

29.6.2018

Response to the MALAG Committee ELT Quality Evaluation Report

Givat-Washington College

Committee Recommendation	Steps toward implementation
Essential	
Unless a survey shows that there is no demand for full-time English teachers, the College should offer a single major in English	The College is preparing to submit a proposal for a multi-age (double track) single major program in English in the coming semester.
The College should investigate the possibility of having a double track, providing students with certification to teach in both elementary and lower secondary grades.	The College is preparing to submit a proposal for a multi-age (double track) single major program in English in the coming semester.
To the degree possible, pedagogy courses should be taught in English.	In the coming academic year (1918/19) the College will, for the first time, offer a fourth year internship workshop in English. The College will make every effort to offer pedagogy courses in English, beginning in the academic year 2019/20.
The College should continue to monitor the impact of higher entrance requirements on students' English proficiency.	The College accepts students to the Department according to requirements determined by the Ministry of Education. The College will continue to monitor the impact of higher entrance requirements on the students' English proficiency.
Linguistics courses should provide more focus on practical application.	The subjects of these courses are conducive to making teaching of English skills more effective and interesting. For example, the theoretical issues covered in the courses help the teachers to improve teaching of English grammar through the knowledge of the English morphology

	<p>and syntax, enrich students' vocabulary through the focus on the morphological structure of words and lexical collocations as discourse devices, and develop various activities for teaching speaking and writing skills on the basis of the knowledge of discourse (teaching how to produce cohesive and coherent texts) and pragmatics (teaching effective communication through Grice's cooperative principle). The Phonetics course includes a section on pronunciation mistakes typical of Hebrew speakers, and ways to teach correct pronunciation are discussed. All the subjects presented in the Linguistic courses are illustrated by practical examples based on the teaching experience in Israel and abroad. Following the report, this will be made clearer in the syllabi.</p>
<p>Methodology courses should emphasize how to apply theory in practice.</p>	<p>Methodology course are aimed at preparing the students for teaching practice and providing them with vital skills of teaching. Therefore any theoretical material is supported by practical examples based on materials presented by English teachers at conferences and in teaching journals as well as by the lecturer's own experience as junior-high and high school teacher (e.g. how the knowledge of top-down and bottom-up processes can contribute to preparing effective activities for listening and reading comprehension). Through numerous examples, the students are made aware of how different theoretical approaches are implemented in daily teaching in Israeli schools. Following the report, this will be made clearer in the syllabi.</p>
<p>The College should consider ways of increasing student enrollment, such as</p>	<p>The College is considering ways of increasing student enrollment, such as offering a single major (see above), offering generous</p>

offering a single major and/or combining with other colleges with similar philosophy.	scholarships, and offering a new diploma in remedial teaching in English.
If the College plans to provide an increasing number of online courses, it should provide professional development for both faculty and students.	Faculty and students receive professional development in the field of online teaching. In-service workshops devoted to online courses take place at the College 3 times a year. Starting from the coming academic year, the College will employ a permanent specialist in web design and e-learning who will provide faculty members with ongoing technical and professional support in developing and running their online courses.
Reliable Wi-Fi services should be provided for students who reside on campus, for online learning, and for incorporating multi-media in classes.	The College is in the process of improving the speed and reliability of Wi-Fi services, and it shall be completed in the coming semester.
The College should subscribe to the full-text version of the EBSCO database	The College subscribes to EBSCO's Academic Search Complete database.
Important	
The College should continue to seek ways to increase enrollment in English teacher training, such as exploring mergers with other colleges and use of more online and hybrid courses.	The College is considering ways of increasing student enrollment, such as offering a single major (see above), offering generous scholarships, and offering students the chance to also study for a diploma in remedial teaching in English.
There should be more direct instruction on how to teach literature.	Drama Courses: While "Introduction to Drama" is mostly a theoretical course in which students are introduced to the professional terminology and techniques of analyzing drama and theatrical performance, the "Art of Theater" course allows us to explore the hands on approach to teaching drama in the classroom. The lecturer has recently started incorporating the techniques of Playback Theater that allow our students to experiment with their own emotional responses to the texts they are reading. In

addition, students are encouraged to try these exercises in class and reflect on them orally and in writing. Moreover, in both Introduction to Drama and Art of Theater courses students engage in artistic expression of ideas through visual arts, video clips, dramatizations and directing and teaching their fellow students.

