NO CHANGES!

Student Curriculum

Learning Plans

Teacher Curriculum

SOPHIE

STARTALK-endorsed Principles

teacher effectiveness
FOR LANGUAGE LEARNING

Changes

Student LookFors

Learning Targets

I can explain the vision conveyed by the STARTALK Principles to others.

I can make connections between the STARTALK Principles, Learner Experiences, and TELL Criteria.

I can plan how my program will implement the STARTALK Principles this summer.

A vision without a plan is just a dream.
A plan without a vision is just drudgery.
But a vision with a plan can change the world.

(Old Proverb)

Why **STAR**TALK Principles?

Key to Success	**Create a Shared Vision**	**Guide Behavior**
Empower People	**Lead Change Efforts**	**Express Core Values**

STARTALK
Start Talking!

STARTALK Principles

The STARTALK Principles for Effective Teaching and Learning describe characteristics of highly effective language teaching and learning. Each STARTALK principle is focused on creating learning experiences that allow learners to develop their linguistic and cultural competence. Educators apply the STARTALK principles to ensure that learners are engaged in meaningful, real-world learning experiences that prepare them to use the target language beyond the classroom. Each of the STARTALK principles is explained in the context of teaching and learning identifying learner experiences that are possible because of the work done by the teacher.

Key to Success

Create a Shared Vision

Express Core Values

Lead Change Efforts

Empower People

Guide Behavior

STARTALK Principles for Effective Teaching & Learning

Implementing a Standards-Based & Thematically Organized Curriculum

Conducting Performance-Based Assessments

Integrating Culture, Content, and Language

Using the Target Language and Providing Comprehensible Input

Facilitating a Learner-Centered Classroom

Adapting and Using Age-Appropriate Authentic Materials

What is the title of the principle?

Read through each principle description and write the title of the correct STARTALK Principle.

Teachers use units and design lessons that are culturally rich and cognitively engaging, creating a context in which learners use their language skills to learn more about the target culture(s) and the world they live in. Learners build, reinforce, and expand their knowledge of other disciplines and the world while using the target language. Learners interact frequently with authentic resources, exploring the products, practices, and perspectives of the target culture(s). They have opportunities to communicate and interact appropriately with others who speak the target language.

Learners benefit from an environment in which teachers and learners collaborate as partners in the learning process. Teachers make instructional decisions based on learners' ages, interests, abilities, and needs. Teachers create multiple opportunities for learners to engage in real-world tasks in the target language that spark curiosity and invite inquiry. Teachers plan multiple opportunities for learner-to-learner interaction, enabling learners to collaborate and communicate about topics that are meaningful to them.

10

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click here to start timer

10 Minutes

STARTALK Principles for Effective Teaching & Learning

The STARTALK Principles for Effective Teaching and Learning describe characteristics of highly effective language teaching and learning. Each STARTALK Principle is focused on creating learning experiences that enable learners to develop linguistic and cultural competence. Educators apply the STARTALK Principles to ensure that learners are engaged in meaningful, real-world learning experiences that prepare them to use the target language beyond the classroom. Each of the STARTALK Principles is explained in the context of teaching and learning identifying learner experiences that are possible because of the work done by the teacher.

Implementing a Standards-Based and Thematically Organized Curriculum

Teachers use units that incorporate the *World-Readiness Standards for Learning Languages*, providing a meaningful and purposeful context that is cognitively engaging and relevant to learners. Units follow the backward-design process by stating what learners will be able to do for each mode of communication, aligning performance assessment tasks and learning experiences. Lessons support the goals of the unit by sequencing clearly stated lesson can-do statements that indicate what learners will know and be able to do in order to prepare them for the performance assessment tasks.

Conducting Performance-Based Assessments

Teachers share unit and lesson goals with learners and monitor how well learners are doing in meeting those goals. Learners engage in relevant real-world performance tasks to demonstrate how well they are meeting the performance targets and goals of the unit for each mode of communication. Teachers use evidence from performance assessment tasks and formative checks for learning during lessons to provide timely descriptive feedback to learners and adjust instruction as needed.

Integrating Culture, Content, and Language

Teachers use units and design lessons that are culturally rich and cognitively engaging, creating a context in which learners use their language skills to learn more about the target culture(s) and the world they live in. Learners build, reinforce, and expand their knowledge of other disciplines and the world while using the target language. Learners interact frequently with authentic resources, exploring the products, practices, and perspectives of the target culture(s). They have opportunities to communicate and interact appropriately with others who speak the target language.

Using the Target Language and Providing Comprehensible Input

Teachers plan how to facilitate learning through the use of the target language and ensure that the target language is used at least 90 percent of the time. Teachers deliberately determine if and when it is necessary to translate. Teachers use a variety of strategies to make the target language comprehensible and frequently check for understanding in a variety of ways in order to modify input as necessary. Learners have frequent meaningful opportunities for target language production and are able to engage in learning activities without resorting to their native language.

Facilitating a Learner-Centered Classroom

Learners benefit from an environment in which teachers and learners collaborate as partners in the learning process. Teachers make instructional decisions based on learners' ages, interests, abilities, and needs. Teachers create multiple opportunities for learners to engage in real-world tasks in the target language that spark curiosity and invite inquiry. Teachers plan multiple opportunities for learner-to-learner interaction, enabling learners to collaborate and communicate about topics that are meaningful to them.

Adapting and Using Age-Appropriate Authentic Materials

Teachers select authentic texts and resources appropriate for the theme and performance targets of the unit. Teachers plan how to make the texts and resources comprehensible and accessible to learners. Learners engage frequently with age-appropriate resources that are intentionally selected to appeal to the interests of the learners.

