LinguaFolio Jr. for STARTALK Programs

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Debbie Robinson, NCSSFL

Saturday, May 5\textsuperscript{th}
9:00-10:00 AM, Ravinia Rm.
Elements of LinguaFolio®

- Passport: Self-assessment checklists and formal assessments;
- Biography: Language background, learning strategies, and intercultural activities;
- Dossier: Work samples over time.
Purposes of LinguaFolio®

- Obtain information about students' previous experiences with languages and cultures;
- Empower learners to set goals and monitor their progress, with teacher assistance when necessary;
- Assess and document performance in a variety of ways;
- Promote reflective learning;
- Emphasize communicative proficiency;
- Encourage multicultural understanding;
- Develop language programs based on students' strengths and needs;
- Facilitate articulation among language programs based on a clear and commonly accepted description of language proficiency.
Think-Pair-Share

What challenges do you foresee in using LinguaFolio® with K-5 learners?
Did you say ...?

• Some learners still cannot read and write;
• The biography and learning strategies prompts are beyond what younger children can do;
• Younger learners cannot set and reflect on goals or their performance;
• It is difficult to imagine children being able to reflect on their interculturality when they are still building their C1 concept;
• This is just one more thing I have to do in addition to my planned curriculum!
Meeting Your Needs

Parent Guide

Purposes: Sensitization to biography elements; beginning language and interculturalty awareness.

When it should be used: Before, during, and after STARTALK.
Before the STARTALK Program
Building Awareness around Language and Culture

• Talk with your child about people you already know who speak other languages (your own family; neighbors; people in your community; other children at school; characters on TV, in books, or in the movies).

• Identify cars, books, foods, and animals in your own community that reflect various cultures.
Before the Program
Setting the Stage for Reflection on Language Learning and Intercultural Competence
Sample Prompts

• What would you like to be able to tell someone in XXX in their own language?

• What do you think children in XX like to do during the summer?

• I bet they like some of the same treats as you. What are some of your favorites? Are you ready to explore some new foods?

• I wonder if they play the same sports or video games. What do you think?
During the STARTALK Program
Supporting Reflection on Language and Culture Learning

• What does the language sound like to you? (It’s okay to let your child imitate based on intonation and common sounds, not actual words at first.)

• Can you show me how to say “hello” or “good-bye”? (Be sure to ask children to include any culturally appropriate gestures that go along with the words.)

• Did you notice anything about the way the language is written?

• What sorts of foods are you eating at the program? Do you think we could find some of them in the market?
During and After the STARTALK Program
Extending and Supporting Language and Culture Learning

• Check out children’s literature in translation from the library. If you are heritage speakers, visit the free reading website: http://en.childrenslibrary.org/.

• Encourage friendships with families of different backgrounds (through local community organizations or e-pal sites).

• Sample foods and age-appropriate arts and media of the culture (e.g., music, exhibits, TV shows, movies), live or virtually.

• Engage in scrapbooking or journaling to track language and cultural encounters.
After the STARTALK Program
Parents as Advocates

• Advocate for a community or school-based program to extend the summer learning experience.

• Learn more through NNELL and CAL.

• Check out resources about the cognitive, academic, and attitudinal benefits of early language learning.
Implementing LinguaFolio Jr. in STARTALK Programs

**Identify Desired Results**
- What are the program goals and student outcomes?

**Determine Acceptable Evidence**
- How will you know that students have met the goals?
- What “performances” will provide such evidence?

**Plan Learning Experiences and Instruction**
- What specific knowledge and skills will students need to achieve these outcomes?
- What activities will help students learn specific knowledge and skills?
Teacher’s Guide

• Create the plan
  – Unit/Lesson/Task
• Create the LF Enhancement
  – Customize goals
  – Evidence?
• LF in the classroom
  – Learning Tools
  – Interculturality
• Sample Unit/Lesson
Welcome to your summer STARTALK program!
During your program, you will learn a lot about language and culture.
You will use this Star Journal to keep track of your language learning.
Your Star Journal has 3 sections:
- Biography
- Passport
- Dossier

- Your Biography describes your language background and shows what you know and can do in languages. It also tells about your experiences with other cultures, and helps you understand how you learn languages and set goals for future learning.

- Your Passport is a short, important document that shows people what you can know and can do in other languages.

- Your Dossier is where you put samples of your work to show others what you can do in languages. These samples can include writing, drawings, pictures, recordings of your speaking, and other things.
Biography

Languages I Know:

<table>
<thead>
<tr>
<th>Language</th>
<th>I have spoken this language for: (how long?)</th>
<th>I learned this language at: (school, home, camp)</th>
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I have family members who came from these countries and use these languages:

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<th>Country</th>
<th>Language</th>
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I have met people who speak these languages:

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<th>Person</th>
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I have friends who speak these language:

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I have visited these countries where these languages are spoken:

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<th>Country</th>
<th>Languages</th>
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Learning Strategies

What helps me understand when I READ words in another language?

What helps me understand when I HEAR words in another language?

What activities help me PRONOUNCE words like my teacher says?

What helps me COMMUNICATE my ideas to people when I speak?

What helps me communicate my ideas when I WRITE?

What GOALS do I have for learning a language?
Passport & Dossier

Passport

Name: 
Team: 
School: 
Grade: 
City: 
Age: 
Languages I have studied: 
Number of years studied: 

Language: | Date: | Type of Experience: |
---|---|---|

Dossier

The language dossier includes some of your best work and shows what you know and can do with language. You can include written work, like drawings, posters or brochures you create. You can also include recordings of yourself speaking the language. Write a short description about each piece of work you choose below.

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http://lfonetwork.uoregon.edu

LinguaFolio Jr.

We are pleased to present LinguaFolio Junior for STARTALK programs. LinguaFolio Jr. can help younger learners start reflecting on their language learning progress and become more independent learners. We have developed a series of tools that can be utilized for STARTALK programs. Since every program is so unique, we have developed templates so programs can customize their program goals.

Parent Connection

The purpose of the parent guide is to help parents interact with their children in a way that motivates and supports student learning. Even if parents cannot speak the target language, we believe that reinforcing the message that learning a language and culture opens doors and helps you connect with other people will stick better if it is reinforced at home.
For pilot questions, contact:

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