



Jewish Education Center

PRACTICAL SECOND LANGUAGE TEACHING TECHNIQUES *A Two-Part Workshop on Student Centered, Task-based Language Acquisition Pedagogy*

Part 1: February 9, 2010, 6:00 – 9:00 p.m.

6:00-6:15 pm – Registration and dinner

6:15-6:20 pm – Welcome – *Liat Zaidenberg*

6:20-8:50 pm - PRACTICAL SECOND LANGUAGE TEACHING TECHNIQUES - *Denny Sargent*

- ✓ Intro
- ✓ How do we learn a language?
- ✓ Second Language Acquisition
- ✓ Balance Acquisition with Form
- ✓ Listening
- ✓ Speaking

8:50- 9:00 - Wrap up

Part 2: February 23, 2010, 6:00 – 9:00 p.m.

6:00-6:20 pm – Registration and dinner

6:20-8:30 pm - PRACTICAL SECOND LANGUAGE TEACHING TECHNIQUES - *Denny Sargent*

- ✓ Long Term Acquisition
- ✓ Message Balance with Form
- ✓ Intensive vs. Extensive Focus
- ✓ Reading
- ✓ Writing

8:30- 8:50 - Q+A

8:50-9:00 - Wrap up and evaluation

INTRODUCTION ACTIVITY



Function: Introducing Others in a Social Situation

Functional Language (The key language that does this function):

- THIS IS-
- I'D LIKE YOU TO MEET-
- I'D LIKE TO INTRODUCE-
- IT IS MY PLEASURE TO INTRODUCE-
- PLEASE WELCOME-

ACTIVITY

1- WRITE DOWN, IN HEBREW, 5 QUESTIONS YOU WOULD ASK SOMEONE YOU JUST MET.

1

2

3

4

5

2- HAND THIS PAGE TO THE PERSON ON YOUR RIGHT WHEN YOU GET A NEW PAPER, WRITE YOUR NAME IN THE NAME BLANK AND ANSWER THE QUESTIONS ABOVE HERE:

NAME _____

1

2

3

4

5

3- WHEN YOU ARE DONE, HAND IT TO THE PERSON ON YOUR LEFT. NOW, INTRODUCE THE PERSON WHOSE PAPER YOU HAVE, IN HEBREW, TO THE GROUP ☺

EARLIEST-KNOWN HEBREW TEXT FOUND!



FOCUS: PAST TENSE / GIVING HISTORICAL INFORMATION

DICTOGLOSED TEXT:

JERUSALEM (CNN) -

An Israeli archaeologist recently discovered the earliest Hebrew text. It was written on a piece of pottery. It is from the time of King David. It is about 3,000 years old. It was found by Professor Garfinkel of the Hebrew University of Jerusalem. It was discovered in an ancient fortress. It is much older than the Dead Sea Scrolls. Archaeologists have not translated the text yet. It was probably a legal text. The pottery shard was discovered at the Elah Fortress in Khirbet Qeiyafa. The fortress is the oldest fortified city of the biblical era.

Original text -

<http://www.cnn.com/2008/WORLD/meast/10/30/israel.ancient.text/index.html>

HEBREW TRANSLATION:

ארכיאולוג ישראלי גילה לאחרונה את הטקסט העברי הקדום ביותר מתקופתו של המלך דוד. הטקסט הוא בערך בן 3,000 שנה והוא קדום יותר ממגילות ים המלח. הטקסט נכתב על חלק מכד חרס. הארכיאולוגים עדיין לא תרגמו את הטקסט. את החרס מצא פרופסור יוסי גרפינקל מהאוניברסיטה העברית בירושלים. החרס נתגלה במבצר האלה, העיר הקדומה ביותר מתקופת הבית הראשון.

