

# *The Deep Approach*

SECOND  
LANGUAGES *for*  
COMMUNITY  
BUILDING

EDITED BY  
François Tochon *and*  
Denise M. Hanson

# The Deep Approach Second Languages For Community Building

**S Baum**



## **The Deep Approach Second Languages For Community Building:**

*The Deep Approach* François Victor Tochon, Denise M. Hanson, 2003 Bilingualism is not merely a nice addition to curriculum but community enhancement the authors and contributors to this volume insist Tochon is a native of Switzerland which has three official languages and has taught extensively in Canada which has two official languages In these and other settings Tochon has experienced and researched the impact of bilingualism on schools and communities Hanson who is the TEACH Wisconsin Project Coordinator for Madison Metropolitan School District has also anecdotally experienced the individual and community benefits of bilingualism joins Tochon and others in a research project designed to study the language phenomenon that they themselves have observed and experienced In order to better understand the process involved Tochon explains the idea of deep approach Here are the principles underlying nonintrusive action which characterize what I call the deep approach to language teaching Second languages are taught with the contribution of bilingual communities typically those cultures and languages that are represented in the school Action is taken with the people involved these people participate voluntarily and freely The approach is thematic and bottom up It has an ecological dimension It is based upon projects One does not begin with the presupposition that any one environment is superior to any other What is at issue is the relationship between people concerned with education Participants are conducting reflective research on their own actions Explore with the authors the very real possibilities for developing a language learning program the benefits the students and the community *Creating Experiential Learning Opportunities for Language Learners*

Melanie Bloom, Carolyn Gascoigne, 2017-03-08 While much research has been done on experiential learning opportunities in study abroad settings there are fewer publications devoted to experiential learning in the domestic context This volume aims to fill that gap by providing a collection of chapters highlighting research based innovations in experiential learning in domestic settings The book focuses on three experiential learning contexts community engagement experiences professional engagement experiences and other unique experiential contexts such as language camps and houses The collection focuses on the US context but the research projects and curricular innovations described here can serve as models for educators working in other local contexts and will encourage interested practitioners to explore experiential learning opportunities in their local areas It will also provide the reader with a better understanding of this growing field of inquiry and should appeal to graduate students and researchers who are interested in experiential language learning *Resources in Education* ,1996

**The Effect of Community-building Strategies on Students in Learning Beginning Japanese at the Post Secondary Level in the U.S.** Yumi Kayama, 1998 *Boletín Internacional de Bibliografía Sobre Educación* ,2003

**American Book Publishing Record** ,2003 *COGNITIVA 90* Teuvo Kohonen, Françoise Fogelman-Soulié, 1991 The reader of this book will find contributions on a large number of topics which are addressed either from the Artificial Intelligence or the Neural Networks or the Cognitive Science paradigm It is through the confrontation of these various

contributions that this book offers the reader the most original and stimulating perspective The invited lectures by outstanding experts provide global integrated overviews of their respective domains The contributed papers offer focused presentations of on going research work

**Bringing Community to the Adult ESL Classroom** Clarena Larrotta, Ann K. Brooks, 2009-04-06 Using the concept of community building as a framework this volume summarizes and updates readers on the state of adult English as a second language ESL education in the United States It provides a complete description of this population of learners and their learning needs The various chapters discuss possibilities for community building in the adult ESL classroom combining research theory and practice Community building is not a new topic we often discuss it informally with our colleagues and students However scant written material exists with a focus on adult ESL documenting how it happens or reconciling theory with practitioners experiences In this volume several practitioners and researchers explain the ways in which they use community building principles in adult ESL settings The authors descriptions of applications of community building principles can help other adult educators implement these ideas in their teaching practice This is the 121st volume of the Jossey Bass quarterly report series New Directions for Adult and Continuing Education Noted for its depth of coverage New Directions for Adult and Continuing Education is an indispensable series that explores issues of common interest to instructors administrators counselors and policymakers in a broad range of adult and continuing education settings such as colleges and universities extension programs businesses libraries and museums

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**Domestic Engineering** ,1920 Domestic Engineering and the Journal of Mechanical Contracting ,1920 *Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant* ,

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