

Inventing a Whole Language Foreign Language Class

Thinking “outside the box”

David Schwarzer
Montclair State University

Contextualization: About me

- Dr. David Schwarzer
 - ד"ר דוד שוורצר
- I was born in Buenos Aires, Argentina
- Moved to Tel-Aviv Israel in 1982 – got my BA and MA from the University of Tel-Aviv.
- Moved to USA in 1992 – Got my Ph. D. from the University of Arizona.
- Worked at different institutions in the USA.
- Have five books on multilingual and teacher education.

South America



Argentina



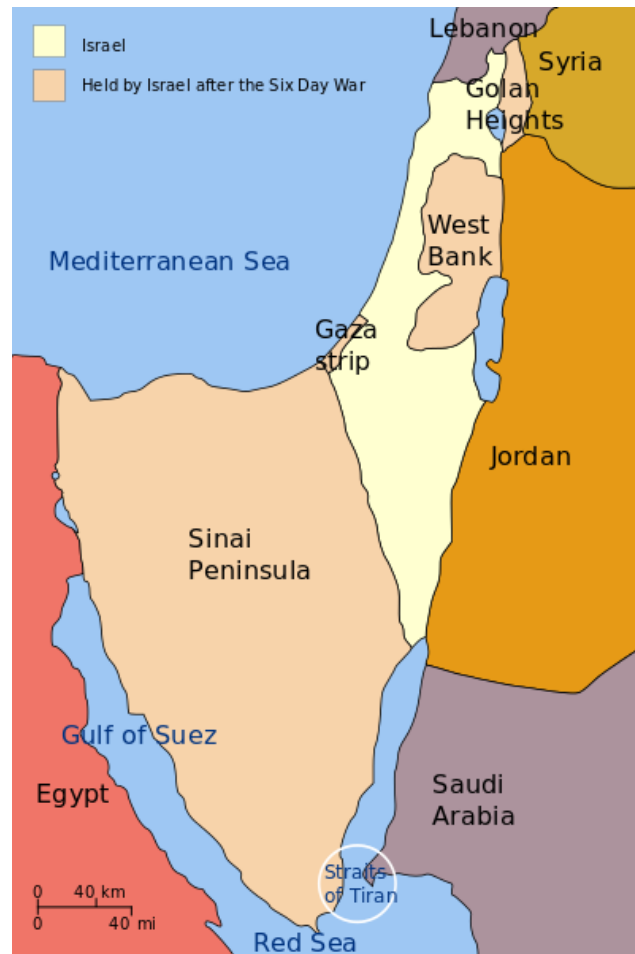
Buenos Aires



Barracas



Moving to Israel - 1982



Tel- Aviv



Tel – Aviv University



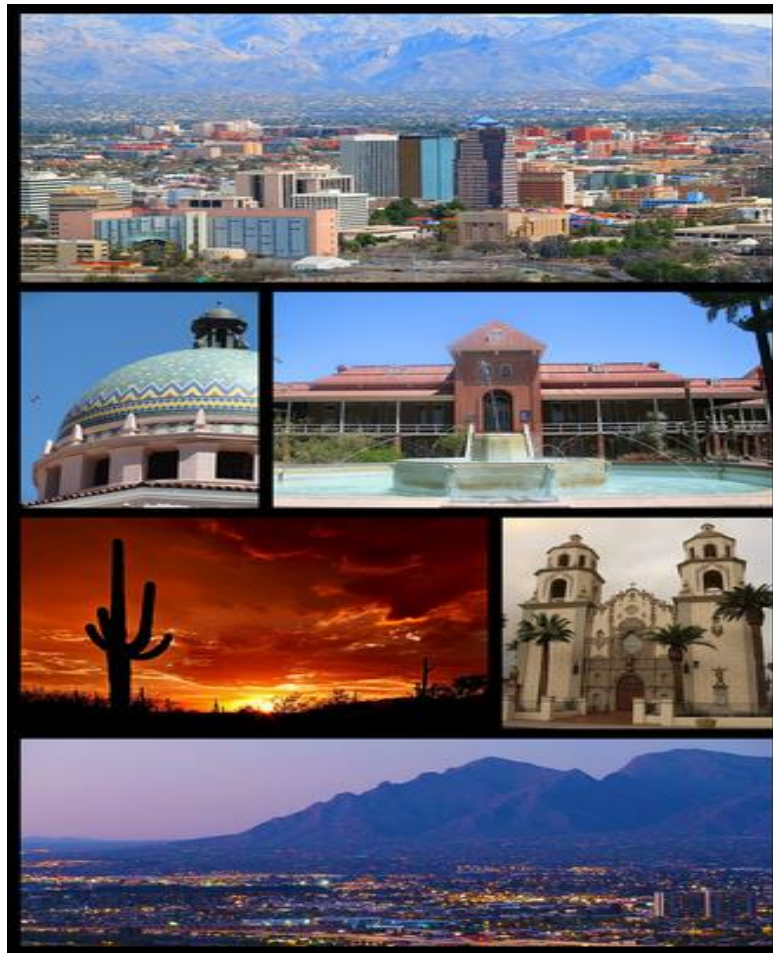
Moving to the USA 1992



Arizona



Tucson



University of Arizona



Professor at the following institutions

- University of Missouri Kansas City



The University of Texas - Austin



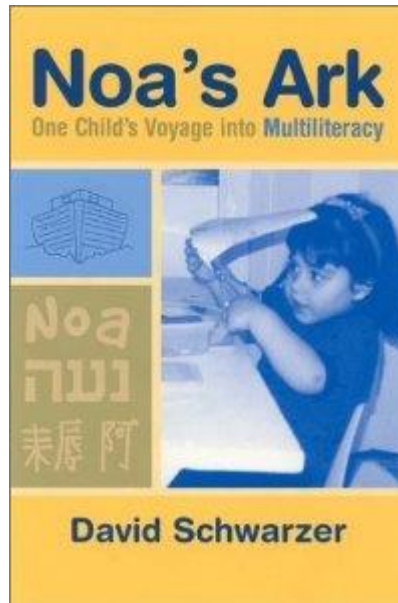
The University of Alabama - Birmingham



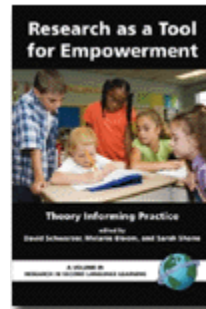
Montclair State University



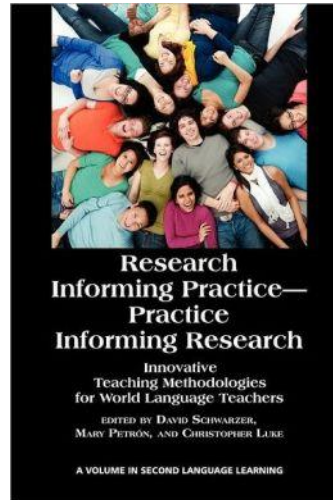
Books published – Noa's Ark



