

Workshop 8

Engaging With Communities

“Our goal is to prepare students to not only take what they have learned in the classroom and use it outside the classroom, but to take the love of that language and the interest in the culture that has happened in the classroom and take it into a community where they can continue learning it.”—Patsy M. Lightbown, Professor Emeritus, Concordia University, Montreal

Learning Goals

How do you provide students with opportunities to interact with communities in which the target language is spoken? In this session, you’ll review relevant research, observe video discussions and classroom examples, and engage in activities to develop successful interactions between students and native speakers. At the end of this session, you will better understand how to:

- identify opportunities for students to use language and learn about the target culture beyond the classroom;
- prepare students and native speakers prior to their interactions to ensure successful exchanges and debrief the experience afterwards; and
- use technology to facilitate interactions with native speakers.

Key Terms

- heritage speaker
- keypal
- native speaker
- thematic approach

Definitions for these terms can be found in the Glossary located in the Appendix.

Before You Watch

To prepare for this workshop session, you will tap your prior knowledge and experience and then read current research on the benefits of giving students opportunities to interact with the target language community.

Facilitator's Note: Ask everyone to complete the Reflect on Your Experience and Examine the Research sections below before arriving for this session.

Reflect on Your Experience *[Reflection]*

Consider the types of experiences your students have had with speakers of the target language both inside and outside the classroom, then answer the following questions. You may want to save your answers in order to reflect on them again at the end of the session.

1. What opportunities do students have in your school or community to use the target language? Which ones have you been able to incorporate into your lessons?
2. Have you used technology to enable students to interact with target language communities? If so, how?
3. What opportunities do students have for field trips or travel abroad programs to places where they can use the target language? What opportunities could you create for your students to expose them to the target language?
4. What are the benefits of having students use the language outside the classroom? What kinds of challenges have you dealt with while creating community experiences for students?

Examine the Research *[Assignment]*

Read the article listed below, then answer the following questions.

Article

"Communities of Learners: From New York to Chile"

This article describes a unit on Chile conducted in a seventh-grade Spanish class that featured multiple interactions with communities of native speakers, including an email exchange with Chilean students, a visit to a nearby Chilean bakery, and a discussion with a teacher who is originally from Chile.

Hass, Mari, and Margaret Reardon. "Communities of Learners: From New York to Chile." In *Collaborations: Meeting New Goals, New Realities*, edited by June K. Phillips, 213–241. Lincolnwood, IL: NTC/Contemporary Publishing Company, 1997.

This article is available as a downloadable PDF file on the *Teaching Foreign Languages K–12 Workshop* Web site. Go to www.learner.org/channel/workshops/tfl/, click on the session title, Before You Watch, and scroll down to Examine the Research.

Facilitator's Note: Be sure that everyone has access to this reading. You may want to have a few copies available for those without Internet access.

Reading Questions

1. This article illustrates how the concept of communities can provide both content and context for communication. How was community used as the content for the unit? What skills did students develop when community provided the context for communication tasks?

Before You Watch, cont'd.

2. What teaching strategies for effective keypal exchanges are evident in the unit on Chile? What other strategies might you use?
3. How does using a thematic approach to curriculum support the Communities standards? List some specific themes in your curriculum that could appropriately link to the Communities standards.
4. How does using language in the community—both through the email exchange and the field trip—further language acquisition? In what ways do the Communities standards allow learners to experience the “power of language”?
5. If you were to use the project described in this article as inspiration, which activity might you try first? What adjustments would you make for your students and for the language that you teach?

Assignment: Submit your written responses to the Reading Questions.

Analyze the Video

Facilitator's Note: When the workshop session begins, you may want to spend a few minutes discussing participants' prior knowledge and experience and reviewing the Reading Questions.

