

STARTALK: Preparing Russian Teachers for the 21st Century

Day 1



Objectives

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

- o Comfortably collaborate with the participants, staff, and instructors
- o Describe (in their journal) the importance of maximum comprehensible target language use and begin to develop techniques for providing comprehensible input
- o Recognize how the world language teaching profession has evolved in the US
- o Observe, participate in and reflect on sample STEM (science, technology, engineering, math) lesson
- o 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

- o Human bingo

Demo class

o ¡Bienvenidos a la clase de español!

o Me llamo _____.

o ¿Cómo te llamas?

o Mucho gusto.

o Adiós.

Debrief

- o How did it feel to be a “student” again?
- o How much Spanish did the instructor use?
- o How were you able to understand what she was saying?
- o 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?pageid=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

- o In pairs
 - o Categorize the language class descriptions you are given into two sets:
 - o In the past
 - o Today
- o 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

- o **Implementing a Standards-Based and Thematically Organized Curriculum**
- o 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.
- o 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.
- o 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

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

Sample can-do statements

- o Linguafolio examples of the 3 modes of communication
 - o I can exchange personal information using phrases and simple sentences.
 - o I can give simple directions to a location.
 - o I can recognize words, phrases, and characters with help from visuals.
- o <https://linguafolio.uoregon.edu>

Russian Sample Learning Scenarios

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

Russian Sample Learning Scenario

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

Afternoon

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