessed, including critical thinking/problem solving, collaboration, and self-management.
Challenging Problem or Question	<ul style="list-style-type: none"> ▶ The project is not focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project. ▶ The central problem or question is not framed by a driving question for the project, or it is seriously flawed, for example: <ul style="list-style-type: none"> - it has a single or simple answer. - it is not engaging to students (it sounds too complex or "academic" like it came from a textbook or appeals only to a teacher). 	<ul style="list-style-type: none"> ▶ The project is focused on a central problem or question, but the level of challenge might be inappropriate for the intended students. ▶ The driving question relates to the project but does not capture its central problem or question (it may be more like a theme). ▶ The driving question meets some of the criteria (in the Includes Features column) for an effective driving question, but lacks others. 	<ul style="list-style-type: none"> ▶ The project is focused on a central problem or question, at the appropriate level of challenge. ▶ The central problem or question is framed by a driving question for the project, which is: <ul style="list-style-type: none"> - open-ended; it will allow students to develop more than one reasonable answer. - understandable and inspiring to students. - aligned with learning goals; to answer it, students will need to gain the intended knowledge, understanding, and skills.
Sustained Inquiry	<ul style="list-style-type: none"> ▶ The "project" is more like an activity or "hands-on" task, rather than an extended process of inquiry. ▶ There is no process for students to generate questions to guide inquiry. 	<ul style="list-style-type: none"> ▶ Inquiry is limited (it may be brief and only occur once or twice in the project; information-gathering is the main task; deeper questions are not asked). ▶ Students generate questions, but while some might be addressed, they are not used to guide inquiry and do not affect the path of the project. 	<ul style="list-style-type: none"> ▶ Inquiry is sustained over time and academically rigorous (students pose questions, gather & interpret data, develop and evaluate solutions or build evidence for answers, and ask further questions). ▶ Inquiry is driven by student-generated questions throughout the project.

TASK: EVALUATE A PROJECT IDEA

Form teams of 3.

Locate your product square handout and rubric.

You will be assigned a row on the rubric.

Evaluate the project using that row.

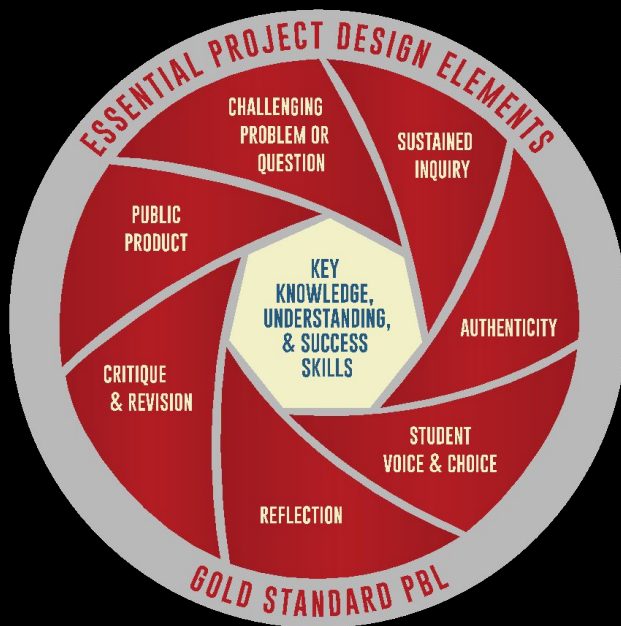
Discuss:

What evidence can you provide that the project is designed effectively?

How might you improve the project to make it more effective?

DOES THE PROJECT . . . ?

- Focus on Key Knowledge, Understanding, & Success Skills
- Start with a Challenging Problem or Question
- Engage Students in Sustained Inquiry
- Show Authenticity
- Encourage Student Voice & Choice
- Incorporate Reflection
- Include Critique & Revision
- Result in a Public Product



Requires little TL use or cultural knowledge

Students “practice” grammar & vocabulary to produce project

Target language & culture essential to project completion



Image: [Peter Ong](#)



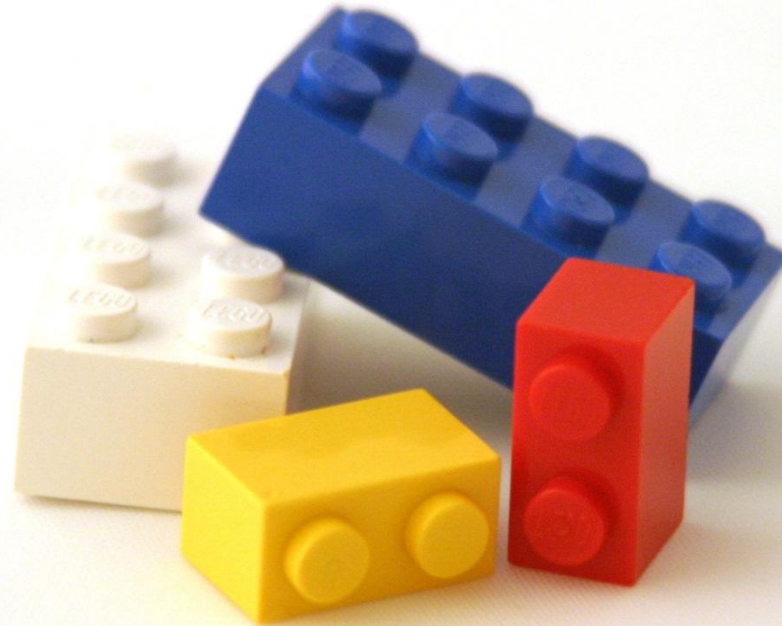
GOAL

Learners **Create**
with Language in
Real World Settings
for **Authentic**
Audiences &
Purposes



