

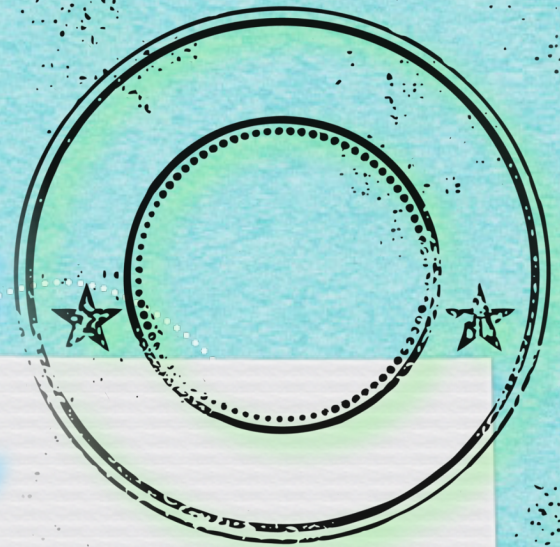
Personalization, Partnership and Play:

Reimagining Modern Hebrew

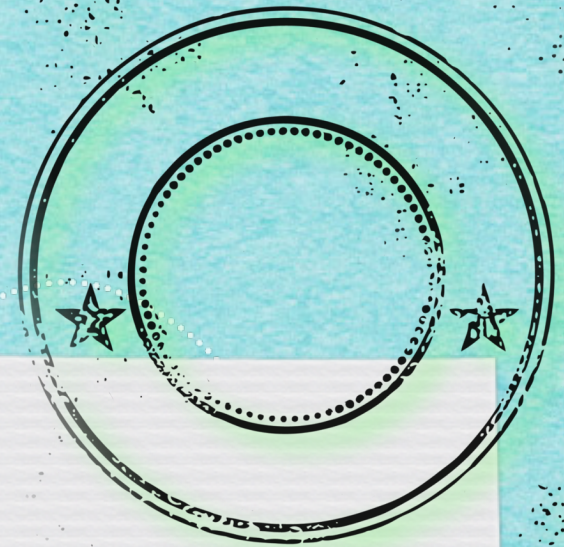
Language Instruction

At TBI And Beyond

Alisa Shapiro-Rosenberg,
World Language Teacher



NEW! Program Goals & Strategies



*Functional Language Proficiency

*90%+ Hebrew Language Use in the Classroom

*Comprehensible, Contextualized & Compelling Input

*Broad Student Engagement

* Literacy!!

Second Language Acquisition: A 'Krash' Course

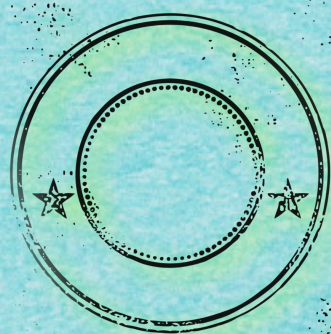
- Acquisition-Learning Hypothesis
- Monitor Hypothesis
- Natural Order Hypothesis
- Input Hypothesis
- Affective Filter Hypothesis

-Stephen Krashen, PhD.



Stephen Krashen on Language Acquisition:

“Language acquisition proceeds best when the input is not just comprehensible, but...even compelling; so interesting that you forget you are listening to or reading another language...



... and proceeds best when the acquirer is ‘open’ to the input, not ‘on the defensive;’ not anxious about performance.”

Traditional WL Curriculum...



