

**LIVEN UP TEACHING**

**ARABIC AND CHINESE**

**THROUGH MULTIPLE INTELLIGENCES**

**2008 SUMMER INSTITUTE**

**GEORGE MASON UNIVERSITY AND FAIRFAX COUNTY PUBLIC SCHOOLS**

**June 23 – July 3, 2008  
Fairfax, Virginia**

# **Liven Up Teaching Arabic and Chinese through the Theory of Multiple Intelligences**

## **2008 GMU/FCPS Summer Institute**

Day 1 – Multiple Intelligences and Early Language Learners: Amanda Seewald

Day 2 - Learner Centered Instruction & MI: Marjorie Hall Haley

Day 3 - Assessment and Curriculum: Meg Malone and Meg Montee

Day 4 - Technology & Lesson Plan Development and Introduction to Black board -  
Yeong-Tsuey, Sherry Steeley, & M Hall Haley

Day 5 - Culture & Standards - Scott McGinnis

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### **DAY 1**

#### **MI and Early Language Learners Monday, June 23, 2008 Amanda Seewald**

This workshop will define, explore, and connect Multiple Intelligences to early language instruction. Each participant will actively engage with peers and students to learn interactive strategies for incorporating MI into all aspects of language instruction. The workshop will focus on creating engaging learning opportunities through MI while adhering to developmentally appropriate practice and meeting language learning standards .

#### **Objectives:**

1. Participants will be engaged in active activity planning.
2. Participants will become familiar and able to use MI Theory as a part of their teaching methods.
3. Participants will understand the specific needs of young language learners.
4. Participants will learn about the concepts of developmentally appropriate practice, interactive and cooperative learning, and content-based instruction.

#### *Approaches and Methods*

- ✿ Presentation and opening discussion by Dr. Marjorie Hall Haley on MI Theory
- ✿ Interactive approach to content area learning in target language
- ✿ Teachers will partake in hands on activities that they can take with them to build their classroom materials

### *Curriculum and Lesson Design*

- ✿ Defining developmentally appropriate practice for early learners
- ✿ The necessary tools for working with young learners (music, rhythm, rhyme, movement)
- ✿ Encouraging positive and ongoing parental involvement

### *Instructional Planning and Strategies*

- ✿ Using an MI planning grid to facilitate a broadened learning experience
- ✿ Segments of instruction
- ✿ Using Literature and learning crafts too further bolster language development
- ✿ Music development and its value as a tool for teaching young learners

### *Materials Development and Adaptation*

- ✿ Trainees will create their own lessons or activities based on standards from their curriculum
- ✿ Groups will report out and demonstrate the created lessons
- ✿ All created activities will be made available after conference

### *Assessment*

- ✿ Trainees will participate in a self-assessment survey and reflection
- ✿ Trainees will create an activity and an assessment for early language learners that incorporate MI theory

### *Reflective Practice and Leadership*

- ✿ Teacher reflection on MI and their own learning experiences
- ✿ Peer discussion on advocacy for the value of language learning within your school.

### **Expected Outcomes:**

1. Participants will be able to use MI to plan and develop lessons and activities.
2. Participants will have the tools to develop skill appropriate engaging learning opportunities for young language learners.

3. Participants will be able to look at their own teaching methods and recognize where they can adjust to meet the needs of diverse learners.
4. Participants will be able to integrate music, movement, and children's literature into their language learning classrooms.

## **DAY 2**

### **Learner Centered Instruction and Multiple Intelligences**

**Tuesday, June 24, 2008**

**Marjorie Hall Haley - GMU**

Participants will develop a comprehensive understanding of issues related to learner centered instruction and the theory of Multiple Intelligences. Focus will be placed on identifying learner differences; accommodating multimodal and multi-sensory approaches to language learning; and examining teaching and learning as a dialogic approach. Participants will explore implications of working with students with varying proficiency/linguistic levels examine ways to meet the needs of heritage language learners; and design approaches to successfully work with students from different academic backgrounds.

