



Recommendation	Essential/ Important/ Desirable
Syllabi	
<ul style="list-style-type: none"> • Syllabi should include a uniform format, including at least: <ul style="list-style-type: none"> ○ Title ○ Year offered ○ One- or two-semester ○ Year of program, if relevant ○ How often given, if relevant ○ Number of hours/credits ○ Prerequisites ○ Mandatory or elective ○ Goals/Learning outcomes (as defined in the self-evaluation guidelines) ○ Course description/summary ○ Week-by-week content, assignments, and readings ○ Assessment ○ Bibliography 	<p>Essential</p> <p>We believe our syllabi include the specified details, but we will make sure they satisfy the requirement and have a uniform format starting from October 2018.</p> <p>The requirement has been addressed at the end-of-year general faculty meeting on June 26th, and the details have subsequently been sent to faculty members.</p>
Literature	
<p><input type="checkbox"/> The English Department should offer a course in children's literature since many of their future teachers will work in elementary schools.</p>	<p>Essential</p> <p>Currently, our program prepares teachers for the upper school level only. We have been preparing a proposal for a multi-grade program and we are hoping to obtain approval and open that program in the near future.</p> <p>Nevertheless, we acknowledge the importance of a course in Children's Literature and we are preparing a syllabus for such a course. The course will be offered as an elective starting from October 2019.</p>
<p><input type="checkbox"/> The Department should keep the orientation to literature that motivates young teens to read.</p>	<p>Essential</p> <p>We appreciate the committee's note, and have added a course in Science Fiction for B.Ed. students, to be offered in the upcoming year starting in October 2018. We have also added a seminar in Multi-Cultural Detectives for B.Ed. students, and a seminar on Feminist Writers for M.Ed. students.</p>



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<input type="checkbox"/> The Department should reinstate a course in children's literature and consider requiring it.	<p>Essential</p> <p>We are planning to reinstate the course. It will be offered as an elective starting from October 2019.</p>
<input type="checkbox"/> The English Department should develop more <i>elective</i> courses that include texts (literature) that would appeal to the youth in elementary and in junior high schools.	<p>Important</p> <p>We give electives in Fantasy Fiction, and in Detective Fiction. We are adding a course in Science Fiction and a seminar on Multicultural Detectives, and another on Feminist Writers. These new courses will be offered in the upcoming year, starting in October 2018.</p>
Linguistics	
<input type="checkbox"/> The English Department should continue offering courses that help students understand cross-linguistic influence and language analysis among learners.	<p>Important</p> <p>We have piloted a one-semester course in Contrastive Analysis & Translation, and it has been successful.</p> <p>We are also introducing a new elective on Multilingualism, which will be offered this year.</p> <p>Alongside these dedicated courses, it should be noted that cross-linguistic influences are addressed in other linguistics courses, including Error Analysis, Language & Culture and The Acquisition of Spelling.</p>
<input type="checkbox"/> The English Department should continue offering a range of linguistic courses with a special attention to the nature of language acquisition of 3rd and 4th languages among the students.	<p>Important</p> <p>We have been offering a course in Second Language Acquisition with an emphasis on third language acquisition, the multilingual language user and instructed foreign language learning. We also relate to the multilingual</p>



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	lexicon in our Second Language Vocabulary Acquisition course.
<input type="checkbox"/> The English Department should consider offering a course on Bilingualism or Multilingualism as an elective.	Important We are introducing a course on Multilingualism . It is scheduled for first year students in the second semester.
Proficiency	
<input type="checkbox"/> The College should provide more opportunities for students to interact in English and to build international collaboration/partnerships.	Essential We acknowledge the value of international collaboration for the proficiency of our students, as well as their cultural awareness and sensitivity. Therefore, we have been embracing every opportunity in this direction, by collaborating with college activities through the U.S. Embassy, Pathways, Breaking Boundaries and Erasmus. Moreover, we have been encouraging our students to participate in Webinars for English Teachers. In light of the committee's recommendation, we will prioritize this avenue and seek options systematically, starting from September 2018 .
<input type="checkbox"/> A course should be provided to support and provide credit for students who are tutoring adults.	Important The proper framework for such a course is Practical Training. We have brought this recommendation up during our departmental meeting and advised our pedagogical trainers to contribute suggestions. This endeavour is coordinated by one of our senior pedagogical trainers.



