



## 2009 STARTALK TEACHER PROGRAM CURRICULUM TEMPLATE

**Host Institution:** New York University

**Program Title:** Teacher Training Program in Hindi and Urdu

**Number of Hours:** 50 contact hours

**Designed by:** Gabriela Ilieva

**Brief Description of Program** (150 words)

Provide an overview of your program. What will participants experience during the program and what do you hope that your participants will remember and be able to do after the program ends?

This is an immersive two week Hindi-Urdu teacher program that aims at introducing participants to a wide variety of teaching practices that emphasize communication and authenticity. Participants learn about the Standards for Foreign Language Learning in the 21<sup>st</sup> Century. In order to address the teachers' diverse goals, which include community, school or college level teaching, they will learn basic principles through readings, lecture and exposure to models, and then apply them in hands-on activities to a wide range of teaching contexts. They will become efficient facilitators in a communicative content-based learner-centered classroom.

**Major Focus of the Program**

What three to five key words, concepts and/or topics best identify your program?

- Standards-based instruction
- Strategies for planning instruction
- Communicative approach
- Differentiated instruction

- Reflective practice and leadership
- Technology use in a language class

### Pre-requisites

Are there pre-requisites to this course? If so, what are they?

Participants must have a minimum of Bachelor’s degree and have near-native or native fluency in Hindi/Urdu. Participants must be involved or plan to be involved in teaching of Hindi/Urdu.

### Information on Career Options and Pathways To Certification

How will you provide information to your participants on career options and pathways to certification?

Part of one session will be devoted to explaining the process for becoming certified in our state through the newly developed program for Hindi-Urdu teachers’ certification at Queen’s Community College. In addition, participants are introduced to professional organizations (SALRC, SALTA, ACTFL, NCOLCTL) and listserves (for LCTLs and Hindi & Urdu).

### Content and Evidence of Learning

Refer to the *STARTALK Teacher Program Sample* in the References section for examples. Use “Can Do” Statements to illustrate what evidence of learning is desired.

Knowledge (What participants need to know)		Skills Targeted and to be Assessed (What participants need to demonstrate)
<i>Content</i>	<i>Examples</i>	<i>“Can Do” Statements for Participants</i> Participants can...

Standards-based Instruction	<ul style="list-style-type: none"> <li>• National foreign language learning standards</li> <li>• State foreign language framework</li> </ul>	<ul style="list-style-type: none"> <li>• name and describe the concepts embedded in each of the five national standards’ goals</li> <li>• develop appropriate lesson plans in alignment with the national and state</li> </ul>
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		<p>standards</p> <ul style="list-style-type: none"> <li>• understand and perform different teacher roles</li> </ul>
Instructional Planning & Strategies	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• plan curriculum beginning with student performance outcomes in mind within a variety of theoretical frameworks, such as communicative, task-oriented, content-based, project-based instruction, etc.</li> <li>• develop a lesson plan that includes a balance of skill-getting and skill-using activities</li> <li>• embed grammar and vocabulary in communicative activities</li> <li>• understand the different types of curricula and design curriculum under supervision</li> <li>• design lesson plans within a particular type of curriculum</li> <li>• understand and apply language learning strategy training</li> <li>• deliver instruction in the target language and make it comprehensible for all students</li> </ul>
Differentiated Instruction	<ul style="list-style-type: none"> <li>• Individulized student-centered instruction</li> <li>• Modifying content, process and product for students’ needs, context of instruction</li> </ul>	<ul style="list-style-type: none"> <li>• adapt the content and delivery of the lesson according to student needs</li> <li>• adapt content, process and products in ways that are suitable to meet student needs</li> <li>• target unit development to a specific and appropriate proficiency level</li> </ul>
Reflective Practice/Leadership	<ul style="list-style-type: none"> <li>• Reflection on putting plans into action</li> <li>• Peer and professional feedback</li> <li>• Journaling</li> </ul>	<ul style="list-style-type: none"> <li>• write daily journals with reflection on the covered material and performed hands-on tasks</li> <li>• accept and act on constructive feedback</li> <li>• provide constructive feedback to colleagues based on observations and also learn from this process</li> </ul>
Technology Use in Language Instruction	<ul style="list-style-type: none"> <li>• Internet, multimedia (DVDs, CDs), Youtube – video</li> </ul>	<ul style="list-style-type: none"> <li>• search for appropriate material to supplement existing material using internet resources (blogs, You Tube,</li> </ul>

