

# Teaching World Languages: A Practical Guide

## Chapter 12: Communities

*The Standards for Language Learning in the 21st Century* (2006) sets the guidelines for foreign language teaching in the U.S. The fifth goal area, Communities, includes two standards that focus on students using the language in school and in communities beyond school. (For more about the *Standards*, go to Chapter 2: [Standards for Foreign Language Learning](#).)

Everyone lives in a variety of communities; each one intersects with others and leads on to still others. They include our families, the people in our neighborhoods, school, work, clubs, and organizations to which we belong. In addition, we have communities that we encounter indirectly through reading, movies, television, or the Internet. Through the study of foreign languages, students discover new communities and interact with individuals using their new language. Language study opens the doors to a new culture, allowing us to connect in a personal way with individuals and institutions in the new community.



Fig. 12-1-1  
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### **The way we used to integrate communities into our teaching**

We taught what was in the textbook. If we had personal experiences beyond the information supplied in the text, we might have added it into our lessons. Actual contact with the foreign culture was limited to taking students to a restaurant, to having a guest speaker for a day, and setting up target language pen pals. We provided other encounter opportunities through research, writing reports, and doing projects. The truly lucky were able to travel to the foreign country for a week. The result was that most of our students never left our classrooms with an authentic, real life, face-to-face encounter with the language or culture they were studying.

### **The way we now integrate communities into our teaching**

The advent of the Internet has changed our access to target language communities. Students are able to have e-pals, they can access many authentic resources, and participate in the global community online. We are more able to find resources, both locally and on the Internet, because there are more opportunities for immersion in the target culture and language for non-target language-speakers and for people of target culture heritage. Today, we are able to provide opportunities for students to gain and test their skills in authentic situations and environments. These opportunities will spur them to continue to seek out their own opportunities to further their knowledge and contact with the language and culture.

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**Standard 5.1:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

**Standard 5.2:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. \*

\*From the *Standards for Foreign Language Learning in the 21st Century* (2006)

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### Objectives and Assessment

The goal of the Communities Standard is to get our students personally active and directly involved in the greater community of the foreign language and culture during their years of formal study and as lifelong learners after formal learning no longer takes place.

#### Learning Objectives

Learning objectives describe what you want students to learn and be able to do. They drive all instruction. *Content objectives*, such as those described in the Standards, describe **what** students should know, and *performance objectives* describe **how well** students should be able to perform.

Once you have determined the learning objectives for a course, unit or lesson, including the connections objectives, you can develop your assessment. Along with your assessment, you can develop a way to grade or evaluate student performance on the assessment.

We will use an example unit on food for Grade 9 students of first year language to demonstrate how you can first plan objectives, then assessment, and then activities. Each activity also has an assessment.



Fig. 12-3-1 ©SWCockey

#### Content Objectives – WHAT students should learn

Content objectives for Communities are linked to the **enduring understandings** for the year and the unit. These are “big ideas,” often related to the culture of the language under study. Students explore them mostly in the target language. For more on enduring understandings, see Backwards Design in Chapter 3: [Planning Instruction](#).

Standards-based content objectives are different from the traditional language learning objectives. They describe *functions*, what students can do with the language, rather than specific grammar points or vocabulary. The *Standards for Foreign Language Learning in the 21st Century* provide *sample progress indicators* for each standard at various levels of proficiency, including Communities. The progress indicators are all functions, descriptions of what the students can do with the language. These can guide you in developing realistic objectives for your students. The progress indicators are provided for four levels of study, Grade 4, Grade 8, Grade 12, and Grade 16 (senior in college) on the assumption that the students have been studying the same language since Grade 1. Since this is not usually the case, teachers can approximate what progress indicators are appropriate for their students by adjusting the years of study and then choosing functions that are appropriate (and of interest) to their students.

- Progress indicators for Grade 4 are appropriate for students who have studied the target language in grades K-4, 5-8, or 9-10.
- Progress indicators for Grade 8 are appropriate for students have studied the target language K-8, 7-12, or 9-12.

