

Professional Leave Report Cover Sheet

Name: Jaydene Elvin

Department: Linguistics

College: Arts & Humanities

Leave taken: ☒ Sabbatical ☐ Difference in Pay ☐ Professional Leave without Pay

Time Period: ☒ Fall 2023
☐ Spring
☐ Academic Year
☐ Other

Your report will be sent to your Dean for your PAF and to the Library Archives.

Project Title: *Passing it on to the next generation: Training individuals to teach language through culture*

Section 1. Reporting on the Success of the Leave

The 2023 sabbatical project formed part of a larger-scale collaborative project with PBBi which consists of the development of a home-based Portuguese program that families can use to teach Portuguese to their children. The project includes the adaptation of Portuguese folktales into bilingual books targeted at children aged 3-7. Below I list the four key activities that I intended to work on during the sabbatical and an analysis of those accomplishments.

a) Accomplishments pertaining to the 4 key activities originally proposed for my sabbatical.

a. Develop learning activities/materials to accompany adapted fables

A total of 9 lesson plans/activities were developed during the Sabbatical period. These included colouring activities, role-plays, scavenger hunts, family cooking activities, DIY puppets, storytelling through felt boards and so on. For each activity a description was provided along with step-by-step instructions for families to follow, written in non-technical language. Additional activity ideas had been proposed and listed on the website but were not completed by the end of the sabbatical period.

b. Film and edit “how-to” videos

My graduate student Eliza Amadeo assisted with the filming of three how-to videos for this project. In particular, she was filmed demonstrating a read aloud of the folktale “O Leão” to a 3.5-year-old child. I was also able to film her conducting a cooking activity and felt board activity to the same child from the read-aloud. A script for these three how-to videos was developed and the editing process had begun but had not been completed by the end of the sabbatical period.

c. Create a website to upload and share learning materials with the community

A website was successfully created using Wix.com. All the learning materials that have been created so far have been uploaded. Placeholders have been made on the website with the information that still needs to be added. The link for the website is: <https://jaydene1.wixsite.com/learn-portuguese-wit>

d. Develop workshops for students and community members that train the use of this home-based language learning project.

Due to modifications made in the project, this was not completed.

b) A description of the modifications, if any, of the original proposal and the circumstances with which necessitated these modifications

The adaptation and translation of 2 additional folktales/fables was originally intended to be completed the summer before the sabbatical. However, due to unforeseen circumstances that could not be completed. Therefore, a slight modification needed to occur wherein the adaptation and translation of the additional folktales/fables was to be completed at the beginning of the sabbatical so that the remaining goals could be met. In the end, three additional folktales/fables were adapted and translated resulting in a total of 4 folktales/fables that will be made into bilingual children’s storybooks. Because time needed

to be set apart for the bilingual storybooks, it meant that I was unable to work on the training workshops.

c) the goals of the original proposal, that were not accomplished

As previously mentioned, there was no time left at the end of the sabbatical period to work on the workshops for students and community members. Also, while I had originally intended for three “how to videos” to be completed, I had underestimated the time it would take to edit these videos and as a result their status was “in progress” at the end of the sabbatical.

Section 2. Benefits to you as a faculty member

This sabbatical was incredibly beneficial to me as a faculty member. This home-based Portuguese Language project is a very large-scale project that is taking a few years to develop. Prior to the sabbatical minimal progress had been made on the project due to time constraints because of teaching and other commitments. Having an entire semester to work on this project has resulted in significant progress with the project. In particular, the entire course has been drafted, four folktales have been adapted for bilingual books, illustrations designed for two books, several learning materials created, and a website has been developed. The sabbatical leave has allowed me to get the project to a stage where the additional adapted folktales are ready to be illustrated, videos are ready to be edited and published and hopefully very soon we will be able to present the completed project to the Portuguese community here in Fresno and start investigating the benefits of this program on heritage language learning. Therefore, this leave has provided opportunities for me to create new curricula for this home-based course that could serve as a model to future home-based projects that I would like to work on. An example of where the results of this project has informed another project of mine was where I was able to use some of these materials in my LING 244 (curriculum design and evaluation class) as examples for materials development on a Spanish parent and child language class. I very much look forward to completing the overall project in the near future and analyzing its benefit on the community.

Benefit to the university

I believe that this sabbatical leave has benefited both the Linguistics department and the College of Arts and Humanities. It is an interdisciplinary project and a partnership with Portuguese Beyond Borders Institute. The work done during the sabbatical leave has progressed the project to a point where students from both the department and the college could be actively involved. For example, I have had students working on illustrating the remaining bilingual books. I have also showcased some of the materials as sample for students in my LING 244 curriculum design and evaluation class. I was also able to recruit a Linguistics student to make some additional materials that are in the process of being uploaded to the website. We intend to publish these books, so I would envision students in MCJ and/or Art & Design to work on the layout of the books and prepping them for publication. Finally, I believe the project will benefit the university in the long run as members of the community will be able to reach out to the Linguistics Department’s Hub for Language Teaching and Learning for further assistance developing language curricula and materials design. As mentioned previously, the final product will serve as a model for anyone wishing to develop a home-based language program for families to pass their language on to the next generation.