	<p>clips</p> <ul style="list-style-type: none"> <li>• Modes and efficacy of technology</li> <li>• Technology in practice for teaching and assessment</li> <li>• Useful websites and on-line resources</li> </ul>	<p>etc.)</p> <ul style="list-style-type: none"> <li>• use Internet resources for integrating language, culture and content</li> <li>• use Internet and multimedia materials to differentiate and enhance instruction</li> <li>• adapt/edit material to fit with lesson plans/curricular goals</li> <li>• use appropriate fronts, software and technology to create instructional material and manage instruction</li> </ul>
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### Assessment of Participant Progress and Performance

What evidence and products are required of participants to demonstrate learning and reflection?  
See Reference section for suggestions.

Evidence/Products	Brief description
Standards-based unit/lesson design	<p>Participants will design standards-based thematic units/lessons.</p> <p>During week one, students will create lesson plans based on a given outcome and materials</p> <p>During week 2, students will present as part of a group a unit using goals and materials that they have created</p>
Daily written reflections	Participants will keep a daily journal and reflect on the discussions and activities and the assigned readings.
Daily forum on material selection and adaptation	Throughout the program, participants will take turns sharing how to create their own materials and use authentic materials and realia.
<p>Unprompted evidence</p> <ul style="list-style-type: none"> <li>▪ Classroom discussions</li> <li>▪ Observations and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Participants will have group discussions on readings and presentations.</li> <li>• Participants will observe the teaching demonstrations of peer teachers and provide feedback.</li> </ul>

<p>Self-assessment Can Do list</p>	<p>Participants will use a daily teacher Can Do Statements list provided by the program.</p> <p>They will also be asked them to turn in a question for discussion for the following day</p>
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**Program Outline**

Timeline	Content
	<p>Textbook: <u>Practical English Language Teaching</u>, Ed. David Nunan</p>
<p>Day 1</p>	<p><u>1. Introduction</u>  <u>2. Lecture/Demonstration of Five Cs:</u></p> <ul style="list-style-type: none"> <li>• Communication – TPR activity demonstration (with artificial fruits and vegetables, appropriate for young beginning learners)</li> <li>• Culture – list of sample activities (for different levels)</li> <li>• Connections – topic “Art”, relating it to other disciplines</li> <li>• Comparisons - listening to news broadcast in Hindi and English and comparing beginning, greetings, conclusion (for intermediate/ advanced level)</li> <li>• Communities – develop instructions for students to organize a festival celebration (e.g. write up a flier, a radio announcement, a program/schedule, invitations)</li> </ul> <p><u>3. Learning scenarios</u></p> <p><u>4. Hands-on-practice:</u>  <b>A. Discuss an activity (handout) from the point of view of one of the five Cs – pair activity</b>  <b>B. Identify and explain different Cs in a lesson or unit – group activity</b></p>
<p>Day 2</p>	<p><b>Introduction to Methodologies.</b>  (ch. 1 and 10)  <u>1. Lecture/Demonstration:</u>  A. Frameworks, approaches and methodologies: <ul style="list-style-type: none"> <li>• Communicative competence</li> </ul> </p>