American Literature Course: The course has been transformed into a PBL oriented course in which during the first semester students are asked to teach a historical document, speech or influential historical event to the class through games, video clips, role play or other activities. They are asked to submit their lesson plans in advance and after the mini-lessons their choices and presentations in class are discussed and students receive feedback not only from the teacher but also from their fellow students. During the second semester, students are asked to choose a story out of the course's curriculum and submit a project that reflects their analysis of the story, emotional response, article summary and a creative product that may involve comics, dramatization, a video clip, a poster or any other means of presentation.

The course's rationale was edited as following:

Students will demonstrate and explore the use of the short story genre and Jewish American history within the EFL classroom by creating lesson plans and exercises that involve both cognitive analysis and emotional response to the stories they read.

Students will create story maps and graphic organizers of the stories they read through the course and also practice creating graphic

organizers for simpler stories they can use in their own classrooms.

Students will engage in continuous reflection of their emotional responses to the stories and reading process in general through a reading journal, a creative writing task of their choice or through any other genre/medium such as drama, video clip or role play. Students will reflect on the medium through which they have chosen to represent their knowledge.

Children's Literature Course: This is a yearly course, half of which is devoted to theoretical approaches to Children's literature, while the other half focuses on teaching methods, particularly the teaching of nursery rhymes and other children's poetry. As part of this section, the students read articles on the reader-response method of teaching literature, and prepare detailed lesson plans followed by mini-lessons in which they teach poems to the rest of the class, utilizing reader-response techniques. Following this report, this part of the course will receive more emphasis and time.

Creative Writing: The course continuously discusses the importance of using creative writing in the English classroom. After each assignment the various possibilities of adapting the various assignments for different levels is discussed. The lecturer provides the students with many examples and handouts with creative writing exercises that they try out in class and report on the outcomes. Last semester, the importance of storytelling for education with discussed through Saki's "The Storyteller" and Lewis Carroll's *Alice in Wonderland*. We have learned to look at stories and reality from children's perspectives. Students

	<p>experienced emotional responses to literature through painting and created a poster with their paintings in response to Lewis Carroll's poem "A Boat Beneath the Sunny Sky."</p>
<p>Students should be in schools during their first year.</p>	<p>Starting in the academic year 2018/19, students will be in schools during their first year in College.</p>
<p>Support for research, such as reduced teaching loads or financial incentives, should be provided if research is to be a primary consideration in promotion.</p>	<p>The College has revamped its research committee, which is now headed by a prominent researcher and professor at the college. The committee has initiated a number of steps to support research at the College, including establishing a yearly academic colloquium, study days, a conference including both college faculty and prominent invited speakers, advertised on the national media, and a student-teacher intra-college research conference. Financial support for research and for presentations at international conferences has been raised.</p>
<p>A language lab should be developed to support students who are having difficulty with English proficiency.</p>	<p>The College has made inquiries regarding the possibility of establishing a language lab, but has determined that the cost of installing one is prohibitive.</p>
<p>The College should provide space where faculty and students can meet to facilitate feedback to students.</p>	<p>The College has allocated two rooms as a meeting place for faculty and students.</p>
<p>A formal alumni association should be developed to keep in contact with former students and to improve the visibility of the program</p>	<p>The English Department has a mailing list of all its graduates since 2007, and contacts its graduates twice a year, via email, before the New Year and the Passover celebrations. The Department has also recently conducted a survey among the graduates, investigating their current whereabouts and professional position and satisfaction. Next year, we intend to invite our graduates to participate in a student conference</p>

	<p>we are planning to hold with a nearby College. We hope that this will further strengthen the ties between our former students and the Department.</p>
Desirable	
<p>As a teacher-training college, applied research, especially focused on teaching and learning, should be a priority.</p>	<p>The College as a whole and the English Department in particular make applied research a priority. This year the College conducted a competition involving research projects focusing on learning and teaching, in which the researchers are lecturers and students working together in pairs. The competition culminated in a research conference on June 12, 2018, in which the projects were presented and in which an applied research project conducted by members of the English Department won third prize.</p>
<p>A specialist in web design and e-learning who can also provide faculty members with professional development should be hired to ensure the quality of online course delivery.</p>	<p>Starting from the coming academic year, the College will employ a permanent specialist in web design and e-learning who will provide faculty members with ongoing technical and professional support in developing and running their online courses.</p>
<p>The day care center should be made available to students who do not live on campus.</p>	<p>The College does not currently have the means and space to build more day care centers, beyond those that serve the students who live on campus.</p>


 בברכה,
 פרופ' אהרון גדנקין
 נשיא המכללה