

### **Program Description:**

The STARTALK@NYU Teacher Training Institute emphasizes classroom teaching strategies and basic principles that can be applied to a variety of classroom settings. Participants develop engaging tasks in the three modes of communication in real-life and meaningful contexts with backwards design. They design and demo- or micro-teach lessons with focus on learner proficiency and background, use of the target language and making it comprehensible, and based on the use of authentic materials. Participants demonstrate their abilities through four key assessments: a) observe and develop a new 'food' activity (less experienced) or lesson (more experienced), b) develop an authentic material based interpretive task adapted for remote learning, c) an online micro-teaching lesson and d) a presentation of three connected lessons (for less experienced) or a thematic unit (for more experienced) through multiple round-tables in breakout rooms. Teachers are trained to apply and demonstrate their knowledge of the standards, specifically the communication and culture standards, effective instructional strategies, comprehensive input and authentic materials to their diverse teaching settings for Hindi/Urdu and Arabic. The program is offered by the [Hagop Kevorkian Center](#), NYU and is funded by the [STARTALK](#) grant from the National Foreign Language Center, University of Maryland.

### **STARTALK@NYU Team:**

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### **TELL Criteria:**

1. PL6 - The teacher plans opportunities for students to process language in the interpretive mode.
  - PL6b The teacher selects resources that allow students to interpret, analyze, and interact with authentic materials.
2. PL7 - The teacher plans opportunities for students to produce language in the interpersonal and presentational modes.
  - PL7b The teacher plans activities for students to produce language within the range of their proficiency targets.
3. LE3 - The teacher provides opportunities for students to process language in the interpretive mode.
  - LE3a The teacher ensures that at least 90% of what is shared with students is in the target language.
4. LE4 - The teacher provides opportunities for students to produce language in the interpersonal and presentational modes.
  - LE4a The teacher facilitates activities that allow students to interact with others and negotiate meaning for a real-world purpose.

**Outcomes:**

**Planning:**

I select resources that allow students to analyze and interact with authentic materials.  
I plan activities for students to produce language within the range of their proficiency targets.

**Learning Environment:**

I ensure that at least 90% of what is shared with students is in the target language.  
I provide opportunities for my students to interact with others and negotiate meaning for a real-world purpose

**Schedule:**

	<b>Dates</b>	<b>Type of Instruction</b>	<b>Hours per week</b>
<b>Program Orientation and Technology Training</b>	<b>June 1<sup>st</sup> – June 7<sup>th</sup></b>	<b>Asynchronous Class (independent work)</b>	<b>4 hours</b>
		<b>Consultation Lab</b>	<b>3 hours</b>
<b>Online Program</b>	<b>June 8<sup>th</sup> – July 5<sup>th</sup></b>	<b>Synchronous Class (Zoom together)</b>	<b>Every Tuesday, Thursday and Sunday 5pm – 7pm EST</b>
		<b>Consultation Lab (Open hours)</b>	<b>Every Tuesday, Thursday and Sunday 4pm – 5pm EST</b>

<b>Independent Work and Recording</b>	<b>July 6<sup>th</sup> – July 17<sup>th</sup></b>		
<b>Final Presentation</b>	<b>July 18<sup>th</sup></b>	<b>Synchronous Class</b>	<b>5 pm – 7 pm EST</b>

### Curriculum

**Online class:** It is conducted in a Google classroom, for which each participant receives an individual invitation to register. Participants will complete a combination of synchronous online instruction, independent assignments and groupwork. The synchronous classes are 2 hours, from 5:00–7:00pm EST, and attendance to the classes is mandatory. There is an option open lab where participants can meet with instructors one hour prior to the synchronous class (4:00-5:00pm). Participants are encouraged to contact members of our [NYU team](#) with any questions or reactions to the materials and tasks assigned.

**Last two weeks online:** It is used to complete the work on the final products and for submission, with one day for final presentations on July 18<sup>th</sup>.

### Schedule

Pre-program orientation begins June 1<sup>st</sup>.