#### **Objectives:**

1. Participants will investigate pedagogical implications for working in a learner-centered classroom.
2. Participants will engage in activities that enable a close examination of matching curriculum to learner preferences and performance.
3. Participants will develop instructional strategies and assessment practices that work effectively with a wide variety of diverse learners.
4. Participants will develop a plan for teaching in a learner-centered classroom underscored by the theory and research.

#### *Approaches and Methods*

- ✿ Overview of day's agenda and objectives
- ✿ Introduce learner preferences: MI and Learning Styles & Strategies
- ✿ Interactive PowerPoint, "Multiple Intelligences and Today's Language Learner"
- ✿ Introspective reflection – *Do I teach the way I learn best?*
- ✿ Examination of pedagogical practices

#### *Curriculum and Lesson Design*

- ✿ Designing learner-centered lessons and assessment practices
- ✿ Situating the teacher's role from "knower" to "facilitator"
- ✿ Using lesson plan templates to measure instruction
- ✿ Matching Standards-based instruction with MI

#### *Instructional Planning and Strategies*

- ✿ Using an MI planning grid
- ✿ Using MI surveys for planning purposes
- ✿ Utilizing reflection as a part of practice

#### *Materials Development and Adaptation*

- ✿ PowerPoint
- ✿ Think/Pair/Share Activity
- ✿ Reflection guides
- ✿ Planning grids
- ✿ MI surveys

#### *Assessment*

- ✿ Participants engage in a 3-2-1 self assessment survey and reflection
- ✿ Participants create a lesson plan using the MI template that incorporates national Standards

#### *Reflective Practice and Leadership*

- ✿ Participants will share how learner-centered instruction can be reflected in careful planning and assessment
- ✿ Participants will reflect the MI theory and their own language learning experiences
- ✿ Participants engage in a Think/Pair/Share during which they determine a plan for implementing MI theory and learner-centered instruction

#### **Expected Outcomes:**

1. Participants demonstrate an understanding of learner-centered instruction.
2. Participants match curriculum to learner preferences and performance.
3. Participants develop instructional strategies and assessment practices for working with diverse learners.
4. Participants develop a plan for teaching in a learner-centered classroom underscored by theory and research.

## **DAY 3**

### **Using Assessments to Improve Teaching and Learning**

**Wednesday, June 25, 2008**

**Meg Melone and Meg Montee, Center for Applied Linguistics**

#### **MORNING SESSION**

##### **Objectives:**

1. Participants will have the opportunity to learn basic information about language assessment.
2. Participants will learn about speaking and writing rubrics K-12.
3. In small groups, participants will develop assessment tasks.
4. In the afternoon, participants will administer performance assessments to elementary camp participants.
5. Participants will have an opportunity to reflect on the ratings assigned to each rubric domain and discuss the results.

##### *Approaches and Methods:*

- ✿ Introduction and Overview
- ✿ Assessment 101: Teachers will learn the basics about assessments and how assessment can improve student learning.
- ✿ Teachers will analyze writing and speaking rubrics and sample tasks

##### *Curriculum and Lesson Design*

- ✿ Teachers will develop classroom assessments that will measure student learning of lesson objectives
- ✿ Teachers will learn about how informal assessments can measure student learning on a regular basis.

##### *FCPS Elementary Performance Assessments*

- ✿ Teachers will administer performance assessments to students attending the summer immersion camp.
- ✿ Teachers will observe the administration of performance assessments

##### *Reflective Practice and Leadership*

- ✿ Teachers will review and rate student samples.
- ✿ Teachers will have an opportunity to discuss what they learned and observed about performance assessments.

- ✿ Teachers will share how assessments impact student learning.

**Expected outcomes:**

- ✿ Enriched understanding of performance assessments as an integral means of improving student learning of a foreign language.
- ✿ Have the basis for the development of performance assessments focused on giving students feedback on their own performance which leads to improved student outcomes.

