

## *The Hebrew University of Jerusalem*

### *Syllabus*

## *Topics in the Phonetics of Hebrew - 10842*

*Last update 14-10-2021*

*HU Credits:* 2

*Degree/Cycle:* 1st degree (Bachelor)

*Responsible Department:* School of Language Sciences

*Academic year:* 0

*Semester:* 1st Semester

*Teaching Languages:* Hebrew

*Campus:* Mt. Scopus

*Course/Module Coordinator:* Prof Asher Laufer

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*Coordinator Office Hours:*

*Teaching Staff:*

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Prof Asher Laufer

Course/Module description:

*Various Topics in Hebrew Phonetics, ...*

Course/Module aims:

*The course is meant to provide acquaintance with research methods in linguistics and an ability to follow and understand descriptive procedures.*

Learning outcomes - On successful completion of this module, students should be able to:

*The course is meant to provide acquaintance with research methods in linguistics and an ability to follow and understand descriptive procedures. The student is expected to understand, know, organize, and interpret phonology subjects in Modern Hebrew*

Attendance requirements(%):

90

Teaching arrangement and method of instruction:

Course/Module Content:

*A. Introduction - What is phonetics?*

- *The speech process and the achievement of research in its fields*
  - *Aids for research in the field of phonetics and their evaluation*
  - *What should you invest in?*
- \* In the course on issues in phonetics after the introduction (which is more important) dedicate chapters to the physiology of speech, cutting phonetics and the physics of speech*

*B. Realizations of Kamatz in Hebrew*

- *Arguments of grammarians*
- *The historical traditions of the Hebrew language*
- *The weight of grammatical consideration against the pronunciation tradition*
- *Non-liturgical Israeli accent*

*C. Renewal of the Hebrew language (Who renewed the Hebrew language?)*

- *The main basis for our Hebrew is biblical Hebrew (presentation: "Who renewed the Hebrew language?")*

*D. The movements in Tiberian Hebrew and modern Hebrew and their lengths*

- *The movements in Hebrew today and their lengths*
- *The movements in Tiberian Hebrew: 7 regular movements and 7 quick*

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movements

- The phonetic and phonological status of the movements in Tiberian Hebrew.

E. movements, half movements, diphthong & hiatus

1. Phonetic distinction between consonants and movements

2. Linguistic distinction between consonants and movements

3. syllable consonant and syllable movement

4. The sounds of the rudders and the syllable structure

5. Diphthong & hiatus: Languages tend to avoid a sequence of movements

--Diphthong contraction

--Breaking a sequence of movements (breaking the hiatus - epenthesis)

6. Patach Ganuv - is an example of creating a sequence of movements

--The difference between two-movement and hiatus

--Did a Patach Ganuv materialize as a glottal stop?

7. How are glides between movements in Hebrew realized?

8. Recorded examples of breaking a sequence of movements

F. Ways to phonetically identify an ancient language (for example, Tiberian Hebrew)

1. Sources for the phonological theory of Tiberian Hebrew: transcripts, other Niqqud traditions, oral traditions, other Semitic languages

2. The Tiberian Hebrew - the enterprise of the traditionalists

3. Reading rules in Tiberian Hebrew

4. Discovery of phonemes from a written corpus

5. 5 goals (or roles) in the foundation of Niqqud and stresses

G. The history of the Tiberian and the phonetic Shva

- Shva Na and Shva Nach (opens syllable and closes syllable)

- Shva Nach next to the consonant followed by the same consonant.

- To the history of phonetic Shva

Instruct a student to summarize and comment on these sources:

H. Continuation in Hebrew (voicing, and strong emphasis)

- How to measure duration accurately

- VOT measurement exercise

- Exercise in measuring the duration of a consonant emphasized with a strong emphasis.

Issue IX - The structure of the syllable in Hebrew and its effects on the spoken language

The syllable structure in Tiberian Hebrew and spoken Hebrew

- What is a syllable? (A speech unit that is usually built from closure, opening and the possibility of further closure)

- The syllable structure in Tiberian Hebrew - CV (CC)

- The syllable structure in spoken Hebrew - (CCC) V (CCC)

- As a result of the syllable structure, hiatus sometimes occurs

I. for the "formation" of the Tiberian tradition

bibliography

- \* Dotan Aharon (5777) "On the History of the Formation of the System of Tastes", Studies in Language B-C, Abba Benedoid's book, editor Moshe Bar-Asher, Jerusalem,

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pp. 365-355. {{Presenter: \_\_\_\_\_}} PJ 4513 M45 S002

\* Breuer Mordechai (5769) "To the 'Formation' of the System of Tastes", Lishnu NJ, pp. 213-203. {{Submitter: \_\_\_\_\_}}

J. The taste in Hebrew for generations

K. (BGD-KFT) in KF in Hebrew (in Tiberian Hebrew and in contemporary Hebrew)

L. the implementation of the consonants in Tiberian Hebrew and in modern language

M. Implementation of the consonant marked as Resh (rhotic)

N. Contemporary Hebrew is a link in a long chain (Hebrew is not a Creole)

O. Research methods (discussion from a study of the voice in spoken Hebrew)

P. History of Hebrew accents

- Characteristics of the Hebrew punctuation (Morag 1972; \* the entry Niqqud in the biblical encyclopedia) wooden shelves, 5th floor

- The various accents of our time (\* Morag-1972, the entry Niqqud in the biblical encyclopedia; Wand (1952))

- The pronunciation of the Bnei Ashkenaz (Yalon-5764; Weinreich-5764; Elder-5769; Morag-1972; Katz-1993; \* Laufer-5763)

A free course in phonetics that can serve as a good basis for our course is the VLC102 - Speech Science course by Prof. Jurgen Handke from Leiden University, which was updated in 2021. Access to the course is through the website <https://oer-vlc.de/> and there you can choose the course VLC102 - Speech Science.

### Required Reading:

It will be decided during the course in the classroom, from the bibliography or in the choice of the students and with the approval of the teacher

\* Laufer Asher (5777), "Implications of Kamatz in our day (how should words like Noemi or be worked on?"

\* Laufer Asher (2007), "Modern Hebrew and Hebrew for Generations (Hebrew is not a Creole Language)", Shaarei Leshon: Studies in the Hebrew language in Aramaic and in the languages of the Jews, submitted to Moshe Bar-Asher, editors A. Maman, S. Fesberg and Y. Breuer, Bialik Institute, Jerusalem, 2007, Vol. 3, pp. 135-117.

{Available in PDF format on my site}

### Additional Reading Material:

### Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 25 %

Participation in Tutorials 25 %

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*Project work 50 %*  
*Assignments 0 %*  
*Reports 0 %*  
*Research project 0 %*  
*Quizzes 0 %*  
*Other 0 %*

*Additional information:*