

STARTALK-Endorsed Principles for Effective Teaching & Learning

(Go to <http://startalk.umd.edu/principles/> to be able to click on [Examples](#) below for watching real classroom activities illustrating each of the following principles)

1. Implementing a Standards-Based and Thematically Organized Curriculum

- Every lesson derives from a standards-based unit that culminates in students developing the ability to engage in spontaneous, unrehearsed communication for real-world purposes.
- Each lesson has clearly stated cultural objectives that indicate what students will be able to do and what they need to know by lesson's end.
- Grammar is not the focus of the course, unit, or lesson. The teacher teaches grammar as a tool for communication, avoiding meaningless rote drills and ensuring that all practice requires attention to meaning. [Examples](#)

2. Facilitating a Learner-Centered Classroom

- Students learn vocabulary from input (hearing or reading) and from using it in language-rich contexts such as stories, hands-on experiences, picture descriptions, or subject-matter content. [Examples](#)
- The teacher provides frequent, varied classroom opportunities for students to interpret and express meaning for real-world purposes. [Examples](#)
- In every class session, the teacher provides paired or small group activities that engage students in using the language for meaningful communication.

3. Using the Target Language and Providing Comprehensible Input for Instruction

- The teacher uses the target language at least 90 percent of the time. [Examples](#)

- The teacher uses a variety of strategies to make language comprehensible, monitors student comprehension, and makes adjustments as necessary. [Examples](#)
- The teacher avoids the use of translation by using verbal and non-verbal strategies and also avoids eliciting translation from students.

4. Integrating Culture, Content, and Language in a World Language Classroom

- Cultural products, practices and perspectives are integrated into content and language and not to be taught separately.

5. Adapting and Using Age-Appropriate Authentic Materials

- The teacher uses authentic materials and designs tasks appropriate to the language proficiency level and the age level of learners.
- The teacher uses a range of authentic print and non-print materials in a variety of technological formats.

6. Conducting Performance-Based Assessment

- The teacher uses formative assessment of student performance during the course of the lesson to adjust instruction as needed.
 - The teacher and students use feedback about the quality of student performance relative to the lesson's and unit's instructional targets.
-

In addition to the points discussed on the abovementioned website, pay attention to the following points:

1. Follow a lesson plan with definite goals and practice activities.
2. Balance your class activities with speaking and listening going hand-in-hand and similarly reading and writing also going together.

3. Develop a teaching style that engages students in fun-filled ways using a variety of resources – technology, photographs, graphs, etc.
4. Provide individualized help as students have varying abilities for learning languages and have different styles of learning.
5. Do not miss any opportunity to provide recognition of your students' good work.