

The Department of English Language and Literature

Head of Department
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Book of Abstracts



Tell me and I forget. Teach me and I remember. Involve me and I learn.

– Benjamin Franklin

Welcome!

The Department of English Language and Literature offers three programs:

- A single major B.Ed –
Teaching English in elementary school and/or secondary school*.
- A two-year retraining program –
Teaching English in elementary school and/or secondary school*.
- A one-year retraining program** –
Teaching English in elementary school and secondary school.

The department trains teachers for one of the most vital subjects in the education system. Our purpose is to instill in our graduates comprehensive knowledge of the English language, its literature and culture, as well as to enable them to master the tools and methods for teaching the language.

During their studies, teacher trainees acquire and deepen their understanding of English linguistics, which will serve as the basis for imparting linguistic skills in both the elementary and the secondary education system. They specialize in language teaching for pupils in grades 3-10, examine the process of transitioning from elementary to middle school, which is often characterized by difficulties amongst pupils, and learn to recognize, research, and apply a variety of teaching methods that are compatible with a broad age range and heterogeneous classroom. Special emphasis is also placed on the theory and practice of working with students with learning disabilities.

The teaching materials incorporate technological innovations that can be utilized in pedagogical development processes.

The department offers a variety of courses aimed at enriching English language, linguistics, literature and culture, alongside education and teaching courses, which are also taught in English.

*The decision on the track in which each student is placed is based on the student's achievements in the various courses and in practical training.

**The one-year retraining program is open to individuals with academic degrees who are native or near-native speakers of English.

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Language Skills

Course Title:	Reading Comprehension of Academic Texts
Lecturer/s:	Dr. Stephanie Fuchs
Credits:	2
Prerequisites:	None
Type of course:	Online
Academic year:	A

Abstract:

This online course develops advanced cognitive skills for reading comprehension of academic articles. Participants learn how to identify and critically read these texts. In addition, they produce writing that integrates academic words. This course encourages individual and cooperative online learning activities.

Course Title:	English Oral Proficiency
Lecturer/s:	Tzipi Hess, Susan Svorai, Dr. Judith Joel
Credits:	2
Prerequisites:	Passing grade in 1st semester to continue to 2nd semester
Type of course:	Workshop
Academic year:	A

Abstract:

This course provides students with ongoing opportunities to develop basic oral skills on personal and professional topics. Students will improve their current level of oral proficiency and learn to speak comprehensibly on a variety of topics. Effective communication is promoted through practicing specific vocabulary and grammar structures that suit various discourse styles.

Course Title: **Advanced English Oral Proficiency2**
Lecturer: Tzipi Hess, Dr. Judith Joel, Cadit Nissan Zilbiger
Credits: 2
Prerequisites: English Oral Proficiency;
Passing grade in 1st semester to continue to 2nd semester
Type of Course: Workshop
Academic year: B

Abstract:

Students continue to gain knowledge and opportunities to develop, refine and reflect upon their oral language skills. Accuracy and fluency are improved through student participation in giving engaging mini presentations. Higher level tenses and question forms are mastered as students learn to attend to their own errors and recognize language errors in others.

Course Title: **English Writing Proficiency**
Lecturer: Dr. Lauren Berman
Credits: 2
Prerequisites: Passing grade in 1st semester to continue to 2nd semester
Type of course: Lesson
Academic year: A

Abstract:

The purpose of this course is to provide students with basic academic writing skills so that they will be able to master a variety of writing tasks in an independent manner. The focus will be on sentence and paragraph structure and the reinforcement of syntactic structures such as parts of speech (modifiers, verbs, phrasal verbs), verb tenses, subject-verb agreement, spelling and punctuation.

Course Title:	Advanced English Writing Proficiency²
Lecturer:	Dr. Judith Joel, Dr. Jennie Tabbak Neidin
Credits:	2
Prerequisites:	English Writing Proficiency; Passing grade in 1st semester to continue to 2nd semester
Type of course:	Lesson
Academic year:	B

Abstract:

In this course students develop their writing skills in accordance with the conventions of academic writing, to become more independent and efficient writers. The course guides students through different types of writing, from paragraphs to edited essays. Instruction covers a variety of skills, strategies, peer work, assessment and editing.