	<ul style="list-style-type: none"> <li>• Task-oriented instruction</li> <li>• Content-based instruction (example/handout – ice-breaking interviews)</li> <li>• Project-based instruction (example/handout – video projects based on <i>Kafan</i> by Premchand,)</li> </ul> <p>B. Lesson Planning:</p> <ul style="list-style-type: none"> <li>• Principles for designing lesson plans</li> <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> <p><u>2. Hands-on:</u></p> <p>A. Analyze a lesson plan and identify basic approach and the roles of teacher / student.</p> <p><b>B. Fill in components of a lesson plan based on a given material</b></p>
<p>Day 3</p>	<p><b>Skills and Graphic Organizers.</b> (ch. 14 and one of ch. 2, 3, 4 or 5)</p> <p><u>1. Lecture/Demonstration:</u></p> <p>A. Learning objectives:</p> <ul style="list-style-type: none"> <li>• students’ needs, age and background (discussion + activity)</li> <li>• language learning objectives (example/handout – questionnaires)</li> <li>• Using graphic organizers to teach objectives</li> </ul> <p>B. Skills: “Jigsaw” activity to discuss skills (groups sharing observations on chapters assigned and reporting to rest of class).</p> <ul style="list-style-type: none"> <li>• literacy skills (example/powerpoint – picture-based story writing)</li> <li>• aural skills (example/website – <i>Virtual Hindi</i>)</li> </ul> <p><u>2. Hands-on:</u></p> <p>A. Analyze an activity (handout) and make suggestions for improvement from point of view of skills.</p> <p>B. Groups demonstrate different ways to arrange speaking / listening activities</p> <p>C. Design a literacy-oriented activity (language-specific exercise – groups split into Hindi and Urdu)</p>

<p>Day 4</p>	<p><b>Pedagogical Grammar. Teaching Vocabulary.</b> (ch. 7 and 8)</p> <p><u>1. Lecture/Demonstration:</u></p> <p>A. Role of Grammar Instruction (general overview)</p> <ul style="list-style-type: none"> <li>• practical teachable rules (example/handout – Noun-Adjective Agreement and Verb Aspects)</li> </ul> <p>B. Strategies for teaching vocabulary embedded in four skills</p> <ul style="list-style-type: none"> <li>• Through reading and writing</li> <li>• Through speaking and listening (sociolinguistic and pragmatics discussion)</li> </ul> <p><u>2. Hands-on:</u></p> <p>A. Develop activities for teaching grammar based on assigned text (handout - <i>Mummification</i>)</p> <p>B. Analyze four different examples for teaching grammar (from book)</p> <p>C. Develop activities for teaching vocabulary based on assigned visual materials (handout/website – <i>Virtual Hindi Video</i>)</p> <p>3. Students will form groups for final presentation.</p>
<p>Day 5</p>	<p><b>Day 5 (July 10). Assessment. ACTFL’s OPI</b> (guest speaker for OPI session Susham Bedi, certified ACTFL tester, Columbia University) (ch. 15 and Hindi/Urdu Proficiency Guidelines)</p> <p><u>1. Lecture/Demonstration:</u></p> <p>A. Types of assessments:</p> <ul style="list-style-type: none"> <li>• Discrete Point or Guided – fill-in-the-blank, complete-the-sentence, find-the-mistake, etc. (example/handout)</li> <li>• Open-ended – essay, commentary, opinion piece, advertisement, etc.</li> <li>• Performance/project-based/focused dramatizations – skits, presentations, movie trailers, commercials, infomercials (example/video – students’ project clips and dukaan men handout)</li> <li>• Cooperative Group Competitions (e.g., 1st, A, 2nd, B, 3rd, C)</li> <li>• Rubric based on performance assessment</li> <li>• Communicative or Interactive Language Testing – Oral Interviews</li> <li>• Portfolio-based (example – student portfolios)</li> </ul>

