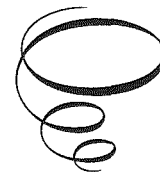# Language beyond the Classroom:

A Guide to Community-Based Learning for World Language Programs

Edited by

Jann Purdy

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FOREWORD

CONTEXTUALIZING LANGUAGE LEARNING IN THE CIVIC MISSION OF EDUCATION

STEPHANIE STOKAMER

My sophomore year in college, I held an internship at a YWCA in Miami, Florida, working in a breast health education program during our January term. I had studied Spanish in school for long enough to be proficient in a classroom setting. Yet with limited opportunity to practice in the small Maine town surrounding my campus, my skills were virtually untested outside of formal academic spaces. I was therefore rather terrified when my YWCA supervisor asked me to conduct outreach calls to Spanish-speaking clients about an upcoming health fair. I knew that speaking broken Spanish over the phone without benefit of nonverbal cues would be a challenge, but with persistent encouragement from my supervisor, I jumped in and dialed the first number.

I was nervous. I made mistakes. I needed to ask the voices on the other end of the line to slow down. I have breast cancer in my family, and my own father was at that time undergoing treatment for skin cancer. I knew that screening was important, that the women I was calling were among those least likely to get it, and that early detection could be a matter of life or death. This was real, and I did not want to so badly mangle the communication that someone turned up at the wrong location or time or for some entirely different affair. I did it--again and again, and without major mishap (at least as far as I know). By the end of my internship, I had significantly boosted my confidence, solidified my second-language proficiency, and determined to study abroad in a Spanish-speaking country the following year. What is more, by the conclusion of this community-based experiential learning opportunity, I better understood the lived experience of the women with whom I spoke on the phone—and perhaps later met in person—and the cultural issues that come into play with health care.

CHAPTER TWO

PREPARING PROFESSIONALS: LANGUAGE FOR SPECIFIC PURPOSES AND COMMUNITY-BASED LEARNING APPROACHES IN ADVANCED-LEVEL COURSEWORK

ANNA A. ALSUFIEVA AND WILLIAM J. COMER

The Russian program at Portland State University has engaged in community-based language learning projects for over ten years, connecting them at various times to various advanced level courses. Beginning in 2009, when PSU was selected to develop a Russian Flagship Program, the faculty, under the leadership of Dr. Sandra Freels, intentionally decided to connect such projects to a new advanced-level course called Russian in the Major. This course (see appendix for an overview syllabus) has a flexible design which allows for the inclusion of community-based projects among more traditional academic writing tasks, depending on the learner's particular goals and interests.

In this chapter we will describe and evaluate three projects which engaged the needs of the city's Russian-speaking community. Our projects in Community-based Writing and Community Translation[1] reflect the unique context of the Russian program at PSU, which offers both a regular undergraduate major in Russian as well as an intensive Russian Flagship Program, which provides students of any major the opportunity to develop professional level competency (i.e., ACTFL Superior-level proficiency) in

Russian by the time of graduation. PSU's Russian Flagship Program is one of 26 federally-funded undergraduate programs in nine critical languages that seek to change the expectations for proficiency outcomes for undergraduate students.[2] The projects described here harnessed the potential of the highly-motivated Flagship students, who generally reach various sublevels of ACTFL Advanced-level proficiency toward the end of the course work offered on the PSU campus, before going abroad for a capstone year where they work on developing Superior-level proficiency. Students completing the Russian Flagship Program often choose to do a second major in Russian as well, and so the program regularly includes students who are developing knowledge of specific disciplines as well as high proficiency in Russian.[3]

Among the linguistic and cultural learning objectives for students working toward Superior-level language proficiency is developing the language skills to talk about a wide range of topics related to broad public interests and public policy. Projects which bring Intermediate-High/Advanced-Low learners of the target language into contact with local language communities to solve real-world issues in the target language offer exactly those contexts where students will be motivated to expand their control of the lexicon, discourse strategies, and cultural understanding needed for real-world tasks.

Although the three projects described here date from several years ago, they demonstrate unique learning opportunities for advanced-level learners, model types of learning tasks that can inform instruction and curricular design, and are adaptable to the needs of other community organizations and institutional contexts.

Community needs in the Portland area

Since a large Russian-speaking community lives in Oregon and the greater Portland metropolitan area, the Russian section of the World Languages and Literatures Department at Portland State University (PSU) receives continual requests for assistance with interpretation and translation services for print and electronic materials (e.g., documents, surveys,

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[1] We take these terms from the seminal collection of Linda Adler-Kassner, Robert Crooks, and Ann Watters, *Writing the Community: Concepts and Models for Service-Learning in Composition*. (Sterling, VA: Stylus, 1997) and the recent study by Mustapha Taibi and Uldis Ozolins, *Community Translation* (London: Bloomsbury Academic Publishing, 2016), respectively.

[2] Michael Nugent and Robert Slater, "The Language Flagship: Creating Expectations and Opportunities for Professional-Level Language Learning in Undergraduate Education," in *Exploring the US Language Flagship Program: Professional Competence in a Second Language by Graduation* (Bristol: Multilingual Matters, 2016), 9-28.