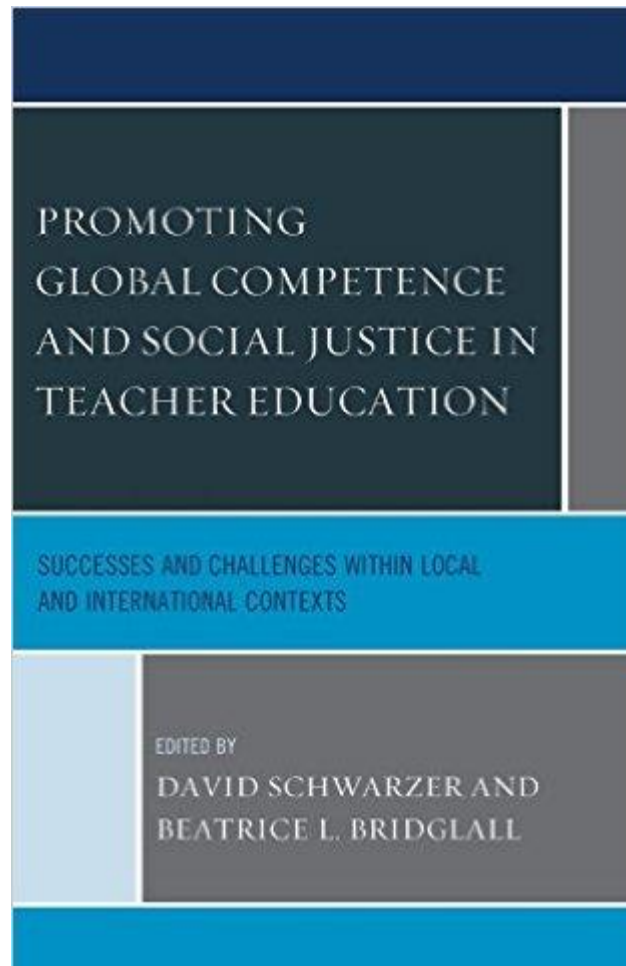
Research as a Tool for Empowerment




Research Informing Practice – Practice Informing Research




Promoting Global Competence and Social Justice in Teacher Education



Successful Teaching

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Most Proud of – My Family

Tamar's Bat Mitzvah – March 2, 2013



Perm - 2016



K W L

- Three things you KNOW about foreign language teaching
- One thing you would like to know at the end of this workshop.

Think - Pair - Share

- Think for 2 minutes about the assignment
- Pair with someone you do not know in the room (2 minutes each)
- Share one thing you would like to gain from the workshop (5 minutes)

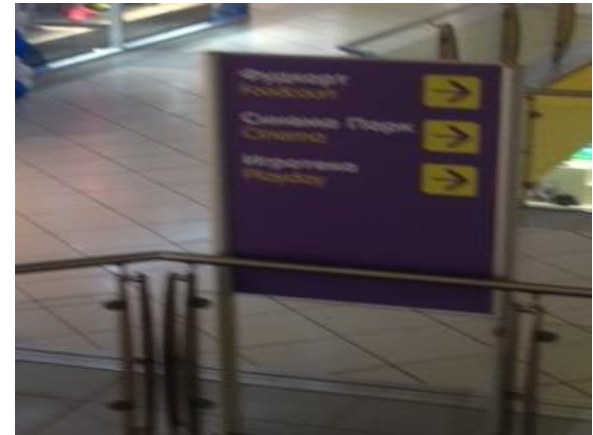
Whole Language – some underlying principles

- Authenticity
- Developmental
- Socially constructed
- Negotiated curriculum
- Alternative assessment
- Holistic
- Critical Pedagogy
- Multicultural

Teaching how to read in English



Environmental Print - Hiper Cimea



Translations side by side



Guidelines for group work

- Everyone participates - no one monopolizes the conversation.
- You can use English or Russian but report only in English.
- One takes notes, one mediates who talks and one presents to the whole group.
- There are no right or wrong answers.
- It is much more important WHAT you say than how you say it - take risks!

Activities in a WLFLC

- Dialogue Journal
- Long term writing project
- Print Rich Interactive Learning Environment
- Alternative Assessment - Portfolio

Components of a WLFLC Curriculum

- The classroom setting
- Resource books and authentic materials used in the class
- Schedule of activities: Routines

Practice

- Children's literature and Authentic brochures/materials from Perm
- Routines in the class
- Total Physical Response
- Whole group instruction

Practice (cont.)

- Group activities
- Individualized learning
- Long term writing projects
- Inquiry Cycles
- Portfolio

Group work

- Following are five usual situations that foreign language teachers deal with. Be concrete.
- Using L1 in the L2 class
- Teaching culture
- Communication versus correctness
- Time management
- Student engagement/motivation
- Use of technology in the class
- EXAMS!!!!