

## **STARTALK TEACHER PROGRAM:**

### **Edison Twp Public Schools: Hindi in NJ**

**June 16 – July 3, 2008**

	Menu of Suggested Topics	Curricular Objectives
Approaches and Methods	<ul style="list-style-type: none"><li>• Communicative approach</li><li>• Proficiency-based approach</li><li>• Natural approach</li></ul>	To understand current best practices in 21st century language teaching.
Curriculum and Lesson Design	<ul style="list-style-type: none"><li>• Thematic unit design</li><li>• Content-related instruction</li><li>• Standards-based lesson planning</li></ul>	To develop lessons to support standards-based thematic units
Instructional Planning and Strategies	<ul style="list-style-type: none"><li>• Use of visuals, realia, and manipulatives</li><li>• TPR &amp; TPRS</li><li>• Task-based; info gap activities</li><li>• Gouin series</li><li>• Simulations &amp; role-plays</li><li>• Interviews &amp; Surveys</li><li>• Use of stories</li><li>• Functional chunks</li><li>• Chants &amp; Rhymes</li><li>• Partner &amp; Small-group activities</li></ul>	<p>To gain knowledge of various instructional strategies and know how and when to use them effectively.</p> <p>To know how to teach in the target language and understand how to scaffold instruction to ensure students' comprehension</p>

	<ul style="list-style-type: none"> <li>• Games</li> </ul>	
Materials Development and Adaptation	<ul style="list-style-type: none"> <li>• Teaching materials development</li> </ul>	<p>To understand how to use authentic materials and adapt for classroom use.</p> <p>To develop materials for use in standards-based instruction.</p>
Assessment	<ul style="list-style-type: none"> <li>• Linguafolio</li> <li>• Formative assessment techniques</li> <li>• Observation</li> <li>• Teacher-developed assessment instruments</li> <li>• Proficiency Guidelines &amp; the OPI</li> <li>• The ACTFL Integrated Performance Assessment model</li> </ul>	<p>To understand the role of the proficiency guidelines in setting realistic expectations for student performance and how to use these in the development of formative and summative assessment instruments.</p>
Structure of the target language/ pedagogical grammar	<ul style="list-style-type: none"> <li>• Devanagari script</li> <li>• Reading &amp; Writing skill development</li> </ul>	<p>To know how to integrate the skills of reading and writing (given the use of Devanagari script) in a standards-based thematic unit approach to the teaching of Hindi.</p>
Second Language Acquisition	<ul style="list-style-type: none"> <li>• Comprehensible Input (Krashen's Monitor Model)</li> <li>• Meaningful language use: cognitive theory</li> <li>• Swain's Theory of Output processes</li> <li>• Long's Interaction Hypothesis</li> </ul>	<p>To understand theory and research related to second language acquisition and application.</p>
US Educational Systems and Classroom Mgmt	<ul style="list-style-type: none"> <li>• Observe a US class and teach a mini-lesson to students</li> </ul>	<p>To understand the US public high school classroom context.</p>

Technology	<ul style="list-style-type: none"> <li>• Online resources</li> <li>• Use of technology to provide authentic materials.</li> </ul>	To know what resources are available on-line to support standards-based teaching.
Reflective Practice and Leadership	<ul style="list-style-type: none"> <li>• Professional development as exploration, experimentation, analysis and synthesis</li> </ul>	To engage in critical reflection as a way to improve professional competence in a standards-based environment.
Pathway to Certification	<ul style="list-style-type: none"> <li>• Licensure procedures in New Jersey</li> </ul>	To know language teaching licensure procedures in New Jersey.