FAMOUS HEBREW HEROES 20 QUESTIONS GAME

ESTHER	Hebrew:	אסתר
KING DAVID	Hebrew:	המלך דוד
KING SAUL	Hebrew:	המלך שאול
MOSES	Hebrew:	משה
NOAH	Hebrew:	נח
JOSEPH	Hebrew:	יוסף
GIDEON	Hebrew:	גדעון
RUTH	Hebrew:	רוח
DEBORAH	Hebrew:	דבורה
Jael	Hebrew:	יעל
RACHEL	Hebrew:	רחל
LEA	Hebrew:	לאה
KING SOLOMON	Hebrew:	המלך שלמה
AARON	Hebrew:	אהרן
ABRAHAM	Hebrew:	אברהם
SAMSON	Hebrew:	שמשון

FIND SOME WHO

Walk around the room and find someone fits these statements. You must ask questions. Try to do it all in Hebrew! When you find a person who says yes, have them initial that line. Each line must be initialed by a different person!

Example:

_____ makes their own matzah -> Question: CAN YOU MAKE YOUR OWN MATZAH?
האם אתה יודע לאפות מצה?

_____ has been to Jerusalem Hebrew: האם ביקרת בירושלים?

_____ owns a CD by Matisyahu Hebrew: האם יש לך תקליטור של מתתיהו?

_____ Can sing the whole song 'If I were a rich man' Hebrew: האם אתה יודע לשיר: אם הייתי רוטשילד?

_____ Has studied the Torah for more than 20 hours Hebrew: האם למדת תורה יותר מ-20 שעות?

_____ Can tango Hebrew: האם אתה יודע לרקוד טנגו?

_____ Has seen the movie Avatar Hebrew: האם ראית את הסרט אויטר?

_____ has blown a Shofar Hebrew: האם תקעת פעם בשופר?

_____ makes great gefilte fish Hebrew: האם אתה יודע להכין געפילטע פיש טעימים?

_____ Can name the Sepherot on the Tree of Life Hebrew: האם אתה יודע את שמות הספירות?

_____ Plays a instrument Hebrew: האם אתה מנגן?

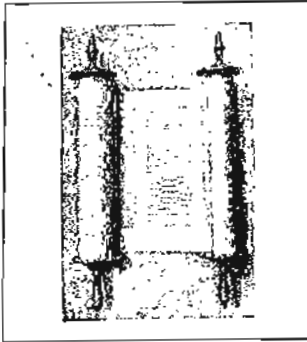
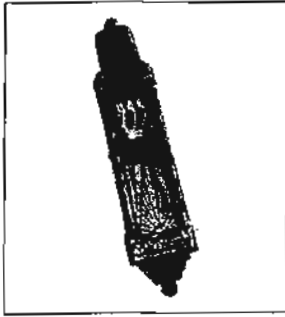
_____ Can do 5 yoga asanas Hebrew: האם אתה יודע לעשות 5 תנוחות של יוגה?

_____ Knows some Yiddish Hebrew: האם אתה יודע לדבר קצת יידיש?

_____ Has been to New York Hebrew: האם ביקרת בניו יורק?

_____ Has a dog or cat with a funny name Hebrew: האם יש לך כלב או חתול עם שם מצחיק?

ITEMS USED IN HEBREW RITUALS----WHAT IS IT? HOW IS IT USED?



"MEMORY" GAME - HEBREW ADDED FIRST

MAKING MATZAH FOR PASSOVER

Mix flour and kosher salt together in a bowl.

Hebrew: בקערה, ערבבו קמח ומלח.

Add water and mix it together until the dough is smooth and a little runny.

Hebrew: הוסיפו מים וערבבו לעיסה חלקה.

Use a rolling pin to flatten the dough until it is thin.

Hebrew: בעזרת מערוך, רדדו את הבצק לבצק דק.

Use a fork to poke holes all over the dough.

Hebrew: בעזרת מזלג, חוררו חורים בבצק.

Put it on a baking sheet and bake it in the oven for 2 minutes at 350 degrees.

