

The Role of Emerging Technologies in Standardizing Language Teaching and Learning through 5C's

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Abstract – Implementing the standards of language Teaching and learning is an amazing process since it influences assessment, communication, instruction through five ‘C’ is Communication, Culture, Connections, Comparisons and communities. This kind of implementation is applicable to learners at all levels. Since it is as application oriented learning beyond the classroom instructional setting, the students find it highly innovative and technologically interesting. In order to become globally competent, they develop excellent linguistic and intercultural skills themselves with wide array of communication. They learn to communicate effectively in numerous languages to face a variety of situations and for multiple purposes. Most of the present day students involve in interactions relating to cultural practices and products. They offer themselves to connect with other disciplines and acquire wide range of information through diverse perspectives trying to work out the language in career related situations. They make comparisons between languages and develop insight to interact with cultural competence at home and around the world. The goal of this paper is to stress the application of skills measured by the standards, to bring out a natural global competence to their careers, experiences and expectations and thereby standardizing the teaching learning process.

Index Terms – Teaching, Learning, Communication, Competency, Implementation.

INTRODUCTION

Educating through the Five C's is needed because the current bridge of education is broken. The bridge is broken because it leads to something else other than an educated person. Our educational system is manufacturing students who know some facts but certainly do not know how the facts live in their everyday world. In educating, we've lost our way from the paths of knowledge and wisdom but running to the factory floors of mechanized education. These Five C's support and fuel each other and an educator should try and connect each C in as many ways possible. Education is essentially a creative constraint in itself for educators. It is necessary to include developing interdisciplinary majors (concept and creativity), incorporating service learning into the curriculum (courage and compassion), and requiring capstone projects that are framed by respected creative limitations (constraints). Furthermore, educators at every level should be required to demonstrate how

they are fostering creativity and innovation within their classes as well as between their students and the community. The strength of an education is determined by how unified knowledge and wisdom become. The Five C's lead to a convergence of the scientist with the artist and the philosopher with the practitioner to make an educated person.

LITERATURE REVIEW

Language issues are complicated in the research or even when describing courses and programs involving work with non-English speaking or limited-English proficiency communities. For example, while considering the relationship with globalization, Keith (2005) does not take into account language issues. As is often the case, English is assumed to be the language of globalization. First published in 1996, the Standards for Foreign Language Learning in the 21st Century (National Standards) revolve around "five C's". To comply with these standards, the successful student will use language to communicate for real purposes, understand multicultural and global issues, connect with other disciplines and acquire new knowledge, make comparisons with their own language and culture, and participate in multilingual communities. Each "C" has sub-categories that serve as guides to creating language curricula and assessing language acquisition. There is no consensus on the extent to which the first four "C's" can be addressed within the classroom context (Allen, 2002; Jeffries, 1996; Kadish, 2000; Savignon & Sysoyev, 2005). It is acknowledged that the 5th C, communities, cannot easily be addressed in the classroom context (Jeffries). When placements are made based on language use and cultures, then skills, culture, communication, connections, and comparisons are reinforced in the community and not limited to the classroom. In this paper we use a case study of one student to demonstrate how students in one particular course achieved all 5 C's of language learning.

In 1993, Foreign Language became the seventh subject area to receive federal support to develop standards (National Standards for Foreign Language Education Project 1996; henceforth NSFLP). Foreign language standards were created by an eleven member task-force created content standards for

foreign language education K-12 with the input of other educators as well as the public “The resulting document represents an unprecedented consensus among educators, business leaders, government, and the community on the definition and role of foreign language in American education”. Content standards were defined by the project as “what students should know and be able to do” and were not meant as a curriculum guide as they “do not describe specific course content, nor recommended sequence of study”. The standards established are known as the five C’s:

- 1) Communication—writing, speaking, reading, and comprehending the spoken word
- 2) Cultures—knowledge and understanding of cultural contexts in which a language is used
- 3) Connections—increasing and reinforcing a student’s body of knowledge through a foreign language
- 4) Comparisons—comparing and contrasting the language and culture studied with a student’s own
- 5) Communities—using the language within as well as beyond the classroom for “personal enjoyment and enrichment” (NSFLP).

The addressing of communication, cultures, connections, comparisons, and communities is important to foreign language education.



