Master's Degree Program in Hindi /Urdu Language Pedagogy

LCTL- L.E.A.R.N. Workshop

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MA Program Need and Goals

❖**Need:** Addresses the current lack of a strong infrastructure at national and state levels to support Hindi/Urdu teacher development and research in the area of Hindi/Urdu-specific second language pedagogy

❖**Program Goals:**
- Build capacity in the development of a pool of Hindi/Urdu pedagogy specialists
- Foster innovation by providing research-based solutions to Hindi/Urdu materials creation, implementation, evaluation and assessment
- Create a Hindi/Urdu Community of Contemporary Pedagogical Practice
- Cultivate mainstream interest in pedagogy in LCT/critical need languages in the language education field
- Promote the study of Hindi and Urdu as LCTLs

Driving Program Development

Through capacity building, educators will possess the requisite pedagogical knowledge and skills to actively engage learners of all ages and backgrounds *in learning a language for meaningful, real world purposes*

Yielding a greater percentage of students who "value" and wish to further pursue the study of that language for its long-term worth-- personally, in the local workplace and/or in pursuing career paths in the global economy

Linking the efficacy of instructional practices commonly used in the classroom to current efforts to promote the teaching and learning of LCT and other languages

Driving Program Development
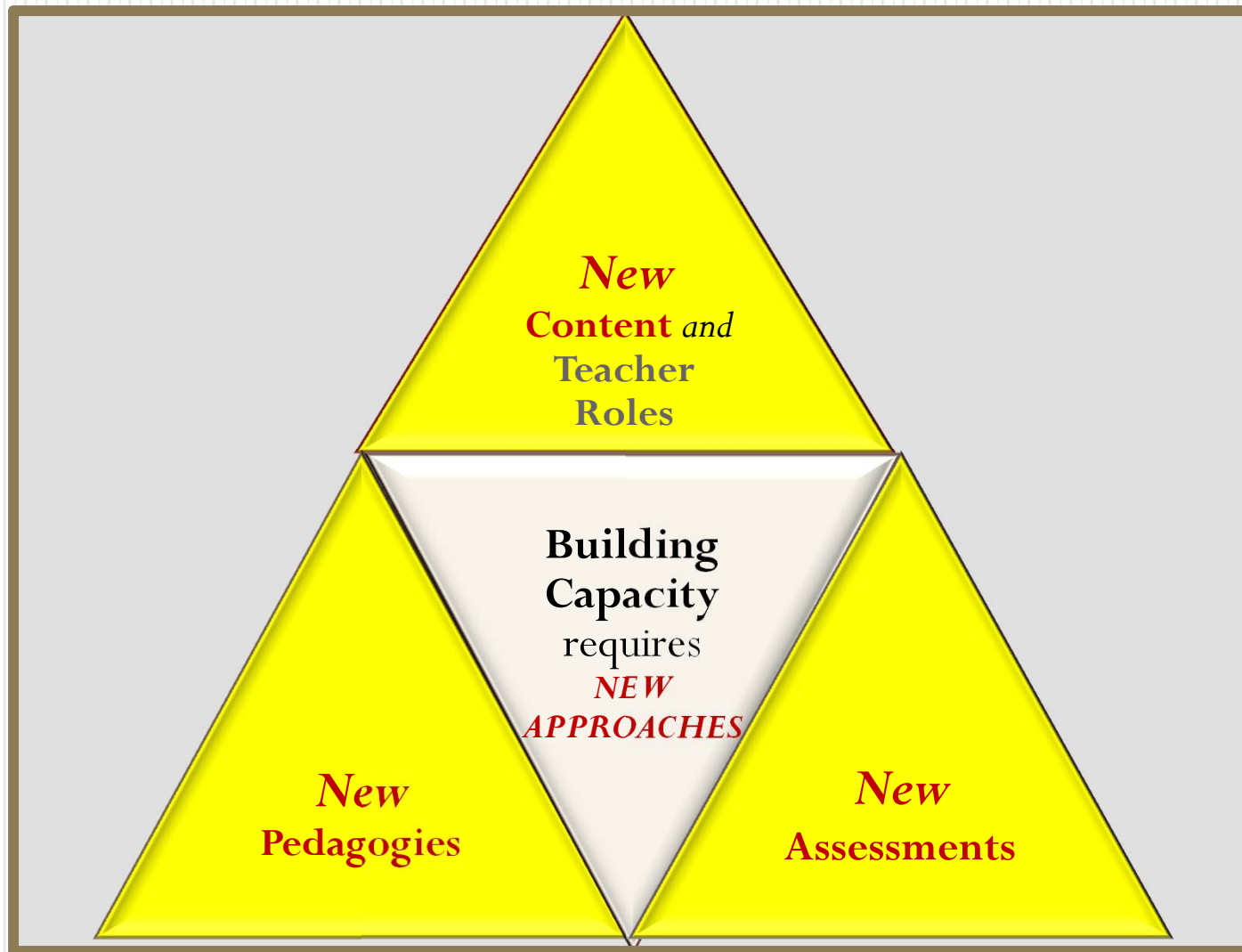
Reflecting the Vision: MA Program Special Features

❑**New Content**

- Global approaches to curriculum development: creating age-, interest- and proficiency level-appropriate standards-driven thematic units/lessons/tasks based on real world content and addressing global/local issues as the <u>context</u> for learning language

- Engaging learners in meaningful, action-oriented communicative tasks that include ongoing cross-cultural interactions and collaborations to foster the development of intercultural and global competencies

