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A story to tell… How to integrate the three Modes of Communication through a story time program in French

Frederique Grim
Colorado State University - Fort Collins, Frederique.Grim@colostate.edu

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Cover Page Footnote

I thank my students for giving so much of their energy into this successful project, on which this research is based.

Title: A story to tell… The three modes of communication through a community-engagement program

Abstract:

Bilingual story time programs found in local community libraries not only benefit children, they can also serve a need for L2 college students: the development of their communicative skills in an authentic environment. In addition to linguistic benefits, experiential learning has proven to prepare students for real-world skills, such as networking, mock professional experience and a sense of community engagement. This paper recounts how a world language story time program supports L2 learners' three modes of communication, as articulated by ACTFL, and necessary for language development. Based on students' perceptions, this study highlights their increase in motivation and confidence in L2 usage, and lays out the organization of such a program.

Article:

The Public Library Association and Association for Library Service to Children have strongly pushed for the development of story time programs over the past two decades and, in 2004, organized *The Every Child Ready to Read* (ECRR) initiative to increase their existence in public libraries around the United States. The aim has been to improve young children's literacy skills to build a positive stepping-stone into their education. Encouraging literacy among young children brings interest, excitement in reading and letter awareness, which in turn can increase the chances for successful reading skills. With the increase of bilingual children in the country, story time programs can be presented in a multitude of languages and have twice the impact by supporting *bi-literacy* skills. These programs are becoming increasingly present in libraries, serving a minority-language population as well as a growing interest in cultural diversity and multilingualism. Supporting bi-literacy and multicultural knowledge is fundamental for the development of social and cognitive skills among young children as research has pointed out

(Neuman, Moland & Celano, 2017). It also provides many young children, who might be native or heritage speakers of another language, with a sense of identity, pride and community for their language and culture. While discussing racial inequality, Powers (2014) asserts that "language, like race, has been an important marker of social status and is a significant aspect of individuals' social identities" (p. 81). Story time might provide this marker by validating the knowledge of a language in addition to the one spoken by the larger society. Yet, story time sessions go beyond benefiting young children, they can also be an opportunity for the community members sharing the stories, native speakers or second language (L2) learners. This latter perspective sparks the thought that intermediate or advanced L2 learners from institutions such as high schools and colleges could also participate in such programs, not as spectators, but rather as active storytellers. Such an opportunity could bring support to their language skill development and more particularly to their communicative abilities. Instead of asking bilingual librarians or native-speaking community members, L2 teachers could easily implicate their students in those programs to give opportunities outside the classroom and provide authentic exposure. Through their participation in story time, they are able to exercise their L2 production and communication skills. Communication, as defined by the American Council on the Teaching of Foreign Languages (ACTFL) World-Readiness Standards, is comprised of three modes: interpersonal communication, interpretive communication and presentational communication (The National Standards Collaborative Board, 2015).

For L2 learners, story time can then play several purposes: an authentic environment for L2 production, a chance to explore and advance their L2 through a unique lens, an experiential learning opportunity, a service to the community, an additional experience to list on their résumé, and a support to young children's bi-literacy skills taking place in an enjoyable setting. Through ACTFL's *The Language Educator* magazine, references to a variety of opportunities for students (Fasciono & Redmond, 2018; Reisinger, 2018) gives story time programs a perfect purpose. Research has also shown that experiential or service learning has an overall strong positive impact on L2 learners (Bloom, 2008; Grim, 2010, 2011a, 2011b, 2017; Polanski, Andrianoff, Bernard, Flores, Gardocki, Handerhan, Park & Young, 2010), giving

meaning to the L2 and authentic usage. This present article will share how a story time program in an L2 (French, in this particular instance) can offer a new setting for experiential learning and a tool to integrate the three modes of communication into learning, while adding authenticity in the L2 production.

