The Hebrew University of Jerusalem

Syllabus

HEBREW AS A SECOND LANGUAGE - 63803

Last update 18-08-2015

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: jewish education

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Nava Nevo

Coordinator Email: nava.nevo@mail.huji.ac.il

Coordinator Office Hours: Setting an appointment in advance

Teaching Staff:

Dr. Nava Nevo

Course/Module description:
   The course is based upon 2 main foci: 1. Issues related to the acquisition and learning of an additional language. 2. An in-depth study, from different aspects, of Hebrew as an additiinal language. The course will be accompanied by examples to clarify the link between theory and practice.

Course/Module aims:
   1. Gain knowledge of the field of additional language acquisition, with a deep focus on Hebrew. 2. Being aware of the link between theory and practice.

Learning outcomes - On successful completion of this module, students should be able to:
   Distinguish between basic concepts related to additional language acquisition; identify the unique characteristics of Hebrew; cope with the characteristics and possible challenges of each of the four main language skills in Hebrew.

Attendance requirements(%):
   Attendance and active participation in class

Teaching arrangement and method of instruction: Lecture and discussion

Course/Module Content:
   Definition of basic concepts, such as: mother tongue, first language, foreign language, second language, additional language, acquisition versus learning, learning environments, language anxiety, critical period; main issues, such as: connection between original and additional language, child's versus adult's learning of an additional language; bilingualism; factors intervening in language learning; theories, approaches, and methods; different learning contexts of Hebrew – goals and content; unique characteristics of Hebrew; mutual influence of language and cognition; principles of Hebrew instruction; main language skills: reading and reading comprehension, writing, speaking and listening; criteria for analyzing Hebrew textbooks; criteria for analyzing a Hebrew course; the state of Hebrew in the Diaspora.

Required Reading:
   - Chanes, J.A. (2007). Who killed Hebrew?, The Jewish Week.
- Dekeyser, R. M. (2000). The Robustness of Critical Period Effects in Second

Language Acquisition, Studies in Second Language Acquisition, vol. 22 (4): 499-533.

- Farrell, Th. SC (2001). Teaching reading strategies: 'It takes time!', Reading in a Foreign Language, 13 (2): 631-647.
- Gass, S.M. & Selinker, L. (1994). Second language acquisition: An introductory course (chapter 6), NJ: Lawrence Erlbaum Associates Publishers.
- Grabe, W. (1991). Current developments in second language reading research, TESOL, vol. 25 (3). Electronic version.
- Lightbown, P. & Spada, N. (1993). How languages are learned (ch. 2, ch. 3) Oxford University Press.
- Nevo,N. (2011).Hebrew language in Israel and the Diaspora. In: H. Miller, L.D. Grant and A. Pomson (Eds.), International Handbook of Jewish Education, Part One (pp. 428-434). Dordrecht Heidelberg London New York: Springer

Additional Reading Material:

- Clark, B.A. (2000). First-and Second-Language Acquisition in Early Childhood. Proceedings of the Lilian Katz Symposium, Nov. 5-7, Issues in Early Childhood Education: Curriculum, Teacher Education, and Dissemination of Information.
- Dopke, S. (1992). A Bilingual Child's Struggle to Comply with the 'One Parent – One Language' Rule. Journal of Multilingual and Multicultural Development, vol. 13 (6): 467-485.
- Ellis, R. (1994). The Study of Second Language Acquisition (pp. 197-242; 11-17 mid page). Oxford University Press.
- Nevo, N. (2011). Hebrew Language in Israel and the Diaspora. In H. Miller, L.D. Grant, and A. Pomson (Eds.), International Handbook of Jewish Education, Part One (pp. 419-440). Dordrech Heidelberg London New York: Springer.
- Young, D.J. (1991). Creating a Low-Anxiety Classroom Environment: What Does Language Anxiety Research Suggest?, The Modern Language Journal, vol. 75 (4): 426-439.

Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 10 %
Project work 70 %
Assignments 20 %
Reports 0 %
Research project 0 %

Quizzes 0 %
Other 0 %

<u>Additional information:</u>