

Featured Forum:

Why Hebrew Schools Don't Work And How We Can Fix Them

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"Never try to teach a pig to sing. It
wastes your time and annoys the pig."
"Primum non nocere."

1 Background

- (1) Hebrew vs. Judaica

2 Two Axioms

- (2) Do no harm.
- (3) Do not let students feel stupid.

3 The Problem

- (4) It doesn't work: In Hebrew Education, there is "no correlation between correct pupil responses [and the] number of instructional hours per week." (BJE 1988:85)

- (5) Students hate it.
- (6) Students feel stupid.

4 Four Myths

- (7) “Reading”
- (8) Grammar (*dikduk*)
- (9) Liturgy
- (10) Modern Hebrew

5 Reading

- (11) Reading vs. pattern recognition:
 - (a) Reading converts text into meaning.
 - (b) Pattern recognition converts text into sound.
 - (c) Reading aloud makes reading harder, not easier (Magliano *et al.* 1999), (Rubin & Turano 1992); even though people might silently pronounce their words (Keller *et al.* 2003).
- (12) Even in a familiar alphabet, reading foreign words is different than reading native words. (Meschyan & Hernandez 2006)
- (13) Even Israelis may read English better than Hebrew! (Oren & Breznitz 2005)
- (14) Reading depends on comprehension. (That’s why transliteration is so hard to read.)
- (15) Pattern recognition is:
 - (a) boring.
 - (b) slow.
 - (c) not difficult.

6 Grammar

(16) Hebrew grammar is very difficult.

(17) For example:

- (a) מלך העולם vs. לעולם ועד
- (b) יוצר בראשית
- (c) The root א.צ.ל:
 - i. יצא ("he left")
 - ii. מוציא ("brings forth")
 - iii. יציאה ("exodus")
- (d) The root ש.ד.ק:
 - i. קדוש ("holy")
 - ii. מקדש ("sanctifies")
 - iii. מקדשת ("betrothed")
 - iv. קדיש ("a holy prayer"?)
 - v. קידוש ("another holy prayer"?)
 - vi. קדשנו ("holy us!"? "our Kiddish"?)
- (e) Vowels:
 - i. בְּרָכָה
 - ii. בְּרָכוֹת
 - iii. בְּרֵכַת המזון
 - iv. בְּרָכוֹת הבדלה

7 Liturgy

(18) Liturgy is either:

- (a) simple; or
- (b) a difficult graduate-level course.

(19) Basic liturgy is boring.

8 Modern Hebrew

- (20) Learning a language requires:
 - (a) an hour or two a day.
 - (b) a good learning environment.
- (21) Modern Hebrew is different than Biblical/Rabbinic Hebrew:
 - (a) וְאָהַבְתָּ: “and you loved” (Modern Hebrew) vs. “thou shalt love”/“you shall love.” (Biblical Hebrew)
 - (b) נֶפֶשׁ: “soul” (Modern Hebrew) vs. “body”¹ (Biblical Hebrew)
- (22) Israeli children don’t understand the liturgy or the Torah.

9 Toward a Solution

- (23) Discard unrealistic goals.
- (24) Focus on real goals.

9.1 Goals:

- (25) Recognition of letters.
- (26) Mastery of prayers.
- (27) Anything else?

10 Three Solutions

10.1 Minimalist Solution

- (28) Teach the prayers through engaging age-appropriate worship.
- (29) Teach the alphabet in Grade 5.
- (30) That’s it!

¹More accurately, the physical aspects of life, including most notably “body,” “blood,” and “breath.”

10.1.1 Prayers

- (31) Choose the music very carefully.
- (32) Resist the urge to pontificate.
- (33) Obviously, pray in Hebrew.

10.1.2 Alphabet

- (34) There are only 27 letters (including the final forms), and a handful of vowels.
- (35) The alphabet can *easily* be taught in a month.
- (36) Consider a marathon-Hebrew day.
- (37) Tell kids they aren't old enough to learn the alphabet yet!
- (38) Practice reading on cognates.
- (39) *Do not* practice on nonsense words.
- (40) For evaluation purposes, have the students read an Israeli newspaper.

10.2 Additional-Material

- (41) Augment the Minimalist Solution with additional material *for the fun of it*.
- (42) If the material isn't fun, don't do it.
- (43) (Really, if it's not fun, don't do it.)
- (44) Suggestions for additional material:
 - (a) Spoken Hebrew.
 - (b) Hebrew songs.
 - (c) Reading without vowels. (This has other benefits as well.)
 - (d) Hebrew games. (This also has other benefits.)

10.3 Ambiance

- (45) Augment the Minimalist Solution with an ambiance of Hebrew:
 - (a) Hire Israeli staff.
 - (b) Put up Hebrew signs. (But make sure the Hebrew is correct.)
 - (c) (Did you double-check to make sure your Hebrew is spelled correctly?)
 - (d) Watch Israeli DVDs of popular movies.

11 Resources

- (46) Discussion and ideas:
<http://caje33.lashon.net>
- (47) Major textbook publishers.
- (48) Hebrew DVDs (and books): Steimatzky USA.
<http://www.stmus.com>
(But really you have to get these in Israel.)
- (49) Some fun Hebrew worksheets:
<http://www.lashon.net/JMH/JoelHoffman/Resources>
- (50) Engaging worship music:
<http://www.soundswrite.com>

References

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- Rubin, Gary S., & Kathleen Turano.** 1992. Reading without saccadic eye movements. *Vision Research* 32.895–902.

Moving On

- 10:15am:** Effective Hebrew Assessments *with* Kim Beame (Duncker 1)
- 10:15am:** The Gap Years: Modern Hebrew for Teens *with* Wendy Ungar (Ridgley 122)
- 11:45am:** Using a Self-Paced Model to Teach Hebrew *with* Cheri Ellowitz (Couples I 218)
- 12:30pm:** Teaching Hebrew to Gifted Students *with* Dina Maiben (Anheuser-Busch Hall 306)
- 2:00pm:** What Hebrew Teachers Need to Know about Mitkadem *with* Mira Angrist (Lopata House 11)
- 2:00pm:** “Dad, I Want to Do My Hebrew Homework” — Using Hebrew Software in School and at Home *with* Kim Beame & Terry Kaye (Eads 203)
- 2:00pm:** *Chalav U’dvash—Ivrit l’Yaldei HaGan* — The Case for Hebrew Language Instruction in Early Childhood *with* Shira Simchovitch (Couples II 220)
- 3:30pm:** Secrets of Hebrew Reading Success *with* Dina Maiben (McDonnell 362)
- 3:30pm:** This is Your Brain on Hebrew: What you need to know about how people of all ages learn languages *with* Joel M. Hoffman (Crow 206)
- 5:00pm:** Beyond Kametz-Aleph-Ah: Teaching Hebrew Reading to Adult Learners, A Case Study in Teaching and Learning Hebrew *with* Marilyn Fine (Eads 207)