The three Modes of Communication

The World-Readiness Standards of Learning Languages (The National Standards Collaborative Board, 2015) are five standards organized to guide educators in the essential components of L2 learning: Communication, Cultures, Connections, Comparisons and Communities. Those five standards are interconnected and are the foundation for successful language learning as long as teaching revolves around them. The standard of Communication is defined under:

- Interpersonal communication: a learner is spontaneously interacting in their L2 with someone else;

- Interpretive communication: a learner interprets and demonstrates understanding of a production;

- Presentational communication: a learner presents on a topic to an audience on an arranged topic.

This paper will first provide an overview of story time programs and their benefits; it will then show how a program was incorporated in a French course to support language learning of the "storytellers", in this case college students. Particularly, story time offers a perfect setting to develop all three modes of communication, which will be illustrated. The article will conclude with the additional benefits involving engagement in the community and promoting self-confidence.

I. **Story time programs, spectators (young children) and performers (college students)**

Story time programs are found in nearly all public libraries, as exposure to literacy programs proves to support children's school readiness. In consequence, the Public Library Association and the Association for Library Service to Children are supporting this particular initiative (*The Every Child Ready to Read* (ECRR), Neuman et al., 2017), by not only encouraging libraries but also families to be involved. Typically targeted at young children (0-6), they bring children, parents/guardians and librarians together in order to bring literacy in the forefront of a child's primary development through fascinating and fun exposures. The ECRR report (Neuman et al., 2017) mentions that libraries have been particularly focusing on story time programs more recently, by increasing parents' involvement and awareness for children's literacy development. More recently, instead of centering on books only, focus has shifted to a deeper integration of games, body movement, music and songs, as well as a linguistic diversity to integrate bilingual families. Spanish is the most common second language found in these programs; however, a need for other languages is increasing, due to pockets of languages found across the country and an increase desire to learn other languages at an early age. Bilingual story time encourages bilingual children to value their L1, as it shows it is spoken in others' homes as well. In addition, it exposes children to bi-literacy and appreciation for languages and cultures, which in turn furthers children's school readiness. Because of the interests in bilingual literacy, libraries can also support parents' linguistic background by acquiring books they can check out. As an early childhood literacy consultant, Saroj Ghoting suggests that parents and caregivers should be educated to prepare young children to be ready to enter school (2011). Story time is one effective tool that brings children, parents, caregivers and community members together. Not only librarians can be great conductors of these events, but parents are encouraged to be involved by bringing story time to their home as well (Neuman et al., 2017). The more exposure to reading, the more likely children will succeed at developing language skills, at acquiring vocabulary and at developing awareness for reading skills (Colorado Libraries for Early Literacy, https://www.clel.org/about3; Massaro, 2012, 2015). Benefits on young children's literacy development naturally come out of story time programs (Cooper, Capo, Mathes & Gray, 2007; Durham,

2018; Neuman et al., 2017). Adding the possibility of world language story time programs appears to be beneficial to children exposed to that same second language at home or at school or to monolingual children who receive exposure to a new culture and language. They receive an awareness of linguistic and reading systems in two languages, which will in turn grant support to language development.

Storytellers in world language story time programs are often native or advanced-proficient L2 speakers hired as librarians or community members. However, due to the experiential nature of the activity, we can make a case to include high school or college L2 learners with an intelligible proficiency and guided by their instructors. Three different student candidates for world language story time programs could be: 1) teacher candidates in World Language or Bilingual Education who might want to obtain additional experience and understanding of children's literacy development; 2) students in a traditional L2 major or minor wanting to share their passion and knowledge of the L2; 3) high school students who want to practice their L2 in a more authentic venue. The benefits that are drawn from experiential programs are numerous, supported by past and current research. When L2 learners are involved in community, experiential or service-learning opportunities (Bloom, 2008; Grim, 2010, 2011a, 2011b, 2017; Polanski et al., 2010), they are able to make use of their language skills in authentic settings without having the feeling they are observed by their instructor. They are exposed to new and authentic language when meeting native speakers from their community. In addition, their engagement in the local community provide a sense of responsibility, particularly when attending university, as a rift can exist between college and community life. Another benefit is professional, as students have a chance to network and possibly meet future employers or be in touch with a potential profession. A variety of experiential programs are included in language departments across the United States: tutoring, translating or interpreting in migrant or health care organizations, teaching in after-school programs, assisting language teaching, etc. (Bloom & Gasgoigne, 2017; Mollica, Nuessel, & Cedeño, 2004). In the present article, a less common form of experiential learning showcases how L2 learners

