



2009 STARTALK TEACHER PROGRAM CURRICULUM TEMPLATE

Host Institution: University of Pennsylvania

Program Title: Penn Teacher Training Institute for Hindi & Urdu

Number of Hours: 50 contact hours (2 weeks)

Designed by: Vijay Gambhir

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?

The program will raise participants' awareness about theory and best practice of second and heritage language learning. Participants will put their knowledge into practice through daily hands-on activities. Topics will include Standards, communicative approach, curriculum & lesson design, instructional planning & strategies, assessment, OPI, authentic materials, Hindi/Urdu structures, and differentiated instruction. Through power-point presentations, demonstrations, discussions, activities, and class observations, participants will know and remember long after the program that

- a) there is a strong connection between curriculum, instruction and assessment
- b) thematic planning helps pull together all the Five Cs in a FL curriculum
- c) "Backward Design" helps in keeping the end performance goals in mind, and
- d) reflective teaching is the key to professional development

After the program, participants will be able to create and implement standards-based thematic units with aligned instructional strategies and performance-based assessment tasks suitable for heritage and non-heritage Hindi/Urdu learners.

Major Focus of the Program

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

- Standards-based instruction & assessment
- Instructional strategies
- ACTFL OPI training– rating & conducting interviews
- Hindi/Urdu specific pedagogic issues
- Authentic material development

Pre-requisites

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

- a) Participants must demonstrate minimum Advanced-level proficiency in Hindi/ Urdu and English by writing two one-page essays on familiar topics.
- b) Participants should be actively engaged in teaching Hindi/Urdu or must have plans to teach in the near future.

Information on Career Options and Pathways To Certification

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

- On the last day of the program, information will be provided about
- Penn’s Master of Science in Education degree
 - Online methods courses
 - Certification requirements
 - Professional organizations (SALRC, SALTA, ACTFL, NCOLCTL)
 - 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...
Approaches & Methods	<ul style="list-style-type: none"> - National FL Learning Standards - Hindi Standards for K-16 - Grammar Translation Method, Direct Method, Audio-lingual Approach, TPR, Communicative approaches 	<ul style="list-style-type: none"> • name and describe the concepts embedded in each of the five national standards’ goals • explain how a theme-based curriculum differs from grammar-based curriculum
Curriculum and Lesson Design	Thematic unit and lesson design	<ul style="list-style-type: none"> • can use “Backward Design” principle for designing a curriculum • develop age- and level-appropriate thematic units and lesson plans aligned with the standards
Assessment	<ul style="list-style-type: none"> - Formative and summative assessments - Performance-based and achievement tests - Rating scales & rubrics - Integrated performance assessment - Oral Proficiency Interview - LinguaFolio checklists - 	<ul style="list-style-type: none"> • can explain the difference between performance-based and achievement tests • can design performance-based assessment tasks in the three modes of communication – interpretive, interpersonal and presentational • identify major proficiency levels of pre-recorded OPIs based on the

		ACTFL Assessment Criteria
Instructional Planning & Strategies	<p>Student centered learning</p> <ul style="list-style-type: none"> - Differentiated tasks & strategies - Active involvement of students <p>Integration of language, content and culture Through the use of</p> <ul style="list-style-type: none"> - realia - authentic texts - thematic units - target community resources <p>Meaningful interaction in the target language</p> <ul style="list-style-type: none"> - Information Gap activities - Project based activities - Problem solving activities - Discussions - Plays <p>Comprehensible input and output</p>	<ul style="list-style-type: none"> • integrate culture and content in contextualized learning • can deliver instruction in the target language and make it comprehensible for all learners • use smart grouping strategies for providing opportunities for peer learning • adapt the level of learning and assessment tasks to address the needs of mixed ability heritage and non-heritage students • Can use language activities and games for promoting interpretive, interpersonal and presentational modes of communication • create opportunities for meaningful and comprehensible TL input and output
Materials development and adaptation	<p>Selecting & rating authentic materials</p> <p>Adapting materials</p> <p>Developing pre-task, task and post-task activities</p>	<ul style="list-style-type: none"> • select and rate age-appropriate authentic materials for Novice, Intermediate and Advanced learners • turn authentic texts into learning units by designing appropriate pre-task, task and post-task activities for it
Structures and pedagogy of Standard Hindi/Urdu	<p>Structures of Standard Hindi/Urdu</p> <p>Varieties of Hindi/Urdu</p>	<ul style="list-style-type: none"> • teach Hindi/Urdu orthography and structures in alignment with the philosophy of

