



**Concordia Language Villages
STARTALK Teacher Program Curriculum**

Program Title: Connecting Language and Content

Number of Hours: June 22 – July 2 (4 credits)

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Brief Description of Program (including curricular context and goals)

The National Standards for Foreign Language Learning and principles of content-based instruction serves as the framework for this four-credit graduate level course. Participants will examine the principles and characteristics of teaching language through content-based instruction, and how these principles can be applied to the Arabic language classroom. The goal is to move language teachers away from teaching about the target language and towards teaching important content by using the target language as the means as well as the goal of instruction. A continuum of program models ranging from content-driven to language-driven instruction will be discussed along with implications for curriculum and instruction. Participants will observe a variety of activities at Concordia Language Villages, and then design and teach activities following the principles of content-based instruction. The final project is a content-based unit of instruction that reflects the National Standards for Foreign Language Learning. Specific course topics include:

- Content-based instruction: theory and application to second-language instruction
- Immersion instruction: learning goals for language and content
- Brain-based learning theory and practices as they relate to content-based instruction
- Teaching strategies in a content-based classroom
- Creating units of instruction from a content-based approach to teaching and learning.

Enduring Understanding (EU):

(What Enduring Understandings are desired: Refers to the big ideas that we want participants to retain after they've forgotten many of the details. Generally, there should be one or two big ideas only about the program. Otherwise, they are not big ideas any more.)

- Language is best learned when it is used as a vehicle to teach content that is meaningful and relevant to the students.
- The language teacher needs to strike a balance between the teaching of language and the teaching of content

Essential Questions (EQs):

(What Essential questions (EQs) will help to frame the teaching and learning that will take place within the program. EQs can be several, with each addressing one aspect of the EU that can

and will be answered by the program. Make sure that the EQs are of a higher level than a regular teaching question that asks for display of knowledge.)

- What do we mean by content-based (or content-rich) instruction and how is this type of instruction different from language-based instruction?
- How does brain-based learning theory support content-based instruction?
- What is the appropriate pedagogy for teaching content? How do you adapt it to meet program goals?
- What kind of materials can be selected and how to make it accessible to students with various levels of language proficiency?
- How does the instructor handle the age-appropriateness of the content?
- How do we assess both language and content? (The answer depends on how much language vs. content we want to teach)

Program Content:

(You may identify the content in detail according to the STARTALK Teacher Training Matrix provided. In the program syllabus for participants, then this component may be mapped out further in terms of dates, and scope and sequence of this content)

Knowledge (What participants need to know)		Skills Targeted (What participants need to be able to demonstrate)
Category of Training	Topics To be Addressed	Participants will be able to describe and explain goal number three of the National Standards for Foreign Language Learning
Major Category Targeted: (based on STARTALK Teacher Matrix; Provide a complete list of our major categories)	What do the National Standards for Foreign Language Learning tell us about connecting language and content?	Participants will share and discuss examples of lesson objectives by placing them on the continuum of language-driven and content-driven instruction.
___ Approaches ___ Curriculum ... ___ Other (please specify)	What does it mean to strike a balance between language and content and why is this important?	Participants will create a chart that contrasts characteristics of content-driven instruction to those of language-driven instruction.
	Brain-based research on learning: when students make the connection between what they know from other subjects and what they are presented with in the target language, language learning can be more meaningful.	Drawing on their own experiences as language learners/teachers, participants will give examples of content-based instructional strategies explaining how these strategies support brain-based learning theory and practices.
Curriculum and	Determining if and to what extent assigned	Working individually and in groups, participants will design sample lesson plans

<p>lesson plans</p>	<p>textbooks emphasize content. If not, what can be done in lesson planning to add content to language instruction</p>	<p>that include objectives and activities that reflect content-based principles of instruction.</p>
<p>Instructional planning and strategies</p>	<p>What strategies utilized in the CLV settings can be emulated in a classroom environment to teach content (e.g., hands on projects, etc.)</p>	<p>Participants will complete an observation log where they identify content-based strategies in action following their visits to Concordia Language Villages.</p>
<p>Materials development and adaptation</p>	<p>How to go about searching for and selecting appropriate and relevant instructional materials (on-line, other textbooks, print and non-print material - video, audio, visual).</p>	<p>Participants will spend some time at the German village, learn basic German, and describe which instructional strategies, if any, helped them to learn German.</p>
<p>Assessment</p>	<p>How to simplify authentic, content-rich material to make it accessible to students at different proficiency levels.</p>	<p>Examining sample authentic material, participants will identify areas of potential challenges for the learners (at the linguistic and/or cultural levels) and devise a strategy to deal with these challenges.</p>
<p>Structure of the target language</p>	<p>Language learners will be expected to demonstrate mastery of both content and language. The weight of language and content depends on the original question of what kind of balance should exist between language and content.</p>	<p>Participants will design a content-based unit of instruction for their classroom that includes appropriate assessments of learning (language and content) and appropriate scoring guides and rubrics.</p>
	<p>Should depend on the level of the learner and the nature of the text</p>	<p>Using content-based instructional strategies, and following the existing curriculum, participants will deliver a lesson a selected language village, where they try to integrate language and content.</p>

