



Building Competency in Hindi /Urdu through Global Project-Based Language Learning

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

George Mason University

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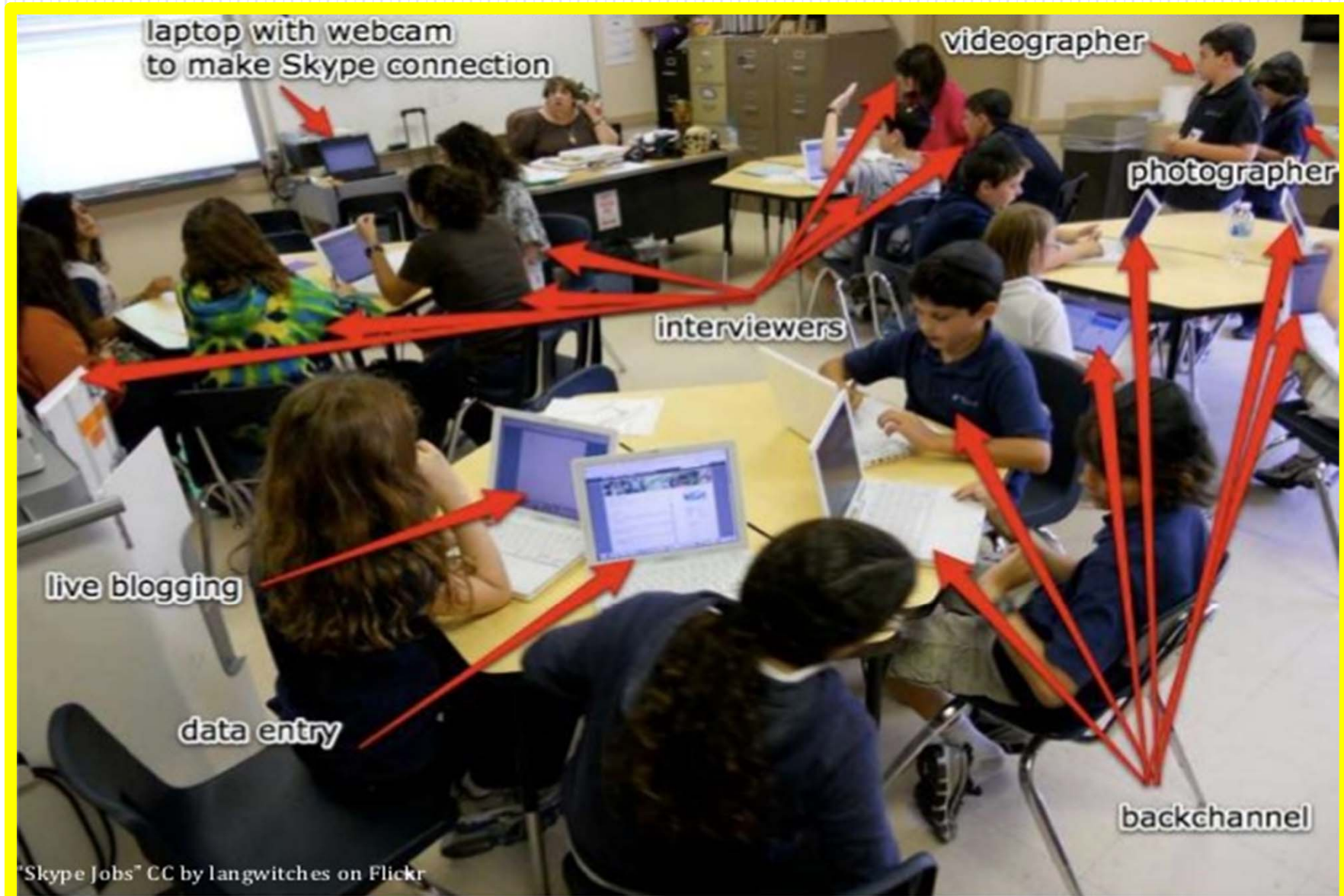
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In the 21st century, learning a language needs to
Move from This. . .



To This...