## **DAY 4**

### **Technology and Lesson Plan Development**

**Thursday June 26, 2008**

#### **Yeong Tsuey – Fairfax County Public Schools**

This half-day workshop will inform participants of some currently-available tools that can greatly facilitate the teaching-learning experience and enable teachers to create MI-based materials. The focus will be on how to create materials and make them available for the teachers to use in the classroom or for the students to practice on the web.

#### **Objectives:**

1. Participants will become familiar with different software, such as PowerPoint, Smart Notebook, Audacity, Hot Potato, and Movie Maker.
2. Participants will develop their own lesson plan.
3. Participants will be able to use the different software to create teaching materials to enhance different intelligences.
4. Participants will become familiar with Blackboard.

#### *Approaches and Methods*

##### Overview and Selected Demos:

- ✿ Audacity: Audio clips with different effects
- ✿ Smart Notebook: Interactive slides for in-class activities
- ✿ PPT: Interactive slides for in-class use
- ✿ Movie Maker: Photo slideshows
- ✿ Hot Potato: Online exercises

#### *Curriculum and Lesson Design*

##### Participants' Discussion & Design Session

- ✿ Discuss types of activities needed most in teaching
- ✿ Draft a tentative design for a particular activity
- ✿ Briefly present the design

#### *Instructional Activities and Strategies*

##### Step-by-Step Demo

- ✿ Create a PPT slideshow with text, images and sound or video.
- ✿ Record a mini-conversation with one voice, then change to different voices, add background music, and save the clip as MP3 file.
- ✿ Convert PPT file into Smart Notebook interactive file.
- ✿ Create a Hot Potato file.
- ✿ Posting on the Blackboard.

#### *Assessment*

- ✿ Trainees will participate in a self-assessment survey and reflection
- ✿ Trainees will engage in the use of online technologies to create a reading/writing MI-based activity

*Reflective Practice and Leadership*

- ✿ Participants demonstrate basic technology skills through Blackboard-based dialogic practices

**Expected outcomes:**

- ✿ Participants will gain knowledge on using technology to create MI-based materials.
- ✿ Participants will be able to use different software to develop different activities based on different objectives.
- ✿ Participants will be able to create material usable in actual classroom environments.
- ✿ Participants will be able to use the Internet (Blackboard) to communicate.

## **DAY 5**

### **Cultural & Professional Standards Friday, June 27, 2008 Scott McGinnis, Defense Language Institute**

#### **MORNING SESSION**

##### **Objectives:**

1. Develop a deeper understanding of the nature of the Culture C (and by extension, Communities, Comparisons, and Connections) through an introduction of the model of “culture as performance” (Walker & Noda, 2000)
2. Review lesson plan(s) for the Culture C in Blaz text and identify performative cultural element
3. In small language-specific groups, develop the draft outline for a culture-focused lesson plan to be further developed during week 2 of the Institute

##### **Expected outcomes:**

- ✿ Enriched understanding of cultural performance as an integral means of demonstrating language competency/proficiency
- ✿ Have the basis for the development of a lesson plan focused on culture during week 2

##### **Assessment:**

- ✿ Trainees will create an MI-based listening/speaking activity that incorporates planning, assessment, and technology

#### **REFERENCES**

Blaz, Deborah. *Making the FL Standards Come Alive*.

Walker, Galal and Mari Noda. 2000. Remembering the Future: Compiling Knowledge of Another Culture. In Birckbichler, Diane W. and Robert M. Terry (eds.), *Reflecting on the Past to Shape the Future*. Lincolnwood, IL: National Textbook Company, 187-212.

#### **AFTERNOON SESSION**

##### **Objectives:**

1. Reflect on individual professional development during the past four days through an introduction to the *CLASS Professional Standards for K-12 Chinese Language Teachers* (2007), and selections from Wahba et al (2006)
2. In language-specific pairings, draw up a list of what has been accomplished during the past week and what areas are in need of particular attention in both the near and long term

**Expected outcomes:**

- ✿ Development of an individualized “learning plan” for continuing professional development

**REFERENCES**

Lee, Lucy, Lin, Yu-Lan and Chih-Wen Su. 2007. *CLASS Professional Standards For K-12 Chinese Language Teachers*. Columbus, OH: The Ohio State University National East Asian Languages Resource Center.