Themes	Resources	Assignments Due
<p><b>Module 1:</b> Standards “5 C’s”</p> <p>Modes of Communication</p> <p>Start Date: Tuesday, June 8<sup>th</sup></p>	<p>1. Please watch BEFORE the first synchronous class on June 8<sup>th</sup>: STARTALK video resources <b>“Journey to Become a Standards-Based Teacher” Parts I and II</b> <a href="https://media.startalk.umd.edu/workshops/2009/Rutgers/">https://media.startalk.umd.edu/workshops/2009/Rutgers/</a></p> <p>Tuesday, June 8<sup>th</sup>: First synchronous class, 5pm – 7pm Icebreaker, Lecture and Discussion on the Standards</p> <p>For Homework: <b>Classroom Videos:</b></p> <p><b>a) Urdu “Traditions and Food” :</b> <a href="https://startalk.umd.edu/teacher-development/videos/2009/UPenn-Urdu">https://startalk.umd.edu/teacher-development/videos/2009/UPenn-Urdu</a></p> <p><b>b) Spanish “Latin American Artists” (first 10 minutes only)</b> <a href="http://www.learner.org/vod/vod_window.html?pid=2030">http://www.learner.org/vod/vod_window.html?pid=2030</a></p>	<p>Discussion Board posting:</p> <p>Share the activity that you developed related to the theme of “Food.” Include meaningful communication and address at least 2 of the 5 C’s.</p> <p>Identify the Standards Handout</p> <p><b>Module Due: Wednesday June 10<sup>th</sup></b></p>
<p><b>Module 2:</b> Can-Do Statements and Communication for Real-World Purpose</p> <p>Start Date: Thursday, June 10</p>	<p>Thursday, June 10<sup>th</sup>: Synchronous class, 5pm – 7pm Lecture and Discussion on Can-Do Statements and Modes of Communication Groupwork: Food Lesson</p> <p>Review NCSSFL Can-do statements</p> <p><a href="https://ncssfl.org/linguafolio-materials/2017-can-dostatements/">https://ncssfl.org/linguafolio-materials/2017-can-dostatements/</a></p>	<p>Task: Develop in groups or small groups a lesson related to the theme of ‘Food.’ Choose appropriate ‘Can-Do’ statements for activity and fill out the first portion of a modified lesson plan template.</p> <p><b>Due: Sunday June 13<sup>th</sup></b></p>
<p><b>Module 3:</b> Effective Instructional Strategies</p> <p>Start Date: Sunday, June 13<sup>th</sup></p>	<p>Sunday, June 13<sup>th</sup> Synchronous Class 5pm – 7pm Lecture and Discussion on Effective Instructional Strategies Feedback on “Food” Activities</p> <p>High-Level Strategies (Hindi and Urdu) <a href="https://wp.nyu.edu/virtualhindi/high-leverage-teaching-practices/">https://wp.nyu.edu/virtualhindi/high-leverage-teaching-practices/</a></p>	<p>Homework:</p> <p>Classroom Observation Handout</p>

	<p>STARTALK Video Resources: Multimedia Workshop: “Immersion mindset” <a href="https://startalk.umd.edu/teacher-development/workshops/2009/Concordia/content/">https://startalk.umd.edu/teacher-development/workshops/2009/Concordia/content/</a></p> <p><a href="#">Classroom Videos</a></p> <p>a) Hindi “Family” <a href="https://startalk.umd.edu/teacher-development/videos/2009/Kent-Hindi">https://startalk.umd.edu/teacher-development/videos/2009/Kent-Hindi</a></p> <p>b) Arabic “Vegetables” <a href="http://www.learner.org/vod/vod_window.html?pid=3493">http://www.learner.org/vod/vod_window.html?pid=3493</a></p> <p>Hindi / Urdu ACTFL Guidelines <a href="https://wp.nyu.edu/virtualhindi/speaking-proficiency-guidelines/">https://wp.nyu.edu/virtualhindi/speaking-proficiency-guidelines/</a></p>	<p><b>Due: Tuesday June 15th</b></p>
<p><b>Module 4:</b> Planning for Comprehensible Input</p> <p>Start Date: Tuesday, June 15<sup>th</sup></p>	<p>Tuesday, June 15<sup>th</sup>: Synchronous Class 5pm – 7pm Demonstration Lesson in Bulgarian Activity on identifying strategies for maintaining target language</p> <p>Assigned to groups for micro-teaching.</p> <p>Modified STARTALK Lesson Plan Template</p> <p>Sample Lesson Plans</p>	<p><b>Due:</b> Stage 1 of micro-teaching lesson plan (identify theme, can-do statements)</p> <p>Meet with micro-teaching group to brainstorm and prepare.</p> <p><b>Due Thursday, June 17<sup>th</sup></b></p>
<p><b>Module 5:</b> Lesson Planning and Technology Tools</p> <p>Thursday, June 17<sup>th</sup></p>	<p>Synchronous Class: Thursday, June 17<sup>th</sup> 5pm – 7pm Lecture and Discussion: Interpersonal Mode Activities Demonstration and Overview: Tools to support interpersonal activities when teaching online and tools for recording instruction.</p> <p>Plan for micro-teaching with support of instructors. Online Groupwork.</p> <p>Homework : Review Startalk Planning Resources: <a href="http://teach.nflc.umd.edu/startalk/classroom-activities">http://teach.nflc.umd.edu/startalk/classroom-activities</a></p> <p>Review Exemplar Lesson Plans in Hindi, Arabic and Urdu</p>	<p>Work on micro-teaching: practice and preparation</p> <p><b>Lesson Plan Template Due: Sunday, June 20<sup>th</sup></b></p>

