Welcome to the STARTALK Awardee Meeting

Holiday Inn Rosslyn at Key Bridge
Rosslyn, VA
October 18 and 19, 2007
Purposes of the Meeting

- Celebrate STARTALK Summer 2007
- Reflect on Program Achievements and Share Experiences
- Identify Factors that Contribute to Program Success
- Incorporate Success Factors into STARTALK 2008 Planning
STARTALK 2007 Accomplishments

Images:
- STARTALK Video
- BYU Chinese Students
- Howard Community College
- Photos
## Program Enrollments

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Projected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td></td>
<td>240</td>
<td>193</td>
</tr>
<tr>
<td>Chinese</td>
<td></td>
<td>944</td>
<td>681</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
<td><strong>1184</strong></td>
<td><strong>874</strong></td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td></td>
<td>240</td>
<td>156</td>
</tr>
<tr>
<td>Chinese</td>
<td></td>
<td>427</td>
<td>292</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
<td><strong>667</strong></td>
<td><strong>448</strong></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>800</strong></td>
<td><strong>1851</strong></td>
<td><strong>1322</strong></td>
</tr>
</tbody>
</table>
2007 Data: Profile of Students and Teacher Trainees

- Who participated
- Why they participated
- What they thought of the program
- What they learned
### Students: Who?

<table>
<thead>
<tr>
<th></th>
<th>Arabic</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Caucasian</td>
<td>53%</td>
<td>58%</td>
</tr>
<tr>
<td>Female</td>
<td>66%</td>
<td>56%</td>
</tr>
<tr>
<td>No prior Arabic/Chinese</td>
<td>55%</td>
<td>49%</td>
</tr>
</tbody>
</table>
# Students: Grade Levels

<table>
<thead>
<tr>
<th></th>
<th>Arabic</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>28%</td>
<td>30%</td>
</tr>
<tr>
<td>Junior</td>
<td>23%</td>
<td>36%</td>
</tr>
<tr>
<td>Senior</td>
<td>33%</td>
<td>26%</td>
</tr>
<tr>
<td>College Freshman</td>
<td>16%</td>
<td>8%</td>
</tr>
</tbody>
</table>
Students: Why Study Arabic/Chinese?

Over 90% reported:

- Get a better job
- Enjoy learning languages
- Get along better with people who are different
- To learn about other people and places
### Students: Program Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Arabic</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good teachers</td>
<td>93%</td>
<td>94%</td>
</tr>
<tr>
<td>Good experience</td>
<td>93%</td>
<td>98%</td>
</tr>
<tr>
<td>Helpful field trips</td>
<td>70%</td>
<td>76%</td>
</tr>
<tr>
<td>Available technology</td>
<td>97%</td>
<td>91%</td>
</tr>
</tbody>
</table>
Students: What Did They Learn?

- STAMP Tests in Chinese
- OPI
Students: Chinese STAMP Results

Summary Chart N=260

Level | Percentage
---|---
1 | 70%
2 | 60%
3 | 50%
4 | 40%
5 | 30%
6 | 20%

Reading: Level 1 and 2 have the highest percentage, with Level 1 being 70%.

Speaking: Level 1 also has the highest speaking percentage, with Level 2 being 60%.

Percentage: The chart shows the distribution of reading and speaking levels from 0% to 70%.
Teacher Participants: Who?

<table>
<thead>
<tr>
<th></th>
<th>Arabic</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Speakers of Target Language</td>
<td>97%</td>
<td>96%</td>
</tr>
<tr>
<td>Female</td>
<td>81%</td>
<td>83%</td>
</tr>
<tr>
<td>40 or Older</td>
<td>67%</td>
<td>46%</td>
</tr>
</tbody>
</table>
Teachers: Educational Background

Arabic

- Doctorate: 0%
- Master's: 10%
- Some graduate: 20%
- Bachelor's: 30%
- Associate: 40%
- Some college: 0%
- High school: 0%
Teachers: Educational Background

Chinese

- Doctorate: 0%
- Master's: 10%
- Some graduate: 20%
- Bachelor's: 30%
- Associate: 40%
- Some college: 50%
- High school: 60%
## Teachers: Teaching Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>Arabic</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>10+ years</td>
<td>38%</td>
<td>19%</td>
</tr>
<tr>
<td>5 - 9 years</td>
<td>26%</td>
<td>17%</td>
</tr>
<tr>
<td>1 - 4 years</td>
<td>28%</td>
<td>49%</td>
</tr>
<tr>
<td>None</td>
<td>8%</td>
<td>15%</td>
</tr>
</tbody>
</table>
Teachers: Who are they teaching