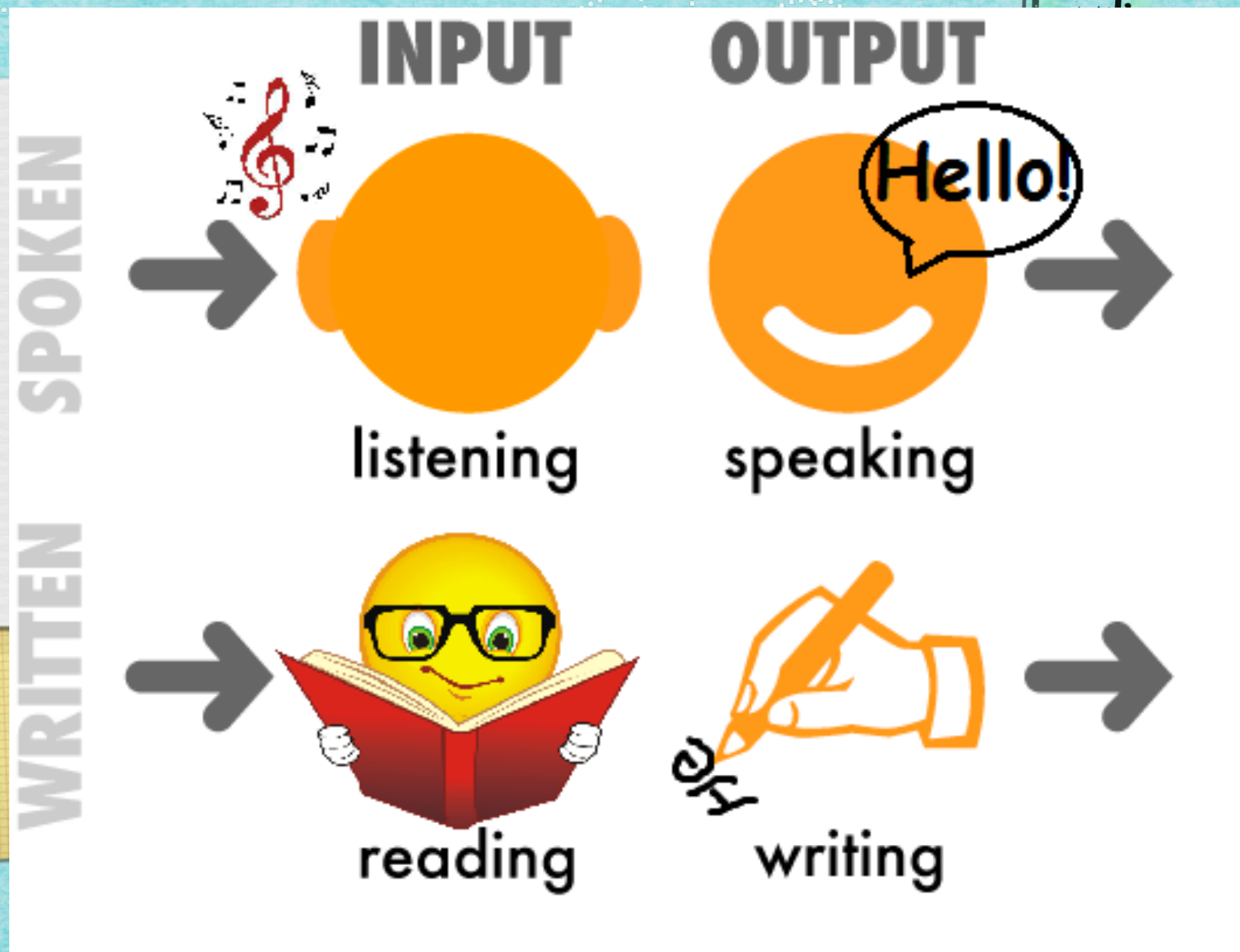
Why Not Teach Topical Units Or Themes?

- ▶ Not necessarily compelling
- ▶ Low-frequency vocabulary => insufficient repetitions
- ▶ Don't reflect authentic communication
- ▶ Semantic sets (i.e., colors, foods) aren't retained
- ▶ Constrain opportunities for personalization

If Not Topics & Themes, Then What To Teach?

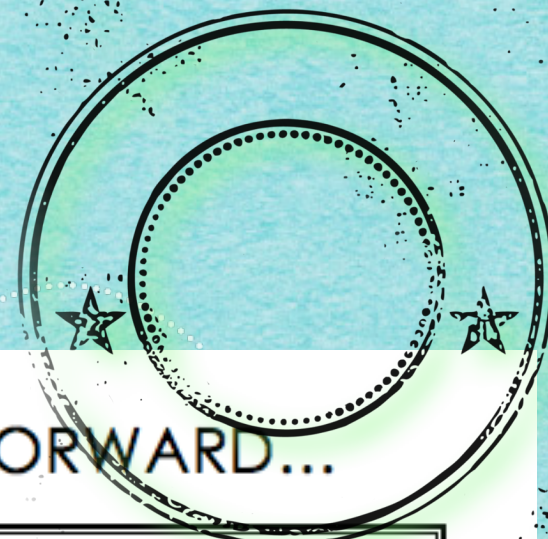
- ▶ Students ARE the curriculum!
- ▶ Interest surveys, interviews and questioning
- ▶ Tailored + customized = Personalization
- ▶ Collaborative stories => Partnership
- ▶ Humor + authenticity = community

(Lots and lots of)
input precedes output.



