

Introduction to the Library

The “Introduction to the Library” video summarizes the goals and content of *Teaching Foreign Languages K–12: A Library of Classroom Practices*. It includes excerpts from the video library and methodology workshops as well as reflections from teachers, students, and experts in the field.

The video library excerpts capture the range of foreign language teaching practices shown in the collection. You will see students in elementary, middle, and high school classrooms studying eight different languages. You’ll see the students communicating with one another and with their teacher, learning culturally rich content, making connections to other disciplines, comparing cultures, and using the language in real-life contexts. You will also see case studies of teachers using different assessment strategies in foreign language education. The video also introduces the companion resource to the video library, an eight-session methodology workshop. The workshop features teachers and researchers talking about the current research in foreign language education and what it means to have a standards-based classroom.

Watch this video to familiarize yourself with the entire collection and to help you decide which of the other videos you want to watch. You can also use this introductory video to:

- launch a study group using the video library, and
- inform parents and administrators about the library and the methodology workshop.

Standards and the Five Cs

“The release of the standards made it possible for all of our students to really use the language, learn about the culture, use the language beyond the classroom, and make connections to other disciplines. And then through that process, understand their own language and culture better.”—Martha G. Abbott, Fairfax County Public Schools, Virginia

This video is an introduction to the National Standards for Foreign Language Learning. The standards define what students should know and be able to do in foreign language education. Through classroom examples and interviews with teachers, students, and experts in the field, this program begins to show how a range of teachers are using the standards to advance their students’ foreign language skills and engage them in lifelong learning.

The video is organized according to the five goal areas of the National Standards—Communication, Cultures, Connections, Comparisons, and Communities—called the Five Cs. For the Communication goal area, teachers see how students use language in culturally appropriate ways and talk about, read about, write about, and learn about topics of interest or importance to them. The video then shows how teachers incorporate Cultures, Connections, Comparisons, and Communities goal areas into their lessons. In addition, the video illustrates teachers taking a thematic approach to designing lessons and units.

Standards and the Five Cs, cont'd.

Ways To Use the Video

You can use this video for the following purposes:

- to learn about or refresh your understanding of the standards,
- to launch a professional development workshop, or
- to facilitate a discussion about standards-based foreign language education.

Watch the Video

This video presents the broad goals of the standards and explores the Five Cs individually and in relation to one another. Watch the video in its entirety, or pause for discussion or reflection after each of the Five Cs is presented. Use the Standards and the Five Cs Viewing Chart to guide your viewing.

Reflect on the Video

After watching the video, reflect on these questions or discuss them as a group.

- What do the Five Cs goal areas and their standards represent?
- What linkages are there among the five goal areas, for example, between Communication and Cultures? Between Communication and Connections? Among Cultures, Comparisons, and Communities?
- What did you find interesting, surprising, or especially important about the way standards were addressed in these classroom examples?
- What aspects of the Five Cs did you learn more about through the video?
- If your state or district has foreign language standards, how do they align with the National Standards for Foreign Language Learning?
- What aspects of the goal areas and their standards would you like to explore further?

Watch Other Videos

For more information on the classrooms featured in this video or to see other classroom examples of the standards in action, go to the Video Organizer Chart on page 8 and select another video from the *Teaching Foreign Languages K–12* library.

Standards and the Five Cs Viewing Chart

Listed below is a selection of videos from the *Teaching Foreign Languages K–12* library that are excerpted in “Standards and the Five Cs.” When watching this video, use the chart to note which videotaped lessons you would like to explore further. To focus on a particular goal area or standard, use the approximate times listed below to locate the related excerpts in the “Standards” video.

Standards and the Five Cs (starting times)	Classroom Excerpts From the <i>Teaching Foreign Languages K–12 Library</i>
Interpersonal Communication (5 minutes)	Chicken Pox, Jai Scott, Kindergarten, French Creating Travel Advice, Fran Pettigrew, Grade 11, Spanish Daily Routines, Margaret Dyer, Grade 5, Japanese Promoting Attractions of Japan, Yo Azama, Grades 10–12, Japanese Assessment Strategies, Nancy Gadbois, Grades 10–12, French Russian Cities, Russian Stories, Jane Shuffelton, Grades 9–12, Russian
Interpretive Communication (12 minutes)	Interpreting Picasso’s <i>Guernica</i> , Meghan Zingle, Grade 10, Spanish Interpreting Literature, Barbara Pope Bennett, Grade 11, Spanish Music and Manuscripts, Lauri Dabbieri, Grades 10–12, Latin
Presentational Communication (18 minutes)	Interpreting Literature, Barbara Pope Bennett, Grade 11, Spanish Exploring New Directions, Haiyan Fu, Grades 9–12, Mandarin Chinese Communicating About Sports, Jie Gao, Grade 6, Mandarin Chinese Promoting Attractions of Japan, Yo Azama, Grades 10–12, Japanese
Cultures (23 minutes)	Routes to Culture, Pablo Muirhead, Grades 9–10, Spanish Daily Routines, Margaret Dyer, Grade 5, Japanese Touring a French City, Robin Neuman, Grade 8, French Politics of Art, Lori Langer de Ramirez, Grade 12, Spanish
Connections (31 minutes)	Food Facts and Stories, John Pedini, Grade 8, Spanish Performing With Confidence, Yvette Heno, Grades 10–12, French Mapping Planet Earth, Stephanie Appel, Grade 2, French Interpreting <i>La Belle et la Bête</i> , Michel Pasquier, Grade 11, French
Comparisons (40 minutes)	Happy New Year!, Leslie Birkland, Grades 10–12, Japanese Holidays and Seasons, Margita Haberlen, Grade 3, German Music and Manuscripts, Lauri Dabbieri, Grades 10–12, Latin Family and Home, Debra Terry, Grade 5, French
Communities (48 minutes)	Comparing Communities, Ghislaine Tulou, Grades 9–12, French Sports Stats, Amy Garcia, Grade 5, German Hearing Authentic Voices, Davita Alston, Grade 8, Spanish U.S. and Italian Homes, Marylee DiGennaro, Grade 9, Italian Routes to Culture, Pablo Muirhead, Grades 9–10, Spanish

Standards and the Five Cs, cont'd.

National Standards for Foreign Language Learning

The following is a description of each of the Five Cs goal areas and its related standards. For a brief history of the standards, see the About the Library section.

Communication: Communicate in Languages Other Than English

Standard 1.1: Interpersonal Communication

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Interpretive Communication

Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Presentational Communication

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Practices of Culture

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Products of Culture

Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections: Connect With Other Disciplines and Acquire Information

Standard 3.1: Making Connections

Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Acquiring Information

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons: Develop Insight Into the Nature of Language and Culture

Standard 4.1: Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Cultural Comparisons

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community

Students use the language both within and beyond the school setting.

Standard 5.2: Lifelong Learning

Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.