	<p>Gap between spoken and written Hindi/Urdu</p> <p>Degree of Hindi/Urdu and English code-mixing</p>	<p>performance-based learning</p> <ul style="list-style-type: none"> raise students' awareness about the differences between Standard Hindi/Urdu and its regional varieties
<p>Reflective teaching</p>	<p>Journaling</p> <p>Class observation & critique</p> <p>Peer & professional feedback</p>	<ul style="list-style-type: none"> can reflect on their own pedagogic successes and failures through journaling and self reflection can observe a class and analyze its pedagogy can give constructive feedback to peers accept and reflect on constructive feedback from colleagues & professionals
<p>Effective use of technology</p>	<p>Internet</p> <p>Blackboard</p> <p>Multimedia – CDs, DVDs</p> <p>Youtube - video clips</p>	<ul style="list-style-type: none"> use internet resources for integrating target language, culture, and content use internet resources for professional development use Blackboard for managing learning (posting materials, assignments, etc.), promoting e-communication (email, voice-mail, e-chats, etc.) and collaborations use multimedia materials for differentiated and enhanced learning
<p>Pathways to professional development & certification</p>	<p>Graduate level credit from Penn's GSE</p> <p>Post program professional support</p>	<ul style="list-style-type: none"> continue their professional development by attending PLC's

	<p>from PLC and South Asia Center</p> <p>Online methods courses</p> <p>Certification procedure</p> <p>Professional organizations</p> <p>Listserves</p>	<p>teacher development seminars</p> <ul style="list-style-type: none"> • become member of professional community by joining listservs and organizations such as ACTFL, NCOLCTL, and SALTA, SALRC • pursue teacher certification for becoming a world language teacher
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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
Thematic unit and lesson plan	Participants will design a standards-based thematic unit and a lesson plan using Backward Design principle.
Micro teaching	Participants will teach a mini lesson in Hindi to their cohort demonstrating clear goals of the lesson and the use of best instructional practices.
Journals	Participants will write reflective journals demonstrating their understanding and critical thinking on the classroom discussions.
Assignments	Participant will do assignments for demonstrating knowledge and understanding of key pedagogy concepts discussed in the class.
Class participation	Participants will demonstrate active and meaningful engagement in class activities.

Program Outline

Timeline	Content
<p>July 12</p> <p>July 13, Day 1</p>	<p>Participants move in at 2PM on Penn campus Orientation and Reception meeting from 5-7PM</p> <p>Introduction</p> <ul style="list-style-type: none"> • Overview of the course • Learner types & foreign language learning • FL learning experience - Chinese “shock class” <p>History, Philosophy and Description of the National Standards for Foreign Language Learning</p> <ul style="list-style-type: none"> • Five Cs – Communication, Cultures, Comparisons, Connections and Communities • Communicative modes – interpersonal, interpretive & presentational • Hindi & Urdu Standards • Content standards, progress indicators • Learning scenarios <p>Practice Activities</p>
<p>July 14, Day 2</p>	<p>Review of the previous day’s work</p> <p>Curriculum Design & Lesson Plan</p> <ul style="list-style-type: none"> • Principles of effective instruction • Backward Design Principle • Curriculum development • Thematic unit • Lesson plan <p>Practice Activities</p>
<p>July 15, Day 3</p>	<ul style="list-style-type: none"> • Review of the previous day’s work • Hindi & Urdu STARTALK class observation & critique

	<p>Learner-Centered Instructional Strategies and Activities</p> <ul style="list-style-type: none"> • Bottom up & top-down strategies • Task-based activities • Interpersonal tasks • Interpretive tasks • Presentational tasks • Information gap activities • Language games • Group work
<p>July 16, Day 4</p>	<ul style="list-style-type: none"> • Review of the previous day’s work • Hindi & Urdu STARTALK class observation & critique <p>Assessment</p> <ul style="list-style-type: none"> • Relationship among curriculum, instruction, and assessment • Difference between testing and assessment • Assessment types and tools • Self-assessment: LinguaFolio checklists • Formative and summative assessments • Discrete-point versus holistic testing • Integrated performance assessment • Rating scales and rubrics <p>Practice Activities</p>
<p>July 17, Day 5</p>	<ul style="list-style-type: none"> • Review of the previous day’s work • Hindi & Urdu STARTALK class observation & critique <p>Authentic Materials</p> <ul style="list-style-type: none"> • What is an authentic text? • Selecting and rating authentic texts • Adapting authentic texts for a specific level or purpose • Developing pre-task, task and post-task activities • Integrating culture • Existing authentic materials for Hindi & Urdu learners <p>Practice Activities</p>