NATIONAL FOREIGN LANGUAGE CENTER

Explore the STARTALK Principles in action:
startalk.umd.edu/public/principles

What word is missing from the title of the STARTALK Principles?
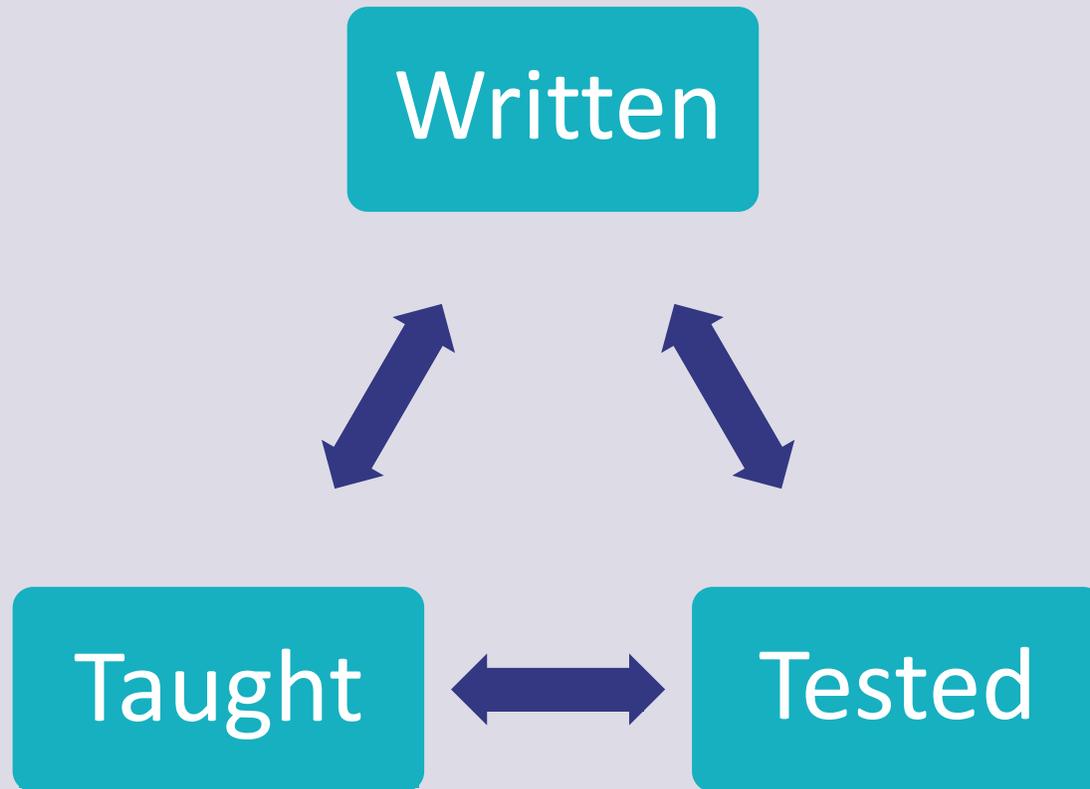
Implementing a Standards-Based & Thematically Organized Curriculum

STARTALK

Teachers use units that incorporate the *World-Readiness Standards for Learning Languages*, providing a meaningful and purposeful context that is cognitively engaging and relevant to learners. Units follow the backward-design process by stating what learners will be able to do for each mode of communication, aligning performance assessment tasks and learning experiences. Lessons support the goals of the unit by sequencing clearly stated lesson can-do statements that indicate what learners will know and be able to do in order to prepare them for the performance assessment tasks.

STARTALK Principles for Effective Teaching & Learning

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STARTALK

Program Can-Do Statement

I can describe things I see and do on my trip.

Performance Assessment Task

Each student prepares a spoken report highlighting things to do and see in a specific region. Students carefully select visuals to support what they will say in their presentations. Students share their presentations in small groups. As students listen to each other, they locate the region on a map and complete a graphic organizer with key information from the presentations. After completing the task, students repeat the presentations for their parents at the end of the program.