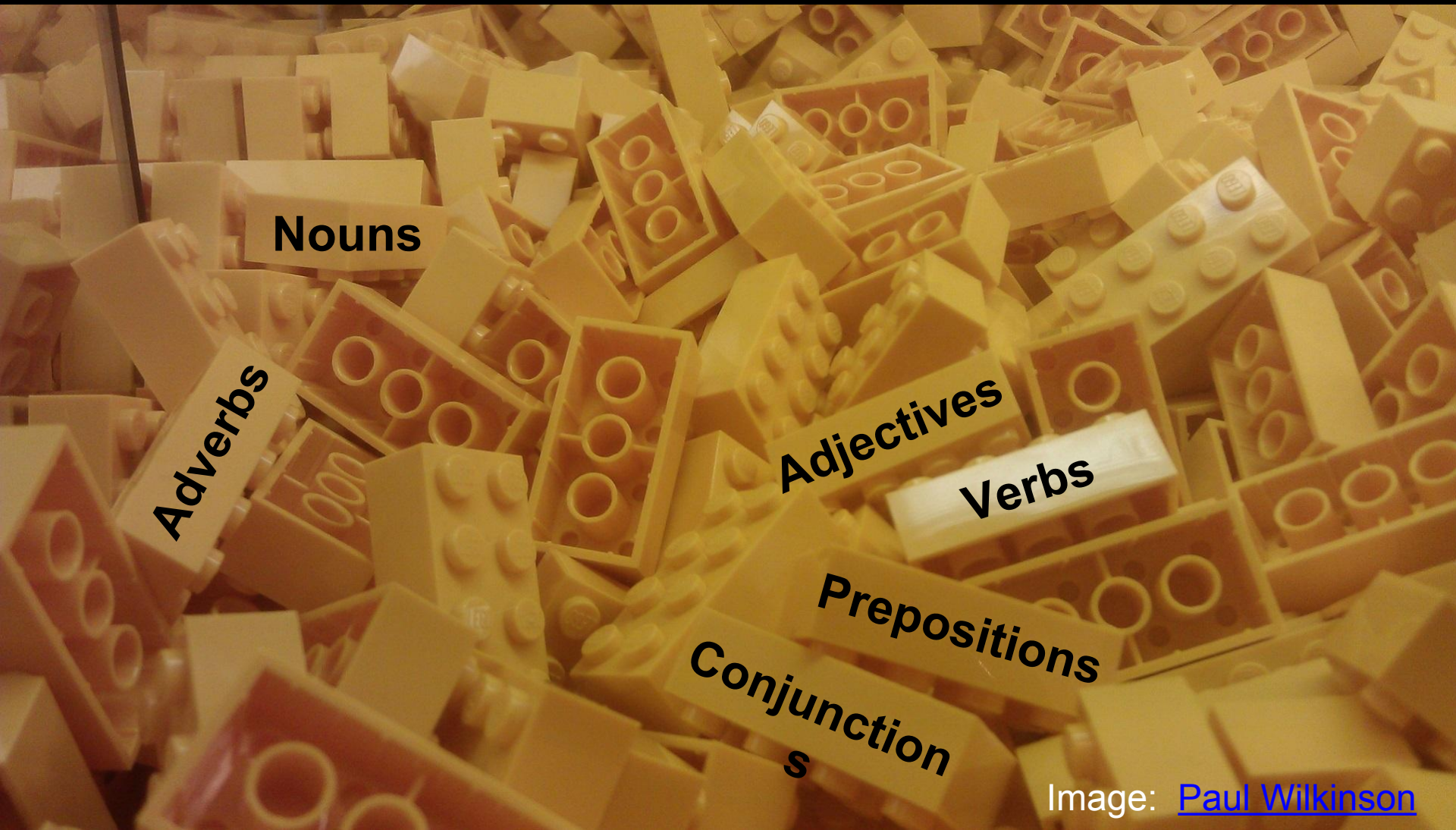
**But my
students
don't know
enough
language to
do that!**

Linguistic Legos



What about grammar & vocabulary?!

**“But beginning learners
need MORE pieces first!”**





Really? What if learners
just need **DIFFERENT** pieces?



