

## University of Washington STARTALK: Preparing Teachers for the 21st Century

Day 1 July 9, 2014



## 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
- Identify the three modes of communication used in VWL lessons
- 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

## Debrief

- How did it feel to be a "student" again?
- How much of the target language did the instructor use?
- How were you able to understand what he 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/news/position-statements/use-the-target-language-the-classroom> = 90%

## STARTALK-endorsed 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.
- <http://startalk.umd.edu/principles/>

## How to maximize target language use (actfl.org)

- provide comprehensible input that is directed toward communicative goals;
- make meaning clear through body language, gestures, and visual support;
- 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.

## Total Physical Response

- <http://startalk.umd.edu/principles/> (Examples - #2)
- TPR – technique to provide more comprehensible input, modeling physical movements accompanied by commands
- students show comprehension by performing the commands
- <http://www.youtube.com/watch?v=rIoyOKSRlnw>

## Reálía

- 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”
    - TPR
    - Suggestopedia
    - Audiolingual
    - Community language learning
  - Communicative, standards-based

## 21<sup>st</sup> 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 21<sup>st</sup> 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 class: communication
- 3 modes of communication
  - I.1 Interpersonal
  - I.2 Interpretive
  - I.3 Presentational

## 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>

## Sample Learning Scenarios

- In teams (3 to a team) ...
  - Read each teaching/learning activity given to you
  - Put each activity into one of three categories
    - Interpersonal
    - Interpretive
    - Presentational

## 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

## Afternoon

- Begin technology training for course requirements.
- Moodle practice
  - Introduction to Moodle
  - Choose 2 resources in Day 1 folder to explore
  - write Day 1 reflection in Moodle