❑**New Assessments**

- Integrating the use of a variety of authentic formative and summative performance-based assessments and providing specific, meaningful feedback to support learner growth
- Assessing linguistic, intercultural and global competencies

Reflecting the Vision: MA Program Special Features

❑ **New Pedagogies**

▪ Application of **SLA** theories, principles of **proficiency-based instruction** and knowledge from **neuroscience**

▪ Application of **research-based pedagogical approaches** (e.g., skills to diagnose/solve classroom problems based on evidence, differentiate instruction for mixed ability/mixed background heritage learners)

▪ Use of **inquiry based instruction:** problem-solving, working in teams, finding solutions and exhibiting work to an authentic audience **(GPBL)**

▪ Selection and use of **innovative learning technologies** and language-specific best practices in face-to-face and online learning environments

▪ Analysis of **interrelatedness of the Hindi/Urdu language and culture** and how culture shapes the development of perspectives, products and practices of Hindi/Urdu language-speaking communities

Global Project-Based Learning

❖ **G-PBL** is a *value-added* component to PBL that addresses the development of global competency by including awareness of cultural dimensions and **ongoing opportunities for cross-cultural interactions, mediated by the use of technology**, as an *integral* part of the learning process itself (Jensen, Searson & Yildiz, 2010).

❖ *Global competence is the capacity and disposition to understand, and act on, issues of local / global significance* (Boix-Mansilla & Jackson, 2010).

Dimensions of Global Competence
- ✓ Investigating the World
- ✓ Recognizing Perspectives
- ✓ Communicating Effectively
- ✓ Taking Action

Dimensions of Global competence address Interpretive, Interpersonal and Presentational Communication in an authentic cultural context!

❑ New Teacher Roles

▪ Active facilitator, learner, collaborator

▪ Creator of a language learning environment that

- ✓ integrates content-aligned explorations of the world
- ✓ values diversity and global engagement
- ✓ facilitates international and intercultural conversations/partnerships

"Glocal" Service Learning
Connecting Local & Global

- Who else around the world is affected by the issues, concerns, and trends that affect our community?

- How does this global issue, concern, or trend affect our community?

- What are some of the familiar aspects of all cultures, and how are they addressed similarly or differently in our community and in communities around the world?

"Connect Local and Global," Asia Society: Education and Learning
http://asiasociety.org/education-learning/afterschool/connect-local-and-global

Shifting from Teacher-Centered to Learner-Centered Practices

20th Century	21st Century
Curriculum	Projects
Time-Slotted	On-Demand
One-size-Fits-All	Personalized
Competitive	Collaborative
Classroom	Global Community
Text-based	Web Based
Summative Tests	Formal Evaluations
Learning For School	Learning For Life

The Program

The 30-credit blended program focuses on the integration of content, theory and pedagogy with clinical practice through coursework that includes:

❖ **Acquisition of Pedagogical Knowledge and Skills:** 15 credits in onsite Pedagogy courses that include 6- weeks of **clinical observation and practice** in the Kean STARTALK Student Program during two consecutive summers

❖ **Acquisition of Content:** 15 credits offered **online** in Language/Literature/Culture as related to pedagogy that include a Capstone Course focusing on Action Research

The MA Program in Hindi and Urdu Language Pedagogy is the only program of its kind in the U.S./worldwide

Clinical Practice Activities

- Observe experienced Hindi/Urdu practitioners using Global Project-Based Learning instructional approaches

- Engage in clinical practice under the guidance of a pedagogy coach and a content specialist allowing for guided practice in applying new pedagogical strategies

- Participate in a "cycle of lesson study"
  - ✓ Pre-lesson: work collaboratively to develop and refine each lesson in preparation for actual teaching of the lesson
  - ✓ During lesson: obtain data on how well each lesson works based on level of student interest and engagement, student outcomes.
  - ✓ Post-lesson: analyze data collected and determine how the lesson and teaching/facilitating of the lesson might be modified to make it more effective.
- Engage in daily debriefings, reflection and journal writing

The Program : Sample Courses

- **Global Project-based Learning I and II**

- **Assessment of Language Performance**

- **Language Acquisition:Theory/Research**

- **Hindi and Urdu Language Structures for Teaching**

- **Issues in Hindi and Urdu Sociolinguistics**

- **Hindi Literature: Language, Style and Genre**

- **The Hindi and Urdu Community and Heritage Language Learners**

- **Action Research: Inquiries and Projects**

Target Audience

❖ Hindi/Urdu Native, Non-Native /Advanced-Mid(or higher) speakers who reside in the U.S., possess a Bachelor's Degree, and may wish to:

➤ Teach/continue teaching in heritage language community schools, private schools, government schools and/or universities using contemporary, learner-centered/standards-driven pedagogies

➤ Conduct research on second language-specific pedagogy or in the field of Hindi/Urdu Second Language Acquisition leading to a doctoral program

➤ Pursue Alternate Route teacher certification options available in most states to be able to teach in public schools

Program Replication

Program provides a model and resources that may be easily replicated in other LCTLs.

❑ Program approval documents are aligned with *ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers* (Initial Level-Undergraduate and Graduate) and the 2013 *InTASC Model Core Teaching Standards and Learning Progressions.*

❑ Program Curriculum

❑ Course Syllabi for onsite and online courses

❑ Clinical Practice Model

Teacher Education Programs

that recognize the need to prepare language teachers to facilitate learning in a globally interconnected world, are not only keeping with the times and contemporary research; they also demonstrate to multiple constituencies the value of learning languages in a modern society.