can be involved in their community while developing their L2 through the three modes of communication. Indeed, when it comes to language production, they are required to use the *interpersonal* communication mode in order to negotiate with their classmates on the books they will read and on the arrangement and props for the story time presentation. They will use the language spontaneously by interacting with one another and their instructor. The *interpretive* communication mode is used by reading and interpreting the selected books: students have to understand the stories, the vocabulary, the emotions transpiring through the stories in order to share them properly with the children. Because the books are usually written for native speakers, the level of language employed could be challenging as many words used for native-speaking children is not the variety of vocabulary college students learn through their classes (e.g., bark, growl, hop, animals, etc.). Finally, the third mode of communication, *presentational*, is the outcome of all the interpersonal and interpretive work that occurred prior to the official event. Students rehearse several times in small groups, in front of their classmates, possibly in front of native-speaking volunteers who come to assist, before finally presenting in front of an authentic audience (young native or heritage speakers and their families or other L2 learners).

There is no one-size-fits-all format, as needs and storyteller styles differ. Neuman, Moland and Celano (2017), from the *Every Child Ready to Read at your library* initiative, have reported in *Bringing literacy home: An evaluation of the every child ready to read program* that there are five practices parents can do to encourage their children's literacy: talking, singing, reading, writing and playing. After choosing a theme, storytellers engage children theme-related songs or rhymes, three or four short stories presented through different media (simple reading, puppetry, acting, miming), and a theme-based craft. Through all the books and interactions, it is important to look back at the practices and skills suggested by ECRR to integrate and ponder their inclusion. The methods for reading the stories can vary, as the following exemplifies:

- A book can simply be read to children sitting in a circle around the main reader;

- A felt board can display images while the story is read;

- The use of puppets can be integrated to bring an external dimension;

- The stories can be acted out by other participants while a narrator reads the story in the background

- The stories can be performed in a more theatrical format, with each character reciting their parts (a popular method among college students and children).

No matter which format is selected, the key component is to actively engage children as much as possible and make sure primary vocabulary is understood by the children. In the following section, a concrete example of a French story time program, integrated in a college-level French-language course, will provide an idea of how to integrate a similar program in other classes and curricula.

II.   Learners of French and a story time program

1.   Overview

These past five years, language students from the Department of Languages, Literatures and Cultures at Colorado State University have been involved in the Fort Collins Poudre River Public Library story times, called World Languages Story Time. Each month a different language is presented in order to offer the community the chance to explore a new language, or for native- or heritage-speakers to come together in a social and family-oriented event while supporting their children's literacy growth. By asking the college students to be the leaders of a story time, they are pushed to develop their communicative skills in the three dimensions of interpretive, interpersonal, and presentational communication. At this point in time, languages from our department that have been offered are American Sign Language, Arabic, French, Japanese, Mandarin, Russian and Spanish.

Starting in the spring of 2015 and every subsequent semester, I engage one of my classes, regardless of the content (advanced communication, phonetics, introduction to linguistics, history of the French language) in this story time program. That has included graduate-level classes as well. Two events, one in the local library and one in a bilingual school, are organized each semester in order to allow all students to participate, especially if the class is relatively large: one at the local library and one at a bilingual K-5 school that offers French. The syllabi of my courses have dedicated specific class sessions to select, discuss and practice the stories and songs. However, the actual events take place outside of classtime.

