

<u>Recommendations</u>	<u>Essential/Important/Desirable</u>
General	
<p>□ The college should move towards emphasizing the teaching of English as an international language since English is today primarily a vehicle for international and intercultural communication. The model English teacher is therefore the highly competent user of English, regardless of his or her first language.</p>	<p>Important</p> <p>The department follows the curriculum of the Ministry of Education (2013) as a basis for developing pedagogy and methodology courses. The upcoming revisions in the curriculum will include aspects of the European framework (CEFR) that views English as an international language, and this will be reflected in our program and in individual courses in the near future.</p> <p>The department's proficiency courses and assessment vehicles are geared towards moving students from a low competency language knowledge and usage (matriculation level, 5 points) to becoming highly competent users of English, with a strong basis in understanding the linguistic, syntactic, and usage basis of the language. We acknowledge the work done by ECOSTAR in adapting the CEFR</p>

	<p>framework for English in higher education in Israel, conforming to European standards while satisfying the requirements of the Israeli Council for Higher Education. The CHE (2013) has linked the requirements for higher education in all disciplines at a minimum of <i>mitkadmim bet</i> (advanced level 2) and we expect our graduates to attain at a minimum this level and preferably to reach exemption level.</p>
<p>Individual courses</p>	
<p>□ Pedagogy courses should ensure clear, comprehensive, and balanced coverage of teaching of the four skills and grammar, vocabulary, and pronunciation.</p>	<p><i>Essential</i></p> <p>Our pedagogy courses cover all these skills. We've added a semester course in Teaching Reading this year. In addition, Methodology courses that have been recently cancelled due to budget cuts will be returned in the next academic year to ensure more comprehensive coverage of all the skills at all levels. These include Methods 1 (elementary school) and Methods 2 (junior high school).</p>

□ The department should ensure that the independent study courses in vocabulary and reading contribute substantially to the development of English proficiency. Department faculty should either ensure that students who take the “Independent Reading and Vocabulary” course demonstrate an adequate mastery over course content or else redesign the course so that it has an instructor rather than being based on independent study.

Essential

Vocabulary: To improve the present Vocabulary Program, the department has ordered a new set of vocabulary books from Eric Cohen Publishers addressed specifically to L2 learners in Israel. The Resource Room librarian will be responsible for the program, checking assignments and working with students who need extra help. In addition, we now offer several hours a week of professional tutoring for students by an experienced teacher for those who need extra help with reading, writing, or speaking.

Independent Reading: In the last years, we have attempted to make the Independent Reading program more effective. We've been getting away from a "Great Books" model to one that reflects a wider, more multicultural perspective. We've added a wider variety of genres, including young adult and some non-fiction, and we have created a point system to give students

	<p>more flexibility in choosing books. We're in middle of creating a website, due to be completed by the next academic year, that includes material about the author and text and related material to give more context to the novels and make them more relevant to our students. We've opened up assessment to encourage oral examinations ("book talks"). The Literature Committee (see below) will assess the efficacy of these changes.</p>
<p>Topics of multilingualism, plurilingualism, and intercultural competence should be incorporated into the linguistics program, perhaps in the Advanced Linguistics course.</p>	<p>Important</p> <p>Our current Advanced Linguistics course unit on Bilingualism and Second Language Acquisition includes discussion of multilingualism and plurilingualism. The course on Variety and Change in the English Language also includes discussion of the above, as well as intercultural competence, global English, etc. All Linguistics syllabi and bibliographies will be reviewed and revised to reflect the most recent terminology and research.</p>

<p>□ Unnecessary overlaps across courses should be identified and eliminated in order to make space for material that needs attention.</p>	<p>Important</p> <p>Israel's Ministry of Education has created a document setting out the standards for English teachers in Israel. Every few years faculty members meet to share syllabi and make sure that all the competencies have been covered, without undue overlap. The MoE is in the process of updating and revising the Standards for English Teachers. When the new document becomes available, probably in the next few months, we will once again review all syllabi. This review will include syllabi from the Hebrew pedagogy courses that discuss in a more general way topics covered in department courses.</p>
<p>□ Methodology 2 and 3 should be separated into two year-long (2-credit) courses (as used to be the case).</p>	<p>Important</p> <p>As mentioned above, this will be done for the next academic year.</p>
<p>□ Pedagogical grammar should be extended into a full year's course (2 credits).</p>	<p>Important</p> <p>This will be done for the next academic year.</p>
<p>Literature</p>	

□ 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).

Essential

Our literature courses provide a variety of approaches to literary interpretation and a culturally diverse selection of authors and eras. We've added a course on Comics and Graphic Novels and our Genres course now has a workshop focusing on film adaptations of literary works. Our more traditional courses also introduce students to multiple genres and authorial voices, for example works by Black Americans and Native Americans, post-colonial and feminist criticism, etc.

That said, a number of our Literature teachers will be retiring in the coming years. This is a good opportunity to review the entire Literature program to help direct future hiring. To this end, this summer the Literature Committee will review what we're doing now, examine current research into the role of Literature in TESOL studies, and recommend appropriate changes for the upcoming years.

