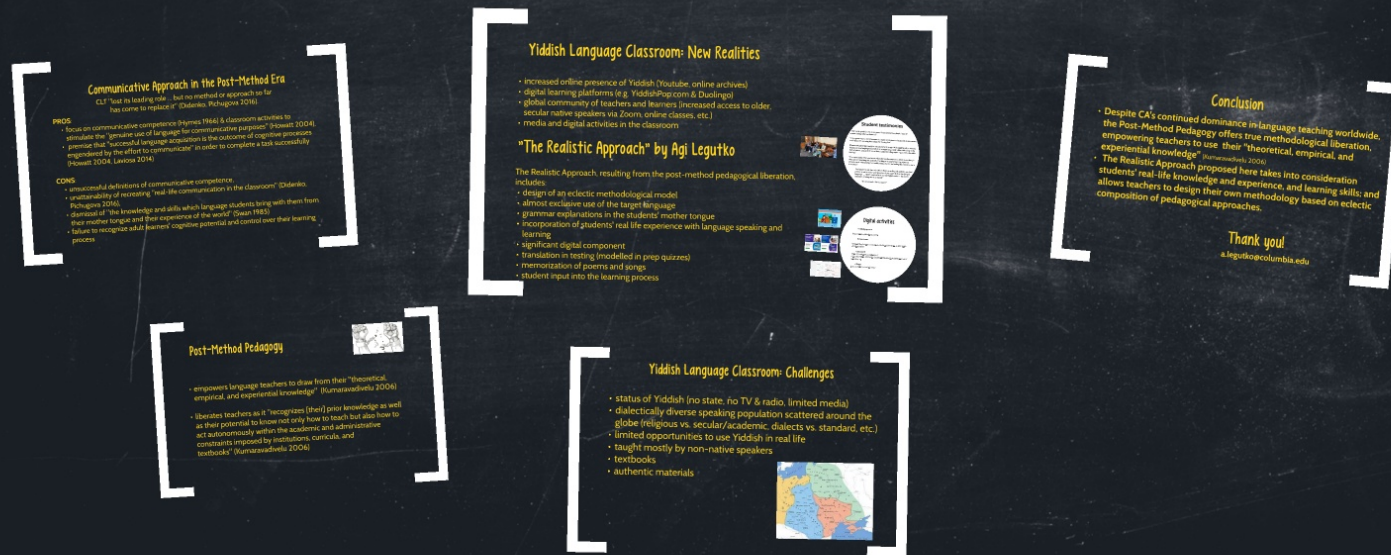


# Going With and Against the Pedagogical Mainstream: New Realities in the Yiddish Classroom



## Communicative Approach in the Post-Method Era

CLT "lost its leading role ... but no method or approach so far has come to replace it" (Didenko, Pichugova 2016).

### PROS:

- focus on communicative competence (Hymes 1966) & classroom activities to stimulate the "genuine use of language for communicative purposes" (Howatt 2004),
- premise that "successful language acquisition is the outcome of cognitive processes engendered by the effort to communicate" in order to complete a task successfully (Howatt 2004, Laviosa 2014)

### CONS:

- unsuccessful definitions of communicative competence,
- unattainability of recreating "real-life communication in the classroom" (Didenko, Pichugova 2016),
- dismissal of "the knowledge and skills which language students bring with them from their mother tongue and their experience of the world" (Swan 1985)
- failure to recognize adult learners' cognitive potential and control over their learning process

## Post-Method Pedagogy



- empowers language teachers to draw from their "theoretical, empirical, and experiential knowledge" (Kumaravadivelu 2006)
- liberates teachers as it "recognizes [their] prior knowledge as well as their potential to know not only how to teach but also how to act autonomously within the academic and administrative constraints imposed by institutions, curricula, and textbooks" (Kumaravadivelu 2006)

## Yiddish Language Classroom: Challenges

- status of Yiddish (no state, no TV & radio, limited media)
- dialectically diverse speaking population scattered around the globe (religious vs. secular/academic, dialects vs. standard, etc.)
- limited opportunities to use Yiddish in real life
- taught mostly by non-native speakers
- textbooks
- authentic materials