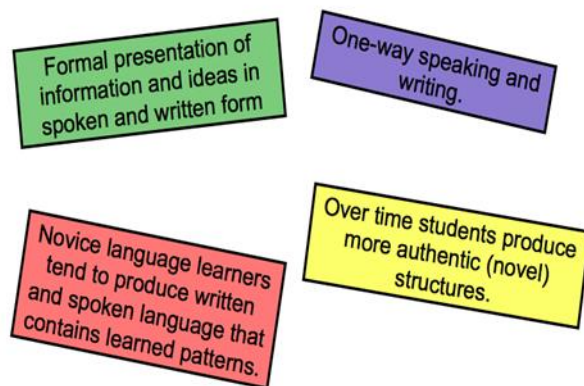
1. Communication - Communicate in Languages Other Than English

Standard 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken languages on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

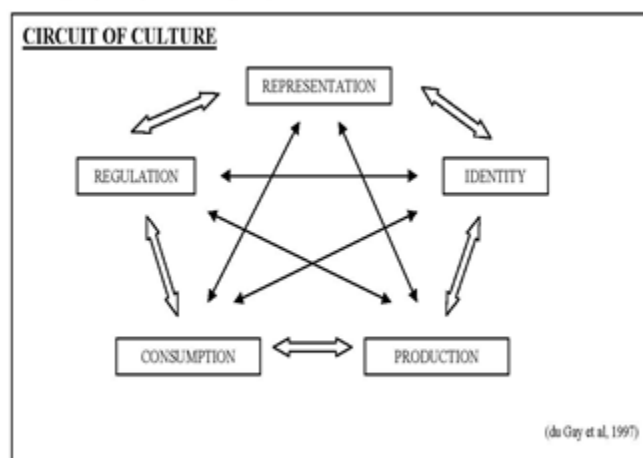
Presentation Communication



2. Cultures - Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the perspectives and practices of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the perspectives and products of the culture studied.



3. Connections - Connect With Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

4. Comparisons - Develop Insight Into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.



5. Communities - Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Role of Technology and Web:

Even if all teachers have enough training to feel comfortable with the use of the Web and enough access so that all students can work on their own computer as often as they needed, there are still issues for some teachers that stand in the way of implementation of standards using the Web. Murphy (2002) finds in her study that some teachers are concerned with the time spent by both themselves and their students accessing the information necessary to design or complete a project.

In addition, some teachers discuss the facilitative nature of internet projects. Some teachers acknowledge that, even if they are ready to give up a degree of control, their students are not always accepting of the new responsibilities. Murphy cites one teacher who states, "I would like to be more of a facilitator but

my students are not used to teachers being in that kind of role" (2002). A further obstacle mentioned in Murphy's study (2002) concerns the issue of verifying that students are on task and at sites appropriate to the project. Teachers in the study mention distractions such as games and the inappropriate use of mother-tongue sites for the completion of research assigned. One final obstacle to the use of the internet to implement the standards is the attitudes of the teachers themselves. Pedagogical beliefs, although not set in stone, are sometimes difficult to change. In fact, a study completed by Allen (2002) suggests "that many foreign language teachers still believe in the coverage model, perhaps because that is what they have always done and lack of direction to do something else" (p. 525). Murphy (2002) suggests that the fears and negativity in her study may be rooted in resistance to changing ideas of how knowledge is defined and acquired and to confusion with how to process internet items. "Teachers in schools and colleges who are accustomed and trained to transmit didactically organized materials may not necessarily know how to help their students process this information and construct knowledge with it".



CONCLUSION

It is clear that the Web has the potential to be a powerful tool for teachers of foreign languages. Not only does the Web provide teachers with an extensive list of language resources for their personal use but it also provides teachers with resources to help the language being taught come alive on a computer screen. Furthermore, the Web can be a way for students to explore a foreign language while being exposed to the 5 C's. It can also help students attain mastery in several standards at once if projects are carefully designed. Although

the Web is not the curriculum, it is a medium through which curriculum can be successfully delivered. In order for this to happen, professional development needs to be provided to foreign language teachers connecting language standards and technology. Finally, whether or not the 5 C's can be equitably addressed via the internet is in questions. Literature shows that the Web can be used to provide students with a myriad of authentic sources. However, resources reviewed also show that schools and colleges in lower socioeconomic situations can not guarantee access to the equipment or the training needed for their teachers to become comfortable with using the Web as a tool for helping students learning a foreign language communicate, make connections, make comparisons, and build communities. Matters of funding are critical to the life of foreign language programs. In conclusion, until funding of schools and colleges increase and programs become funded more equitably, the web cannot be a viable option for every district in the implementation of the standards.

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