



17th of Tamuz  
 June 30, 2018

Evaluation Report: Implementation of Recommendations

| Committee Recommendation                                                                                                                                                                                                                                                                                                                                                                       | <u>Steps toward implementation (including time table)</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><u>Overall curriculum</u><br/> <u>1.</u> · Central subjects should be covered systematically and comprehensively. See below in literature, linguistics, and pedagogy.<br/>                     · There should be more sharing and discussion of content between teachers of different subjects.<br/>                     · The number of courses taught in English should be increased.</p> | <p>Usually the central subjects are covered systematically and comprehensively. English department members will be encouraged to share and discuss the content of their courses. In addition, the syllabi of each lecturer will be posted on the college site so that everybody can have access to all the syllabi.<br/>                     As a Department head I work very hard to increase the number of courses taught in English. In the last two years three English courses have been added. As of 2018-19 academic year, a didactic course for the first year students will be taught in English and not in Hebrew. In addition, starting with 2019-2020 academic year, the seminar in Education will be given in English as well.</p> |

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| <p><u>Syllabi</u></p> <p>2. 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> <li>o Week-by-week content, assignments, and readings</li> <li>o Assessment</li> <li>o Bibliography</li> </ul> <ul style="list-style-type: none"> <li>· Course bibliographies should be updated regularly.</li> <li>· Course titles of the syllabi documents should clearly correspond with course content.</li> </ul> | <p>While preparing the QA report we received the format for the syllabi from the Council of Higher Education and that was the format used by the faculty. However, in the 2018-2019 academic year all syllabi will include the listed categories and the Head of the Department will see to it that all the syllabi have a uniform format.</p> <p>As a Department Head, I revise the syllabi of English courses every year ahead of time and check whether course bibliographies are updated and new titles have been added.</p> <p>Special attention will be paid to correspondence of course titles in the syllabi documents with course content. The course 'Linguistic theories and language teaching' was rightly mentioned in the report in this relation. The course deals with theories in vocabulary learning and vocabulary teaching which is a major topic in the curriculum. This course will be renamed into 'Differentiating Vocabulary Instruction' and aspects of differentiated teaching will be added to the course content.</p> |
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The only seminar where the students do research and write an extensive paper is not based on English literary texts. Although a course on Holocaust literature has value for teachers, it does not contribute to students' knowledge of English writing, because it is not part of English literature.

The female authors studied in the seminar are all American writers, except for Rutka's Notebook. They immigrated to America after the war and reconstructed their lives. Their works pertain to English Literature as one of them wrote to me: "My books are used in schools on all levels as English literature written about the Holocaust by a survivor". Some of the works were best sellers. All the works cover various universal topics such as: war, racism, gender-related issues: motherhood, mother-daughter relationships, sexual assault; altruism, identity, European culture as well as American culture, women's growth and resilience, to name only a few. Moreover, the poetics that characterizes this writing is what is called the poetics of catastrophe; it reflects the metamorphosis these women went through as well as the feminist act of breaking the silence to voice the unvoiced. Anyway, the seminar next year will focus on women's writing, gender and war. The works of Virginia Woolf, Katherine Mansfield and Doris Lessing will be included along with the works of Holocaust survivors.

Literary approaches were included in the previous syllabus and will be included in the new one. The students will be exposed to the poetics of modernist literature (stream of consciousness and the poetics of change) and post-modernist literature (the poetics of catastrophe) both impacted by wars: World War I and World War II.

In addition to this seminar, starting with 2019-2020 academic year, the seminar in Education will be given in English as well.

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| <p>4. <u>Linguistics</u></p> <ul style="list-style-type: none"> <li>· The applied linguistics program should include mandatory courses on language acquisition and pedagogical grammar.</li> </ul>                                                                                                                                                                                                                                 | <p>The applied linguistics course will address the subject of language acquisition in a more elaborate manner.</p> <p>There is a pedagogical grammar course on the program, and additional aspects of pedagogical grammar are discussed in the applied linguistics course.</p> <p>As of 2018-19 fall semester, the applied linguistics course will be changed accordingly (see below).</p>                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>"The Applied Linguistics course focuses on contrastive linguistics and error analysis. It does not deal in depth with the subject of language acquisition, which is the main focus of most applied linguistics research and thinking. It does deal with other subjects such as higher order thinking skills, which have nothing directly to do with applied linguistics. The bibliography is nearly all focused on grammar"</p> | <p>The main goal of the course is to raise future teachers' awareness of the difficulties that EFL learners face in the process of acquiring the English language. The course focuses on the relevance of linguistic knowledge and knowledge about language acquisition to the practice of teaching English in the classroom. The subjects discussed in the course are presented and analyzed from the perspective of second language acquisition processes. Indeed, this is not reflected properly and explicitly in the course syllabus.</p> <p>The syllabus of the course will be modified accordingly, as of 2018-19 fall semester. Specifically, the subject of language acquisition will be given more emphasis, while less relevant topics, such as HOTS will be deleted.</p> |

