STARTALK: Preparing Russian Teachers for the 21st Century

Day 3

STARTALK
Start Talking!

Essential Questions from Day 2

- How do I plan a lesson around the notion of backward design?

- How can I connect Russian language learning to content areas of STEM (Science, Technology, Engineering, and Math) in my lessons?

- How can I begin to think of lesson planning following the STARTALK lesson templates?

Review-Reflect

- Comments or questions on yesterday's experiences?
- Anything you would like us to work on / answer today?

Objectives for Today

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

- Understand, identify, and begin to implement STARTALK-endorsed principles of standards-based curriculum instruction.

- Identify learners' diverse needs—age, proficiency level, learning styles, linguistic and cultural background (heritage vs. non-heritage), and special needs.

- Reflect on ways to create a lesson plan and use varied activities that meet learners' needs.

- Use and integrate authentic resources and develop tasks appropriate to the proficiency of the students

Essential Questions

- What are the STARTALK-endorsed principles for effective teaching and learning?

- What are characteristics of effective language lessons?

- http://startalk.umd.edu/principles/

But first!! French Lesson

- http://www.learner.org/libraries/tfl/
- As you watch this class, look for the following:
  - How much Target Language (French) does the teacher use? And the students?
  - What kinds of strategies does the teacher use to make the TL comprehensible?
  - What is the theme/focus of the lesson? How does this differ from a traditional "language" lesson?
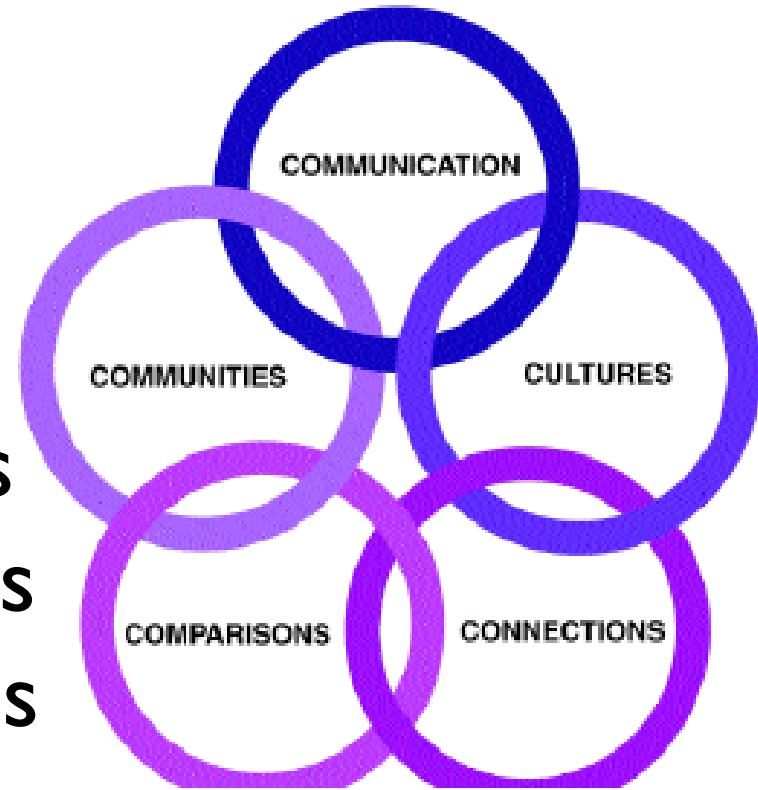
The 5 C's = Standards

Goal 1: Communication

Goal 2: Cultures

Goal 3: Connections

Goal 4: Comparisons

Goal 5: Communities

Communication

- The communication standard stresses the use of language for communication in "real life" situations. It emphasizes "what students can do with language" rather than "what they know about language."

Cultures

- Cultural understanding is an important part of world languages education. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture.

Connections

- World languages instruction must be connected with other subject areas. Content from other subject areas is integrated with world language instruction through lessons that are developed around common themes.

Comparisons

- Students are encouraged to compare and contrast languages and cultures. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures.

Communities

- Extending learning experiences from the world language classroom to the home and multilingual and multicultural community emphasizes living in a global society.

Proficiency Levels

- Proficiency in Speaking, Writing, Listening and Reading
- Low to High: Novice, Intermediate, Advanced
- Superior
- Distinguished

Speaking - Distinguished

- Speakers at the Distinguished level are able to use language skillfully, and with accuracy, efficiency, and effectiveness.
- They are educated and articulate users of the language.
- They can reflect on a wide range of global issues and highly abstract concepts in a culturally appropriate manner.
- Distinguished-level speakers can use persuasive and hypothetical discourse.
- They can tailor language to a variety of audiences .
- They can change the level of formality or informality used in a specific context for a specific audience.
- Speakers at the Distinguished level produce highly sophisticated and tightly organized extended discourse.

