

# DFW StarTalk program



## STARTALK *Start Talking!*

### 2008 Funding for Arabic, Chinese, Hindu, Persian, and Urdu Summer Programs



The STARTALK program provides summer language learning opportunities for students to study critical languages and professional development opportunities for teachers of these languages. It is one of the projects of the National Security Language Initiative, a multi-agency effort to expand foreign

language education in under-taught critical languages by funding new and existing programs throughout students' learning careers, kindergarten through university; and to provide incentives and rewards for foreign language learning and use in the work force.

“ There wasn't anything about the program that I didn't like. The teachers were helpful; and they also factored culture into the curriculum... ”

- 2007 STARTALK participant

STARTALK 2008 plans to provide funding for language learners, grades 6-12, and teachers of Arabic, Chinese, Hindu, Persian, and Urdu.

To receive up-to-date information on the 2008 invitation for proposals, please email your contact information to [startalk@nflc.org](mailto:startalk@nflc.org).



To learn more about STARTALK visit <http://startalk.umd.edu>.

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**NATIONAL FOREIGN LANGUAGE CENTER**  
UNIVERSITY OF MARYLAND

Country Policy and Planning Division, State Dept. U.S.

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**PROJECTS**

**LEARN PROJECTS**

START ALL

READ CHINESE

CHINESE FULL FORM

CHINESE SIMPLIFIED

LEARN JAPANESE

LEARN SPANISH

LEARN ARABIC

LEARN HINDI

LEARN RUSSIAN

LEARN VIETNAMESE

LEARN URDU

LEARN PERSIAN

LEARN PORTUGUESE

LEARN ITALIAN

LEARN GERMAN

LEARN FRENCH

LEARN SPANISH

LEARN ARABIC

LEARN HINDI

LEARN RUSSIAN

LEARN VIETNAMESE

LEARN URDU

LEARN PERSIAN

LEARN PORTUGUESE

LEARN ITALIAN

LEARN GERMAN

LEARN FRENCH

**Read Chinese! - 閱讀中文!**

**Full (Traditional) Form**

Download all Chinese full form lessons for use or burning to a CD/DVD.

\*Note: If accessing these lessons with a Mac, all browsers, if accessing the lessons with a PC, use as your browser.

**2007 Academy Awards**

This text is adapted from an extract from PRC re 2007 Academy Awards.

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**Learn to Read Chinese!**

A free state-of-the-art website funded by the U.S. Department of Education and developed by the University of Maryland's National Foreign Language Center is now live online to help teach high school students to read Chinese and to provide essential classroom support for teachers.



## Learn to Read Chinese for Free at New UMD Web Site

Fills Unmet Classroom and Self-Study National Need

Read Chinese! offers new learners practice in basic reading through a series of carefully trained exercises addressing useful and contemporary topics, such as the Academy Awards, how to buy supplies, how to introduce oneself in a social situation and navigating the calendar. The materials are especially geared to high school-age students, but can also be used by adults.

Students need at least an elementary knowledge of Chinese characters. The project is free of charge for classroom and individual use. Lessons are available using either Full

form or Simplified characters, and can be downloaded free of charge to a CD or DVD.

Free lessons fill vital, unmet national need

The National Foreign Language Center at the University of Maryland ([www.nflc.org](http://www.nflc.org)) is developing the materials over three years with a grant from the U.S. Department of Education. The current material represents the first year of curriculum, and new materials are scheduled to be released in December 2007 and June 2008. To access the lessons, visit the URL below and select Full-form or Simplified from the menu on the left.

[http://www.nflc.org/projects/learn\\_projects/read\\_chinese\\_loa/](http://www.nflc.org/projects/learn_projects/read_chinese_loa/)

LESSON FEATURES	TEXT	ACTIVITIES	NOTES	FEEDBACK
	Each lesson is developed from a Chinese text. The lessons contain an audio recording, English translation and Pinyin translation of the text.	Each lesson offers between three to five activities designed to enhance the learner's Chinese reading skills and provide character recognition.	Supplemental notes in the lessons offer grammatical, historical, cultural and other information to provide a well-rounded and interactive experience.	Comprehensive hints and answer feedback are provided with each lesson activity to engage and guide the user through the wide reading practice.

# DFW StarTalk program



## Foreign Language Resources for Teachers

### LangNet

LangNet is a language learning support system with interactive materials designed for those who want to practice and maintain their target language reading and listening skills.

