

# 12

## Writing for the target audience; designing and presenting attractive texts

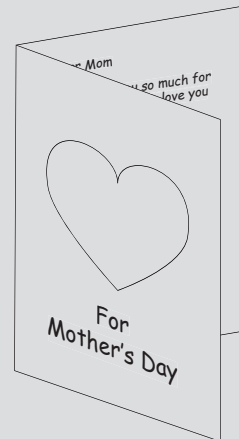
### Goal

*Writing is a communicative act, and students in the native language classroom should learn and understand this as well. They should learn how to attractively design and present their written heritage language texts in various forms. The instructor should, therefore, clearly indicate who the target reader is for the assigned writing task, and specify the format or the proposed product, if at all possible (i. e., a book, poster or video clip). Knowing the intended target audience, and the goal and product orientation, increases the students' motivation for the writing task and enhances their efforts to create formal and attractively designed texts. The students therefore know that they are not just writing for the teacher, but that their texts will actually have a real audience.*

### 1. For whom to write: possible target readers

Materials: depending on the variation (see right).

- For one's own class or group: the texts (e. g. stories, poems) are read aloud to the class or distributed to 2–3 reading groups.
- For the student's own class or group in form of presentations (e. g. on a specific topic about the country of origin, possibly with powerpoint support or posters).
- For younger students: older students write a story or create a book for younger classmates or siblings at home.
- For real target readers outside of the school setting: Mother's Day cards, greeting cards (Christmas, New Year, etc.), letters to relatives or acquaintances in the country of origin; letters of inquiry (e-mail or letter) to the home country's embassy or companies based there.
- Corresponding as pen pals with another class (letter or e-mail) in the country of origin or another heritage language class abroad.
- For other students in the same school: suggest a multilingual notice board. Attach contributions written in the heritage language (with a short summary in the local or school language). Variants: multilingual book of recipes or adventures. See also suggestions in #21.
- For cultural events with adults from the students' own culture (parents' or cultural evening, etc.): students write and present poems, very short stories or sketches, jokes, etc.).



### 2. Methods and media for presenting written texts

Materials: depending on the variation (see right).

- Traditional form of presentation: the text is written in an exercise book. This is not very motivating, as it lacks the target audience.
- Theme-based collection of texts, such a holiday stories, jokes and recipes. A student designs a title page, the texts are stapled or bound into a book, which students can borrow (like a library book). See also # 5.3 and 5.4.
- Presentation in the form of a poster or collage (A3 format or larger), suitable for topics (and oral presentations) about nature and civilization.
- Artistic illustrations of texts, such as poems: on colored paper, possibly cut into shapes and decorated. This could be turned into a design contest and competition for the best decorated text.
- Using electronic media: experimenting with sms and e-mails in the first language.

- Participation in discussion forums, blogs, chat rooms etc., in your own language. Designing a website that allows other students and classes to post texts.

### 3. Other forms of converting and presenting a text

- Media-supported conversion as radio play, audio file, report, video clip, podcast, power point presentation, etc.
- Converting written text into scenes for poetry readings, theatre, sketch, dance, rap performances, etc.

# 13

## Guidelines for the students: worksheets WS 1 + 2

### Goal

*Both worksheets WS1 and 2 are designed to be given directly to the students. They aim to help them in writing their own texts and further their independent writing with useful tips and suggestions. The worksheets are closely connected to the learning strategies and processes that are familiar to the students from their regular classroom instruction, and thereby contribute to bringing mainstream education and heritage language teaching closer together. These worksheets supplement the teaching suggestions provided in #8–12, but they do not replace them in any way.*

### General introduction:

In terms of language proficiency, the two worksheets should be suitable for students from the 4th grade on. For younger students, it is recommended to use only certain selected parts which are previously further clarified and explained. Depending on the competence level, this may apply to older students as well (limitation to certain points and previous explanation), at least during the initial sequence.

When introducing the worksheet, it is of great importance to be as clear as possible. Only assignments which the students have truly understood and practiced specifically will help them in their independent work. Pursuant to the introducer's explanation of the procedures on worksheets, the students should be given their own copy so that they can work with them at home. It would be advisable not to provide them with both copies at the same time, but separately, after a 2–3 week interval, in order to allow the students time to learn and practice with the methods.

Many aspects which are briefly outlined on the worksheets are followed up with more concrete and in-depth suggestions and exercises in other chapters of this publication (#8–12). If these suggestions and exercises were previously explained and practiced in class, it will naturally facilitate the introduction of the worksheets and the students' understanding of them.