

June 25, 2018

Mali Abramson

Division for Quality Assessment and Assurance

CHE

**Report of the Committee for Assessment of the Quality of Teaching English in
Colleges of Education**

Attached are our responses to the recommendations of the Committee for Assessment of the Quality of Teaching English in Colleges of Education.

As requested, each committee's recommendation includes steps toward implementation (including time table), in the order in which they appear in the report.

Sincerely,



Prof. Yael Fisher

Rector

Copy:

Prof. Shosh Arad, President

Dr. Raisa Guberman, Dean of School of Education

Dr. Laura Major, Head of English Teaching Department

**Achva Academic College responses to the report of the committee for assessment of the
quality of teaching English in Colleges of Education**

	Committee Recommendation	Steps toward implementation (including time table)
1	<p>Syllabi should include a uniform format, including at least:</p> <ul style="list-style-type: none"> Title Year offered One-or two semesters 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>Since we were given the recommended format for the evaluation by the CHE (Malag) and followed it strictly, we feel that the syllabi submitted do not properly reflect the detail usually offered in our course syllabi. That being said, in preparation of the 2018/9 academic year, the Head of Department will inspect all syllabi and confirm that they include all the requested categories. Lecturers whose syllabi do not conform will be asked to make changes and resubmit.</p> <p>All of the Pedagogy and ST syllabi have been updated already (following conclusions made in our self-evaluation) to reflect a spiraled approach.</p>
2	<p>Course bibliographies should be updated annually.</p>	<p>Lecturers will be asked to update their bibliographies annually. The department head will conduct a syllabus review ahead of each academic year, checking that new titles have been added where necessary. Already in the summer of 2018, lecturers will be asked to add at least three recent bibliographical items to their syllabi.</p> <p>During the summer the lecturers will also order these new bibliographical titles from the library. In addition, we shall check the option of ordering new journals in the field of second language acquisition and in the fields of Literature and Linguistics.</p>

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3	Course titles of the syllabi documents should clearly correspond to course content.	<p>A review of course titles and their appropriateness in relation to the material covered in the courses will be conducted head of the 2018/9 academic year and necessary changes (in titles OR in content) will be made.</p> <p>An important part of this process will involve evaluating the course names and their content will be evaluated in relation to similar courses offered both nationally and internationally.</p>
4	Literature courses should focus on works written in the English language, on English literature and culture as international. They should also provide some instruction on approaches to literary study and refer to some critical as well as primary readings.	<p>An appraisal of the literature texts in the mandatory courses will be undertaken ahead of the 2018/9 academic year. Translated texts will be removed where possible and replaced with English language texts, ideally in international contexts. Regarding the Holocaust Literature course, where many of the readings are translations, there may be place to consider that the value of offering Holocaust education through literature to these future teachers, Jewish and Muslim alike, might outweigh the disadvantages inherent in translated texts. The course should increase the number of second generation texts originally written in English. In addition, attention should be drawn, where possible, to the effects of translation and to different translations. Regarding literary theory and criticism, the important approaches are discussed and applied in reading texts in the more advanced classes (and to a more limited extent in the first year) as a matter of course; however, these approaches and accompanying reading will be better reflected in the syllabi ahead of the 2018/9 academic year.</p>
5	A non-redundant syllabus for the textual analysis course should be added to the curriculum.	This omission was an unnoticed error in our report. Of course, such a syllabus exists.

	Committee Recommendation	Steps toward implementation (including time table)
6	There should be an increased emphasis on reading and writing proficiency added to the present offerings on oral skills.	We require two writing proficiency courses – Writing Basics and Academic Writing. Our course Language Lab addresses reading proficiency. However, we shall incorporate reading skills into our oral and writing course in a more formalized manner. It should be noted that first year Pedagogy places great emphasis on reading and writing skills. In addition, these skills are spiraled across the curriculum. Another point to mention is that in the first years all English majors take a specialized EAP course which focuses on academic reading skills.
7	A proficiency course should be added to the curriculum of the third year of the program.	A course on debate or negotiation/diplomacy or communication is being added as an advanced proficiency course for the 2018/9 academic year.
8	The department should offer supplementary oral and writing proficiency classes for students who require additional support prior to beginning practice teaching.	We shall be proactive in assisting students eligible from help through the Dean of students. In addition, the department will request a budget for Burlington English, an excellent supplementary program.
9	Students should receive a minimum of two days/week of teaching practice in the third year. In year one there should at least be some guided/focused observations each week (preferably with some opportunities to teach individuals, small groups, and a class) and in year two additional practical teaching experience with a mentor teacher.	In first year, we have always had student teaching in the second semester, where the students fulfill the recommended activities. In year two, a full year of student teaching is required under the guidance of a mentor teacher. Regarding the third year, we are presently entering the “Academia-Kittah” program in the coming academic year.