<input type="checkbox"/> The underlying purpose of literature courses and their role in the preparation of English teachers, how many there should be, and what specific areas to prioritize should be reconsidered.	Desirable This will be examined by the Literature Committee.
Syllabi	
<input type="checkbox"/> Syllabi should have 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 selfevaluation guidelines) ○ Course description/summary ○ Week-by-week content, assignments, and readings ○ Assessment ○ Bibliography 	<i>Essential</i> All the syllabi have been re-done and re-examined and are being re-submitted to fulfill this recommendation.
<input type="checkbox"/> Course readings should be up-to-date.	<i>Essential</i> See above
<input type="checkbox"/> Course titles of the syllabi documents should clearly correspond with course content.	<i>Essential</i> See above
The practicum	
<input type="checkbox"/> Students should be enrolled in a weekly course that supports the practicum.	<i>Essential</i> Last year, the practicum entered the Ministry of Education's <i>Akademia/Kitah</i> program as a pilot. We've continued this year, making some changes based on the

	<p>experience of the pilot year, but we are constrained by the rules and directives of the Ministry of Education. For example, last year the program didn't allow for any supporting workshop specifically for TESOL studies. This year we convinced the MoE to allow TESOL students a monthly workshop with the TESOL pedagogical counselors (besides close online connections, both as individual students and as a group). We also added a semester preparation program for Second Year students, with seven sessions devoted to general pedagogical issues and seven to specific issues in TESOL. We hope that next year we can return to a weekly practicum workshop, which was the norm before we began <i>Akademiah/Kitah</i>.</p>
<p>□ A closer association between courses on practical English teaching methods and the practicum should be ensured, either by having the same instructors teach them or close collaboration between the respective instructors.</p>	<p><i>Essential</i></p> <p>Closer collaboration between Pedagogy teachers of methodology and pedagogical theory and Pedagogical Counselors who guide students in</p>

	<p>the TESOL practicum will be encouraged through regular online and face-to-face meetings with the department head.</p>
<p>□ Organization of the practicum should ensure that students get at least some experience of elementary schools and contact with a variety of teaching situations and teachers.</p>	<p>Important</p> <p>Again, we are limited by Ministry of Education rules concerning <i>Akadamiah/Kitah</i>. Last year all elementary school preparation was cancelled (before the pilot, we had a course in elementary school education, and the practicum, both observation and student teaching, included a substantial amount of elementary practice). This year, based on our feedback, the MoE has expanded the program to include a small amount of elementary school observation for Second Year students. We plan to keep pushing in this direction, with a special emphasis on a fuller TESOL practicum for elementary school.</p>

3. Human Resources / Faculty

Observations and findings

There is little in the way of systematic induction or support to help incoming teachers within the English Department. There is also not enough done to encourage continuing teacher development (as distinct from

academic research), in order to ensure that the teachers on the program provide good role models for their students.

<u>Recommendations</u>	<u>Essential/Important/Desirable</u>
<p>□ Hours should be set aside for teacher development. These would take the form of meetings for the purpose of workshops or for the sharing of recommended professional readings and successful or innovative strategies.</p>	<p><i>Essential</i></p> <p>The department encourages teachers to attend sessions and to and present papers and workshops at conferences organized by ETAI (English Teachers' Association of Israel) in order to keep up with recent research and practice in the field. In addition, Michlalah offers a variety of teacher development workshops and seminars, focusing especially on technology in the classroom and honing research skills. We plan to expand teacher development specifically in the English Department by offering a summer workshop on using technology effectively in the classroom and a lecture by an educational neuroscientist.</p>
<p>□ A systematic induction process should be provided, which would include the appointment of a mentor for teachers who are new to the institution and observation of new teachers by the Head of Department or experienced faculty.</p>	<p>Important</p> <p>Given that we will be hiring several new teachers in the upcoming years, this is</p>

	<p>an important recommendation. Michlalah's administration is working on a general handbook with information for new teachers, and the English Department has recently begun a mentoring program, including peer-observation and feedback in classes, for recently hired instructors.</p>
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4. Infrastructure

Observations and findings

Most main textbooks about English teaching methodology do not appear in the library catalogue. Some can be found on the shelves of the resource room, if you look for them, but there is no card-index or computerized system to enable students to find them if the person in charge of the room is not there. Other resources are either missing or appear only in outdated editions (e.g. Swan, *Practical English Usage*, 1983). The journal *English Teaching* is available online, but no other essential professional or research journals are in the library, either in paper or online (e.g. *ELT Journal*, *TESOL Quarterly*, *English Teaching Professional*).

<u>Recommendation</u>	<u>Essential/Important/Desirable</u>
<p>□ Essential books listed in course bibliographies should be identified and acquired, including the latest editions of standard works; the important journals should be available online; and incentives and opportunities should be provided for students to use them.</p>	<p><i>Essential</i></p> <p>We are in the process of acquiring the latest editions of books listed in bibliographies as well as creating a file of articles cited in bibliographies which</p>

	<p>will be readily available through the library.</p> <p>See the next two responses for a description of changes in the acquisition of materials.</p>
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<p>□ There should be permanent online subscriptions to the major English-teaching journals including <i>ELT Journal</i>, <i>English Teaching Professional</i>, <i>Language Teaching</i>, <i>TESOL Quarterly</i>, and <i>English Teaching Forum</i>.</p>	<p>Important</p> <p>Subscriptions to all of these have already been renewed as online journals, available for use by all faculty and students. Please note that the English Department Resource Room had subscribed to all of these journals. Unfortunately, these subscriptions had lapsed this past year, a problem that wasn't spotted due to a staffing change and the illness of the department head. In order to prevent the repeat of such a mishap, the English Department and its Resource Room will be working more closely with the general library. A staff member has been chosen as library liaison. Twice annually she will review all English journal subscriptions to keep them updated. She will also review syllabi to make sure all</p>
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	material cited in the bibliography is readily available.
<p>□ Resources for English teachers (books, journals etc.) should be readily and easily accessible to individual students working independently.</p>	<p>Important</p> <p>Online journals are accessible from all Michlalah computers and with a password from home computers. Books will remain in the Resource Room, but they will shortly be catalogued as part of the larger library collection and more easily found.</p>