- **Topics:** **Variety** of themes & disciplines; **social & political issues**
- **Texts:** **Formal** & informal; **multiple perspectives**
- **Tasks:** Ask ?s, describe, narrate, **state & support opinions, hypothesize**
- **Talk:** Both concrete & **abstract** concepts; **extended discourse**
- **Tools:** Strategic & sophisticated **negotiation of meaning**

Speaking » Superior

Speakers at the Superior level are able to communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They present their opinions on a number of issues of interest to them, such as social and political issues, and provide structured arguments to support these opinions. They are able to construct and develop hypotheses to explore alternative possibilities.

When appropriate, these speakers use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while

coherent, may still be influenced by language patterns other than those of the target language. Superior-level speakers employ a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic, lexical, and phonetic devices.

Speakers at the Superior level demonstrate no pattern of error in the use of basic structures, although they may make sporadic errors, particularly in low-frequency structures and in complex high-frequency structures. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

[View 2 samples](#)



- **Topics:** **Variety** of themes & disciplines; social & political issues
- **Texts:** **Formal** & informal; multiple perspectives
- **Tasks:** Ask ?s, **analyze**, **compare**, **opinions**, hypothesize
- **Talk:** Both **collaborative** & **discourse**
- **Tools:** Strategic **use of language**, **negotiation of meaning**



Speaking » Superior

Speakers at the Superior level are able to communicate in formal contexts, **analyze** information from multiple perspectives. They **compare** and **contrast** information, explain complex processes, and **analyze** **narrations**. They **analyze** their opinions on **social and political issues** and **support these opinions**. They **hypothesize** to explore alternative perspectives.

PBLL

Authentic Contexts

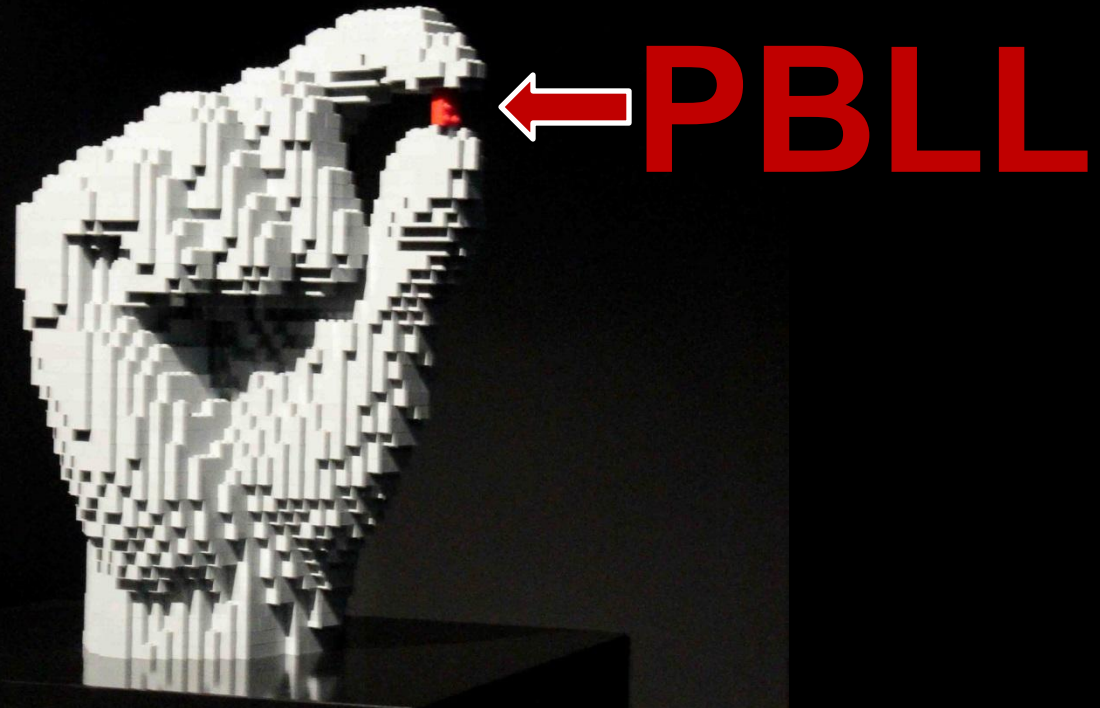
When appropriate, these speakers use **extended discourse** without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while

