



GUIDEBOOK

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iv
INTRODUCTION	1
About the Japanese National Standards.....	1
About the video and this guidebook.....	1
PRE-VIEWING ACTIVITIES	2
THE FIVE C GOALS OF THE JAPANESE NATIONAL STANDARDS	2
Communication.....	2
Cultures	3
Connections.....	4
Comparisons.....	5
Communities.....	6
LEARNING SCENARIOS	7
What is a learning scenario?.....	7
Sample Learning Scenario 1	9
Lesson Plan 1	10
Sample Learning Scenario 2	11
Lesson Plan 2	13
Writing your own learning scenario.....	14
POST-VIEWING ACTIVITIES	16
CLOSING REMARKS	16

REFERENCES AND FURTHER READINGS..... 16

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INTRODUCTION

About the Japanese National Standards

Standards for foreign language learning were developed by teachers of foreign languages (kindergarten through college levels) under the direction of four U.S. foreign language teachers' organizations (National Standards in Foreign Language Education Project, 1996). The purpose was to standardize the content and improve the quality of foreign language education in the United States. Since then, standards for specific languages were developed, and the Standards for Japanese Language Learning is one of them. The Japanese standards are designed to aid teachers and learners of Japanese, and once properly implemented, are expected to contribute to the improvement of the quality of Japanese language learning, as well as teacher training and professional development programs.

The standards define five goals for foreign language learning, i.e., Communication, Cultures, Connections, Comparisons and Communities, which are known as the five C goals. Each goal includes two to three content standards that describe the knowledge and abilities that students are expected to acquire. The five C goals and the standards should serve as guides for language educators when developing classroom activities for their students. Implementation of the five C goals and the standards can take the form of a *learning scenario* where classroom activities reflect the standards.

(Refer to *Standards for foreign language learning in the 21st century* (National Standards in Foreign Language Education Project, 1999) for further details on the Japanese National Standards.)

About the video and this guidebook

The video, "Integration of National Standards in a Japanese Language Classroom," was designed by the Pedagogy Seminar Members at the Department of East Asian Languages and Literatures at the University of Hawai'i at Mānoa during the spring semester of 1999. The main purpose of this video is to familiarize pre-service and in-service teachers of Japanese with the five C goals of the Japanese National Standards and the concept of learning scenarios.

The first half of the video explains the standards for each of the five C goals and illustrates each with corresponding scenes from actual classrooms at various levels. The second half presents an example of a learning scenario in an elementary Japanese classroom.

This guidebook assists the viewers of the video in deepening their understanding of the Japanese National Standards by providing pre-viewing and post-viewing activities for the audience. This also supplements the video with additional examples and suggestions, which may be helpful when actually implementing the standards into classrooms, or for teacher education courses and staff development as well.

PRE-VIEWING ACTIVITIES

Take a few minutes to reflect on what you believe to be the most valuable components of teaching Japanese as a foreign language.

The five goals of the National Standards are Communication, Cultures, Connections, Comparisons, and Communities — known as the five Cs. Provide brief characterizations of the five Cs as you understand them at this point.

Communication:

Culture:

Connections:

Comparisons:

Communities:

Take a few minutes to consider your own (potential/actual) classroom activities. While viewing the video, consider how the standards are incorporated in your activities.

THE FIVE C GOALS OF THE JAPANESE NATIONAL STANDARDS

Communication

The goal for the first C, Communication, is to communicate in Japanese in both oral and written forms. The standards for this goal address three modes of communication, i.e., interpersonal, interpretive, and presentational. Specific standards for each of the three modes are provided below.

- 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students understand and *interpret* written and spoken Japanese on a variety of topics.
- 1.3 Students *present* information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Standard 1.1: Interpersonal Communication

As for Standard 1.1: Interpersonal Communication, the video shows scenes from Japanese classrooms where students are engaging in actual exchanges of information in both oral and written forms. The examples include students interacting with the teacher and students introducing themselves to other Japanese people and exchanging e-mail with Japanese friends. It is important to remember that the interaction should take place *in Japanese* and also be *authentic*. Therefore, even though drill practices between the teacher and students or between students themselves may be carried out in Japanese, they will not fulfill this standard due to the unauthentic nature of the interaction.