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- Progress indicators for Grade 12 are appropriate primarily for students who have studied the same target language K-12.
- Progress indicators for Grade 16 are for advanced level students.

For more on Standards and some examples of sample progress indicators, go to Chapter 2: [Standards for Foreign Language Learning](#).

Below are some sample Content Learning objectives for Communities for a first-year, 9th Grade class studying a unit on food. The objectives have been developed using the progress indicators for Grade 4 and Grade 8 students.

### Sample Content Learning Objectives:

Grade 9

Year 1

Thematic Unit – Food

Enduring Understanding – There are similarities and differences in the everyday lives of people living in different cultures. There are similarities and differences between people of different cultures in the food they eat, and when and how they eat it.

### Sample Content Learning Objectives for Communities:

Students will be able to:

- go to a target culture restaurant (either in reality or in a simulation), read (some of) the menu, order a meal, and converse with the waiter about the order and the bill,
- prepare a target culture dish, offer it to members of the community such as family, students and teachers from other classes, friends, and explain (in English) where it is eaten, how it is eaten, what it is made of, and how it was made,
- explain in English how to make a target culture dish, including measurements, to English speakers
- attend (in reality or in a simulation) a target culture meal in a target culture home and know how to behave and what to say,
- visit a target culture grocery store (if available, or in a simulation), recognize and name some typical ingredients, and either purchase or help the teacher purchase a few items.
- conduct an interview in the target language, either by email or in person, asking someone in the target language community in the U.S. or abroad about target culture foods.



Fig. 12-4-1 ©SWCockey

### Assessment

Teachers give students an assessment at the end of each thematic unit that measures students' progress on all the goal areas of the Standards and on the three modes of communication together. This is a *summative assessment*. Usually it is an *integrated performance assessment* where the students demonstrate how well they can do what they have learned to do during the unit.

You cannot always include all your specific objectives for each goal area of the Standards in your summative assessment, but you can include formative assessment within the unit activities to help you evaluate how well the students are able to meet all objectives.

Formative assessments are on-going assessments that you use every day to check student progress and understanding such as observations, quizzes, checklists, or your review of homework.



Fig. 12-5-1 ©SWCockey

### Sample Summative Assessment

Sample summative, end of unit, performance assessment for progress for Grade 9, Year 1 class studying a food unit (We use the same summative assessment in the discussion of each of the Standards.)

Students will work in groups to prepare presentations on the traditional foods of different target language-speaking countries and how they are eaten.

1. Each group will research the traditional foods of one country or region. A teacher handout with a series of key questions (in the target language) will guide their research. Resources may include (all in the target language) recipes, menus, short descriptions of foods, videos, pictures, advertisements, interviews, going to a restaurant with food from the region, going to a target culture grocery store, cooking some dishes.
2. In the target language, students in each group will share their information and design a presentation for the class on the traditional foods of their region and how they are prepared and served. The teacher can encourage the students to be creative in developing presentations that will be of interest to the class. These could include skits, PowerPoint presentations, demonstrations of cooking and/or eating, videos, recipe books, etc.
3. Students give their presentations in the target language. Each student in each group participates. Presenters should be prepared to answer questions from other students after the presentation. Each student will listen and view the presentations of the others, take notes, and complete another handout that summarizes the content of all the presentations.

Communities objectives can be addressed in the research phase, when the students are gathering information about the foods, or in the planning phase where students might interact with the community to plan or prepare the presentation. For example, a group of students might make a video recording of a cook making a dish on which they will report. Or the Communities related activities might be displayed in the presentational phase. The language class might give a presentation to the whole 9<sup>th</sup> Grade class about the target culture foods, complete with samples.

