

The Standards for Languages Other Than English in the 21st Century

What are the National Standards?

The standards for Languages Other Than English provide a gauge against which to measure improvement in language study over the course of the years. While they are not a curriculum guide, they suggest the types of curricular experiences needed to enable students to achieve the standards, and support the ideal of extended sequences of study. The National Standards are used in conjunction with state and local standards and curriculum frameworks to determine the best approaches and reasonable expectations for students in individual districts and schools.

How are the Standards Incorporated into Classroom Instruction?

The standards are organized within **five goal areas** (5 C's) which make up LOTE (Languages Other Than English) instruction: Communication, Cultures, Connections, Comparisons and Communities. These goals are interconnected and none of them stand alone. Each goal area contains two to three **content standards**. These standards describe the knowledge and abilities that all students should acquire by the end of their high school education.

How are the 5 C's Defined?

COMMUNICATION
<p>Communication is at the heart of second language study whether the communication takes place face-to-face, in writing or across centuries through the reading of literature. In language classrooms, students are always communicating. Communication is the vehicle students use to become linguistically proficient. The three primary modes of communication are:</p> <ul style="list-style-type: none">• Interpersonal (characterized by active negotiation of meaning among individuals)• Interpretive (focuses on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker)• Presentational (creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists)
CULTURES
<p>Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language. Students study and experience the cultural components of a society which include:</p> <ul style="list-style-type: none">• Perspectives (the way people perceive things)• Practices (what people do)• Products (what people create, both tangible and intangible)
CONNECTIONS
<p>Learning languages provides connections to additional bodies of knowledge and relate language learning to other subject areas including the arts, health, social studies, sciences, mathematics and English. In connections, students use language to acquire information and reinforce other areas of study.</p>
COMPARISONS
<p>Through comparisons and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture, and realize there are multiple ways of viewing the world.</p>
COMMUNITIES
<p>Together, these elements enable the student of languages to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.</p>