Standard 1.2: Interpretive Communication

Watching a video in Japanese is an example of Standard 1.2: Interpretive Communication. As the scenes in the video show, interpretive communication takes place, since students try to understand and interpret Japanese for which clarification or negotiation of meaning is not possible.

Other examples of interpretive communication are browsing the Internet or reading authentic materials such as books, magazines and newspaper articles.

Standard 1.3: Presentational Communication

Performing a play in a formal situation to an audience in Japanese is an example of Standard 1.3: Presentational Communication. The video shows an example of freshmen and sophomores at a high school in Hawaii ‘i performing the play, “*Nezumi no Yomeiri* [the marriage of the mouse],” to an audience of elementary school students. Since clarity in speech is important when presenting, the teacher advises the students on their pronunciation and other related aspects of the content which will aid them in making their speech comprehensible to the audience.

Reciting poems and reporting on assigned topics to classmates are other ways in which this standard may be achieved. However, it is important to remember that the presentation should be performed in a relatively formal setting.

Cultures

The goal for the second C, Cultures, is to gain knowledge and understanding of the Japanese culture. The standards for this goal address two aspects of culture,

practices and products, and the perspectives attached to them. Specific standards of the two aspects are provided below.

- 2.1 Students demonstrate an understanding of the relationship between the *practices and perspectives* of Japanese culture.
- 2.2 Students demonstrate an understanding of the relationship between the *products and perspectives* of Japanese culture.

Standard 2.1: Practices and Perspectives

As for Standard 2.1: Practices and Perspectives, the video shows a scene where students participate in a *hanami* (flower viewing) activity by making their own cherry blossom tree. It is important that the students discuss the perspectives attached to the *hanami* practice. Like other countries, Japan has a strong connection with nature. Cherry blossoms, symbolic of the impermanent, fragile beauty of human life, are particularly important to Japanese culture.

Cultural practices are not necessarily limited to annual events such as *hanami* or *kodomo no hi* (Children's Day), but also include daily customs such as bowing, gift giving and exchange of post cards on various occasions, e.g., the exchange of *shochuu mimai* (letter of summer greetings) and *nengajoo* (New Year's card).

Standard 2.2: Products and Perspectives

The example for Standard 2.2: Products and Perspectives is students creating their own *koinobori* (carp kites), a product of Japanese culture. Again, it is important that students learn and understand the perspectives attached to such a product, that is, how and on what occasions it is used.

Daily items such as *hanko* (seal or stamps) and *meishi* (business cards) are also other examples of products, which may be introduced along with the cultural perspectives attached to them. For instance, *hanko* are used in various situations, such as opening a bank account, approving a document, or receiving a delivered package, much like a signature is used in the United States. However, the use of various kinds of *hanko*, e.g., *shachihata* (informal seal), *jitsuin* (legal seal), for different occasions is an aspect that is specific to the Japanese culture. An example of a cultural perspective attached to *meishi* (business cards) is the way in which they are considered to be equivalent to one's face, which results in the careful way *meishi* (business cards) are handled.

Connections

The goal for the third C, Connections, is to further one's knowledge by making connections with other disciplines. In accomplishing this goal, students will not limit their language learning to the Japanese classroom but will utilize their language skills in other subject areas and beyond.

- 3.1 Students reinforce their knowledge of other disciplines through the Japanese language.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are available through the Japanese language and culture.

Standard 3.1: Making Connections with Other Disciplines

As for Standard 3.1: Making Connections with Other Disciplines, the video shows an example where elementary students are taught how to do additions in Japanese. The students are taught not only the Japanese language but also another discipline, which, in this case, is math. What is important to achieve this standard is that the other discipline that is being taught has to be age appropriate. Therefore, teaching simple addition in high school or college Japanese classrooms is not considered as achieving this standard.