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### Performance Criteria –HOW WELL students should be able to do what they learn

Neither the ACTFL *Performance Guidelines for Grades K-12* (1998) nor the ACTFL *Integrated Performance Assessment* (2003) manual includes guidelines for evaluating how well students meet the standards of the Communities goal area. However, the progress indicators from the Standards can help students (and the teacher) have some expectations for student performance in connecting with communities. In practice, on any specific activity that involves Communities, you have a rubric for the communication mode used in the activity. In addition you can add some criteria related to whether the student was engaged with communities while performing the activity.



Fig. 12-6-1 ©SWCockey

The progress indicators for Communities describe functions that fall into three categories:

1. Students identify, discuss, or explore aspects of the target culture that they enjoy or interest them personally, such as leisure activities and careers.
2. Students are actively engaged in target language communities such as speaking in the target language with members of the community and talking about careers with community members.
3. Students present information about the target language and culture in English to others who are not in the target language community, such as giving presentations to the school or to community groups.

The criteria for Communities, as defined here, are different than those for the other standards. Here we mainly ask for evidence that the students have been involved in some activity that engages them with the community: in pursuing a personal interest, in connecting with the target culture community, and in explaining the target language and culture to people who are not members of that target language community.

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**Sample Rubric for Communities** for first year students in Grade 9 studying a food unit. This rubric is for an activity where students are actively involved in the target culture community and use the target language to communicate.

<b>Criterion</b>	<b>Exceeds Expectations 3 points</b>	<b>Meets Expectations 2 points</b>	<b>Does Not Meet Expectations 1 point</b>
<b>Student discusses/explores aspects of target culture food for personal interest or pleasure.</b>	Has provided evidence of meeting and exceeding the criterion.	Has provided evidence of meeting the criterion.	Has not provided evidence of meeting the criterion.
<b>Student has engaged with target language community on topic of food through going to a restaurant, store, bazaar, engaging in personal conversation with someone from the target language community, email, translating school menu for target language newcomers, or some other means.</b>	Has provided evidence of meeting and exceeding the criterion.	Has provided evidence of meeting the criterion.	Has not provided evidence of meeting the criterion.
<b>Student has actively engaged in informing the local non-target culture community, family, and or school, about target culture foods through presentations, making a bulletin board, cooking and serving target culture food with explanation, or some other means.</b>	Has provided evidence of meeting and exceeding the criterion.	Has provided evidence of meeting the criterion.	Has not provided evidence of meeting the criterion.

You might want to encourage your students to engage in these kinds of activities as part of class, and outside of class. It is not reasonable to expect them to engage in all these kinds of activities for each thematic unit. You may want to keep a running record of each student’s Communities activities across the year, or ask the students to keep their own running records of their activities. Set some year-long expectations. You can communicate these expectations to your students by giving them the rubric at the beginning of the year.

### Materials

There are no specific materials or resources for the Communities standard. In addition to what we offer below, you will find many relevant materials in the chapters on [Cultures](#), [Comparisons](#), and the three modes of communication: [Interpersonal](#), [Interpretive](#), and [Presentational](#).

Finding materials to enhance your collection of community experiences is an easy thing to do with the Internet. In addition to accessing real-time authentic in-country events, the Internet can be your source for finding out what is happening locally or at least nearby.



Fig. 12-8-1  
©Fainastock02

Creating a virtual community in which your students can interact with people who live in a target language country is an excellent way to enrich the experiences you provide. Judi Harris, in her *Virtual Architecture: Designing and Directing Curriculum-Based Telecomputing* (1998), has many suggestions and examples of the kinds of communities you can construct using the Internet.

The Peace Corps has developed lesson plans and materials from which lessons can be made and have listed them on their Paul D. Coverdell World Wise Schools website. Connect your students with a volunteer serving abroad. Invite returned Peace Corps Volunteers to speak with, or in, your classes. Learn about the meeting of communities and cultures through free, on-line publications and find out how to participate in these communities even though they are not near home. <http://www.peacecorps.gov/wws/>



Fig. 12-8-2 ©Amalanmathur

YANA Columns, published regularly in the NCLRC e-newsletter have a wealth of information about teaching in general, using the standards, and several of specific relevance to the Communities standard. See [Appendix A](#) at the end of this chapter for a list of some of these columns.

