



## 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 presentation/demonstration supported by open class and group discussions 9:00am-12:30pm, followed by hands-on task- and product-oriented group activities 1:00-3:00pm)
- Each session is approximately 60 min. long with a 10 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 after each semester

### 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 – topic *Self* – interviews)
- Project-based instruction (example/handout – video projects based on *Kafan* by Premchand,)

##### B. Syllabus:

- 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 discuss it within a particular framework.

B. Analyze a lesson plan and identify basic approach.

## **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
- language learning objectives (example/handout – questionnaires)

B. Skills:

- literacy skills (example/powerpoint – animation clips)
- 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. Create an activity targeting a particular aural skill by choice.

C. Design a literacy-oriented activity (language-specific exercise)

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

(ch. 7 and 8)

### 3.1. Lecture/Demonstration:

- linguistic rules
- sociolinguistic rules
- pragmatic rules
- practical teachable rules (example/handout – Noun-Adjective Agreement and Verb Aspects)
- vocabulary

### 3.2. Hands-on:

- A. Develop activities for teaching grammar based on assigned text (handout - *Mummification*)
- B. Develop activities for teaching vocabulary based on assigned visual materials (handout/website – Virtual Hindi)

**Day 4 (July 10). Assessment. ACTFL’s OPI** (guest speaker Susham Bedi, Columbia University)  
(ch. 15 and Hindi/Urdu Proficiency Guidelines)

### 4.1. Lecture/Demonstration:

#### A. Types of assessments:

- formatted – fill-in-the-blank, complete-the-sentence, find-the-mistake, etc. (example/handout)
- unformatted – essay, commentary, opinion piece, advertisement, etc.
- performance/project-based – skits, presentations, movie trailers, commercials, infomercials (example/video – students’ project clips and *dukaan men* handout)
- portfolio-based (example – student portfolios)
- self-assessment and linguafolio (example/website)

#### B. Types of assessment strategies

- Cooperative Group Competitions (e.g., 1st, A, 2nd, B, 3rd, C)
- Focused dramatizations (e.g., skits, role play)
- Journal
- Aural Discriminatory Test
- Rubric based on performance assessment
- Peer evaluation
- Self-evaluation
- Task-oriented assessment
- Teacher observation
- Teacher/student conference

#### C. OPI

### 4.2. Hands-on:

- A. Analyze exams/tests (handout) and make suggestions for improvement
- B. Conduct OPI interviews.
- C. Pick a level and create an aural activity

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

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

### 6. 1. Lecture/Demonstration

A. High School Policies. Board of Education's Regulations and Requirements.

B. Language learning strategy training:

- embedded and explicit strategies
- cognitive, meta-cognitive, affective, social, memory

C. Instructional Strategies:

- 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

B. Develop an activity based on strategy training

**Day 7 (July 13). Materials and Technology in the Computer Lab** (guest speaker  
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
- 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
- B. Develop the guidelines for a project based on technology-generated material (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. Trip to Jackson Height.(afternoon)

**Day 9 (July 15). Class Observation and Discussions.** (guest instructor Suman Venkateshwar, Columbia University – 50 min. demonstration of a food-related lesson)

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