A way in which this standard may be achieved in high school or college level classrooms would be to teach age-appropriate subjects such as algebra or geometry in Japanese.

Standard 3.2: Acquiring New Information

Students reading a Japanese web page and acquiring information and recognizing distinctive viewpoints that are presented in Japanese is an example of Standard 3.2: Acquiring New Information.

Other examples of how this standard may be accomplished is by reading Japanese stories, poems or novels which will lead to recognition of viewpoints, such as the appreciation of the impermanent nature of life as seen in the seasonal beauty of nature.

Comparisons

The goal for the fourth C, Comparisons, is to compare Japanese linguistic and cultural characteristics with one's own.

- 4.1 Students demonstrate understanding of the nature of language through comparisons of the Japanese *language* and their own.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the Japanese *culture* and their own.

Standard 4.1: Language Comparisons

Standard 4.1: Language Comparisons can be accomplished by having students compare features of language use such as word order, idiomatic expressions, loanwords, and speech styles in Japanese and their own language.

For example, by comparing loanwords, students at the beginner level can realize that there are loanwords in most languages and identify examples in Japanese and their native language, whereas students at a higher level may recognize how loanwords undergo changes in meaning and form.

Standard 4.2: Cultural Comparisons

As for Standard 4.2: Cultural Comparisons, students can learn about similarities and differences in self-introduction and manners by comparing Japanese customs with customs of their native culture. For example, students can discuss the similarities and differences between bowing and hand shaking and deepen their understanding of the underlying cultural concepts of self-introduction styles and manners.

Other cultural aspects that may be compared are the use of gestures as methods of communication, tangible products such as clothes, houses, and food, and intangible products such as songs and games.

Communities

The goal for the last C, Communities, is to become involved in communities at home and around the world using the Japanese language.

- 5.1 Students use the language both *within and beyond the school setting*.
- 5.2 Students show evidence of becoming *life-long learners* by using the Japanese language for personal enjoyment and enrichment.

Standard 5.1: Within and Beyond the School Setting

As for Standard 5.1: Within and Beyond the School Setting, the video shows an example of a book fair held at the University of Hawai‘i each semester. Local Japanese book stores are invited to display books and other materials they sell. This event is planned for students in the beginning Japanese course (JPN102) as a culminating activity for a lesson on bookstores in Japan. The students are instructed to interact with the bookstore clerks in Japanese, asking the location of the store, about items they find interesting, and also the price of those items.

Standard 5.2: Life-long Learning

Participation in community events for personal enjoyment and enrichment is a way in which Standard 5.2: Life-long Learning can be achieved. As an example of a community event, the video shows scenes from a *Bon-odori* (Bon dance) event that is held in Hawai‘i every year from around early June until September at several Buddhist temples.

Participating in such events provides opportunities to interact with other members of the community in Japanese for personal enjoyment.

Students can also achieve this standard where community events are not held. For instance, students can correspond with pen pals in Japan and use Japanese for personal enjoyment and enrichment.

Since achievement of this C involves settings beyond the classroom, it may seem difficult for teachers to be fully involved and observe students' achievement. However, teachers can encourage students to participate in community events and/or interact with people in the community by discussing upcoming events in the community or by arranging out-of-class activities or field trips that will provide opportunities for them to meet people in the community.

LEARNING SCENARIOS

What is a learning scenario?

A learning scenario is a short description of a classroom activity that incorporates selected standards. The process of writing a scenario is advantageous in that it provides an opportunity to reflect on the standards that are focused on in a classroom activity. This is the first step in bringing the five Cs of the National Standards to your classroom. A learning scenario describes activities and goals for students as it relates to the eleven standards.