Course Title:	Writing and Editing in English
Lecturer:	Dr. Judith Joel
Credits:	2
Prerequisites:	English Writing Proficiency;
Type of course:	Lesson
Academic year:	B

Abstract:

In this course students write, develop their written skills and become more independent and efficient writers. Frontal presentation covers basic and essential aspects of academic writing. This course is aimed at students who are involved in the writing of academic papers. The course guides student through different types of writing and the production of academic work, from paragraph style to edited essays. Instruction covers a variety of skills and strategies such as vocabulary enrichment, paragraph structure, essay structure, editing to correct grammar and spelling and APA citation.

Course Title:	Creative Drama
Lecturer:	Dr. Sara Meyer
Credits:	2
Prerequisites:	Advanced Oral Proficiency
Type of course:	Interactive workshop
Academic year:	C

Abstract:

The course offers the students a workshop for developing their oral proficiency skills in a creative way which does not merely prepare them for their "Presenting" role as teachers, but rather trains them in the cooperative task of producing a full-length performance that is put on stage. All necessary stages are carried out by the students: the overall idea, the scope and aim of the show, the various texts, the lyrics for the musical pieces, choreography, acting, props, and the technical, computer-aided part of the event.

Language and Linguistics

Course Title:	Introduction to Linguistics^{1,2}
Lecturer:	Dr. Inbal Cohen/Dr. Svetlana Dachkovsky/Dr. Tami Aviad
Credits:	1
Prerequisites:	None
Type of course:	Lecture
Academic year:	A

Abstract:

This introductory course is aimed at providing the students with a general overview of the field of Linguistics and language acquisition. The course starts with an introduction of the different notions of Linguistics, Language and Grammar. It then moves on to discuss the properties of human language when compared to animal language. A brief introduction is then given to various theories of language acquisition and to the topic of brain and language. The course ends with a short overview of the major areas of linguistics, thus setting the foundations for subsequent courses.

Course Title:	Foundations of English Grammar^{1,2}
Lecturer:	Dr. Inbal Cohen/Dr. Svetlana Dachkovsky/Dr. Tami Aviad
Credits:	1
Prerequisites:	None
Type of course:	Lecture
Academic year:	A

Abstract:

This is the first of three grammar courses aimed at introducing the students to various grammatical structures in English. At the beginning of the course, students will review the different parts of speech and the distinction between lexical categories and functional categories and will focus on word-families of different frequencies. In the second part of the course, students will explore the English pronoun and the simple noun phrase, including determiners, adjectives and nouns. In the last part of the course, students will learn about different types of verbs in the simple sentence and basic verb forms, thus setting the foundations for the subsequent course "English Grammar and Syntax".

Course Title:	English Grammar and Syntax^{1,2}
Lecturer:	Dr. Inbal Cohen/Dr. Svetlana Dachkovsky/Dr. Tami Aviad
Credits:	1
Prerequisites:	Foundations of English Grammar
Type of course:	Lecture
Academic year:	A

Abstract:

This is the second of three grammar courses aimed at introducing the students to various grammatical structures in English. Students will become acquainted with different approaches to grammar, including descriptive and prescriptive grammar and focus specifically on basic concepts in Generative Grammar. The course will shift the focus from single words and parts of speech to phrase structure rules of NPs, VPs and PPs. Specific attention will be given to the structure of the verb phrase including tense, aspect and voice, modals and question formation. The course aims at developing students' knowledge of the form, meaning and use of the various structures. These grammatical structures will enable students to understand and communicate better in social and academic situations, specifically, classroom setting.

Course Title:	Advanced English Grammar and Syntax^{1,2}
Lecturer:	Dr. Inbal Cohen/Dr. Svetlana Dachkovsky/Dr. Tami Aviad
Credits:	1
Prerequisites:	English Grammar and Syntax
Type of course:	Lecture
Academic year:	B

Abstract:

This is the third of three grammar courses aimed at introducing the students to various grammatical structures in English. The course will move from focus on simple sentences to focus on compound and complex sentences. Different types of verb complements and embedded clauses will be presented and practiced and the students will get ample opportunities to use these structures, as well as previously taught structures, in their spoken and written production. The structures specifically targeted in this course will include gerunds and infinitives, reported speech, defining and non-defining relative clauses and adverbial clauses (mainly temporals and conditionals). The course aims at developing students' knowledge of the form, meaning and use of the various structures. These grammatical structures will enable students to understand and communicate better in social and academic situations, specifically, classroom setting.