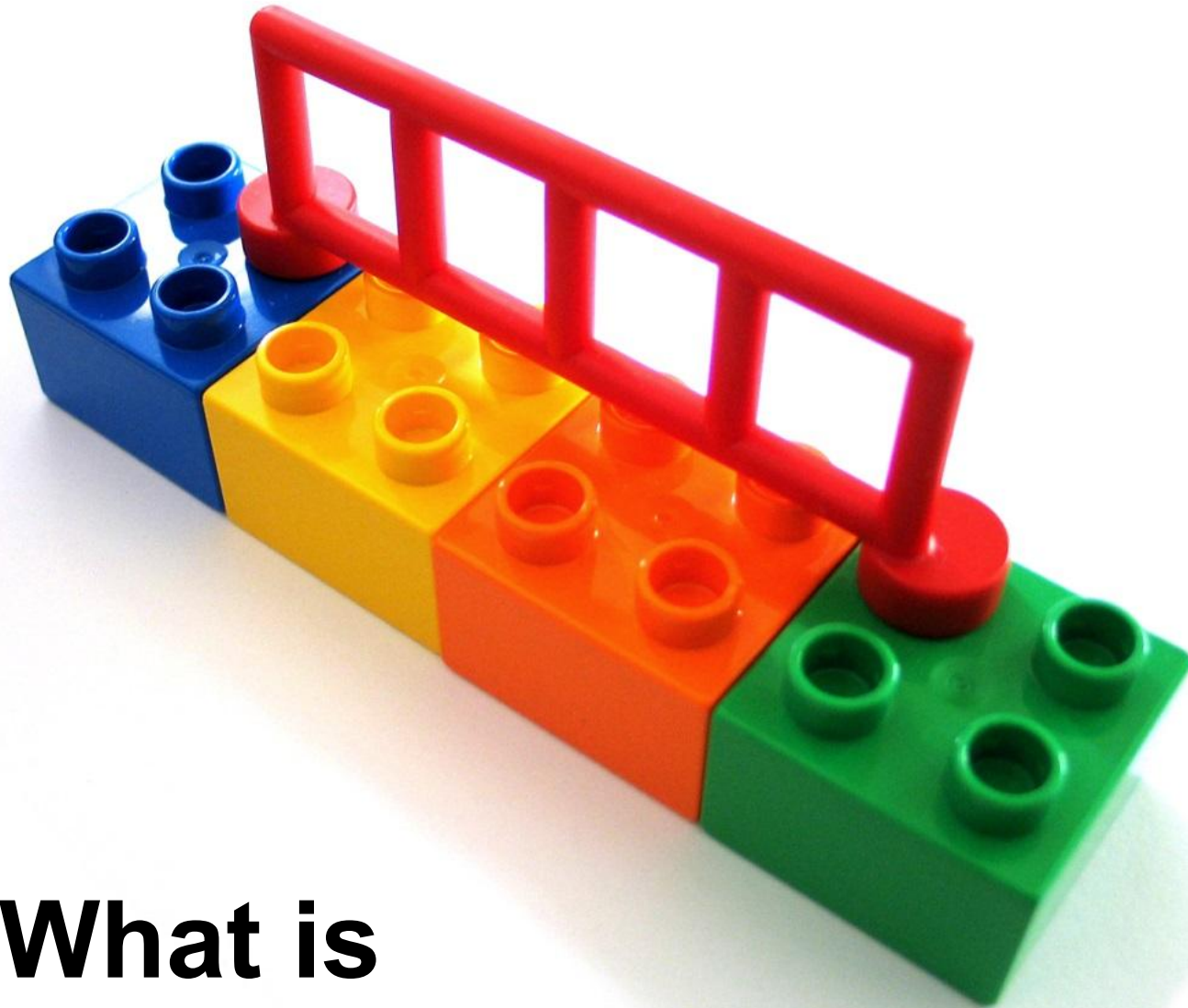


coherent and **comprehensible**. They demonstrate no pattern of error in the use of basic structures, although they may make sporadic errors, particularly in **low-frequency structures** and in complex high-frequency structures. Such errors, if they do occur, do not **distract** the native interlocutor or interfere with communication.

View 2 samples

“Bite-sized Chunks of Complexity” (Spiro, 1991)