Sabbatical Proposal for Fall 2023

Jaydene Elvin, Linguistics

In February 2020, the Fresno State Hub for Language Teaching and Learning was officially launched. The Hub fosters language learning and language teaching opportunities by encouraging the learning of languages, especially those critical languages of the Central Valley and promoting the use of best practices by language teachers. The Hub draws on the rich language resources of the Central Valley, both within the community and within the university. Since its launch, we were able to begin work on some large-scale collaborative projects including an online asynchronous functional Spanish course for Emergency Medical Responders, ESL for Fresno State Women's Basketball, and a home-based Portuguese program for parents and grandparents to teach their children. The work we have been doing with the Hub has been beneficial to our Linguistics students, as well as members of the local community. I would like to use my Sabbatical to really solidify the work we are doing and ensure the Hub's sustainability in the future, something that my current schedule does not allow. I plan to do this by focusing on one of our on-going projects, the Home-based Portuguese project, and see it to fruition.

1. Proposal: Passing it on to the next generation: Training individuals to teach language through culture

This project is a collaboration between the Hub and the Portuguese Beyond Borders Institute (PBBI) and we have been slowly chipping away at it since Spring 2020. The goal of this project is twofold: 1) Develop a home-based Portuguese course aimed children aged 3-7 and 2) Train Portuguese speakers to teach the program to children in their own families (e.g., children, grandchildren, nieces, nephews, family friends, etc.). In Fall 2020, students in my graduate service-learning course (LING 241S) conducted an analysis to identify the project needs and in Spring 2021, graduate students in my curriculum design class (LING 241) came up with ideas for content that could be included in the program. In the early planning stages of this project, Denis Borges, the Director of the PBBI requested that we include some fables that he and a former student are working on publishing through PBBI's journal. When looking at those fables, it became apparent that they needed to be rewritten to target a younger audience and so I took one fable as an example (O Leão) and adapted it for children aged 3-7. My colleague and I then began working on a couple of learning activities to accompany the fable, when we came up with the idea to turn the fable into a children's bilingual book that we could publish. This idea was approved by Denis Borges (Director of PBBI) and supported by CAH Dean Chapman. We currently have an undergraduate Linguistics student working on illustrations to accompany the story. Our goal is to present this bilingual book and accompanying activities at the Spring 2023 Arts in Motion. We intend to adapt an additional 3 fables adapted by the end of Summer 2023 so that they can also be included in the program. My goal for a Sabbatical in Fall 2023 would be to develop the learning materials (including "how to videos") to accompany the fable adaptations and to create a website for these materials to be uploaded to and made freely available to the community. I also intend to develop two to three workshops that offer training on how to implement these language activities in the home.

2. Benefit to the University

The Hub has been not only been a great contribution to the Linguistics Department, but its projects (including this one) directly benefit local community members. Partnering with PBBI is beneficial because it is a university organization that has many ties with Portuguese community members in the Central Valley, but also with the Luso-American Development Foundation, which has supported some of PBBI's projects, including the initial stages of the proposed project. Graduate students will benefit from this project as I intend to train them to present future workshops to community members and to offer ongoing support.

3. Program of activities/Preliminary arrangements

As mentioned above, the proposed sabbatical project forms part of a large-scale project that involves the development of a home-based Portuguese program for children aged 3-7, accompanying children's bilingual books based on Portuguese fables, and subsequent training for community members to implement the program at home. As this is a collaboration with PBBI, I will meet with Dennis Borges (Director) on a regular basis to update him on the status of the project and to get approval for the materials developed. Additional contacts for this project include Eliza Amadeo, Portuguese speaking Linguistics Graduate student who has agreed to assist with Portuguese translation and to be filmed demonstrating techniques in the "how to" videos; and Cheryl Chan, Assistant Coordinator of the Hub, who I will consult with on the development of the learning content to ensure these materials meet the target audience's needs. The four key activities that I intend to work on during my Sabbatical include: 1) developing learning activities/materials to accompany the adapted fables 2) film and edit the "how to" videos 3) create a website to upload and share materials with the community 4) Develop workshops to train community members to implement the program in their homes, as well as workshops that will teach grad students how to offer future training and to provide ongoing support to community members using the program.

4. Timeline of activities

August-October: Create 2-3 learning materials per fable & accompanying "how to" videos

October-November: Create website to share materials. Begin uploading content that is ready.

November-December: Design the workshops to train community members & grad students.

5. Amount of Time Requested

I am requesting professional leave for one semester (Fall 2023). The development of a learning content for our home-based Portuguese program cannot be completed in less than a semester of leave time. However, the planned activities can all be accomplished in the allotted time for the sabbatical.

6. CSU resources needed

At this time, no significant CSU resources are needed. As I prepare to develop a website to store the materials, I may need to work with Benjamin Kirk to determine the best option for the web-development.