T/CI Shift Highlights

Novice to Intermediate Learners



UNTIL NOW...

MOVING FORWARD...

Communicative Language Approach EMPHASIZES:	Teaching With Comprehensible Input (T/CI) EMPHASIZES:
<ul style="list-style-type: none">• Interactions <i>in the target language</i> (TL)• Authentic texts• Language and language learning• Connects language beyond the classroom	<ul style="list-style-type: none">• Comprehensible, contextual, compelling input <i>in the TL</i>• Asking, telling, writing and reading stories & texts• Repetition of high-frequency structures & vocabulary• Varied literacy activities to support acquisition
SAMPLE ACTIVITIES:	SAMPLE ACTIVITIES:
<ul style="list-style-type: none">• Cooperative work requiring negotiating meaning• Scripted role-plays to practice language functions• Memorized chunks, i.e., songs, dialogues, skits• Discreet grammar and pronunciation	<ul style="list-style-type: none">• Teacher circling to establish meaning• Story-asking with drama, props, humor, cognates• Reading & embellishing elicited story• Pop-up grammar & translation for comprehensibility

CI Teachers...

- *Maintain slow, clear & comprehensible communication in the target language.

- *Engage students in responding to questions and commands.

- *Check frequently for understanding.

- *"Teach to the eyes."*

*Susie Gross

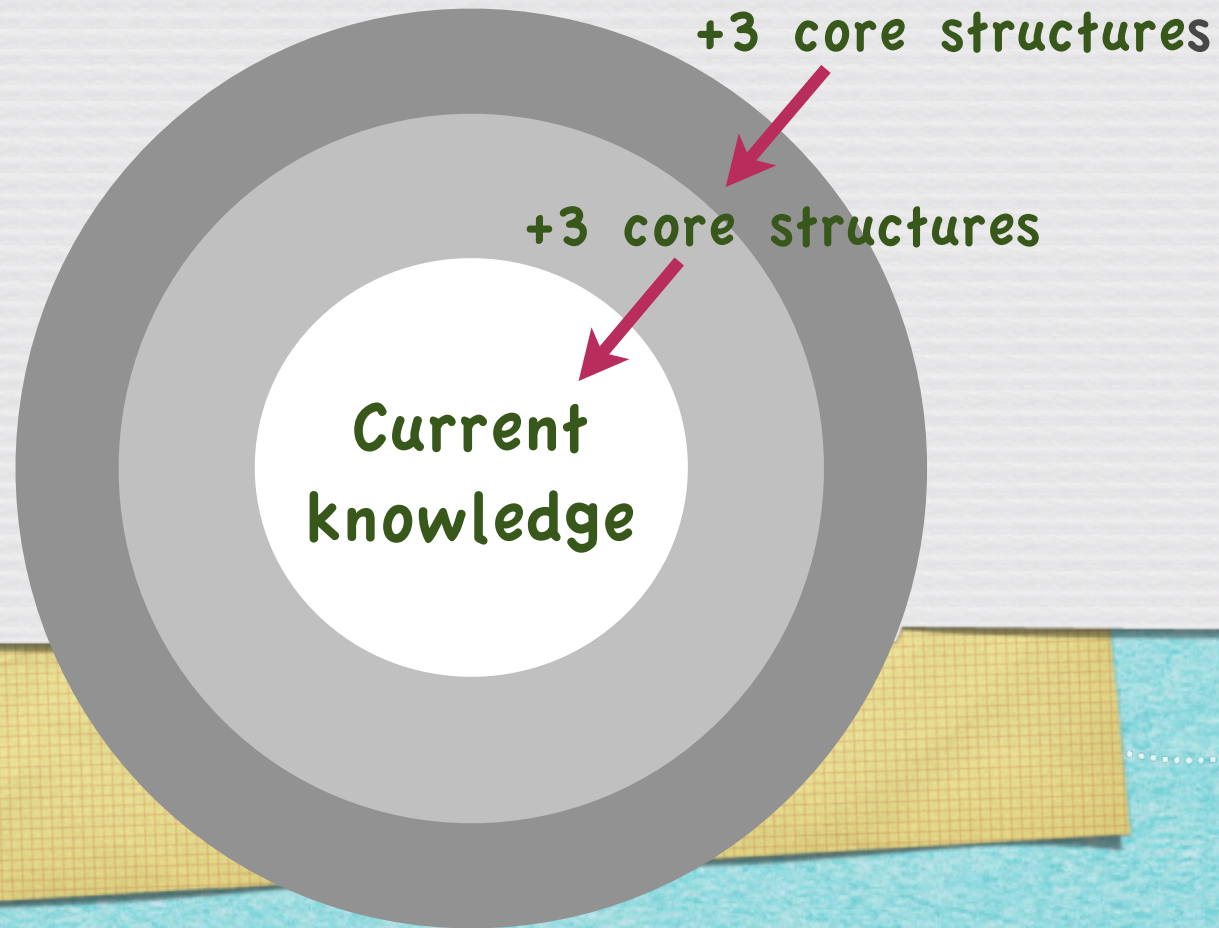
CI Students...