2. **Structure of our story time program**

Our community library organizes story time in English and Spanish (Rincón de Cuentos and Noches en Familia) multiple times a week. Adding the "world language story time" was suggested by a bilingual (Spanish-English) librarian in order to expose the community to additional languages and cultures. I took the initiative to implement a story time component in my courses and to invite colleagues from other languages to be part of this community project. For each event, we follow a specific format, prescribed by the library and suggested by ECRR:

- Welcome song (in English and in the target language)

- Thematic song/rhyme

- Story 1

- Thematic song/rhyme

- Story 2

- Thematic song/rhyme

- Story 3

- Goodbye song (in English and in the target language)

> - Crafts on theme

A PowerPoint file is made with the lyrics of the songs and the book pages to project them on a larger screen. Most of the programs last 30 minutes, which are then followed by a craft, related to the themes of the stories. Stories, songs, transitions and interactions are conducted in French, with a few sentences in English to provide support mostly to parents who might not have a high proficiency in the L2 (monolingual children are often not puzzled by the use of an unknown language as long as there are visual aids and engaging activities). The songs are theme-based and allow the children to move around the room or produce noise (e.g. maracas, animal sounds). It is crucial to keep children as attentive and interactive as possible.

3. Practice of the three communication modes

With my own courses, I dedicate six practice sessions over the course of the semester. At the start of each semester, I present the initiative to my students in order to give them an overview of the library district's program. In addition, I explain what a typical format for story time is, the commitment and work associated with the preparation, and two dozen stories from which students will choose. The ECRR report (2017) suggests that caregivers be conscious about the importance of play during story time with age-appropriate practices. I try to emphasize this part to the students, as they will engage with children between the age of generally one and eight. They need to be ready to move, be engaging with their tone of voice, their mimics, their actions and their energy. The next step is to select the stories and the official performance dates. During the first session, students form groups, mostly based on their availabilities and the books to which they are most attracted. They are then asked to read each story aloud. Before the second session, I make scans of the stories available on our Learning Management System (i.e., Canvas) and ask students to study carefully the vocabulary. The second session gives time to brainstorm on the arrangement of the stories, how they will be presented (puppets, theatrical

presentation, simple reading, etc.), and what props might be needed. Students are asked to read the stories carefully, highlighting difficult words. During the readings, I encourage peers to take the initiative to give peer feedback on pronunciation. For the following two or three sessions, I invite native speakers to join us (colleagues or community members) to assist with the reading and pronunciation. The final session is the dress rehearsal in front of the class. For out-of-class assignments, students record their lines using the video feature of the LMS and I follow up with feedback on their pronunciation as well as their expressive skills. Each session is as important in preparing the story time event as well as developing the three modes of communication.

Interpersonal communication

This mode happens in two areas: in the classroom and in the community. While preparing the story time, students spend time discussing with each other the selection of the stories and how they want to organize them, what songs might work best with the themes, what roles will be played, and what props might be needed. During that time, students negotiate meaning in French among themselves and have to come to an understanding and agreement. The instructor oversees the development of the activity, while interacting with the students as well. During the visits of native-speaking volunteers, more natural exchanges occur while providing feedback to the students.

On the day of the performance, students are in front of an audience mostly composed of young and adult native/heritage speakers, they have to interact by asking the children questions to keep them engaged, and they communicate among themselves and the instructor during the performance. At the end of the program, many of them continue interacting with the parents, in the target language, while the children are working on their craft. In those situations, communication is completely authentic as they are working on organizing a real project that they present to children. To them, it is real, it is genuine.

