

jewish as a second language

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Achieving 'Jewish as a second language' signifies a profound level of Judaism understanding, moving beyond basic knowledge to a deep, intuitive grasp of its intricate Jewish culture, values, and traditions. This journey fosters a rich Jewish identity and provides a unique framework for learning Judaism, making its complex Jewish concepts as natural as one's native tongue.

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Jewish as a Second Language

In this completely revised, updated, and expanded second edition of "Jewish as a Second Language," Katz shows how to worry, interrupt, and say the opposite of what one means.

Readings in the Sociology of Jewish Languages

The practice and ideology of the treatment of the languages of Israel are examined in this book. It asks about the extent to which the present linguistic pattern may be attributed to explicit language planning activities.

The Languages of Israel

Essays include teaching at the university level, sociolinguistics, verbal morphology, teaching poetry, teaching grammar, and more.

Issues in the Acquisition and Teaching of Hebrew

This book is a study of the L1 attrition of German among German Jews who emigrated to anglophone countries under the Nazi regime. It places the study of language attrition within the historical and sociocultural framework of Weimar and Nazi Germany, applying issues of identity and identification to first language loss and maintenance. Morphosyntactic features of German are looked at in free spoken discourse, in an analysis of both 'interferences' or 'errors' and their overall (correct) use. The picture of L1 proficiency which emerges from these investigations is then related to a taxonomy of intensity of persecution, clearly demonstrating this to be the decisive factor in language attrition, while showing other factors such as age at emigration and intermediate use to be inconclusive. In order to give a full and tangible picture of language attrition and maintenance, the book comes with an Audio-CD, featuring excerpts from more than twenty of the interviews analyzed.

First Language Attrition, Use and Maintenance

In this book we will explore in more detail some aspects of the Arab-Jewish divide, which raise fundamental questions regarding the place of the Arabs and Arab language education in the Jewish State. More specifically, the aim of this book is to describe and analyze language education in the Arab society in Israel from the establishment of the state in 1948 until today. For this purpose, internal processes, which are embedded within the Arab population itself were examined, such as the socio-economic condition of the population, the diglossic situation in the Arabic language, and the wide use of Hebrew among Arabic speakers. Furthermore, the book also deals with external processes such as the policy of control and inspection of the Ministry of Education over the Arab education system in general and on language education in particular, the dominance of Hebrew, and the definition and perception of Israel as a Jewish State. The influence of both internal and external processes on language education and learning achievements will also be extensively discussed.

Language Education Policy: The Arab Minority in Israel

The Old City of Jerusalem, small and densely populated, is a complex microcosm of Israeli society. It is a multilingual community characterized by unequal power relations between the speakers of the two official languages of Israel - Arabs and Jews. The authors begin with a sociolinguistics sketch of the Old City in the present day. They then provide a historical background to their field study, discussing Jewish multilingualism from the period of the Second Temple until modern times, the sociolinguistics of Jerusalem one hundred years ago, and the recent revival and spread of Hebrew. They go on to develop a model of the rules of language choice which arises from their analysis of language use in street signs, and which they then apply to language use in the market place. In the final chapters they examine language learning and language spread in their social context. The authors demonstrate that, because of the close association between language use and social structure, the study of language use in a multilingual society is at the same time both a powerful and a delicate method of studying the dynamics of group interactions.

The Languages of Jerusalem

In this Hebrew language learning setting, students' backgrounds and histories are diverse: some were born and raised in Canada, the United States, or South Africa and studied Hebrew at Jewish day schools; others were born in the former USSR, immigrated to Israel as children, and moved to Canada with their families as teenagers; others were children of Israeli emigrants who learned Hebrew at home. This ethnographic qualitative study examines two conflicting camps within the Hebrew class, defined by themselves and Othered by opposing sub-groups as "Canadians" and "Israelis". As the students and the author negotiate their strong ties to the language with Othering and exclusion by other sub-groups from the dominant speech community, the sentiment of the Israeli emigrant professor regarding her students hangs overhead: "None of them are Israelis. None of them are native speakers of Hebrew." Who does this language belong to? Which subgroup can declare authenticity as real, rightful owners of the language and its indelible culture and identity? As language programs worldwide deal with a diverse and heterogeneous student population who enter the classroom categorized as heritage, second, bilingual, foreign, or native language speakers, this book addresses clashing and Othering between sub-groups over the authenticity of the variety of the language and its speakers, and who can rightfully claim the language as their own.