	<ul style="list-style-type: none"> <li>• Self-assessment and linguafolio (example/website)</li> <li>• Peer evaluation</li> <li>• Teacher/student conference</li> <li>• Task-oriented assessment</li> <li>• Teacher observation</li> </ul> <p>B. STAMP (Standards-Based Measurement of Proficiency)</p> <ul style="list-style-type: none"> <li>• About the Test</li> <li>• Urdu and Hindi items presentation</li> </ul> <p>D. OPI</p> <ul style="list-style-type: none"> <li>• ACTFL rating scale</li> <li>• criteria for measuring language competence based on performance in real-life contexts: functions, accuracy, contents and contexts</li> <li>• test content, intent and format</li> <li>• elicitation techniques and question types</li> <li>• organizing classroom according to proficiency</li> </ul> <p><u>2. Hands-on:</u></p> <p>A. Analyze exams/tests (handout), define strategy type and make suggestions for improvement</p> <p>B. Listen to a sample of recorded interview conducted in Hindi, discuss level of interviewee and possible continuation the interview through questions and scaffolding.</p> <p>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.</p> <p>D. Pick a level and create an aural activity.</p> <p>E. Conduct OPI interviews (student-teacher role play).</p> <p>3. Students will choose learning outcomes for final project and design an assessment (for homework)</p>
<p>Day 6</p>	<p><b>High School System. Strategy training</b> (ch. 13 and reading from packet)</p> <p><u>1. Lecture/Demonstration</u></p> <p>A. High School Foreign Language Policies.</p> <ul style="list-style-type: none"> <li>• state’s foreign language regulations and requirements</li> <li>• foreign language teacher certification</li> <li>• resources and organizations</li> <li>• checkpoints A, B, C</li> <li>• scope and sequence of LOTE (Languages Other Than English) curriculum</li> <li>• curriculum design based on standards (example/handout – a curriculum oriented towards heritage learners)</li> </ul> <p>or</p>

	<p>A. Multiple Intelligences</p> <p>B. Language learning strategy training:</p> <ul style="list-style-type: none"> <li>• embedded and explicit strategies</li> <li>• cognitive, meta-cognitive, affective, social, memory</li> </ul> <p>C. Instructional Strategies and Learning Styles:</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> </ul> <p>D. Split in groups to discuss student needs : K -12 and College / Adult</p> <p><u>2. Hands-on:</u></p> <p>A. Discuss an activity (handout) in the strategy instruction context – group work</p> <p>B. Develop an activity based on explicit strategy training – group work</p> <p>C. Create an embedded strategy-based activity – pair work</p> <p>D. Take Language Learning Strategy Inventory Test and Learning Style Test</p>
<p>Day 7</p>	<p><b>Materials and Technology in the Computer Lab</b> (guest speakers for technology session Jishnu Shankar, Hindi/Urdu Flagship Program, University of Texas at Austin and Seema Khurana, Yale University)</p> <p>(ch. 12)</p> <p><u>1. Lecture/Demonstration:</u></p> <p>A. Material development and adaptation:</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> <p>B. Available materials for teaching Hindi and Urdu</p> <ul style="list-style-type: none"> <li>• textbooks</li> <li>• dictionaries, pictionaries</li> <li>• video materials</li> <li>• packets</li> </ul> <p>C. Using technology to supply curricula</p> <ul style="list-style-type: none"> <li>• multi-media materials available</li> <li>• different formats addressing students' learning</li> </ul>

<p>Day 8</p>	<p>preferences</p> <ul style="list-style-type: none"> <li>• font options</li> <li>• strategies to use available materials</li> <li>• strategies to develop new materials</li> <li>• fonts</li> </ul> <p><u>2. Hands-on:</u></p> <p>A. Describe a unit (handout) and design a plan how to use it (group work).</p> <p>B. Develop the guidelines for a project based on technology-generated material.</p> <p>C. Develop your own language material for a specific task (handout).</p> <p>D. Adopt a text (handout) for a specific purpose/assignment/project/activity.</p> <p><b>Teaching Culture. Using the Community and the Environment.</b> (Guest speaker Seema Khurana, Yale University) (reading from packet)</p> <p><u>1. Lecture/Demonstration: Teaching Culture</u> (morning)</p> <p><u>2. Field-Trip to Jackson Heights</u> (afternoon)</p>
<p>Day 9</p>	<p><b>Class Observation and Discussions.</b> (Intensive Hindi Program, SCPS, instructor Suman Venkatesh, Columbia University)</p> <p>A. 60 min. lesson observation</p> <p>B. Discussion</p> <p>C. Time to prepare presentations (work in pairs or small groups)</p>
<p>Day 10</p>	<p><b>Taped Presentations/Demonstrations.</b></p>

**Instructional Strategies**

How will your program ensure that the following best practices are incorporated into your program?