![Chinese Language Teaching Distribution Chart]

- Postgraduate: 0%
- 4-year undergraduate: 0%
- 2-year undergraduate: 5%
- High School (9-12): 10%
- Middle School (6-9): 15%
- Elementary School (K-5): 20%
- Pre-K: 25%
- Adult: 30%
- Heritage School: 35%
Teachers: Certification

<table>
<thead>
<tr>
<th></th>
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<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified</td>
<td>35%</td>
<td>50%</td>
</tr>
<tr>
<td>Plan to become certified</td>
<td>77%</td>
<td>73%</td>
</tr>
</tbody>
</table>
Teachers: What they learned

Over 90% of the teachers feel better prepared to:

- Teach in the target language
- Use technology to reinforce language learning skills
- Present culture as a natural component of language
- Develop assessments that reflect ALL teaching goals
- Design tasks that simulate real-life use of language
### Teachers: Program Evaluation

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Goals of the program were achieved</td>
<td>86%</td>
<td>95%</td>
</tr>
<tr>
<td>Instructors were knowledgeable</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>Materials were aligned to the curriculum</td>
<td>94%</td>
<td>97%</td>
</tr>
</tbody>
</table>
NFLC Review of 2007

- Increased national capacity
- Every program demonstrated success
  - Every program enrolled sufficient numbers
  - Participants reflected positively on their program
  - Students are committed to continuing studying
- Impressions from site visits
- Lessons learned from Summer 2007
STARTALK 2007 Accomplishments

ODNI Reflections
STARTALK 2008

ODNI Updates
STARTALK 2008: 
NFLC Recommendations

Program Planning Considerations

- STARTALK-recommended language learning and teaching principles drive program design
- Concurrent and co-located teacher and student programs
- STARTALK support for budgeting and logistical planning
- STARTALK participation in local site planning
- STARTALK workshops for all instructors in student and teacher programs
Program Implementation Considerations

- Instruction consistent with indicators of effective practices
- Opportunities for continued study and mentoring after summer programs
- Proactive administrative and logistical support
Panel Discussion I: Program Planning

What Matters in Teaching and Learning
Panel I: What Matters in Teaching and Learning

1) Designing Curriculum
2) Implementing Curriculum
3) Incorporating Culture
4) Instruction and Delivery
5) Improving Teacher Practices
Designing Curriculum
Basic Curriculum Decisions

- Why?
- What?
- How?
Why?

- Purposes drive curriculum decisions—
  - What’s worth knowing and why?
  - What is the end result?
What should students learn?

- What should students learn and what is evidence that they have learned it?
What should students learn?

- Objectives should be clear, measurable, and attainable
- Examples--
  - State standard: exchange information on familiar topics
  - Curriculum outcome: Explain to a partner personal preferences for leisure time activities
Deciding What to Teach

- National Standards
  - For students
  - For novice teachers; For accomplished teachers

- Additional considerations:
  - LCTLS
  - Student populations
Curriculum Delivery (HOW)

- Methods

- Materials (print/ non-print, technology)

- Learning experiences/tasks/activities

- Syllabus → lesson plans
Evidence of Learning

- Determine in advance
- Use identified forms of evidence to determine course content and sequence
- Develop scoring rubrics and share with students
Informal Data Collection

- Ongoing formative assessment to monitor student progress toward goals
Implementing Curriculum

Shuhan Wang
What is Curriculum?

It is a *Plan of Study* that could be

- Idealized
- Intended
- *Enacted*
- Assessed
- *Achieved*

http://NCTM.org
Be Mindful in Designing and Implementing a Curriculum

- What students should learn and be able to do?
- How is it organized and sequenced?
- How is it taught?
- What and how well students have learned?
National Standards

Reflections & Assessment

State or District Curriculum

Materials (textbooks, articles, online materials, multi-media)

Who are the Students?

Course Syllabi

Units

Lesson Plans
Who are the Teacher Trainees?

- Course Syllabi & Materials (textbooks, articles, online materials, multimedia)
- Essential Knowledge, Skills, Perspectives & Disposition
- State Certification Requirements
- NCATE/ACTFL Teacher Standards
- Reflections & Assessment
Not Everything is Equal:
*Prioritize and Contextualize!*

- WORTH BEING FAMILIAR WITH
- IMPORTANT TO KNOW AND TO DO
- ENDURING UNDERSTANDING
It’s All about Balance:
How Far Can We Push Participants?

