

VIDEO & NOTES

AUDIO

so that there are subgroups within the classroom. But most often when we think about the communities standard, we're thinking about opportunities for students to use the language outside the classroom.

Marylee DiGennaro Clip

-For homework, you're going to write in your composition notebooks a letter, which in the future will be an email, a letter that describes your house.

Carla: We have to write to a girl named Stella in Italy and we have to tell her about our house, and in our house we have to describe things.

-Is this right?

-Everything is right. What did you write?

-The rooms.

-The rooms, bedrooms, bathrooms, kitchens. Good.

PATSY: (#5101M 8:31:04) One of the opportunities that many teachers have is to um, provide students opportunities to interact with members of the communities where the language is spoken; and one of the advantages that, that often brings is it gives students a chance to realize that the language itself has many different varieties, and that the variety they're learning in class is simply one of the many different ways that the language is spoken, the ways the language is used.

Paris Granville Clip

(Music)

-Spanish? Spanish is in California.

-Yes.

-Zydeco music is in Louisiana.

Patsy: (#5101M 8:50:00) It's not enough for a foreign-language teacher to think--I'm teaching French; therefore, the community I'm thinking of is France. Look at Paris Granville's

VIDEO & NOTES

AUDIO

	<p>attachment to Cajun music.</p> <p>Paris Granville Clip -It's hot in Louisiana. Is it hot in California, too? -Yes. -Then put it in the middle.</p> <p>Patsy: I understand she also taught a unit on Tahiti. In other words, what she did was to say, "Where in the world is French spoken"? (#5101M 8:50:44) Well, there are places that are near to us, and there are places that are far away.....</p> <p>Paris Granville Clip -Where is it hot: California, Louisiana, or both? Gina? -Both. -Excellent.</p> <p>Patsy: ...Isn't it interesting to let the students know that are many different ways of speaking French and many different places where French is spoken.</p> <p>Paris Granville Clip -And gumbo? Natalie? -Louisiana. -Excellent.</p> <p>Patsy: I've appreciate it very much, Madame Tulou, going to look for a French-speaking community, not on the other side of the ocean, but just the other side of the border in Hull and Quebec, which interestingly is a town very similar to her town, McLean, Virginia, also a town just across the river from a government town.</p> <p>Ghislaine Tulou Clip (1:02:54 – 1:07:20) -So open space is nice. -Yes, and I love the restaurants, lots of different cultures. Right?</p>
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VIDEO & NOTES

AUDIO

	<p>-It's not dangerous, so it's a good place to live with children.</p> <p>Patsy: ...to take her students to a place where a variety of French is spoken that isn't presented in the textbook uh, or often isn't presented in the textbook.</p> <p>Ghislaine Tulou Clip -It's a good community for a family. -Yes. -There's a lots of diverse cultures in this town, so that's an advantage. -Because there are a lot of people of different nationalities? -Yes.</p>
<p>WEB TAG: Go to the Workshop Guide at www.learner.org</p> <p>Lower Third: Davita Alston Newark, DE Grade 8</p>	<p>MUSIC UP FULL PANEL DISCUSSION</p> <p>Rick: When you think of the community's goal area for you as language teachers in classrooms, who's the community?</p> <p>Davita: (#S8M1 09:41:30) The speakers, the school, the classroom, the – uh, local area, the university, it just kind of – you know, it starts with a little dot in the classroom and it just kind of –</p> <p>Rick: Mm-hmm.</p> <p>Davita: you know, when you throw a rock in the water, it just kind of goes –</p> <p>Pablo: Yeah.</p> <p>Rick: Nice analogy. Good metaphor.</p> <p>Davita Alston Clip -We're going to watch and listen to the activities. -And I'd like you to think of questions.</p>

VIDEO & NOTES

AUDIO

Lower Third:
Pablo Muirhead
Shorewood, WI
Grades 9/10

Video:

-Shopping. I really like to go to the park with my friends to look at boys.
-And also to the beach.
-I like to go out because I spend time with my friends.
-And we're out walking together.
-I like to go out with them because they're a lot of fun...