Technology Integration:

In order to address the dearth of instructional material in Arabic and Chinese, teachers will use Internet resources (You-tube, podcasts, etc.), as well Power Point Presentations and other available tools to supply their students with age-appropriate and content-enriched materials.

Assessments:

What evidence will show that teacher participants understand and can perform?

- Teachers will complete an observation log where they identify content-based strategies in action following their visits to Concordia Language Villages
- Teachers will show understanding of the reading assignments through class and group discussion
- Teachers will design lesson plans which include instructional strategies that integrate language and content
- Teachers will teach activities at a selected language village, in which they integrate language and content
- Teachers will complete a final written reflection to demonstrate their understanding of basic concepts pertaining to content-based instruction
- Teachers will design content-rich instructional units and present them to class at the end of the seminar

Program specific LinguaFolio-type Can-Do Statements (similar to our observational checklist or survey questions. We need to be consistent.)

- I can articulate goal number three of the standards
- I can differentiate between content-based and language based instruction
- I can list some benefits of content-based instruction
- I can identify instructional strategies that integrate language and content
- I can use instructional strategies that integrate language and content
- I can use the target language most of the time when teaching about content
- I can teach content (in certain subject matters, such as science and social studies) with a great deal of confidence
- I can strike a balance between the teaching of language and content
- I can use Internet resources to find supplementary, content-rich materials
- I can use content-based instruction with any proficiency level
- I can design a thematic unit of instruction which integrates language and content
- I can design assessment to account for student learning of language and content

Required Resources (including textbooks):

- Brinton, D., Wesche, M, Snow, M. (2003). *Content-based second language instruction: Michigan classics edition*. Lansing, Michigan: University of Michigan Press
- Caine, Renate, Caine, Geoffrey, McClintic, Carol, Klimek, Karl (2004). *Twelve brain/mind learning principles in action: the fieldbook for making connections, teaching, and the human brain*. Thousand Oaks, California: Corwin Press.
- Stryker, S., Leaver, B. (1997). *Content-based instruction in foreign language education: models and methods*. Washington DC: Georgetown University Press.

Differentiation of Instruction:

(What accommodation will be made for veteran and novice teachers? Or, for native and non-native speakers who also need more linguistic support?)

- Teachers will work on different projects (design content-based units of instruction according to the content they feel confident teaching – science, social studies, religion, math, etc.).
- Heterogeneous groups will be formed when designing lesson plans and when teaching at the language village so that teachers can learn from each other
- Supplementary reading material will be provided according to teachers' needs

Instructional Strategies:

(How do you plan to implement the training of teachers in order for them to answer the EQs and reach the EU? Simply put, what is the teaching plan?)

- Using Arabic/Chinese and English as needed to explain key concepts
- Daily debriefing (going over main concepts in the reading assignments)
- Discussion groups (helping to provide examples from personal experience)
- Working in pairs to prepare sample-teaching at the language village
- Visiting language villages
- Sharing observations with the rest of the class after visits to the villages
- Sample-teaching at a language village to practice content-based instruction
- Reflection on teaching experience
- Sharing final projects (instructional units)

What do they already know that will help them learn new information?

(The data obtained from STARTALK Teacher Pre-Survey should be of tremendous help here. They will provide the background info or a review of past work that teacher participants bring with them. It may be helpful to ask teacher participants to identify their goals, objectives, and needs.)

- During the first meeting, teachers will be asked to describe their own experience learning a second language and/or teaching a second language. What approach was used to learn/teach the target language (content-driven or language-driven)
- Teachers will be asked about their familiarity with the five goals of the foreign language standards

Links to relevant web sites:

NCLRC – Volume 12 – No. 3 (April 2008)

<http://www.nclrc.org/newsletter.html>

<http://www.carla.umn.edu/cobaltt/modules/principles/decisions.html>

<http://www.carla.umn.edu/cobaltt/CBI.html>

Daily instructional plan

(This could turn into a program syllabus.)