[3] Additional information about the structure of the PSU Flagship Program can be found at: https://www.pdx.edu/russian-flagship/flagship-program

questionnaires, brochures, instruction, and other forms of official correspondence) in Russian.[4] We engage with these requests for language services to reach the local Russian-speaking community since they can become the basis for valuable learning experiences for students and fulfilling class projects for faculty members. Working on these projects gives students the chance to provide a concrete benefit to the community, develop their own skills in Russian, and expand their knowledge of cross-cultural communication. Finally, we respond to these requests because PSU has an institutional commitment to engage with the community and because faculty reviews for continuing appointment, promotion, and tenure require evidence of such engagement.[5]

Getting involved in community writing and community translation projects requires instructors and program administrators to make key determinations about whether to take on specific projects or not. Instructors must evaluate whether a project fits their learners' current proficiency level and their range of potential development. This evaluation requires taking stock of whether the students who are selected to carry out the project are (at least partially) familiar with the genres of texts as well as the texts' lexico-syntactic complexity and stylistic registers. Instructors also need to consider if the projects will realistically push students to acquire new linguistic and intercultural competency skills and the discursive practices of public genres. In the PSU context, the courses where these Community Writing and Translating projects were embedded have additional objectives to increase student critical thinking skills and active learning, and to provide opportunities for both oral and written communication activities in the target language. The community translation projects that we describe all required functional, as opposed to completely literal, translations of the texts. The goal of a functional translation is to replicate the function of the original document but for a new target audience, and the latitude that this approach gives the translator makes it a suitable approach especially for a class project.[6]

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[4] The Portland area is said to have 85,000 Russian speakers with more than 700 Russian-speaking students at various ages attending Portland Public schools. http://www.pdx.edu/russian-flagship/k-12-immersion-and-flagship
[5] PSU's motto is "Let knowledge serve the city," and this direction is reflected in the institution's faculty evaluation criteria at all levels. https://www.pdx.edu/academic-affairs/promotion-and-tenure-information
[6] Christiane Nord, "Manipulation and loyalty in functional translation," *Current Writing: Text and Reception in Southern Africa* 14.2 (2002): 33-34. Nord presents a coherent definition of the characteristics of functional translations as well as its potential problems.

Specifics of the PSU language learning community

One further comment should be made about the PSU student population studying Russian: the early cohorts of students participating in the Flagship Program in particular included a sizeable contingent of heritage speakers of Russian,[7] many of whom had strong initial language proficiency. This population was complemented by American learners of Russian as a second language, who had developed their language skills to an advanced level. At that level, these two populations can work together well in mixed groups to accomplish specific tasks since both types of students need significant work on their lingua-cultural competence as demonstrated in their incomplete command of appropriate pragmatic choices in certain speech acts, lapses in register, and culturally appropriate organization of argumentation, among other issues.[8] Therefore, an important component of these advanced courses' curriculum, as shown in the examples below, is the development of socio-linguistic and socio-cultural competence, that is, teaching learners to use linguistic structures appropriate to the communicative situations of public discourse and other culturally-conditioned verbal interactions. These issues rarely come up in classroom language teaching, and so the inclusion of service-based learning projects, where learners are interacting with real people in important interactions with real outcomes, makes work on these pragmatic and socio-linguistic areas particularly relevant and urgent.

Embedding CE projects in the curriculum

One of the goals of The Language Flagship is to reach students in a variety of disciplines and to give them the ability to talk about those areas of professional interests in the target language. The strategies that Flagship programs use to accomplish this interdisciplinary language learning range from classes structured along the lines of language across the curriculum

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[7] Heritage language learners are individuals raised in families or communities that use a language other than the dominant language of the country or the region and who usually acquire this family or community language incompletely; see Maria Polinsky and Olga Kagan, "Heritage Languages: in the 'Wild' and in the Classroom," *Language and Linguistics Compass* 1.5 (2007): 368.
[8] Claudia Angelelli and Olga Kagan, "Heritage speakers as learners at the superior level: Differences and similarities between Spanish and Russian student populations," in *Developing Professional-level Language Proficiency*, edited by Betty Lou Leaver and Boris Shekhtman (New York: Cambridge UP, 2002), 210-16.

to independent research projects carried out under the supervision of both a content-specialist and a language instructor.[9]

At PSU, this interdisciplinary language learning is a key function of the course Russian in the Major, which concludes the language learning curriculum of our domestic program. The year-long course (two credits per term for three 10-week quarters) prepares students to successfully participate in the one main-streamed academic course that they take during the Russian Overseas Flagship year. The syllabus notes that the course aims "to provide students with *opportunities to develop a professional vocabulary and to become familiar with conventions of discourse in their chosen field.*" This means working with different kinds of texts and genres typical of academic, scholarly, and professional spheres, and all their related formal, stylistic, and register conventions. Another main goal of the course is to develop the students' control of the abstract vocabulary needed for Superior-level proficiency and its attendant lexico-grammatical and syntactic constructions in both written and oral discourse. Students practice these skills primarily by engaging in the speech functions of argumentation and persuasion in both the interpersonal mode and presentational mode. Rephrasing of oral and written texts and condensing authors' arguments in written and oral summaries and précis form the lion's share of classroom activities.

Because the course focuses on the professional discourse related to the students' majors, there are opportunities to tailor the specific content of any term or academic year to fit the opportunities available for taking this language work out into the community and having students engage in experiential learning and community service. In the framework of the course, Russian in the Major, we have carried out a series of community-based projects, three of which we present in detail below. These projects have been especially meaningful both to our students as well as to the Russian-speaking community in Portland: the students' work on these issues can be done in an authentic setting and both the student and the community profit from this work.

Given the goals of Russian in the Major, community translation projects of technical (specialized) texts can be a useful and effective exercise for students at this level to master a specialized lexicon and to work on stylistic issues related to specific genres of texts. As noted above,

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[9] Sandra Freels, Olesya Kisselev, and Anna Alsufieva, "Adding Breadth to the Undergraduate Curriculum: Flagship Approaches to Interdisciplinary Language Learning," in *Exploring the US Language Flagship Program: Professional Competence in a Second Language by Graduation,* edited by Dianna Murphy and Karen Evans-Romaine (Bristol: Multilingual Matters, 2016), 51-69.

because of Portland's specific population, there has been no shortage of requests for translation and interpretation projects, but not all of them are feasible for various reasons. Firstly, our students do not always have the right majors or subject-area knowledge to carry out a specific project. Secondly, even when students' interests align, they are still in the process of learning their major field, and so a project may still be too challenging for them. Thirdly, some groups of students are less interested in these projects since they do not see themselves as professional translators in the future.