Rick: So you make use of all those communities?

Davita: I try. In different ways in different times depending on what we're doing and how things are going.

Rick: Mm-hmm.

Davita: ...try to get to each of those.

Pablo: (#S8M1 09:42:00) Wow, that's a, that's a beautiful analogy. Um, but to even go out into those outer rims that you described in your, in your metaphor – you know, the global community and tying in other – other countries, other –

Davita: That's right.

Pablo: -- cultures and we're going to see a lot of overlap in all the standards between communities and in cultures and, and, and communication and comparisons and all that, which is good.

Pablo Muirhead Clip

(playing drums)

Girl: The drums were originally from Africa and they were brought over as part of the slaves' culture, um, to Peru...

Girl 2: ...which is where, um, Mr. Muirhead is from.

(playing drums)

VIDEO & NOTES

AUDIO

	<p>Patsy: (#S8M2 11:30:29) I think one of the things that people may perceive is that, it's easy for Spanish teachers to find a community around their school. But it's hard for teachers of other languages.</p> <p>Pablo Muirhead Clip (playing drums)</p> <p>Patsy: But I think that is to define community too narrowly. A community is not necessarily a geographic location, but a group of people living in it. A community is spiritual and emotional and, and intellectual. And the richness of immigration in this country, and the richness of speakers of other languages in this country is under-appreciated, um, by many American citizens. And the foreign language teacher is so well placed to make that bridge, so that students realize that they are not living in an island of English culture. But that they are surrounded all the time by communities that, that, um, by representatives of other communities as well.</p>
<p>CHAPTER HEADING: How can teachers access community within and beyond the classroom?</p>	<p>MUSIC UP</p> <p>PATSY: (#5101M 8:32:38) When we say, using the language outside the classroom, people often think that that means excursions or field trips or study abroad; and certainly those are opportunities for students to be in the communities where the language is spoken; but that begins that, that, the understanding of communities begins in the classroom.</p> <p>MARGARET DYER CLIP -I'm waking up. Waking up. Good morning. -I wash my face. -I wash my face.</p> <p>Patsy: - and it can begin uh, in such a fairly simple things as the teacher, such as, where Margaret Dyer shows students daily activities</p>

VIDEO & NOTES

AUDIO

	<p>of Japanese children.</p> <p>MARGARET DYER CLIP -I'm going to eat breakfast. I'm so hungry. - Go ahead. -I'm going to eat dinner. -OK. I'm going to eat dinner. Very well done.</p> <p>PATSY: (#5101M 8:33:14) The children in her class won't, anytime soon, be going into a Japanese community, but they already see through these pictures that the, getting up and having breakfast activities that are common to all of us are none the less different in that other community.</p> <p>MARGARET DYER CLIP -I brush my teeth. -I brush my teeth. -I brush my teeth. -I brush my teeth.</p> <p>Patsy: It's a kind of vicarious life in the community, but it's a, it's a first step.</p> <p>Jie Gao Clip -Chinese students like basketball. -Chinese students like basketball. -Do American students like basketball? -Watch this. Chinese students like basketball. American students like basketball.</p> <p>Patsy Lightbown: (#5101M 8:33:50) Similarly when in her Chinese class, asks students, uh, well kinds of sports do uh American children like and what kinds of sports do Chinese children like.</p> <p>Jie Gao Clip -Next, Ping-Pong. -Chinese people like...American people like...</p> <p>Patsy: (#5101M 8:34:00) Not only does she</p>
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VIDEO & NOTES

AUDIO

have the opportunity there to place her students vicariously in the mind of the Chinese child, but she has the good fortune of having some Chinese children in her class; so that they can, in a sense, verify that um, that experience.

-Both Chinese and American people like...

-Chinese people like it.

-Chinese people like it.

