



**אורות ישראל**

**מכללה אקדמית לחינוך**

מייסודן של מכללות מורשת יעקב ואורות ישראל (ע"ר)

ב"ה

י"ב באדר תשע"ח

27 בפברואר 2018

לכבוד גב' מריה לוינסון,

אני מתכבד להגיש לכם את תגובת מכללת אורות ישראל להערות שהעלו חברי הוועדה הבינלאומית שבדקה את התכנית שלנו בהוראת אנגלית.

מצאנו שרוב ההערות שהוצגו הביאו לחשיבה ולדיון בקרב הסגל האקדמי בתחום האנגלית והביאו לשיפור התכנית ועל כן אנו מודים לכם ולכל חברי הוועדה.

בכבוד רב,

פרופ' ישראל ריץ'  
רקטור מכללת אורות ישראל

**רחובות**

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**Orot Israel College –  
 A response to the QA committee's recommendations**

We would like to draw the committee's attention to the following issues that are related to the committee's final recommendations:

1. The percentage of students admitted with a four-point (rather than a five-point) matriculation exam is marginal. This year (2017/18) for example, only 2 out of 16 students were admitted with a four-point matriculation exam (grade 90% and above). One of them was admitted "on condition".
2. A new English Teaching program opened this year in Rehovot, with 28 students in the first year.
3. The committee wrote that English teaching Methodology courses are taught in Hebrew. This is not the case. All Methodology courses, and second language acquisition courses are taught in English, and additional Education courses such as the Didactic Research Seminar or Educational Technology courses are also taught in English.
4. The English department offers a teaching diploma for Middle School (7<sup>th</sup> -10<sup>th</sup> grades), in compliance with the hours and course framework required by the CHE and the Ariav committee.

Committee Recommendation	Steps toward implementation (including time table)
<b>Curriculum and Courses</b>	
1. The English Department should add an additional course on second language acquisition and multilingualism to prepare English language teachers to work with the diverse student population (Essential)	The English department cannot <i>add</i> another course, but the course Applied Linguistics will be updated and its title and content will be changed accordingly. <b>Second language acquisition and multilingualism</b> will be emphasized effective academic year 2018/19.
2. The link between the literary studies and pedagogy training should be made explicit to students, and methodologies for teaching literature to different age students should be included in the literature course. (Essential)	<p>a. The current Methodology course (TEFL 7-10) already includes an explicit unit on teaching the new literature program as follows:</p> <p><b>Second Semester; Unit 1 (weeks 1-4)</b></p> <p><b>Teaching the new literature program:</b> a. higher order thinking skills, b. seven key components of a literature lesson, c. planning a unit to teach a literary text, d. Spiraling in HOTS and literary terms; e. LD students and the new literature program.</p>



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	<p>b. Teaching literature to different ages is already addressed in the course Children's Literature (for 3<sup>rd</sup> year students).</p> <p>However, following the committee's recommendations, the advanced course "Pedagogical Issues in Literature" (for 3<sup>rd</sup> and 4<sup>th</sup> year students) will modify its content and title to "Methodologies for Teaching Literature" in order to reinforce and expand content from TEFL 7-10 and provide a more explicit connection between literature courses and the literature program. (effective 2019/20, since the course is given every other year).</p>
<p>3. Content relating to assessment, specific methodologies about reading, writing, speaking should be included in courses. (<i>Essential</i>)</p>	<p>We appreciate the committee's comments regarding <b>assessment</b>, however we have reviewed the syllabi and content and conclude that the elements of assessment are already included in several courses. We also note that a dedicated course "Language Assessment" is mandatory.</p> <p>a. <b>Assessment of reading and basic literacy</b> is included in Unit 6 of the Language Assessment course: Assessing grammar, writing products and reading progress Assessment of reading and literacy is also included in the Practicum semester of our course "ELT to students with LD", where our students learn the RAMA's ABLE tool for reading assessment and practice both screening and diagnostic testing for the Basic level).</p> <p>b. <b>Assessment of writing</b> is addressed explicitly in the TEFL 7-10 course, where students review, practice and assess MEITSAV and BAGRUT examinations: See syllabus: writing a description- Meitsav exams through Bagrut examinations; writing an opinion – Meitsav exams through Bagrut examinations; <b>assessing writing – moving from formative through summative assessment</b></p> <p>c. <b>Assessment of Speaking</b> is addressed explicitly in the TEFL 7-10 course</p> <p>Assessment of Spoken language <b>Unit 3 (Weeks 9-11)</b>: using course books and online sources to enhance spoken language proficiency; introducing Rama's new tool for assessment, 'ASK', junior high level.</p> <p>d. <b>Assessment of Listening skills</b> is addressed explicitly in the TEFL 7-10 course Unit 4 assessing listening skills (Meitsav exams through Bagrut examinations)</p> <p>The course "Language Assessment" further expands and provides practice in various assessment topics. The course emphasizes the connection between setting Goals/ Learning</p>