Project 1: Project Access NOW and learning the language of medical care

In January of 2010, the PSU Russian program received a request from Project Access NOW, a local nonprofit organization that coordinates a network of volunteer physicians and other health care providers and makes it easier for them to donate medically necessary services to low-income and/or uninsured residents of Oregon and Washington. The organization wanted help translating into Russian its protocols for conducting phone interviews with Russian-speaking clients and then translating client responses into English. These protocols consisted of an intake questionnaire and an exit survey, roughly six typed pages each. The protocols were formatted as scenarios with variations to guide phone interviews with clients to allow the questioner to respond to the specific information received.

The request was very timely since there were several students in the Russian in the Major course that year working towards degrees in various health-related majors. Students enthusiastically embraced the Project Access NOW to translate the client entry and exit surveys into Russian. Additionally, once the translations were prepared, the students conducted several phone interviews in Russian for the organization and translated the interviewee's responses into English. In short, translation of the surveys (including questions about the client's health conditions) was a challenging, but interesting, task for the students, requiring them to attend to genre considerations (i.e., the formal questionnaire) in their translation.

Pedagogical organization of the translation project

Once the PSU instructor and Flagship Director had reviewed the Project Access NOW's request and decided that the project was feasible, they devised the following work plan to accomplish the necessary tasks over two 10-week academic quarters.

I. Preparation for the translation (2 weeks)
1) The faculty instructor met with a representative from Project Access NOW in order to get more familiar with the organization, to assess the level of difficulty of translating the specific texts, and to set the time schedule for completing the translations;
2) The instructor presented the request to the students in the course Russian in the Major and got their buy-in for the project. The instructor then briefed them on the essential points of translating a specialized text including how to deal with terminology and specialized lexicon while making the translation conform to the original's genre and text organization. The instructor wanted the students to think about the problems of exactly and completely transmitting the contents of the original document and to recognize what problems and linguistic/cultural barriers might arise. That is, the instructor wanted the students to consider what extra-linguistic knowledge and cultural framework(s) operate for native readers of the original text and how those might be different from those of native speakers of the target language of the translation, since that difference might affect the latter's perception and interpretation of the translated texts. The instructor also wanted the students to realize the potential need for functional translation, that is making pragmatic adaptations[10] in the original text that would take into account the local target audience since local Russian speakers in need of these services might have limited or incomplete secondary or higher education in any language.
3) The instructor also encouraged the students to consider what issues might arise in using these translations in phone interviews, which generated discussion about issues such as intonation, tone of voice,

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[10] The term "pragmatic adaptation" can be defined as "the changes made to the text of the target document with the goal of making the specific recipient of a translation have an appropriate response to the text." V. N. Komissarov, *Teoriia perevoda (lingvisticheskie aspekty): Uchebnik dlia institutov i fakul'tetov inostrannykh iazykov* (Moscow: Vysshaia shkola, 1990), 269.
http://www.belpaese2000.narod.ru/Trad/Komissar/komissarind.htm

politeness conventions, and possible caller attitudes when asked personal questions about medical conditions.
4) Finally, the instructor arranged a meeting between the students and the representative from Project Access NOW so that students could learn directly about the organization and its goals.

II. Work on the translation (8-9 weeks of the first quarter).
With the instructor's guidance, the students found and read texts written in Russian for Russians that were similar to the document that they planned to translate. These activities helped them find standard words and expressions from medical discourse that would work in their translations. After looking at the lexical component of these texts, the instructor also had them notice and analyze forms of address, politeness formula, and formulations of questions for formal and informal situations.

The instructor guided the students through three drafts of all the documents. First the group came up with a literal/interlinear translation, focusing on lexical choices. Then each student came up with a complete translation, and class time was spent comparing these versions, analyzing variations in word choice and other linguistic structures. On the bases of these discussions the class created a collective third draft, where the group focused on tailoring the text so that it would make sense to the target audience. This led to the final draft which the group presented to the client.

Even though there was considerable group discussion, feedback on the individual students' work was primarily given by the teacher, and the teacher did much of the work of gathering the decisions of the group in developing the third draft. When the final draft was completed the instructor also helped the students prepare to use the translated script to conduct phone interviews. It was particularly important for the students to practice taking their written document and speaking it aloud, to check if there were any awkward phrasings for oral delivery, as well as working on issues of word stress and intonation in the delivery. In class the groups used the translated protocols in role-play situations that included one role play conducted over the phone, where the speakers could not see each other. These activities helped students reflect on the genre of the interview and prepared them for communication as volunteers.

III. Service work at Project Access NOW. (8-10 weeks of the second quarter)

After completing the translation, the students served at Project Access NOW, conducting interviews with clients and working on translating the clients' answers into English.

IV. Reflection (final 2 weeks of second quarter)

At the end of the second term, participants in the Community translation project were tasked with preparing a presentation in Russian that would address two reflection questions about what they learned from the translation work, and what linguistic and cultural challenges they encountered in doing the work. In the last week of the course they made a formal presentation in Russian summarizing and sharing their reflections with their fellow students both in their specific course Russian in the Major and the later with all the other students in the Flagship Program. This critical reflection on the experience provided one basis for assessing student learning from this project.

Instructor reflection on the challenges

On the whole, the project worked well and all the students learned a lot of Russian medical terms and how they are used in the field. Because many Project Access NOW clients were linguistically and/or culturally unfamiliar with certain medical terminology, the students needed to be ready to explain to a client specific medical notions (for example, varieties of medical specialists, questions about mental health, etc.).