LangNet offers materials in the following languages:

Afan Oromo, Amharic, Arabic (Egyptian, Iraqi, Levantine, Modern Standard, Sudanese), Balochi, Bengali, Chechen, Chinese (Simplified and Traditional), Dari, French, Greek, Gujarati, Haitian Creole, Hausa, Hindi, Italian, Japanese, Kashmiri, Kinyarwanda/Kirundi, Korean, Kurdish, Sorani, Pashto, Persian, Quechua, Russian, Somali, Spanish, Swahili, Tagalog, Thai, Tigrinya, Turkish, Turkmen, Urdu, Uzbek, and West Punjabi

To sample the LangNet materials, please visit [www.langnet.org](http://www.langnet.org), and enter the following username and password for ACTFL conference attendees.

Username: ACTFL07Temporary  
Password: ACTFL\_Temp

To request a long-term username and password for you and your institution, e-mail [langnetsupport@nflc.org](mailto:langnetsupport@nflc.org)

### LangSource

LangSource is an online database of instructional resources for K-12 language teachers, specifically for Arab Culture, Chinese, German, Japanese, Spanish, and Professional Development. The aim of the project is to provide the best language learning and teaching resources in one publicly accessible, searchable database. Users can give feedback on LangSource using its online evaluation.

<http://www.langsource.umd.edu/>

### Read Chinese

General info about the project: [http://www.nflc.org/projects/current\\_projects/used\\_chinese\\_los/](http://www.nflc.org/projects/current_projects/used_chinese_los/)

Collection of Full-form lessons:

[http://www.nflc.org/projects/current\\_projects/used\\_chinese\\_los/full\\_form\\_list.html](http://www.nflc.org/projects/current_projects/used_chinese_los/full_form_list.html)

Collection of Simplified lessons:

[http://www.nflc.org/projects/current\\_projects/used\\_chinese\\_los/simplified\\_list.html](http://www.nflc.org/projects/current_projects/used_chinese_los/simplified_list.html)

### Startalk

You can visit this site to learn more about the STARTALK program and view our ever-expanding list of materials for teacher training and student programs.

<http://startalk.umd.edu>

If you would like to be notified of developments pertaining to the STARTALK 2008 program, please email your contact information and language(s) of interest to [startalk@nflc.org](mailto:startalk@nflc.org).

# DFW StarTalk program

## Student summer program



### Indicators of Effective Instruction Student Programs

#### Curriculum and Materials

##### 1. Meaningful activities

- Instructors ensure that all students contribute to classroom interactions.
- Students carry out real-world tasks in culturally appropriate ways.
- Student to teacher and student to student interactions require meaning and purpose.
- Instructors begin class or activities with an explanation of their purpose and conclude by asking students to summarize or demonstrate their learning.
- Lesson activities are aligned with objectives.
- Content is appropriate and relevant to high school students.
- Activities are appropriate and relevant to high school students.
- Activities are cognitively engaging and demanding.
- Instructors monitor for evidence of comprehension (e.g., responses, eye contact).
- Classroom activity includes extensive opportunity for student to student and student to teacher interactions.
- There is a clear emphasis on the communicative aspects of language use.

##### 2. Culture integration

- Instructors incorporate authentic materials that reflect cultural practices, products, and perspectives.
- Instructors incorporate tasks that reflect cultural practices, products, and perspectives.
- Learning activities help students develop skills in cultural observation and analysis.
- Language and cultural content and instruction are integrated, not treated as separate subjects.

##### 3. Materials

- Materials are current, appropriate, and relevant to high school students.
- Materials are aligned to objectives and content of proposal.
- Students and teachers are not text-bound during instructional time so that the text is a tool, not the curriculum.
- Teacher-made materials are professional in appearance.
- Teacher-made materials are at the appropriate proficiency level and lead to improved performance as defined by standards.
- Instructors use authentic video, audio, realia, language and culture bearers, and target culture communities (including electronic) to provide for real-world language use.
- Instructors make authentic materials accessible to learners.

# DFW StarTalk program

## Student summer program



- Technology, as appropriate and available, is used by students and teachers to facilitate learning and teaching.

### **Instruction and Delivery**

#### 1. Effective use of instructional time

- Instructors teach from a lesson plan.
- Instructors move efficiently between activities.
- There are periodic checks for understanding.
- There is a variety of activities.
- Activities address different communicative modes.
- The length of activities reflects the age of students and their level of engagement and proficiency.
- Instructors keep all students on task.
- Sessions begin and end on time.

