STARTALK: Preparing Russian Teachers for the 21st Century

Day 1

STARTALK
Start Talking!

Objectives

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
- Observe, participate in and reflect on sample STEM (science, technology, engineering, math) lesson
- 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

- ¡Bienvenidos a la clase de español!

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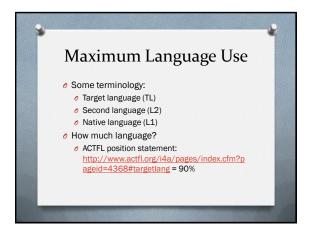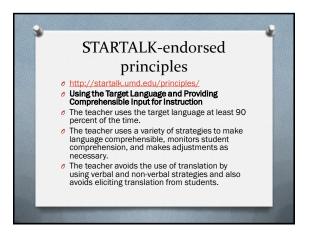- ¿Cómo te llamas?
- Mucho gusto.
- Adiós.

Debrief

- How did it feel to be a "student" again?
- How much Spanish did the instructor use?
- How 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

o Some terminology:
  o Target language (TL)
  o Second language (L2)
  o Native language (L1)
o How much language?
  o ACTFL position statement:
    http://www.actfl.org/i4a/pages/index.cfm?p
    ageid=4368#targetlang = 90%

STARTALK-endorsed principles

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

How to maximize target language use (actfl.org)

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

Total Physical Response

o http://startalk.umd.edu/principles/
  (Examples - #2)
o TPR – technique to provide more comprehensible input, modeling physical movements accompanied by commands
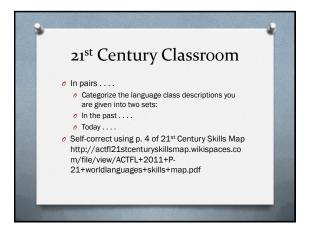o students show comprehension by performing the commands

Realia

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

World Language Teaching

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

21ˢᵗ Century Classroom

- 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.com/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 real-world 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. **Examples**

World Language Standards

- The 5 C's: Communication, Cultures, Connections, Comparisons, Communities
- 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

Sample can-do statements

- Linguafolio examples of the 3 modes of communication
  - 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

Russian Sample Learning Scenarios

- 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

Russian Sample Learning Scenario

- 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

- Participate in sample STEM Russian lesson
  - role play as students with different proficiency levels
  - reflect on techniques for comprehensible input
- Moodle practice
  - Introduction to Moodle
  - Choose 2 resources in Day 1 folder to explore
  - write Day 1 reflection in Moodle