In the instructor's view, the work with the organization Project Access NOW was appropriate for this specific cohort of students for a whole set of reasons. First, it fit the level of the students' linguistic competence, and it matched the professional interests of two students who were majoring in health sciences. Since the protocols were oral documents addressed to a broad spectrum of the public, they did not contain overly specialized terminology or complex technical concepts. Since the translations were immediately used, the student-translators could see the fruits of (and any problems with) their labor when they conducted several interviews and translated responses into English. This meant that the students' work in the classroom was transformed into a genuinely meaningful goal-oriented product that offered real help to local communities of Russian speakers.[11]

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[11] One of the students in this cohort was also a heritage speaker of Ukrainian and using the Russian translation of the protocols, she was able to conduct phone

However, organizations that turn to us with requests for translations or help with bilingual populations are often unaware of the challenges of translating their specialized texts. They assume that people who speak the target language can handle the vocabulary and discourse of a specific area of endeavor and can instantly select the most appropriate phrase from among multiple synonyms that differ in terms of style, genre and register. Work on a translation can be easier or harder depending, among other factors, on:

> the complexity and degree of specificity of the source text (= source-text qualities); the number and quality of the translation aids provided with the task or easily available (= available documentation); the translation brief which specifies the intended functions, addressees, medium, quality standard, etc. of the target text (= translation brief) …[12]

Sometimes in negotiating with a community-based group about a project, we have had to make them aware of these issues, and we've had to work to clarify, who the intended audience for the translation is, since the translator makes linguistic choices dependent on the target audience.

It was precisely in this last point (i.e., making the translation accessible for the target audience) that students encountered difficulties relating to intercultural communication. The group needed to discuss terms that presented linguistic and cultural barriers and consider the pragmatic adaptation of the text in a number of places. See Table 1 for select examples.

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interviews with Ukrainian speakers as well. Thus, the whole project reached a broader section of the local Slavic community.

[12] Christiana Nord, "Training functional translators," in *Training for the New Millennium: Pedagogies for Translation and Interpreting*, edited by M. Tennet (Philadelphia, NL: John Benjamins Publishing Company, 2005), 216-7.

Table 1. Annotated comparison of original English questionnaire with Russian translation

Example 1

English	Hi, my name is .... and I'm a volunteer with Project Access NOW. May I speak to [patient]?
Russian [back translation of underlined segments follows in square brackets]	Здравствуйте! Меня зовут... Я работаю волонтером <u>в программе «Доступная медицина», которая на английском языке называется "Access Now."</u> [I am a volunteer in the program «Accessible Medicine» which in English is called 'Access Now']
Commentary	Translation contains additional words, clarifying the relationship between the local name and the Russian translation of that name.

Example 2

English	Can you tell me what kind of health insurance you have? If they don't know, ask if they have their <u>insurance card</u> available to look at.
Russian [back translation of underlined segments follows in square brackets]	Не могли бы Вы сказать, какая у Вас медицинская страховка? <u>У Вас должна быть небольшая пластиковая карточка, на которой написано название медицинской страховой компании (страховки), например «Medicare».</u> [you should have a small plastic card on which is written the name of the medical insurance company, for example, "Medicare"]
Commentary	Since among the potential clients of Project Access NOW there might be elderly émigrés who are not accustomed to the system of plastic cards of various types, it was decided to give a brief description of an insurance card.

Example 3

English	In the past 6 months, have you felt stressed, anxious or depressed to the point that you wanted to talk to a professional counselor?
Russian [back translation of underlined segments follows in square brackets]	<u>В американской медицине считается, что некоторые заболевания органов связаны с состоянием стресса или депрессии.</u> Испытывали ли Вы за последние шесть месяцев такое состояние стресса или депрессии, что были готовы обратиться к специалисту-психологу? [In American medical practice it is considered that some illnesses are related to conditions such as stress or depression.]

Commentary	Since, for a number of historical reasons, former Soviet citizens have a suspicious attitude toward psychiatry and mental health professionals, direct questions about incidents of depression, mental imbalance or illness can evoke a suspicious and hostile response to the questioner. Such questions can be taken as personal insults. Therefore, a short prefatory explanation was required to explain why the question about stress and depression was being asked.

Example 4

English	Thank you for your time and we wish you good health. We would like to remind you that Project Access NOW is a program that connects people with volunteers and is not an insurance program. If you have any questions or concerns at any time, please let (Care Coordinator) know.
Russian [back translation of underlined segments follows in square brackets]	Спасибо за Ваше внимание. Мы бы хотели напомнить, что <u>цель программы Project Access NOW – помочь людям с низким доходом или людям, не имеющим медицинской страховки, получить медицинскую помощь у врачей-волонтеров.</u> А также программа Project Access NOW – это не программа медицинского страхования. <u>Цель опроса – улучшить работу нашей программы.</u> Если у Вас возникнут вопросы или пожелания, обратитесь, пожалуйста, к координатору программы по телефону ХХХ. Желаем Вам хорошего здоровья! [the goal of Project Access NOW is to help people of low income or people without medical insurance to receive medical care from doctors who are volunteering their services. The goal of this questionnaire is to improve the work of our organization.]
Commentary	The translation expands and explains the goals of the program. The opening English statement is broken into two parts, since the comment "Thanks for your attention" can be followed by additional explanation, while the wish for continued good health in Russian is typically used to close a conversation, and the listener would not expect to receive any important information after hearing it.

Since prospective clients for Project Access NOW included not only elderly émigrés from the Soviet Union, but also people with limited formal education (including people without a high school diploma), our translation needed to make appropriate pragmatic adaptations in the Russian text for this audience. Some simplifications and alternative explanatory translations for this audience were included into the interview protocols in case the more formal version of interview protocol met with incomprehension/misunderstanding on the part of a potential client. See Table 2 for examples.