Within the school, seek out speakers of your target language; these will likely be ESL students, but they may also be exchange students. Invite these students to your classes or clubs to engage in mutual exchanges, in the target language, about their communities. Before the guests arrive, students prepare questions, with follow-up, so there is sure to be an exchange of ideas. Such an assignment enables students to develop the ability to negotiate meaning by asking and answering questions, to gain knowledge about the daily life of a teen in another country, and to be more confident when actually having to start a conversation with a real live person in a real live situation.



Fig. 12-8-3 ©Leesniderphotoimages

Check local media sources for events of interest. Arrange field trips so students can attend an event and intermingle with the people of the target culture, using their language and learning about the local community. Develop contacts with local services boards where your students can volunteer, do community service, or simply participate in events, such as a national heritage day festival and concert in the park.

### Activities

Activities can either take place in the classroom or school, or they may occur outside of school. The basic framework for what follows is based on a 2006 NECTFL session presentation by Anna U. Chamot and Sheila W. Cockey. Most of the activities we describe in the chapters of this guide are for a thematic unit on food, and designed for a first year Grade 9 class of primarily non-heritage learners. We do this to illustrate that all the standards can be used to address a single topic, and to demonstrate that even first year learners can use the target language to do meaningful tasks with the language. The procedures in each activity can be adapted to any topic, and to any age or level proficiency.

When students participate in the wider foreign language community, they employ skills they gained in the other areas of the 5 C's, the five goal areas of the *Standards for Foreign Language Learning in the 21st Century* (2006). Our task is to provide as many different learning scenarios as possible for our students so that when they do step out into the real world of the language speaking community, they will be successful.

When you develop your authentic activities, you should consider how and where the activities might transpire. Will you provide one-way or two-way communicative situations? Will you bring the community into your classroom, or take your students out into the community?

#### **When Bringing the Community INTO Your Classroom**

- Locate authentic materials that correlate with the local curriculum.
- Locate individuals or groups that will elucidate a cultural element.
- Select authentic materials that appeal to a variety of interests.

#### **Guest Speakers**

When you invite a guest speaker into your class, you need to plan an activity that might be a listening activity, an interview activity, or even a discussion activity for your students. Lessons for these kinds of activities are included in Chapter 6: [Interpersonal Communication](#) and in Chapter 7: [Interpretive Communication](#). Guest speakers are a wonderful source of information and interaction. Their presence in the classroom engages your students directly with the community.

#### **Activity – Speaker on target culture foods**

For our 9th Grade first year class studying a unit on food, we will invite a family member of a student in another class who is from a country that speaks the target language and is a talented cook who knows a lot about the target culture cuisine. S/he will speak about traditional daily family meals in the capital city and will bring samples of different dishes and ingredients.

Guidelines for getting the most out of a session with the guest speaker are:

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- Invite the speaker to visit the class to give a short talk. Tell your speaker as much as you can about the class, their level of language proficiency, and their interests. Arrange and explain logistics carefully, and be sure to remember to tell the school the speaker is coming at a specific time.
- Give the guest speaker a specific topic.
- Give the speaker a finite amount of time to speak (not too long for Year 1 students) and then to take questions.
- Give the speaker a list of pertinent vocabulary the students will be learning.
- Prepare the students for the visit. Let them know the topic and who the speaker is.
- Provide the students with some pre-listening activities that will ensure they have a grasp of the subject and the language the speaker will use. Also, help them to brainstorm what the speaker might say, and help them formulate some questions on the topic.
- Remind the students about good manners in the target language classroom and how they should act and what they should say.
- While the guest speaker is giving the presentation, listen carefully, take notes on what you think the students may need to review afterwards, and watch your students. After the presentation, you will want to monitor the question and answer session.
- Thank the speaker and lead the students in appropriate thanks.
- Provide follow-up discussion, activities, and exercises.
- You may want to ask the class to write a thank you note to the speaker. This is a good activity in interpersonal writing.