- *Are enthusiastic because the story/lesson is compelling & engaging.
 - *Follow and participate because the input is comprehensible.
 - *Generate & contribute story details.
 - *Miscue/signal when they don't understand.
- *Sign up again next year.

Scaffolding New Language

It may take upwards 75-125 repetitions to acquire new vocabulary.

Vertical articulation focuses on core structures.



Spin a Story!

Hay - There is

¿Qué?
What?

Necesita - need(s)

Tiene - have/has

¿Dónde?
Where?

¿Quién?
Who?

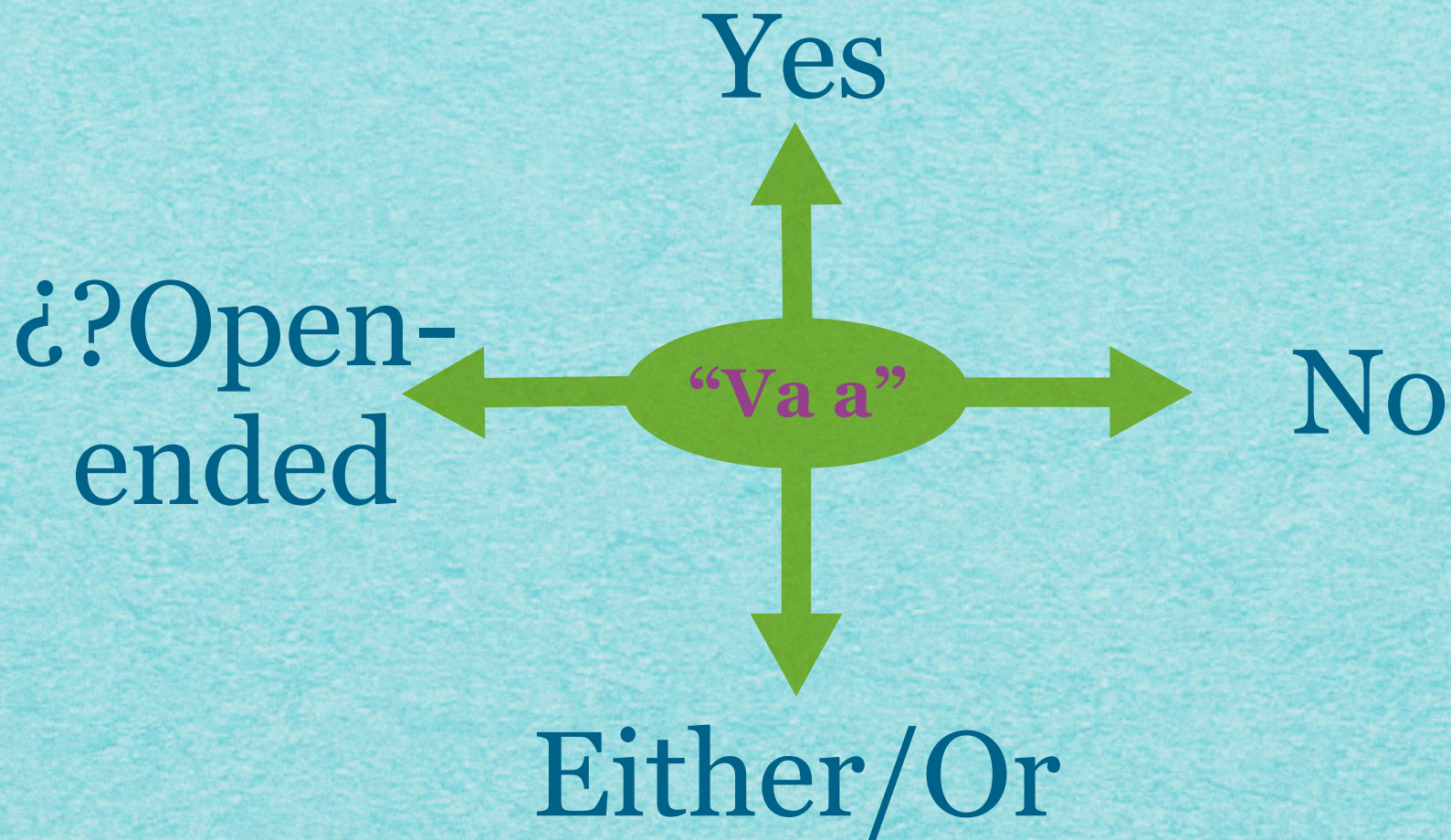
Va a - go / goes to

Rejoinders:

¡Oh, no! ¡Oh, no!

¡Pobrecita! - Poor thing!

Circling: Scaffolded Questioning



The Super 7:*

High frequency Verbs

●Existence	There is	- הנה, יש
●Identity	S/he is	- pronouns
●Location	Is in/at	- ב
●Possession	Have/Has	- יש ל
●Preference	Like(s)	- אוהב
●Motion	Go/goes	- הולך
●Volition	Want(s)	- רוצה

Other high-frequency verbs may include:

etc. יכול, אומר, יודע, רואה, עושה

*Terry Waltz

Hebrew Rejoinders...

- *Invite novices to successfully contribute
- *Help teachers monitor comprehension
- *Employ hi-frequency words and/or idioms
- *Facilitate conversational turn-taking

איכס!
בטח

מה פתאם?
מסכן!

אוי ואווי!
איזה יופי!

Spin a Story = Play!

רק - only

אוהב לאכול - like(s) to eat

רץ ל... - run/s to

יש ל... - have/has

Rejoinders

מסכן! - Poor thing

מה פתאום? - No way!

Fish For Story Details & Extend Language

יש דינוזאור. השם שלו דודו. לדודו יש בעיה.

הדינוזאור רק אוהב לאכול סושי.

דודו לא אוהב לאכול המבורגרים. הוא מאד רעב ורק אוהב לאכול סושי.

דודו רץ לפוצ'יז. יש סושי בפוצ'יז?