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10	The department should ensure that all pedagogical advisors have a Master's degree. They do not necessarily need a PhD.	All of our pedagogical advisors hold an M.A. or M.Ed. in English Language Education, the most appropriate degree, in our opinion, for a pedagogical advisor. One of our PAs is currently enrolled in a Ph.D. program.
11	English department faculty should make sure that textbooks in the library are the most current editions.	A mechanism has been put in place for improved communication between the faculty and the library. In the summer of 2018 lecturers will send their updated bibliographies (including textbooks) to the library and the library will update their collection accordingly. Electronic versions of the textbooks will also be ordered and checked.
12	Theories such as the Sapir - Whorf hypothesis or learning styles defined, for example, as visual/auditory/kinesthetic that have no valid research support in educational contexts should not be presented as bases for pedagogical decisions.	These syllabus items will be re-evaluated in the light of the comments and either removed from syllabi or presented briefly in accordance with current research.
13	Mandatory literature courses should address issues of different approaches to interpretation of literary texts, genre, cultural and historical context, and the multicultural dimension of Anglophone literatures (including majority and minority perspectives expressed in literary texts and methods of analysis).	The mandatory courses, especially from the second year onwards) do introduce and apply the different interpretive approaches (genre, New Historicism, Feminist theory, Marxist Theory, Psychoanalytical theory and Deconstruction to mention a few) as a matter of course, as appropriate to the text. In the first-year basic survey courses close reading skills are the focus and a more formalist approach is used with "tastes" of theoretical approaches such as reader response theory, cultural studies and Feminist criticism. A more formalized approach will be implemented and this will be reflected in the syllabi.

	Committee Recommendation	Steps toward implementation (including time table)
14	Additional supports such as courses, tutoring, extra-curricular resources, and other opportunities for English development should be provided for students with lower levels of English proficiency.	We shall be proactive in assisting students eligible from help through the Dean of students. In addition, a Skype based conversational program will also be offered as an option for practicing conversational skills. This summer, we will be offering a basic grammar course for students who did not meet the minimum requirements during the academic year. Another initiative already put into motion is pairing our students with native speakers for conversation. As mentioned above in section 8, the department will request a budget for Burlington English, an excellent supplementary program.
15	The methodology courses should include more content on practical classroom procedures and strategies.	As mentioned below in section 17, a mandatory course on classroom management deals in depth with practical classroom management. In addition, as a matter of course, these issues come up in Pedagogy and are dealt with accordingly. It bears mentioning that the practical approach of our program was mentioned in our alumni survey as a salient advantage.
16	Rubrics for evaluation should be clear and operationally defined.	The ST rubric has already been updated (following our self-evaluation) to reflect this recommendation. Much effort was invested in improving our rubric and, in fact, we have already been using the improved rubric for about a year. We would be happy to send it for the committee's perusal on request.
17	There should be a course or section of a course devoted to classroom management.	As presented in our report, we have and have always had a course dedicated to classroom management and disciplinary problems
18	The college library should obtain online full-text subscriptions to key journals for English teachers. These should include ELT Journal, TESOL Journal, Language Teaching, English Teaching Professional, The English Teaching Forum.	The library has already been directed to acquire subscriptions for the below

	Committee Recommendation	Steps toward implementation (including time table)
19	As appropriate, articles from the key English journals should be used in courses and included in course syllabi.	Lecturers will be asked to scan these journals periodically for relevant and updated research in the field and, as appropriate, include articles in their updated bibliographies.
20	The College should make efforts to create and maintain systematic connections with program alumni through a constantly updated database and regular communication.	This is indeed one of the aims of the college administration. The college management together with the School of Education are working on implementing this change.
21	The department should have medium and long-term plans for replacing faculty who have or are planning to retire.	Efforts are ongoing to recruit younger permanent staff and promising steps have already been made in this process.