Interpretive communication

From the time the stories are chosen, the mode of interpretation is the essential skill at work. Indeed, students have to read the stories several times to fully comprehend them, looking up new vocabulary, complex sentence structures and making sure the message in the story is clear to them. The emotions meant by the authors should be understood. It has happened that students did not understand words such as *grogner* (to growl), *sautiller* (to hop) or *lêcher* (to lick), giving a dull in-class practice. For instance, if a bear is supposed to growl but the student does not understand the word *grogner*, the outcome in the reading will be perceived quite differently and monotonous. An important touch to the story will be lacking. The efforts students need to put into the emotions while reading or performing is fundamental, as children will receive a possibly different intended message. For more reserved students, this mode of communication can be challenging; however, this is the beauty of the program, they are forced to leave their comfort zone and perform through their interpretation of the stories. This is such as an important benefit for language learners, who might be too timid to participate in a traditional class.

Presentational communication

Although presentational communication is the most obvious mode in story time, it takes the other two modes to get to this point. Without interpretational and interpersonal communications, the presentational mode would not be successful, as it takes teamwork and clear communication to be ready for the final performance. In preparation for the final performance, it is a good idea to give it a few practice rounds in front of the whole group as well as the instructor and guest native speakers who can provide feedback. This feedback will focus on the pronunciation, the style, students' expressive skills, voice volume, and so on. It is essential for a greater success. One aspect that bears more importance is pronunciation. It is obvious that learners' pronunciation must be very clear, particularly because younger children normally do not pretend to understand if they cannot decipher the message.

Because many of the classes in which I integrate story time are linguistically oriented, I often ask students to transcribe the parts or difficult words they will read using the International Phonetic Alphabet (IPA). Students have to focus on those transcriptions during rehearsal. For other more general classes, we cannot make use of the IPA but we do work closely with the pronunciation, particularly of keywords. The authentic audience will have expectations of a comprehensible program and to encourage their regular attendance, it is crucial the quality of the stories is high.

4. Students' views

As an educator, I see several significant benefits of such programs for my students' language practice. Indeed, it is a great opportunity to engage students in their community and to give them additional authentic L2 practice. However, learners might not see this activity in the same light. It is time consuming and they might feel vulnerable acting or reading in front of a native-speaking audience. To know if integrating a program like this one feels worthy to the students, I distributed a questionnaire to two French classes using a Google form (Appendix A). These particular classes were French Phonetics courses. Students were clearly told that their participation was voluntary and would not have an impact on their course grade. I asked them to fill out the questionnaire after grades were turned in to make them feel more open in their answers. As seen in the Appendix, most questions were related to their impression of the story time and the impact they perceived serving the community. One question (question 10) will not be analyzed in this particular study, as it covers a different topic, specifically related to students' pronunciation. A follow-up study will investigate this aspect.

Students' Background

Out of 34 engaged students in story time, twenty-seven filled out the questionnaire (79% participation). Twenty-two participants were female (81.5%) and five were male (18.5%). All but one were traditional students, meaning they were seeking a degree and were mostly in their 2nd or 3rd year.

The non-traditional participant was a guest student, retired and had been taking French classes for the pleasure of it. Of the twenty-six traditional students, only four were majoring and seven minoring in French. Students with a different major were specializing in fields related to international work, such as International Studies, Journalism, Communications, Education and Political Science. Students had been learning French for a mean of about five years, with a median of six.

Their opinions

The goals of the questions were to gather the perceptions students would have from their experience in the story telling program.

Impressions of improvement

Students were asked if the story time preparation had helped them improve their general language skills, their pronunciation of French and their motivation for learning French. For each one of these questions, the students perceived in majority that their skills had improved: 70.4% for the general language skills, 81.5% for pronunciation and 74.1% for motivation for learning French. For the general language skills and pronunciation, those who did not respond yes, indicated "maybe", with four student choosing "no". Similarly, for the increase of motivation, three students selected "maybe" (11.1%) and four "no" (14.8%), that they did not feel more motivated from their participation in this program. Students commented that this program improved their pronunciation thanks to 1) the instructor's and native speakers' feedback they received, 2) the focus on the International Phonetic Alphabet and 3) in-class practices and online-assignments. They learned new vocabulary, and reinforced their grammar, from having to understand the stories. Some noticed that it was a good practice for public speaking in French (i.e., presentational communication). Their motivation increased from being exposed to authentic children's literature, by applying their knowledge of French in a unique and authentic environment, from seeing the children react enthusiastically to their performance, and from improving