GEN Z Learners

Changing Learner Expectations



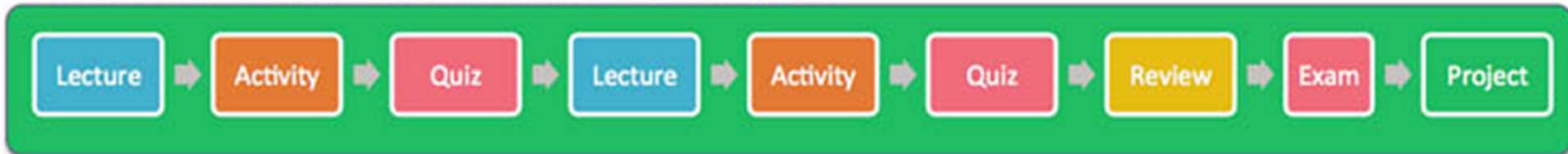
21st Century Learners will increasingly demand that their experience is:

- **Learning-Centered**
- **Personalized**
- **Interactive, Social & in “The Cloud”**
- **Mobile: Anytime, Anywhere**
- **What They Want (Buyers Market)**

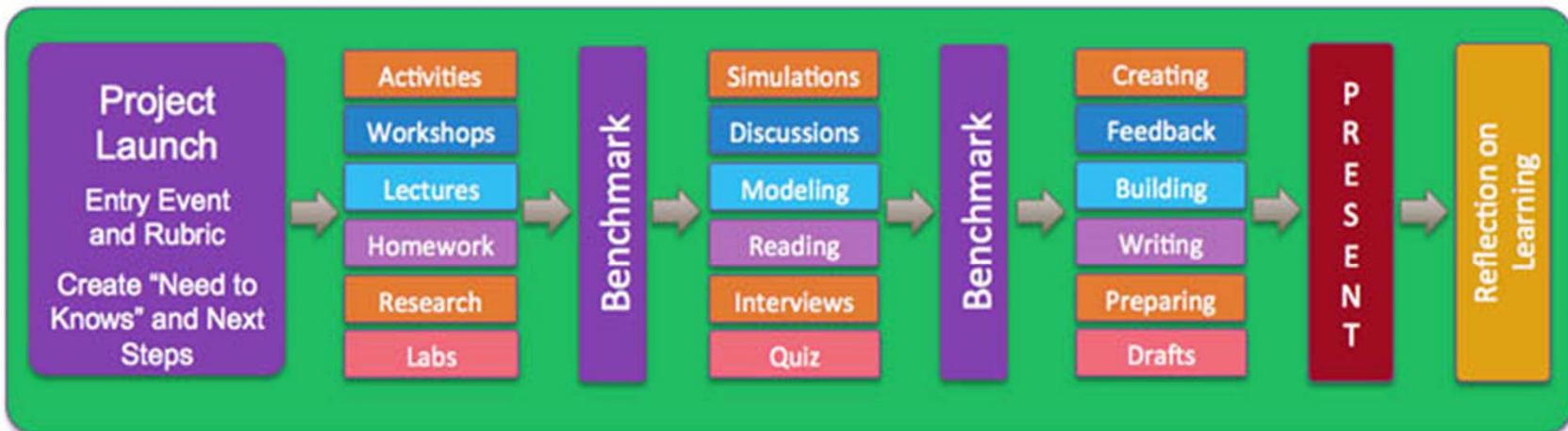
“GEN Z-Age” Competencies

- *Critical Thinking and Creative Competencies:* innovative and collaborative problem solving, creative expression
- *Communication Competencies:* proficiency in one or more world languages other than English, digital media; social networking, and content creation technologies
- *Cultural and Global Competencies:* cultural understanding, personal and communal responsibility, adaptability and resilience, an ability to engage in productive teamwork, and active citizen participation in local and global communities

Traditional Unit With Culminating Project:



Project-Based Learning Unit:



Inquiry-Based (Project/Problem-Based) Learning

~*A non-linear instructional methodology that focuses on problem-solving, working in teams, finding solutions and exhibiting work to an authentic audience*~

Global Project-Based Language Learning

G-PBLL is a *value-added* component to PBL that addresses the development of **linguistic, intercultural and global competencies** through ongoing cross-cultural interactions mediated by the use of technology as an *integral* part of the learning process itself (Jensen, Searson & Yildiz, 2010).