-Chinese people like it.

Patsy: When she says Chinese children like soccer; uh, she has Chinese children there who can say, yes, that's, that's we prefer.

Jie Gao Clip

-OK, next, soccer.

-Li Yüzhou, do Chinese people, do

American people, or do they both like it?

-Both Chinese and American people like it.

PATSY: (#5101M 8:36:38) It's often possible within a school setting to find individuals who represent the communities, um, where the language is spoken.

Davita Alston Clip

-The boys have to work in the fields.

-In the fields?

-It also depends on wher eyou're from. For example, if you like in the city...

-Then you don't have to do this.

-And you, where are you from?

-From Morelos.

-In Morelos, do you have to work in the fields?

-Or did you have to work in the fields?

-After school we have to.

Patsy: (#5101M 8:37:05) Uh, for example, in Davita Alston's class, where her students have been talking about leisure-time activities in um, in Mexican children's lives, she has the opportunity to bring in some students who are

VIDEO & NOTES

AUDIO

	<p>students in the school and to give them the opportunity to talk directly.</p> <p>Davita Alston Clip -Do you have many malls? -No, not many. -No, there aren't many. Not as many as here. -For example, there are some in the cities and nearby towns. -Sometimes cars come by and they sell fruit. -Oh, in cars? There are people in cars that sell things. -So, there are shops. There aren't many malls.</p> <p>Patsy: By asking these Mexican students questions about their activities, the students can review and refresh and revise their understanding of the communities in which the language they are learning is spoken. (#5101M 8:37:56)</p> <p>Davita Alston Clip -No, but there are shops. -There are many shops and there are people that sell things out of their cars.</p> <p>Patsy: (#5101M 8:34:40) With certain languages and in certain locations, teachers have many opportunities to literally take their children outside the classroom.</p> <p>Pablo Muirhead Clip Pablo Muirhead home video footage.</p> <p>Patsy: One of the most dramatic examples of that is when Pablo Muirhead takes his students out where what he's been talking about in the classroom suddenly has a life and a depth that he could only hope to present and the students clearly recognize that they have had a chance to experience and respect the language in ways that are, are simply not possible as long as you stay within the classroom.</p>
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VIDEO & NOTES

AUDIO

Pablo Muirhead Clip

Student: And then we went to a restaurant and we learned how to dance the salsa and we also ate, uh, Spanish food which was really fun and it was really good.

MUSIC UP FULL

Patsy: You don't have to really look that hard in many communities including rural communities and, and small town communities to find people who are representatives of the language you are teaching – whatever that language is. Um, then it becomes a challenge to find ways to connect those speakers with your students.

Marylee DiGennaro Clip

**-This high school class in Cagliari.
-I sent your descriptions of yourselves, the ones you wrote to send with your photograph.**

Student: We learn the culture and how things are there. Like how their school system is and how their days go.

Student: They go to school six days a week and they get out around one o'clock every day and they don't eat lunch in school.

Student: And they go on Saturdays. And they always go home for lunch. All the stores closes so that they can go home for lunch and then back.

Patsy Lightbown: It's true that some teachers will have difficulty making contact with an actual group of speakers of the language, but there are alternatives.