STARTALK Principles for Effective Teaching & Learning

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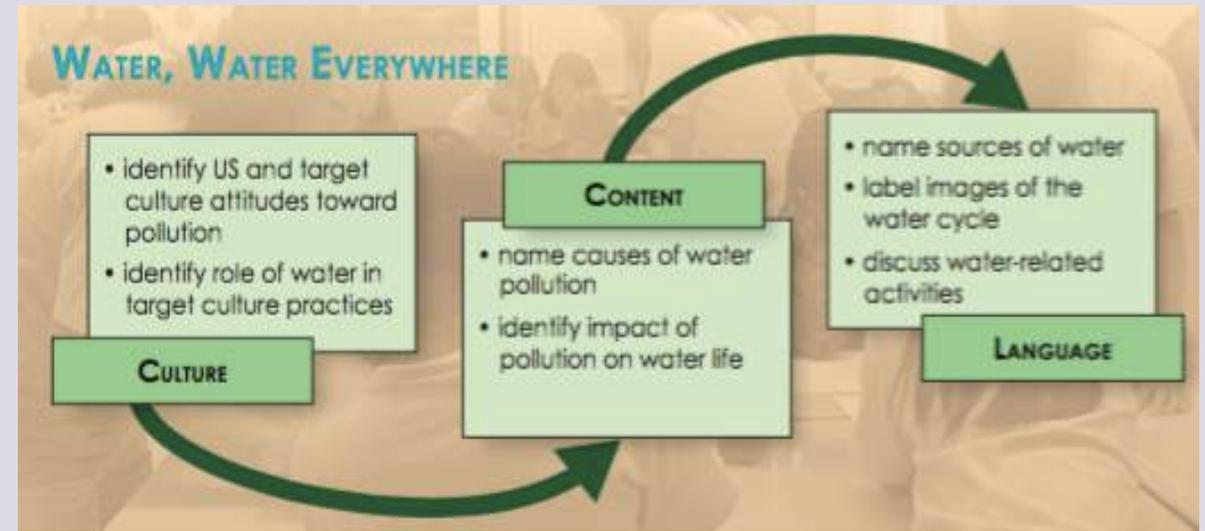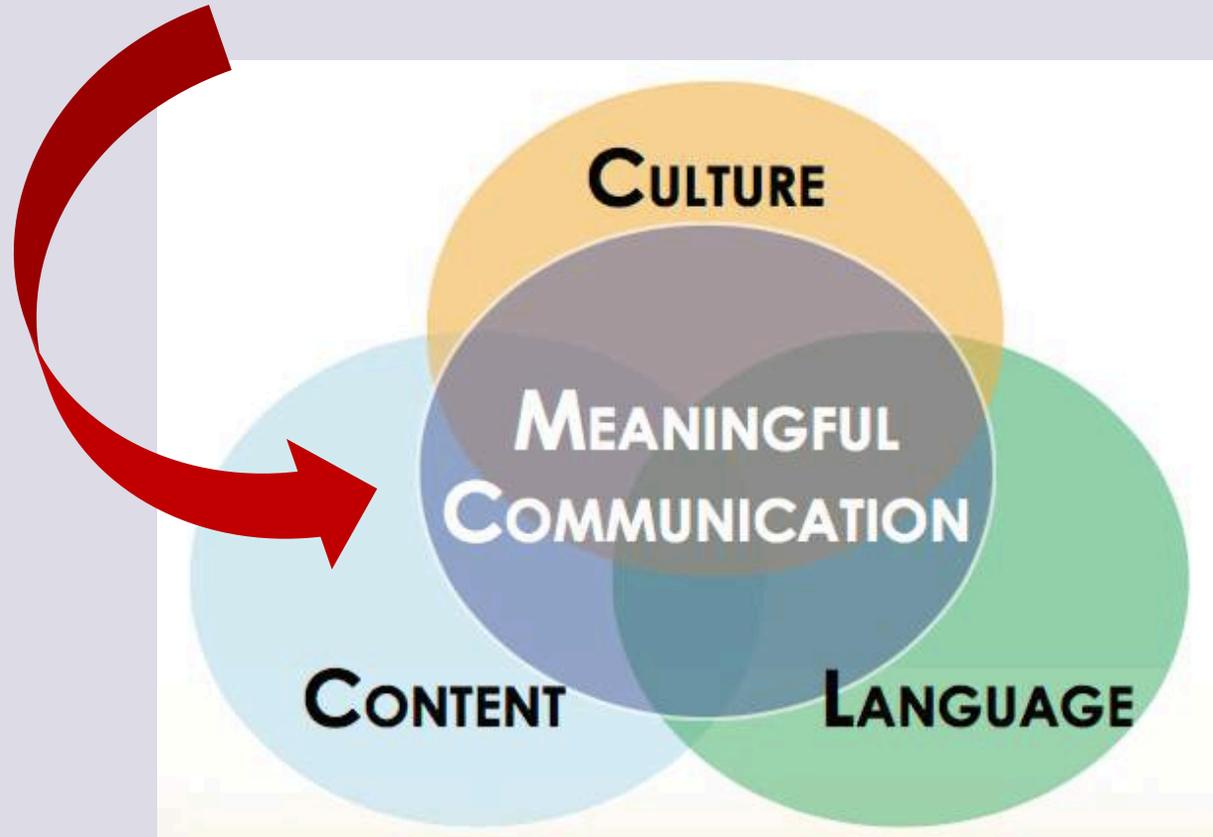# Integrating Culture, Content, and Language

STARTALK

Teachers use units and design lessons that are culturally rich and cognitively engaging, creating a context in which learners use their language skills to learn more about the target culture(s) and the world they live in. Learners build, reinforce, and expand their knowledge of other disciplines and the world while using the target language. Learners interact frequently with authentic resources, exploring the products, practices, and perspectives of the target culture(s). They have opportunities to communicate and interact appropriately with others who speak the target language.

Theme **Creates a relevant context and purpose for learning**

STARTALK Principles for Effective Teaching & Learning

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Integrating Culture, Content, and Language

Using the Target Language and Providing Comprehensible Input

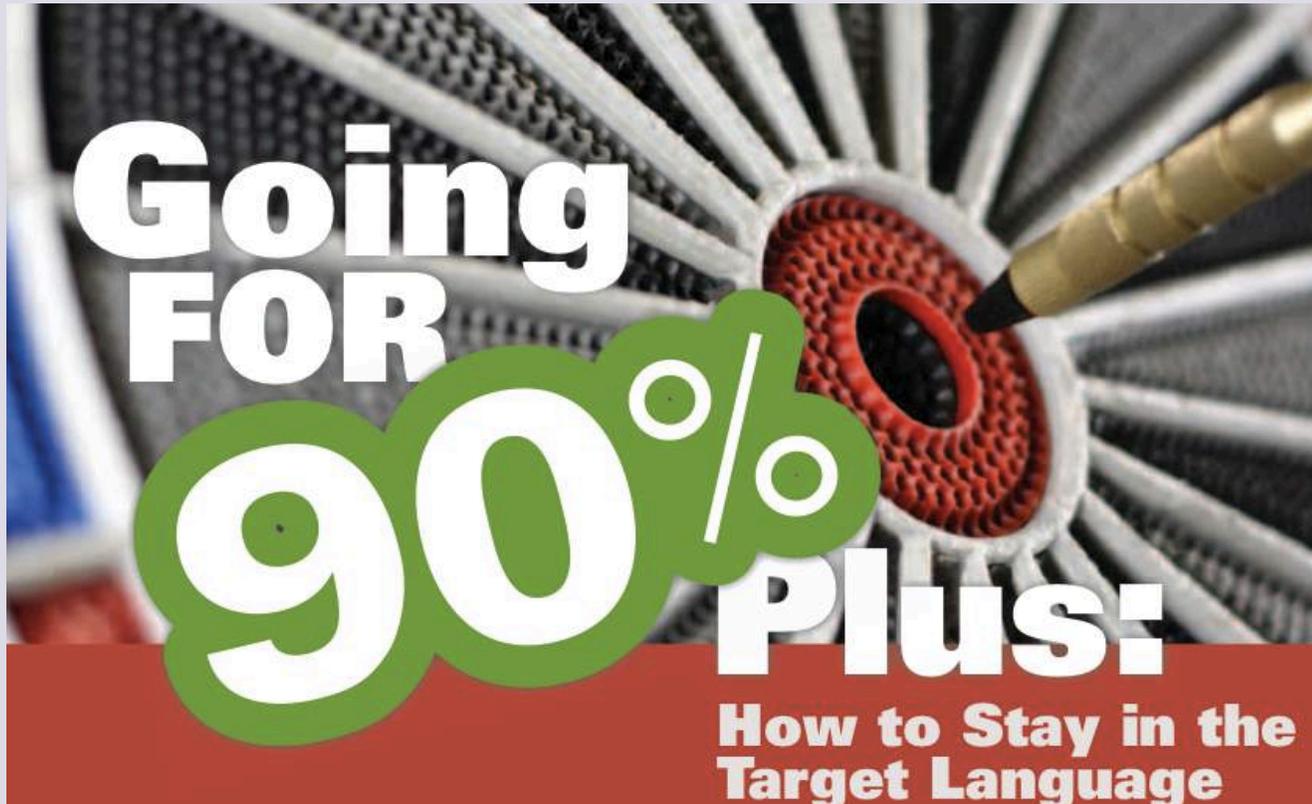**Facilitating a Learner-Centered Classroom**