Fig. 12-10-1 ©Greta McCaughrin

Often the most appropriate guest speakers are local people who know the school, the students, and the community. They can talk about all kinds of topics related to the culture of everyday life such as how they celebrate birthdays, what a typical school day is like in their home country, what young people do with their friends after school and on vacations. You may also be able to find speakers who are experts on more specialized topics.

### When Taking Students OUT into the Community

- Locate events that are authentic, accessible, and manageable.
- Select locations that are intriguing, instructive, and somewhat challenging.
- Determine projects that are of value to the community.

### Class Visits

Students should be prepared for class visits. The destination will be related to the theme under study. You need to give the students a task to accomplish during the visit.

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### Activity - Visiting a target culture grocery store

For the 9th Grade first year class, we will plan a trip to a target culture grocery store. The 9th Graders will be expected to (1) locate six to ten items (written in the target language) in the store and write down the price, and then (2) either purchase an item in the store, using the target language, or help the teacher purchase an item. They will also have a tour of the store and be shown special foods that they may have seen pictures of, but may not have actually seen.



Fig. 12-11-1 ©Sally Bernstein

#### Guidelines for getting the most out of class visit:

1. Visit your destination first and talk to whomever is in charge. In this case, you will talk to the manager, describe the class, explain what you would like to do, and ask permission to give the students a tour of the store (or ask the manager or staff to give a tour). Ask the staff to speak only in the target language with the students.
2. Set up the logistics carefully. You probably will have to arrange a bus and get parent permission slips for the trip. Plan a specific amount of time for the visit.
3. Prepare the students for the experience. Tell them their task: to locate items on a list and write down the price and to purchase or help you purchase an item. Show pictures or videos of grocery stores. Review names and kinds of foods. Brainstorm with the students about what they might see. Brainstorm any questions they might want to ask, and review how to form the questions. Review how to ask “Where is the XXXX?” Review the expressions involved in buying and paying. “How much is XX?” “It is XXX.” “I would like to buy XX.” “Here is \$XXXX.” “Thank you.”
4. Prepare different lists of grocery items, 6-10 items per list, to give to pairs of students to search for in the store. There should be a space after each item for the price.
5. When visiting the store you might want to bring a camera and/or video camera. Either you or the students can take pictures of things and foods you may want to discuss later. These pictures could also be made into a presentation or booklet about the trip. Be sure to get permission ahead of time from the manager to do this.
6. At the store, the students can work in pairs to search for items on their “grocery lists.” If they do not know the meaning of an item, they should be able to sound out the name on the list and ask the staff. Each student should buy an item, or help you buy an item, using the target language to complete the exchange. Watch them as they interact with the staff, but do not interfere. Note any consistent issues or problems so that you can address them later.
7. After the visit, review the “grocery lists” with the students. Ask them if they have learned new words, if they have any questions, and if they have any comments or impressions. Give the students feedback on their interactions in buying items at the grocery store. Invite questions and comments and respond. You might want to ask students to compare their usual grocery store and the target culture grocery store.



Fig. 12-11-2 ©Haotian

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8. If you, or the students, took pictures and /or a video you could use these as materials for a further activity where you develop a presentation or booklet on the visit to the target culture grocery store.

A class visit can be organized on almost any topic for any age and level of proficiency. For purposes of engaging students with the community what is important is that they have experiences using the language, even if minimally, in the community, and that target culture places feel familiar and comfortable to the students. Other common places to visit are places of worship, a restaurant, the home of a target culture family, a target culture community center, a target language cultural event, or a target culture sports event

### Service Learning

If you have a resident immigrant population coming from target language-speaking countries, your students may have the opportunity to use their new language and English to help those who have limited English.

#### Activity – helping newcomers by translating signs and menus

- If there are target language-speaking newcomers in the school, your students could help out by explaining the lunch menu and cafeteria routines in the target language for the new students.
- Hospitals frequently need translations of menus and signs for non-English speakers.