July 18, Day 6	No class on Saturday
July 19, Day 7	No class on Sunday
July 20, Day 8	<ul style="list-style-type: none"> • Review of the previous day’s work • Hindi & Urdu STARTALK class observation & critique <p>OPI Familiarization Workshop</p> <ul style="list-style-type: none"> • What’s an OPI? • ACTFL Rating scale • Major proficiency levels • Assessment criteria • Rating pre-recorded OPIs • Structure of the interview • Role-play • Practice interviews & discussions
July 21, Day 9	<p>Review of the previous day’s work</p> <p>OPI & its Pedagogic Implications</p> <ul style="list-style-type: none"> • Awareness about question types • Effective strategies for eliciting a language sample • Description and narration at the Intermediate and Advanced levels • Practice interviews & discussions • Applications & Implications of OPI
July 22, Day 10	<ul style="list-style-type: none"> • Review of the previous day’s work • Class observation & critique <p>Differentiated Instruction</p> <ul style="list-style-type: none"> • Why differentiated instruction? • Elements of differentiated curriculum • Concept of “proximal development zone” • Strategies for differentiated learning & assessment <ul style="list-style-type: none"> - Projects - Tiered tasks - Flexible grouping - Technology <p>Practice Activities</p>

<p>July 23, Day 11</p>	<ul style="list-style-type: none"> • Review • STARTALK Hindi/Urdu class observation & critique <p>Hindi-Urdu Pedagogy</p> <ul style="list-style-type: none"> • Standard Hindi Urdu & its varieties • Teaching Hindi/Urdu script in a performance-based curriculum • Structures of Hindi & Urdu • Gap between spoken and written Hindi/Urdu • Guidelines for mixing English in Hindi (Hinglish) & Urdu (Urdulish)
<p>July 24, Day 12</p>	<p>Micro-Teaching Presentations & Wrap-up</p> <ul style="list-style-type: none"> • Mini lesson presentations followed by peer and professional feedback • Wrap up <ul style="list-style-type: none"> - Certification - Evaluations - Post program activities for continuous support

Instructional Strategies

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

Strategies	Examples
<p>Differentiate instruction based on participant need</p>	<ul style="list-style-type: none"> • Appropriate readings will be assigned based on participants’ background and needs. • There will be flexible grouping based on students’ interest and learning priorities. • Different levels of outcome will be expected based on participants’ prior experience. • There will be one-on-one meetings for personal questions and clarifications.

<p>Provide mentoring and coaching</p>	<ul style="list-style-type: none"> • Learner centered activities will be modeled through recorded and live Hindi & Urdu classes. • Samples of curriculum, tests, tasks, etc. will be provided. • Feedback on participants' mini-lesson plans and delivery will be provided. • Opportunities for peer coaching will be provided through group work • Opportunities will be provided for writing reflective journals. • Pedagogy experts will be available on site for personal questions and clarifications.
<p>Provide opportunities to discuss and examine cultural ways of learning and teaching</p>	<p>There will be dialogues to examine cultural ways of teaching (teacher fronted vs. student centered) and learning (memorization vs. learning by doing) in South Asia and the U.S.</p>
<p>Provide opportunities for peer sharing and learning</p>	<ul style="list-style-type: none"> • Group work: Participants will develop thematic units and lesson plans in small groups. • Peer Learning: Participants will provide constructive feedback on peer mini-presentations & OPIs.
<p>Model meaningful interaction in the target language</p>	<ul style="list-style-type: none"> • Sample live & recorded interpersonal activities from Penn's concurrent Hindi/Urdu student programs will be demonstrated. • Live Hindi/Urdu OPIs will be demonstrated.

Model integration of language, culture and content	<ul style="list-style-type: none"> • Sample lesson on Indian food supported by images, video clips, and hands-on activities will be demonstrated.
Model use of authentic materials	<ul style="list-style-type: none"> • Samples of authentic Hindi & Urdu texts at different levels will be shared. • Samples of authentic texts with appropriate pre-task, task and post-task activities will be shared.

