DOCUMENT RESUME

ED 428 577 FL 025 776

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TITLE Using an Integrative Approach To Teach Hebrew Grammar in an Elementary Immersion Class.
PUB DATE 1998-06-00
NOTE 72p.; Master's Thesis, Nova Southeastern University.
PUB TYPE Dissertations/Theses - Masters Theses (042) -- Reports - Descriptive (141)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; Classroom Techniques; Cooperative Learning; *FLES; Grade 6; *Grammar; *Hebrew; *Immersion Programs; Intermediate Grades; Program Effectiveness; Religious Education; Second Language Programs; *Second Languages; Student Developed Materials; Tenses (Grammar); Verbs
IDENTIFIERS *Content Area Teaching

ABSTRACT

The 12-week program described here was designed to improve a Hebrew language immersion class' ability to correctly use the simple past and present tenses. The target group was a sixth-grade class that achieved a 65.68 percent error-free rate on a pre-test; the project's objective was to achieve 90 percent error free tests, using student participation in such tasks as problem-solving, games, and role-playing, all within the context of peer teams and cooperative learning groups. The tasks were student centered, and all involved use of student-generated materials. The grammatical skills to be mastered were presented to the students as meaningful and comprehensible input linked to specific content areas such as Bible study and Jewish social studies. The students practiced the skills and exhibited linguistic competence by producing output that was also linked to the content areas. Student achievement throughout the study was measured by teacher- and student-designed performance-based assessments, the results of which were assessed by both teacher and students. Final results were assessed by teacher-designed written and oral posttests. The program objectives were met by the target group. Appendixes include materials used in the program and the pre- and posttests and results. (Author/MSE)

USING AN INTEGRATIVE APPROACH TO TEACH HEBREW GRAMMAR IN AN ELEMENTARY LANGUAGE IMMERSION CLASS

by

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A Final Report submitted to the Faculty of the Fischler Center for the Advancement of Education of Nova Southeastern University in partial fulfillment of the requirements for the degree of Master of Science.

An abstract of this report may be placed in the University database system for reference.

June, 1998

Abstract

Using an Integrative Approach to Teach Hebrew Grammar in an Elementary Language Immersion Class.
Eckstein, Peter., 1998. Practicum Report, Nova Southeastern University, Fischler Center for the Advancement of Education.
Descriptors: Academic Achievement/Alternative Assessment/Classroom Techniques/Cooperative Learning/Elementary Education/Games/Foreign Language Instruction/Hebrew/ Immersion Programs/Integrative Approach/Peer Teaching/Peer Tutoring/Second Language Acquisition/Second Language Learning/Student Generated Materials.

This program was designed to improve a Hebrew language immersion class's ability to correctly use the simple past and present tense. The target group, consisting of 11 sixth graders, achieved an error free rate of 65.68% in a written pre-test. The goal of this proposal was for the class to achieve a 90% error free rate, through the students' participation in tasks such as problem solving, games, and role playing, all within the context of peer teams and cooperative learning groups. These tasks were student centered, and involved the use of student generated materials. The grammatical skills that were mastered were presented to the students as comprehensible and meaningful input linked to specific content areas, such as Bible study and Jewish social studies. The students practiced the skills and exhibited linguistic competence by producing output which also was linked to the different content areas. Student achievement throughout this study was measured by teacher and student designed performance based assessments, the results of which were assessed by both the teacher and the students. Final results were assessed by teacher designed written and oral posttests. The program objectives were met by the target group. Appendixes include materials used in the program, pre and posttest results and analyses.

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CHAPTER I

Purpose

Background

The subject of this study was a sixth grade Hebrew language class that was part of a private Jewish parochial school in South Florida. Two hundred sixty eight students were enrolled in the school. Most of the students were from the United States, though there was a small minority of students from Israel, the former Soviet Union and Ethiopia. The school was a non-residential institution in which children arrived in the morning for classes and returned home at the end of the day. While most of the students were from middle to upper middle class families, there was a sizable minority, about 30%, who were on partial or complete scholarship.

The school consisted of kindergarten through eighth grade. The staff was made up of one principal, one primary-elementary level assistant principal, one middle-school level assistant principal and a Jewish Studies Program Coordinator. At the time of this study there were 32 teachers on staff. Twenty-one were responsible for the general studies program, which included mathematics, language arts, social studies, science, music, physical education, computer education, and art. The remaining 11 teachers made up the Jewish studies

program which included Hebrew language, Bible, prayer, Jewish Life, and Jewish Social Studies.

Each student was assigned two or three Jewish Studies classes per day. Each class was 45 minutes. The remaining six or seven periods were dedicated to general studies content areas. The kindergarten through fifth grade classes each had at least two teachers: one for Jewish Studies and one or more for General Studies. Students in the sixth through eighth grades had one Jewish Studies teacher and a different teacher for each of the general studies content areas.

The school strived to limit class size to 20 students. If a class exceeded this number, but lacked adequate numbers for an additional class of that grade, an instructional aide was provided to assist the main teacher. The smallest classes may have had as few as eight students.

The Jewish Studies program was based on a Hebrew language immersion model. Beginning in kindergarten, Hebrew was the language spoken to the students when they were studying Jewish content areas. By studying Hebrew within different academic contexts, the student gained proficiency in all aspects of modern spoken Hebrew as well as developed an understanding of the structure of classical Biblical Hebrew found in the Bible and in Jewish liturgy. In addition to speaking Hebrew in the classroom, students learned to read and write the language, again in the contexts of the different Judaic content areas.

The specific target group was a sixth grade Hebrew class comprising 11 students. Eight of these students had attended the target school for at least four years. Of the three recent arrivals, two were from the former Soviet Union and one came from Ethiopia. In the next section the specific testing attributes of this group shall be discussed.

The writer has a BA in psychology, and has 10 years teaching experience from pre-k through grade 8. At the target school the writer taught Jewish Studies to multiple grades. As part of the Jewish Study team, the writer sensed that there were problems in the Hebrew language program.

Problem Statement

Eleven sixth grade students in a language immersion style Hebrew class were achieving an average of 65.68 % in written Hebrew grammar tests. This was a discrepancy of 24.32% from the expected 90% error free rate and was determined using two tests which assessed the students' ability, one measuring mastery of the present tense in Hebrew, the other assessing past tense ability (Appendix A). In each test the students were required to correctly conjugate verbs in a sentence in which the pronoun was already supplied. The assessment was based on correctly matching verb-pronoun and gender configurations.

Before continuing with an analysis of the data, it would be helpful to review the fundamentals of Hebrew grammar as they apply to this study. The Hebrew language has two genders. All nouns in Hebrew are either masculine or feminine; there are no neuter nouns in Hebrew. Adjectives must reflect the gender of the nouns they modify. For example, in the sentence "The yellow house is big," "house" is masculine, so the adjectives "yellow" and "big" must also be masculine. Verbs must agree in gender with the nouns and pronouns associated with them. In the phrase "She is walking," "she" is feminine, so "walking" must also be constructed in the feminine form. In addition to gender, verbs have specific constructions depending on the tense in which the sentence takes place. In the past tense, for instance, a verb is constructed with a specific suffix, which also reflects the gender of the pronouns or nouns with which it is associated. In the present study, Hebrew grammar skills and assessment refer to student mastery over patterns associated with noun-adjective-verb gender agreement and verb tense and gender agreement, in the simple present and simple past tense forms.

Scores in the present tense portion of the written Hebrew assessment (Appendix B) ranged from a high of 100% correct (two students) to a low of 0 % correct (one student). The average score in this test was 64.36 %. In the past tense portion of the assessment (Appendix B) scores ranged from a high of 100% (one student) to a low of 41% (one student). The average of the scores in this

section of the assessment was 67%. For both sections, the combined class average was 65.68%.