Who does This Language Belong To?

From the ancient Mediterranean world to the present day, our conceptions of what is universal in language have interacted with our experiences of language learning. This book tells two stories: the story of how scholars in the west have conceived of the fact that human languages share important properties despite their obvious differences, and the story of how westerners have understood the nature of second or foreign language learning. In narrating these two stories, the author argues that modern second language acquisition theory needs to reassess what counts as its own past. The book addresses Greek contributions to the prehistory of universal grammar, Roman bilingualism, the emergence of the first foreign language grammars in the early Middle Ages, and the Medieval speculative grammarians efforts to define the essentials of human language. The author shows how after the renaissance expanded people's awareness of language differences, scholars returned to the questions of universals in the context of second language learning, including in the 1660 Port-Royal grammar which Chomsky notoriously celebrated in Cartesian Linguistics. The book then looks at how Post-Saussurean European linguistics and American structuralism up to modern generative

grammar have each differently conceived of universals and language learning. Universal Grammar in Second Language Acquisition is a remarkable contribution to the history of linguistics and will be essential reading for students and scholars of linguistics, specialists in second language acquisition and language teacher-educators.

Universal Grammar in Second-Language Acquisition

This collection of essays brings to Jewish Language Studies the conceptual frameworks that have become increasingly important to Jewish Studies more generally: transnationalism, multiculturalism, globalization, hybrid cultures, multilingualism, and interlingual contexts. Languages of Modern Jewish Cultures collects work from prominent scholars in the field, bringing world literary and linguistic perspectives to generate distinctively new historical, cultural, theoretical, and scientific approaches to this topic of ongoing interest. Chapters of this edited volume consider from multiple angles the cultural politics of myths, fantasies, and anxieties of linguistic multiplicity in the history, cultures, folkways, and politics of global Jewry. Methodological range is as important to this project as linguistic range. Thus, in addition to approaches that highlight influence, borrowings, or acculturation, the volume represents those that highlight syncretism, the material conditions of Jewish life, and comparatist perspectives.

Languages of Modern Jewish Cultures

Essay from the year 2018 in the subject Speech Science / Linguistics, grade: A, , language: English, abstract: The revival of Hebrew is considered to be the most astonishing revival of a language, which however was not entirely dead, but it was used exclusively for religious matters for a period of 2000 years. It is considered to be a remarkable achievement, one tightly linked to the Hebrew pride. The high nationalism of Hebrew parents led them to using Hebrew as the language to bring up their children. Children were spoken to and taught in Hebrew and this way native speakers of the language were created. After the foundation of the Israel state and the continuous efforts concerning the revival of the language, Hebrew has gone from being an inactive language used only in the religious domain to a living language used by over nine million users. When talking about the study of a language's revival, we refer to the study of all factors relevant or any obstacles to that revival. Studying various language revival attempts can provide insight on revival techniques, on what actually works and which motives are strongest when attempting to revive a language. Also through comparison between those attempts a lot of useful information about what works can come up.

The revival of Hebrew in Israel

David Bennun had lived in Africa his whole life. At the age of 18 he came to Britain, the mother country. The country he had read about in Punch magazine or seen in films like Chariots of Fire. He was in for a shock. A very big shock indeed: 'I could not have been less prepared had I spent my life up to that point listening to 30-year-old broadcasts of the Light Programme.' In this timely follow-up to the critically acclaimed Tick Bite Fever, David Bennun shows us our own country through the eyes of an alien. With his brilliantly witty turn of phrase we follow his life as a student, his brushes with Bohemia, his troubles renting and buying property, his discovery of British food and his horrors at entering the world of work. From DIY to architecture, sport to alcohol, transport to music and entertainment, David Bennun brilliantly and with ruthless wit deconstructs all these subjects, many of them so dear to the British heart.