Materials & Other Resources

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

Materials/Resources	List
Required reading, including textbook(s)	<p>Required Readings:</p> <ul style="list-style-type: none"> • Bulk-pack readings (selected articles) • Standards for Foreign Language Learning in the 21st Century • National Standards for Learning Hindi – K-16 • ACTFL OPI Familiarization Manual <p>Recommended Readings:</p> <ul style="list-style-type: none"> • How Languages Are Learned by Patsy Lightbown and Nina Spada • Second Language Teaching & Learning by David Numan • Teaching Language in Context (Paperback) by Alice Omaggio Hadley • Languages and Children--Making the Match: New Languages for Young Learners, Grades K-8 (Paperback) by Helena Curtain and Carol Ann Dahlberg • Teacher’s Handbook by Judith L. Shrum & Eileen W. Gilsan
Realia /Authentic materials	Hindi/Urdu magazines & Newspapers, Bollywood movie clips, ACTFL Hindi authentic materials for listening and reading
Multimedia	Computer, Internet, Overhead projector, DVD player, video recorder

<p>Links to relevant Hindi/Urdu web sites and annotations about the site</p>	<p>Learning Devanagari Script http://www.avashy.com/hindiscripttutor.htm Hindi sounds and script</p> <p>Urdu Fonts http://tlt.its.psu.edu/suggestions/international/bylanguage/urdu.html http://salrc.uchicago.edu/resources/fonts/</p> <p>Hindi fonts http://tlt.its.psu.edu/suggestions/international/bylanguage/devanagari.html http://salrc.uchicago.edu/resources/fonts/</p> <p>nayii dishaayeN naye log “New Directions New People” www.southasia.upenn.edu/hindi Multimedia content-based online-materials for advanced beginners and intermediate learners of Hindi/Urdu</p> <p>Darvazah – Urdu http://www.marriala.net/test/urdu-demo/lessons/ Multimedia Elementary Urdu Course</p> <p>A Door into Hindi http://taj.chass.ncsu.edu/ Multimedia structure-based materials for beginners</p> <p>India LingLang Authentic Hindi Materials http://www.indialinglang.info/listeningcomprehension.htm Video interviews for Advanced and Superior level learners</p> <p>http://hindionline.org/ Hindi books & DVDs for younger learners</p> <p>LangNet materials for Hindi/Urdu http://www.nflc.org/projects/current_projects/langnet/ Primarily for maintenance and enhancement of reading & listening skills outside an instructional setting</p> <p>Yale Hindi Program http://comet.cls.yale.edu/vision/pub/pub_index.asp?ProjectID=21 Hindi debates, movie clips, literary readings, interviews</p> <p>Virtual Hindi http://www.nyu.edu/gsas/dept/mideast/hindi/index.html Authentic and culturally rich reading & listening materials for Novice, Intermediate and Advanced learners</p>
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	<p>http://www.bbc.co.uk/hindi/ BBC daily news magazine</p> <p>http://www.bbc.co.uk/Urdu/ http://www.bbc.co.uk/hindi/</p> <p>Urdu Times http://www.urdutimesusa.com/ A weekly Urdu newspaper</p> <p>Hindi/Urdu Authentic Readings http://www.columbia.edu/itc/mealac/pritchett/01glossaries/index_dualscripts.html Dual script authentic texts for advanced learners</p> <p>Hindi Urdu Flagship http://www.hindiurduflagship.org/resources/index.html Supplementary Hindi/Urdu learning multimedia materials</p> <p>Anubhuti & Abhivyakti http://www.abhivyakti-hindi.org/ http://www.anubhuti-hindi.org/ Literary Hindi magazines for prose & poetry</p>
<p>Other (please specify) Links to relevant professional organizations and other sites</p>	<p>South Asia Language Resource Center http://salrc.uchicago.edu/ Online pedagogy and technology journal & other resources</p> <p>South Asia Language Teachers Association (SALTA) http://saltassociation.com/ Information about events, programs and newsletter</p> <p>American Council on the Teaching of Foreign languages http://www.actfl.org/i4a/pages/index.cfm?pageid=1</p> <p>National Council of Less Commonly Taught Languages http://www.councilnet.org/</p> <p>National Heritage Language Resource Center http://www.international.ucla.edu/languages/nhlrc/</p> <p>The National K-12 Foreign Language Resource Center http://www.nflrc.iastate.edu/</p> <p>Connecting, Standards, Research & Practice (Annenberg videos) http://www.learner.org/workshops/tfl/</p>

	<p>Center for Applied Linguistics http://www.cal.org/topics/fl/</p> <p>LinguaFolio Checklists http://www.ncssfl.org/links/Checklists.pdf https://linguafolio.uoregon.edu/documents/LFGrid.pdf</p>
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Technology Integration

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

Technological tools needed	Explanation
<p>The program received funds for video-recording and website development.</p>	<p>The program will make video recordings of guest presentations, participants’ final mini-lesson demonstrations, and samples of classroom strategies for self reflections, assessment, and for creating a bank of training materials. With the permission of authors and participants, sample video clips of the recordings will be posted on Penn’s Startalk website after the program.</p>