Table 2. Annotated Pragmatic Adaptations of the original English questionnaire with Russian translation

Example 1

English	I'm a volunteer with Project Access NOW. May I speak to [patient]?
Complete translation	Я работаю волонтером в программе доступного медицинского обслуживания, которая на английском языке называется "Access Now."
Simplified/rephrased version [back translation of underlined text in square brackets]	Я работаю волонтером в программе «Доступная медицина». На английском языке эта программа называется "Access NOW." <u>«Доступная медицина» значит медицинская помощь недорого или бесплатно.</u> ["Accessible medicine" means medical assistance that is inexpensive or free.]

Example 2

English	Project Access NOW and the company working with us, *HPRN*, will not share your personal information with anyone. HPRN = The Health Policy Research Northwest
Complete translation	Программа "Project Access NOW" и <u>Северо-западное отделение Отдела исследований в области здравоохранения</u>, являющееся нашим партнером, никому не будут передавать информацию, полученную от вас. [Northwest division of the Department of research in the area of public health]
Simplified/rephrased version [back translation underlined]	Программа "Project Access NOW" и <u>«Северо-западная медицинская служба»</u>, которая является нашим партнером, никому не будут передавать информацию, которую мы получим от Вас. [Northwest medical service]

In conclusion, one of the most powerful aspects of this community translation project for the students was using the results of their translation to help people with medical needs. The process of developing the translation also helped heritage speakers of Russian in particular to think seriously about applying their language and cultural competence toward specific tasks. The students' experience also revealed the need to better acquaint students with how to conduct telephone interviews in Russian, particular in terms of speech behaviors. And finally, there was a need to put greater emphasis on a system of preparatory exercises that would help students develop their lingua-cultural competence.[13]

Project 2: Let's Go Camping

In the 2011-12 academic year, the Oregon Parks and Recreation Department (OPRD) reached out to PSU to work on a two-part project – to translate OPRD materials into Russian and to conduct a Russian-language overnight camping event.[14] Work on this project "Let's Go Camping" ("Идем в поход"), encompassed a whole academic year. This collaboration was unique for Oregon Parks and Recreation Department since it was their first time trying to reach out to a non-English-speaking population in the Portland area, and the program presented our students with an excellent opportunity to serve the Russian-speaking community and get involved. This project contained two parts: translating multiple documents (advertising flyer, an advertising brochure with the schedule and description of the camping trips offered by OPRD, and a manual for camping trip volunteers) and volunteering during an overnight camping planned for Russian and Ukrainian speakers in August 2012.[15]

The project was carried out by students enrolled in Russian in the Major, and there were three functions for them to fulfill – translator, graphic designer, and volunteer assistant to the park ranger. Although none of the students that year were majoring in the content areas touched upon in the materials (closer to students majoring in ecology, ecology education, forestry, or tourism/hospitality), the project was still manageable since the

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[13] Christiana Nord, "Training functional translators," in *Training for the New Millennium: Pedagogies for Translation and Interpreting*, edited by M. Tennet (Philadelphia, NL: John Benjamins Publishing Company, 2005), 211-14.
[14] "Let's Go Camping," Oregon State Parks, accessed May 12, 2017. http://oregonstateparks.org/index.cfm?do=thingstodo.dsp_letsGoCamping.
[15] Brochure "Let's Go Camping," Oregon State Parks, last modified January 2013, http://www.oregonstateparksfoundation.org/wp-content/uploads/2013/01/2013_LGCbrochure.pdf

texts were written for a general audience and did not require detailed scientific knowledge. On the other hand, one student in the group was majoring in Graphic Design, which turned out to be critical for formatting the advertising materials. Four students from the Flagship program volunteered to be assistants to the park ranger and completed the volunteer's training seminar, organized by Oregon Parks and Recreation Department. The bilingual volunteers had to be ready to translate instructions from the park ranger in helping participants set up their tents, gather firewood, start a campfire, and find their way in the forest. During the trip, campers were to observe wildlife, particularly owls and bats, and get to know plants that are characteristic of the region. Park rangers planned to comment on these phenomena and the bilingual volunteers must be able to interpret these comments into Russian.

This project included three texts of similar content, but in different genres, and this presented the class with opportunities to note the inter-connections between genre and content when doing a translation project. Since the three documents shared much common terminology and references, it was possible to discuss work on all three of them at the same time. The longest and most complicated text was the volunteer manual, which the instructor gave to several heritage learners of Russian to work on because of their advanced level of proficiency. The translation of the advertising flyer and brochure were assigned to a mixed group consisting of advanced-level L2 learners and heritage learners of Russian. The design for the flyer and brochure were done by a Russian heritage student majoring in graphic design, who could combine her language knowledge and studies in graphic design for matching the translated text with the graphics provided.

The volunteer manual covered safety and behavior rules for camping, as well as practical tips on correctly packing a backpack, setting up a tent, building a campfire, and cooking on a campfire (including a recipe for a cake that can be baked in a Dutch oven). The second half of the manual included brief overviews of the flora and fauna with their physical descriptions and behaviors.

Although all three texts shared some content, the different genre forms complicated the class's task of matching lexico-grammatical constructions to the right genres, but this proved to be an extremely useful activity for students. On the other hand, the addressee of all three texts was the general public, and in working on the translation of the volunteer manual, it was important stylistically to keep the text educational, but not to make its tone overly scholarly. The volunteer manual required some further considerations about how to integrate its extra-linguistic elements (i.e., drawings, diagrams,

inset micro-texts describing the flora and fauna in an encyclopedic format) into the translation. The volunteer manual, although a written document with elements of an encyclopedia format, also needed to serve as a handbook for bilingual volunteers to explain things to Russian speakers *orally*. The translation needed to be easily comprehensible to people listening to it read aloud since volunteers were expected to lead nature hikes and answer participants' questions by citing and reciting whole sections from the text, almost verbatim.