Why G-PBLL?

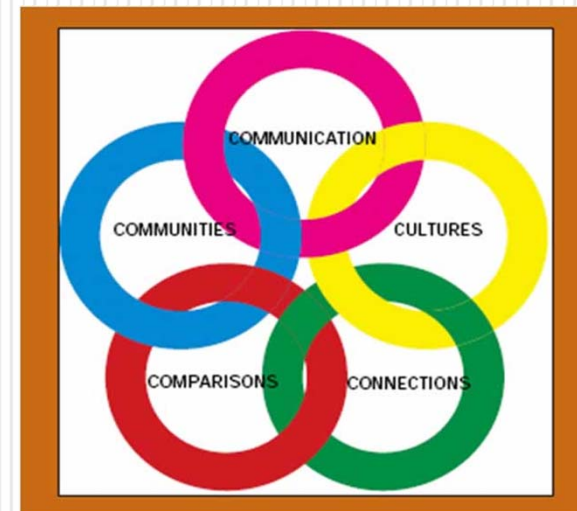
1. Global issues serve as a **meaningful context** for integrating global knowledge and skills and cross-disciplinary knowledge into language learning
2. Ongoing use of technology addresses the **learning preferences and communication needs** of digital learners
4. G-PBLL tasks foster interaction, collaboration, **active engagement** and use of language for a “purpose”
5. G-PBLL fosters *Perspective Consciousness*
 - ❑ Cross-cultural Awareness
 - ❑ “State of the Planet” Awareness
 - ❑ Knowledge of Global Dynamics
 - ❑ Awareness of Human Choices

Global PBL Alignment with ACTFL Standards, Intercultural and Global Competencies

*Dimensions of Global Competence
(capacity and disposition to understand,
and act on, issues of global significance)*

- ✓ Investigating the World
- ✓ Recognizing Perspectives
- ✓ Communicating Effectively
- ✓ Taking Action

ACTFL Standards



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

Intercultural Competencies

- ❑ Investigate Products and Practices to Understand Cultural Perspectives
- ❑ Interact with Others in and from Another Culture

Making the Distinction...

Global Competence

- Investigate the *World*
- Recognize Perspectives
- Communicate Ideas
- Take Action to improve conditions

❖ Interactions are cross-cultural, meaningful exchanges **with other cultures across the world**

❖ Includes additional dimensions, such as **global knowledge and skills**

Intercultural Competence

- Investigate Cultural Products & Practices to Understand Cultural Perspectives.
- Interact with Others in **And From Another Culture**

❖ Interactions are cross-cultural, meaningful exchanges usually with the **target language culture(s)**.
(Subset of global competence)

Global Citizenship

- Encompasses the **humanitarian disposition to show concern about the world** and its people by addressing global issues/ significant issues which impact the world.
- To be a global citizen, one must be globally competent!

G-PBL Lesson Analysis

- ❑ ***Pre-Skype / Skype-*** Actively engaged in investigations about a local/global issue, communicating/exchanging ideas/perspectives
- ❑ ***Debriefing and Reflection-*** Discussing and analyzing their own and others' perspectives related to the global issue studied.
- ❑ ***New Learning-*** Using a variety of international sources, media, and experiences in to identify and weigh relevant evidence related to the global issue studied.
- ❑ ***Transfer of Learning-*** Using linguistic and cultural knowledge to assess options and plan actions, taking into account varied perspectives and potential consequences.
 - ❑ Using appropriate technology to present information, concepts or ideas related to the global issued studied
 - ❑ Creating a **final product or performance** that builds upon interpretive and interpersonal tasks and **focuses on *taking action to address a real world problem or issue for an authentic audience.***