Video Summary

In “Engaging With Communities,” Patsy Lightbown, Professor Emeritus of Concordia University in Montreal, discusses ways of providing students with opportunities to interact with communities both inside and outside the foreign language classroom. Professor Lightbown also joins a round-table discussion on ways of engaging students in community experiences and on the role of heritage speakers in a foreign language classroom. The discussion is moderated by University of Pittsburgh professor Richard Donato and includes teachers Pablo Muirhead of Shorewood, Wisconsin, and Davita Alston of Newark, Delaware. The video also features excerpts from Mr. Muirhead's and Ms. Alston's classes, as well as other classes across different grade levels and languages.*The video addresses the following questions:

- What is community?
- How can teachers access community within and beyond the classroom?
- What roles can heritage speakers play in the classroom?

*The classroom excerpts featured in this video are from the Teaching Foreign Languages K–12 video library. To learn more about the featured lessons, go to the Library Videos Chart found at the end of this chapter.

Watch the Video *[Reflection]*

Watch the video “Engaging With Communities,” and take notes as you watch. Consider pausing at the end of each section to answer the questions before moving on to the next section. If you are working in a group, discuss your responses; if you are working alone, reflect on them in your journal.

1. What is community?

In this section, Professor Lightbown describes different types of communities that apply to the Communities standards. The group then discusses what they think makes up a “community.”

- Why is it important to give students—even beginners—the opportunity to use the language beyond the classroom?
- The Communities goal area often leads teachers to think of field trips or travel abroad. What additional opportunities for connecting with communities does the group discuss?
- What kinds of language and cultural issues are likely to arise as students communicate with native speakers?

2. How can teachers access community within and beyond the classroom?

In this section, Professor Lightbown describes different opportunities for students to interact with native speakers. The teachers then discuss how they prepare students for community experiences and the value of debriefing after such an experience.

- What kinds of activities can prepare students for successful interactions with native speakers?
- What is the teacher's role during interactions with native speakers in the classroom? On field trips? Via email or other technology?

Analyze the Video, cont'd.

- What kinds of issues might you explore when debriefing after such interactions?
- How has technology changed the kinds of community-building activities that are possible in foreign language classrooms today?

3. What roles can heritage speakers play in the classroom?

In this section, Professor Lightbown addresses the role of heritage speakers in a foreign language classroom. The group then discusses the importance of being sensitive to the needs of the heritage speaker.

- What issues might come up in a class that has both heritage speakers and second-language learners? How might you address these issues through your teaching practice?
- How can teachers begin to assess what heritage speakers actually know about the target language and their heritage community? What are the challenges of making a complete and accurate assessment?
- What can teachers do to help ensure that heritage speakers are challenged to grow their language abilities and cultural knowledge so that they can use them in community interactions? At the same time, how can teachers maintain the comfort level of traditional learners so that they are not overwhelmed in the presence of heritage speakers?
- In what ways can teachers remain sensitive to the needs of heritage speakers in their classes?

Examine the Topic

[Assignment]

Now that you have read the research and viewed the video discussion on engaging students in community interactions, you will examine the topic further by planning a community outing for students.

Try it online! This activity is available online as an interactive activity. Go to the *Teaching Foreign Languages K–12 Workshop* Web site at www.learner.org/channel/workshops/tfl/. Select this session and go to Examine the Topic.

Facilitator’s Note: Hand out the three Planning a Community Experience forms (Prepare, Interact, and Debrief) and ask participants to complete Steps 1–4 below. Let participants know that they can refer to the Did you consider... questions at the end of each form to help them get started or to revise their description at each stage. All handouts can be found at the end of this chapter.

A. Planning a Community Experience

For this activity, you will plan an outing to a local restaurant where the wait staff speak your target language. You can focus on an actual restaurant in your area or imagine the type of restaurant that would be a good community experience for your students. As you prepare for the restaurant visit, consider the following three stages of a well-planned community interaction:

- Prepare: How will you prepare students for this outing?
- Interact: How will you monitor and assist in the interactions during the outing?
- Debrief: What activities will you do with students to help them debrief their experience?

Note: The restaurant scenario is just one example of a community experience in which students can participate. This planning process can also be applied to many other community activities, such as attending a movie or concert or visiting a store.