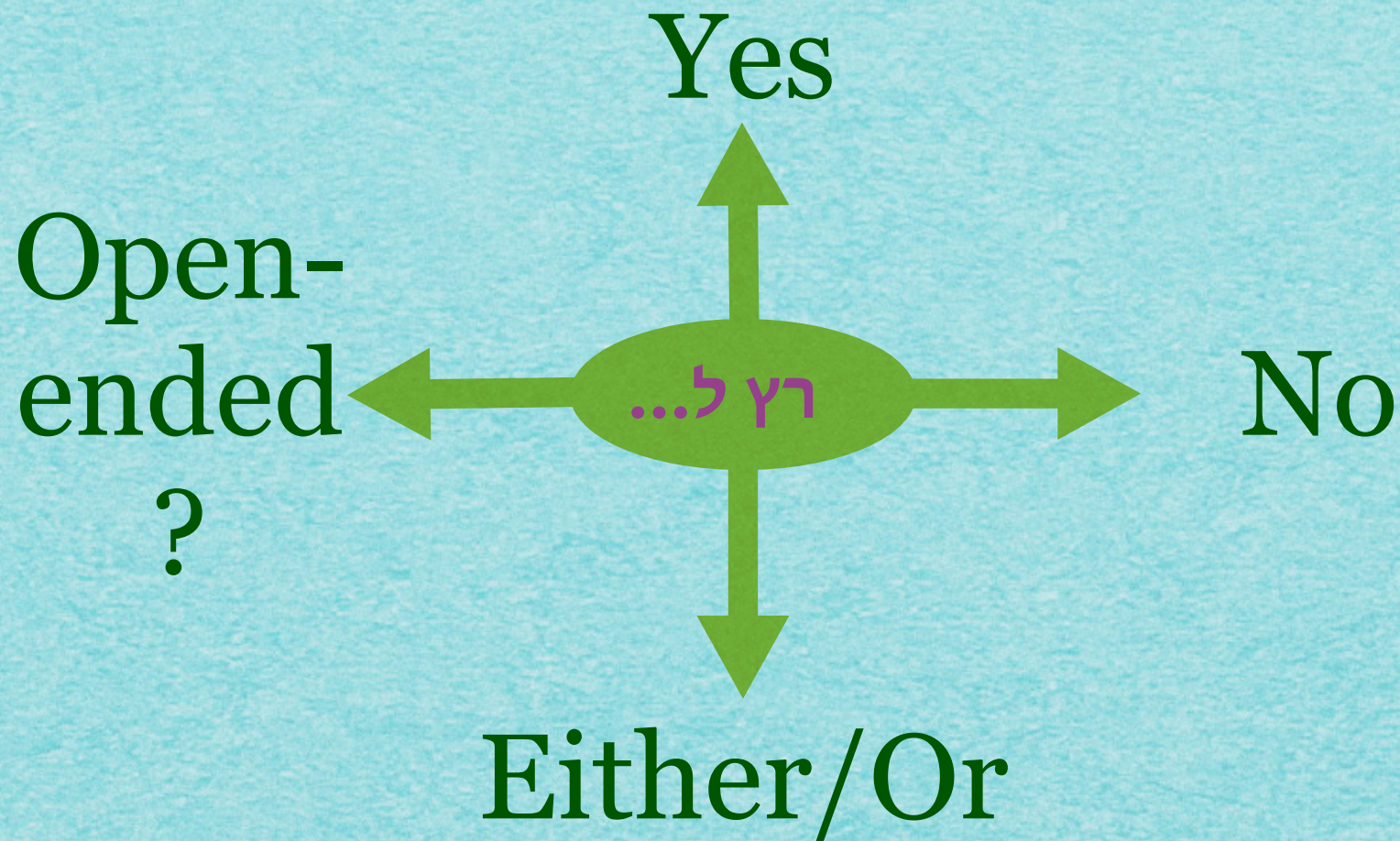
מה פתאם? אין סושי בפוצ'יז. מסכן!

יש המבורגרים בפוצ'יז!

High frequency Word Inventory

