Promoting Communicative Competence via Effective Target Language Use

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Purpose of this Session

❖ Introduce lessons learned from the STARTALK project
❖ Share STARTALK principles
❖ Provide examples of STARTALK principles in the classroom
   ❖ Reflection on video footage examples
   ❖ Activity on checking for comprehension
❖ Share STARTALK resources on target language use
STARTALK 2007 - 2014
What is STARTALK?

- Summer language learning for more students
  - Early start: K-16
  - Across the U.S. (programs in almost every state)
- Professional development for teachers
  - Blend of theory and practice
  - Language-specific and across-language
STARTALK Goals

- Increase the quality and supply of teachers of critical languages throughout the nation
- Stimulate significant increases in the number of students enrolled in the study of critical languages
- Improve the quality and effectiveness of critical language curriculum and teaching approaches
STARTALK Languages

2007: Arabic & Chinese
2008: +Hindi, Persian, & Urdu
2009: +Swahili & Turkish
2010: +Dari & Russian
2011: +Portuguese
2012: all 10
2013: all 10
2014: all 10
2015: +Korean
STARTALK-endorsed Principles

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment
Using the Target Language: the STARTALK Experience

- 2007-2010: Professional development offered on the use of the target language with varying degrees of success
- 2010: Use of target language increases in programs
- 2011: STARTALK identifies need for comprehensible input training
- 2012: STARTALK offers workshops on comprehensible input
- 2014: STARTALK observes 90%+ use of target language in classrooms and comprehensible input
Using Target Language: Data from STARTALK

Students who indicated that they were motivated to continue studying their STARTALK language frequently indicated that:

- They had many opportunities to speak in the target language in class
- The target language was used most of the time in class
Comprehensible Input

- Critical for second language acquisition and development, and literacy development

- Learners should be able to understand the essence of what is being said by instructors

- Effective target language use necessitates providing comprehensible input
Krashen:  
Compelling Comprehensible Input

☆ Compelling input hypothesis:

☆ Making comprehensible input so interesting that learners “forget” it’s in another language

☆ **Flow**: student perception of time altered so they don’t notice it passing. Concerns outside of the classroom fade or disappear

☆ Learning will then happen without conscious effort from students

http://www.sdkrashen.com/content/articles/the_compelling_input_hypothesis.pdf
Introducing New Vocabulary

Courtesy of Montgomery county Public Schools
Introducing New Vocabulary
Reflection!

- How did the teacher make her input comprehensible?
- Is this input compelling?
- In what ways might you have made the input more compelling?
Checking for Comprehension

How do you know whether students have comprehended the “comprehensible input”? 
Checking for Comprehension
Reflection!

- How are questions structured/framed?
- How does the teacher probe for information?
- Might there be a cultural aspect to using positive reinforcement?
Checking for Comprehension
Checking for Comprehension
Your Turn!

- What would you have done differently to check for comprehension?
- How might you plan for checking for comprehension?
Identify & Rewrite These Target Language Words
مرحبًا
你好
STARTALK Resources

🌟 Comprehensible Input:
https://startalk.umd.edu/teacher-development/additional-resources

🌟 Checking for Comprehension:
https://startalk.umd.edu/teacher-development/comprehension
Teacher Professional Development

STARTALK Resources

- Planning Program Content
- Delivering Instruction
- Teacher Development
  - STARTALK Sample Materials
- Program Director Administrative Resources
- Consultant Resources

Teacher Development

Classroom Video Collection
- Classroom Video Collection

Multimedia Teacher Workshops
- Multimedia Teacher Workshops
- Workshop Catalog

Additional Teacher Development Resources
- Making Meaning in the Immersion Classroom
- STELLA Modules
- Checking for Comprehension Multimedia Presentation
- Developing and Assessing Learners' Competency in Interpersonal Communication
Welcome to the STARTALK Classroom Video Collection. This video collection was compiled to provide real-life examples of teachers working to incorporate STARTALK-endorsed effective practices in Arabic, Chinese, Hindi, Persian, Swahili, Turkish and Urdu classroom settings. In these videos, you will find teachers interacting and engaging with students and encouraging them to engage one another. You will see the teachers utilize role playing to make students the center of the learning experience; make use of songs, videos, and other authentic materials in the target language; and, through the use of culturally rich activities such as meals, fully integrate the target language and culture into the classroom.

This collection is intended for current and future world language teachers in pre-K–16 programs, including those at heritage- and community-based schools. These videos can be used alone or incorporated into more extensive teacher education materials. Whether you are teaching now, preparing to become a world language teacher, or training and mentoring teachers, we feel certain that you will find these videos beneficial to your continued development as a language educator.

Each video below can be viewed online or downloaded to your own computer or mobile device. Download a copy of the viewing guide associated with each video for detailed information about each lesson.

**System Requirements to View Videos** | **Back to the Language Teacher Development Materials page**
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### Thomas A. Edison Career and Technical Education High School
**Hindi**
**Intermediate Low**
Charnjit Kaur and Suvra Bhaduri use visuals to contextualize new vocabulary and use the story of Gandhi as a way to integrate content and culture.

- View Online
- Download Video
- Download Guide

### Kent State University
**Arabic**
**Novice**
Fetna Mikati shows her students an authentic interview between two native speakers, demonstrating both culturally appropriate greetings in context and how an interview is conducted in Arabic.

- View Online
- Download Video
- Download Guide

### Kent State University
**Hindi**
**Novice**
Uma Krishnan integrates language, culture, and content as she uses multimedia to explore the Nehru dynasty and the concept of multigenerational families with her students.

- View Online
- Download Video
- Download Guide

### National Council of Less Commonly Taught Languages (NCOLCTL)
**Sukhiali**
**Novice**
Zablon Mgonja illustrates how consistent use of the target language creates an immersion experience for his students.

- View Online
- Download Video
- Download Guide

### OneWorld Now!
**Arabic**
**Novice Low**
Abdessamad Meskini uses role play to demonstrate new vocabulary in a realistic context, and he integrates language and culture by introducing a well-known movie often found hanging in Arabic.

- View Online
- Download Video
- Download Guide

### OneWorld Now!
**Chinese**
**Novice**
Sun Burford introduces clothing and currency vocabulary and prepares her students for a shopping experience in Beijing.

- View Online
- Download Video
- Download Guide
Q&A
Discussion
THANK YOU!