



STARTALK: Preparing Teachers for the 21st Century

Day 4 July 14, 2014



Review-Reflect

- Comments or questions on Friday'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 ...

- 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 is the difference between heritage speakers and other speakers of a language
- What are authentic materials?
- <http://startalk.umd.edu/principles/>



The 5 C's = Standards

Goal 1:

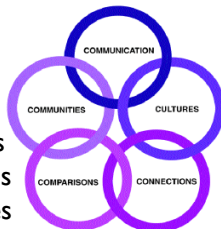
Communication

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.



Adapting and Using Age-Appropriate Authentic Materials

- The teacher uses authentic materials and designs tasks appropriate 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>



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 UW STARTALK lesson 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



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
- Create TPR video and post to your Google site
- Google sites and Linguafolio



This Afternoon

- Computer Lab Time