TELL Domain: The Learning Experience
Teaching with Authentic Materials

@ Startalk Hindi-Urdu Program
West Windsor-Plainsboro Schools, NJ

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Goals of the Workshop

1. Share learning experiences using authentic resources in Hindi-Urdu classrooms.
2. Share tasks and activities designed to teach Hindi-Urdu more effectively and purposefully by using appropriate authentic materials.
What Are Authentic Materials?
Why Use Authentic Materials?
Advantages of Using Authentic Materials

The main advantages of using authentic materials are: (Richards, 2001)

- They have a positive effect on learner motivation.
- They provide authentic cultural information.
- They provide exposure to real language.
- They relate more closely to learner’s needs.
- They support a more creative approach to teaching.
Top Down Approach

- Focuses on Performance and Proficiency based learning
- Students are mainly Heritage learners
- Textbooks use bottom up approach for FLL
- Textbooks have authentic material in them
- Usually textbook language differs from authentic speech and writing
Which Proficiency Level Is Best Suited For Authentic Resources?

- All levels: novice, intermediate & advance

- How authentic material is used?
- What task is designed using authentic materials?
West Windsor-Plainsboro Program

- Theme: Environmental Pollution
- Standard based approach
- Aligned with STARTALK principles
Which Age Group Is Best Suited For Authentic Materials?

- All age groups
- Authentic materials need to be age appropriate
What are the Problems?

- Often contains difficult language
- Contains unnecessary vocabulary
- Comprised of complex language structures
- Can be difficult for lower proficiency levels
- Can be difficult for younger students
- May contain cultural biases
How Do We Resolve the Problems?

- Can use audio-visual material as an aid for reading comprehension.
- May choose traditional songs to lighten up the topic.
- Listening activities/TPR
- Read through graphic support and pictures.
A Few Examples of Using Authentic Materials
Novice Urdu

Authentic Material:
- Book: Hara Kachwa

Task:
- Project: Create a slideshow on an endangered animal

Procedure:
- Use vocab from the book
- Follow the book as model for slideshow
- Work in collaborative groups
Novice Hindi

Authentic Material:
- Song: Bare Necessities Jungle Book in Hindi

Task:
- Students will call a friend to inquire about their lost pet over the phone. They will describe their pet’s physical characteristics, it’s diet and what it likes.

Procedure:
- Worksheet with True or False statements
- Work in pairs to reinforce the names, habitat and food of animals, bird and insects.
- Different stations - Mix and Match activity.
Intermediate Urdu

Authentic Material:
- Article: Ludhyana

Task:
- Debate: Industrialization vs Environment

Procedure:
- Skim and scan the article
- Note taking
- Create a ‘wordle’
- Debate the issue using Philosophical Chairs
Intermediate Hindi

**Authentic Material:** You Tube video and Articles,

- Types of Pollution for Kids
- Pollution in Yamuna
- Noise Pollution
- Air-borne Diseases
- Organic Farming

contd.
**Task:** Students are visiting India as exchange students and will work in pairs to write an email to a friend about a problem which they are facing a community in India, such as increased traffic, dumping of garbage, upset stomach due to bad water or loud music in the neighborhood.

**Activity:**
- Interpreting the youtube video.
- Discuss and categorize different kinds of pollution.
- Read different articles on pollution in groups for a purpose.
- Share the information with a new group.
- Create a task and share it with the class.
Advance Urdu

**Authentic Materials:**
- Youtube Videos: Thaar kii kahaani by GEO News
- Dawn News Article: Thaar kii haalate-e-zaar

**Task:**
- Collaborative Group Activity: In a group of four assign roles: two students work as experts to identify ways to conserve water and other two students try to advocate it to disperse this information in the community. Share this plan with the class.

**Procedure:**
- Think/ Pair/ Share
  ➢ Watching videos
  ➢ Article Reading
Material: Gaura Devi’s Chipko Movement Village inside story by Deepak Dobhal

Task: Collaborative work: In group of four assign roles: in a mock TV interview, two students will act as host and interview other two people who are environmental experts and talk about flood in a particular region in India and discuss how deforestation has led to this and what can be done to prevent this in future.

Procedure:
- Think/pair/share
- Article reading
- Watching Video
Some More Examples of Tasks

Students will take part in a government hearing on how to counter dangers of environmental issues. They will choose from one of the topics covered before and act as representatives from different states. Students will present solutions to a specific environmental problem.

In groups of four, two students will act as representatives from different cities in Pakistan/India and two as government officials who need to be convinced to pass a new resolution regarding specific environmental problem.
An NGO (of student’s choice) in India/Pakistan wants to resolve health issues caused due to various types of environmental pollution. Students are asked to join campaign to bring awareness in the community. They are assigned to research that particular issue related to environmental pollution in India/Pakistan, and compare it with the U.S. They have to come up with the solutions to resolve it. Research will be shared during a (imaginary) fundraiser organized on the graduation day of the camp and students will share the findings through a visual presentation (i.e. Poster, Powerpoint, Slideshow, Prezi). Invitations will be sent to students and teachers of the Hindi camp and a few community members for the fundraiser.
Examples Contd.

The Environmental agency in India/ Pakistan wants to protect endangered animals. Students participate in this campaign as volunteers. They are assigned to make posters, power point presentations or photo stories to convince people of the city that this is important and to raise funds. They choose one of the animals they consider important to save and make a short presentation about it. They share this with the Urdu participants at a regional convention. Rubrics will be used by peers to assess each presentation.
Tasks and Activities
Submitted by

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- Humaira Rehman - Intermediate Urdu
- Bibeshwari Aggarwal – Intermediate Hindi
- Talat Shehzadi – Advance Urdu
- Milind Ranade – Advance Hindi
Think/ Pair/ Share Activity

On a given article: Click here for the articles
- Read in a jigsaw format and underline 4 useful phrases and a few new words.
- Jigsaw: Describe each other what your excerpt is about and share the useful phrases and new words.
- Create a task based on the use of the authentic text.
- Share your idea.
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