STARTALK: Preparing Russian Teachers for the 21st Century

Day 1





By the end of today's work together, participants will.

- Comfortably collaborate with the participants, staff, and instructors
- Describe (in their journal) the importance of maximum comprehensible target language use and begin to develop techniques for providing comprehensible input
- Recognize how the world language teaching profession has evolved in the US
- Describe their strengths and areas of growth as world language teachers
- Use (with assistance) a range of technological tools (including Moodle) that will be valuable in their personal learning as teachers as well as in the teaching and learning of their students

Icebreaker

Human bingo

Demo class

- Me llamo ______.
- ¿Cómo te llamas?
- Mucho gusto.
- Adiós.



- How did it feel to be a "student" again?
- How much Spanish did the instructor use?
- Mow were you able to understand what she was saying?
- How was this experience similar/different than what you have experienced as a student in language courses?

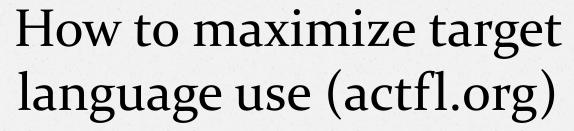
Maximum Language Use

- Some terminology:
 - Target language (TL)
 - Second language (L2)
 - Native language (L1)
- How much language?
 - ACTFL position statement:

http://www.actfl.org/i4a/pages/index.cfm?p
ageid=4368#targetlang = 90%



- http://startalk.umd.edu/principles/
- Using the Target Language and Providing Comprehensible Input for Instruction
- The teacher uses the target language at least 90 percent of the time.
- The teacher uses a variety of strategies to make language comprehensible, monitors student comprehension, and makes adjustments as necessary.
- The teacher avoids the use of translation by using verbal and non-verbal strategies and also avoids eliciting translation from students.



- provide comprehensible input that is directed toward communicative goals;
- make meaning clear through body language, gestures, and visual support;
- o conduct comprehension checks to ensure understanding;
- negotiate meaning with students and encourage negotiation among students;
- elicit talk that increases in fluency, accuracy, and complexity over time;
- encourage self-expression and spontaneous use of language;
- teach students strategies for requesting clarification and assistance when faced with comprehension difficulties; and
- offer feedback to assist and improve students' ability to interact orally in the target language.

TPR

http://startalk.umd.edu/principles/ (Examples - #2)

Realia

- Cultural objects
 - Clothing, money, food bring in the real thing!
- Other manipulatives
 - Plastic/toy versions
- Pictures/Drawings/Photos
 - Laminated
 - Presented in multimedia

World Language Teaching

- The evolution of our profession
 - Grammar-translation
 - Direct Method
 - "Designer methods"
 - O TPR
 - Suggestopedia
 - Audiolingual
 - Community language learning
 - Communicative, standards-based

21st Century Classroom

- o In pairs
 - Categorize the language class descriptions you are given into two sets:
 - In the past
 - Today
- Self-correct using p. 4 of 21st Century Skills Map http://actfl21stcenturyskillsmap.wikispaces.co m/file/view/ACTFL+2011+P-21+worldlanguages+skills+map.pdf

Standards

- Implementing a Standards-Based and Thematically Organized Curriculum
- Every lesson derives from a standards-based unit that culminates in students developing the ability to engage in spontaneous, unrehearsed communication for realworld purposes.
- Each lesson has clearly stated cultural objectives that indicate what students will be able to do and what they need to know by lesson's end.
- Grammar is not the focus of the course, unit, or lesson. The teacher teaches grammar as a tool for communication, avoiding meaningless rote drills and ensuring that all practice requires attention to meaning. <u>Examples</u>



- The 5 C's
- Today's focus for the workshop: communication
- 3 modes of communication
 - 1.1 Interpersonal
 - 1.2 Interpretive
 - 1.3 Presentational
- Pp. 443-446 of your Russian Standards document



- Linguafolio examples
 - I can exchange personal information using phrases and simple sentences.
 - I can give simple directions to a location.
 - I can recognize words, phrases, and characters with help from visuals.
- https://linguafolio.uoregon.edu



- In teams (3 teams) . . .
 - Read each teaching/learning activity given to you (taken directly from sample lessons in your Russian standards document)
 - Put each activity into one of three categories
 - Interpersonal
 - Interpretive
 - Presentational



- Take a look at the learning scenario given to you, and decide which of the 3 modes of communication are addressed in the lesson
 - Could be one, two, or all three
 - Pp. 31-41 in Standards PDF

Afternoon

- Moodle practice
 - http://startalk.umd.edu/teacherdevelopment/workshops/2009/Concordia/c ontent/ use Talking with Dr. Dahlberg: Importance of Context