Yvette Heno Clip

**-Is it Chirac?
-No, it's not.**

VIDEO & NOTES

AUDIO

	<p>-Robert Hue and Arlette Laguiller.</p> <p>Patsy: (#5101M 8:46:33) In this age of media access, whether it be internet access, e-mail access, uh, watching, um, authentic television that's made for the community in which the language is spoken, there are ways to place your students in the context of the language community and to give them a, a very real sense of what it would be like if they were uh, in that community.</p>
<p>WEB TAG: Go to the Workshop Guide at www.learner.org</p>	<p>MUSIC UP FULL PANEL DISCUSSION</p> <p>Rick: (#S8M1 09:43:44) How do you start that? How do you begin preparing students for community experiences, either within the classroom or outside the classroom? I mean, is it just something you just all of a sudden one day do, or is there a gradual preparation for this and – how do you do this?</p> <p>Pablo: (#S8M1 09:44:26) Well, how do you start? I mean, it just – the examples that you pull into the class and the discussions and where you take things and – you don't just pick up the kids one day, put them in a bus and – and take them to the South Side of Milwaukee, in my case, and have them walk around and, and, and just gawk at people, but rather, you know, maybe the unit, the thematic unit or the lessons prior to that experience are focused on things that they might experience. It –</p> <p>Patsy:(#S8M1 09:45:02) Did you prepare them to interact verbally? Did you prepare them to speak Spanish in this environment, and, and if so what kinds of advice did you give them...</p> <p>Pablo: Yeah, yeah.</p> <p>Patsy: -- or strategies did you give them?</p>

VIDEO & NOTES

AUDIO

Pablo: (#S8M1 09:45:11) Often, you know, what happens, uh, in, in a field trip type excursion is that teachers will take them to a – a restaurant, um, of the target culture. And the menu will be established before they, they get there and the teachers will collect money, it, it really takes away from an opportunity that these students could have. So, uh, you know, I think – how do we create opportunities for them to interact in – in the community. Let's say the community in this case is that supermarket that we go to. Well, uh, you let them order on their own.

Patsy: Mm-hmm.

Pablo: (#S8M1 09:45:55) You create situations where they have to go to the bakery and buy some desserts to take home, to bring to class the next day.

Davita: (#S8M1 09:48:21) I think that it has to come in steps, you know, and first you do need to just kind of put them out there and say, "Look around. Here's what's happening." And as you get –

Rick: But I --

Davita: -- more and more involved, then yes, they're going to become more integral and – and use the language a little more --

Rick: (#S8M1 09:48:38) But often in foreign language classes, it doesn't get to that. It gets to just exposure to the community, the field trip, the excursion. And the standard's pretty clear. The standard says use language in communities –

Davita: Right.

Rick: -- both within and beyond school –

VIDEO & NOTES

AUDIO

Patsy: (#S8M1 09:48:51) But as you say, it can go in stages, so you start by taking students at an early level out –

Davita: Right.

Patsy: -- to be exposed to the language or to have an opportunity to hear the language being used and to see the reality of the language being used. This is a wonderful opportunity. And so for the students to get out of the classroom and say, Wow, they really do speak Spanish here – is a step. And it also provides them with some raw material as you – I'm sure when you come back to the class there's a lot of debriefing.

Davita: Yes.

Patsy: You know, what did you notice about this? What did you hear?

Rick: Yeah, right.

Patsy: What – what did you – did you catch any words or phrases or did you hear anything that's familiar or did you –

Rick: (#S8M1 09:49:45) Patsy, that's interesting because that was going to be – a question that I had was how do you debrief this? Once the students come back from these experiences in the community, or even the community experiences you set up in your classrooms, like when you had the two Mexican students...

Davita: (#S8M1 09:50:04) Right, well, I kinda do a little preparation ahead of time and, you know, obviously and you tell them what's gonna happen and set it up for them. Um, sometimes afterwards, uh, a little debriefing, talking about how you felt about it, how do you feel about your Spanish after –

VIDEO & NOTES

AUDIO

Rick: Mm, right, excellent, yeah.

Davita: -- you've been interacting and --

Rick: Wonderful.

Davita: (#S8M1 09:50:35) -- you know, and it kind of puts them in a point of, OK, well, I wanted to say this but I couldn't think of the word so I said that and, you know, some -- some of that goes on, too. So it's, um, it's eye-opening for them, I think.