**What is
scaffolding?**

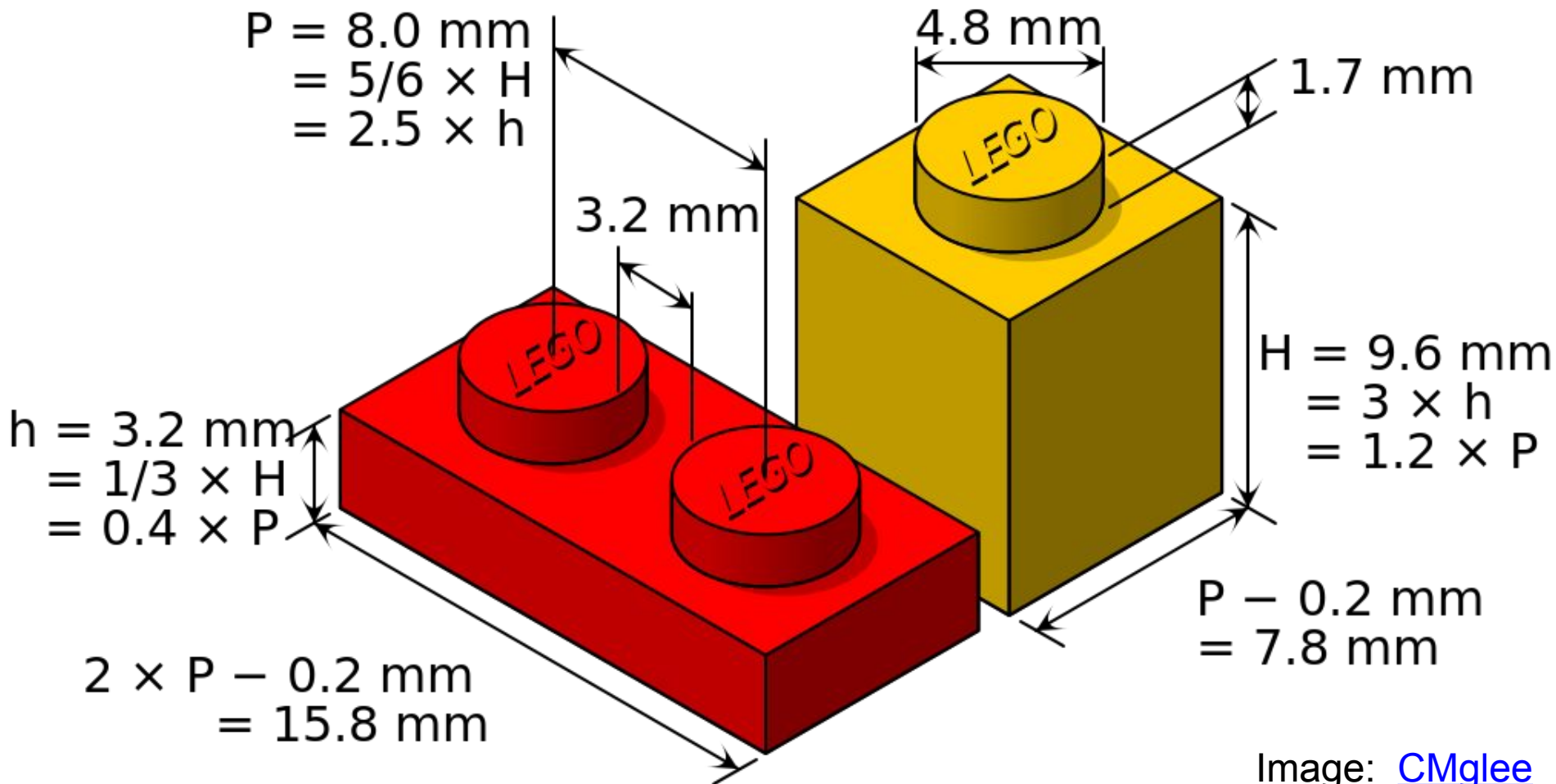
Image: [Peter Ong](#)

Scaffolding: Supports that make successful task completion possible for learners who do not have the knowledge, confidence, or skills to succeed autonomously.



Image: [Phyllis Buchanan](#)

How Teachers Often Think About Scaffolding



How Students Think About Scaffolding



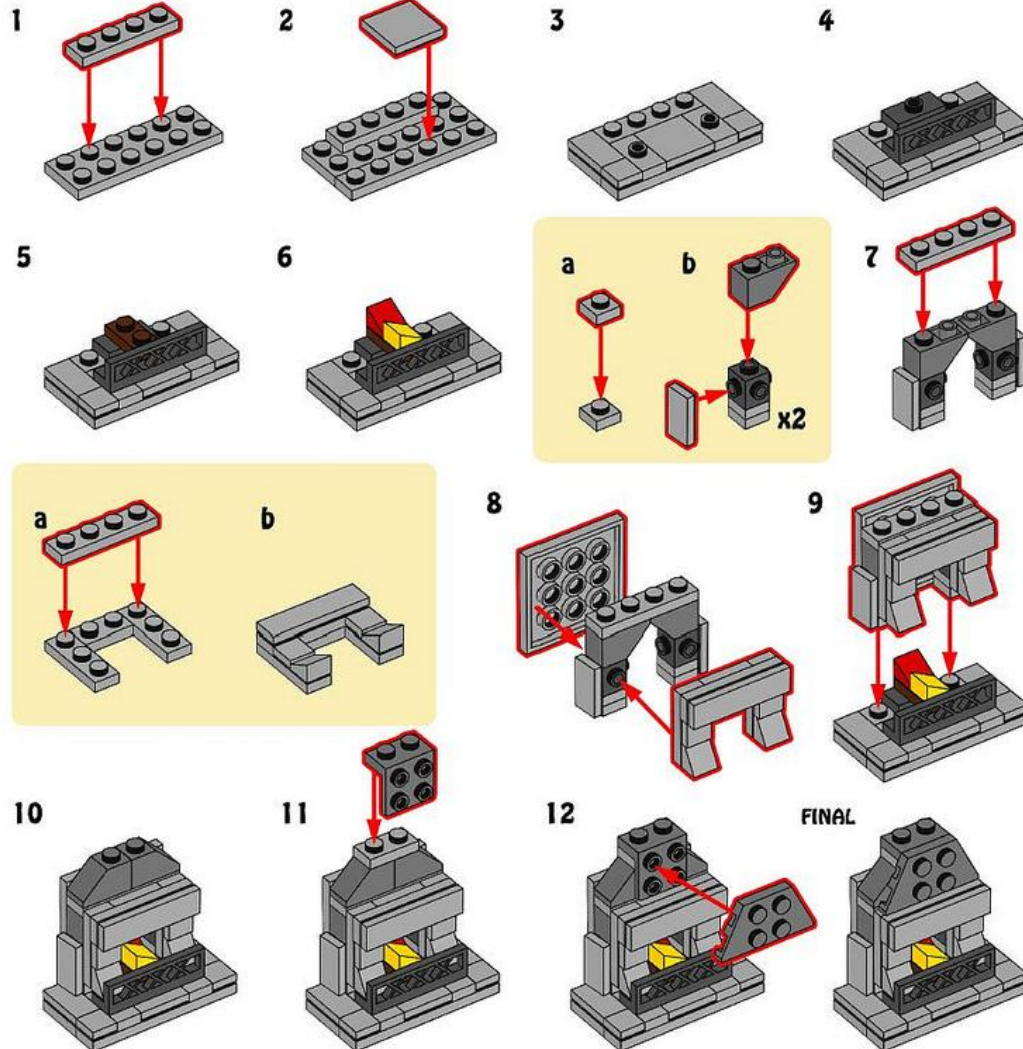
Image: [Deutsche Welle](#)