You will now begin planning the restaurant visit. Go to the workshop Web site for the interactive version or follow along below. If you are taking the workshop for credit, be sure to save your work to submit as part of your assignment.

1. Begin by writing down the name of an actual restaurant or a general description of the sort of restaurant you want to visit. You can use the Planning a Community Experience—Prepare form.
2. **Prepare.** Using the same form, select the option that best describes your class. Then describe your plan for how you will prepare your students for the outing. You can use the suggested questions to help trigger your thinking. You can also use the Did you consider... questions to help you get started or to revise your description based on the option you selected to describe your class.
3. **Interact.** Next, use the Planning a Community Experience—Interact form to select the option that best describes the interaction you want students to have. Then describe your plan for how you will monitor and assist in the interactions during the outing. You can use the suggested questions to help trigger your thinking. You can also use the Did you consider... questions to help you get started or to revise your description based on the option you selected for the type of interaction you want students to have.
4. **Debrief.** Finally, use the Planning a Community Experience—Debrief form to select the option that best describes what students will do in class following the community experience. Then describe your plan for what activities you will do with students to help them debrief their experience. You can use the suggested questions to help trigger your thinking. You can also use the Did you consider... questions to help you get started or to help you revise your description based on the option you selected for how students will debrief the experience.

Examine the Topic, cont'd.

B. Reflect on the Activity

If you have the opportunity to take students to a restaurant or on some other community outing you will want to reflect on the activity afterwards to judge its effectiveness and to consider what you might do differently next time. You can use the following questions for reflection:

1. Was the students' language preparation adequate? Were they challenged to negotiate meaning?
2. Was the students' cultural preparation appropriate? Did they gain new cultural insights? Did I gain new cultural insights?
3. Did any situations arise for which I felt unprepared? How might I prepare better for such an interaction in the future?
4. What linguistic and cultural outcomes did students demonstrate in the debriefing?

Assignment: Submit your plan for the three stages of a community interaction as an assignment.

Reflect on Your Learning

[Assignment]

In this session, you analyzed ways of creating successful interactions between students and native speakers of your target language. You will now write a summary of what you have learned and how you plan to apply it in your classroom. Review the notes you have taken during this session, as well as your answers to the Reflect on Your Experience questions. Use the questions below to guide your writing.

1. Interacting with native speakers can be intimidating to language learners, whether the interaction occurs face to face or electronically. What kinds of activities might you do to prepare students for the interaction? What kind of orientation might you give to native speakers with whom students will interact in the classroom, out in the community, or electronically?
2. How do you facilitate community interactions during classroom visits by native speakers, student visits to the outside community, and/or electronic exchanges? Do you feel that your own status as either a native speaker or a non-native speaker of the target language affects your role as facilitator? Why or why not?
3. What are some strategies for drawing on the language knowledge and cultural experience of heritage speakers in your class so that both the heritage and second-language learners benefit from the interaction?

Assignment: Submit your summary as an assignment.

Facilitator's Note: The activities in the Put It Into Practice and Action Research Project sections are designed to be completed outside of workshop meeting times. Be sure that participants have all necessary forms for these activities. Also, plan time to debrief participants on their results for the Put It Into Practice activities during a later workshop session.

Put It Into Practice

[Assignment]

In this section, you will apply what you have learned to your own teaching. The following activities are designed to assist you in developing opportunities for students to use their developing language and cultural knowledge. Choose one or both of the activities below.

A. Creating Electronic Communities

Electronic communication can help teachers—especially those who teach a language in the absence of a local community of speakers—provide their students with opportunities to interact with native speakers. Throughout this session, you have seen several examples of email interactions. In the article “Communities of Learners,” Spanish-language students in New York communicated with students in Chile. In the video, students in Marylee DiGennaro’s Italian class exchanged information about U.S. and Italian homes with students in Italy.

For this activity, imagine that you have set up an email exchange with a classroom in a region where your target language is spoken. Design email tasks for students that will span the entire school year. You can use the Plan for Email Interactions form found at the end of this chapter.