Pedagogical organization of the translation project

I. Preparation for the translation (1-2 weeks of 1st quarter)

1) The faculty instructor met with a representative from OPRD to get more information about the proposed project and to assess that the project was feasible for our students.
2) The instructor explained the project, tasks and tentative work schedule with the students and secured their agreement to the project. A representative from OPRD met with the students and explained their motivations and goals for the project.

II. Work on the translation of flyer and brochure (5-6 weeks of 1st quarter)

The final formatted versions of the one-page advertising flyer and the four-page advertising brochure in Russian had to be ready by December 1, so that it could be copied and distributed broadly among the target community.

III. Translation and editing of the volunteer manual (24 weeks: 8 of 1st quarter; 10 of 2nd quarter, 6 of 3rd quarter)

The volunteer manual is a lengthy document divided into ten sections, each of which runs 4-5 pages in length. The translation was accomplished in two drafts, followed by work of formatting the final document. During class sessions students frequently discussed the choice of terminology for specific pieces of camping equipment, such as the parts of a tent, sleeping bag, materials for a campfire. To render the descriptions of flora and fauna, the students read extensively in Russian encyclopedias and handbooks about nature. Students were continuously searching for Russian sources that fit the topic, content, and especially the pragmatic function of

the texts to be translated. From these sources, students were usually tasked to compile lists of possible appropriate constructions and phrases for the translation. Those lists then served as the basis for activities in expanding students' command of synonyms and paraphrasing across stylistic registers.

IV. Implementation of Outing (Winter and Spring terms)

There were numerous activities that needed to be undertaken to make sure that the camping trip took place. Students disseminated advertising flyers and brochures in the Russian-speaking community and among students studying Russian in the greater Portland area. An OPRD representative advertised the event broadly, meeting with the PSU student-lead Russian Club to talk about the camping program and to elicit bilingual volunteers. Volunteers needed to participate in an orientation run by OPRD and to study the Russian version of the volunteer manual. A total of four PSU students (two L2 learners and 2 heritage speakers, all four ACTFL Advanced Low/Mid speakers) completed the volunteer training.

When the Russian bilingual camping event finally took place in the second half of August 2012, only one PSU bilingual volunteer (an American L2 learner) was available to participate. Nevertheless, OPRD Special Projects Coordinator evaluated the camping trip and the PSU Russian Flagship Program's preparation of the materials as a great success.

Instructor reflection on challenges

Translating the three texts' nature descriptions and organizational information posed little difficulty for the students. Passages in the volunteer manual that described processes in detail, such as step-by-step instructions for packing gear, lighting a campfire, setting up a tent, cooking on an open fire posed a greater linguistic challenge because of typological differences in how Russian and English express the movement and location of people and things in space. Learning how to describe these processes was, nevertheless, a useful exercise since this language function is often checked in testing for Advanced/Superior language skills.

In contrast to the translation work for Project Access NOW, the camping materials required few explanatory additions to overcome cultural and linguistic barriers. One of the cultural notes added to the advertising sheet and brochure was an explanation of *s'mores*, since no

similar dessert exists in the Russian culinary tradition. Translating English into Russian, even with the sparest use of explanatory additions, almost always results in the Russian text being longer than the English. This fact complicated formatting the translated text in the advertising flyer, which needed to fit on a standard 8.5x11 sheet of paper. [16] See Table 3 for the complete texts.

Table 3. Annotated comparison of English and Russian texts to the advertising flyer

Advertising flyer-complete English text (66 words, 413 characters with spaces)	Curious about camping? Don't have a tent or sleeping bag? No problem. Let's Go Camping has arrived! Oregon Parks and Recreation Department proudly presents a fun-filled, overnight camping excursion for beginners of ALL ages. We provide tents and sleeping bags for those who need them. With extra gear, hands-on lessons, nature hikes and plenty of s'mores, Let's Go Camping will make camping easy, inviting and fun.
Russian [back translation follows in square brackets] (74 words, 565 characters with spaces)	Хотите пойти в туристический поход? Но нет палатки, спального мешка? Не проблема! Лесопарковое управление штата Орегон предлагает программу «Идем в поход!». Мы организуем занимательные походы с ночевкой для начинающих туристов любого возраста, и мы готовы обеспечить вас необходимым снаряжением. Прогулки на природе, практические занятия, традиционный американский туристический десерт, приготовленный из маршмэллоу, шоколада и сладких крекеров, «смор» – все есть в программе «Идем в поход!». Поход с нами станет увлекательным событием для вас и вашей семьи. [Do you want to go camping? But you don't have a tent, don't have a sleeping bag? It's not a problem. The Oregon Parks and Recreation Department is offering a program "Let's Go Camping." We organize entertaining outings with an overnight-stay for beginning tourists of any age, and we are ready to supply you with all the necessary equipment. Walks in nature, practical lessons, traditional American camping dessert, prepared from marshmallow, chocolate and sweet crackers (s'mores)... Everything's included in the program "Let's go camping."

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[16] PSU students translated and designed the Russian version of the advertisement which can be found at:
http://www.oregon.gov/oprd/PARKS/docs/milo_mcIver.pdf

	Camping with us will be an entertaining event for you and your family.]
Commentary	English texts are almost inevitably shorter than their Russian translations. This complicated the design on the flyer, since the longer Russian text had to fit on the same size sheet as the original English text.