In examining the trends found in the test results (Appendix B), six out of the eleven students (B, E, F, H, J, K) exhibited greater mastery of present tense forms than those in the past tense. Two of the highest achievers (C, D) did equally well in both tenses, indicating mastery of this level of Hebrew grammar, at least in the context of a written measure; however, as shall be discussed later, this level of competence was not transferred to oral mastery of these skills (Appendix C). Three (A, G, I) did better in the past tense than in the present tense. Two of the students in this last group, G and I, did very poorly in the present tense assessment and substantially better in the past, possibly reflecting test taking difficulties rather than lack of knowledge of the material being evaluated.

In order to assess whether the level of mastery over Hebrew grammatical forms existed in other communication contexts, an oral assessment was developed. A rubric was designed to measure accuracy in the oral usage of nouns, adjectives, and verbs in the context of gender and singular/plural agreement in the simple present tense and in the past tense (Appendix C).

Students participated in three separate classwide systematic discussions held at different times. The first two discussions focused on the students' using correct language in the present tense and then in the past tense. The teacher asked questions related to Bible study and the students replied using the correct tense.

The results were recorded by the teacher. These two discussions each took place on two separate days, and lasted 40 minutes. The third discussion, which took place on a different day than the previous two, also took place in the context of Bible study. This discussion lasted 25 minutes during which the students replied in any tense they wished. These results were recorded by the practicum author.

During each discussion, every time a student spoke the total number of errors in noun, verb or adjective usage was noted (Appendix C). The total number of errors each student made was then calculated and converted into a percentage, by dividing the number of errors by the number of utterances. These results indicate the level of oral competence each student has over the different grammatical forms (Appendix C).

An analysis of the oral results in the first two evaluations (Appendix C, Tables C1 and C2) indicated that the class as a whole had a lower level of grammatical competence in spoken, as opposed to written, Hebrew. The three students who achieved the highest scores in the written evaluations did not do significantly better than other students in the first oral assessment. In the second discussion students C and D did achieve a lower error rate than other students, but student H achieved a higher error rate then the class average. Students A, E, G and I, who received the lowest grades in the written tests achieved mixed results in the first two discussions. Student A had a higher rate of error then the class average, student E had the same error rate as the class average in the present

tense, and had a higher rate of error in the past tense. Student G achieved an error rate below the class average in the present tense, but barely participated in the past tense discussion, making only 1 utterance--and that without error. This latter score may have indicated an unfamiliarity and uncomfortableness with the material which hindered student G's participation. Student I's scores were similar to student A's scores in relation to the class average.

As mentioned above, these results in the skill--specific discussions may have reflected a lack of ability on the part of the target class to transfer linguistic competencies from written to oral communication. This may have been a function of different learning styles, some students being more comfortable speaking, others being able to express their knowledge better through writing, during which the student has a greater opportunity to reflect on the material. These affective components were the basis upon which we could compare the written to the oral data.

An interesting observation is that while in the written tests the class average was higher in the present tense than in the past tense, this was not the case in the first two discussions. Students made fewer errors in the past tense then in the present. This may have indicatee that the students were more comfortable with the testing procedure in the second discussion (past tense), after participating in the first one (present tense).

When we looked at the data from the third discussion however, the possibility of another process taking place was discovered (Appendix C, Table C3). Not only was the class average error rate far below that of the results from the first two discussions, the average approached the written assessment averages. Other than students A, B and I, who consistently scored an error rate above the class average in all three discussions, the rest of the students scored lower error rates then the class average in the third discussion. Student E, a low achiever in the initial two discussions and in the written assessments, for example, achieved one of the lowest error rates in the Bible discussion. These results may have indicated that an affective component was involved when exhibiting grammatical competency in different contexts. The students may have felt more comfortable in applying new grammatical forms in a framework during which their language production is less controlled. During the first two discussions, the students were constrained to answer in only one tense. During the third discussion their responses could be in any tense. This may have indicated that if the discussion was less structured, with the students feeling that they had more control over how to produce their responses, their language output was more accurate.

The students had not studied grammatical skills in isolation, but rather as components of other content areas. Acquisition of correct grammar skills are assumed to develop as other communication skills are learned. As such, students

had concentrated on learning vocabulary and sentence structure. These communication skills were taught through the reading and class wide discussion of stories and poems in Hebrew, writing essays and short stories in Hebrew, learning and analyzing Hebrew songs, and class wide discussions about current events. In addition, students had played games involving the entire class to reinforce material that has been learned. During class discussions if a student committed a grammatical error the teacher provided oral feedback--correcting the student. In addition, the teacher used graphic representations to remind the students of the different grammatical rules that have been taught. On a board in front of the class a teacher-prepared chart was be displayed, upon which appear examples of grammatical forms. Students, in discussions, would refer to this chart to help them express their thoughts in grammatically correct fashion.

The student's grades for history and Bible (Appendix D) indicated that they exhibited above average mastery (above a grade of C) of the subject matter. The target group studied all Jewish related content areas in Hebrew. The criteria by which the students were graded was determined by mastery of the subject matter--and were not necessarily related to achieving a certain level of grammatical competence. Mastery of the history and Bible subject matter was measured by traditional paper-pencil tests, and classwide discussions, all designed solely by the teacher. The discussions involved reviewing text material, writing about that

material, analyzing and discussing it in class, all in Hebrew. The exams were multiple choice, cloze, or essay. If in an essay or short answer format the student made a grammatical error, the teacher would correct it, but the bulk of the grade was determined by the student's knowledge of the material being evaluated.

In addition, classroom activity was based on either individual work or class wide activities. Small group activities did not play a major role in instruction. This may have impacted on the students' achievement in acquiring Hebrew language skills due to the lack of adequate individualized attention. Most lessons were teacher centered, though class wide discussion was oriented towards allowing the students to express and develop individual language competencies. Within the context of the target group, this method did not seem to achieve all its goals.

The preceding discussion focused on the methodologies by which Hebrew is taught to the target group. If grammatical competence was not a major criterion in grading the non-linguistic content areas (despite the fact that they were taught entirely in Hebrew), the students' mastery of these subjects reflected a high level of understanding of the intellectual processes taught--whether it be in Jewish History or in Bible. The students were familiar and comfortable with the material, and were able to use or gain new knowledge in the context of the subject matter. Also, when we compared the results of the first two discussions, which took place in the context of assessing a specific grammatical skill, with output being determined by

the teacher, to the final discussion in which grammatical competence was expressed in a less structured and more student centered manner, we discovered that the students exhibited, at first glance at least, a greater level of mastery over specific grammatical skills. This was construed as a function of the assessment process. If the students felt more at ease in this discussion, they may have been able to access more readily the grammatical skills that they had difficulties utilizing in the first two discussions. In this light, when considering the results of these three class discussions, the following questions arose: Could student involvement in determining the process of learning linguistic competencies result in mastery of grammatical skills? Also, could assessment tools influence motivation, and therefore academic achievement, in mastering Hebrew grammatical forms?

Outcome Objectives

Based on the data derived from the pretest, the following objectives were developed:

1. Over a period of 12 weeks, the students in the target group will exhibit 90% error free usage of the written Hebrew simple-present tense as indicated by teacher created written pre and posttests (Appendixes B and E).

2. Over a period of 12 weeks, the students in the target group will exhibit 90% error free usage of the written Hebrew simple-past tense as indicated by teacher created written pre and posttests (Appendixes B and E).

3. Over a period of 12 weeks, the students in the target group will exhibit 90% error free oral usage of the Hebrew simple-past and present tenses as indicated by teacher created pre and post oral performance assessments (Appendixes C and E).

CHAPTER II

Research and Planned Solution Strategy

As in many other aspects of general education, there is a plethora of models explaining how language is acquired. Schulz (1991) has outlined five main categories. The behaviorist approach emphasizes socialization and conditioning as prime factors in language acquisition. The interactionist explanation focuses on communicative and social needs. The nativist approach stresses biological foundations, such as genetic and inborn factors underlying language development and acquisition. The cognitive view places intellectual and logical processes as the foundations for language mastery. The fifth category emphasizes learner and learning strategies, such as communicative interaction, and filling information gaps.