1. **Theme/Topic.** For each month of the school year, select a theme or topic from your curriculum that can be the focus of students’ email exchanges. Keep in mind that current events may arise that you will want to incorporate into the exchanges. Although planning the interactions is important, be prepared to be flexible so that students gain the most from the interactions.
2. **Preparation.** Determine how you will prepare students for each exchange. For example, what vocabulary terms and grammar structures will students need to understand in order to write their messages? Also, are there cultural aspects that students need to learn about?
3. **Email communication task.** Describe the email communication task that students will complete each month. For example, if students will be studying sports, they can describe their favorite sports and those of their family or friends in the email.
4. **Cultural inquiry.** Finally, determine what questions about culture students should ask their keypals to respond to in their email. You may want students to ask their keypals about the same topic that you are studying now. You might also have students ask questions about a topic that you will be studying the following month or about a current event, so that you can incorporate the responses into future lessons.

B. Observing Language in the Local Community

Foreign languages are used in many communities throughout the U.S. They may be spoken by residents, printed on street signs, or heard on local radio or television programs. Some place names are even derived from foreign words—Los Angeles, for example. Other cities and towns are named after places in another country.

For this activity, you will design a task that gives students an opportunity to observe examples of the target language in their local community.

1. **Teacher brainstorm.** Think about where you might observe examples of your target language, in oral or written form, throughout your community. If you find that there are not many examples of your language in the immediate community, consider extending your search to include neighboring communities. For example, you might include the metropolitan area of which your community is a suburb.
2. **Student brainstorm.** Next, consider how you might lead students in a class discussion of where they think the target language is evident in the community. Think about any materials you could make available to students to help trigger their thinking (for example, local maps or business directories).

Put It Into Practice, cont'd.

3. **Field observations.** Next, determine how you will instruct students to make additional observations when they are out in the community. These observations can be a short-term task or an ongoing exploration throughout the school year. Create a bulletin board or poster display where students can record their observations about incidents in which they heard or saw the target language being used. The following chart is an example of observations that could have been made for a French class or a Japanese class.

Evidence of Target Language in the Community

Observation	Date	Description
Local towns have French names: Dubois, Duquesne, Versailles Township	11/22	These Pennsylvania towns were named at the time of the French and Indian Wars.
Tourists at Bryce Canyon were speaking Japanese with a guide.	9/29	The National Park Service has Japanese-speaking guides who give daily tours to speakers of Japanese.

4. **Recording interactions.** As a follow-up activity, shift the focus from students simply observing the language in the community to students interacting and negotiating meaning in the target language. Develop specific tasks that encourage students to seek out opportunities for interactions, but keep the activity flexible enough to allow students to include additional events as they naturally arise. Be sure to plan for regular in-class check-ins to learn about the types of interactions students are having and how they are experiencing them.

To help students keep track of their interactions, develop a form that they can fill out as each opportunity arises. You may also want to start a new class display where students can share their experiences with one another. The following chart is an example of a form you could create for students or for the class display:

My Interactions in the Target Language

Event	Date	Description
At a local concert, I sat next to an Italian exchange student from another school.	5/17	I spoke Italian with the student to learn where she is from, how she liked the concert, whether the group is popular in Italy, whether she and her friends go to concerts there, and whether they have “raves” in Italy.
As a volunteer at the local hospital, I have had to speak Spanish with patients and their families.	3/14	I found that my three years of Spanish allowed me to talk with patients and their visiting relatives in the hospital, and that this is much appreciated.

Assignment: Submit your plan for email interactions and/or your design for community observations and interactions tasks as an assignment.

Action Research Project

[Assignment]

The following four-step process will help you plan a small action research project to explore your questions about engaging students in community experiences, implement action plans for designing interactions between students and native speakers either inside or outside the classroom, and collect information to assess your instructional innovations. Before you begin this section, you can go to the About Action Research section (page 8) for an introduction to the process of designing and conducting action research projects. If you are taking this workshop for credit, you will need to complete one action research project from any one of the eight workshop sessions as an assignment.