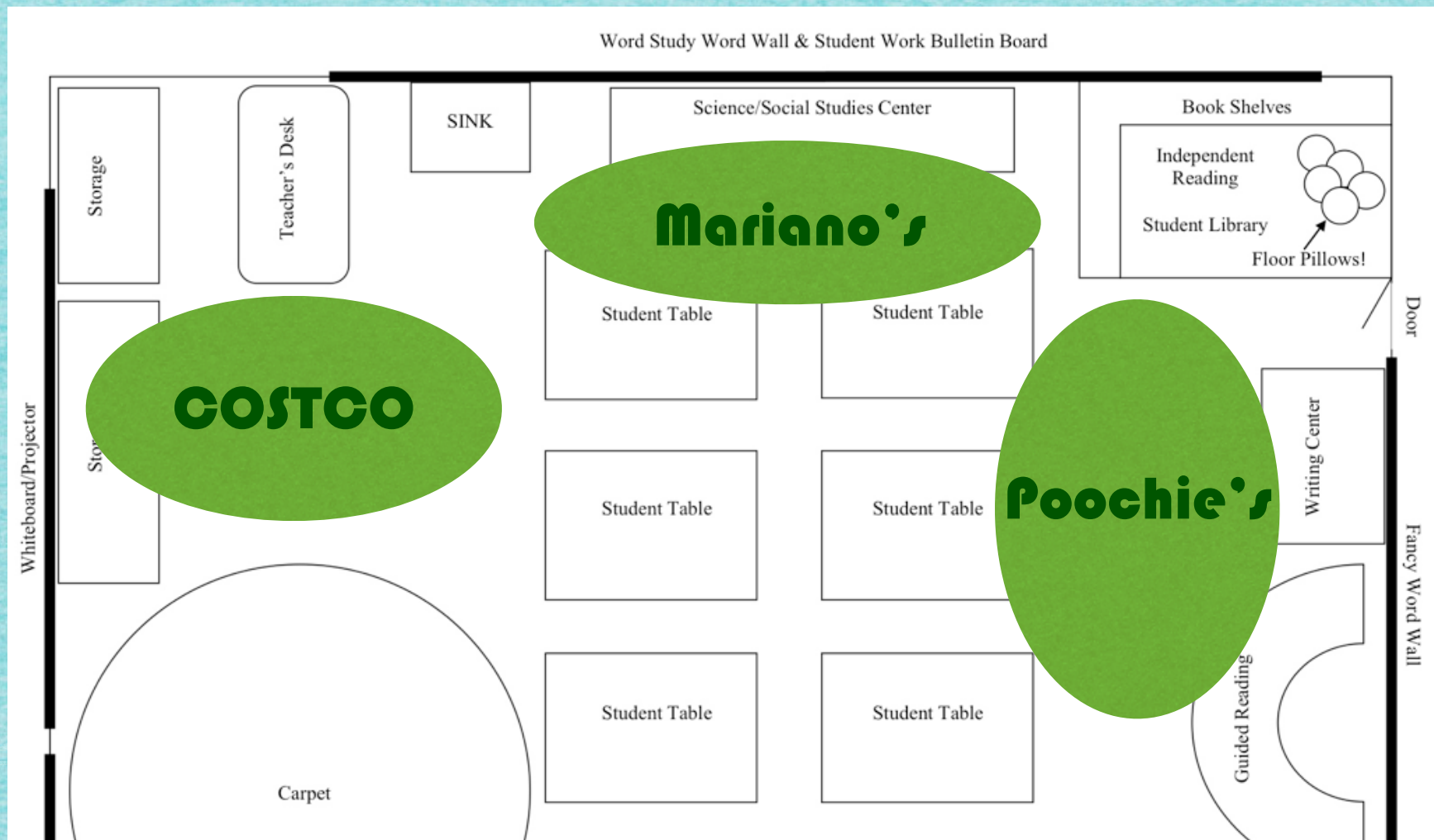
- ▶ There is/has
- ▶ There isn't/doesn't have
- ▶ only
- ▶ likes/loves to eat
- ▶ want/s
- ▶ goes to
- ▶ at

