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.

(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 tailors, 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
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
   • pictionaries
   • 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.