If you would like to focus on community interactions for your action research project, use the following questions and examples to help frame your thinking and shape your action research project.

I. Thinking

1. What issue concerning helping students engage in community experiences do you want to describe, document, and investigate? For example, you could examine your students' reactions to using the foreign language in the community, or what your students learn about language and culture from interactions with the target language community. This will be the focus of your action research project.
2. Why is it important to you as a teacher to provide students with opportunities to interact with native speakers? How have you designed community experiences for students in the past? How do you want to change that approach and why? What has been your experience with designing interactions that occur inside the classroom? Outside the classroom? What has been your experience with helping heritage speakers feel challenged at their level of language ability and cultural knowledge when interacting with the community? Are you satisfied with your approach to designing community interactions for both second-language learners and heritage speakers? Why or why not? How does the focus of your project reflect your beliefs about the importance of community interactions to language learning?
3. What is your research question concerning the design of community interactions for students? The research question will help you investigate your area of focus and understand it better. For example:
 - a. What are my students' reactions to community learning experiences?
 - b. What are the most important lessons that my students are learning when engaged in an interaction with a target language community?
 - c. How do the preparation that I provide students before community interactions and the debriefing that follows help them to learn from the experience?
 - d. When students are interacting with target language communities electronically, how can I monitor what they are learning, the topics they are discussing, and whether they need assistance? What does this information tell me about the best way to create and use electronic communities with my class?

II. Acting

1. What is the action plan for carrying out your project? Depending on your action research question, the following are some questions you might ask yourself to help you develop an action plan:
 - a. What materials and preparation do I need to design a community interaction?
 - b. How will I systematically collect information about what my students take away from a community experience?
 - c. How many students will be involved in my project? How many different classes will be involved? How will I select the classes and/or the students?

Action Research Project, cont'd.

- d. How often will I ask students to share their reactions to a community-based experience, and how will I gather this information from them?
- e. Will I research the community itself as part of my action research project? If so, how? (For example, you might follow up with the people who participated in the community experience to find out what they gained from interacting with language learners.)
2. What information will you need to collect to answer your research question and assess your project? For example, you could take field notes on critical incidents; distribute student questionnaires before, during, and after a community-based learning experience; use student self-assessments; or ask students to keep a journal of their personal reactions and learning. You should have at least two sources of information.
3. How much time will you allot for your action research? That is, when and for how long do you plan to collect information before you're ready to begin analyzing it? Develop a timeline for implementing your action plan.

III. Reflecting

1. After collecting your information, how will you analyze it? That is, how will you organize and review the information you have collected to understand it better and help you answer your research question? For example, will you use percentages based on responses to a questionnaire? Themes from teacher or student journals? Summaries of students' self-assessments at different points in time? Summaries of observations made during a community learning experience?
2. How will you display the information so that it can be shared with others? For example, you can use charts, graphs, and/or tables. The goal is to organize your data in a way that presents a clear description of what you investigated.

IV. Rethinking

Note: The final step of the action research project is to reevaluate your teaching practice based on your research data. Because it takes time to complete an action research project, it may not be possible to do this step during the workshop. However, if you are taking this workshop for credit, you will need to complete one action research project during or after the course of the workshop to submit as an assignment.

1. Based on what you learned through your data analysis, how will you rethink your teaching practice? What changes will you make to your lessons the next time you create interactions between students and native speakers of your target language? If you had to research the community component of your teaching again, what changes would you make to your action research plan?

Assignment: If you are taking the workshop for graduate credit, submit your completed action research project on any one of the eight session topics.

Resources

Check out these additional resources to explore the topic further.

American Council on the Teaching of Foreign Languages. *Standards for Foreign Language Learning in the 21st Century*. National Standards in Foreign Language Education Collaborative Project. Yonkers, NY: American Council on the Teaching of Foreign Languages, 1999. (To purchase the *Standards* document, go to www.actfl.org or call 1-800-627-0629.)