Strategies	Examples
Differentiate instruction based on participant need	Options will be provided to allow participants to focus on areas that

	<p>specifically meet their diverse needs by mixed grouping of teachers based on:</p> <ul style="list-style-type: none"> <li>• Teaching context.</li> <li>• Background</li> <li>• Language</li> <li>• Goals</li> <li>• Level of experience</li> </ul>
Provide mentoring and coaching	Participants will provide daily feedback on their reflective journals and receive comments from the instructors.
Provide opportunities to discuss and examine cultural ways of learning and teaching	Open discussions will take place about the differences between traditional South Asian and communicative teaching.
Provide opportunities for peer sharing and learning	In-class mock-presentations will be conducted on a daily basis and discussed among peers.
Model meaningful interaction in the target language	When introducing the interpersonal mode of communication, issues of pragmatics will be discussed, as well as heritage vs. non-heritage learners' characteristics
Model integration of language, culture and content	When introducing the interpretive mode of communication, a field trip is organized to the community environment with students.
Model use of authentic materials	When introducing the use of authentic materials, YouTube clips and film songs will be used to demonstrate how to adopt materials for all levels.

### Materials & Other Resources

Describe the primary resources that you plan to use for the program.

Materials/Resources	List
Required reading, including textbook(s)	Textbook: <u>Practical English Language Teaching</u> , Ed. David Nunan

Realia /Authentic materials	Children’s textbooks and storybooks, Photographs and Audio/Video materials
Multimedia	VCR, DVD, Computer lab
Links to relevant web sites and annotations about the site	<p>Websites focused on the Hindi script:  <a href="http://asianstudies.anu.edu.au/hindi/alphabet/index.html">http://asianstudies.anu.edu.au/hindi/alphabet/index.html</a>  <a href="http://faculty.maxwell.syr.edu/jishnu/101/default.asp">http://faculty.maxwell.syr.edu/jishnu/101/default.asp</a> (click on alphabet)  <a href="http://ccat.sas.upenn.edu/plc/hindi/alphabet/">http://ccat.sas.upenn.edu/plc/hindi/alphabet/</a> (video)  <a href="http://www.latrobe.edu.au/www/indian_gallery/devanagari.htm">http://www.latrobe.edu.au/www/indian_gallery/devanagari.htm</a>  <a href="http://www.languageguide.org/hindi/">http://www.languageguide.org/hindi/</a>  <a href="http://www.avashy.com/hindiscripttutor.htm">http://www.avashy.com/hindiscripttutor.htm</a></p> <p>Virtual Hindi:  <a href="http://www.nyu.edu/gsas/dept/mideast/hindi/">http://www.nyu.edu/gsas/dept/mideast/hindi/</a>  <a href="http://www.saffronthread.com/HindiVideo/#">http://www.saffronthread.com/HindiVideo/#</a></p> <p>New Directions, New People – Language Teaching Film Series  <a href="http://ccat.sas.upenn.edu/plc/hindi/">http://ccat.sas.upenn.edu/plc/hindi/</a></p> <p>Collection of Hindi links:  <a href="http://www.cs.colostate.edu/~malaiya/hindilinks.html">http://www.cs.colostate.edu/~malaiya/hindilinks.html</a></p> <p>Devanagari Unicode  <a href="http://www.geocities.com/hanu_man_ji/">http://www.geocities.com/hanu_man_ji/</a></p> <p>Indira Gandhi Center  <a href="http://tdil.mit.gov.in/coilnet/ignca/asp/all.asp?projectid=ag03">http://tdil.mit.gov.in/coilnet/ignca/asp/all.asp?projectid=ag03</a></p> <p>Materials Collection  <a href="http://www.columbia.edu/itc/mealac/pritchett/00urduhindilinks/index.html">http://www.columbia.edu/itc/mealac/pritchett/00urduhindilinks/index.html</a></p> <p>Premchand stories  <a href="http://munshi-premchand.blogspot.com/">http://munshi-premchand.blogspot.com/</a></p> <p>Jokes  <a href="http://www.geocities.com/krishnachandra_mehta/Kkjokes.htm">http://www.geocities.com/krishnachandra_mehta/Kkjokes.htm</a></p> <p>Hindi Portal  <a href="http://www.dmoz.org/World/Hindi/">http://www.dmoz.org/World/Hindi/</a></p> <p>Rimjim Textbooks Online  <a href="http://www.ncert.nic.in/textbooks/testing/Index.htm">http://www.ncert.nic.in/textbooks/testing/Index.htm</a></p>
Other (please specify)	

**Technology Integration**

If technology is part of your budget, how will that technology support teacher training?