Adapting and Using Age-Appropriate Authentic Materials

STARTALK

Teachers how to facilitate learning through the use of the target language and ensure that the target language is used at least 90 percent of the time. Teachers deliberately determine if and when it is necessary to translate. Teachers use a variety of strategies to make the target language comprehensible and frequently check for understanding in a variety of ways in order to modify input as necessary. Learners have frequent meaningful opportunities for target language production and are able to engage in learning activities without resorting to their native language.

Going FOR 90% Plus: How to Stay in the Target Language

Input must be:

Comprehensible

Meaning Bearing

Input must be:

Comprehensible

Learners must understand **most** of what the speaker is saying for language learning to occur.

Meaning Bearing

Useful input must contain a message the learners **want** and **need** to understand. There must be some communicative intent.

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Facilitating a Learner-Centered Classroom

STARTALK

Learners benefit from an environment in which teachers and learners collaborate as partners in the learning process. Teachers make instructional decisions based on learners' ages, interests, abilities, and needs. Teachers create multiple opportunities for learners to engage in real-world tasks in the target language that spark curiosity and invite inquiry. Teachers plan multiple opportunities for learner-to-learner interaction, enabling learners to collaborate and communicate about topics that are meaningful to them.

Facilitating a Learner-Centered Classroom

PROVIDING INPUT	GUIDING	SHARING	APPLYING
Provide learners with multiple opportunities for understanding new language without expecting production.	Work collaboratively with learners to process and use language in a communicative real-world context.	Engage all learners in ways that allow them to interpret and express meaning for real-world purposes.	Allow learners to demonstrate independently their progress toward the lesson can-do statement.
I DO	WE DO	YOU DO TOGETHER	YOU DO ALONE

STARTALK Principles for Effective Teaching & Learning

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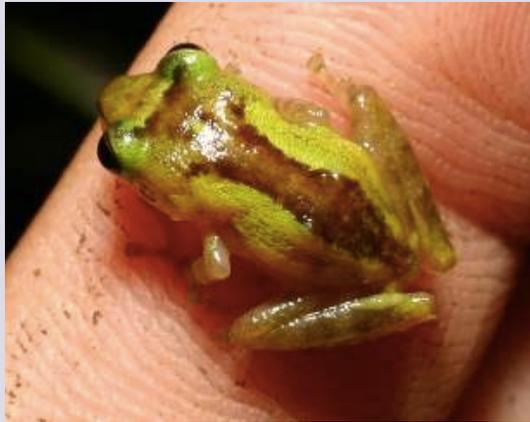
Adapting and Using Age-Appropriate Authentic Materials

STARTALK

Adapting and Using Age-Appropriate Authentic Materials

Teachers select authentic texts and resources appropriate for the theme and performance targets of the unit. Teachers plan how to make the texts and resources comprehensible and accessible to learners. Learners engage frequently with age-appropriate resources that are intentionally selected to appeal to the interests, preferences, and life experiences of members of the target culture.

STAR TALK

Texts written by speakers of the target language for native speakers of the language

Real-world

Models of correct language

Culture-rich

El coquí es un tipo de rana nativa de Puerto Rico, llamada así por el característico sonido que producen los machos de la especie.

Create Interest

Spark Curiosity

STARTALK Principles for Effective Teaching & Learning

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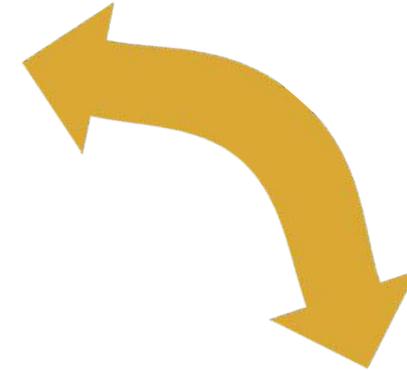
Facilitating a Learner-Centered Classroom

Adapting and Using Age-Appropriate Authentic Materials

STARTALK

The **Principles** articulate a vision for highly effective teaching and learning.

Student Program LookFors

Principles & Learner Experiences

Match the Learner Experiences group to the STARTALK Principle by labeling each group.

- Learners engage in real-world performance tasks to demonstrate how well they are meeting the program can-do statements.
- Learners engage in learning activities that prepare them for the performance assessment tasks.
- Learners reflect on their progress toward meeting the lesson can-do statements.
- Learners engage in frequent checks for learning that clearly assess whether the lesson can-do statements are met.
- Learners frequently receive timely and actionable feedback from the teacher.
- Learners self-assess their performance and receive feedback from their peers.