British As A Second Language

In 1998, the old Soviet Union is dead, the new Russia is awash in corruption and despair. Manya and Yuri Zalinikov, secular Jews -- he, a gifted mathematician recently dismissed from the Academy; she, a concert pianist -- sell black market electronics in a market stall, until threatened with a gun by a mafioso in search of protection money. Yuri sinks into a Chekhovian melancholy, emerging to announce that he wants to "live as a Jew" in Israel. Manya and their daughter, Galina, are desolate, asking "how does one do that," and why? And thus begins their odyssey -- part tragedy, part comedy, always surprising. Struggling against loneliness, language, and danger, in a place Manya calls "more cousin's club than country," Yuri finds a Talmudic teacher equally addicted to religion and luxury; Manya finds a job playing the piano at The White Nights supper club, owned by a wealthy, flamboyant Russian with a murky history, who offers lust disguised as love. Galina, enrolled at Hebrew University, finds dance clubs and pizza emporiums and a string of young men, one of whom Manya hopes will save her from the Israeli army by marrying her. Against a potpourri of marriage wigs, matchmaking television shows, disastrous

investment schemes, and a suicide bombing, the Zalinikovs confront the thin line between religious faith and skepticism, as they try to answer: what does it mean to be fully human, what does it mean to be Jewish? And what role in all of this does the "mazel" gene play?

Jerusalem As a Second Language

"Jewish Languages from A to Z provides an engaging and enjoyable overview of the rich variety of languages spoken and written by Jews over the past three thousand years. The book covers more than 50 different languages and language varieties. These include not only well-known Jewish languages like Hebrew, Yiddish, and Ladino, but also more exotic languages like Chinese, Esperanto, Malayalam, and Zulu, all of which have a fascinating Jewish story to be told. Each chapter presents the special features of the language variety in question, as well as a discussion of the history of the relevant Jewish community, and some examples of literature and other texts produced in it. The book thus takes readers on a stimulating voyage around the Jewish world, from ancient Babylonia to 21st-century New York via such diverse locations as Tajikistan, South Africa, and the Caribbean. The chapters are accompanied by numerous full-colour photographs of the literary treasures produced by Jewish language-speaking communities, from ancient stone inscriptions to medieval illuminated manuscripts to contemporary novels and newspapers. This comprehensive survey of Jewish languages is designed to be accessible to all readers with an interest in languages or history, regardless of their background - no prior knowledge of linguistics or Jewish history is assumed"--

Jewish Languages from a to Z

The contributions to the volume examine in detail diverse aspects of second language education, ranging from a focus on the basic contributions of linguistic theory and research to our understanding of second language learning and teaching on the one hand, to a series of reviews of innovative language education practices in selected regions of the world on the other.

Second Language Education

Focused on the French and Hebrew language interference errors committed by students in a Montreal Jewish day school, this thesis develops and evaluates an instructional design to reduce the frequency and duration of the problem.

Reduction of Second Language Interference Through Mastery Learning

Explores the uses of Yiddish language in German literary and cultural texts 1781 until the late nineteenth century. This book explores the uses of Yiddish language in German literary and cultural texts from the onset of Jewish civil emancipation in the Germanies in 1781 until the late 19th century. Showing the various functions Yiddish assumed at this time, the study crosses traditional boundaries between literary and non-literary texts. It focuses on responses to Yiddish in genres of literature ranging from drama to language handbooks, from cultural criticism to the realist novel in order to address broader issues of literary representation and Jewish-German relations in the 18th and 19th centuries. Professor Grossman shows how the emergence of attitudes toward Jews and Yiddish is directly related to linguistic theories and cultural ideologies that bear a complex relationship to the changing social and political institutions of the time. Amidst the rise of national ideologies and modern anti-Semitism, the increasing consolidation of institutions, and the drive to cultural homogeneity in the 18th- and 19th-century German context, Yiddish functioned as an anarchic element that, in the view of its opponents, "threatened" to dissolve German national culture. Grossman locates the response to Yiddish in the context of historical events (the Hep Hep Riots of 1819, the Revolution of 1848) and institutional changes (Jewish legal emancipation, the promotion of Bildung as an educational and cultural ideal). In its methodology and its focus, this study seeks to show how the conflicted responses to the Yiddish language point to the problems that connected and frequently divided Jews and Germans as they sought to re-invent themselves for a new and unsettling context.