At different times in the past 40 years, Second Language (L2) Acquisition theories have stressed different aspects of the aforementioned categories, at times combining different approaches. In the 1960's the behaviorist approach was the basis upon which L2 was taught. Grammar translation was the most popular method in L2 instruction. This approach stressed memorization, drill and practice to achieve accuracy in grammar production. Mastery of grammatical skills would enable the learner to become proficient in the target language. In the 1970's, the cognitive approach, in which meaning is constructed through activities and

interaction with the language, the instructor and other learners gained currency (Wan, 1996). Within the context of these models, one of the most well known and the source of much controversy is Krashen's classic model (1983) of L2 and foreign language acquisition.

Krashen's model is broken down into five hypotheses. The first is called the Acquisition/Learning hypothesis. Krashen posited that there are two different and independent ways of developing L2 - acquiring and learning. Acquisition is a subconscious process by which children develop second language knowledge. The learner is not aware of learning specific skills, they develop through use in a manner similar to the way native speakers learn the grammatical rules of their language. The second process, learning, is conscious knowledge about the target language. Language ability is developed through formal instruction and error correction.

The second hypothesis, the Natural Order hypothesis, states that grammatical structures are acquired (as opposed to learned) in a predictable order. Certain grammatical forms are acquired before other structures.

The Monitor hypothesis, the third component of Krashen's model (1983), holds that formal learning doesn't affect acquisition, but does serve as a monitor, or editor, for language production, or output. Acquisition is solely responsible for fluency. Conscious learning is used to make corrections and change the form of the language output. In a sense it is a self-regulating and self-correcting system.

The Input Hypothesis, the fourth and central component, states that language is acquired by understanding messages, by focusing on the meaning of language--called comprehensible input, rather than its structure. The learner concentrates on the "what" rather than the "how." Knowledge of language structure is a function of language comprehension. Acquisition takes place by comprehending input that is above the level of the language learner's current competence.

Speech is a result of acquisition and is dependent on the language learner being supplied comprehensible input. Speech develops when the acquirer has achieved a level of competence and is able to produce spoken output.

According to the Input hypothesis, grammatical competence is automatically acquired within the context of comprehensible input. Essentially, correct grammar usage develops spontaneously, as comprehensible input is provided at a level slightly above the acquirer's current competence. Correct language production (output), is a function of the student hearing correct language use, of the acquisition of comprehensible input.

The final component of Krashen's model (1983) is called the Affective Filter hypothesis. There are three affective variables that affect L2 acquisition: anxiety, motivation, and self-confidence. Lower levels of anxiety and higher levels of motivation and self-confidence will contribute to success in learning a second language.

Implementing Krashen's model (hereinafter to be referred to as the Input based model) in the classroom involves three components. The first is that comprehensible input must be relevant and of interest to the student, and should not focus on practice of specific grammatical structures. The second component is that the students should not be forced to speak until they are ready, and that errors should be tolerated. Finally, grammar rules are not to be stressed. The student will acquire grammatical competence within the context of absorbing the comprehensible input.

As a result of Krashen's Input based model of L2 acquisition, VanPatten (1993) developed a variation, based on the approach that comprehensible input is the foundation for successful L2 acquisition. Output is not merely a reflection of input, but is rather the result of input processing. The multi-faceted L2 Acquisition process can be represented as a continuum from input to output (Figure 1).

input ---------->intake---------->developing system---------->output

Figure 1. The Input--Output continuum (adapted from VanPatten, 1993).

Input is defined as language that must contain meaning for the L2 learner (VanPatten & Cadierno, 1993). Input is converted into intake, which is comprehended input that is understood by the L2 learner. This process is affected by cognitive and linguistic factors, and as such may not totally act upon the actual input (Van Patten, 1993).

During the intake process, the input is internalized and restructured into what is called the developing system. This process of accommodation takes the input and fits it into prior linguistic structures developed by the L2 learner. The resulting developing system undergoes a process called access, whereby the output is created. Access may be totally, partially or not successful at all, depending on factors such as prior knowledge and experience, as well as the demands of the talk eliciting the specific output.

In the traditional textbook based system of grammar instruction, rather than focusing on acquisition through comprehensible input, students focus on practicing output, through exercises such as drill. The focus of grammar instruction, according to the Input based model, should be revised to fit into the communicative classroom. Input should be manipulated so as to impact upon processing mechanisms, altering intake and influencing the development system and therefore output (Figure 2).

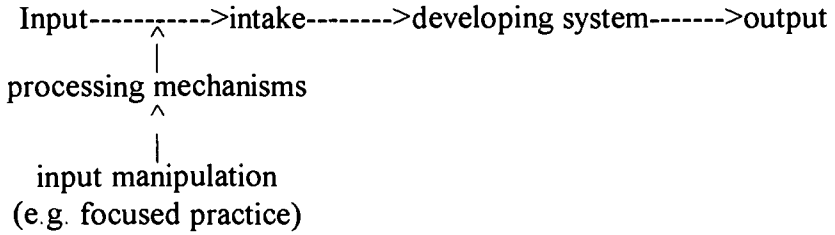

Figure 2. Modified input-output continuum (adapted from VanPatten, 1993).

The process by which input is manipulated is called process instruction, the aim of which is to manipulate the way L2 learners process input. Specific grammatical structures in the input are highlighted, allowing the student to attend to these features. This type of specifically manipulated input is called structured input. By being exposed to this form of grammatical instruction, students are undergoing the process of acquiring new grammatical knowledge.

Some of the pedagogical implementations of this approach include: teaching students one concept at a time; allowing input to be completely comprehended before new input is introduced; active processing by the students of the input through written or oral activities; designing input that is both written and oral. In addition, the input should be introduced in simple form, such as sentences, and later can develop into connected discourse. In addition, it is suggested that the activities should not be learner centered at the outset. Once the instructor has verified that the concepts taught have been successfully acquired, then activities can take on a more open ended and non-referentially oriented character.

A number of studies have been conducted to ascertain the effectiveness of processing instruction. VanPatten (1993) compared traditional textbook based grammar instruction in a Spanish class to an input processing protocol. The results indicated that the processing group achieved higher scores in comprehension assessments than did the traditional group. Interestingly, when

both groups' ability to produce the target language was assessed, both groups achieved similar results, indicating that traditional methods result in learning that is not accessible at all times, possibly suggesting that different language acquisition processes come into play during learning and acquisition.

VanPatten & Cadierno (1993) conducted a study which yielded similar results. Input processing instruction had a greater effect than traditional methods in processing input, but had no differential impact on producing output, again, according to the researchers, indicating different cognitive systems involved in developing language knowledge.

These results and interpretations led some researchers (Salaberry, 1997; Schulz, 1991) to question the claim that input processing is the sole explanation for L2 learning. Shulz considers the importance of the interaction between input and output. Ellis, as cited by Schulz (1991), asserts that input is, at least in part, determined by the learner's use of communication strategies, i.e. output. Focusing a learner's attention on structured input, such as a specific grammatical structure, may not be as effective as "non focused" practice--a communicative activity (output) in which a student's attention is focused on the exchange of information.

Schulz suggests that if our goal is to teach specific linguistic features, such as grammar, then instead of focusing on these features through structured input, it may prove to be more efficacious to utilize authentic discussions of interest to students to create a climate where the students, through L2 production (output),

will acquire these features. Ultimately, by providing students with high interest activities, L2 acquisition will be facilitated due to an increase in students' motivation.

In Salaberry (1997) the validity of VanPatten's and Cadierno's findings regarding the effectiveness of the Input Processing model was questioned. Taking issue with the assertion that comprehensible input is more important in L2 acquisition then output, Salaberry pointed out that a long time delay exists between acquisition and speech production. Speech develops, according to the Input processing model, only after sufficient input is acquired. In addition, Salaberry rejected as unproven the premise that the type of L2 knowledge gained is contingent on the type of instruction.