Course Title:	The Pedagogical Grammar of English^{1,2}
Lecturer:	Dr. Svetlana Dachkovsky
Credits:	2
Prerequisites:	Advanced English Grammar and Syntax
Type of course:	Lecture
Academic year:	C

Abstract:

In this course the students will gain thorough knowledge of the English grammatical structures that are taught in the Israeli school system. They will acquire the skills and tools needed to plan and devise all the stages of teaching grammar: presentation, recognition and production, appropriate for their pupils' level of FL mastery. The course will proceed in the format of a workshop, with a lot of pair and group work and whole class discussions.

Course Title:	Morphology, Semantics and the English Lexicon²
Lecturer:	Dr. Tami Aviad-Levitzky
Credits:	1
Prerequisites:	None
Type of course:	Lecture
Academic year:	A

Abstract:

This course provides an overview of primary basic notions related to vocabulary in general and to the lexicon of the English language in particular. Students will become acquainted with aspects of vocabulary depth and breadth, distinguish between receptive knowledge and productive knowledge and consider different types of multi-word units. During the course students will enrich their receptive and productive knowledge and use of the English lexicon.

Course Title:	Language Databases and Linguistic Patterns^{1,2}
Lecturer:	Dr. Tami Aviad-Levitzky
Credits:	1
Prerequisites:	English Lexicon, English Grammar and Syntax
Type of course:	Online
Academic year:	B

Abstract:

This course provides students with the opportunity to expand their knowledge and use of lexical and grammatical patterns acquired in previous courses. The students will explore different vocabulary lists, experience the use of corpora, online tools and dictionaries for expanding and assessing their own vocabulary knowledge and grammatical accuracy. Students will also explore different ways of using such tools in the EFL classroom in creating EFL curriculums and goals.

Course Title:	Reading and Writing in an Additional Language^{1,2}
Lecturer:	Jacqueline Teplitz
Credits:	2
Prerequisites:	None
Type of course:	Lecture and Workshop
Academic year:	A

Abstract:

The course will provide a basis for pedagogical principles that are founded in emergent literacy, linguistic and psycholinguistic theories of reading and writing. The direct practical application of these theories reinforces EFL teacher knowledge and awareness of teaching reading and writing as language-based skill in English as an additional language (EAL).

Course Title:	Phonetics and Phonology²
Lecturer:	Dr. Svetlana Dachkovsky
Credits :	1
Prerequisites:	None
Type of course:	Lesson and workshop
Academic year:	A

Abstract:

In the course *Phonetics and Phonology* the students will gain thorough knowledge of the foundations of English phonetics and phonological system. They will acquire the tools to apply this knowledge in speech. The course takes not only a theoretical but also an applied perspective. The students will also acquire the skills and tools needed to plan and devise varied and engaging activities for teaching pronunciation.

Course Title:	Sociolinguistics
Lecturer:	Dr. Judith Joel
Credits :	1
Prerequisites:	None
Type of course:	Lesson and workshop
Academic year:	B

Abstract:

This course introduces students to the fundamentals of sociolinguistics and examines language use in society. It introduces students to the basic terminology and concepts in the field of sociolinguistics. Students examine some of the main theories of sociolinguistics, including, but not limited to language and identity, variation in language as it relates to factors like geographical region, gender, race, socioeconomic class and age, and different types of language use. The course also examines the use of language in Israeli society.

Course Title:	Psycholinguistics
Lecturer:	Dr. Judith Joel
Credits :	1
Prerequisites:	None
Type of course:	Lesson and workshop
Academic year:	B

Abstract:

This course in psycholinguistics introduces students to how people think about language. It develops their knowledge about the connections between language and cognition. This course explores the main theories of psycholinguistics. It examines the main concepts and key terminology fundamental to the field, and it examines the process of learning one's first language and bilingualism.