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| <p><u>5. Pedagogy</u></p> <ul style="list-style-type: none"> <li>· Early methodology courses should focus on the key practical principles of language teaching with consistently clear links to practice.</li> <br/> <li>· Classroom management should be addressed either as a course on its own or a topic within a course.</li> <br/> <li>· Materials design course should include more content on classroom adaptation and use.</li> </ul> | <p>The topics taught in the early methodology courses are all related to teaching English in the EFL classroom and of course address both theory and practice. The topics like teaching grammar through music or using films in the EFL classroom will be replaced by the following topics: teaching listening comprehension, teaching speaking and teaching writing- based on Douglas Brown's Fourth edition <i>Teaching by Principles</i>.</p> <p>Classroom management is integrated within the didactic course.</p> <p>Materials design course does focus on classroom adaptation and use. It might be not clear from the syllabus, but the emphasis of the course is on practical application of the range of materials and their adaptation. The syllabus will be changed accordingly.</p> |
| <p>6. Education · The developmental psychology course should address predominantly issues relevant to school-age children.</p>                                                                                                                                                                                                                                                                                                                 | <p>The psychology courses have been changed this academic year. All the students are required to take two courses on psychology in education, covering predominantly issues relevant to school-age children.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>7. Teaching Practice and Practical Training</p> <ul style="list-style-type: none"> <li>· College/department support should be provided to help pedagogical advisors locate cooperating teachers and schools.</li> </ul>                                                                                                                                                                                                                     | <p>Starting this year there is a special unit for teaching practice and practical training. The chair of the unit together with the head of English department and pedagogical advisors will locate schools and mentor teachers in the area for the next academic year. This year pedagogical advisors meet regularly with the head of the teaching practice unit and the English department head and get the necessary support.</p>                                                                                                                                                                                                                                                                                                                                                            |

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| <p>· Students in their first-year practicum should have at least some exposure to schools where English is the medium of instruction, in addition to classrooms where Hebrew-medium lessons are supported.</p>                                                                                                                                                   | <p>We will integrate observations of English lessons during the first year practicum. In the second semester, depending on the students' readiness, some of them will be asked to teach small groups of pupils for a short period of time while others will work with individual pupils.</p>                                                                                                               |
| <p>8. Faculty/Human Resources<br/>Teachers of pedagogical courses should be hired based on their classroom experience and instructional expertise rather than having a PhD.</p>                                                                                                                                                                                  | <p>Most our lecturers have an extensive teaching experience either in the school setting or in academic institutions. As of 2018-19 academic year, three experienced pedagogical advisors will teach a methodology course for elementary school, didactic course and staj workshop..<br/>We will pay close attention to this point in our future recruitment of staff members for pedagogical courses.</p> |
| <p>9. Infrastructure<br/>The library should ensure availability of all books in course bibliographies.<br/>I The library should subscribe or renew subscriptions to key journals for English teachers that include full-text access. These include ELT Journal, TESOL Journal, Language Teaching, English Teaching Professional, The English Teaching Forum.</p> | <p>We will work towards improved communication between the English staff and the library. Before the academic year starts lecturers will be asked to send their updated bibliographies to the library so that they in their turn update their collection accordingly. The library will subscribe to the recommended and additional journals.</p>                                                           |
| <p>10. Alumni<br/>There should be systematic efforts to make and maintain connections with program alumni.</p>                                                                                                                                                                                                                                                   | <p>We are planning to invite alumni to the open days held at the college to enable potential applicants to get answers for their inquiries. In addition, we intend to organize an annual English Day on a regular basis to which alumni will be invited.</p>                                                                                                                                               |