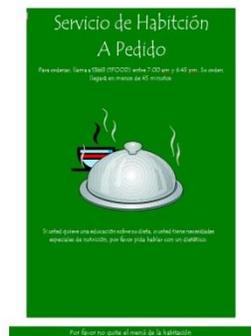


Fig. 12-12-1 ©SWCockey

By helping others through their knowledge of the target language, students learn more about the language, become engaged in the community, and can see the value and use of their new language.

### Presenting the target culture to the local U.S. community

This kind of activity allows students to use the English language to explain, demonstrate, and present target language culture to their home community in the U.S.

#### Activity – A Cooking Celebration

The 9th Grade, first year class will give a “Celebration of the Target Culture Cuisine” for International Day at the school. Different school groups will be decorating tables and giving demonstrations in the gym. You can help the students plan and develop the presentation, and if you have an active parent or two who would help, that makes it much easier. The students, however, should take the lead in the project. They can bring in posters and pictures of target language countries and famous sites to decorate the back wall. Examples of target culture ingredients could be displayed. The students could



Fig. 12-12-2 ©Derejeb

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prepare some foods to give small tastes to the other students. They could give simple cooking demonstrations, translate recipes from the target language to English to hand out, and talk about target culture cuisine with the people who pass by.

Presenting the target culture to the non-target culture community can take place in many settings including schools, home, community groups, libraries, centers for young children, centers for seniors, and places of worship. The topics can be related to almost any theme or combination of themes your students have studied. These activities are often very motivating. The students realize they have developed special expertise about a language and culture that is of interest and of use to others in their home communities.

### The Target Language and Personal Interests

As a teacher you can model how you use the language for personal enjoyment and enrichment. One way is to include the students in activities that you enjoy which are related to the target culture community. These activities might be introduced in a particular unit, but you can encourage students to continue activities that they find particularly interesting throughout the year.



Fig. 12-13-1 ©Sunil281

### Activity - Cooking clubs and soccer fans

Encourage students to follow through on new activities that bring them and the target culture together. These activities could include anything at all that grabs their interest. Some ideas include:

- cooking and eating foods,
- following and supporting a soccer team (or another sport popular in the target culture),
- listening to and learning about a particular singer or musician,
- taking up calligraphy.



Fig. 12-13-2 ©Rodehi

This is where life-long learning enters the stage and provides opportunities for several roles throughout life.

### Learning Strategies: What the Learner Does

The activities that students engage in to meet the standards in the goal area of Communities can be more self-directed than other activities. You, the teacher, can provide opportunities for students to speak the target language in and out of school, but you have limited control over how much they will actually use the language. You have even less control over whether the students will become life-long learners. You can encourage the students to get involved in pursuits that they will find enjoyable and you can give them opportunities to learn about these pursuits. However, whether students actually have fun with the target language and find it personally enriching is up to them. For all these reasons, the learning strategies that involve “Managing Your Own Learning” are important for learners in meeting the Communities standards. In addition, the learning strategy “Personalize” is important because learners use it to relate new information and experiences to their own lives, and “Cooperate” is important because in reaching out to the target language community students need to cooperate with people from a different cultural background.

- **Manage Your Own Learning** is an important learning strategy in almost any endeavor. It is important in Communities activities because many of these activities are long-term and not highly structured by the teacher. How much a learner actually participates in speaking the target language in school and out of school is determined more by the student than the teacher. Similarly, whether students develop an interest in a target culture pastime such as sports or music or engages in service learning is also determined primarily by the student. Students who can organize and plan their target language learning and experiences so that they do use the language and engage with the community are the most likely to become successful lifelong learners.



Fig. 12-14-1 ©Maya Hoole

- **Personalize** is a learning strategy where students relate new concepts to their own lives, their experiences, knowledge, beliefs and feelings. To engage in the target language community, students must be able to personalize attitudes, values, and feelings as they are expressed by the culture. To use the study of the target language for personal enjoyment and enrichment, students must personalize the culture and incorporate it into their own understanding of the world.