Pablo: (#S8M1 09:50:46) Mm-hmm. And I think it is key, though, to, to, to spend some time debriefing, even if, at best, all you've done is taken them out into the community. But coming back -- if, if that's all you've had the opportunity to do and that's all you're going to do this time around and you hope to improve in the future, one thing you might think about is at least just have them talk about it. And in the future, you know, you can add a lot more elements to that and, um --

Patsy: (#S8M1 09:51:23) And that would suggest both -- both language goals, that is what did you notice -- I -- I liked what you said about, you know, how did you feel about your Spanish? And sometimes, of course, it's, it's quite remarkable. They're just so thrilled with themselves because they actually did understand, you know, for the first time --

Pablo: Yeah, right.

Patsy: - they never expected --

Davita: And the smallest thing -- it can be the smallest thing.

Patsy: Um, but -- but even if they didn't (coughing) understand much language, there can also be the sense of recognizing a community that they hadn't been familiar

VIDEO & NOTES

AUDIO

	<p>with. And so what they talk about in the debriefing may be cultural rather than linguistic, you know –</p> <p>Pablo: Mm-hmm.</p> <p>Rick: Sure.</p> <p>Patsy: -- in their observations.</p> <p>Davita: (#S8M1 09:52:49) I had, um – a few years ago, when I was teaching high school, I had a student who was at work and actually – I think working an ice cream stand or something and had a customer who didn't speak any English. And, you know, she came to me in the morning, like, "Oh, you won't believe it! I had to say, uh, <i>chocolate</i>, I had to say the prices, I had to say the numbers!" And she was so excited. And just to say, for her – oh my goodness, I can actually do something with what I'm learning, and for me that, oh my goodness, what I'm doing is actually working. It's really gratifying.</p>
<p>CHAPTER HEADING: What roles can heritage speakers play in the classroom?</p>	<p>MUSIC UP</p> <p>PATSY: (#5101M 8:43:18) One of the benefits of having students in the classroom who come from a heritage-language background or who have had experience living in the country where the language is spoken or in another community where the language is spoken, isn't just a language benefit; eh, it, it, it is also the opportunity for the teacher to, to, um, demonstrate that the language is spoken in a number of different varieties. (#5101M 8:43:55) One of the things I was very struck by in Yvette Heno's class and also in Nancy Gadbois' class, is the number of students who speak French very fluently and with quite, um, what I would call native-like accent, but it's native-like from a variety of different countries and different backgrounds.</p>

VIDEO & NOTES

AUDIO

Yvette Heno Clip

-Do you know who the candidates in France are?

-Lionel Jospin and Jacques Chirac.

-Yes.

-Jacques Chirac is already the president. He's trying to get re-elected.

-And the third one, I think, is Gondolier. I'm not sure of his name.

-I think he's on the right. There are three candidates.

-What is this?

-Did you know that under the 4th Republic....

-...the president was elected by the National Assembly?

-Yes.

-And then that changed under the 5th Republic. De Gaulle changed it.

-The president is elected by the people rather than the National Assembly.

-Did you know that?

-Yes.

PATSY: I think that's important for students to realize that there are varieties of the language that are spoken, that are different from the variety that's presented as the standard in the textbook; and it's, it's opportunities for students to realize that, well, I don't have to go to Spain to speak Spanish; I don't have to go to Paris to speak French; I can speak to friends right here in this place; or I can be in contact with communities that are closer to my school.

ASSESSMENT CLIP

-Do you like music?

-Yes, I like many kinds of music.

-What kind of music do you like?

-I like *konpas*...It's Haitian music.

-And I like rap, hip-hop.

PATSY: (#5101M 8:44:44) This country is rich in language communities, and language

VIDEO & NOTES

AUDIO

teachers have an opportunity to make their students aware of the richness of our language communities...

Jane Shuffelton Clip

-Who is the hero in this story?

-Gleb?

-Where does he live?

PATSY: ...and to make them realize that by learning a foreign language, they're getting access to those communities in ways that they never could if they didn't begin at least by studying the language. (#5101M 8:45:20)

Jane Shuffelton Clip

-Bareni, Barenski?