Jewish Language Review

When *What We Know about Jewish Education* was first published in 1992, Stuart Kelman recognized that knowledge and understanding would greatly enhance the ability of professionals and lay leaders to address the many challenges facing Jewish education. With increased innovation, the entry of new funders, and the connection between Jewish education and the quality of Jewish life, research and

evaluation have become, over the last two decades, an integral part of decision making, planning, programming, and funding.

The Discourse on Yiddish in Germany from the Enlightenment to the Second Empire

This book argues that language in Jewish societies can be understood as following from certain specific principles. It discusses the revival of Hebrew, Hebrew in the Diaspora, the survival and 'sanctification' of Yiddish, the idea of 'Jewish languages', and the role of sociolinguistic phenomena in the Holocaust and the Arab-Israeli conflict.

What We Now Know about Jewish Education

This book deals with two remarkable events--the worldwide transformations of the Jews in the modern age and the revival of the ancient Hebrew language. It is a book about social and cultural history addressed not only to the professional historian, and a book about Jews addressed not only to Jewish readers. It tries to rethink a wide field of cultural phenomena and present the main ideas to the intelligent reader, or, better, present a "family picture" of related and contiguous ideas. Many names and details are mentioned, which may not all be familiar to the uninitiated; their function is to provide some concrete texture for this dramatic story, but the focus is on the story itself.

Language in Jewish Society

A vivid commentary on Jewish survival and Jewish speech communities, investigating difficult questions about language varieties and choices.

Language in Time of Revolution

The International Handbook of Jewish Education, a two volume publication, brings together scholars and practitioners engaged in the field of Jewish Education and its cognate fields world-wide. Their submissions make a significant contribution to our knowledge of the field of Jewish Education as we start the second decade of the 21st century. The Handbook is divided broadly into four main sections: Vision and Practice: focusing on issues of philosophy, identity and planning –the big issues of Jewish Education. Teaching and Learning: focusing on areas of curriculum and engagement Applications, focusing on the ways that Jewish Education is transmitted in particular contexts, both formal and informal, for children and adults. Geographical, focusing on historical, demographic, social and other issues that are specific to a region or where an issue or range of issues can be compared and contrasted between two or more locations. This comprehensive collection of articles providing high quality content, constitutes a definitive statement on the state of Jewish Education world wide, as well as through a wide variety of lenses and contexts. It is written in a style that is accessible to a global community of academics and professionals.

The Languages of the Jews

Too small to be big, but also too big to be really small, medium-sized language communities (MSLCs) face their own challenges in a rapidly globalising world where multilingualism and mobility seem to be eroding the old securities that the monolingual nation states provided. The questions to be answered are numerous: What are the main areas in which the position of these languages is actually threatened? How do these societies manage their diversity (both old and new)? Has state machinery really become as irrelevant in terms of language policy as their portrayals often suggest? This book explores the responses to these and other challenges by seven relatively successful MSLCs, so that their lessons can be applied more generally to other languages striving for long term survival.

International Handbook of Jewish Education

This volume looks at language revitalization and revival in Israel and Eire.

Survival and Development of Language Communities

This book outlines a landscape of diversity education in the MENA region and its repercussions on learners' abilities, outcomes, and prospects. It addresses the concerns of language educators, curriculum designers, language education researchers, students and trainers. Theoretically, the issues of diversity, inclusion and equity share common principles and insights; yet they are not conceived

of in this book as interchangeable. These subtle distinctions, as delineated in this book, show that they are complementary and include the principles of quality education which leverage human rights, sustainability and promotion of the human capital. What makes this book distinctive is that it reconsiders the existing pedagogical trends in terms of the current social upheavals, and with reference to the principles of development and progress needed in twenty-first century education.

Language and the State

The vocabulary of Judaism includes religious terms, customs, Hebrew, Aramaic and Yiddish terms, terms related to American Jewish life and the State of Israel. All are represented in this new guide, with easy to read explanation and cross-references.