- Learners are immersed in a language-rich environment in which they have frequent opportunities for interpreting, expressing, and negotiating meaning in a real-world context.
- Learners engage in activities to demonstrate comprehension in a variety of ways that do not require language production.
- Learners demonstrate that they understand what they have heard, read, or viewed before engaging in interpersonal and presentational tasks.
- Learners engage in activities that require them to produce language in a meaningful context.
- Learners use a variety of strategies that allow them to stay in the target language.

- Learners engage in activities that are appropriate for their age and proficiency level.
- Learners engage in activities that are interesting, relevant, and cognitively engaging.
- Learners engage in meaningful and purposeful communication in a context that increases their ability to use language for real-world purposes.
- Learners engage in activities that prepare them to work with vocabulary and structures needed to accomplish the performance tasks.
- Learners engage in activities that prepare them to meet program and lesson can-do statements.

10

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10 Minutes

STARTALK Principles for Effective Teaching & Learning

Implementing a Standards-Based & Thematically Organized Curriculum

Conducting Performance-Based Assessments

Integrating Culture, Content, and Language

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Conducting Performance-Based Assessments

- Learners engage in real-world performance tasks to demonstrate how well they are meeting the program can-do statements.
- Learners engage in learning activities that prepare them for the performance assessment tasks.
- Learners reflect on their progress toward meeting the lesson can-do statements.
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Using the Target Language and Providing Comprehensible Input

- Learners are immersed in a language-rich environment in which they have frequent opportunities for interpreting, expressing, and negotiating meaning in a real-world context.
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Implementing a Standards-Based & Thematically Organized Curriculum

- Learners engage in activities that are appropriate for their age and proficiency level.
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- Learners engage in activities that prepare them to work with vocabulary and structures needed to accomplish the performance tasks.
- Learners engage in activities that prepare them to meet program and lesson can-do statements.

STARTALK Principles and Learning Experiences

Adapting and Using Age-Appropriate Authentic Materials

- Learners work with authentic resources that are aligned with the program theme and program and lesson can-do statements.

- Learners work with a variety of age-appropriate authentic digital and print media as learning experiences move from input in the interpretive mode to output in the interpersonal or presentational modes.

- Learners investigate and interact with age-appropriate authentic materials in order to develop their understanding of the perspectives behind the products and practices of the target culture.

Facilitating a Learner-Centered Classroom

- Learners use the lesson can-do statements to identify what they will be able to do at the end of each learning episode.

- Learners engage in activities within the range of their abilities and have some choice in how they learn and demonstrate their learning.

- Learners collaborate using language to accomplish cognitively engaging tasks that are meaningful and interesting to them.

- Learners interact with other learners and speakers of the language, creating a balance between learner-to-learner communication and teacher talk.

- Learners engage in activities that gradually enable them to individually meet the lesson can-do statements.

Integrating Culture, Content, and Language

- Learners experience an environment that accurately reflects the target language and culture in ways that support the program can-do statements.

- Learners engage in activities that prepare them to use their language skills and cultural understanding in order to interact appropriately in a cultural context other than their own.

- Learners engage in activities that prepare them to investigate the products and practices of a culture, gaining an understanding of perspectives while using the target language.

- Learners engage in activities that prepare them to explore other disciplines and make real-world connections while using the target language.

STARTALK Principles and Learner Experiences

Left Document

| Date: | Grade Range: 6-12 | Targeted Performance Level: Novice Mid/High | Total Time for this Plan: 60 minutes |

Curriculum Connection

Program Can-Do Statement & Performance Assessment Task
Copy the specific program Can-Do Statement from the curriculum (stage 1) and performance assessment task (stage 2) that you are working toward in this learning plan.

I can compare myself with my peers.

Students interview a partner to identify similarities and differences using a personal identity card that students have created. To support their answers, students select images of people, places, things, activities, and hobbies that have personal meaning for them.

Learning Episode #1

Number of minutes for this episode: __30__

Lesson Can-Do Statement
Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

* I can identify places when they are named in spoken or written text.
* I can identify activities and hobbies when they are named in spoken or written text.

Vocabulary
How are culture and/or content part of the language chunks and words that learners will use?

* I am at the...
* because I like...
* Do you like... museum/art, bakery/pastries, fort/history, theater/movies, pool/to swim
* Vocabulary for places/things may vary depending on the authentic resources being used

Check for Learning
What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?

Each student has a set of images of vocabulary used during the lesson. The teacher says sensible and silly sentences and students show or point to corresponding images. Students work individually but can compete to see who is fastest at showing correct images. For example: I am at the beach because I like pastries. The pastries are good at the bakery. Let's go to the park to play soccer.

Learning Experiences
What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

* **Activity 1:** The teacher shows a time-lapse video (no more than two minutes) on a target culture city that will provide context for places and activities. The teacher shows the video without sound (music is fine). The teacher shows the video a second time and has students write down or say words that they already know from previous learning. Students pair up to share words, then share with class allowing the teacher to incorporate previously learned material into the lesson with new words.

* **Activity 2:** The teacher shows the video a third time again without sound and pauses at key points to comment on where "they" are, saying "I am at the museum because I like art." The teacher points to the building for museum and to works of art for art. The teacher has additional pictures and props as needed for each word that is being emphasized. The teacher pauses to ask students "Do you like (museum)?" and allows students to signal yes/no. This continues until three or four sets of words have been introduced.

* **Activity 3:** The teacher displays four places using the same or similar images from the video. Each image is numbered. The teacher says the name of one student in the class. "[Name] likes art. Let's go to..." The students signal comprehension by holding up a card with a number 1, 2, 3, or 4 depending on which number represents the museum. The same pattern is repeated with pictures of things/activities. The teacher says "Let's go to the fort. [Name] likes..." Students signal the number for the correct thing or activity.

* **Activity 4:** The teacher gives each group of students a tourist map of the city. Alternatively, a map is displayed for

Right Document

Educators apply the STARTALK Principles when designing curriculum that engages learners in meaningful, real-world learning experiences. An effective lesson designed using the STARTALK learning plan will address each of the STARTALK Principles.