- Rigorous yet fun
- A sense of achievement
- Theory and practice
- Input to intake to output
- Learning to application to transfer
Appropriateness

Student Programs: Not-watered down version of college programs:

- Age
- Physiological and cognitive developmental stages
- Linguistic developmental stages
- Individual differences

Teacher Programs:

- Teachers’ background: linguistic, educational and experiences;
- Real and perceived needs
Encouraging and Motivating

It’s an arduous journey, but we can break down the task according to participants’ abilities and interests. Of course, framing is everything!
Textbooks are Not Curriculum

- Selecting and adapting materials for the target participants
- Pick and choose according to the National Content Standards and your selected themes
- Always remember where you are going
A Sample Curriculum Template

Goals
(Standards/
Big Ideas that participants must learn and be able to do/demonstrate)

Learner Profiles
Learning Outcome 1

Unit/Selected Topics
Lesson Plans
Assessment

Learner Profiles
Learning Outcome 2

Unit/Selected Topics
Lesson Plans
Assessment

Learner Profiles
Learning Outcome 3
Summary: Implementing Curriculum

- Always think about the big picture
- Plan as thoroughly as possible
- Prioritized and contextualized
- Set high expectations
- Be flexible and culturally responsive to participants’ needs
Effective Use of Culture in Language Learning
Culture

Definition and Assessment

Mahdi Alosh
USMA
A Definition of Culture

- The system of shared beliefs, values, customs, behaviors, and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning.
Nota Bene

- Broader cultural patterns inclusive of language, technology, institutions, beliefs, and values are transmitted across generations, and continuity is maintained through learning.
Implications

- Beliefs (religion)
- Values (transcend religion, history)
- Technology (use of basic tools, text messaging, chat rooms, etc.)
- Behaviors (how individuals carry themselves)
- Institutions (government, schools, courts, etc.)
- Artifacts (artistic products)
- Transmitting the above from generation to generation through learning (literacy, education)
Points to Ponder

- Which of the cultural traits are amenable for acquisition by the outsider?
- Separation of knowledge and performance
- It is easier to assess knowledge than to assess behavior?
- Are validated quantitative instruments pertinent to the assessment of culture?
- Culture assessment is not only technical.
Proposed Assessment Model: The Portfolio Technique

- Shifts the task to the learner.
- Gets the learner involved in demonstrating his or her evolving cultural awareness.
- May be used in state-side programs as well as during and after study abroad.
- Will have more shelf life as it can permanently be part of their credentials.
- Varies with context.
Content of the Portfolio

- **Journal**: in English for beginners, target language for intermediate and above.
- **Scrapbook**: depicts the experience in the target culture graphically.
- **Interviews**: with ordinary and prominent people if possible, in TL or English.
- **DVD**: free to include whatever they wish, including experiences and impressions. May include relevant clips from documentaries.
- **Skit**: Solo or in collaboration with peers or hosts.
- **Cultural artifacts**: Items most representative of that culture.
Assessment Scheme

- Subjective
  - Each item separately
  - Quality and quantity
  - Degree of integration of language and culture
  - Compatibility with goal of study abroad
Instruction & Delivery
Improving Teacher Practices
Transitioning From the Workshop to the Classroom
Becoming a better teacher...

Making instructional decisions:
  Repertoire
  Choosing wisely
Instructional Decision-making

“...novice teachers make certain classroom choices not because they have thought them through but precisely because they don’t have to...when limited attentional resources must be allocated elsewhere ...the classroom procedures remain unanalyzed by the teacher and often derive from intuitive beliefs about the pedagogical situation at hand.”

Rankin and Becker, 2006, p. 361
Instructional Decision-Making

Study: Pennington and Richards 1997
Studied 5 novice, trained teachers of EFL, all non-native speakers of English

Findings: When confronted by the realities of schools (issues of student motivation, behavior, and administrative issues) all reverted to teaching the way they were taught (grammar-driven/teacher centered) instead of the way they were taught to teach (communicative/student-centered).
Teacher Change

- “... a model of teacher growth based on knowledge transmission (i.e., dispensing facts about teaching, from whatever source) is profoundly inadequate.” Rankin and Becker, p. 366
Beliefs and Practices

- Implicit beliefs
- Espoused theory
Beliefs and Practices

- Beliefs are consistent with practice
- Beliefs are reflected in lesson planning
- Beliefs are reflected in lesson implementation
- Beliefs shape our reflection on what worked
- Beliefs shape what we assess and how (how we know it when we see it)
Teacher Change

- Prior experiences as learners of a new language shape what preservice teachers filter and learn, and ultimately what they do in their classrooms.