Replicating VanPatten's and Cadierno's 1993 study, Salaberry measured L2 achievement scores between two experimental groups: one processing input and the second processing output. It was found that both groups achieved a similar level of improvement in these scores. According to Salaberry, output is as crucial a factor in L2 acquisition as is input. Citing Swain, Salaberry claims that the need to create output facilitates a cognitive process in which knowledge acquired through comprehension is converted to the structures that enhance competencies leading to language production.

Swain (1993, 1996) developed an alternative view of L2 acquisition called the Output hypothesis. In this view, the L2 learner is forced to produce language

rather than just comprehend it, thereby enhancing L2 outcomes. By producing language, gaps in knowledge are discovered. The student who consciously identifies this lack in knowledge begins to attend to relevant input so that these language gaps can be filled. Specific input is processed because the L2 learner's output focused attention on the need to improve that output. Rather than passively and unconsciously acquiring language skills, learners acquire the correct form if the input contains the specific skills, and is attended to consciously (Schmidt & Frota, in Swain, 1996).

Output provides the opportunity for the student to test knowledge and provides feedback and enables the student to modify language, resulting in increased accuracy as well as fluency. Output enables the student to control and internalize and reflect upon language knowledge. It is the teacher's role in developing tasks encouraging this metalinguistic process of reflection on language, leading to increased L2 acquisition (LaPierre, in Swain, 1996).

Teaching implications of the output hypothesis include the need to provide considerable in-class opportunities for speaking and writing. Students need to be pushed to use resources and expand their linguistic abilities to the fullest, to reflect upon output, thereby modifying it. The teacher's role is to guide students to more precise language use without supplying answers, facilitating a student centered process of discovery.

In traditional teacher led discussions, student statements are usually short and simple. Learner centered models, such as collaborative learning and other forms of group work provide students the opportunity to expand their linguistic competence through increased output (Long & Porter in Swain, 1993). In short, by allowing students to interact with one another, and to focus on output rather than solely on input, L2 acquisition will be facilitated.

Tschirner (1992) proposed the integration of the input and output based models which would result in greater second language acquisition levels. The input phase focuses on comprehension and provides a model of correct speech. During the output phase the students would use what has been presented to expand their language repertoire.

The input activities are designed to provide meaning, which would be followed by the students rehearsing the newly acquired skills, and finally having them accurately create their own interpretations and meanings of the new material, i.e. to complete the input internalization process. Examples of input activities include visual presentations of specific linguistic structures; exercises during which students use the new material in a controlled fashion; teacher led discussions that focus on practicing new skills; and narration activities which allow students to hear and practice the specific skills.

Output activities are meant to allow the students to recycle and fine-tune previously introduced language components, such as vocabulary, grammar and

speech acts. Students are given the opportunity to expand their productive skills. These activities are all student centered and initiated, take place within a small group framework and are communicative in nature. The teacher's role is to provide meaningful contexts in terms of "setting the stage" for those skills on which the students are working and to focus on specific problems. Output activities include student designed questionnaires and surveys, interviews and role plays.

The Integrative approach to L2 acquisition has also been presented within the context of authentic transmission of meaningful communication (Wan,1996a). Rather than stressing the components of comprehensible input and output production, this view focuses on communicative language teaching (Xiaoqing, 1997).

This integrative approach provides an authentic language environment in which the learning of grammar is embedded within different types of communicative activities. Grammatical rules are not taught in isolation, but rather are incorporated within focused topics and authentic situations. In this manner students not only acquire grammatical skills, they also learn the appropriate use of these skills (Wan 1996a).

Appropriate use of language, also called communicative competence, is the goal of foreign language teaching. Language contains social rules. In order for students to appropriately acquire a second language, these conventions must be

learned. Linguistic competence, which is the ability to comprehend and compose correct sentences, is not the goal of language learning. It is a component that leads to communicative competence, but if it is over emphasized, communicative competence can be inhibited (Xiaoqing, 1997).

The integrated, communicative and authentic environment is a springboard for meaning based L2 learning. Information is presented as a whole; specific L2 skills are taught in meaningful contexts and learners are engaged in meaning making strategies in group work, role playing, hands-on activities, problem solving, games and task oriented activities (Bourke, 1992; Courtney, 1996; Littlewood, 1992; Wan, 1996a; Xiaoqing, 1997).

Tasks are defined as group oriented activities that require the involvement of the learner (Courtney, 1996; Littlewood, 1992). The goal is purposeful and meaningful, and is dependent on each individual learner's contribution to the group effort. Tasks in a L2 classroom must be communication oriented by focusing on tasks that are mediated through language and rely on social interaction (Courtney, 1996). All participants must be actively involved in this interactive process of learning. Peers aid one another in acquisition, lower achieving students being "pulled up" by higher achievers--an example of scaffolding (Littlewood, 1992).

Problem solving in L2 classrooms creates a natural setting for student centered and communication oriented learning (Bourke, 1992). Within the context of grammar instruction, problem solving creates an atmosphere in which students

take on an active role in discovering grammatical facts. The teacher supplies the materials needed to solve the grammatical problem, but the students are the active learners. If the students need guidance during the activity, for example, the teacher might help them by supplying hints or feedback. No solutions are offered by the instructor.

The two processes in grammatical problem solving are rule getting and rule using. In the first, students learn rules by discovery. They are not supplied the rules by the teacher, but rather need to discern patterns in given examples.

Once the patterns are discovered, the students begin to practice using the rules. Through practice the students learn how to use the new skills in different situations, they are able to test these rules and see if they "work" all the time, and they are able to discover variations. The process of rule using facilitates the internalization of the new skills.

Bourke (1992) tested the effectiveness of problem solving on increased linguistic competence. Students were divided into two groups: an experimental group that used problem solving to learn a specific grammatical skill and a control group that used a traditional teacher-centered approach of drill and written practice to learn the same grammatical concept. Students in the experimental group achieved significantly higher scores than did the control group in tests measuring mastery of the grammatical skills. These results indicate that problem solving does result in higher levels of linguistic competence and performance.

Another component of the integrated approach is the use of student generated materials. This reinforces learning and allows the students to apply what they have learned to new situations (Wan, 1996a). If students become actively involved in creating their own learning environment, their motivation will increase, and stress, which has been linked to poor levels of L2 acquisition (Clark, 1989; Riggenbach, 1988) will decrease, thereby increasing achievement in foreign language learning.

If students become part of the process of syllabus material creation, they will become more committed to learning (Clark, 1989) and will develop a greater appreciation for linguistic interaction. They may learn skills necessary to motivate their own language learning process. By producing materials, students become more interested in learning the second language, because the learning process itself becomes more relevant to them. The have become producers as well as consumers. In addition by becoming part of this creative process, the students sense that the teacher has more confidence in their abilities (Riggenbach, 1988).

The process of student generating learning materials is similar to problem solving--the students need to discern patterns and then to use them. Through using these new skills, the students become more proficient in the target language to the point where they become experts, and are able to transmit this material to others (Clarke, 1989). Examples of student generated materials include student written role plays, interviews, and worksheets (Clarke, 1989; Riggenbach, 1988).

Assinder (1991) described a situation where an ESL class developed teaching videos to present new material to one another. In this case, rather than the input being teacher generated, the students took charge and created their own comprehensible input. The result of this classroom experience was increased motivation and participation among the students. The outcome was increased skill mastery and accuracy over the target language, in this case English.

Another form of student generated materials in the class room can relate to the assessment process. According to Fidalgo & Schmidt (1995) the use of games as a form of alternative assessment increases motivation and decreases stress in second language learners. Assessment needs to measure performance, but tests that are contextually removed from meaningful activities may not truly test student's L2 knowledge, especially if language instruction is communicatively oriented. Fidalgo & Schmidt suggest that students, with teacher guidance, create games and other activities that test one another's knowledge and skills. This will result in improved motivation and thereby higher levels of L2 learning.