Project 3: *The Giant's Wealth* ("Богатство великана")

In the 2009/2010 academic year, two Flagship students began working on a text that became the manuscript of a Russian-language children's book. Unlike the community translation projects, where PSU was approached by groups in the community who wanted existing materials put into Russian, this book grew out of one student's work to complete a composition assigned in Fourth-Year Russian on the topic of Russian geography.[17] The instructor realized the potential of the student's initial work (e.g., a description of the geography and natural resources of the Urals written in Russian in the form of a folktale) to form the basis of an educational children's book that could be useful for the Dual Language Immersion program in Russian in the Portland Public Schools. That program, on more than one occasion, had inquired if the PSU Russian program could help supply additional texts to support their school program, particularly in required topics in the Oregon State Standards, that are poorly represented in published materials from Russia.[18] Given this situation, the Russian Flagship Program initiated an idea of "student-to-student" writing, in which some select works of students in the Flagship program would then become reading texts for the Dual Immersion Program.[19]

    The Program undertook this project recognizing that writing a book for children who are learning Russian in a foreign language context is a

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[17] The specific assignment was connected to the vocabulary and grammar of Unit 2 of Sandra Rosengrant, *Russian in Use* (New Haven, CT: Yale UP, 2007).

[18] The situation with suitable Russian-language materials for the Dual Language Immersion program is complex. The early grades of Russian-language schools in Russia make heavy use of folktales and children's poetry, which is not always culturally familiar to children who live outside of the language community. After learning to read with such texts, Russian school children typically move on to reading chapter books and novels from Russian and European literatures. The culture of picture books and grader readers that are relatively abundant in English practice in the US is much less developed in Russia.

[19] "From one classroom to another," PSU College of Liberal Arts and Sciences, accessed May 14, 2017, https://www.pdx.edu/clas/the-student-to-student-writing-initiative

serious pedagogical, methodological, and organizational undertaking for a higher-educational language program. However, several factors made the project feasible: first, the faculty of the Russian Flagship Program was very familiar with the grade-level language learning goals for students in the Dual Immersion Program, because they were partners in developing the Russian Immersion Language Curriculum Framework that spelled out expectations by grade level and for specific school subjects. Second, the author of the composition herself was pursuing a major in Education, had worked in early childhood education with five- and six-year olds, and so was very familiar with the cognitive development of the target audience. Third, another student in the class, majoring in Art History and Art Practices, was willing to illustrate the story. Finally, the Flagship program could work with PSU's professional Master's degree program in book design and production, to turn the illustrated manuscript into a book published by Ooligan Press. Because of all these factors, the student's composition ultimately became the book, *The Giant's Wealth*, designed for children enrolled in grades K-3 of the Russian Dual Language Immersion Program. Once the book was published, the author and illustrator visited the Program at Kelly Elementary School where they presented students with copies of the book and read it together aloud with them.[20]

Pedagogical organization of book project

Once the decision was made to develop the student's composition into a book manuscript, the student and the instructor worked on multiple drafts over ten weeks of Winter quarter 2010. With a final version of the text settled, the illustrator and the book designer got to work, completing the illustrations by the end of spring quarter 2010. The remainder of the book production process occurred over the summer and fall of 2010, and the book presentation took place in February 2011.[21]

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[20] Russian Immersion at Kelly Elementary School is documented at: http://www.pps.net/domain/486

[21] The process, documented in a video clips produced by PSU University Communications and the Russian Flagship Program, is available at: https://www.youtube.com/watch?v=d_EUsv-qIos.

Instructor Reflection on challenges

In working to make the manuscript aesthetically appealing and educational, the author and editor grappled with the following questions: what content information from the school curriculum should they include in the manuscript; what should be the balance between material already familiar to readers and new information and concepts; how to reconcile these educational goals with the language and genre specifications of a typical folk tale; how long to make the tale; how to apportion the text and illustrations on each page of the published book.

This first book produced as part of the "Student to Student Writing Initiative" brought benefit to all the parties involved. PSU Russian Flagship students got to hone their writing skills; Ooligan Press has acquired a manuscript to train their students on; and the Dual Language Immersion students and teachers got instructional materials written to meet the needs of their program. The success of this first venture has led to two additional projects: the print book *City on the Hill: Tales and Legends of Nizhny Novgorod* and an open access e-book *Through Dream and Time: A Fantasy*.

Conclusions

While these three projects respond to the unique situations and relations with the local community, the description of their structures and our pedagogical decisions and processes should provide models that are applicable to other world languages instructors and students for engaging with local communities in languages other than English. The major benefit of the projects highlighted here is that the real-world demand for a product in the target language makes the classroom activities truly meaningful, and makes students realize that their writing in the target language could reach an audience far beyond the classroom and teacher. Another benefit of the translation projects is to make our students aware of all the issues surrounding translation (e.g., fidelity to original, register, audience, etc.). There are many challenges in implementing foreign language service projects, and perhaps the most important consideration is one of the first questions that needs to be addressed by instructors and program administrators: is the community-engagement project feasible for the student population? A second challenge concerns assessment of student learning in these projects. On the one hand, the products themselves can serve to measure student learning since they give witness to students putting their language skills to use. On the other hand, numerous questions

remain about how to define and measure what students take away from these interactions with the local community. Our effort in this volume seeks to address that first challenge by demonstrating to teachers and program administrators what kinds of projects are feasible; we recognize that the second challenge remains for future adopters and adapters of community-service projects.

We would like to acknowledge four people without whom the CBL activities described here would never have taken place. Dr. Sandra Freels had the vision to make the Russian Flagship Program that she attracted to PSU a successful partner with the Russian-speaking community in the Portland metro area. We would also like to thank Ms. Molly McGuire (Project Access Now), Mr. Jimmy Childs (Oregon Parks & Recreation), and Ms. Abbey Gaterud (Ooligan Press, PSU) for their interest, patience, and support in working with us and PSU's Flagship students on these projects.

