Introduction to STARTALK
Online Resources

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Albuquerque, NM
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Session Overview

• Purpose of Session
  – Introduce STARTALK Online Resources
  – Q & A
STARTALK 2008 and beyond

Policy

Managing for Quality

Knowledge

Practice

Collaboration Among Experts
Use of Resources

• Recruitment of participants
  Parents, students, and teachers

• Program design and implementation
  – STARTALK programs
  – Non STARTALK WL programs

• Teacher preparation and development
  – STARTALK teacher programs
  – Non-STARTALK Teacher education programs

• Research

• Policy making
Home Page

- Program Info
- Planning Content
- Delivering Instruction
- Teacher Development
- Resources & Outreach
Welcome to STARTALK!

Welcome to the STARTALK website, home to information on teaching and learning Arabic, Chinese, Dari, Hindi, Persian, Portuguese, Russian, Swahili, Turkish, and Urdu. The purpose of this site is to share information on implementing programs as well as to share resources on curriculum design, instructional materials, assessment tools, and useful links.

News & Announcements

STARTALK 2011 Summer Programs

The searchable STARTALK 2011 Program Listings are now available. Use this list to view all STARTALK 2011 programs. You may also filter the list by state and language, and sort by organization name or start date.

- 2011 Student Programs
- 2011 Teacher Programs

STARTALK Research and Publications Section

The Teachers We Need
Transforming World Language Education in the United States


Download

This white paper serves as a roadmap for government agencies and educators in their efforts to transform world language education and the teacher supply system. It draws on data from a range of resources, including leading professionals and organizations in world languages and certification, the federally-funded STARTALK project, a national survey of states, and international comparison data on...
Archival and Current Programs

• Program Search

• Year: 2009 | 2010 | 2011 Type: student | teacher

Language: Arabic | Chinese | Dari | Hindi | Persian | Portuguese | Russian | Swahili | Turkish | Urdu
State: AK | AL | AR | AZ | CA | CO | CT | DC | DE | FL | GA | HI | IA | ID | IL | IN | KS | KY | LA | MA | MD | ME | MI | MN | MS | MT | NC | NH | NJ | NM | NV | NY | OH | OK | OR | PA | RI | SC | SD | TN | TX | UT | VA | VT | WA | WI | WV | WY
Residential: no | yes
448 programs found.

• Sort by: name | date
STARTALK Resources

Planning Program Content

Curriculum Planning (Student & Teacher Programs)

- Online Curriculum Development Guide
- Standards for Foreign Language Learning in the 21st Century
- Glossary of Terms

Unit Planning (Student Programs)

- Unit Planning Template

Lesson Planning (Student Programs)

- Lesson Planning Guide
- Principles and Characteristics of Effective Language Learning
STARTALK Online Curriculum Development Guides & Templates

The online curriculum development guides provide enhanced explanations for each section of the student and teacher curriculum templates. These guides may be useful to program directors and instructors as they develop their standards-based, thematically designed curriculum. Those involved with teacher programs may find elements of the student guide useful as they work with teacher trainees on elements of effective teaching.

In addition to the written information found in the Student Guide, some slides feature a narration that emphasizes the key points of an individual slide. Other slides suggest ACTFL/Annenberg video clips that provide an opportunity to see strategies in action. The ACTFL/Annenberg clips are used in order to have a visual component that provides subtitles in English.

- Planning Resources for Student Programs
- Planning Resources for Teacher Programs

Online Curriculum Guide for Student Programs

Each section of the student guide corresponds to particular sections of the Student Curriculum Template. The student guide is divided into three sections: thematic planning, assessment, and instructional strategies.

Thematic Planning

The section on thematic planning provides guidance on how to select a theme and appropriate subthemes. Information is then shared on the national standards and each of the Five C's is briefly explained. Examples are then provided showing the relationship between standards and expected outcomes and the connections between expected outcomes and specific knowledge and skills. The section concludes with reflection questions on the standards-based, thematic planning process.

Assessment

This section looks at assessment in each of the three communicative modes and suggests several tasks that provide meaningful evidence of learning. There is also a short quiz that allows viewers to check their understanding of the modes of communication. Integrated Performance Assessment is explained and an example is provided. The section ends with reflection questions asking viewers to consider the connections between their proposed assessments and their unit goals.
Introduction to the STARTALK Student Program Template

This PDF resource is designed to be viewed using Adobe Acrobat Reader. Viewing this in a Web browser or other software that can open PDF files may not fully utilize all of the features of this presentation.
STARTALK Requirements
Thematic Planning
Assessment
Instructional Strategies
Introduction to the STARTALK Student Program Template

This PDF resource is designed to be viewed using Adobe Acrobat Reader. Viewing this in a Web browser or other software that can open PDF files may not fully utilize all of the features of this presentation. If you are not currently using the latest version of Adobe Reader, click here to download it for free from Adobe. If you are reading this in Adobe Reader, click NEXT to begin the presentation.
# UNIT TEMPLATE