Circling is Scaffolded Questioning!



Targeting Long-Term Memory With Physical Space

Visual and **kinesthetic** cues



Exploiting Cognates & Proper Nouns

- ▶ Provides familiar anchors
- ▶ Lightens the cognitive load
- ▶ Lowers learner's affective filter
- ▶ Encourages student contributions/engagement
- ▶ Eliciting (wacky=memorable) details builds community





Endless Hebrew 'Story Spinning'

SUBJECT

HF VERB

Proper Noun/Cognate

Mickey Mouse

goes to

Old Orchard Mall

A Chimpanzee

eats

(at) Burger Ranch

The penguin

says to

the giraffe

An astronaut

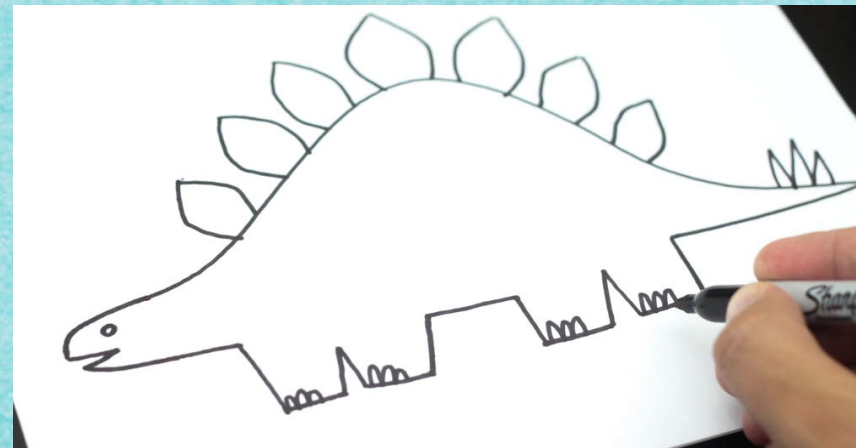
gives (to)

falafel



'Novel Repetitions' & Extension

- ▶ Dramatize
- ▶ Draw &/or caption
- ▶ Re-order/assemble
- ▶ Reader's Theater
- ▶ Dictation
- ▶ Story Variations
- ▶ Dozens more strategies



TPRS®: 3 Steps

- ▶ 1. Establish Meaning
- ▶ 2. CCCI [Comprehensible, Compelling, Contextualized Input]
- ▶ 3. Read

Brain-Friendly Strategies





Narrow,

S-l-o-w

&

Deep

הסוף

שאלות?

והערות