Fireplace
Kamin
Cheminée

1x 4211356	1x 4243797	4x 4211415	1x 4211438	1x 4211452	2x 4521921
1x 4211150	2x 4211135	2x 4211429	3x 4211445	2x 473326	1x 4527082
2x 4211398	1x 4211413	1x 4187209	1x 379426	1x 4504381	1x 4527082
4x 4211399	4x 4211414	2x 4211096	2x 4211451	1x 4504379	1x 4277928

Lego & Scaffolding

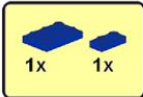


- Visual → Access
- Colorful → Attention guided
- Simple & Sequential → Autonomy
- Step-by-step → Ability to perform complex tasks

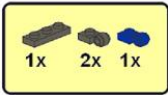
STARSHIP XENA BUILDING INSTRUCTIONS

WHY NOT TRY
DIFFERENT COLOUR
COMBOS?

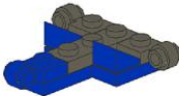
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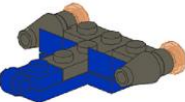
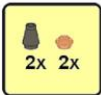
2



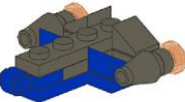
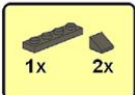
3



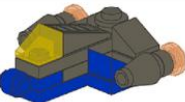
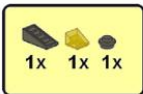
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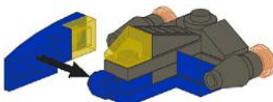
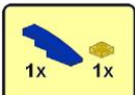
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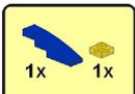
6



7



8



9 Energy

10 Force

11 Velocity

12 Altitude

Help Students See Structure & Sequence Content

Progressively Structure & Sequence Conceptual Content in the Same Way You Would Structure an Experience:

- From **whole** to **parts** to **whole**
- From **simple** to more **complex**
- From **concrete** to **abstract**