Fig. 12-14-2 ©Iofoto

- **Cooperate** as a learning strategy means exactly what it says: students need to cooperate with others to use the language in and out of school, and beyond school. In addition, to engage in the target language community students need to be able to cooperate with target language speakers in their culture, which requires a level of cultural and social understanding beyond simple socializing. This may be time-consuming but the rewards are high.



Fig. 12-14-3 ©Sernovik

### Teaching Strategies: What the Teacher Does

Preparing students to be independent and confident when using their foreign language in an unfamiliar setting means that the teacher must provide many opportunities to practice encounters in a safe environment. These activities must simulate a “real” situation, but expect responses on the part of the student that are commensurate with their level of learning and experience. There are as many types of real-life encounters as there are minutes in the day, so be sure to have a wide variety of simulated, as well as actual, experiences for your students.



Fig. 12-15-1 ©SWCockey

#### **What are some general techniques for providing community participation?**

- Share goals and objectives with the students, as well as how you are going to evaluate their performance.
- Get to know your students. Consider their interests and abilities when planning activities that either bring the community into the school or take your students out into the community.
- Share your interests and enthusiasms for the target culture and activities with the students such as sports, music, food, literature, films.
- Get to know your local target language community, if you have one, and get to know the global target language community on the Internet.
- Arrange as many opportunities as possible for your students to use the target language and engage with the target language community.
- Keep yourself and your students informed about local target language cultural and social events.
- Keep yourself and your students informed about opportunities for travel and study abroad.

The Communities standard takes you and your students outside of the classroom. Here is where you and they will be able to test what they have been learning in class. It is also where they will have to use the strategies they have been working on – such as Transfer - and honing their interpersonal language skills. It is also here, in the community, where they can be surprised and exhilarated by how their new language works for them. The environment is less structured and perhaps less safe for practicing one’s language skills, but it is in the community where learners finally make the language their own.



Fig. 12-15-2 ©World Outreach International

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#### Resources:

- Adair-Hauck, B. Glissan, E.W., and Troyan, F. *Implementing Integrated Performance Assessment*. Alexandria VA: ACTFL. Available at:  
<http://www.actfl.org/publications/guidelines-and-manuals/implementing-integrated-performance-assessment>

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This manual explains how to carefully create summative performance assessments that connect each of the three modes. The publication includes examples from Novice through Advanced levels.

Clementi, Donna and Terrill, L. (2013). *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design*. Alexandria VA: ACTFL.

The publication provides a template and several examples of units built around summative performance assessments in each of the three modes of communication (Interpretive, Interpersonal, and Presentational). At the ACTFL publication website, several unit samples and the blank template may be downloaded:

<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

National Capital Language Resource Center (NCLRC). *Developing Autonomy in Language Learners*. Available at: <http://nclrc.org/guides/HED/index.html>

This is a learning strategies guide for the higher education level.

National Capital Language Resource Center (NCLRC). *Elementary Immersion Learning Strategies Guide*. Available at: <http://nclrc.org/eils/index.html>.

This takes a look at the various strategies children use to learn a foreign language in an immersion setting.

National Capital Language Resource Center (NCLRC). (2007). *The Essentials of Language Teaching*. Available at: <http://nclrc.org/essentials/index.htm>

This site gives an introduction to the language teaching methods in use. Contains sections on the principles, practice, and examples of language teaching.

National Capital Language Resource Center (NCLRC). (2007) *Sailing the 5 C's with Learning Strategies*. Available at: <http://www.nclrc.org/sailing/index.html>.

Includes resources on integrating strategy instruction into a language lesson. Learning strategies charts are available in multiple languages in the Appendices. Twenty learning strategies are highlighted.