Boy 1: Before then. [in English]

Boy 2: Before then? [in English]

Boy 1: Beginning of the second line. [in English]

-On the island.

Student: I worked with Dennis. He's from Kiev. And, so if I have a question about something in Russia, uh, something having to do with the language, he can explain it. But then also go back and tell me a story about, uh, his, like, hometown and um, tell me, like, how different things were used and, uh, just history, like, how the people were – the culture. It's nice having a native.

PATSY: (#5101M 8:38:03) The role of students who are heritage-language speakers of the language being taught, as a foreign language is, is not simple, and it depends greatly on many things. It depends on the age of the learners, it, and the students who are the, the heritage-language speakers. It depends on the kind of background that the heritage-language learners have had in their own language.

Jane Shuffleton Clip

-Where does the name Kiev come from?

-The students from Kiev know. you know, right? Lina?

-It's from one of the brothers who...

-who founded...

-Founded.

-Yes, who founded Kiev.

-It's the legend of the brothers, right?

-They named the town in honor of the older brother.

-So Kie was the oldest. Do you understand? Oldest, old. Right?

PATSY: When you see the example of Dav, Davita Alston's students meeting the Mexican students, what you see in their case is that um, she presents them as experts. (#5101M 8:38:49) She presents them as people who have something important to tell the students in her class

Davita Alston Clip

-What do you do on the weekends?

-On Saturdays, I go to help my grandparents.

-Do you spend much time with your grandparents?

-Not much, because we live far away.

-Yes, but before.

-But that's why, because before I lived far from them, too.

PATSY: In presenting them that way as experts, she enhances their status and provides an opportunity for them to see themselves as holders of some kind of valuable knowledge.

Davita Alston Clip

-I saw them only when my mother took me on Saturdays and Sundays...

-and I would go to Mass with my mother or my grandmother.

-Good, thank you very much to Chris and Ana. Let's give them a hand!

VIDEO & NOTES

AUDIO

VIDEO & NOTES	AUDIO
<p>WEB TAG: Go to the Workshop Guide at www.learner.org</p>	<p>MUSIC UP PANEL DISCUSSION</p> <p>Rick: (#S8M1 10:27:55) How about the heritage language speaker? What role does the heritage language speaker have within the community? How does that all fit together for you and I'm talking about heritage language speakers of all kinds (mumbles). French heritage language speakers, Spanish...</p> <p>Patsy: (#S8M1 10:28:15) I One of the things that, um, struck me in your introduction of the students to your class was acknowledging that the students were going to hear a different variety of Spanish --</p> <p>Pablo: Um-hmm.</p> <p>Patsy: -- that the way these students speak Spanish is a different way and I think there is altogether too much attachment in foreign language classes to a particular standard variety (stutters). There are actually multiple standards for most, um, languages that we teach, but attachment to a particular standard and a, a dismissal, um, sometimes of other varieties and, and that, of course, would be a very limiting thing in terms of communities.</p> <p>Pablo: (#S8M2 11:00:35) My brother (inaudible) now can laugh, as he recalls when his teacher would mark, uh, incorrect on his test, a translation of swimsuit. He wrote, um, he wrote <i>ropa de baño</i>, which is how we say it in Peru. But it's <i>traje de baño</i> in the textbook.</p> <p>Davita: Yeah... (Laughter.)</p> <p>Rick: So, he got that wrong?</p> <p>Pablo: He got that wrong.</p> <p>Davita: Oh, that's awful!</p>

VIDEO & NOTES

AUDIO

Lower Third:
Davita Alston
Newark, DE
Grade 8

Rick: Oh, my.

Pablo: (#S8M2 11:00:56) You know. And I think we need to be, be careful, I mean. Textbooks are in a difficult situation. They have to walk this fine line of what Spanish do we present. But I think it's up, you know, the textbook has to present, you know, more uh sanitized. I don't want to say sanitized, but a more generic form of Spanish that's comprehensible to, to, to most speakers of that language. But it's up to the teacher to go beyond that, and say, OK, this is, this is textbook Spanish, but there are all these varieties.