Course Title:	Foreign Language Development and Teaching^{1,2}
Lecturer:	Dr. Judith Joel
Credits :	1
Prerequisites:	None
Type of course:	Lesson and workshop
Academic year:	C

Abstract:

This course examines language knowledge and language learning in relation to their relevance to the formation of pedagogical principles and effective English teaching in the EFL classroom. Students will encounter basic principles of contrastive analysis and describe how these relate to the teaching of English as a foreign language (EFL) and will be able to identify, describe and carry out processes of error analysis on pupil errors as well as their own errors. Students will define types of feedback, cite characteristics of different types of feedback and apply these to hypothetical situations in the English language classroom.

Course Title:	Pragmatics and Discourse Analysis²
Lecturer:	Dr. Inbal Cohen
Credits:	1
Prerequisites:	Introduction to Linguistics and Sociolinguistics
Type of course:	Lecture and workshop
Academic year:	D

Abstract:

This course introduces the main approaches to discourse analysis and Pragmatics. It aims to develop learners' critical thinking about how discourses are used in context and how they reflect our social identities. The course provides learners with analytical tools and strategies to explore features of written and spoken texts. The students will eventually apply their analytical skills in the context of educational settings.

Literature

Course Title:	Introduction to Prose^{1,2}
Lecturer:	Dr. Lauren Berman
Credits:	1
Prerequisites:	None
Type of course:	Lesson with iPads
Academic year:	A

Abstract:

The purpose of this course is to offer a broad introduction to the study and appreciation of literary prose. The course focuses on reading, discussing and writing about prose fiction and relevant literary concepts, including formal characteristics, narrative techniques and approaches to interpreting fiction. The course focuses on the short story to illustrate the structural properties of the texts and their relation to larger cultural issues. Students will analyze the text (what is written), the subtext (what is implied but not stated outright) and the context (that which impacts the writing and reading from outside the text).

Course Title:	Introduction to Drama^{1,2}
Lecturer:	Dr. Lauren Berman
Credits:	1
Prerequisites:	None
Type of course:	Lesson
Academic year:	A

Abstract:

Drama is an art form that allows us to enter peoples' hearts, minds, and lives in order to observe human behavior and relationships, whether comic, tragic, or absurd, and in so doing, to reflect on the conundrums of the human condition. In addition, to exploring and interpreting the ethical, social, and personal issues that arise in the various plays read during the course, students will examine formal aspects of drama and consider historical, cultural, and biographical contexts.

Course Title:	Introduction to Poetry
Lecturer:	Dr. Sara Meyer
Credits:	2
Prerequisites:	None
Type of Course:	Lecture
Academic year:	A

Abstract:

This course is a gate to the world of poetry. It is built as a workshop rather than a lecture, encouraging class discussion and participation. The class work is designed to help students experience poems by a careful examination of the intellectual and emotional responses poems elicit in readers. Aside from dealing with the conventional tools for measuring and evaluating poems, this course tries to encourage an individual, original access to the world of poetry. Another significant aim is the learning of writing skills on the subject of poetry. Although the same course outline is offered for academics and first year students, there are differences in the objectives; the criteria for evaluation of students' work is not identical as the level of proficiency expected from academics is higher.

Course Title:	Myths and Legends
Lecturer:	Dr. Lauren Berman
Credits:	1
Prerequisites:	Passing grades in the 1st year literature and writing courses.
Type of course:	Lesson
Academic year:	B

Abstract:

The purpose of this course is to introduce students to the myths and legends of a variety of cultures that have influenced the development of Western culture in general as well as literature and its associated arts in particular. The course will touch upon numerous topics including Greek, Roman, Norse and Egyptian mythologies, myths and legends of the British Isles, Biblical tales in both the Old and New Testaments and mythical creatures.

Course Title: Contemporary Women Writers
Lecturer: Lauren Berman, Ph.D.
Credits: 1
Prerequisites: Passing grades in the 1st year literature and writing courses
Type of course: Lesson
Academic year: B

Abstract:

The purpose of this course is to introduce students to literary texts in a variety of genres written by female authors in the late 20th and early 21st centuries. Attention will be paid to the personal, social and political ideas, issues and concerns affecting women that are explored in these works.