A learning scenario consists of three parts: Targeted Standards, a Scenario, and Reflections. In the first part, the Targeted Standards, the standards to be applied in the scenario are highlighted with keywords such as “Interpersonal Communication,” “Practices and Perspectives,” and so forth. The Scenario includes a description of the classroom activity. Information such as the target language, which in this case is Japanese, and the level of students, e.g., beginning, intermediate, advanced, are also recorded in the Scenario section. In the final part, the Reflection describes portions of the activity that correspond to the targeted standards. The reflection may also contain suggestions for adapting or extending the learning activities.

The following sample scenario, “*Koinobori*,” corresponds to the classroom activity shown in the video. After the scenario, further details of how the activity was carried out in conjunction with the standards are provided.

Sample Learning Scenario 1

“*Koinobori* [carp kites]” by Sarina Chugani at Mānoa Elementary School

Targeted Standards:

- Standard 1.1: Interpersonal Communication
- Standard 2.1: Practices and Perspectives
- Standard 2.2: Products and Perspectives
- Standard 3.1: Making Connections with Other Disciplines
- Standard 4.2: Cultural Comparisons
- Standard 5.1: Within and Beyond the School Setting

Scenario:

Second grade students at Mānoa Elementary School learn Japanese culture by making *Koinobori* [carp kites] in preparation for Children’s Day. They learn about the significance of *koi* as a symbol of strength and future success. They compare this occasion with special celebrations in American culture such as birthdays. After the students create their own *koi*, they decorate it with various origami colors that they request in Japanese from the teacher. The *koi* then serves as a color template for future study.

Reflections:

Standard	
1.1	Students interact with the instructor in order to make the <i>koi</i>
2.1	Students participate in the celebration of Children’s Day.
2.2	Students create their own <i>koi</i> .
3.1	Students reinforce their skills in art.
4.2	Students compare special days in the United States such as birthdays with celebrations such as Children’s Day in Japan.
5.1	Students take their <i>Koinobori</i> home to share with their families and possibly teach their siblings how to make it.

The focus of the Japanese language program at Mānoa Elementary School is on developing students’ cultural understanding of Japan. In the sample lesson, the teacher introduces a variety of cultural aspects of Japan in ways that are appropriate for elementary school students. The example is a good illustration of

the inclusion of more than one standard in a lesson. The teacher designed the syllabus so that one or two seasonal events are introduced each month throughout the school year. The students not only gain knowledge about cultural events in Japan but also gradually understand the significance of the seasons.

Let us examine closely the components of the activity as they correspond to the targeted standards.

First the teacher and students discuss the meaning behind the celebration of Children's Day as well as the significance of the carp. These touch upon Standard 2.1: Practices and Perspectives, in which students are learning about Japanese practices and the perspectives attached to them, as well as Standard 2.2: Products and Perspectives, in which the perspectives attached to the product, the carp, are discussed.

The discussion also includes Standard 4.2: Cultural Comparisons, where the teacher and students compare the celebration of Children's Day in Japan with the tradition of birthdays in the United States.

Students then follow directions in Japanese for making their own *koinobori*. This targets Standard 1.1: Interpersonal Communication, where the communication takes place in the target language interaction and is authentic.

Through this scenario the students also reinforce their skills in art, which corresponds to Standard 3.1: Making Connections with Other Disciplines .

Once the students create their own *koinobori*, they are asked to demonstrate how to make the *koinobori* and share the significance of Children's Day with their family and friends. With this dimension, the scenario targets Standard 5.1: Within and Beyond the School Setting.

Lesson Plan 1

Topic / content: *Koinobori*

Objectives:

- to be able to follow Japanese instruction for the *koi* making activity
- to understand the celebration of Girl's Day and Boy's Day
- to understand the significance of the *koi* as a symbol for Children's Day
- to review colors
- to learn how to count paper

New patterns/ vocabulary:

- kitte kudasai, otte kudasai, hatte kudasai, nutte kudasai*
- <color> <the number> -*mai kudasai*

Materials to be used:

paper with *koi* template prepared by the teacher

colors, for scales prepared by the teachers (students match color to the template)

scissors, glue provided by the students

Procedures:

Teacher provides instructions for making the *koi* using *kitte kudasai*, *otte kudasai*, *nutte kudasai*, and *hatte kudasai*. Students follow these instructions asking for clarification if the need arises.