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	<p>Outcomes and Assessment, Traditional and Alternative Assessment and more. The course is synchronized with the Methodology course and content is reinforced without overlap.</p> <p>Final application in Assessment is made in the Didactic Research Seminar, where students are required to design a Study Unit of 5 lessons (supported by research and professional literature), prepare a final test for the Unit, and analyze the questions and test results.</p>
4. Methodology in the two tracks (elementary and junior high) should be differentiated to reflect developmental differences between younger and older children. Offering a single and double major provides an opportunity to strengthen and clarify the goals of each track. (( <i>Essential</i> ))	<p>The English department offers a teaching diploma for Middle School (7th-10th grades), in compliance with the hours and course framework required by the CHE and the Ariav committee. We have added a Methodology course for elementary schools (TEFL 456).</p> <p>We will dedicate a staff meeting to emphasize the need to differentiate younger and older learners in the 2 Methodology courses. (effective immediately).</p>
5. Another course in oral English proficiency in the third year should be added. (Important)	<p>A new course- Promoting Oral Skills- will be offered in the third year. (effective academic year, 2018/19).</p>
6. At least some of the education courses should be taught in English. (important)	<p>Several courses that are accredited as Education courses, are already taught in English: The courses are: TEFL 456 (Methodology) Didactic Research Seminar</p> <p>The Rector has instructed the Dean to consider presenting 1-2 education courses in English during academic year 2019/20</p>
7. For those planning to teach at secondary level, the option of a single major should be offered. (Important)	<p>The English department offers a teaching diploma for Middle School (7-10th grades), in compliance with the hours and course framework required by the CHE and the Ariav committee.</p> <p>We will continue to monitor needs as they appear in the field and interests of our students as the program grows on both campuses</p>
8. The literature curriculum should be made relevant to teacher preparation by including strategies and techniques for teaching English literature. (important)	<p>The current Methodology course (TEFL 7-10) already includes an explicit unit on teaching the new literature program.</p> <p><b>Second Semester; Unit 1 (weeks 1-4)</b></p> <p><b>Teaching the new literature program:</b> a. higher order thinking skills, seven key components of a literature lesson, c. planning a</p>



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	<p>unit to teach a literary text, d. Spiraling in HOTS and literary terms; ELD students and the new literature program.</p> <p>Teaching literature to different ages is already addressed in the course Children's Literature (for 3<sup>rd</sup> year students).</p> <p>However, the advanced course "Pedagogical Issues in Literature" (for 3<sup>rd</sup> and 4<sup>th</sup> year students) will modify its content and title to "Methodologies for Teaching Literature" in order to reinforce and expand content from TEFL 7-10 and provide a more explicit connection between literature courses and the literature program. (effective 2019/20, since the course is given every other year).</p>
<p>Not in the recommendations, but in the general observations and findings: There is no English program at the men's campus in Rehovot</p>	<p>A new English program opened this year in Rehovot, with 28 students in the first year. We are very pleased with student quality and learning outcomes of the first semester.</p>
<b>Syllabi</b>	
<p>Syllabi should have a uniform format, including at least:</p> <ul style="list-style-type: none"> <li>o Title</li> <li>o Year offered</li> <li>o One- or two-semester</li> <li>o Year of program, if relevant</li> <li>o How often given, if relevant</li> <li>o Number of hours/credits</li> <li>o Prerequisites</li> <li>o Mandatory or elective</li> <li>o Goals/Learning outcomes (as defined in the self-evaluation guidelines)</li> <li>o Course description/summary</li> </ul> <p>o Week-by-week content, assignments, and readings</p> <p>o Assessment</p> <p>o Bibliography</p>	<p>The English Department does maintain a uniform syllabus format that follows the framework required by the college. Most of the items pointed out by the committee are included in our syllabi, and additional items requested by the committee will be added. Bibliographies are generally up to date, but they will be further updated. (effective immediately in the 2<sup>nd</sup> semester, 2018).</p>
<p>Course readings should be up-to-date (Important)</p>	<p>Most courses include updated bibliographies, but readings will be updated. (effective immediately in the 2<sup>nd</sup> semester, 2018).</p>
<b>Practical Training</b>	
<p>Practical training and classroom observations should begin earlier with the observation of different classrooms. (Essential)</p>	<p>First year students will be invited to participate in observation tasks during Practicum Week of the second semester of 2018. A proposal has been made to the college administration regarding additional observation in the first year.   Next year the college will be enacting several important changes in practical training and the Rector has committed to enhance early observations.</p>
<b>Human Resources / Faculty</b>	
<p>The English department should have responsibility for practice teaching and the number of pedagogical advisors should be</p>	<p>The English Department is already responsible for practice teaching. The number of pedagogical advisor depends on the numbers of students in the department. We are planning to</p>



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increased so that the pedagogical advisor has more one-on-one interactions with students. (Essential)	hire a new pedagogical advisor for the following academic year. (effective 2018/19)
The English Department should be recognized as the unit responsible for training English teachers. It should have administrative support, which would allow it to collect department-specific data, communicate directly with the staff and students, and establish communication with alumni. (Essential)	The administration recognizes the great importance of close pedagogical advisor-student contact. Given our commitment to be accepted by the Vatat and the lack of additional interim funding we will focus on strengthening or academic staff. We plan to adopt this recommendation as soon as feasible.
<b>Infrastructure</b>	
Office space should be made available for faculty members. (Important)	Minimal office space is now available. We do not see significant change, however desirable, in the near future.



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	<p><b>Teaching the new literature program:</b> a. higher order thinking skills, b. seven key components of a literature lesson, c. planning a unit to teach a literary text, d. Spiraling in HOTs and literary terms; e. LD students and the new literature program.</p> <p>b. Teaching literature to different ages is already addressed in the course Children's Literature (for 3<sup>rd</sup> year students).</p> <p>However, following the committee's recommendations, the advanced course "Pedagogical Issues in Literature" (for 3<sup>rd</sup> and 4<sup>th</sup> year students) will modify its content and title to "Methodologies for Teaching Literature" in order to reinforce and expand content from TEFL 7-10 and provide a more explicit connection between literature courses and the literature program. (effective 2019/20, since the course is given every other year).</p>
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