* Implementing a Standards-Based and Thematically Organized Curriculum
* Conducting Performance-Based Assessment
* Integrating Culture, Content, and Language
* Adapting and Using Age-Appropriate Authentic Materials
* Facilitating a Learner-Centered Classroom
* Using the Target Language and Providing Comprehensible Input for Instruction

Consider the information found in each of the following sections of the STARTALK Learning Plan. Which STARTALK Principle(s) are addressed by each section?

	STARTALK Principle	LookFor
Overview		
Grade Range		
Targeted Performance Level		
Curriculum Connection		
Program Can-Do Statement		
Performance Assessment Task		
Learning Episode		
Lesson Can-Do Statement		
Vocabulary		
Check for Learning		
Learning Experiences		
Episode 1: Activity 1		
Episode 1: Activity 3		
Episode 2: Activity 1		
Episode 2: Activity 4		
Materials Needed		

Learning Experiences

Activity 1: The teacher shows a time-lapse video (no more than two minutes) on a target culture city that will provide context for places and activities. The teacher shows the video without sound (music is fine). The teacher shows the video a second time and has students write down or say words that they already know from previous learning. Students pair up to share words, then share with class allowing the teacher to incorporate previously learned material into the lesson with new words.

	STARTALK Principle	Learner Experience (LookFor)
Episode 1: Activity 1	Integrating Culture…	Bullets 3 and 4
	Adapting and Using…	Bullets 1 and 3
	Facilitating a Learner-Centered…	Bullets 1, 3 and 4
	Implementing a Standards-Based…	Bullets 1, 2 and 5

40

Which of the STARTALK Principles/ Learner Experiences are evident?

STARTALK

The **Principles** articulate a vision for highly effective teaching and learning.
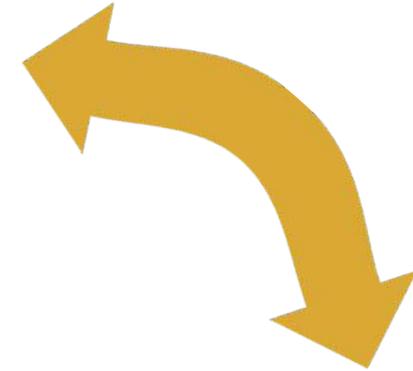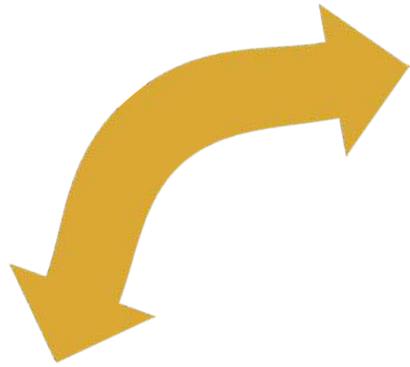
The **Learner Experiences** describe characteristics of highly effective learning environments.

TELL Framework

TELL Framework Movie

- https://www.youtube.com/watch?time_continue=9&v=ZRu4ChrB38E

About STARTALK Resources ▾ Apply for a Grant Find a Summer Program Beyond STARTALK Sign in

Resources ▾ Apply

Classroom

STARTALK has ide...
language. All of th...
tips and suggestio...
graphic organizer...
Curtain and Rosa...
STARTALK also th...

Program Resources

Consultant Resources

Applicant Resources

Classroom Activities

Search All Resources

...ers engaged as they process and produce
...ep-by-step directions, as well as helpful
...clude video examples, strategy guides,
...resources. STARTALK thanks Helena
...he initial collection of classroom activities.
...ege for the videos they created.

Interpretive Mode

These activities ask learners to understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Four Corners - Checking for Understanding

This activity is designed to allow students to demonstrate their understanding of a message by moving around the classroom in...

Picture Sequencing

The purpose of this activity is to present language in meaningful context with supporting visuals. This activity requires that...

Respond to a Survey

This is a self-paced activity, in which students read questions or statements and select the most appropriate answer from a...

Discover more Interpretive Activities

Interpersonal Mode

These activities ask learners to interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Find Someone Who...

This activity allows students to ask and answer questions with many different partners (ideally most if not all other students...

Inside/Outside Circles

This cooperative learning strategy actively engages students as they work with multiple partners to ask and answer questions...

Keep the Conversation Going

The purpose of this activity is to allow students to say everything they know how to say about a topic. This activity allows ...

Discover more Interpersonal Activities

Presentational Mode

These activities ask learners to present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Frayer Square

The Frayer Square is four-section graphic organizer tool that can be used to gain a deeper understanding of vocabulary and...

Recall Brainstorm

This is a quick activity that allows students to both consolidate prior learning and connect current & prior content using...

Storytelling with a Photo

In this activity, students carefully examine a photograph that is culturally authentic and has an emotional element. Then,...

Discover more Presentational Activities

Frayer Model

- Video - https://www.youtube.com/watch?v=rQ4pI2x2-b8

Principles in Action

1. What principles are evident?
2. What principle might be targeted for continuous improvement?

Facilitating a Learner-Centered Classroom

STARTALK

Learners benefit from an environment in which teachers and learners collaborate as partners in the learning process. Teachers make instructional decisions based on learners' ages, interests, abilities, and needs. Teachers create multiple opportunities for learners to engage in real-world tasks in the target language that spark curiosity and invite inquiry. Teachers plan multiple opportunities for learner-to-learner interaction, enabling learners to collaborate and communicate about topics that are meaningful to them.

Teachers …*(do this)….so that learners* … *(do this).*

Facilitating a Learner-Centered Classroom

Learner Experience

Learners use the lesson can-do statements to identify what they will be able to do at the end of each learning episode.

Teacher Responsibility

The teacher shares learning targets in student-friendly language. *TELL Learning Experience: LE 2.a*

TELL Learning Experience: LE2.a

STARTALK
Principles for Effective Teaching & Learning
Facilitating a Learner-Centered Classroom

Learners benefit from an environment in which teachers and learners collaborate as partners in the learning process. Teachers make instructional decisions based on learners' ages, interests, abilities, and needs. Teachers create multiple opportunities for learners to engage in real-world tasks in the target language that spark curiosity and invite inquiry. Teachers plan multiple opportunities for learner-to-learner interaction, enabling learners to collaborate and communicate about topics that are meaningful to them.