**Description**

<table>
<thead>
<tr>
<th>Program Theme</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Title/Subtheme</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
</tr>
<tr>
<td>Time Frame</td>
<td></td>
</tr>
<tr>
<td>Unit Objectives</td>
<td>Students Can...</td>
</tr>
</tbody>
</table>
STARTALK Lesson Planning Guide and Templates for Student Programs

Several of our Program Directors have developed lesson plan templates to implement their programs and engage their instructors more fully in the planning process. Others have expressed a desire for such tools to bridge the curriculum plan to their daily lesson planning. In response to this need, STARTALK Central has developed the following lesson planning materials to assist the lesson planning process. We provide two lesson plan templates for your review; you may choose either to use in your program. Use of these templates is not required; feel free to use your own.

A lesson is a building block of a unit that has clearly defined objectives to be achieved within a specified time frame. A lesson makes content accessible and should be designed and implemented in ways that are appropriate for students and reflect principles of second language acquisition.

Lesson Planning

Lesson planning helps ensure that classroom instruction aligns with curriculum goals and objectives and therefore enables students to demonstrate their successful learning on unit or curricular assessments.

The following template was developed last year for programs who wished to use a template for their lesson planning.

- Lesson Planning Template (Option 1)

Additionally, the following guide, template and checklist have been developed to work together to aid teachers in the development of their daily lessons.

- Lesson Planning Guide: From Paper to Practice
- Lesson Planning Template (Option 2)
- Lesson Planning Checklist

Additional Materials for Lesson Planning

STARTALK has also developed a list of endorsed Principles and Characteristics of Effective Language Learning which should also be incorporated in lesson planning.
Tools for Lesson Planning

- Lesson Planning Template (Option 1)
- Lesson Planning Guide: From Paper to Practice
- Lesson Planning Template (Option 2)
- Lesson Planning Checklist
Additional Materials for Lesson Planning

- **STARTALK Principles & Characteristics of Effective Language Learning**

- Sample materials, including lesson plans, developed by previous STARTALK programs:
  - 2010 Sample Materials including Lesson Plans
  - 2009 Sample Materials including Lesson Plans
STARTALK Resources

Delivering Instruction

LinguaFolio

- LinguaFolio Online
  If your participants are having trouble accessing LinguaFolio, please contact linguafolio@uoregon.edu or call 541-346-4350.
- LinguaFolio Tutorials
- NCSSL LinguaFolio Training Modules

Checklists for Instructional Quality

- Elementary School Programs
- Middle School and High School Programs

Additional Resources

- Language-Specific Materials
- Instructional Design Materials
- Field Trip Guide
Delivering Instruction (1)

• *LinguaFolio*

• **LinguaFolio Online** If your participants are having trouble accessing LinguaFolio, please contact lfolio@uoregon.edu or call 541-346-4350.

• **LinguaFolio Tutorials**

• **NCSSFL LinguaFolio Training Modules**
Delivering Instruction (2)

- Checklists for Instructional Quality
- Elementary School Programs
- Middle School and High School Programs
Delivering Instruction (3)

• Additional Resources
• Language-Specific Materials
• Instructional Design Materials
• Field Trip Guide
STARTALK Resource Lists of Language Specific Materials

- Language specific and pedagogical articles
- Text and reference books
- Cultural and language-learning websites
- Authentic materials and media
- Professional organizations
- Community and heritage organizations
- These resource lists are available as PDFs for viewing and downloading:
  - Student Programs Resource List
  - Teacher Programs Resource List
**Example (1)**

- **Sample Curricula**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Curricula</th>
<th>Syllabus</th>
<th>Unit</th>
<th>Lesson Plan</th>
</tr>
</thead>
</table>
| Grades K to 5 | 1. CAIS Institute Student Student Springfield MA  
2. West Virginia Student Yinhua Academy Student Math L |          |      | 1. West Virginia All About Me 7  
2. West Virginia All About Me 8  
3. West Virginia All About Meg |

<table>
<thead>
<tr>
<th>Grades 6 to 8</th>
<th>Curricula</th>
<th></th>
<th></th>
<th>Lesson Plan</th>
</tr>
</thead>
</table>
|               | 1. Bryant University Student Advanced Oklahoma University Student  
2. Student Princeton Student Intermediate Level Rutgers Princeton Continuing Level  
3. U Mass Boston Advanced  
4. U Mass Boston Novice Low |          |      | 1. Texas Lesson1.1 Plans  
2. Texas Lesson1.2 Plans  
3. Texas Lesson1.3 Plans  
4. Texas Lesson1.4 Plans  
5. Texas Lesson1.5 Plans |
|               | 6. Texas Lesson2.1 Plans  
7. Texas Lesson2.2 Plans  
8. Texas Lesson2.3 Plans |          |      |                     |
Example (2)

• Resource List

China the Beautiful [http://www.chinapage.com/china.html](http://www.chinapage.com/china.html) (Classical Chinese art, calligraphy, poetry, history, literature, painting, and philosophy)