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<input type="checkbox"/> Peer-mentoring initiative should be explored for college level teaching (adult English learners) among the students.	<p>Important</p> <p>We are pursuing that path. Preliminary evaluation of our new peer-mentorship program will be presented in a national conference on July 3rd.</p>
Pedagogy	
<input type="checkbox"/> The College should continue to increase the number of Education courses taught in English.	<p>Essential</p> <p>We believe in the importance of using English as the language of instruction in Education courses. We have been adding courses to that list. In the upcoming academic year, eighteen (18) Education courses will be taught in English.</p>
Practical Training	
<input type="checkbox"/> The Department should consider developing hybrid courses for students to provide more logistical flexibility for students in accessing courses while being in the field/internships.	<p>Important</p> <p>We broached the subject in our last departmental meeting, and asked our trainers to contribute suggestions as well as relevant contents for the online learning activities. The design of this hybrid course is coordinated by two pedagogical advisors, one of whom is an expert in technology-enhanced learning.</p>
Students	
<input type="checkbox"/> The Department should make consistent and systematic efforts to raise awareness among students and engage them in the professional opportunities in the field so that they continue developing upon the completion of the program.	<p>Essential</p> <p>We have brainstormed about this in our last departmental meeting, and have decided on maintaining consistent contact with the inspectorate, initiating a newsletter, and organizing an employment fair. These paths will be</p>



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	pursued in the upcoming year, starting in October 2018 .
Alumni	
<input type="checkbox"/> The Department should develop a means to maintain systematic contact with the alumni and provide opportunities for continued professional development.	Essential We acknowledge the importance of maintaining systematic contact with our alumni, and have announced the initiation of an alumni organization in our commencement ceremony, and asked graduates to register. A special committee was set in our departmental meeting. Work in this direction will proceed in September 2018 .
<input type="checkbox"/> The Department should to explore opportunities with their alumni to engage them in serving as cooperating teachers.	Important This can be achieved through collaboration between the alumni committee and the pedagogical training coordinator. We have added this recommendation to our agenda for the upcoming year.
Faculty / Human Resources	
<input type="checkbox"/> We endorse the value of this collaborative stream of research to the program and recommend that a comprehensive research program be developed around this focus (aspects of 3 rd and 4 th language acquisition and pedagogy). It would provide more applied research in the profession; it could meet the college's research requirements.	Important We are grateful for the committee's positive feedback, and are more than willing to promote our research agenda. The corpus project is monumental and we are now seeking funding. A proposal was submitted to MOFET Institute in December, and we are hoping it will be accepted. We have also set a research

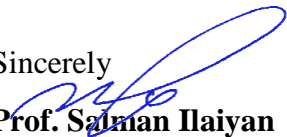


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	committee and look forward to proceeding with work in October 2018 .
<input type="checkbox"/> The Department should develop a formal mentoring program for new and junior faculty.	<p>Important</p> <p>The Department Head has been accompanying new & junior course instructors together with one senior lecturer. We have been observing classes, holding short pre-observation conversations and longer post-observation discussions as well as course evaluation sessions.</p> <p>Following the report, we have formed a committee for mentoring new faculty. The committee is composed of three senior faculty members from Literature, Linguistics, and Pedagogical Training.</p>
infrastructure	
<input type="checkbox"/> The Department should evaluate its library needs for its multilingual learner and teacher populations and convey its needs to the library liaison.	<p>Important</p> <p>We make acquisition requests regularly, and we are now collecting information from course instructors. We have added a course on Multilingualism, and relevant references will be obtained as well by the beginning of the academic year.</p>



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<input type="checkbox"/> Literature for young learners should be available given that the teachers prepare to work in elementary schools.	Important At present, we offer training programs for the upper school level only (grades 7-10), but we are working on a proposal for a multi-grade program. We will certainly acquire references pertaining to teaching young learners once our proposal is approved.

Sincerely


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