Diversity Education in the MENA Region

This is the first atlas of its kind to document in such great detail the turbulent history of the Jewish people.

Dictionary of Jewish Terms

Too small to be big, but also too big to be really small, medium-sized language communities (MSLCs) face their own challenges in a rapidly globalising world where multilingualism and mobility seem to be eroding the old securities that the monolingual nation states provided. The questions to be answered are numerous: What are the main areas in which the position of these languages is actually threatened? How do these societies manage their diversity (both old and new)? Has state machinery really become as irrelevant in terms of language policy as their portrayals often suggest? This book explores the responses to these and other challenges by seven relatively successful MSLCs, so that their lessons can be applied more generally to other languages striving for long term survival.

The Jewish People

Neve Shalom/Wahat Al-Salam (the Hebrew and Arabic words for Oasis of Peace) is a community founded by Jews and Palestinians that is aimed at demonstrating the possibilities for living in peace while maintaining their respective cultural heritages and languages. The village schools represent a unique educational experience: an opportunity for Jewish and Palestinian children to learn together in a Hebrew-Arabic bilingual, bicultural, binational setting. This book, a result of the author's nine year study of the schools in the village, explores the psychological and social dimensions of this important educational endeavor. Award-winning author Grace Feuerverger explores teaching and learning in schools as a sacred life journey, a quest toward liberation. Written for teacher/educators who wish to make a real difference in the lives of their students, this book speaks to everyone who finds themselves, as she did, on winding and often treacherous paths, longing to discover the meaning and potential in their professional lives at school. A child of Holocaust survivors, Feuerverger wrote this book to tell how schools can be transformed into magical places where miracles happen. In an era of narrow agendas of 'efficiency' and 'control', this book dares to suggest that education is and should always be about uplifting the human spirit.

Survival and Development of Language Communities

This book applies a psycholinguistic perspective to instructed second language acquisition, seeking to bridge the gap between second language acquisition research and language teaching practices. It challenges the traditional divide between conscious and unconscious processes, or explicit and implicit learning, and re-envision this as a continuum of the varying levels of consciousness which can be applied by learners to different language behaviors in the second language classroom. It applies this model to learner development and the classroom context, discussing pedagogical applications for instructors at all levels. This book will be of interest to researchers and graduate students in second language acquisition, psycholinguistics and language pedagogy. The accessible discussion of research findings, pedagogical approaches and classroom tasks and activities make this book particularly relevant for language teachers, providing the tools needed to apply second language acquisition research in their classroom.

Oasis of Dreams

Note: This product is printed when you order it. When you include this product your order will take 5-7 additional days to ship.→++→This complete and comprehensive resource for teachers new and experienced alike offers a "big picture" look at the goals of Jewish education.

Psycholinguistic Approaches to Instructed Second Language Acquisition

A rich and passionate biography of a language and the dream of world harmony it sought to realize In 1887, Ludwig Lazarus Zamenhof, a Polish Jew, had the idea of putting an end to tribalism by creating a universal language, one that would be equally accessible to everyone in the world. The result was Esperanto, a utopian scheme full of the brilliance, craziness, and grandiosity that characterize all such messianic visions. In this first full history of a constructed language, poet and scholar Esther Schor traces the life of Esperanto. She follows the path from its invention by Zamenhof, through its turn-of-the-century golden age as the great hope of embattled cosmopolites, to its suppression by nationalist regimes and its resurgence as a bridge across the Cold War. She plunges into the mechanics of creating a language from scratch, one based on rational systems that would be easy to learn, politically neutral, and allow all to speak to all. Rooted in the dark soil of Europe, Esperanto failed to stem the continent's bloodletting, of course, but as Schor shows, the ideal continues draw a following of modern universalists dedicated to its visionary goal. Rich and subtle, *Bridge of Words* is at once a biography of an idea, an original history of Europe, and a spirited exploration of the only language charged with saving the world from itself.