Peace Corps. *Paul D. Coverdell World Wise Schools*. Available at:

<http://www.peacecorps.gov/wws/>

This site is dedicated to promoting 21<sup>st</sup> century global learning through stories, activities, and classroom resources, including lesson plans – all of which are based on Peace Corps Volunteer experiences.

The REALIA Project. *Rich Electronic Archive for Language Instruction Anywhere*. Available at: <http://www.realiaproject.org/index.html>

The goal of the REALIA Project is to develop and implement a searchable digitized media database which will provide instructors of modern languages with teaching resources accessible via the Web. The project seeks to increase through collaboration the quantity of high-quality teaching and learning materials by providing a respected venue for media projects. Faculty review images.

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### Images:

12-1-1	World Flags International Community	© Jana Cifkova   Dreamstime.com ID 7780694 <a href="#">Flag Globe</a>
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### Appendices

#### Appendix A: YANA: Classroom Solutions Columns about Communities

- Communities & Connections: Hardest Standards to Meet? Or Greatest Opportunities?  
[http://www.nclrc.org/about\\_teaching/inst\\_highlights.html#communities\\_connections](http://www.nclrc.org/about_teaching/inst_highlights.html#communities_connections)
- Worthwhile...Positive...Rewarding...Effective...Giving...Helpful...Valuable  
[http://www.nclrc.org/about\\_teaching/topics/world\\_lang\\_teaching.html#worthwhile](http://www.nclrc.org/about_teaching/topics/world_lang_teaching.html#worthwhile)
- Students Using Their Languages in Their Communities  
[http://www.nclrc.org/about\\_teaching/topics/world\\_lang\\_teaching.html#using\\_lang\\_communities](http://www.nclrc.org/about_teaching/topics/world_lang_teaching.html#using_lang_communities)
- How to Encourage Students to Be Helpful in the Community  
[http://www.nclrc.org/teachers\\_corner/classroom\\_solutions\\_yana/writing\\_speaking\\_activities.html#helpful](http://www.nclrc.org/teachers_corner/classroom_solutions_yana/writing_speaking_activities.html#helpful)
- Bringing Culture Seamlessly into the Classroom  
[http://www.nclrc.org/teachers\\_corner/classroom\\_solutions\\_yana/writing\\_speaking\\_activities.html#classroom](http://www.nclrc.org/teachers_corner/classroom_solutions_yana/writing_speaking_activities.html#classroom)
- Cultural Resources: Books, Film, Art, for Starters  
[http://nclrc.org/teachers\\_corner/classroom\\_solutions\\_yana/related\\_docs/YANA-CulturalResources-BooksFilmArtForStarters.pdf](http://nclrc.org/teachers_corner/classroom_solutions_yana/related_docs/YANA-CulturalResources-BooksFilmArtForStarters.pdf)

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### Appendix B: Sample Rubric for Communities

**Sample Rubric for Communities** for first year students in Grade 9 studying a food unit. This rubric is for an activity where students are actively involved in the target culture community and use the Target Language to communicate.

<b>Criterion</b>	<b>Exceeds Expectations 3 points</b>	<b>Meets Expectations 2 points</b>	<b>Does Not Meet Expectations 1 point</b>
<b>Student discusses/explores aspects of target culture food for personal interest or pleasure.</b>	Has provided evidence of meeting and exceeding the criterion.	Has provided evidence of meeting the criterion.	Has not provided evidence of meeting the criterion.
<b>Student has engaged with target language community on topic of food through going to a restaurant, store, bazaar, engaging in personal conversation with someone from the target language community, email, translating school menu for target language newcomers, or some other means.</b>	Has provided evidence of meeting and exceeding the criterion.	Has provided evidence of meeting the criterion.	Has not provided evidence of meeting the criterion.
<b>Student has actively engaged in informing the local non-target culture community, family, and or school, about target culture foods through presentations, making a bulletin board, cooking and serving target culture food with explanation, or some other means.</b>	Has provided evidence of meeting and exceeding the criterion.	Has provided evidence of meeting the criterion.	Has not provided evidence of meeting the criterion.