

COURSE DESCRIPTIONS

GLOB 5905: Introduction to Global Project-Based Learning for Teaching World Languages

Offers contemporary theories of learning as the framework for project-based instruction and the development of global competencies, and the opportunity to connect theory with practice through field-based observations and micro-teaching (*Offered onsite during Summer Session*)

GLOB 5920: Methods I: Pedagogy for Implementing the World Readiness Standards

Utilizes the *World-Readiness Standards for Learning Languages* (ACTFL, 2014) and corresponding Hindi-specific standards as the organizing framework for learning and teaching with a focus on proficiency-oriented/learner-centered instructional approaches (*Offered onsite during Summer Session*)

GLOB 5945: Language Acquisition: Theory and Research: L1, L2, Bilingual/Heritage Learner Development

Surveys current theory and research in second language acquisition, as well as relevant aspects of the fields of linguistics, psychology, education, sociology and ethnography, thereby creating a balanced and coherent framework for understanding the implications of major learning theories for second and foreign language learners of Hindi and Urdu

HIND 5800: Introduction to Hindi and Urdu Language, Culture and Society

Provides foundational background knowledge on the development and relationship between the Hindi and Urdu language and society; the linguistic expression of ethnic, regional, gender, age, religious and other identities; and Hindi and Urdu language in literature, media and film

HIND 5820: Hindi and Urdu Language Structures for Teaching

Focuses on the grammatical features of Hindi/Urdu and pedagogical approaches to teaching grammar in standards/proficiency-based language instruction

HIND 5830: Hindi Literature: Language, Style and Genre

Designed to further develop students' language proficiency and cultural knowledge through reading and analyzing a selection of texts in Braj Bhasha and Awadhi dialects, as well as in modern standard Hindi in a range of literary genres

URDU 5840: Urdu Literature: Language, Style and Genre

Designed to further develop students' language proficiency and cultural knowledge through reading and analyzing a selection of texts in Urdu from a range of literary genres

GLOB 5910: Global Project-Based Learning II

Provides a forum for gaining an in-depth understanding of the principles for teaching for global competence and the connection to research-based best practices in language learning/ teaching through coursework, field-based observations and micro teaching (*Offered onsite during Summer Session*)

GLOB 5930: Methods II: Assessment of Language Performance

Focuses on the role of assessment in planning and instruction, setting realistic expectations for student performance, and meaningful assessment of language performance in context

(Offered onsite during Summer Session)

HIND 5860: Issues in Hindi and Urdu Sociolinguistics

Designed to provide insights into the Hindi and Urdu languages with regard to social context, language variation and change in the Hindi and Urdu speech communities to inform instructional practice and research

GLOB 5995: Action Research: Inquiries and Projects

This capstone course requires students to apply theoretical understandings of research and the knowledge/skills gained through their emergence as practitioner researchers in educational settings to conduct an action research project in the field of foreign language pedagogy related to the teaching of Hindi/Urdu.

HIND 5850: The Hindi/Urdu Community and Heritage Language Learners: Theory and Practice

Focuses on the principles of heritage language teaching and learning and includes hands-on application of best practices with Hindi/Urdu heritage learners who have varying language backgrounds

Course Elective Requirements: *(Completion of two of the following non-credit electives required)*

+ ACTFL OPI Training Module (STARTALK NYU)

Introduces the ACTFL rating scale, the structure of the Oral Proficiency Interview (OPI) and techniques of administering and rating the OPI; includes observation of and conducting live practice interviews across all proficiency levels, critiquing and discussing interview elicitation, structure and rating

+ Fundamentals of Project-Based Language Learning (PBL) (National Foreign Language Resource Center, University of Hawaii <http://nflrc.hawaii.edu/events/view/83/>)

These online institutes take place annually. Their purpose is twofold: a) to ensure that participants in the Intensive Summer Institutes (ISI) acquire a basic understanding of PBL in order to optimize the use of time during the ISIs; and b) to provide language professionals nationwide an opportunity to learn about PBL. The content of these online institutes is developed by NFLRC staff in consultation with ISI facilitators and slightly varies every year. These online institutes are required as part of the application for all ISIs in Hawaii. A self-paced version and associated badges is developed based on the facilitated version and is made available to independent learners as an Open Educational Resource. Both online institute module materials and badge structure are offered as OERs to facilitate implementation by other institutions. If you have questions about using institute content, please contact the NFLRC.

+ Transitioning to Teaching Language Online (CARLA, University of Minnesota <http://carla.umn.edu/technology/STARTALK/index.html>)

Focuses on different facets of a facilitating a successful online language course, such as creating community, time management strategies for teachers and students, choosing appropriate technology tools for communicative-based activities, and developing a variety of online activity types

+ STARTALK Blended Summer Teacher Program (STARTALK NYU <http://www.nyu.edu/gsas/dept/mideast/hindi/startalk.html>)

Designed to enhance the knowledge and skills of current and prospective teachers of Hindi/Urdu, this program includes interactive presentations and modeling of standards-based best practices by a second language acquisition specialist and hands-on language-specific applications supervised by language specialists; includes a cultural component on how to leverage the use of resources available in the Hindi and Urdu community