

Syllabus

STARTALK Hindi and Urdu Teacher Training Workshop
Instructor: Tasha Darbes

Textbook: Practical English Language Teaching, Ed. David Nunan

I. Preliminary information:

- Participants are expected to come everyday at 8:30am for breakfast.
- Classes are held 9:00am-3:00pm.
- Classes consist of a combination of presentation/demonstration supported by open class and group discussions, hands-on task- and product-oriented group activities throughout the day. You will be expected to actively participate and be responsible for a final presentation on the last day.
- Each individual session is approximately 55-60 min. long with a 10-15 min. break in between.
- Duration of hands-on group activities varies in length.
- Participants are required to submit to instructor every morning a daily journal entry (handwritten or typed) with reactions to the material covered in class, questions, reflections, insights and/or suggestions on any kind of issue. The purpose is twofold: to serve as a way of interaction between student and instructor and to show the degree of progress.

II. Tentative Schedule:

Day 1 (July 7). Introduction. Methodologies.
(ch. 1 and 10)

1.1. Lecture/Demonstration:

A. Frameworks, approaches and methodologies:

- Communicative competence
- Task-oriented instruction
- Content-based instruction (example/handout – ice-breaking interviews)
- Project-based instruction (example/handout – video projects based on Kafan by Premchand.)

B. Syllabus and Lesson Planning:

- understanding basic components of theme-based syllabus
- designing lesson plans
- developing real-life and quasi-real-life activities addressing students' different learning styles, goals and interests
- planning how to target language skills and culture knowledge together with the competencies involved

1.2. Hands-on:

- A. Share an activity (pre-workshop assignment) and add pre- and post-task components
- B. Analyze a lesson plan and identify basic approach and the roles of teacher / student.

Day 2 (July 8). Curriculum and Lesson Design. Skills.

(ch. 14 and one of ch. 2, 3, 4 or 5)

2.1. Lecture/Demonstration:

- A. Course goals, objectives and curriculum:
 - curriculum design based on standards (example/handout – a curriculum oriented towards heritage learners)
 - students' needs, age and background (discussion + activity)
 - language learning objectives (example/handout – questionnaires)
- B. Skills: “Jigsaw” activity to discuss skills (groups sharing observations on chapters assigned and reporting to rest of class).
 - literacy skills (example/powerpoint – picture-based story writing)
 - aural skills (example/website – Virtual Hindi)

2.2. Hands-on:

- A. Analyze an activity (handout) and make suggestions for improvement from point of view of skills.
- B. Groups demonstrate different ways to arrange speaking / listening activities
- C. Design a literacy-oriented activity (language-specific exercise – groups split into Hindi and Urdu)

Day 3 (July 9). Pedagogical Grammar. Teaching Vocabulary.

(ch. 7 and 8)

3.1. Lecture/Demonstration:

- A. Role of Grammar Instruction (general overview)
 - practical teachable rules (example/handout – Noun-Adjective Agreement and Verb Aspects)
- B. Strategies for teaching vocabulary embedded in four skills
 - Through reading and writing
 - Through speaking and listening (sociolinguistic and pragmatics discussion)

3.2. Hands-on:

- A. Develop activities for teaching grammar based on assigned text (handout - *Mummification*)

- B. Analyze four different examples for teaching grammar (from book)
- C. Develop activities for teaching vocabulary based on assigned visual materials (handout/website – Virtual Hindi Video)

Day 4 (July 10). Assessment. ACTFL's OPI (guest speaker for OPI session Susham Bedi, certified ACTFL tester, Columbia University)
(ch. 15 and Hindi/Urdu Proficiency Guidelines)

4.1. Lecture/Demonstration:

A. Types of assessments:

- Discrete Point or Guided – fill-in-the-blank, complete-the-sentence, find-the-mistake, etc. (example/handout)
- Open-ended – essay, commentary, opinion piece, advertisement, etc.
- Performance/project-based/focused dramatizations – skits, presentations, movie trailers, commercials, infomercials (example/video – students' project clips and dukaan men handout)
- Cooperative Group Competitions (e.g., 1st, A, 2nd, B, 3rd, C)
- Rubric based on performance assessment
- Communicative or Interactive Language Testing – Oral Interviews
- Portfolio-based (example – student portfolios)
- Self-assessment and linguafolio (example/website)
- Peer evaluation
- Teacher/student conference
- Task-oriented assessment
- Teacher observation

B. STAMP (Standards-Based Measurement of Proficiency)

- About the Test
- Urdu and Hindi items presentation

D. OPI

- ACTFL rating scale
- criteria for measuring language competence based on performance in real-life contexts: functions, accuracy, contents and contexts
- test content, intent and format
- elicitation techniques and question types
- organizing classroom according to proficiency

4.2. Hands-on:

A. Analyze exams/tests (handout), define strategy type and make suggestions for improvement

B. Listen to a sample of recorded interview conducted in Hindi, discuss level of interviewee and possible continuation the interview through questions and scaffolding.

