

THEMATIC MODULES/UNITS

Let me start our discussion by suggesting that in order to be able to create new modules and to categorize them in a manageable database at a later stage, we should agree not only on what a module is and how it looks, but also on what types of modules there are to be considered. I suggest 2 main groups of modules:

<p>1. Thematic modules which deal with a variety of general topics/themes, such as:</p> <ul style="list-style-type: none"> • geography, • festivals, • traditions, • religion, • society, • history, • politics, etc; <p><u>Language function</u> - transactional, i.e. it is message oriented.</p> <p>The modules will be geared mostly toward developing <u>linguistic competence</u>, which is</p> <ul style="list-style-type: none"> • grammatical competence -- knowledge of lexical items and of rules of phonology, morphology, syntax and semantics. • discourse competence -- ability to connect sentences in stretches of discourse and to form a meaningful whole. 	<p>2. Situational modules which cover a variety of situations, such as:</p> <ul style="list-style-type: none"> • making acquaintances • travel, • shopping for groceries, clothes, shoes, • eating, • post-office, • asking/giving directions, • cooking, etc. <p><u>Language function</u> is interactional; i.e. it is listener oriented.</p> <p>The modules will be geared mostly toward developing;</p> <ul style="list-style-type: none"> • linguistic competence • sociolinguistic competence -- knowing how to use linguistic forms to express the intent of a given message • socio-cultural competence -- knowing when it is appropriate to deliver the given message in the given context, taking into account the sex, age, rank, class, occupation of the speakers, and their role in the interaction.
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There could be a third group of modules, which is skill-based:

- writing module
- reading module
- speaking module
- listening module,

considering that grammar and vocabulary are tools.

On the one hand, it is difficult to develop activities sustainable for about 60 minutes (or one class session) by isolating a single target skill. In addition, except at the novice level, the activities that we conduct in the classroom naturally integrate at least 2 skills - read-speak, listen-write, write-read, listen-read, etc. On the other hand, if we agree on shorter length for the duration of the activities for each module, skill-based modules could be more clear-cut units and more manageable for a future database. Then, we could focus on

a predominantly used/trained skill and only mention which supportive secondary skills are also involved.

Thematic Module: Geography

Entry conditions: Some familiarity with the script, word order, ka/ke/kii and meM postpositions, question words (kahaaM, kyaa), the verb 'to be' in the present 3 p.sg or pl.

Level: novice

Goal: script recognition, introduction of factual knowledge of South Asian geography

Target Skills: mostly receptive skills -- listening, reading, vocabulary and grammar

Content:

- H.V.Olphen "hindii praveshikaa" pp. 19-23
- colorful map of Asia in Hindi (handout)
- audio tape

Methodology:

1. Self-instruction: Tapes provided in the textbook packet allow for self-instruction.

Useful strategies: set a goal for each task (e.g. first time listen to tape to remember the vocabulary items, second - to learn how to use grammar rules), use imagery, predict, activate background knowledge, and repeat the activity.

2. Work with instructor: Activities with gradual increase of complexity:

Strategies: **metacognitive** -- selective attention (scan, find specific information);

cognitive -- using imagery to enhance memory, elaboration of prior knowledge,

deduction/induction, **social and affective** -- questioning for clarification, cooperating with classmates, lowering anxiety.

- Step 1. The instructor reads out loud the names of cities and states and the students are expected to be able to identify them on the map. This is a controlled activity 'listen and read to identify' at sound-to-symbol and symbol-to-sound level.
- Step 2. The instructor introduces new vocabulary items (shahar, raajdhaanii, pradesh, uttar, dakshiN, pashcim, puurb, aabadii) used in similar syntax patterns (x kahaaM hai? x uttar meM hai.) Students read the text provided in the textbook.
- Step 3. The instructor asks simple questions about location. Students are expected to point to the right location on the map, read out, and/or construct a simple answer. This is a controlled 'listen and read out' activity of decoding from symbol/sound to meaning at simple grammatical and informational level.

Assessment:

- Several exercises are provided at the end of the chapter.

Exit conditions:

- Continue according to the sequence provided in the textbook.
- Continue with activities emphasizing the productive skills - link to another module:

Example of a follow-up module which could also be included as a submodule in the general geography module.

Skills: speaking and writing, vocabulary and grammar.

Content:

- H.V. Olphan "hindii praveshikaa" pp.19-23
- interactive world map on the WWW (<http://mapsofindia.com/india-map-hindi.html> and <http://www.mapsofindia.com/maps/india/india-political-map.htm>).

Methodology:

1. Self-instruction: Not appropriate for work without instructor.
2. Work with instructor is needed to monitor and provide feedback in terms of pronunciation and grammar accuracy.

Activity:

- Step 1. The instructor reviews the grammar aspect of the material provided in the textbook and hands out a list of additional vocabulary items (e.g. parvat, nadii, dviip, mahaadviiip, saagar, etc.) Instructor or students with background demonstrate how to ask simple questions and answer with simple sentences by following the patterns provided by the instructor.
- Step 2. Students pair up and open the virtual tourist map on the WWW. They go to any place in the world by clicking on the interactive map and keep a travel log (parvat hai, aishiaa meM hai, uttar meM hai, etc)
- Step 3. Each pair answers yes-no questions asked by the rest of the class to help them figure out where the pair is and what the location is.
- Step 4. Students write down a description of the place of their choice and turn it in at the end of the session.

Exit conditions: Textbook X, pp. X