Davita: (#S8M1 10:30:03) You have to be very careful sometimes, um, with heritage speakers in the classroom, um, just because you, you want to draw on their experiences, you want them to share, you want them to talk about it but you have to be careful because if they don't want to then, you know, that's OK.

Patsy: Mm hmm, mm hmm.

Davita: Um, you know, I think it's a fine line especially with children in middle school because nobody wants to be different, you know, I don't want everybody to know that my family is from Argentina. I don't want everybody to know that, you know, I might speak but --

Rick: That's a good point, yes.

Davita: -- I think that, you know, not embracing the varieties of the language would definitely short change and it, again, a teacher that is willing to bring those aspects into the classroom shows the teacher continuing with that life-long learning.

VIDEO & NOTES

AUDIO

Lower Third:
Pablo Muirhead
Shorewood, WI
Grades 9/10

Rick: (#S8M1 10:31:03) I think what you've just expressed is sort of being sensitive to the needs of the heritage language speaker, that there has to be something in it for the heritage language speaker too --

Davita: Yes.

Rick: -- that it's not just simply using the heritage language speaker as the tutor, as --

Patsy: As the model.

Davita: Right.

Rick: -- the model, here's the language model and although there may be things to be gained from that I mean you still -- you have to know what they are. You have to know why are you doing what you're doing and what are they getting out of it.

Patsy: Mm hmm.

Davita: Right.

Pablo: Right. (#S8M1 10:32:07) And when I think of heritage language, uh, speakers, um, I think of just three concepts: celebrate them, learn from them, and help them grow, in the areas they need to.

Davita: Mm hmm.

Pablo: And I think when you talk about celebrate you brought up some excellent points, uh, about these students maybe being reluctant to share their identity – that was me. I didn't want to be called Pablo when I was in fourth grade. I wanted to switch my name to Paul.

Others: Mm hmm.

Pablo: By celebrating them, and respecting

VIDEO & NOTES

AUDIO

	<p>their language, and respecting the language variety and respecting where they come from, um, what you did for your students, is they would...that, I can't remember his name, but he was just stand....</p> <p>Davita: Cristobal</p> <p>Pablo: ...Cristobal was standing up there proud. You made them superheroes. He was so proud to share, uh, what to us might seem really simple. He talked about soccer, and American football...</p> <p>Davita: Right, right....</p> <p>Pablo: (#S8M1 10:33:36) ...but, I think what, what was important was not necessarily what happened that day in class, but what happened following your class. He had something to contribute, that they didn't have. And I think, if we can do that, um, we've put these students in a situation where they can then develop in other directions. Because, it's, it's like you said, um, Rick, it's not just about what we can get from them, but what can they get from this experience. And, that, that, that is key.</p>
<p>Lower Third: Patsy M. Lightbown Concordia University, Montreal</p>	<p>MUSIC UP AND UNDER</p> <p>PATSY: (#5101M 8:47:39) It's impossible to separate any of the standards from any of the others, and, and, they are inextricably linked. I suppose one could argue that the communities standard is the culminating standard in the sense that nobody really, I expect, assumes that students are learning a foreign language so that they can speak the foreign language inside the classroom with their classmates. (#5101M 8:48:05) Um, on the contrary, our goal is to prepare students to take that language and take not only what they have learned in the classroom and use it outside the classroom, but to take the love of</p>

VIDEO & NOTES

AUDIO

<p>Lower Third: Richard Donato University of Pittsburgh</p>	<p>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 .</p> <p>RICK: (#S8M2 11:59:32) I think at one level I think a teacher could take away that, uh, to address the communities standard means to do more than have an excursion to the community or take a field trip. Um, that it really requires careful planning and that it is an opportunity, an occasion for language use and an occasion for understanding other cultures better, to compare one's culture, one's perspective with another.</p>
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