Develop Understanding From Concrete to Abstract



Laws of
Physics

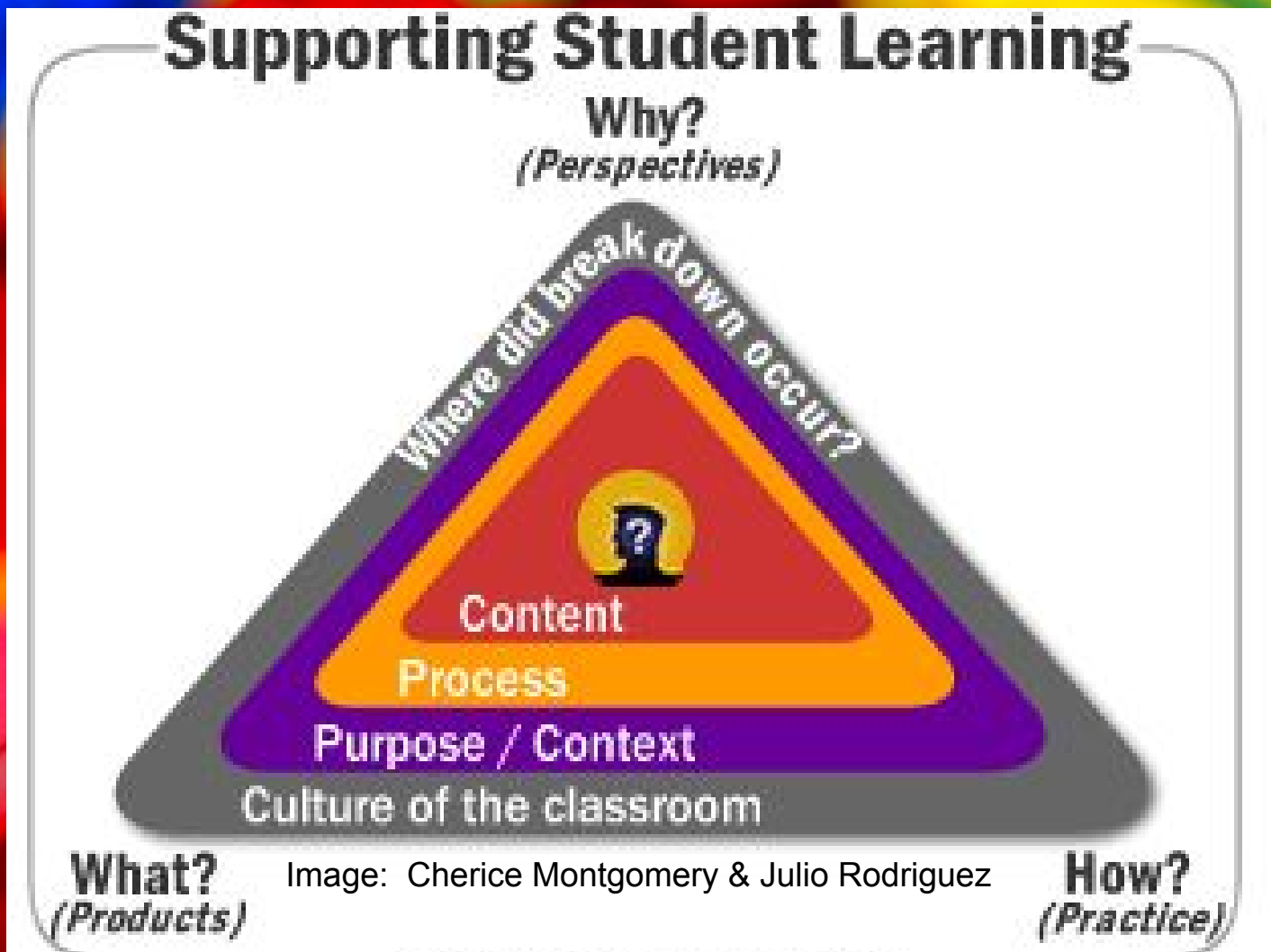
Play

before

principles!

Image: [Liralen Le](#)


What layers of support might be needed for project-based language learning?



Where will breakdowns occur?