An important aspect of the integrated approach is the use of L2 in immersion programs. Day & Shapson (1991) examined the effectiveness of integrating second language, in this case French, in an immersion setting in different content areas not strictly associated with language studies. Integrating elements of science, language and social studies, students participated in a project using cooperative learning activities, linguistic games and group evaluation

procedures, all within a communicative context. Specifically the students needed to design a space colony. All activities were to be in French, and involved oral and written presentations. Students were evaluated using oral and written tools. Two groups of students were used; one group, the experimental group, participated in an integrated setting, and the second, the control group, was placed in a more traditional teacher centered class. The results indicated that the students who had experienced the integrated class setting achieved significantly higher gains in writing than did the control group. These gains were not reflected in speaking for the entire class, though the researchers point out that individual students did benefit from the experimental protocol. This study suggests that improvement of immersion students' written and oral skills can be achieved by placing them in an integrated, communicatively oriented L2 environment.

The integrated approach to second language acquisitions relies heavily on peer interaction. Whole class interaction activities provide the student a non–threatening learning environment, builds rapport between students, and develops oral practice and skills (Brunschwig, 1994). These types of activities include class wide games and discussions.

Class Wide Peer Tutoring (CWPT) is a method in which students are divided into pairs and work with one another, exchanging roles as tutors and tutees. King-Sears & Bradley (1995) assert that teachers who use peer tutoring find it an effective and efficient classroom tool. Advantages include: students

spend more time on task; there is immediate and specific feedback between peers; both students in a peer team serve as learners and teachers, which aids in skill practice and reinforcement; and students receive social and academic support, increasing motivation. Comparing spelling scores between an experimental group of students who were part of a CWPT class, and a control group that were part of a traditional classroom, King-Sears & Bradely found that the experimental group achieved higher scores than did the control group. It was also found that the CWPT students had a more positive attitude towards the subject matter. These results indicated that CWPT has a positive influence on academic achievement.

Another form of peer interaction which can be used in the Integrative approach is cooperative learning. Cooperative learning is characterized by students working together in order to accomplish shared goals. This approach provides for students to take responsibility for other members of the group in learning and mastering the assigned material. There are a myriad of different models that can be subsumed under the description of cooperative learning, but all of them share the following characteristics (Johnson and Johnson, 1991):

1. Positive interdependence: Achieving the group goal is a function of team work.
2. Face to face interaction: Group goals are achieved when group members interact verbally with one another.

3. Individual Accountability: Each group member is responsible and accountable for learning and mastering the material.

There have been numerous studies on the effectiveness of cooperative learning on academic achievement. A survey of 60 studies researching the effects of cooperative learning was conducted by Slavin (1990). In this survey 68 different cooperative learning methods were tested. Slavin discovered that 49 of these different methods had positive effects on academic achievement.

In the context of second language acquisition, Deen (1991) conducted a study in which achievement scores of Dutch language students participating in a cooperative learning lesson were compared to students in a teacher centered class. Results showed that students in the cooperative learning class took significantly more turns asking and answering questions than did the students in the traditional group. Interaction between students in the cooperative group was higher, and this resulted in an opportunity for scaffolding, which increased language acquisition. It was also found that motivation was higher in the cooperative group. Students had more exposure to a variety of language forms in the cooperative group, and they had a greater opportunity to practice these forms through increased repetition, increasing learning. This study indicates the effectiveness of cooperative learning in a second language classroom.

Wan (1996b) asserts that cooperative learning can result in an improvement of oral language development, due to the interaction between

learners and learning environment. According to Kagan (1995), cooperative learning can have a positive impact on language acquisition, by impacting on the complex interaction of input, output and context variables.

Within the context of input, Kagan asserts that small group interaction allows for the adjusting of speech to a level appropriate to the members of the group, creating an environment in which comprehensible input can be generated--a factor that cannot be replicated with a whole class In small groups the input can be developmentally appropriate to the level of the group, and students can assist their classmates in raising this level through the process of scaffolding, stimulating language development into the next level. In addition, input must be received repeatedly from a variety of sources. Cooperative groups, by nature of their size, are natural sources of redundant communication.

In terms of output, according to Kagan, speech needs to be representative of everyday language. Cooperative groups are an arena for expressive and functional language. Speech is frequent, providing many opportunities for the learner to produce oral language. This is not the case in a teacher centered classroom. In cooperative groups students are able to produce oral output frequently. Cooperative groups also allow students to speak on topics that are meaningful to them and to receive immediate and meaningful feedback.

Research has shown that there is a congruent relationship between different and possibly conflicting models of second language acquisition and peer interactive

teaching methods. Classroom models based on peer interactions, whether they be called Class Wide Peer Tutoring or Cooperative Learning have the potential to increase second language acquisition, whether they are used within the context of input based models, output based models or integrated approaches.

Planned Solution Strategy

When viewing the different components that make up the target class of this study, many aspects found in research can be applied. In the target sixth grade, input is teacher centered and uni-dimensional: the input is presented to the students in very limited ways--graphically or orally. The variations of the input based model (VanPatten, 1993; VanPatten & Cadierno,1993) indicate that creating input processing mechanisms may have a positive impact upon acquisition and learning of specific grammatical structures in this particular case. The output based model (Swain, 1993, 1996) can provide the framework in which language production in the target class can be expanded into different formats.

The integrative approach of L2 acquisition provides a context in which meaningful input and output can be manipulated in the target class. Based on Day & Shapson (1991), Hebrew instruction can be integrated into other content areas in order to positively impact on linguistic competence. Creating formats for meaningful communicative interaction in the classroom (Tschirner, 1992; Wan, 1996 a & b; Xiaoquing, 1997) can be coupled with peer interactive activities, such

as problem solving (Bourke, 1992), self generated materials for learning and assessment (Clark, 1989; Riggenbach, 1988; Fidalgo & Schmidt,1995) and task oriented activities (Courtney, 1996; Littlewood, 1992). Cooperative learning and peer tutoring will be the framework for much of the work in the target class (Kagan, 1995). It is hoped that the mastery of linguistic and communicative competencies can be facilitated through the integration of student centered tasks and peer interaction with meaningful input processing mechanisms and output production.

CHAPTER III

Method

The 12 week implementation plan which follows was unique to the experimental setting because it was based on an integrative approach to the teaching and learning of Hebrew grammar, utilizing small group and peer interactions and tasks which were student centered. Much of the material was student generated, as were many of the assessments. Also, the use of rubrics for oral and written performance was an innovation. In addition, the students were learning (as opposed to acquiring) specific grammatical input. The use of problem solving and games, which were content area linked, to attend to comprehensible input was also an innovation. Previously, students acquired grammatical skills through class discussions within the context of content areas. According to the implementation plan, upon mastery of the input, the students' output was content area linked, though specifically associated with practice of the new skills, leading to application of the newly learned linguistic competencies in new situations

Week 1

Task 1) Students were divided into groups of two or three. Each group was given a teacher created text in Hebrew in the book of Judges, which was being taught in Bible studies. The text was in the simple-present tense. Each

group had the task of discerning the rules related to correct usage of the present tense as it related to patterns associated with noun-adjective-verb and gender agreement. Once the students in each group felt that they have discovered the patterns and rules, they created a chart that graphically represented correct usage in all tenses and genders (Appendix F). The teacher monitored student progress in each group, supplying hints and feedback when necessary. During this activity the teacher noted that the students had difficulty in working in cooperative groups. It was not clear what, if any impact this had on the students's final product. When all the groups had created their own tense and gender chart, the class as a whole created one chart on the back wall of the classroom.

Originally evaluation was to be carried out solely by the teacher observing the students in each group as they created their own charts. However, during implementation the students were given an opportunity to evaluate their own work by comparing their group product with other students' work. This allowed for the students to receive immediate feedback.

