

# STARTALK TEACHER PROGRAM: Program Topics and Duration

New York University

## Intensive Teacher Training Program in Hindi and Urdu

	Menu of Suggested Topics	Curricular Objectives
Category/Foundation Work		1 week program (10 days)
Approaches and Methods		Raise awareness of diverse frameworks, approaches and methodologies: <ul style="list-style-type: none"><li>• Communicative competence</li><li>• Task-oriented instruction</li><li>• Content-based instruction</li><li>• Project-based instruction</li></ul>
Curriculum and Lesson Design		<u>Curriculum</u> Familiarize teachers with: <ul style="list-style-type: none"><li>• curriculum design based on standards</li><li>• students' needs, age and background</li><li>• language learning objectives</li><li>• methodologies applied in class.</li></ul> <u>Lesson Design</u> Train teachers in: <ul style="list-style-type: none"><li>• understanding basic components of theme-based syllabus</li><li>• designing lesson plans</li></ul>

		<ul style="list-style-type: none"> <li>• developing real-life and quasi-real-life activities addressing students' different learning styles, goals and interests</li> <li>• planning how to target language skills and culture knowledge together with the competencies involved</li> </ul>
Instructional Planning and Strategies		<p>Familiarize teachers with:</p> <ul style="list-style-type: none"> <li>• class management techniques</li> <li>• student-centered classroom philosophy</li> <li>• task-based instruction</li> <li>• differentiated instruction</li> <li>• teacher's roles (manager, facilitator, coach, advisor, performer)</li> <li>• language learning strategy instruction (explicit through survey and implicit through strategy embedding activities)</li> </ul>
Materials Development and Adaptation		<p>Train teachers in:</p> <ul style="list-style-type: none"> <li>• collection and selection of materials according to factors, such as level, interest, goal, language adequacy, register appropriateness</li> <li>• authenticity of materials</li> <li>• authenticity of activities based on authentic materials</li> <li>• efficient use of materials (analytical and experiential approach)</li> </ul>
Assessment		<p>Familiarize instructors with types of assessments:</p> <ul style="list-style-type: none"> <li>• formatted – fill-in-the-blank, complete-the-sentence, find-the-mistake, etc.</li> <li>• unformatted – essay, commentary, opinion piece, advertisement, etc.</li> <li>• performance/project-based – skits, presentations, movie trailers, commercials, infomercials</li> </ul>

		<ul style="list-style-type: none"> <li>• portfolio-based</li> <li>• self-assessment (linguafolio)</li> </ul> <p>Use the above assessment tools during workshop to assess trainees' progress:</p> <ul style="list-style-type: none"> <li>• pre-workshop and post-workshop video class demonstrations – self- and peer-analysis</li> <li>• syllabus sample – missing-parts-identification task</li> <li>• lesson plan sample – find-weakness task</li> <li>• activity outline sample – elaboration task (standards-based)</li> <li>• test sample – goal -identification task</li> <li>• class-observation and analysis</li> <li>• class presentations</li> </ul>
Structure of the target language/ pedagogical grammar		<p>Familiarize students with:</p> <ul style="list-style-type: none"> <li>• linguistic rules</li> <li>• sociolinguistic rules</li> <li>• pragmatic rules</li> <li>• practical teachable rules</li> </ul> <p>Train instructors in teaching core grammar not as a goal but as an instrument needed for tasks for communication purposes</p>
Second Language Acquisition		Instructors are exposed to research on SLA and experience in the field
US Educational Systems and Classroom Mgmt		Invite a specialist from the Board of Education to talk about policies, regulations, requirements
Technology		<p>Familiarize teachers with:</p> <ul style="list-style-type: none"> <li>• multi-media materials available</li> </ul>

		<ul style="list-style-type: none"> <li>• different formats addressing students’ learning preferences</li> <li>• font options</li> <li>• strategies to use available materials</li> <li>• strategies to develop new materials</li> </ul>
Reflective Practice and Leadership		<p>Require from instructors e-mail daily journal entries:</p> <ul style="list-style-type: none"> <li>• self-assessment of progress</li> <li>• reactions to activities</li> <li>• relevance of materials and discussions</li> <li>• effect of physical environment</li> <li>• efficiency of instruction</li> </ul>
Pathway to Certification		<p>Undergraduate credit available</p> <p>Graduate credit available</p> <p>Transcript with letter grade from NYU-School of Continuing and Professional Studies</p>