Theory-Based Methodologies for Teaching
Hebrew as a World / Second Language

Description:

This course will survey the core theory-based methodologies for teaching Hebrew as a second/world language, focusing on the power of Hebrew to impact the worldview of its learners by contextualizing it in its ideological origins and its connections to the array of the cultures it represents.

The role of a language educator is to provide learners with opportunities to learn. Mastering the core principles that are the foundations of the field of language acquisition (SLA) allows educators to maximize the learning opportunities for their learners in real time. Therefore, this course will focus on both the "why" and the "how" in the teaching of Hebrew including the historical and the cultural background of the language and its role in the creation of the state of Israel.

The course will incorporate hands-on, experiential components which will allow its participants to acquire the fundamental tool box that each Hebrew educator should own, as well as to develop their skills to innovate and create their own methods for teaching Hebrew. The course will also provide guidelines on how to adapt the methods and the context that can serve learners from different age groups.

Essential Questions:

- How the art of teaching a language can be maximized in the language classroom.

- How the unique role of the Hebrew language can impact the teaching practices.

Learning Goals:

By the end of the course participants will:

- Gain in-depth knowledge of the core SLA theories representing different disciplines.

- Gain in-depth knowledge of the core theory-based methodologies for teaching second/world languages including tech-based methods.

- Develop the techniques to adapt these methodologies to different age groups.

- Understand the how the role of Hebrew in nation building impacts the teaching practices.

- Gain the skills to create innovative theory-based methodologies.

Prerequisites:

- The course will be conducted both in Hebrew and English therefore participants are required to have at least advanced to mid-level abilities (according to the ACTFL guidelines *https://www.actfl.org/educator-resources/actfl-proficiency-guidelines)* in reading and listening and have a near-native level in writing in one of these languages.

- Master the teaching and learning platform before the opening date of the course.

Requirements:

- Complete weekly assignments.
- Meet in person with your instructor at least four times during the duration of the course.
- Join a working group that is assigned by the instructor.

Grading:

- 50% Weekly assignments
- 25% Participation and engagement in online group discussions (including reaction to instructor and other participants' comments in the discussion boards)
- 25% Final project

Three-Credit Course:

Success in this three-credit course is based on the expectation that students will spend a minimum of 13.5 hours of study time per week in independent study and meetings with peers and the instructor.

Differently-Abled Students:

Students with a documented disability should speak with the instructor and provide him/her with an Academic Accommodation Letter from Student Accessibility Services. Every effort will be made to accommodate documented learning needs.

Course Plan:

Week 1:
- What is a language, and its role in nation building and identity creation.
- The case of the revival of Modern Hebrew as part of the Zionist ideology.

Week 2:

- Differences and similarities in theory, approach, and methodology
- Theory and approach-based methodologies:
- The Behaviorist theory and language learning
- The Constructivism theory and language development
- Audio-lingual approach

Week 3:

- The Universal Grammar Theory
- The Monitor Theory and the Natural Approach
- Grammar-Translation Method
- The Interlanguage Theory

Week 4:

- The Communicative Approach
- Task-based Learning
- Rassias Method

Week 5:

Theories as a framework for innovating methodologies:

- The Silent Way
- Total Physical Response
- Community Language Learning
- Content-based Approach

Week 6:

Skill-based methodologies:

- The Proficiency Approach: Guidelines
- The Proficiency Approach: Speaking and Listening Skills

Week 7:

- The Proficiency Approach: Writing and Reading Skills
- Modes of Communication
- Performance and Competence

Week 8:

- The World-Readiness Standard
- I Can Do Statements
- Common European References
- Project-Based Learning

Week 9:

- The Input Theory
- The optimal lesson plan and structure to maximize the language acquisition process for all levels

Week 10:

- Suggestopedia
- The Chaotic Theory
- Summary and final projects

Course Materials:

1. Core Reading:

- Alice Omaggio Hadley, Teaching Language in Context, Heinle & Heinle, 2001, 498 pages, 3rd edition

- Bill VanPatten, "From Input to Output: A Teacher's Guide to Second Language Acquisition", 1st edition

- B. McLaughlin (editor), "Second Language Acquisition in Childhood Volume 2: School-age Children", Copyright 1985

- Sivan Zakai, My Second Favorite Country: How American Jewish Children Think About Israel (NYU Pres, 2022) [Full Text Available through the Brandeis Library on ProQuest E-Books]

- Vardit Ringvald, "Why Jews Need A Common Language: A Plan for Universal Hebrew Literacy", in "Jewish Priorities: Sixty-five proposals for the future of our people", ed. David Hazony, 2023, Wicked Son.