Task 2) The students were divided into groups of two or three and created a list of Hebrew adjectives and nouns derived from biblical text material. They were required to determine which words were feminine and which were masculine. They then divided the words into two groups, by gender, using colored cards to represent each gender. The teacher felt that associating these gender patterns with

color would facilitate the students' learning of these conventions. Evaluation was carried out by the teacher and the students using correct usage as the criteria.

Task 3) The students were given a list of 10 Hebrew root words. They were required to convert these roots into verbs, writing them in their masculine and feminine forms. Evaluation was carried out by the teacher and the students using correct usage as the criteria. Each student corrected a fellow student's work.

Week 2

Task 1) Students were divided into peer tutoring teams of two students each. Each group created a series of flash cards, based upon a model card supplied by the teacher (Appendix F). All the cards were collected, shuffled, and distributed to each of the peer teams. Each pair of students worked with one another in learning to correctly convert a Hebrew root word into its correct form, in terms of pronoun and gender compatibility. The student pairs took turns showing one another the flash card. The student on the "receiving end" needed to correctly say the word, depending on the criteria listed on the card. Evaluation was student based--each student assessing his or her partner. The teacher circulated among the groups monitoring the students' progress.

Task 2) The students participated in a series of games with the goal of reinforcing the new grammatical skills. Each game related to a specific Jewish holiday (Purim) that was being celebrated at the time, and involved either the

entire class divided into teams, or individual students interacting one with the other. The games included:

"Hot seat"–one student sat in a chair and was asked questions regarding the story of, and customs associated with, the Purim holiday. Presentation of questions and answers in a grammatically correct form (in this case simple present) was required or the student making the mistake lost a turn, being replaced by another student.

"Round Robin"–students were divided into four groups. Each group represented one component in the simple present tense (singular-masculine, singular-feminine, plural-masculine, plural-feminine). A sentence, containing a root word, was read out loud and displayed on the blackboard. Each group had to adapt the sentence and root to the grammatical category the group represented. For example, if the sentence was (translated into English) "Esther (root for walk) in the king's palace", the students in the singular-masculine were required to alter the sentence so that they would construct the following sentence: "Mordecai (singular-masculine form for walk) in king's palace." For extra credit, the students added an adjective modifying a noun in the sentence, taking care that the modifier agreed in gender and number with the noun. For example: "Mordecai (singular-masculine form for walk) in the king's beautiful (masculine) palace (masculine).

The nature of the games allowed for immediate assessment--right answers gained a point, mistakes lost a point.

Week 3

Role playing biblical figures that were being studied, students wrote diary entries using only the present tense. Afterwards, they read these entries to the rest of the class. The teacher rated these presentations using a rubric (Appendix E, Table E1). Students also assessed one another using the same rubric. The teacher then collected and assessed these student-generated assessments. The criteria was based on how many errors each student caught and missed in their peers' presentations. Students were evaluated by the teacher based on the quality of the diary entries and assessments.

At the end of this exercise, the teacher and researcher felt that it would have been more efficacious if the students were given the opportunity to not only hear one another's presentation, but to then go over each presentation together as a class, analyzing the content of presentation. This would have allowed the students to learn more from one another's work, providing immediate feedback.

Week 4

In Jewish social studies the students learned about the history of synagogues around the world. Based on the material in this unit, the students developed and "led" a tour of a synagogue. The tour was in the present tense: describing features that the "tourists" were viewing at the present time ("We are now entering the sanctuary. You can see the pulpit and the art work that surrounds us".) The "tour" was presented orally, and was also written down in composition

form. Assessment was both student and teacher based, using a rubric (Appendix E, Table E2). Each student presented their tour to the class. Afterwards, using modifications derived from the previous activity, the student received constructive feedback from the entire class. The written product was then assessed by a another student. The teacher compared her evaluation to the student's assessment, providing feedback to the author as well as the student evaluator.

Week 5

This week's task was a final assessment (not the posttest) of the students' mastery of the simple present tense. At this point the students were learning about the holiday of Passover. Their task was to develop and role play an interview between a reporter and a character from the Haggadah (book relating the Passover story) or Bible related to the Passover story. The teacher monitored the students' progress as they developed the interview by circulating and providing feedback where necessary. At the time of the presentation, the students evaluated one another's correct usage of the simple present. The original plan was to use a rubric (Appendix E, Table E2); however, the students found it too difficult to count the number of utterances and measure the number of errors in each grammatical form and tense. Instead, each student noted the number and types of errors made. Immediately following each presentation, a discussion took place in which the presentation was constructively analyzed. The interview was then

written down and given to the teacher, who assessed this project and provided feedback to each student. Criteria were based on a rubric (Appendix E, Table E1).

Week 6

Task 1) Students were introduced to the simple past tense. As in the first week's task, students were divided into groups of two or three. Instead of being given a teacher created text, as originally planned, the students were assigned a selection from the actual biblical text of the book of Judges. The peer groups chose 20 words, discerning the patterns governing past tense usage. They then created a chart similar to that created for the present tense, that visually represented these patterns (Appendix F). At the end of this activity all the groups together created a chart on the back wall of the classroom, allowing them to learn from one another's findings.

Task 2) Utilizing the skills gained through deducing past tense patterns, students played a game called "Lotto." They created a set of cards upon which words were written. As in the game of dominoes, the students needed to match words that shared similar characteristics regarding gender, number and person. A verb that was in the second person past plural had to be matched up with another verb with the same characteristics. The students also needed to match up adjectives and nouns (Appendix F). Assessment was based on successful completion of this game.

Week 7

Task 1) Students were divided into groups of two or three. Each group was given a different Biblical text. The students chose 20 verbs found in the text (as opposed to 10 verbs in the original proposal), sorted these by gender; categorized them by tense and person (e.g. 1st person singular, 2nd person plural); and then converted them into their roots. The same task was then done with nouns and then adjectives–though reducing them to their roots was not necessary. Evaluation was based on successful completion of this task.

Task one took longer than expected to complete. In addition, other unexpected school activities detracted from class time. Due to these interfering factors, the games of past tense "jeopardy" and the "20 questions" activity were not implemented.

Week 8

The timing of this task coincided with Israel Independence Day, which was celebrated at this time. Students were divided into three groups. Each group created an essay concerning a topic related to the creation of the State of Israel. The essay was then transferred to another group, whose members were responsible for just finding mistakes in that original essay. The group only highlighted the discovered errors; they did not make any corrections at this stage. The essay was then transferred again to a third group, whose responsibility was to correct the previously discovered errors. In short, each group created an essay, discovered

errors in another essay, and corrected a third essay. The teacher monitored this task by circulating between the groups, providing feedback but not providing answers. Evaluation was carried out by the students, during the process of correcting the essays. The teacher collected the corrected texts, and went over the students' work, performing a final assessment based on the number of accurate corrections.

Week 9

Students, in groups of three or four, created radio news broadcasts highlighting current events. These broadcasts were presented to the class, who provided immediate constructive feedback. The task was also evaluated by the teacher using a rubric (Appendix E, Table E2). The assessment concentrated on correct usage of the past tense, though present tense usage was also evaluated.

Week 10

To coincide with the Jewish holiday of Lag B'omer, students wrote and performed a skit in both past and present tenses, based on the historical events commemorated by this holiday. As in previous student assessments of oral presentations, immediate classwide discussion with feedback followed each presentation. The teacher did not evaluate the written skits separately, as each presentation had been evaluated by the students and teacher during the class discussion.

Week 11

During this week the target class participated in a two day class trip, accompanied by the teacher. Upon their return to school, the students each created a written summary of the trip, which was evaluated by the teacher, using incorrect usage of past and present tense forms as criteria.

Week 12

Posttests were given this week. Assessments were carried out by the teacher, using rubrics for oral and written tests (Appendix E, Tables E1 and E2). The written posttests followed the model presented in the implementation proposal. The oral posttest consisted of a discussion on Jewish holidays, rather then on current events. This change was made due to curricular considerations.