Students then ask the teacher for colors required to fill in the scales using the new pattern (e.g., *Sensei, ao ni-mai kudasai*).

Goals (to be achieved by the students):

Students should be able:

- to follow directions in Japanese and ask for paper using the new pattern.
- to understand the significance of celebrating Boy's Day as well as Girl's Day.
- to understand the significance of *koi* as a symbol.

The following scenario is an additional example of how the standards can be implemented into a classroom activity.

Sample Learning Scenario 2

“Pen Pal Project” by Kazutoh Ishida at the University of Hawai ‘i at Mānoa

Targeted Standards:

Standard 1.1: Interpersonal Communication

Standard 1.2: Interpretive Communication

Standard 2.1 Practices and Perspectives

Standard 2.2 Products and Perspectives

Standard 4.1: Language Comparisons

Standard 4.2: Cultural Comparisons

Standard 5.1: Within and Beyond the School Setting

Standard 5.2: Life-long Learning

Scenario:

Beginning students of Japanese enrolled in a Japanese 101 course at the University of Hawai‘i at Mānoa are to correspond with Japanese people living in Japan after learning *hiragana* and *katakana* and the basics of self-introduction. The instructor prepares a list of pen pals in Japan and the students select one person. Before actually writing the letter, the students discuss the formats and styles of writing letters (e.g., appropriate use of language, how to make corrections, envelope format and choice of paper) by making comparisons between the formats and styles in their native culture and the Japanese culture. At this point, students are also be exposed to some sample letters. After practicing and writing drafts the students actually write the letters in Japanese and send them. They will receive a reply from their pen pals and hopefully continue to correspond with each other.

Reflections:

Standard	
1.1, 5.1	Students exchange personal information with pen pals in Japan through letters.
1.2	Students read actual letters from Japanese pen pals.
2.1	Students learn about the practice of writing letters in Japan.
2.2	Students understand the significance of choosing appropriate stationary.
4.1	Students compare letter-writing formats in Japanese and English.
4.2	Students compare the styles of writing letters.
5.2	Students continue corresponding with their pen pals.

Now, let us look at how the activity was actually carried out step by step in conjunction with the targeted standards.

First the students discussed the differences and similarities in letters in Japanese and English by comparing the sample letters the teacher provided. The teacher guided the discussion both in terms of the formats and the styles of letter writing. This comparative discussion corresponds to Standard 4.1: Language Comparisons and Standard 4.2: Cultural Comparisons.

In the discussion, the students developed their understanding of the cultural perspectives associated with letter writing in Japanese in terms of practices and products. Standard 2.1: Practices and Perspectives and Standard 2.2: Products and Perspectives are touched upon here. Their understanding of cultural significance was reflected on actual letter writing at a later time.

The students then selected their pen pals from a list of people living in Japan and wrote a draft letter. After the teacher provided additional vocabulary needed and gave feedback to each student, the students wrote the actual letters as homework.

On the following day, after further discussion and refinement of the letters, the students mailed them to their pen pals in Japan. Exchanging personal information with the pen pals accomplishes Standard 1.1: Interpersonal Communication. Also, corresponding with people in Japan touches upon Standard 5.1: Within and Beyond the School Setting.

Standard 1.2: Interpretive Communication took place when the students received letters from their pen pals a few weeks later and read their pen pals' personal information in the letters.

The teacher encouraged the students to continue corresponding with their pen pals for their own personal enjoyment. With this dimension, the scenario targets Standard 5.2: Life-long Learning.

Lesson Plan 2

日本語教育実習

教案

Topic / content: Pen Pal Project 第1日

指導項目（指導目標）

Students understand how a casual letter in Japanese is structured including the cultural aspects.

Students able to read and actually write letters in Japanese to real people in Japan.

