

## TEACHING HEBREW AS A FOREIGN LANGUAGE THROUGH FILM AND THE USE OF THE WRITTEN TEXT (H)

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The use of film for foreign language (FL) teaching offers an exciting tool. It can improve communication between the teacher and the students, discussion and comprehension, as well as vocabulary and other language skills. However, students might also encounter comprehension problems as discussed by Arcario (1992) and Allan (1985) who claim that one mistep of understanding can lead to 90 minutes of misinterpretation.

The target audience is a senior high school advanced Hebrew Israeli Film class at a prestigious day school in Manhattan. These students have been studying Hebrew as a FL for twelve years. In addition to the film for the study will also explore the use of the Hebrew text on which the film is based.

### **The experiment:**

**Method:** The seniors (18 year olds) will be divided into two groups. The first group will be asked to first read *Our Tree on the Top of the Hill* by Gila Almagor (in the original Hebrew) and then view the film, while the second group will only view the film. After viewing the film together, the teacher will lead a discussion and try to identify the various barriers of understanding such as comprehension breakdowns, linguistic misconceptions described by Tatsuki (1999). Students will keep a viewing log to record issues and difficulties they encounter during the screening. The researcher will keep a log of the two groups and monitor the discussion in an attempt to discover differences. Then both groups will be given discussion questions and asked to write about the film. A questionnaire will be passed in order to assess the students' experience with the film (group I) and comparing the film with the book (group II).