

STARTALK TEACHER PROGRAM: Program Topics and Duration

Expanding Chinese in the New Jersey World Languages Classroom-The Rutgers/NJ School District School Summer Project

Two-week Program July 21-July 28

Category/Foundation Work	Menu of Suggested Topics	Curricular Objectives Teacher candidates can...
Approaches and Methods	<ul style="list-style-type: none"> • History of Language Teaching Approaches • Performance-based, proficiency-based, standards-based communicative approach 	<ul style="list-style-type: none"> • Recognize the spectrum of approaches • Articulate the National Foreign Language Standards and ACTFL guidelines and their role in language learning and teaching <p>[This content is covered in a prerequisite course, Methods of World Language Teaching. It will be reinforced in the two-week program.]</p>
Curriculum and Lesson Design	<ul style="list-style-type: none"> • Lesson plan development • Thematic-based instruction 	<ul style="list-style-type: none"> • Create a lesson plan with clear sequence and focus • Design appropriate thematic units <p>[This content is covered in a prerequisite course, Methods of World Language Teaching. It will be reinforced in the two-week program.]</p>
Instructional Planning and Strategies	<ul style="list-style-type: none"> • Target-language instruction • Comprehensible input • TPRS 	<ul style="list-style-type: none"> • Use the target language for instruction • Use various strategies that help students comprehend input through gestures, visual aids, technology

		<ul style="list-style-type: none"> • Use TPRS
Materials Development and Adaptation	<ul style="list-style-type: none"> • Material development, adaptation and evaluation 	<ul style="list-style-type: none"> • Search and explore new materials • Adapt and transform materials to be age-appropriate and relevant • Find culturally authentic, age-appropriate materials
Assessment	<ul style="list-style-type: none"> • ACTFL Proficiency Guidelines and K-12 Performance Guidelines • Backwards Curriculum Design • Formative and Summative Assessment 	<ul style="list-style-type: none"> • Use ACTFL proficiency guidelines and K-12 Performance guidelines in designing a performance-based assessment • Design a thematic unit with integrated performance-based assessments • Explain and give examples of the differences between formative and summative assessments
Structure of the target language/ pedagogical grammar	<ul style="list-style-type: none"> • Relationship between Form and Function • Sequencing Language Experiences 	<ul style="list-style-type: none"> • Understand that grammar should not be taught in isolation • Develop appropriate teaching activities to present target linguistic features in context
Second Language Acquisition	<p>First Language Acquisition</p> <p>Individual characteristics</p>	<p>Understand how language acquisition occurs in natural, meaningful contexts</p> <p>See the value of creating and providing learning tasks that have students use language in meaningful ways</p>

		Recognize that individual differences (in motivation, heritage versus non-heritage learner, age, etc...) influence language learner and that instruction must be adapted to best serve individual learners' needs
US Educational Systems and Classroom Mgmt	<ul style="list-style-type: none"> • WL Program Options in NJ • NJ and District-wide Laws and Regulations • Classroom Management Strategies 	<ul style="list-style-type: none"> • Understand the types of WL programs in NJ • List laws and regulations that teachers must abide and understand where to find more information for specific districts or questions • Use positive strategies to manage my classroom • Use target language to address minor classroom disturbances • Provide a comfortable and friendly learning environment
Technology	Computer-based teaching strategies	<ul style="list-style-type: none"> • Use a computer properly • Burn CD's and DVD's • Search for appropriate supplementary material on the internet • Recognize the importance of <ul style="list-style-type: none"> ○ Online research, scanning of Chinese language newspapers and television reports ○ Photo Story presentations ○ Email exchanges ○ Podcasts

		<ul style="list-style-type: none"> ○ Creating a webpage
Reflective Practice and Leadership	<ul style="list-style-type: none"> • Teaching Journal • On-going Professional Development • Professional Organizations (ACTFL; FLENJ; CLASS) 	<ul style="list-style-type: none"> • Keep a teaching journal • Recognize the value of self-reflection and making time to reflect upon my teaching • Create a long-term professional development plan • Name professional organizations in my field
Pathway to Certification	<ul style="list-style-type: none"> • State Requirements • Certification Process 	<ul style="list-style-type: none"> • Understand the state requirements • Know Rutgers resources to assist in the certification process