Learner Experiences & Teacher Responsibilities

The identified learner experiences are possible because of the work done by the teacher. The corresponding teacher responsibilities provide guidance for the teacher by indicating key criteria from the Teacher Effectiveness for Language Learning (TELL) Framework.

- Learners use the lesson can-do statements to identify what they will be able to do at the end of each learning episode.
  The teacher shares learning targets in student-friendly language. *TELL Learning Experience: LE2.a*

- Learners engage in activities within the range of their abilities and have some choice in how they learn and demonstrate their learning.
  The teacher plans lessons that address the unique needs and interests of the students. *TELL Planning: PL3*

- Learners collaborate using language to accomplish cognitively engaging tasks that are meaningful and interesting to them.
  The teacher plans activities designed to keep all students engaged all the time. *TELL Planning: PL8*

- Learners interact with other learners and speakers of the language, creating a balance between learner-to-learner communication and teacher talk.
  The teacher consciously monitors teacher talk in order to maximize student opportunities to produce language. *TELL Learning Experience: LE4.e*

- Learners engage in activities that gradually enable them to individually meet the lesson can-do statements.
  The teacher plans activities for students to produce language within the range of their proficiency targets. *TELL Planning: PL7.b*

Using the Target Language and Providing Comprehensible Input

Teachers how to facilitate learning through the use of the target language and ensure that the target language is used at least 90 percent of the time. Teachers deliberately determine if and when it is necessary to translate. Teachers use a variety of strategies to make the target language comprehensible and frequently check for understanding in a variety of ways in order to modify input as necessary. Learners have frequent meaningful opportunities for target language production and are able to engage in learning activities without resorting to their native language.

Principle Resources

- **Principle in Action – Learner Experiences & Teacher Responsibilities** 🗎
- **Principle Overview (Video)** 🎞
- **Principle Example (Video)** 🎞
- **Teacher Demonstration (Video)** 🎞
- **Using the Target Language (Article, Infographic, Feedback Form, Teacher Presentation)** 💻
- **Additional Resources** 💻

WHAT MAKES A CLASSROOM LEARNER-CENTERED?