<p><b>Microteaching Group A:</b></p> <p>Sunday, June 20<sup>th</sup></p> <p>Microteaching Day</p>	<p>Synchronous Class: Sunday, June 20<sup>th</sup></p> <p>Teach communicative activity to small group of foreign/ heritage language learners and / or peers. Participants will receive feedback on teaching from instructors and peers.</p>	<p><b>Due: Tuesday, June 21<sup>st</sup></b></p>
<p><b>Microteaching Group B:</b></p> <p>Tuesday, June 22<sup>nd</sup></p> <p>Micro-teaching Day</p>	<p>Synchronous Class: Tuesday, June 22<sup>nd</sup></p> <p>Teach communicative activity to small group of foreign / heritage language learners and / or peers. Participants will receive feedback on teaching from instructors and peers.</p>	<p>Homework: Reflection of micro-teaching (journal)</p> <p><b>Due: Sunday, June 27<sup>th</sup></b></p>
<p><b>Module 6:</b></p> <p>Thursday, June 24<sup>th</sup></p> <p>Modified Training      OPI</p>	<p>Synchronous Class: Thursday, June 24<sup>th</sup></p> <p>Review of Proficiency Levels</p> <p>OPI session with Jishnu Shankar, certified ACTFL trainer</p> <p>Review: STARTALK Videos <a href="https://startalk.umd.edu/teacher-development/assessment/ACTFL2013/#welcome">https://startalk.umd.edu/teacher-development/assessment/ACTFL2013/#welcome</a></p> <p>Please watch the following sections: Part 2: Understanding Communication Standards Part 3: Designing Performance Assessment Part 6: Features of Language at Level</p> <p>Sample Hindi / Urdu OPI <a href="https://startalk.umd.edu/public/resources/OPI">https://startalk.umd.edu/public/resources/OPI</a></p> <p>Sample Arabic <b>TBA</b></p>	<p>Discussion Board: Aligning themes and activities with ASCTFL proficiency levels</p>
<p><b>Module 7:</b></p> <p>Sunday, June 27<sup>th</sup></p> <p>Using Authentic materials</p>	<p>Synchronous Class: Sunday, June 27<sup>th</sup></p> <p>Hands-on: Using videos and authentic materials <a href="https://wp.nyu.edu/virtualhindi/audio-visual-resources/">https://wp.nyu.edu/virtualhindi/audio-visual-resources/</a></p>	<p><b>Due: Reflection of Micro-teaching Journal</b></p>

<p><b>Module 8:</b> Tuesday, June 29<sup>th</sup></p> <p>Unit Planning</p> <p>Project-Based Learning</p>	<p>Synchronous Class: Tuesday June 29<sup>th</sup>, 5pm – 7pm Lecture and Discussion on Unit Planning and Project-Based Learning</p> <p>Participants will be assigned to pairs / small groups to begin thematic unit plan</p> <p>Differentiate by Age / Setting</p>	<p>Homework: Meet with group-members for Unit Plan brainstorming. Decide theme / proficiency level</p>
<p><b>Module 9:</b></p> <p>Planning for Learner Needs</p> <p>Thursday, July 1<sup>st</sup></p>	<p>Synchronous Class: Thursday, July 1<sup>st</sup> 5pm – 7pm</p> <p>Lecture and Discussion: Planning for Learner Needs / Heritage Learners</p> <p><i>South Asia Language Pedagogy and Technology, Vol. 1 (SALPAT 2008)</i> <a href="http://hindiurdustartalkmarch2016.wikispaces.com/HLLs+vs.+FLLs">http://hindiurdustartalkmarch2016.wikispaces.com/HLLs+vs.+FLLs</a></p> <ul style="list-style-type: none"> <li>● <a href="http://www.fas.harvard.edu/~lingdept/Offprint.pdf">http://www.fas.harvard.edu/~lingdept/Offprint.pdf</a> -- Heritage Languages: In the ‘Wild’ and in the Classroom by Maria Polinsky, Harvard University and Olga Kagan, University of California, Los Angeles</li> </ul>	<p>Homework: Stage 1 of Unit Plan</p> <p><b>Due: Tuesday, July 6<sup>th</sup></b></p>
<p><b>Module 10:</b></p> <p>Unit Planning</p> <p>Tuesday, July 6<sup>th</sup></p>	<p>Synchronous Class: Tuesday, July 5<sup>th</sup></p> <p>Groupwork: Meet and receive feedback and support from instructors on Unit Plan</p>	
<p><b>Independent Work</b></p>	<p>Participants will continue to work on the unit plans independently</p>	
<p><b>Final Presentations</b></p> <p>Sunday, July 18<sup>th</sup></p>	<p>Participants who can will present final projects in the form of an online “gallery walk.” Participants will need to provide feedback to their peers during the walk.</p>	<p>Final Unit Plan and Reflection Paper</p> <p><b>Due: July 18<sup>th</sup> to Google Classroom</b></p>