CHAPTER IV

Results

Based on the data derived from the pretest and research in the field of L2 acquisition, the following objectives were developed:

1. Over a period of 12 weeks, the students in the target group will exhibit 90% error free usage of the written Hebrew simple-present tense as indicated by teacher created written pre and posttests (Appendixes B and G). The written assessments required the student to retell and analyze a story from the Bible in the form of a newspaper article in the simple present tense. A rubric (Appendix E, Table E1) that measured correct grammatical usage was used.

   The results of the posttest indicated that the target class achieved 95.18% error free usage of the Hebrew simple-present tense (Appendix H, Table H1). This is an improvement of 30.82% over the pretest average score of 64.36% (Appendix H, Table H2). In the pretest the scores ranged 100 points, while in the posttest the range was only 19 points. This indicates that the students acquired similar levels of knowledge regarding the Hebrew simple past tense, as compared to the pre-implementation levels.

In addition, in the posttest five students achieved a 100% error free usage level, as opposed to two students in the pretest (Appendix H, Table H2). In the pretest 5 students achieved scores of 90 or higher. In the posttest nine students achieved scores in the 90th percentile, and all the students achieved scores in the 80th percentile. In the pretest only 5 students achieved scores in the 80th percentile. These results indicate that the implementation plan reached its goal not only in terms of overall class achievement, but also regarding individual accomplishment, in that 82% of the target students reached the 90th percentile.

2. Over a period of 12 weeks, the students in the target group will exhibit 90% error free usage of the written Hebrew simple-past tense as indicated by teacher created written pre and posttests (Appendixes B and G). The written assessments consisted of the students retelling and analyzing an event in Israeli history, in the simple past tense. A rubric (Appendix E, Table E1) that measured correct grammatical usage was used.

The results of the posttest show that the target group achieved a 94.9% error free usage of the written Hebrew simple-past tense (Appendix H, Table H1). The class pre-test average was 67%, indicating an improvement rate of 27.91% (Appendix H, Table H3). In the pretest the scores ranged from a high of 100% to a low of 41%, a spread of 59 points. The range of the posttest scores was 19 points, from 100% to 81%. As in

the present tense, the disparities between students' levels of knowledge was narrowed as a result of the past tense implementation program.

Posttest results reveal that two students received perfect scores while in the pretest only one student received a similar score. In addition, posttest data show that ten students achieved scores in the 90th percentile, as opposed to two students in the pretest. All students in the posttest were in the 80th percentile as compared to only three students in the pretest. As in the present tense, these results indicate that the implementation plan achieved its goal not only in terms of classwide achievement, but also in individual accomplishment.

When comparing past tense posttest results to the present tense results (Appendix H, Table H1), five students achieved perfect present tense scores while only two students achieved the same level in the past tense. Also, only one student achieved perfect scores in both tests. The remaining four students who had received perfect scores in present tense achieved scores of 93% or better in the past tense posttest. Eight students achieved scores of 90% or higher in both past and present tense posttests. Mastery of both the Hebrew simple past and present tense, as defined by this study, was achieved by 72.7% of the target group.

3. Over a period of 12 weeks, the students in the target group will exhibit 90% error free oral usage of the Hebrew simple-past and present tenses as

indicated by teacher created pre and post oral performance assessments (Appendixes C and E). This oral assessment consisted of a discussion about Jewish holidays. A rubric was used that measured the number of grammatical errors (Appendix E, Table E2).

In the oral pretest the target group's average was 48.2 % error free oral usage of the Hebrew simple - past and present tenses.. In the posttest, the students in the target group achieved an average of 92.18% error free usage an increase of 43.98% (Appendix H, Tables H1 and H4). As in the written tests, the range of scores decreased from 100 points in the pretest to just 27 points in the posttest, indicating a narrowing of the disparity in the students' level of knowledge as a result of the implementation program.

In the oral pretest two students achieved perfect scores. In the posttest six students achieved perfect scores, with one additonal student falling within the 90th percentile. Ninety-one percent of the students were in the 80th percentile in the posttest, as opposed to only 18% in the pretest. These results point to the efficacy of the implementation program in improving students' oral proficiency.

The improvement of the students' ability in using the simple-present and past tense in an oral framework was comparable to student achievement in the written posttests. In fact, student improvement, as

measured by the percent change from pretest to posttest scores, indicated the greatest improvement in the oral context (Appendix H, Table H5). These results were unexpected. A possible explanation for this outcome is an increased opportunity during the implementation of the study for the students to express themselves orally, thereby increasing student motivation. The influence of a possible affective component should be investigated further.

Three students (C. D, H) did demonstrate a loss of proficiency in specific contexts (Appendix H, Tables H2, H3, H4) as indicated by a negative percent change in pretest as opposed to posttest scores. However in other contexts these same students did show improvement. This result may reflect the presence of an affective component impacting on acquisition or testing. This too should be investigated further. However, the overall results of all the written and oral posttests indicate that the integrative approach was effective in teaching Hebrew grammar in a language immersion class.

Chapter V

Recommendations

This study's results indicate that the integrative approach is an effective means to teach specific grammatical skills in a second language. Grammar, however, is a small part of L2 acquisition, and it would be advantageous, in the context of the target school, to investigate the efficacy of this approach in improving other aspects needed in learning a second language. It would seem that the integrative approach would also be effective in promoting L2 reading comprehension, oral and written fluency. How these skills can be taught using the integrative approach is a topic for further investigation. Further research may focus on the issue of whether the integrative approach increases the effectiveness of a whole language as opposed to a specific skills oriented methodology in teaching a second language. School administration and members of the teaching team have supported adapting strategies developed in this study as part of the Hebrew language program. This would provide the framework within which these issues could be investigated.

It would also be useful to investigate the influence of affective components on L2 acquisition. Specifically, does the integrative approach result in greater motivation for the student than traditional methods of L2 instruction? Under what conditions does the affective component influence L2 acquisition? In the present

study student improvement in the oral posttests averaged at a higher rate than in the written posttests. Is this a function of an affective component coming into play?

To fully understand how the integrative approach shapes L2 acquisition, it would be important that the methods used in this study were tested under a stricter and more traditional experimental model, using control and target groups, thereby comparing test results and the differing effects on motivation. This would provide greater insight to how the integrative approach works. In addition, through comparing this approach with others, educators can develop newer and more innovative variations on this style of instruction, further promoting academic achievement in L2 acquisition.

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Appendix A

Sample Exercises from Written Grammar Pretests

Present tense

שורש: ה ל ך
א)אני_____ברחוץ אתמול.
ב)אתה_____לבית ספר.
ג)הוא גם_____לבית ספר.
ד)אנחנו_____לעיר.
ה)אתם_____לביתספר.
ו)הם_____לעבודה.

Translation
Root: H L H (root for the word "Walk")
Masculine:
a) I _____ outside yesterday.
b) You _____ to school.
c) He also _____ to school.
c) We _____to the forest.
d) You (plural) _____ to school.
e) They _____ to work.

Past Tense

שורש: ע ב ד

א) אני _____בכיתה שלי.

ב) אתה _____ביריחו.

ג) הוא_____בעיר.

ד)אנחנו_____בבית ספר.

ה)אתם_____בבית ספר.

ו) הם_____בבית ספר.

The same exercise was repeated for the past female tense

Translation

Root: A' V D (root for the word "Work")

a) I _____ in my class.

b) You _____ in Jericho.

c) He _____ in the city.

d) We _____ in school.

e) You (plural) _____ in school.

f) They _____in school.