Draper, Jamie B., and June H. Hicks. "Where We've Been; What We've Learned." In *Teaching Heritage Language Learners: Voices From the Classroom*, edited by John B. Webb and Barbara L. Miller, 15–35. Yonkers, NY: American Council on the Teaching of Foreign Languages, 2000.

European Schoolnet: Virtual School [http://www.eun.org/eun.org2/eun/en/index_vs.html] Go to "Partner Finding Forum."

Global Gateway [<http://www.globalgateway.org.uk>]

Global School Networks Alliance [<http://www.eschoolnet.org/ww/en/pub/eschoolnet/index.htm>]

Hass, Mari, and Margaret Reardon. "Communities of Learners: From New York to Chile." In *Collaborations: Meeting New Goals, New Realities*, edited by June K. Phillips, 213–241. Lincolnwood, IL: NTC/Contemporary Publishing Company, 1997. (See the Before You Watch section for a brief description of this text and instructions on how to access it online.)

Hellebrant, Josef, and Lucia T. Varona. "Construyendo puentes (Building bridges): Concepts and Models for Service-Learning in Spanish." In *Service-Learning in the Disciplines*, edited by Edward Zlotkowski. Washington, DC: American Association on Higher Education, 2002.

iEARN (International Education and Resource Network) [<http://www.iearn.org/>]

Kasper, G., and S. Blum-Kulka, eds. *Interlanguage Pragmatics*. Oxford, England: Oxford University Press, 1993.

Kuttenberg, Eva, Marion Gehlker, and Ingrid Zeller. "Transcontinental Links via E-Mail." *Northeast Conference on the Teaching of Foreign Languages (NECTFL) Newsletter* 42 (1997): 42–50.

Lyster, R. "The Effect of Functional-Analytic Teaching on Aspects of French Immersion Learners' Sociolinguistic Competence." *Applied Linguistics* 15 (1994): 263–287.

People to People International: School and Classroom Program [http://www.ptpi.org/programs/pen_pals.jsp]

Tarone, E., and M. Swain. "A Sociolinguistic Perspective on Second Language Use in Immersion Classrooms." *The Modern Language Journal* 79 (1995): 166–178.

Assignments

If you are taking this workshop for credit or professional development, submit the following assignments for session 8: Engaging With Communities.

1. Examine the Research

Read the article, then submit your written responses to the Reading Questions.

2. Examine the Topic

Complete the activity in this guide or do the interactive version online, then submit your plan for the three stages of a community interaction from the interactive activity.

3. Put It Into Practice

Complete one or both of the activities, then submit your plan for email interactions and/or your design for community observations and interactions tasks.

4. Action Research Project

Submit your completed action research project on any one of the eight session topics.

5. Reflect on Your Learning

Review your notes, then write a summary of what you have learned and how you plan to apply it in your classroom.

TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Engaging With Communities > Analyze the Video

Session 8: Library Videos Chart

The following lessons from *Teaching Foreign Languages K-12: A Library of Classroom Practices* are listed in the order in which they appear in the "Engaging With Communities" video:

Lesson Title	Instructor	Language	Grade Level
U.S. and Italian Homes	Marylee DiGennaro	Italian	9
A Cajun Folktale and Zydeco	Paris Granville	French	8
Comparing Communities	Ghislaine Tulou	French	9-12
Hearing Authentic Voices	Davita Alston	Spanish	8
Routes to Culture	Pablo Muirhead	Spanish	9-10
Daily Routines	Margaret Dyer	Japanese	5
Communicating About Sports	Jie Gao	Chinese	6
Performing With Confidence	Yvette Heno	French	10-12
Assessment Strategies	Nancy Gadbois	French	10-12
Russian Cities, Russian Stories	Jane Shuffelton	Russian	9-12

TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Engaging With Communities > Examine the Topic

Planning a Community Experience — Prepare > Page 1

Plan a visit to a local restaurant. Write in the name of the restaurant or a general description below:

Class Description

Select the option that best describes your class:

- ☐ 1. This is a beginner class. For most students, this will be their first experience using the language outside of the classroom. There may be a few heritage speakers in the class.
- ☐ 2. This is a more advanced class. There may be a few heritage speakers in the class.
- ☐ 3. This class includes many heritage speakers.