Heilbrunn Timeline of Art History. [http://www.metmuseum.org/toah/hd/chin/hd_chin.htm](http://www.metmuseum.org/toah/hd/chin/hd_chin.htm). (Chinese painting)
[http://www.metmuseum.org/toah/hd/clos/hd_clos.htm](http://www.metmuseum.org/toah/hd/clos/hd_clos.htm). (Chinese cloisonne)
STARTALK Resources

Teacher Development

Classroom Video Collection
- Classroom Video Collection

Multimedia Teacher Workshops
- Multimedia Teacher Workshops
- Workshop Catalog
Teacher Development Materials Collection

1. Teacher Training Videos
2. Multimedia Teacher Workshops
3. Collection of Curriculum Plans and Resources
4. Online Curriculum Guide
Teacher Training Videos

- Real-life examples of teachers
- STARTALK-endorsed effective practices in Arabic, Chinese, Hindi, Persian, Swahili, Turkish and Urdu
- These videos can be used alone or incorporated into more extensive teacher education materials.
The STARTALK Classroom Video Collection was launched in January 2010.
STARTALK Classroom Video Collection: Chinese
OneWorld Now!

Unit Theme: Relationships

Unit Subtheme: Interacting in Shops and at Markets

Lesson Goals:

At the end of this lesson, students will be able to

• describe clothing by commenting on size and colors,
• recognize and describe traditional Chinese clothing,
• buy and sell clothing, and
• negotiate price when shopping in Chinese.

Part 1

As the lesson begins, Sun introduces new clothing vocabulary, models accurate use of measure words, and checks for comprehension.

Questions to consider

• What different strategies does Sun use to introduce new vocabulary? How might the variety of strategies impact student engagement?
• How are measure words incorporated in a natural context throughout this lesson?
• How does the instructor check for understanding immediately after introducing new vocabulary?
• How does the instructor begin to move students from the word level to the sentence level as she introduces the new vocabulary?
Multimedia Teacher Workshops

• Twelve online teacher development workshops

• Onsite professional development & multimedia or online teacher training materials
The STARTALK Multimedia Teacher Workshop Collection
### Catalog for the STARTALK Multimedia Teacher Workshop Collection

**Introduction:** This menu is intended to help STARTALK Program Directors identify the workshops that are most relevant to the professional development needs of their instructors. The menu catalogs the workshops according to the key STARTALK themes that they address, while also providing additional key information to aid in identifying relevant workshops. All the workshops are rich in content and contain many important resources for STARTALK programs.

**Directions:** STARTALK themes appear in the left-hand column in alphabetical order. Identify the theme on which you wish to focus and then read the columns across the top to identify the name of the workshop, whether it is relevant to your program, highlights of the workshop and how long it will take to complete. Additional information about each workshop is provided in the user guide (visit the link below each workshop title).

[Back to the Multimedia Teacher Workshops Collection](http://startalk.umd.edu/programs/search)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Workshop</th>
<th>Is this workshop right for me?</th>
<th>Highlights</th>
<th>Estimated time to complete</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Assessment for Language Instructors:</strong> The Basics</td>
<td>This workshop is for all STARTALK educators of any language.</td>
<td>Quizzes and activities</td>
<td>2–3 hours</td>
</tr>
<tr>
<td></td>
<td><strong>User Guide</strong></td>
<td></td>
<td>Realistic scenarios</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Planning for Performance with Backward Design</strong></td>
<td>This workshop is for STARTALK teachers and teacher trainers of any language.</td>
<td>Online curriculum guide</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>User Guide</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Assessment</strong></td>
<td>This workshop is for all STARTALK educators of any language.</td>
<td>Actual footage of Chinese immersion classrooms and teacher planning</td>
<td>4–5 hours, depending on activities completed</td>
</tr>
<tr>
<td></td>
<td><strong>Chinese Immersion: Lesson Planning in the Content-based</strong></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
STARTALK Resources

Program Director Administrative Resources

- Program Director Guide
- Participant Survey Consent Forms
A serious domestic and international World Language Education Gap in the United States
Building the Foreign Language Capacity We Need: Toward a Comprehensive Strategy for a National Language Framework

Frederick H. Jackson, National Foreign Language Center, University of Maryland
Margaret E. Malone, Center for Applied Linguistics

Purpose of this Paper

There is a critical national requirement for skilled speakers of languages other than English. The need is not new. It has been recognized and documented for more than fifty years in reports of high-level commissions, published analytical studies, and testimony by government and private figures before both houses of Congress, reports in national and local news media, and in a major presidential initiative. As a result of 21st century economic globalization and international terrorism, it has never been more urgent to develop American citizens who fully understand and can communicate effectively with people of other cultures. Although several steps are being taken to begin to address this need, they are isolated and inadequate, underscoring the necessity of a comprehensive national framework.
Comments/Questions
Thank you

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http://www.startalk.umd.edu