- Sources: Rankin & Becker, 2006; Met, 1999; Featherstone & Feiman-Nemser, 1992; McDiarmid, 1992)
Beliefs and Practices: 
experience is the best teacher

- Teachers base a great deal of their practice on their own classroom experiences.

- Mandatory pre-service or continuing education courses taken vs. the power of personal experience.
“We found that when people were given data that were consistent with their preferred theories, regions of the brain known to be involved with learning...showed increased levels of activation...However...data that were inconsistent with their preferred theory [activated] a region of the brain associated with error detection and conflict monitoring...”
“...prior belief in a theory influences the interpretation of data in a highly specific way. Data inconsistent with a theory are treated as errors...[When people]...are presented with information that they do not believe, ...they inhibit the information...”

Petitto & Dunbar 2004
Changing beliefs: What *DOES* work?

- Frequent, consistent sustained exposure to key concepts and skills
- Deconstructing lesson plans
- Reflection on lesson implementation
- Collegial conversations
- Coaching
Panel Discussion II: Program Planning

What Matters in Designing and Implementing Summer Programs?

Meg Malone, Shuhan Wang, Betsy Hart, Jerry Lampe
Issues

1. Connecting Assessment with Objectives and Instruction
2. Planning and Designing Programs
3. Logistical Issues in Programming
4. Staffing and Resources
5. Outreach and Dissemination
Connecting Assessment with Objectives and Instruction

Meg Malone: Data-driven decisions

- Testing
- Evaluation
- Feedback
Data-driven decisions

- Program-specific
- Cross-program
- STARTALK program-wide
Testing purposes

- Program-specific
- Cross-program
- Project-wide

- Achievement
- Proficiency
- Gain (pre/post)
Testing procedures

- Program-specific
  - Collaboration with advisors to develop appropriate tests
  - Linguafolio
  - OPI/MOPI
- Cross-program
  - Shared achievement tests (someday)
  - Nationally recognized tests (e.g. official OPIs/provisional tests by certified testers)
- Test interpretation
Evaluation

- Program-specific
  - Scheduled time to complete
  - Internal evaluation (frequent)
- Cross-program
  - Possible buddy programs/cross training
  - Anonymous sharing of data
- Project-wide
  - Pilot procedures
  - Share best practices
Feedback

- Program-specific
  - Weekly check-ins (in TL)
  - Feedback loop
- Cross-program
  - Possible buddy programs
- Project-wide
  - Site visits
  - Meetings/workshops
  - Consultations
Contextual connections

- Format
- Setting
- Academic credits
Format

- residential
  - social and emotional needs of high school students
- day
- blended student and teacher
- credit bearing—importance; teaching high school students for college credit with a college mentality needs to be reconsidered and reconfigured
Settings

- Conducive for learning
- Institutional support
- Safety
- Convenience
Credits

- Student Programs:
  College or High School units

- Teacher Programs:
  Graduate level credits count toward certification
Planning and Designing Programs

- Pre-planning consultations
- Mentoring network and support
- Possibly: conduct generic and specialized teacher training programs; e.g., Leadership programs; curriculum development, material development, etc.
Logistical Issues in Programming

- Detailed Planning
  - Policies
  - Contracts and forms
  - Articulated expectations
  - Field trips
  - Lunches
  - Culminating activity

- Post-program Activities
  - Reporting and follow up
  - Consider the possibilities
Staffing and Resources

- Program Directors
- Language, Culture, and/or Pedagogy Specialists
- Qualified Teachers and Teacher Trainers
- Counselors
- Tutors
- Others: videographers, etc.
Budgeting

- Realistic Budget
  - Staff
  - Activities
  - Stipends/Tuition payments
  - Travel
- Budget Detail
- Funding Timeline
- Cash Flow
Collaborations

- Programmatic
- Financial
- Consider the options
Outreach and Dissemination

- Recruitment Strategies
- Generating Media Attention
- Dissemination