Questions to Trigger Thinking

- Who will students meet at the restaurant? What variety of language (for example, regional dialects) should I prepare them to hear?
- What cultural practices or products should they be familiar with ahead of time? What content should I prepare them to read?
- If the restaurant staff are comfortable communicating both in English and in the target language, how might I inform them in advance of students' desire to use the target language?

How will you prepare your students for this outing?

Planning a Community Experience — Prepare > Page 2

Use the following questions to help you get started or to revise your description. Select the question number that matches the option number you selected for the Class Description.

Did you consider...

1. Having a menu for students to learn to read in advance? Having students role-play the scenario in class before the trip?
2. Having a discussion about the typical order of courses and presentation of meals? Having students view some film clips of restaurant meals and comment on food, manners, and such?
3. Having students guess what the cuisine at the restaurant will be like? Having students research typical dishes in advance to learn about ingredients and preparation techniques?

TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Engaging With Communities > Examine the Topic

Planning a Community Experience – Interact > Page 1

The Experience

Select the option that best describes the interaction you want students to have:

- ☐ 1. The students watch the chef give a cooking demonstration.
- ☐ 2. The students order from the menu and converse in the target language with wait staff and among themselves.
- ☐ 3. The restaurant owner/manager or wait staff talk about their life in the target culture and in the U.S.

Questions to Trigger Thinking

- How will you mediate between restaurant staff and your students?
- How would you record communication successes and breakdowns for later discussion?
- What materials might you encourage students to take back with them to the classroom (with permission, of course)?
- How will you encourage your students to make observations discreetly, to avoid giving community members the feeling that they are being watched?

How will you monitor and assist in the interactions during the outing?

Planning a Community Experience — Interact > Page 2

Use the following questions to help you get started or to revise your description. Select the question number that matches the option number you selected for The Experience.

Did you consider...

1. Having students write down the recipe and/or videotape the demonstration?
2. Having students take notes, including any unfamiliar words printed on the menu or spoken by the wait staff?
3. Having the restaurant staff share their perceptions of your visit?

TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Engaging With Communities > Examine the Topic

Planning a Community Experience – Debrief > Page 1

The Wrap-Up

Select the option that best describes what students will do in class following the community experience:

- ☐ 1. Students watch the videotape of the cooking demonstration and share their impressions of the restaurant.
- ☐ 2. Students write descriptions or draw illustrations of what they ate, drank, and observed at the restaurant, then discuss what they noticed about its cultural aspects.
- ☐ 3. Students retell the restaurant staff's stories orally or in writing.

Questions to Trigger Thinking

- Will students submit any notes about language learned and reflections on any part of the experience (for example, a journal entry or a postcard)?
- How will students brainstorm about vocabulary they learned and cultural insights they gained: as a whole class? in small groups?
- Will students generate a list of questions they wish they had asked?

What activities will you do with students to help them debrief their experience?

Planning a Community Experience — Debrief > Page 2

Use the following questions to help you get started or to revise your description. Select the question number that matches the option number you selected for The Wrap-Up.

Did you consider...

1. Having students show that they understood the demonstration by replicating it or by putting the steps in the proper sequence (by numbering either illustrations or sentences)?
2. Having students review the meal—for example, by writing a restaurant review?
3. Having students write individual thank-you notes or a class note to the restaurant staff?

TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Engaging With Communities > Put It Into Practice > Activity A

Plan for Email Interactions > Page 1

Design email tasks for students that will span the entire school year.

Month	Theme/Topic	Preparation	Email communication task	Cultural inquiry
August				
September				
October				
November				
December				
January				

Design email tasks for students that will span the entire school year.

Month	Theme/Topic	Preparation	Email communication task	Cultural inquiry
February				
March				
April				
May				
June				

Notes
