Yiddish Pedagogy Fellowship 2024-2025

Yiddish Language Institute of the Yiddish Book Center

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Course Description

The primary goal of this course is to give pre- and in-service Yiddish language instructors a working knowledge of second language acquisition (SLA) and tools to implement the application of SLA research to classroom practices. In particular, the course will focus on fundamental aspects of teaching learners to develop communicative ability in Yiddish. We will consider how theoretical and research-based concepts can inform classroom practices, experiences, and materials, and learn to critically evaluate our own approach to foreign language instruction in light of SLA theory and research.

Course Materials

Core Materials
Brandl, Klaus. *Communicative Language Teaching in Action: Putting Principles to Work.* Pearson Prentice Hall, 2008.
Henshaw, Florencia, and Maris Hawkins. *Common Ground: Second Language Acquisition Theory Goes to the Classroom.* Hackett Publishing Company, 2022.
Lee, James, and Bill VanPatten. *Making Communicative Language Teaching Happen* (second edition). McGraw-Hill, 2007.
VanPatten, Bill. *While We're on the Topic: BVP on Language, Acquisition, and Classroom Practice.* The American Council on the Teaching of Foreign Languages, 2017.

Recommended Materials
Center for Open Educational Resources & Language Learning, The University of Texas at Austin. *Foreign Language Teaching Methods*, https://coerll.utexas.edu/methods/.
Henshaw, Florencia. "Unpacking Language Pedagogy."
https://www.youtube.com/c/Unpackinglanguagepedagogy

Course Structure

Asynchronous component:

Participants will be assigned reading and viewing materials every month. After going through the month's course materials, participants will complete written assignments. All assignments will be posted on the course site and will generally consist of the following:

1) Responding to one of four discussion questions (1 paragraph).
2) Replying to another participant's response (2-3 sentences).
3) Completing an analysis assignment (up to 1 page).

The written assignments will serve in large part to help participants apply the principles of second language acquisition to the teaching of Yiddish specifically.

Synchronous workshops:

The three synchronous workshops will consist of discussions and lesson demos. Participants will model-teach lessons based on the previous months' readings and receive peer and instructor feedback. The month leading up to each workshop will be devoted to completing more extensive lesson-planning assignments. Each participant will sign up to teach two lessons: one lesson in either November or May, and a second lesson in February.

Course Schedule

<u>August 2024:</u>

- Introductory session: introductions, course overview, expectations
- Topic: Introduction to SLA + Goals and Assessments
  - Readings: CG ch 1 & 2; MCLTH ch 4
  - Viewing: Applying SLA principles to everyday instruction (Florencia Henshaw)
  - Assignments: Discussion question response, reply to a response, analysis assignment.

<u>September 2024:</u>

- Sign up for lesson demos
- Topic: Input + Grammar
  - Readings: CG ch 3; WWOTT ch 4 + appendix; MCLTH ch 7 (137-146; 154-167)
  - Viewing: Immersive classroom (Rivke Margolis) + sample lessons (Asya Vaisman Schulman)
  - Assignments: Discussion question response, reply to a response, analysis assignment.

<u>October 2024:</u>

- Workshop Prep: **Input** assignment + **Proficiency** assignment + **Twenty Topics** Assignment
- Optional viewing: A Balanced Lesson Plan to Address Different Language Learning Needs (Luiz Amaral)

<u>November 2024:</u>

- Synchronous Workshops
- Topic: Reading
  - Readings: CG ch 4; MCLTH ch 11
  - Viewing: Technology-enhanced interpretive communication activities (Florencia Henshaw) + Second language teaching CPD 12 Reading (Steve Smith)
  - Assignments: Discussion question response, reply to a response, analysis assignment.

<u>December 2024:</u>

- Topic: Listening + Authentic Texts
  - Readings: CLTIA ch 7
  - Viewing: Developing Cultural Competence and Authentic Materials (Tom Garza)
  - Assignments: Discussion question response, reply to a response, analysis assignment.

January 2025:

- Workshop Prep: **Listening** assignment + **Text** assignment
- Optional viewing: Interpretive Reading Teaching Strategies (Frances Lazette)

February 2025:

- Synchronous Workshops
- Topic: Output + Corrective Feedback
  - Readings: CG ch 5; MCLTH ch 8; CLTIA ch 5
  - Viewing: Corrective Feedback (Eva Kartchava)
  - Assignments: Discussion question response, reply to a response, analysis assignment.

March 2025:

- Topic: Interaction + Task-based teaching
  - Readings: CG ch 6; WWOTT ch 5
  - Viewing: Task-based teaching (Florencia Henshaw)
  - Assignments: Discussion question response, reply to a response, analysis assignment.

April 2025:

- Workshop Prep: **Tasks** assignment + **Error correction** assignment
- Optional viewing: Pre-Speaking Activities (Jen Vojtko Rubí)

May 2025:

- Synchronous Workshops

Overview of Lesson Demo Assignments
Note: You will only be presenting 15 minutes of the lesson that you develop.

1. *Input assignment:*
   Create the script for a lesson that follows VanPatten's guidelines of what Comprehensible Input should look like in the classroom. Model your script on these examples: in *WWOTT*: "What we did last night" script (pages 120-125) and family lesson script (pages 63-64); in *CG*: "Day 1 of Class" script (pages 85-87) and introducing a new topic script (pages 87-89). Choose a topic around speaking goals (not around grammatical features or authentic texts).

2. *Listening assignment:*
   Create a listening task (or modify an existing one from the textbook) using the pre-listening, listening, and post-listening activities described in *CLTIA* chapter 7.
3. *Text assignment:*
   Choose a written authentic text and create pre-reading, during-reading, and post-reading activities as described in *MCLTH* chapter 11.
4. *Tasks assignment:*
   Select one of the Tasks from this month's readings and adapt it for Yiddish. Make sure your task involves the expression and interpretation of meaning and has a purpose that is not language practice. You may also create a task on a different topic (such as travel or music).