Hebrew: חממו את התנור ל-350 מעלות. הניחו את המצה על ניר אפייה והכניסו לתנור לשתי דקות.

Take it out, let it cook and eat it!

Hebrew: הוציאו מהתנור, קררו ואכלו בתיאבון!

Sequence:

- *Teacher elicits order of images from students- sets order.*
- *Teacher elicits directions, image by image, from students, writing them down carefully.*
- *Teacher reads back the directions word-by-word, referencing the image for each step*
- *Students orally repeat each word as the teacher points to it.*
- *Students copy the text. Students read to each other.*
- *Later, errors can be corrected in groups and this text can be used for vocabulary etc.*

HOW TO MAKE CHALLAH!

At your table discuss how to make Challah.
Decide on the ingredients necessary, the tools etc.
Then, together, decide on the 7 steps to make it.



Now, write it as instructions in a recipe that you are putting in an email to a friend.
(*Language function: Instruct others...*)

Use the following or similar terms: FIRST YOU-, THEN YOU-, NEXT YOU-,
AFTER THAT YOU, FINALLY YOU- and any other 'commands' you may need like
ALWAYS-, NEVER-, DON'T FORGET TO-, MIX, GET, SIFT, BAKE etc.

Do the whole exercise, including discussions, in Hebrew! All writing must be in Hebrew!

DEAR _____,

OF COURSE I CAN TELL YOU HOW TO MAKE CHALLAH!

LOVE,

HEBREW MADLIB

A Madlib is a fun way to practice some vocabulary but in a fun, relaxing and enjoyable manner.

TEXT:

ONE DAY MY FRIEND _____ female student name _____ DECIDED TO VISIT
ISRAEL. FIRST, SHE WENT TO _____ Israeli city name _____ IN ORDER TO TRY
THE _____ food item _____ BECAUSE IT IS VERY GOOD THERE. THEN SHE WENT
TO SEE THE FAMOUS _____ kind of building _____ AND SHE WENT WALKING
AROUND _____ famous place _____. SHE WAS SO _____ feeling _____ THAT SHE
DECIDED TO _____ kind of activity _____ AND THEN SHE DECIDED TO HAVE
SOME _____ kind of drink _____. THIS MADE HER VERY _____ feeling _____ SO SHE
DECIDED TO PLAY _____ sport _____. WHAT A GREAT VACATION SHE HAD!

Hebrew (with blanks) version:

יום אחד, _____ (שם של בת) החליטה לבקר בישראל. קודם, היא ביקרה
ב _____ (עיר בישראל) כי רצתה לאכול _____ (שם של מאכל) ושם זה
מאוד טעים. אחר כך היא טיילה ב _____ (מקום ידוע) וראתה את
_____ (סוג של בנין) היא הרגישה _____ (הרגשה) והחליטה
ל _____ (פעילות) ואז היא נעשתה צמאה ורצתה לשתות _____
(סוג של שתייה). זה גרם לה להיות _____ (הרגשה) אז היא החליטה לשחק
_____ (ספורט).

איזה חופש מדהים היה לה!

***Original Announcement for Promotion
(sent to teachers of Hebrew in the Puget Sound Area):***

PRACTICAL SECOND LANGUAGE TEACHING TECHNIQUES

A Two-Part Workshop on Student Centered, Task-based Language Acquisition Pedagogy

Denny Sargent, Senior Instructor, The School of Teaching ESL (www.schoolofTESL.com)
(In Cooperation with the Seattle University School of Education)

There are several methodologies at play in second language instruction and as we move our students into mastery of Hebrew, we can make sure that it is acquired as well as learned. In this way both accuracy *and* fluency is attained. This process can be enhanced by using techniques and activities that motivate, reinforce and help students master functions in that target language. These student centered, task-based language activities not only increase effectiveness of teaching time but make teaching more fun, more relaxing and provide more time for teachers to mentor and assess student progress.