Appendix B

Written Grammar Test Scores

Student	Present Tense Scores (% correct)	Past Tense Scores (% correct)	Average
A	30	50	40
B	75	58	66.5
C	91	91	91
D	100	100	100
E	46	41	43.5
F	80	76	78
G	4	46	25
H	100	79	89.5
I	0	83	41.2
J	91	47	69
K	91	66	78.5
Average	64.36	67	65.68

Appendix C

Results of Oral Evaluation of Student Mastery of Grammatical Forms

Table C1
Rubric and Results of Present Tense Oral Assessment

Student	Total number of utterances	Errors verbs	Errors nouns	Errors adjectives	Errors total	Error Rate (%)
A	2	2	2		4	200
B	3	1	3	1	5	160
C	1	1			1	100
D	2	0	2	2	4	200
E	2	0	1	2	3	150
F	3	3	2	2	7	233
G	1	1	0	0	1	100
H	3	3	1	1	5	160
I	2	1	2	0	3	150
J	1	1	0	0	1	100
K	1	1	0	0	1	100
Average						150.27

Table C2
Rubric and Results of Past Tense Oral Assessment

Student	Total number of utterances	Errors verbs	Errors nouns	Errors adjectives	Errors total	Error Rate (%)
A	3	3	1	1	5	166
B	4	3	1	1	5	125
C	5	2	0	0	2	40
D	3	2	0	0	2	66
E	3	1	2	2	5	166
F	4	2	2	2	6	150
G	1	0	0	NA	0	0
H	4	3	2	2	7	175
I	4	2	2	2	6	150
J	3	1	2	2	5	160
K	4	2	3	1	6	150
Average						122.54

Table C3
Rubric and Results of Mixed Tense Oral Assessment

Student	Total number of utterances	Errors verbs	Errors nouns	Errors adjectives	Errors total	Error Rate (%)
A	3	5	0	2	7	233
B	3	4	0	0	4	133
C	6	0	0	0	0	0
D	3	1	0	0	1	33
E	4	1	0	0	1	25
F	3	0	0	0	0	0
G	7	4	1	0	5	71
H	3	0	0	2	2	66
I	1	1	0	0	1	100
J	3	0	0	1	1	33
K	0					0
Average						69.40

Note. Class average error rate does not include student K's data.

Appendix D

Student Grades in Jewish History and Bible

Student	History Grade	Bible Grade
A	B-	B
B	A	A
C	A	A-
D	A-	A
E	A-	A-
F	A	A
G	B-	A
H	A-	A-
I	A	A
J	A-	A-
K	B	A-

Appendix E

Sample Posttests and Rubrics

Present Tense--Written

(Oral instructions were given in Hebrew).

Choose an event depicted in the book of Joshua. Write a newspaper article explaining what happened in the present tense.

Past Tense--Written

(Oral instructions were given in Hebrew).

Choose an event from Israeli history. Retell and analyze it in the past tense.

Table E1

Rubric for Assessing Written Posttests and Performance Based Tasks

Student	number of nouns	errors in gender	number of verbs	errors in gender	errors in tense	number of adjectives	errors in gender	Error rate (%)

Table E2

Rubric for Assessing Oral Posttests and Performance Based Tasks

Student	Total number of utterances	Errors verbs	Errors nouns	Errors adjectives	Errors total	Error Rate (%)

Appendix F

Samples of Materials Used in Implementation Plan
(Translations are for benefit of reader and did not appear in the material the students received or created.)

Weeks 1 and 6

feminine - נקבה	masculine - זחר	singular - גוף יחיד
		first person - ראשון
		second person - שני
		third person - שלישי
feminine - נקבה	masculine - זחר	plural - גוף רבים
		first person - ראשון
		second person - שני
		third person - שלישי

Week 2

Task 1)

Feminine - נקבה Singular - יחיד

root for "walk" - ה ל ך

Week 6

Task 2) "lotto"-sample of card with two different words. Student needed to find another card that contained a word that matched the characteristics of one of these words. Then, as in dominoes, the side of the card that matched the characteristics of one of these words was placed next to it.

we walked--הלכנו	giants--ענקים
we ran--רצנו	
house--בית	

Appendix G

Results of Posttests

Table G1

Results of Written Present Tense Posttest

Student	number of nouns	errors in gender	number of verbs	errors in gender	errors in tense	number of adjectives	errors in gender	Error rate (%)
A	10	0	5	0	0	2	0	0
B	7	1	11	2	0	3	1	19
C	10	1	17	0	0	3	1	7
D	10	0	10	1	0	4	1	8
E	12	0	16	0	2	2	0	7
F	10	0	15	2	0	5	2	13
G	13	0	12	0	0	3	1	4
H	14	0	14	1	0	5	1	6
I	5	0	7	0	0	0	0	0
J	3	0	6	0	0	0	0	0
K	10	0	10	2	0	3	0	0

Table G2

Results of Written Past Tense Posttest

Student	number of nouns	errors in gender	number of verbs	errors in gender	errors in tense	number of adjectives	errors in gender	Error rate (%)
A	8	0	7	1	0	3	0	5
B	12	0	10	0	2	5	0	7
C	22	0	20	0	0	12	0	0
D	10	0	10	1	0	4	1	8
E	17	0	9	2	0	4	0	7
F	14	0	17	1	0	4	0	3
G	7	0	6	3	0	3	0	19
H	11	1	11	0	0	6	0	4
I	14	0	12	1	0	5	0	3
J	8	0	8	0	0	4	0	0
K	12	0	13	1	0	6	0	3

Table G3

Results of Oral Posttest

Student	Total number of utterances	Errors verbs	Errors nouns	Errors adjectives	Errors total	Error Rate (%)
A	16	2	0	0	3	19
B	15	0	0	0	0	0
C	13	1	0	0	1	8
D	22	0	0	0	0	0
E	13	1		1	2	15
F	19	0	0	0	0	0
G	12	2	0	0	2	17
H	28	0	0	0	0	0
I	14	0	0	0	0	0
J	17	0	0	0	0	0
K	15	3	1	0	4	27

Appendix H

Posttest Data Analysis

Table H1

Posttest Scores (% correct)

Student	Written Present Tense Scores	Written Past Tense Scores	Oral Posttest Scores
A	100	94	81
B	81	93	100
C	93	100	92
D	96	96	100
E	100	93	85
F	87	97	100
G	96	81	83
H	94	96	100
I	100	97	100
J	100	100	100
K	100	97	73
Average	95.18	94.9	92.18
Range	19	19	27

Table H2

Comparison of Written Present Tense Pre and Posttest scores (% correct)

Student	Pretest Scores	Posttest Scores	% Change
A	30	100	70
B	75	81	6
C	91	93	2
D	100	96	-4
E	46	100	54
F	80	87	7
G	4	96	92
H	100	94	-6
I	0	100	100
J	91	100	9
K	91	100	9
Average	64.36	95.18	30.82
Range	100	19	106

Table H3

Comparison of Written Past Tense Pre and Posttest scores (% correct)

Student	Pretest Scores	Posttest Scores	% Change
A	50	94	44
B	58	93	35
C	91	100	9
D	100	96	-4
E	41	93	52
F	76	97	21
G	46	81	35
H	79	96	17
I	83	97	14
J	47	100	53
K	66	97	31
Average	67	94.9	27.91
Range	59	19	57

Table H4

Comparison of Oral Pre and Posttest scores (% correct)

Student	Pretest Scores	Posttest Scores	% Change
A	0	81	81
B	0	100	100
C	100	92	-8
D	67	100	33
E	75	85	10
F	100	100	0
G	29	83	54
H	44	100	54
I	0	100	100
J	67	100	33
K	*	73	*
Average	48.2	92.18	43.98
Range	100	27	108

*Note. Class pretest average does not include student K's data

Table H5

Comparison of student score change between pre and posttests

Student	% change written present tense	% change written past tense	% change oral posttest
A	70	44	81
B	6	35	100
C	2	9	-8
D	-4	-4	33
E	54	52	10
F	7	21	0
G	92	35	54
H	-6	17	54
I	100	14	100
J	9	53	33
K	9	31	*
Average	30.82	27.91	45.7

*Note. Oral posttest data for student K not available

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