in their comprehension skills. It is easy to conclude that student perceptions for this type of program within a course curriculum appeared generally very positive: 81.5% of the surveyed students enjoyed the program, 11.1% responded maybe and 7.4% said they didn't. They felt that it gave them a sense of confidence in speaking aloud, more targeted pronunciation practice, and exposed them to new lexicon (such as animal and fairy tale vocabulary not typically taught in college-level language classes). When asked about what was most beneficial, they mentioned the phonetic transcription and focus on pronunciation, the recordings on which the instructor gave feedback, the group work, and the final dress rehearsals. Ninety-two percent of students appreciated the native-speaking guests' feedback. Getting the support and comments from native speakers does increase learners' confidence as they value the feedback they receive, particularly if the project takes them into a native-speaking community, where they could feel intimidated by their lower proficiency.

Impact on community and children's literacy

As with many service-learning projects or experiential programs, one has to evaluate the impact such programs have on the community. This is a two-way exchange: students serve a population who has a need, the community gives back often with gratitude or linguistic exchanges. Students in this particular case were asked if they felt that their participation had an impact on children's language skills. Fifty-two percent felt that yes, the story time event had a significant impact on children's language skills, while 44.4% were not sure and 3.7% said no. Students were more hesitant on the impact of their activity towards the children's literacy development: 40.7% said yes, 44.4% thought that "maybe" it helped and nearly 15% chose no. This incertitude could be explained by the fact that the college students might not be aware how children acquire their early literacy skills; they are not experts and therefore do not value their efforts in this domain of a child's life. They might not understand the impact of early reading practices.

Did parents and children enjoy the program?

When asked if they believed parents and children enjoyed the program, most students thought so (89%). During the performance, they could easily see the reactions and engagement from the audience to the stories and songs, through direct visual feedback (expressions, laughs, actions, responses to questions). However, as an anecdotal reference: the librarian in charge of organizing the world language story times has received a good number of feedback cards from parents that have been very positive, requesting more frequent programs in French.

IV. Conclusions

All things considered, our particular program has received great success on the part of the community, but also on the part of the students: children have thoroughly enjoyed attending and participating; parents have shown much gratitude by coming time after time and by thanking us orally or on paper; our students have expressed enthusiasm in participating. In addition, the world language story time program is beneficial for our college students in different aspects:

- it gives them concrete and authentic practices of the three modes of communication: **interpretive** through understanding and acting out the literatures they will present; **interpersonal** with their classmates, the children and their parents; **presentational** through the actual performance of storytelling;
- they receive the opportunity to be involved in their community (often considered one of the more challenging world-readiness standards for learning languages);
- they are exposed to cultural literacy and music, as most of the chosen stories and songs originate from the L2 culture.

In most cases, students who participated in such events have decided to join the program during a subsequent semester. From the survey collected, story time programs appear to develop a sense of confidence and service, students realize that their language use is meaningful beyond the classroom. In

addition, they have the opportunity to meet native speakers with whom they often carry truly authentic conversations. In the survey, students were asked if they would participate again in such a program, twenty-two students responded yes (77.8%), four said maybe and two would not. This demonstrates an overall high level of satisfaction. Eighty-nine percent of students believed students in general should be encouraged to participate in this type of activities through their classes, showing a strong support for offering this option in language courses or in language programs.