The Field of Yiddish

In the Russian Empire of the 1870s and 1880s, while intellectuals and politicians furiously debated the "Jewish Question," more and more acculturating Jews, who dressed, spoke, and behaved like non-Jews, appeared in real life and in literature. This book examines stories about Jewish assimilation by four authors: Grigory Bogrov, a Russian Jew; Eliza Orzeszkowa, a Polish Catholic; and Nikolai Leskov and Anton Chekhov, both Eastern Orthodox Russians. Safran introduces the English-language reader to works that were much discussed in their own time, and she situates Jewish and non-Jewish writers together in the context they shared. For nineteenth-century writers and readers, successful fictional characters were "types," literary creations that both mirrored and influenced the trajectories of real lives. Stories about Jewish assimilators and converts often juxtaposed two contrasting types: the sincere reformer or true convert who has experienced a complete transformation, and the secret recidivist or false convert whose real loyalties will never change. As Safran shows, writers borrowed these types from many sources, including the novel of education produced by the Jewish enlightenment movement (the Haskalah), the political rhetoric of "Positivist" Polish nationalism, the Bible, Shakespeare, and Slavic folk beliefs. Rewriting the Jew casts new light on the concept of type itself and on the question of whether literature can transfigure readers. The classic story of Jewish assimilation describes readers who redesign themselves after the model of fictional characters in secular texts. The writers studied here, though, examine attempts at Jewish self-transformation while wondering about the reformability of personality. In looking at their works, Safran relates the modern Eastern European Jewish experience to a fundamental question of aesthetics: Can art change us?

The Ultimate Jewish Teacher's Handbook

Classroom teaching. it addresses supplementary school settings and features a Noticeably larger section devoted to the growing day school sector.

Bridge of Words

Call It English identifies the distinctive voice of Jewish American literature by recovering the multilingual Jewish culture that Jews brought to the United States in their creative encounter with English. In transnational readings of works from the late-nineteenth century to the present by both immigrant and postimmigrant generations, Hana Wirth-Nesher traces the evolution of Yiddish and Hebrew in modern Jewish American prose writing through dialect and accent, cross-cultural translations, and bilingual wordplay. *Call It English* tells a story of preoccupation with pronunciation, diction, translation, the figurality of Hebrew letters, and the linguistic dimension of home and exile in a culture constituted of sacred, secular, familial, and ancestral languages. Through readings of works by Abraham Cahan, Mary Antin, Henry Roth, Delmore Schwartz, Bernard Malamud, Saul Bellow, Cynthia Ozick, Grace Paley, Philip Roth, Aryeh Lev Stollman, and other writers, it demonstrates how inventive literary strategies are sites of loss and gain, evasion and invention. The first part of the book examines immigrant writing that

enacts the drama of acquiring and relinquishing language in an America marked by language debates, local color writing, and nativism. The second part addresses multilingual writing by native-born authors in response to Jewish America's postwar social transformation and to the Holocaust. A profound and eloquently written exploration of bilingual aesthetics and cross-cultural translation, *Call It English* resounds also with pertinence to other minority and ethnic literatures in the United States.

Rewriting the Jew

This book reviews recent research on the second language acquisition of meaning with a view of establishing whether there is a critical period for the acquisition of compositional semantics. A modular approach to language architecture is assumed. The book addresses the Critical Period Hypothesis by examining the positive side of language development: it demonstrates which modules of the grammar are easy to acquire and are not subject to age effects. The Bottleneck Hypothesis is proposed, which argues that inflectional morphology and its features present the most formidable challenge, while syntax and phrasal semantics pose less difficulty to learners. Findings from the neurofunctional imaging (PET, fMRI) and electrophysiology (ERPs) of L2 comprehension are reviewed and critically examined. Since it is argued that experimental tasks in those studies are mostly in need of linguistic refinement, evidence from behavioral studies of L2 acquisition of semantics are brought to bear on comprehension modeling. Learning situations are divided into two types: those presenting learners with complex syntax, but simple semantics; and those offering complex semantic mismatches in simple syntactic contexts. The numerous studies of both types reviewed in the book indicate that there is no barrier to ultimate success in the acquisition of phrasal semantics.

The Jewish Educational Leader's Handbook

Call It English