# Yiddish Language Classroom: New Realities

- increased online presence of Yiddish (Youtube, online archives)
- digital learning platforms (e.g. YiddishPop.com & Duolingo)
- global community of teachers and learners (increased access to older, secular native speakers via Zoom, online classes, etc.)
- media and digital activities in the classroom

## "The Realistic Approach" by Agi Legutko

The Realistic Approach, resulting from the post-method pedagogical liberation, includes:

- design of an eclectic methodological model
- almost exclusive use of the target language
- grammar explanations in the students' mother tongue
- incorporation of students' real life experience with language speaking and learning
- significant digital component
- translation in testing (modelled in prep quizzes)
- memorization of poems and songs
- student input into the learning process



### Student testimonies

"Kahoot is good for visual learners, it's an interactive, playful way of remembering what we learned!"

"It is a great way to learn because it creates a boisterous classroom environment and I think I'm learning best when I'm having fun!"

"[Communicative Approach] is not natural at this age. With giggling other classes, learning a new language [seriously] in the target language is like standing in the dark of forest, you go in there without understanding anything and it's a horrible feeling."

"The expectation that you know what the teacher says at all times even though they are not teaching you actively the thing that you're learning is just so stressful and intimidating. Not really conducive to me feeling like I want to be in this space."

"It's harder to ask for help. When there is no English spoken, you feel pressure not to voice your question if you can't do it in the [target] language... I don't want to be the only English voice in the room and end up being more confused."

"It's so stressful for no reason."



### Digital activities

- Yiddishpop.com  
<http://www.yiddishpop.com/>
- Kahoot.com  
<https://play.kahoot.it/?v2/71e54f4d7c314-0c6e-4d72-9d81-d1719a43e570>
- Jamboard  
[https://jamboard.google.com/d/314C644691\\_2F731311Qz78w97B4-4d4-0c4g0R8ar4u/eq?srp=s4shg](https://jamboard.google.com/d/314C644691_2F731311Qz78w97B4-4d4-0c4g0R8ar4u/eq?srp=s4shg)
- Bing  
<https://118bcap.com/yiddish/>

# Digital activities

- Yiddishpop.com

<http://www.yiddishpop.com/>

- Kahoot.com

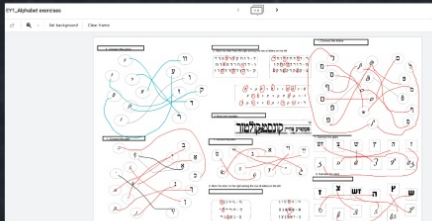
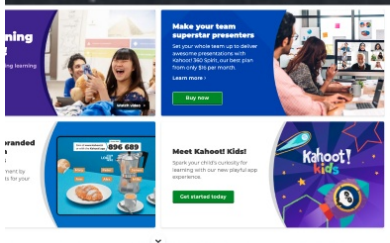
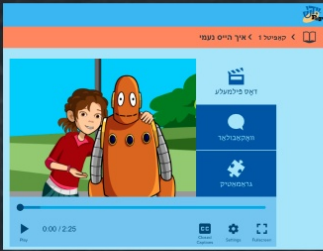
<https://play.kahoot.it/v2/?quizId=d1ccb254-0c6e-4d29-9d8f-d1719a6a1d70>

- Jamboard

[https://jamboard.google.com/d/1UcGo4dPPJ\\_3F7b52KLOyZ8w9T84rWleOc4vJXR4aeas/edit?usp=sharing](https://jamboard.google.com/d/1UcGo4dPPJ_3F7b52KLOyZ8w9T84rWleOc4vJXR4aeas/edit?usp=sharing)

- Bingo

<https://mfbc.us/m/u2htrwv>



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## Conclusion

- Despite CA's continued dominance in language teaching worldwide, the Post-Method Pedagogy offers true methodological liberation, empowering teachers to use their "theoretical, empirical, and experiential knowledge" (Kumaravadivelu 2006)
- The Realistic Approach proposed here takes into consideration students' real-life knowledge and experience, and learning skills; and allows teachers to design their own methodology based on eclectic composition of pedagogical approaches.

Thank you!

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