Speaking - Superior

- Speakers at the Superior level are able to communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives.

- They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency and accuracy.

Examples of ACTFL ratings and proficiency levels

- To see all levels and ratings, with examples:+
http://actflproficiencyguidelines2012.org/

Intermediate Mid:
http://actflproficiencyguidelines2012.org/wp/wp-content/uploads/2011/12/Speaking_Intermediate_Guadalupe_typicalday1.m4v

Adapting and Using Age-Appropriate Authentic Materials

- The teacher uses authentic materials and <u>designs tasks appropriate</u> to the language proficiency and age level of the learners.
- The teacher uses a range of authentic print and non-print materials in a variety of technological formats.

Authentic Materials

- Texts, photos, videos, and other resources that were not specially prepared for pedagogical purposes.

- These expose students to real language in real contexts.

- In other words, YOU do not have to prepare the resources, but rather the ACTIVITIES you and students will do with the resources.

- Examples?

Authentic Materials

○ Anything you as a native speaker read, watch, listen to!

○ http://www.pravda.ru/

○ http://www.eurofoodseattle.com/catering-menus-cyrillic.htm

○ http://www.merlot.org/merlot/materials.htm?category=2440

○ http://www.lmp.ucla.edu/Lessons.aspx?menu=003

○ What kinds of resources relate to the theme you brainstormed yesterday?

Heritage students

- Think, pair, share
    - Think about your understanding / definition of heritage speaker
    - Pair with a partner and share
    - Share with with the class

Heritage Language Learners: who are they?

- **Narrow definition:** those who have been exposed to a particular language in childhood but did not learn it to full capacity because another language became dominant. **FUNCTIONAL PROFICIENCY**

- **Broad definition:** those who have been raised with a *strong cultural connection* to a particular language, usually through family interaction. **CULTURAL AFFINITY**

(Polinsky & Kagan, 2007)

HLL profile: oral performance characteristics

- Pronunciation/intonation – **Americanized/Native-like**
- Mispronunciations – **Yes**
- Borrowings – **Yes**
- Speech rate – **Native-like**
- Lexical errors – **Yes**
- Grammatical errors – **Yes**
- Word order – **Americanized/Native-like**
- Complex syntax – **Some**
- Code-switching – **No**
- Awareness of register - **No**

UW STARTALK 2012 student profiles

- 21 students (ages 14-18 years old)
- Born in the US or arrived before age 3 **(10)**
- Age at immigration: 4-9 **(7)**
- Age at immigration: 9-14 **(4)**
- Self-ratings in listening, speaking, reading, and writing:
  - Receptive are stronger than productive skills **(15)**
  - Receptive equal productive skills **(6)**

Student 1/Student 2

Students' Profiles	Student 1 (F)	Student 2 (M)
Age at immigration	Born in US	2 years
Language spoken at home	Russian/English combo	Russian
Parents speak	Russian/English	Russian/English
Grandparents speak	Russian	Russian
Speaking Russian in daily life	Sometimes	Every day
Self-rating (0-5)	L-4; S-3; R-2; W-1	L-5; S-4; R-5; W- 3

HLLs gaps in linguistic knowledge and mistakes

- incomplete grammar
- limited vocabulary
- limited pragmatic competence

BUT:

- near-native pronunciation
- high range fluency

Getting to a higher proficiency level

According to C. Martin, instruction should focus on:

- Awareness of what is defined as Superior level language
  - Functions, contexts and content areas, the text type, and the expectations for accuracy
- Expansion of contexts and content areas beyond personal and anecdotal
- Expansion of the lexical base to include precise (rather than generic) vocabulary
- Producing coherent extended discourse that goes beyond the single paragraph
- Dealing with topics from an abstract perspective

Self-study resources for working with heritage students

- http://startalk.nhlrc.ucla.edu/default_startalk.aspx
- Lesson 3
- Lesson 5

Same Text, Different Tasks

- Take one authentic text
- Differentiate the tasks
  - What would a novice level (beginning) student do with the text?
  - What would an intermediate student do with the text?
  - What would a heritage speaker do with the text?

Lesson planning

- Use backward planning and the STARTALK template
- Think of a theme
  - can be STEM, but doesn't have to be
  - Can be for any level of students (beginning, heritage, etc.)
  - You can work in groups on your first lesson, to support each other in your learning
- Think of can-do statements for the objectives of a one-class period lesson

Lesson planning continued

- Think of authentic resources that will support your theme and your can-do objectives
  - How will you find these resources?
- What kinds of communicative activities could your students do around these resources?
  - Interpersonal, interpretive, presentational

Your Tasks

- Respond to journal prompt in Moodle
- Research your topic for your microteaching
- Work on Google Site
- Complete LinguaFolio self assessment

This Afternoon

- 1:00 – 2:00 Time in computer lab
- 2:00 – 3:00 – TPEP lesson – Denny 123