Technological tools needed	Explanation

## References

### Content and Evidence of Learning

#### STARTALK Teacher Program Sample

Knowledge (What participants need to know)		Skills Targeted and to be Assessed (What participants need to be able to demonstrate)
Content	Examples	“Can Do” Statements for Participants <i>Participants can...</i>
Approaches and Methods	<p>National Standards</p> <p>TPR, Natural approach, performance-based approach</p> <p>Classroom interactions; content-based instruction</p> <p>Comprehensible input</p>	<p>explain how a Standards-based and thematically organized curriculum and instruction for that curriculum differs from translation (or x) approach</p> <p>use some methods in teaching a second/world language and explain why I decided to use them for my purposes</p> <p>plan developmentally appropriate practice and provide frequent opportunities for interactive learning via content based instruction.</p> <p>use a variety of strategies to make myself comprehensible in the target language.</p>
Curriculum and Lesson Design	Thematic Unit and Lesson Design	<p>plan a standards-based, thematic unit that informs lesson objectives and appropriately sequenced activities.</p> <p>develop culturally-rich, age- and level-appropriate teaching materials, tasks and activities that reflect real life performance goals.</p>
Instructional Planning and Strategies	Instructional strategies consistent with national standards	<p>plan instruction with the goals of the National Standards in mind.</p> <p>use strategies such as circumlocution, paraphrasing, body language, and visuals.</p> <p>maintain exclusive use of the target language</p>

STARTALK 2009

		and encourage students to do so.
Materials Development and Adaptation	Use of materials made by and for the people of the culture for use in performance tasks.	use culturally authentic materials for designing performance tasks. I can adapt existing materials appropriately to performance goals.
Assessment	Theories and applications on second language assessment.  Performance task based approach.	design program-specific performance based and achievement tests.  design performance tasks in the three modes of the Communication Standard.
Structure of the target language/ pedagogical grammar skills	Knowledge on linguistic system and the pedagogy for its application.	explain linguistic features of the language, such as orthography, syntax, and discourse.  develop appropriate teaching methods for presenting linguistic features.
Second Language Acquisition	Knowledge of learner characteristics.  SLA theories and processes, such as input, output, and interaction.  Research-supported feedback and error correction strategies and methods.	describe SLA theories and apply them in assessment and instruction.  apply learner-centered pedagogy.  demonstrate when and how to teach grammar.  direct student practice  draw upon a repertoire of appropriate feedback strategies such as direct correction, indirect correction, and modeling.
US Educational Systems and Classroom Management	Goals or premises which form the foundation of public schooling in the United States.  Learner-centered curriculum and interactive behaviors.	create an environment conducive to Universal Literacy and a learner centered classroom.  facilitate many opportunities for Productive versus Receptive Learning  apply age appropriate strategies to develop students' critical thinking and problem solving skills.
Technology	Theories and applications of technology in language teaching and	use multimedia, computers, and web resources to enhance language learning.

	learning.	
Reflective Practice and Leadership	Learning as an enterprise of exploration, experimentation, analysis, and synthesis.	use student assessment as professional feedback to inform and change my instruction.
Pathway to Certification	Licensure procedure	explain the teacher certification pathways and procedures for licensure.

**Suggested Menus of Assessment**

- Standards- and performance-based curriculum/unit and lesson design
- performance-based assessment task design (and implementation)
- classroom/video observation and analysis
- micro- or student-program teaching
- material selection, critique, and development
- response to reading or lecture/seminar
- reflective journals; term paper
- LinguaFolio-like self assessment and collection of evidence
- Presentation
- Portfolio in hard copy or e-portfolio
- A selected technological tool and a product using that tool
- research projects
- Unprompted Evidence: e.g., observations, dialogues, or classroom participation