新出文型・単語

～さんへ／～より

～月～日

これまでに習った自己紹介に関する文型・単語

Other words students want to include

使用教材

Sample letter

学習活動の流れ

既に習った手紙に関する事項を復習する。

サンプルレターを用いて日米比較のディスカッション（FormatとStyleについて）

ペンパルの相手を選ぶ。

手紙に含めたい内容を考えさせる（所々英語でも可とする）

手紙のDraftを書かせる。

必要に応じて書きたい表現、単語について日本語で質問させる。

一人一人見てまわってFeedbackを与える。

宿題

Draftをもとに実際に手紙を書く。

明日のクラスでクラスメイトと手紙をShareする事を伝える。

Writing your own learning scenario

Writing your own scenario is the first step towards bringing the five Cs of the National Standards into your own classroom. With the sample learning scenarios given above in mind, you are encouraged to consider your own classroom activities and write scenarios for them. Writing a learning scenario is an important process to refine your ideas about classroom activities that reflect the standards. Moreover,

a learning scenario can be used for sharing ideas with your colleagues. Such sharing will be a valuable opportunity for both you and your colleagues to improve your teaching and expand your understanding of the various ways in which the standards can be incorporated into your classroom.

Before writing a scenario, it is advisable that one first understands the eleven standards in depth. In the beginning, this guidebook may serve as a reference that you can consult for reviewing the standards. In fact, the very process of writing a scenario leads you to further deepen your understanding of the standards. Also, it is recommended that you speak with colleagues about the implementation of the standards when a question arises.

Provided below are answers to some common questions that may arise in the process of writing your own scenarios:

Q. Should one learning scenario cover all the standards?

A. No, one learning scenario does not have to cover all eleven standards.

Q. What should I do when part of my classroom activity seems to cover more than one standard?

A. It is natural that one portion of the activity covers two or more standards at the same time. For example, if students have a discussion comparing the different cultural practices in Japan and their native culture, this activity touches upon both Standard 2.2: Practices and Perspectives and Standard 4.2: Cultural Comparisons.

Q. Does a learning scenario have to be designed for one class period?

A. No, a scenario can be designed for a long-term project as well as one class activity.

Q. How long and detailed does a learning scenario have to be?

A. A scenario does not have to be long and detailed. Such details and procedures for classroom teaching can be described elsewhere, in a lesson plan, for example.

Once a learning scenario is written, it may be helpful to check for its feasibility. The following “Checklist for a Good Learning Scenario” was created based on a discussion by the Pedagogy Seminar Members at the University of Hawai‘i. This checklist may be helpful for improving your scenario.

Checklist for a Good Learning Scenario

Make sure the learning scenario is:

appropriate to the targeted level (needs, interests, etc.)

grounded within the curriculum

manageable within the given time frame

Finally, a learning scenario describes student outcomes or what students will do or will be able to do in the classroom. If you want to focus on a certain cultural practice, for example bowing, the scenario would read, “The students understand the perspectives attached to the practice of bowing.” If one writes “I teach the perspective attached to ~,” the scenario does not describe an outcome for the student. It is important to keep in mind that a learning scenario focuses on the students rather than the teacher.

A learning scenario is an important link between the standards and your students in the classroom. However, the list of the eleven standards is not to be brought into the classroom by itself. Rather, it is the teacher who makes a meaningful connection between each of the standards and possible classroom activities that are appropriate for the students. For that purpose, a learning scenario serves as a useful tool in which the teacher’s creative ideas can be organized and utilized.

POST-VIEWING ACTIVITIES

Write a learning scenario of your classroom activity in the format presented in the handbook.

Share learning scenarios with your colleagues and exchange opinions on each scenario.

Consider your own version of the Checklist for a Good Learning Scenario.

CLOSING REMARKS

Many of the aspects that have been explained in the video and this guidebook are probably already part of what you plan as classroom activities. However, the five C goals and the standards can provide a framework by which all language teachers can assess and evaluate their lesson plans and expand them to include other dimensions. At the same time, the standards can provide assurance for the development of future lesson plans that will enrich the students’ learning experience.

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