Appendix A: Syllabus

Rus 457-458-459: RUSSIAN IN THE MAJOR
Course Description:

In this course we will work on the language skills needed for successful communication and interaction in Russian in social contexts related to your academic and professional interests. Therefore, we will focus primarily on the texts written in formal Russian academic style, considering as well nonfiction texts written for a general audience. We will work on linguistic features (grammar, syntax, vocabulary) prominent in academic texts of various genres. One of our tasks will be to expand your vocabulary in your major and future professional fields. Over the course of the academic year, each student will work on a project or research paper connected with his/her major or future profession. At the end of the academic year students present their research findings at the *PSU Russian Flagship Students' Symposium.*

> This course may include a *Community-based Learning* (CBL) component, in which students complete a language-learning-related project for a local social services organization that works with immigrants (e.g. Portland Public Schools, Russian Oregon Social Services, Jewish Family and Child Service, etc.). Our work with the community partner will sometimes be the focus of class work, while other times it will require additional time outside of class (approximately two hours per week.) Students will be required to track their time working on the project outside of class.

The course is scheduled for the whole academic year (two in-class hours per week, 10 weeks per quarter for three quarters). Each quarter has a specific theme:

Fall–Introduction to major: My major at universities in post-Soviet countries.

Winter–Genres of academic writing. Annotated bibliography and glossary of a major. Preparing for research paper/project.

Spring–Composing and presenting a research paper/project.

Details from Winter Term Course
The *learning objectives* address both PSU's general education goals, namely: *critical thinking, communication, respect for the diversity of human experience* and *social responsibility* and the following specific course goals. Students completing this course will be able to:

- identify stylistic register of a text by analyzing a text's vocabulary and syntax;
- compose an abstract or summary of a text using set expressions typical of Russian academic writing;
- define key terms or concepts belonging to their major or future professional field;
- explain specialized terms for a specialist in the field (formal academic register) and a layperson (neutral informal register);
- present information in compelling manner in a format appropriate to the situation/context.

Students who choose the ***Community-based learning project*** (see below) will also be able to:
- research and report on the issues, needs, and strengths of ethnically-diverse community in relationship to the specific project;
- develop a work-plan for translating into Russian non-literary texts that meet the community's needs;
- identify and describe communicative situations that reveal socio-cultural differences between American and Russian outlooks and beliefs;
- conduct a professional-level discussion in Russian with key-stakeholders on the translation project.

Readings and equipment: All readings will be provided and/or posted on the course related PSU D2L site.

Course Expectations and Contribution to Final Grade:

Regular class attendance and participation.	20%
Regular homework.	20%
In-class writing: writing exercises (answering questions or summarizing of home-reading).	10%
Term project, which is equal to final exam (two types of project are described below).	50%

Term Projects (Total of 50 points). Students select **one** of these two options:

Option A: *Language of My Major.* Students are required to prepare: (a) an annotated bibliography related to their research interest, with three detailed annotations; and (b) short terminology dictionary of student major or future professional interests with six or more entries. Students present

their findings in a formal 15-minute presentation describing their field of research.

Evaluation of "*Language of My Major*" term project will be based on:
- Searching and selecting appropriate articles written in Russian – 10 points
- Selecting appropriate terms and developing entries for a professional glossary – 10 points
- Written annotations and glossary – 10 points
- Oral presentation – 20 points

   Option B: *Community-based learning project.* These projects usually include translation from English into Russian. The results and observations from learning experience should presented in a formal 15-minute presentation.

Evaluation of *Community based learning* term project will be based on:
- Weekly work on a project (approx. 2 hours per week which includes independent work and/or meetings with course instructor) – 30 points
- Oral presentation about the completed project, which has to include (i) short description of the organization where students work and (ii) the results of the project with focus on the language learning experience - 20 points

Schedule of assignments

Weeks	Topics for Discussion
1	**Language of my major (LMM) and Community-based Learning (CBL):** Notion of text style and genres (registers). Samples of academic writing genres. **Assignment:** Selection of tentative topic for a research paper/CBL project.
2	**LMM/CBL:** Introduction to the genre of the abstract/article annotation. Finding, choosing and annotating research articles. Purpose and organization of an annotated bibliography.
3	**LMM:** Specialized vocabulary (terminology) *vs* common lexis. **Assignment:** Write one annotation of an article. **CBL:** Define the stages of project, make a feasible plan and schedule; discuss the notion of functional translation. **Assignment:** Find sample texts written in Russian that are similar to the English originals of texts to be translated.
4	**LMM:** Differences between formal and informal language. Paraphrasing. **CBL:** Visit the partner organization.
5	**LMM:** Types of communication: oral *vs* written modes of speech. Paraphrasing. **Assignment:** Write a second article annotation. **CBL:** Discuss the preliminary outcomes and challenges. Describe the partner organization, its functions, and impact within the local community; give general characteristics of local Slavic-speaking community.
6	**LMM/CBL:** Types of dictionaries and types of definitions. Approaches to developing a specialized glossary for terminology. **Assignment:** Compose an entry for children encyclopedia.
7	**LMM/CBL:** Writer and audience. (i) Approaches to reflective writing. (ii) How to make presentation in compelling manner? **LMM assignment:** Write a third article annotation. **CBL assignment:** Compose a reflective paper on what you've learned from interacting in cross-cultural environment.
8	**LMM:** Present research findings based on the read articles. Narrow a research topic (the main topic/thesis and subtopics.) **Assignment:** Complete the terminology glossary. **CBL:** Share lists of specialized vocabulary needed for discussing the topic in a professional setting with stakeholders from the partner organization. **CBL Assignment:** Conduct discussion with stakeholders from organization.

9	**LMM/CBL:** Work-place etiquette. What is global professional? Notional of intercultural competence. **LMM assignment:** Complete annotated bibliography. **CBL:** Review the experience. Define challenges, problems, and possible solutions. **CBL Assignment:** Report about the experience.
10	Power-point presentations: terminology glossaries and reports about CBL projects.
11	Final exam: Present course projects to fellow Flagship students at the Student Assembly.

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