Wahba, Kassem M. (ed.). 2006. *Handbook for Arabic Language Teaching Professionals in the 21<sup>st</sup> Century*. Mahwah, NJ: Lawrence Erlbaum Associates.



## WEEK # 2 – JUNE 30 – JULY 3, 2008

### **Liven Up Teaching Arabic and Chinese through the Theory of Multiple Intelligences: A Summer Institute at George Mason University, Center for Language and Culture For STARTALK - National Foreign Language Center**

#### **Week Two: Online Professional Development Community Work**

##### **Facilitator:**

Sherry L. Steeley, Ph.D.  
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##### **Overview:**

The Online component of the Summer Institute at GMU will take place June 30-July 3 via the learning platform <http://blackboard.gmu.edu>. Students will log on daily for interactive assignments that build on Week One's learnings to foster collaboration and the development of applied materials for their current or future teaching settings. Discussion topics will focus on participant synthesis and application of topics from week 1, in order to build on learnings and co-construct meaning within their online professional development community. Materials development and instructional design activities will focus on developing a set of materials for use in the classroom.

##### **Goals:**

1. Teachers will integrate the work from the professional development workshops into online learning, exploring and sharing materials while actively engaged in discussion boards and small group collaborations using Blackboard;
2. Teachers will collaboratively work to create multimedia activities packets for teaching Arabic and Chinese based on an array of technology platforms. Networking will allow teachers to share resources across grade levels;
3. Teacher participants will develop activities for use in their Fall 2008 courses;

4. Teachers will utilize a framework for developing learner-centered thematic units for Chinese or Arabic classrooms with systematic language/literacy development.

### **Topics and Activities:**

#### ***Day 1:***

##### **Discussion Topics:**

- ✿ Professional Development Community: What does it mean for us?
- ✿ Learner centered lessons and use of technology
- ✿ Adaptations for Multiple Intelligences

##### **Instructional Design Activities and Materials Development:**

- ✿ Resources for Webquest
- ✿ Selection and design of webquest
- ✿ Peer review and self assessment

#### ***Day 2:***

##### **Discussion Topics:**

- ✿ Differentiation of instructional materials and plans
- ✿ The role of reflection and peer feedback
- ✿ Incorporation of assessment into material and lesson design
- ✿ Standards and learner-centered approaches

##### **Instructional Design Activities and Materials Development:**

- ✿ Development of listening and speaking lesson plans and materials package using web-based resources.
- ✿ Group review of resources and analysis of relevance to standards and instructional objectives.
- ✿ Integration of “backwards design” and multiple intelligences as tools for planning
- ✿ Peer review and self assessment

#### ***Day 3:***

##### **Discussion Topics:**

- ✿ Creativity and standards-based instruction
- ✿ Differentiation, scaffolding, and reading and writing activities
- ✿ Multiple intelligences and reading and writing activities, including standards as a tool of planning

**Activities and Materials Development:**

- ✿ Development of reading and writing lesson plans and materials package using web-based resources.
- ✿ Group review of resources and analysis of relevance to standards and instructional objectives.
- ✿ Peer review and self assessment

**Day 4:****Discussion Topics:**

- ✿ Learner centered instruction and grammar instruction
- ✿ Differentiation, scaffolding, and grammar
- ✿ Multiple intelligences and grammar, including standards as a tool of planning

**Activities and Materials Development:**

- ✿ Development of grammar mini plans and materials using web-based resources.
- ✿ Group review of resources and analysis of relevance to standards and instructional objectives.
- ✿ Peer review and self assessment

**Assessment:**

**\*\*Submission of final package of materials to instructor.**

**\*\*Final feedback.**

**\*\*Evaluations.**