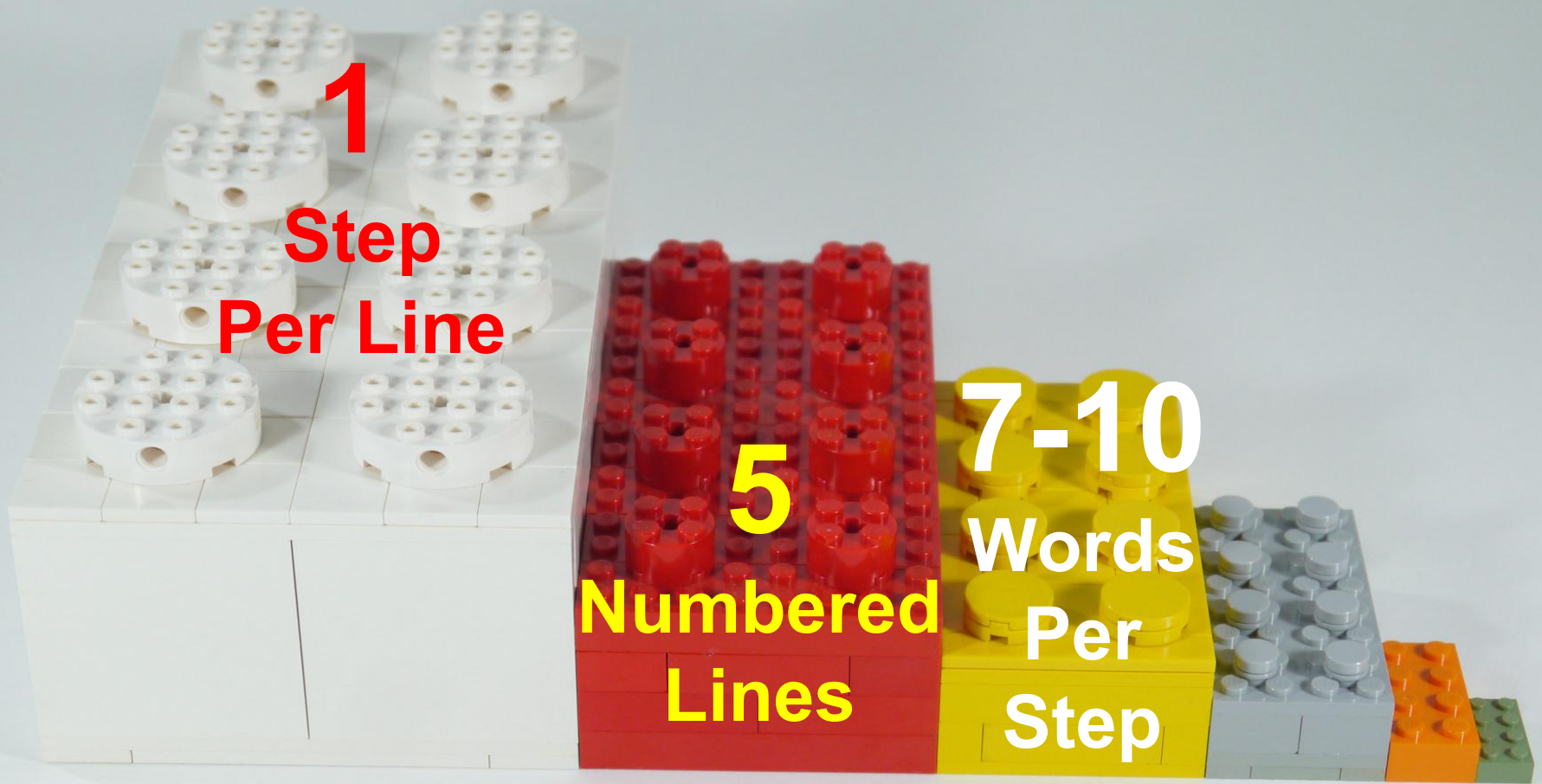


Scaffolding Process

- 
- 1) Instructions
 - 2) Models & Examples
 - 3) Formatting
 - 4) Decision-making
 - 5) Language

Give Clear Instructions

(Montgomery, 2012)



Give Clear Instructions

(Example)

- 1) **Form a group of four.**
- 2) **Select a topic from the list.**
- 3) **Find information about your topic in (language).**
- 4) **Include three different sources of information.**
- 5) **Use the information to complete the group worksheet.**

Provide Models & Examples



What else needs scaffolding?



Scaffolding Content



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- **A**ctivate prior knowledge
- **B**uild conceptual schema
- **C**onnect students to experts
- **D**evelop understanding progressively—from concrete to abstract
- **E**xplain with analogies, diagrams, examples, images, and metaphors
- **F**ocus on big ideas
- **G**enerate multiple representations
- **H**elp students see structure & sequence of content with graphic organizers

Scaffolding Cognition

THINK
OUTSIDE
THE BRICK

THE CREATIVE ART of
LEGO®

Establish strategies & processes for:

- Activating prior knowledge
- Brainstorming & analyzing ideas
- Capturing, prioritizing, & selecting ideas
- Decision-making & developing ideas
- Evaluating & sharing ideas
- Finding information
- Getting into groups; giving feedback

Scaffolding Collaboration & Communication

Actions

1

Breakdowns

2

Communication

3

Decisions

4

Interpretive Inquiry



Activate prior knowledge & experiences

Build conceptual understanding

Connect learners to cultures, content, & communities to make it comprehensible & meaningful

Develop appropriate tasks

Interpersonal Cognitive Processing: Converse to Comprehend Content & Culture

- Communicate complex concepts in simple language
- Invite analysis, evaluation, synthesis, and questions
- Connect to other texts and personal experiences

Presentational Output: Share Ideas, Information, & Opinions



Scaffolding Technology

Guide:

- Attention
- Choices
- Process
- Product

PBL Product Square

Project idea by Nicole Nacditz

PROBLEM, QUESTION, CHALLENGE

How can we engage those in our local community and global network to support the ongoing education of girls in our Peace Corps match village in Africa?

PURPOSE

Girls in the partner school village remain in school for a shorter amount of time, which has been shown to correlate to their personal health and well-being, as well as that of their families and even their communities when they are adults.

PRODUCT

Multi-media presentations:
- to local francophone partners invited to event to enlist their support for K-12 tuition fees that we can contribute to the village or other student-determined purposes.
- to francophone non-governmental and humanitarian organizations operating in the country to increase access to education for girls in which students explain how we plan to support their work in the country.

AUDIENCE

Local francophone community organizations and global humanitarian organizations

Why do kids care?

It matters to my students because they are connected to the village and get to know the village and its inhabitants through our 2-year correspondence with the Peace Corps volunteer and with the children in the village when possible (some volunteers have facilitated letter exchanges with the school and others have not been able to).

What will students need to **find out**?

Where are **breakdowns** likely?

What **supports** might students need?

Product Square

PROBLEM, QUESTION, CHALLENGE

How can we educate and encourage Spanish speakers to visit the Big Island of Hawaii?

PURPOSE

Promote tourism in the Big Island of Hawaii by Spanish speakers

PRODUCT

Presentation, video or website that appeals to the culture of the region they are persuading

AUDIENCE

Potential Spanish-speaking tourists

Why do kids care? They live on the Big Island of Hawaii and are familiar with what there is to do on the island. They enjoy sharing with others what they like to do. They develop a critical understanding of another culture.

Where are breakdowns likely?

What supports might students need?



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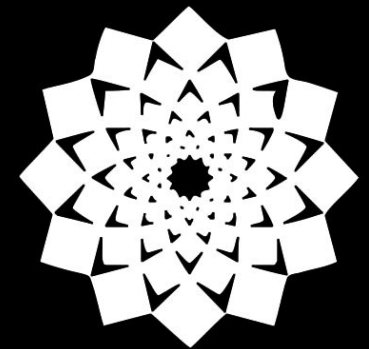


Initiatives on PBLL



PBLL

Special Interest Group



If you are interested in PBLL and would like to have more opportunities to network with colleagues who share your interest, sign the petition for a new ACTFL sig focusing on PBLL at:

<http://goo.gl/Uz0V7v>

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