Limitations, further recommendations and research endeavors

The primary limitation to this study is that the study draws upon students' impressions, and not actual linguistic improvements. Although such data is important and is the base of another upcoming study, students' beliefs reflect an increase of motivation in their language use. This is an important implication for educators wanting to improve or sustain learning in their curriculum. Particularly with my French Phonetics classes, I plan to analyze the recordings students produced for the class assignments, looking for improvement in their pronunciation and comparing them with the self-reported journals they wrote regarding their own improvement (or lack thereof). Comparing the actual improvements with the perceived ones might shed some lights on students' awareness of their own skills. Another limitation resides in the relatively small number of subject, and further research should seek to gather more information on story time programs and L2 learners. Although this program has worked well in my own classes, I recognize some curriculum-based obstacles. Despite the fact that several in-class sessions are dedicated to organize and practice the stories, it is not sufficient. In my future courses, I will ask the groups to take additional time outside of class time to practice. Another point that I find crucial is that my students should be clearly made aware of children's literacy skill development. They often forget or simply do not know how to work with younger children and because of this, their reading and interactions with the children might not always be at the appropriate age level (i.e., fast pace, lack of articulation, lack of engagement, lack of physical or vocal exaggerations, etc.). It is important that if we

expect children to successfully understand the story, that the message is adapted to their cognitive and literary levels.

Any language programs, at high school and university level, should look into involving their students in story times, to encourage motivation and possibly L2 proficiency development. It seems obvious that a minimum proficiency is required to perform such activities. However, even novice learners could assist by acting out secondary roles in the background. However, if students speak, it is necessary to expect a student oral proficiency of intermediate for the program to be beneficial and well received by the community. After seeing the level of enthusiasm students transpire when producing the official and final performance in front of the children, story time offers a unique opportunity for our language learners to apply their language skills to a truly authentic environment. This positive evidence should encourage some educators to pursue a similar program and provide an experiential learning to their students and to the children and families of their community.

As a final note, while I add the finish touches to this article, the whole country and many other countries around the world are experiencing remote learning due to the pandemic of Covid-19. My class was scheduled to perform their stories in four weeks. However, thanks to technology, we are transferring the reading into files that children around our community and at the local bilingual school will be able to listen to from home. The experience won't be the same, but thanks to the hard work of the students, children will still have a wonderful opportunity to be in contact with stories read in French by learners of French. As an educator, this warms my heart that our students can still impact children around them, despite social distancing.

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Appendix A

Questionnaire for research on pronunciation

Note: Transferred onto an online questionnaire system

Thank you for being willing to fill out this questionnaire for the study I am working on. Please, answer the following questions, and expand on your idea when necessary.

1. Name / Last 4-digit CSU ID:

2. Gender:

3. Major(s):

4. Minor(s):

5. Years of French prior to the class:

6. Do you feel that your participation in this story-time project has contributed to the IMPROVEMENT of your French in general? If so, how? If not, why not?

7. Do you feel that your participation in this story-time project has contributed to the PRONUNCIATION of your French? If so, how? If not, why not?

8. Do you feel that your participation in this story-time project has contributed to the MOTIVATION of your French? If so, how? If not, why not?

9. Did you enjoy this story time program?

10. What are specific sounds or phonetic features you feel have most improved thanks to the preparation of story time? Use the Alphabet Phonétique International to be more specific if you can. [Note: this question is not analyzed in this particular study].

11. What are specific ways this program has impacted you as a learner of French?

12. What parts of the preparation to story time has been most beneficial for you?

13. Did the presence and the work with native speakers help?

14. Do you feel more confident in your pronunciation of French based on your work on the story time program?

15. Do you feel that your participation in this service-learning project has had a significant impact on children's language support? If so, how? If not, why not?

16. Do you feel that your participation in this service-learning project has had a significant impact on children's literacy? If so, how? If not, why not?

17. Would you participate again if you had the opportunity?

18. Should we encourage students to participate in this type of activities [sic]?

19. Do you think the children enjoyed this program?

20. Do you think the parents enjoyed this program?

21. Any last comments or suggestions?