Teacher Effectiveness for Language Learning Project

ENGAGING LANGUAGE LEARNERS
At-a-Glance Infographic

Using the Target Language and Providing Comprehensible Input for Instruction

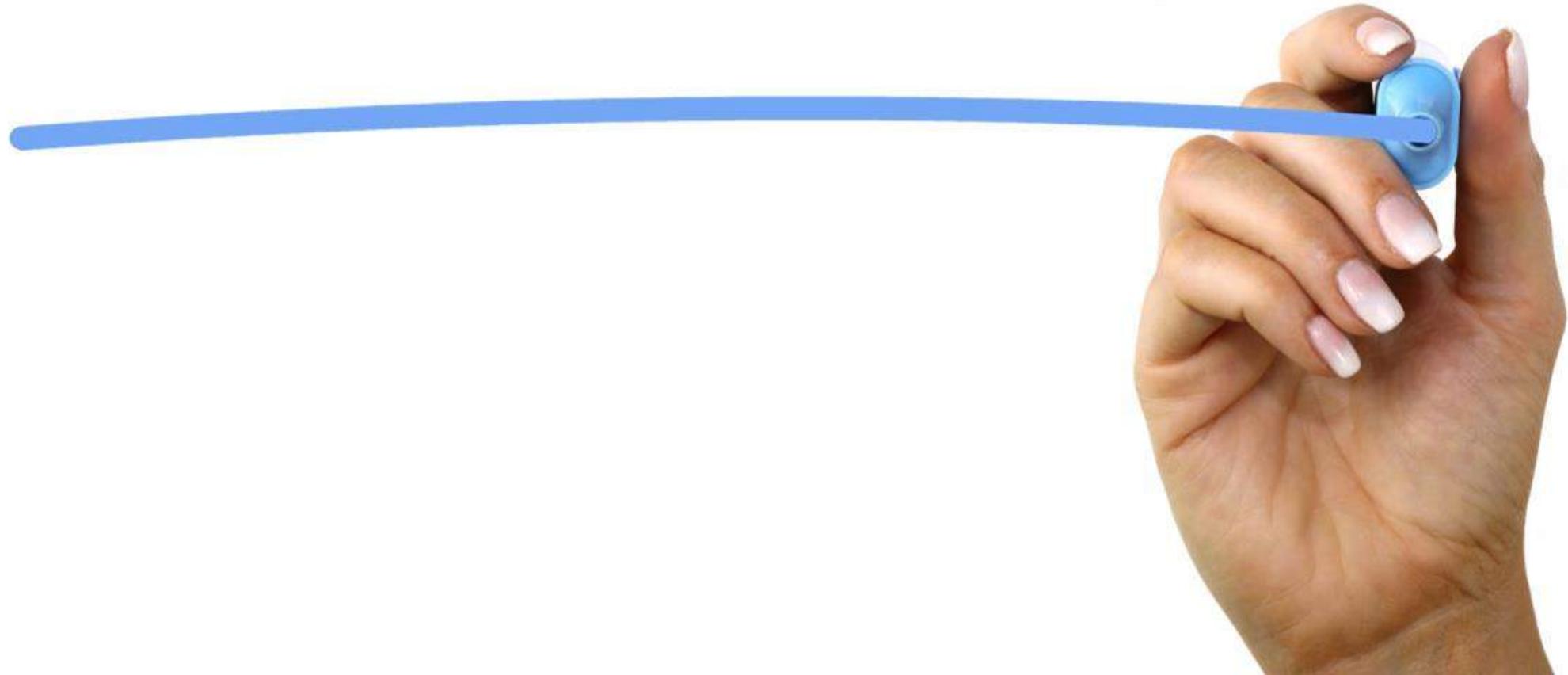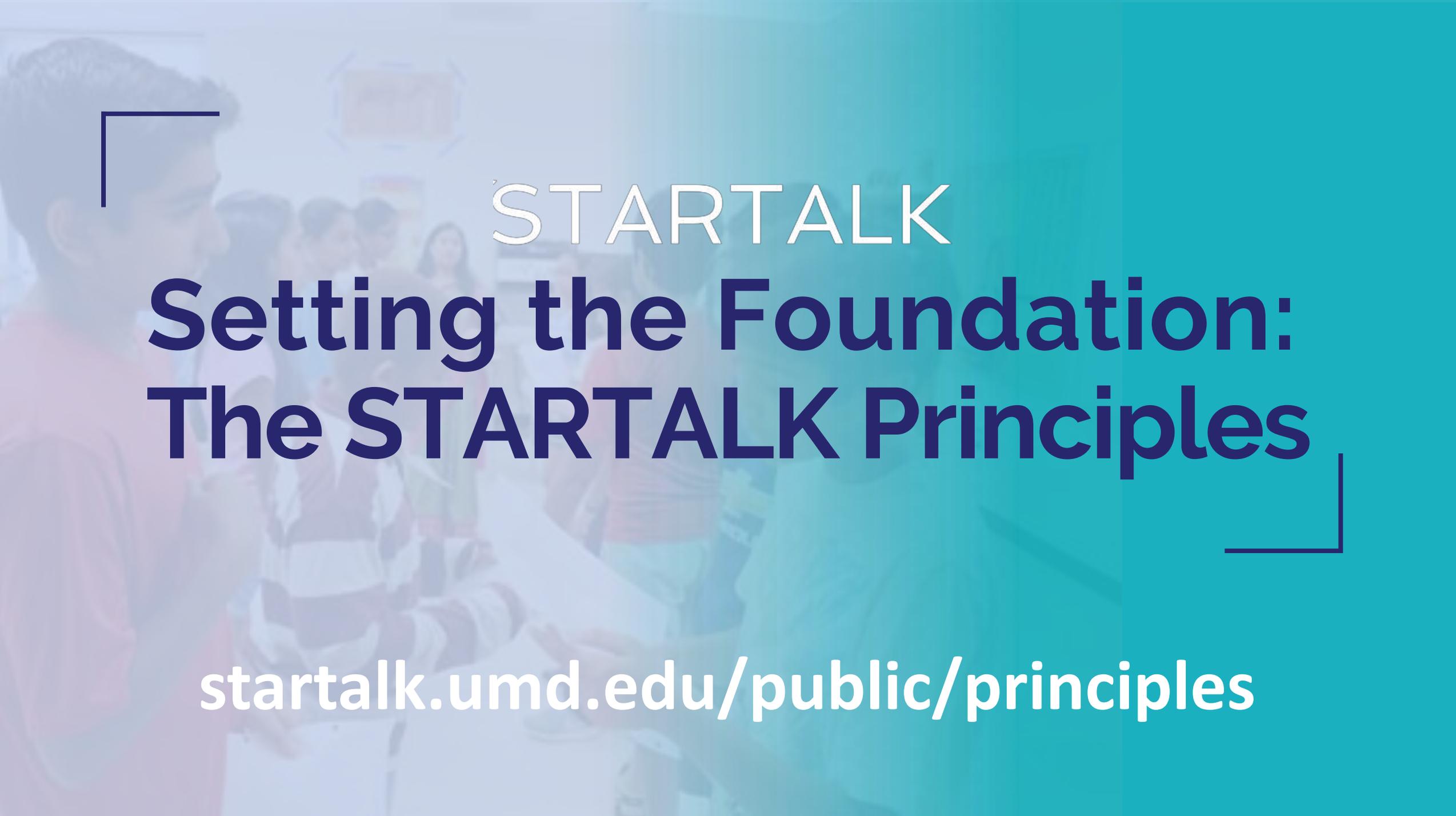|	
Principle Overview: Learner Experiences and Teacher Responsibilities	This is a printable PDF that defines the principle, and breaks down the principle indicators. With the indicators, the identified learner experiences are possible because of the work done by the teacher. The corresponding teacher responsibilities provide guidance for the teacher by indicating key criteria from the TELL Framework.
Principle Overview Video	This video provides an overview of what it means to use the target language to provide comprehensible input, and shows how a Chinese program successfully puts this principle into action within their program.
Example: Using the Target Language and Making It Comprehensible	These videos consider two key questions: Why is it so important to use the target language, and how do we make input comprehensible?
Teacher Demonstration of Target Language & Comprehensible Input - Portuguese (Lily Bueno)	In this video, Portuguese instructor Lily Bueno demonstrates a series of strategies for teachers to stay in the target language and make input comprehensible, eve for novice level language learners. The strategies are applicable to any teaching context and can help any teacher increase their target language use in a way that supports learner comprehension.
Teacher Demonstration of Target Language & Comprehensible Input - Chinese (Marty Chen)	In this video, Marty Chen demonstrates a series of strategies for teachers to stay in the target language and make input comprehensible, even for novice level language learners. Notice that even if you do not know a word of Chinese, you are still able to follow along with each step of the lesson, comprehend key information, and participate when asked to do so. All of these strategies are applicable to any teaching context and can help any teacher increase their target language use without worrying that students will not understand.
Using the Target Language and Comprehensible Input	This collection of materials, including a processing guide, videos, infographics, and other resources, support instructors in creating a context within which language acquisition can occur, and provide a plan for implementation of effective strategies when providing comprehensible input.
Empowering Students to Use the Target Language	These materials, including a processing guide, videos, infographics, and other resources, guide instructors in providing support that learners need to excel in applying their language learning to achieve meaningful output.

QUESTIONS

Learning Targets

✓ I can explain the vision conveyed by the STARTALK Principles to others.

✓ I can make connections between the STARTALK Principles, Learner Experiences, and TELL Criteria.

✓ I can plan how my program will implement the STARTALK Principles this summer.