Lesson Planning Template

Objectives <i>Students will be able to:</i>	Learning Episodes/ Instructional Strategies <i>Students will:</i>	Formative Assessments/ <i>Evidence of Learning Tasks</i>
Outcomes/ Can Dos: Linguistic Intercultural Global	Engage in Interpretive and Interpersonal Tasks: <ul style="list-style-type: none"> ▪ Preparing for Cross-Cultural Interactions on Skype ▪ Skype/Videoconferencing ▪ Debriefing/Reflecting Acquiring New Learning 	Interpretive and Interpersonal EOL Tasks related to: <ul style="list-style-type: none"> ✓ Preparing for Cross-Cultural Interactions ✓ Skype/Videoconferencing ✓ Debriefing/Reflection/ New Learning
Break		
Linguistic Intercultural Global	<ul style="list-style-type: none"> ▪ Collaboration and Application (Transfer/Apply Learning to new task/situation) ▪ Extended Learning Tasks (Assignments) 	Presentational Tasks <ul style="list-style-type: none"> ✓ Transfer of Learning

Program Themes

(Based on UN Sustainable Development Goals for 2030)

- 2012:** Educating Children Worldwide
- 2013:** Water Access, Safety and Sustainability in India/Pakistan
- 2014:** Protecting and Promoting Children's Rights
- 2015:** The Role of Humanitarian Organizations in Addressing Local/Global Issues in India/Pakistan
- 2016:** Hindi and Urdu for Careers in Medicine & Global Health
- 2017:** Environmental Challenges and Public Health in India/Pakistan
- 2018:** Lifting the Veil of Ignorance: Education for All in India/Pakistan

Examples of G-PBLL Final Performance Tasks

In the final assessment tasks, you will use the Hindi/Urdu language and knowledge gained about environmental challenges and related cultural perspectives linked to health issues to *take action and improve conditions* by:

- **Collaborating with an NGO(s)** whose mission is to advocate for environmental and health improvements by creating **an advocacy product(s)** appropriate for their targeted population along with a concise, but compelling and culturally appropriate, advocacy narrative or sound bite.
- **Serving as interviewees or panelists** for regional South Asian Community media outlets, such as the [AAJ TV Talk Show](#) or [on Radio Asia](#) as part of a **service learning experience**. **You will provide an overview of environmental challenges and related health risks and then propose potential viable/defensible solutions for “authentic” audiences of viewers or listeners.**
- **Creating a blog posting** that expresses personal views on environmental and related health issues based on what has been learned in the program.



Qualitative Data

End-of-Program Student Survey Results

- ❖ What features of the program were most beneficial in helping you improve your language skills in Hindi/Urdu?
- ❖ Do you feel your ability to read and write Hindi/Urdu has improved?

Qualitative Data: Student Comments

It was a completely new experience to use Urdu not in its grammatical or mechanical sense, but rather as a method of communication with actual students in Pakistan as part of an enriching technological experience.

I was blessed with a chance to gain insights first-hand on existing issues surrounding education in India by speaking with the experts from NGOs such as Keshavji and Anandji as well as the principal of the Mayoor School, Nirajji and journalist Anuragji.

This course pushed me to a higher level of thinking while learning about issues in Pakistan. The advocacy element of this program really appealed to me.

I was apprehensive about how much Hindi I was really going to learn when we were simultaneously supposed to be discussing the complex topic of education equity and gender issues. However, even by the half way point of this course I can truthfully say that I learned more Hindi than I thought possible. I find myself breezing through paragraphs in Hindi that I never dreamed I could read, better yet, comprehend.

What Matters Most

Is Less Teaching... and More Learning!

Language programs that use innovative pedagogies effectively, are “learner-centered” and facilitate development of linguistic, intercultural and global competencies provide the optimal environment for language learning and essential skills needed to succeed in an interconnected world.

Resources

- ❑ [Educating for Global Competence: Preparing Students to Engage with the World](#)
- ❑ [World Readiness Standards for Learning Languages](#)
- ❑ [21st Century Skills Map for World Languages](#)
- ❑ [Raising Global Children](#)
- ❑ [Buck Institute PBL](#)
- ❑ [Toward Globally Competent Pedagogy](#)
- ❑ [Taking It Global](#)
- ❑ [Educating for Global Citizenship](#)