#### 2. Differentiation

- Instructors activate students' background knowledge.
- Instructors use diverse activities to satisfy/accommodate diverse learning types.
- Materials are adapted to meet a range of student needs.
- Grouping is used to differentiate instruction and learning.

#### 3. Language use

- Instructors make themselves understood to students when they speak in the target language.
- Instructors conduct the class in the target language without needing to resort to English at least 80% of the class period.

### **Assessment**

- Assessments are ongoing. Students are assessed formally and informally on how well they are able to meet the objectives of the lesson.
- Students are encouraged to assess their own progress.

### **Program Climate**

- Students are respectful of one another and of staff.
- Verbal and non-verbal staff behaviors are consistent with a positive climate.

# DFW StarTalk program

## Teacher training program



### Indicators of Effective Instruction Teacher Training Programs

#### Curriculum and Materials

##### 1. Alignment of curriculum and instruction

- The instructional content is consistent with the stated goals and educational context for the participants.
- The objectives of the session/class/activity are clear.
- The instructional strategies are consistent with the stated goals and educational context of the participants.
- The curriculum (syllabus) guides the development of daily objectives that are implemented in the classroom.
- The predominant focus is on effective teaching practices that lead to student attainment of standards.

##### 2. Curriculum design

- Standards-, theory-, and research-based methodology is embedded in the curriculum.
- Both commonalities with and differences from generic language teaching methodology and the teaching of Arabic/Chinese are addressed.
- Curriculum is aligned with and described in measurable terms.

##### 3. Balance of theory and practice

- Opportunities exist for participants to apply, demonstrate, and produce units, assessments, lesson plans and/or materials.
- Participants have opportunities to receive feedback, provide input, and engage in reflection.

##### 4. Materials

- Materials are Standards-based.
- Materials are current, appropriate and relevant.
- Materials are aligned to objectives and content of proposal.
- Materials are well-organized.
- Materials are professional in appearance.

# DFW StarTalk program

## Teacher training program



### 5. Cross-cultural understanding of the educational systems

- Discussion of American and target cultural ways of schooling and using language is embedded.
- Classroom management strategies are addressed.

### Instruction and Delivery

#### 1. Instructional strategies

- Instructors use a variety of activities designed to appeal to participants' learning styles.
- Instructors use a variety of activities that are responsive to participants' cultural ways of learning.
- Instructors use a variety of activities, designed to meet participants' needs.
- There are periodic checks for understanding.
- Participants develop skills in reflecting on their teaching practices.

#### 2. Use of instructional time

- Activities flow smoothly and in logical sequence.
- Time is managed effectively by monitoring and adjusting according to participants' need and feedback.
- Sessions begin and end on time.

#### 3. Classroom interaction

- There are more student-centered activities than teacher-led activities.
- Interactions are varied; (e.g. participant interactions; teacher- participant interactions; participant independent-, pair-, group-work)
- Participants are encouraged to ask questions, respond, and take risks.
- The environment is positive and supportive.

#### 4. Use of technology

- Technology, as appropriate and available, is used by instructors and participants to facilitate teaching and learning.

#### 5. Use of language

- Communication in the classroom is effective, clear and comprehensible.
- Use of English or Arabic/Chinese supports participant learning and future goals for their instructional context (i.e., heritage vs. public school).

# DFW StarTalk program

## Teacher training program



- There is a balance between learning application, receiving feedback, and social interaction.

### **Assessment**

- There is clear and consistent alignment of assessment with program goals, curriculum, and instruction.
- Participants demonstrate their newly gained knowledge and skills through a variety of assessment tools.
- Participants experience both formative and summative assessments.
- Participants are encouraged to assess and analyze their own progress.

### **Program Environment**

#### **1. Physical facility**

- The facility is clean, safe, comfortable, and conducive to learning.

#### **2. Management**

- Information related to programs is communicated among all parties in a clear and timely fashion.
- All activities are implemented according to the schedule.
- Flexibility exists to make appropriate adjustments necessitated by the situation.

#### **3. Program climate**

- Staff interaction is friendly, pleasant, and efficient.
- Program design is flexible and takes into account participants' needs in academic learning and real life.
- Administrators, instructors, participants, and staff perceive their needs and suggestions are being incorporated and valued.