- C. Read the OPI question/situation sample from the assigned card and describe level for which it is appropriate based on Hindi/Urdu Proficiency Level Guidelines.
- D. Pick a level and create an aural activity.
- E. Conduct OPI interviews (student-teacher role play).

Day 5 (July 11). Standards (guest speaker Vijay Gambhir, University of Pennsylvania)

5.1. Introduction

5.2. Lecture/Demonstration of Five Cs:

- Communication – TPR activity demonstration (with artificial fruits and vegetables, appropriate for young beginning learners)
- Culture – list of sample activities (for different levels)
- Connections – topic “Art”, relating it to other disciplines
- Comparisons - listening to news broadcast in Hindi and English and comparing beginning, greetings, conclusion (for intermediate/ advanced level)
- Communities – develop instructions for students to organize a festival celebration (e.g. write up a flier, a radio announcement, a program/schedule, invitations)

5.3. Learning scenarios

5.4. Hands-on-practice:

- A. Incorporate different Cs in a lesson or unit – group activity
- B. Discuss an activity (handout) from the point of view of one of the five Cs – pair activity
- C. Create an activity based on assigned Cs – group activity

Day 6 (July 12). High School System. Strategy training (guest speaker for High School System session Sushma Malhotra, Board of Ed, NYC)
(ch. 13 and reading from packet)

6. 1. Lecture/Demonstration

- A. High School Foreign Language Policies.
 - state’s foreign language regulations and requirements
 - foreign language teacher certification
 - resources and organizations
 - checkpoints A, B, C
 - scope and sequence of LOTE (Languages Other Than English) curriculum
- B. Language learning strategy training:
 - embedded and explicit strategies
 - cognitive, meta-cognitive, affective, social, memory
- C. Instructional Strategies and Learning Styles:
 - class management techniques
 - student-centered classroom philosophy

- task-based instruction
- differentiated instruction
- teacher's roles (manager, facilitator, coach, advisor, performer)

6.2. Hands-on:

- A. Discuss an activity (handout) in the strategy instruction context – group work
- B. Develop an activity based on explicit strategy training – group work
- C. Create an embedded strategy-based activity – pair work
- D. Take Language Learning Strategy Inventory Test and Learning Style Test

Day 7 (July 13). Materials and Technology in the Computer Lab (guest speaker for technology session Jishnu Shankar, Hindi/Urdu STARTALK Program, University of Texas at Austin)
(ch. 12)

7.1. Lecture/Demonstration:

- A. Material development and adaptation:
 - collection and selection of materials according to factors, such as level, interest, goal, language adequacy, register appropriateness
 - authenticity of materials
 - authenticity of activities based on authentic materials
 - efficient use of materials (analytical and experiential approach)
- B. Available materials for teaching Hindi and Urdu
 - textbooks
 - dictionaries, picture dictionaries
 - video materials
 - packets
- C. Using technology to supply curricula
 - multi-media materials available
 - different formats addressing students' learning preferences
 - font options
 - strategies to use available materials
 - strategies to develop new materials
 - fonts

7.2. Hands-on:

- A. Describe a unit (handout) and design a plan how to use it (group work).
- B. Develop the guidelines for a project based on technology-generated material (Comic life handout)
- C. Develop your own language material for a specific task (handout).
- D. Adopt a text (handout) for a specific purpose/assignment/project/activity.

Day 8 (July 14). Teaching Culture. Using the Community and the Environment.

(reading from packet)

8.1. Lecture/Demonstration: Teaching Culture (morning)

8.2. Field-Trip to Jackson Heights (afternoon)

Day 9 (July 15). Class Observation and Discussions. (Intensive Hindi Program, SCPS, instructor Suman Venkatesh, Columbia University)

A. 60 min. lesson observation

B. Discussion

C. Time to prepare presentations (work in pairs)

Day 10 (July 16). Taped Presentations/Demonstrations.