

# HAMORA – CAN YOU PLEASE REPEAT THAT IN ENGLISH?

## Correction And Encouragement In A Hebrew Language Class

Laliv Gal

JCDSRI, Providence

DeLeT/MAT cohort 8, Brandeis University

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# **My Research Question**

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How do I respond to students' mispronunciations of Hebrew and how does it affect my students?



# The Context

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- Research during my internship in JCDSRI
- Data collection
  - Third grade Judaic studies/Hebrew lessons
  - First grade Judaic studies/Hebrew lessons



# What Do The Students Think?

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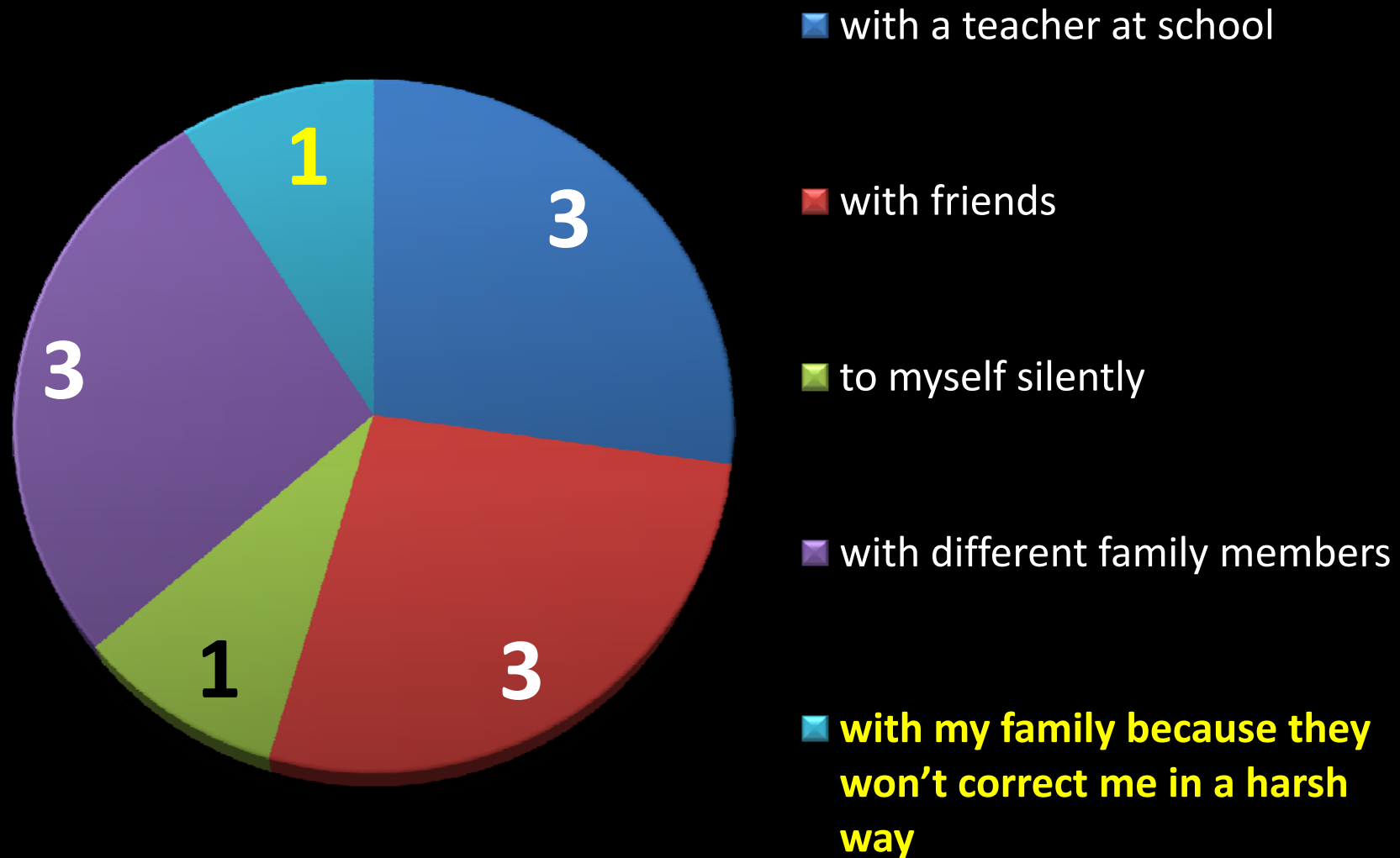
- When are students comfortable interacting in Hebrew?
- What barriers do students experience when trying to interact in Hebrew?

# What helps you most to speak Hebrew?



- when I answer a question that the teacher asks about a picture
- when I answer the question about how I am feeling during morning meeting
- when I see vocabulary words in the classroom
- when I have to describe a picture

# When and with whom do you feel most comfortable speaking Hebrew?





# As a result, I began to focus on

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1. How I corrected the students' mispronunciations
2. what it means to have a comfortable environment for communicating in Hebrew



# Five Categories Of Practice Emerged

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1. Immediate Corrections
2. Positive Feedback
3. Recasts
4. Asking Questions
5. Response to Students' Use of English





# Immediate Corrections

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- I corrected students' pronunciation immediately, before they finished a sentence

Delpit (2006): immediate correction can cause a mental block within students

# Positive Feedback

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- Other teachers gave positive feedback even when the pronunciation was not accurate, while I sometimes did not provide any feedback

Lyster and Mori(2006): Corrections need to be done in a positive way that acknowledges the correct part of students' expression

# Recasts

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“The teacher repeats the input in context and does not directly indicate the wrong part of it: the teacher implicitly reformulates the student’s utterance”  
(Lyster and Mori, 2006)

- Other teachers used recasts often, I rarely used them



# Asking Questions

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- My questions were longer, more complicated, contained new vocabulary
- My questions did not provide opportunity to share personal interests

Delpit (2006): when teachers construct questions in a way that promotes personal sharing the students are more willing to respond



# Response To Students' Use Of English

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- I told the students I expect them not to use English
- The first grade teacher used personal manner
- The third grade teacher suggested a community of Hebrew speakers



Me: Ok third grade. From now on we don't say "Hamman tash".  
We say OZNEI HAMAN (in Hebrew).



# For Future Thought

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There is a connection between correcting students' pronunciation and the level of their confidence to communicate in Hebrew.

My question now:

- When and how is the best way to correct students?



# **Special Thanks**

My Mentors:

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Rivka Eskovitz