- Gil Troy, "The Zionist Ideas Visions for the Jewish Homeland-Then, Now, Tomorrow", 2018

- Chaim Rabin, "A Short History of the Hebrew Language", By the publishing department of the Jewish Agency

2. <u>**Additional Reading (optional):**</u>

- W. Ritchie & T.K. Bhatia (Eds.), *Handbook of second language acquisition*, (pp. 527-570). New York: Academic Press.

- Brown, G., Anderson, A., Shillcock, R., & Yule, G. (1984). *Teaching talk: Strategies for production and assessment*. Cambridge: Cambridge University Press.

- DeKeyser, R. (1997). Beyond explicit rule learning: Automatizing second language morphosyntax. *Studies in Second Language Acquisition*, 19, 167-189.

- Doughty, C., & Williams, J. (1998). Pedagogical choices in focus on form. In C. Doughty & J. Williams (Eds.), *Focus on form in classroom SLA*., (pp. 197-262). New York: Cambridge University Press.

- Ellis, R. (1994). A theory of instructed second language acquisition. In N. Ellis (Ed.), *Implicit and explicit learning of language*, (pp. 79-115). London: Academic Press.

- Ellis, R., & Noboyushi, J. (1993). Focused communication tasks. *ELT Journal*, 47, 203-210.

- Fotos, S., & Ellis, R. (1991). Communicating about grammar: A task-based approach. *TESOL Quarterly, 25*, 87-112.

- Johnson, K. (1996). *Language teaching and skill learning*. Oxford: Basil Blackwell.

- Long, M.H. (1996). The role of the linguistic environment in second language acquisition. In W. Ritchie & T.K. Bhatia (Eds.), *Handbook of second language acquisition*, (pp. 413-468). New York: Academic Press.

- Long, M.H. (in press). *Task-based language teaching*. Oxford: Blackwell.

- Martel, J. (2022). *Moving beyond the grammatical syllabus: Practical strategies for content-based curriculum design*. Routledge.

- Martel, J. <u>Tapping the national standards for thought-provoking CBI in K–16 foreign language programs</u> (2016).

- Sarah Mercer "Introducing positive psychology to SLA"**. (**2014

- AuNation, P. (1990). *Teaching and learning vocabulary*. New York: Newbury House.

- Nasrin Hadidi Tamjid, "Chaos/ Complexity Theory in Second Language Acquisition", Jan 2007

- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.

- Prabhu, N.S. (1987). *Second language pedagogy*. Oxford: Oxford University Press.

- Richards, J. (1990). *The language teaching matrix*. Cambridge: Cambridge University Press.

- Richards, J., Gordon, D., & Harper, A. (1995). *Listen for it: A task-based listening course*. Oxford: Oxford University Press.

- Richards. J. & Rodgers, T. (1986). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.

- Robinson, P. (1993). Problems of knowledge and the implicit/explicit distinction in SLA theory construction. *University of Hawaii Working Papers in ESL*, *12*, 90-138.

- Robinson, P. (1995b). Attention, memory and the 'noticing' hypothesis. *Language Learning, 45*, 283-331.

- Robinson, P. (1996a). Learning simple and complex second language rules under implicit, incidental, rule-search and instructed conditions. *Studies in Second Language Acquisition*, 18, 27-67.

- Robinson, P. (1996b). *Consciousness, rules and instructed second language acquisition*. New York: Peter Lang.

- Sociocultural Approach to Corrective Feedback in Second Language Writing" (2023)

- Rebuschat, Patrick, "Implicit learning and language acquisition: Three approaches, one phenomenon".

- (2022) Schmidt, R. (1995). Consciousness and foreign language learning: A tutorial on the role of attention and awareness in learning. In R. Schmidt (Ed.), *Attention and awareness in foreign language learning*. (pp. 1-63). University of Hawai'i at Manoa, Second Language Teaching and Curriculum Center, Technical Report # 9.

- Selinker, L., & Lakshamanan, U. (1992). Language transfer and fossilization. In S. Gass & L. Selinker (Eds.), *Language transfer in language learning*, (pp. 196-215) Amsterdam/Philadelphia: John Benjamins.

- Skehan, P. (1996b). A framework for task-based approaches to instruction. *Applied Linguistics, 17*, 34-59.

- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.

- Skehan, P., & Foster, P. (1997). Task type and task processing conditions as influences on foreign

- Xueni Zhang and Runhan Zhang "Feedback, Response, and Learner Development: A Sociocultural Approach to Corrective Feedback in Second Language Writing

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[https://library.osu.edu/projects/hebrew-lexicon/99995-files/99995073/99995073002/99995073002-172-182.pdf](#)

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