Course Title: Nineteenth Century Literature
Lecturer: Dr. Sara Meyer
Credits: 2
Prerequisites: Passing grades in the 1st year literature and writing courses
Type of course: Lesson
Academic year: B

Abstract:

The purpose of this course is to provide a selective survey of the literature written in Britain and the United States from 1800s. The course incorporates works of prose, poetry and drama that will enable students to become acquainted with the important literary trends and cultural concerns of the nineteenth century.

Course Title:	Twentieth Century Literature¹
Lecturer:	Dr. Lauren Berman
Credits:	2
Prerequisites:	Passing grade in the 2 nd year writing course
Type of course:	Lesson
Academic year:	C

Abstract:

The purpose of this course is to provide a selective survey of the literature written in Britain and the United States from 1900 to the present. The course incorporates works of prose, poetry and drama that will enable students to become acquainted with the important literary trends and cultural concerns of the twentieth century. The material in this course is presented chronologically with the first semester focusing on the beginning of the period and the second with its end.

Course Title:	The Construction of Identity in Literature
Lecturer:	Dr. Sara Meyer
Credits:	2
Prerequisites:	Previous literature and writing courses
Type of course:	Lesson
Academic year:	C

Abstract:

The course exposes students to a variety of theoretical perspectives about the self and identity and to the way these perspectives are reflected in and shape various stories and poems from the late nineteenth century till the current era. Freudian theory, Feminism, Postcolonialism, autobiographical writing, and other theoretical approaches are presented through the reading of works by Tillie Olsen, Derek Walcott, V. S. Naipaul, Joyce, and more.

Course Title:	Teaching Literature^{1,2}
Lecturer:	Dr. Etti Ginzburg-Gordon
Credits:	1
Prerequisites:	Previous literature courses, Didactics for Elementary School B
Type of course:	Lesson
Academic year:	C

Abstract:

The course aims to introduce students to poetry and short works of fiction and acquaint them with the literary terminology used for their analysis. The course aims to enhance the students' literary awareness and appreciation of literature and enable them to analyze literary texts on their own. In addition, the course aims to introduce students to the new literature program, its language and requirements, and present strategies for teaching literature in their respective schools.

Course Title:	Children's Literature Seminar
Lecturer:	Lauren Berman, Ph.D.
Credits:	3
Prerequisites:	Passing grade in the 2 nd and 3 rd year writing courses
Type of course:	Seminar
Academic year:	D

Abstract:

The purpose of this course is to introduce students to major genres and works in the field of children's literature. The focus will be on exploring the history and development of literature for children from fairytales to novels published from the 18th to the 21st centuries. The course will also discuss prevalent approaches, ideas and trends in both classic and contemporary stories for children and young adults.

Didactics

Course Title:	Foundations of English Teaching
Lecturer:	Malka Zinker
Credits:	4
Prerequisites:	None
Type of course:	Lesson and workshop
Academic year:	A

Abstract:

The course introduces students to general principles of teaching, basic methodology of teaching English as a foreign language, Emphasis will be on current and past methods and approaches to learning and teaching, the principles of effective lesson design such as: stating objectives, using the benchmarks in the National Curriculum, planning a variety of activities, timing, sequencing and grading activities, a wide range of patterns of classroom interaction and the appropriateness of various patterns of interaction to specific learning objectives and tasks. Special attention will be given to reflective teaching and the understanding of the national curriculum.

Course Title:	Didactics for Elementary School¹
Lecturer:	Malka Zinker/Orna Westreich
Course credits:	4
Prerequisites:	Foundations of English Teaching, 1 st year practice teaching
Type of course:	Lecture and Workshop
Academic year:	B

Abstract:

This course is intended to support the 21st century learning and teaching skills of future English language teachers. Throughout the course the students will experience using up-to-date methods in teaching English as a foreign language according to the new English curriculum. In this course, students will experience and explore lively and creative teaching strategies, corresponding to the different course topics of reflective teaching, CLT, interaction patterns, storytelling, teaching vocabulary, reading comprehension and more. Students will take on an active role in collaborative lectures and workshops. With the guidance of the lecturer, students will collaborate and initiate independent professional inquiry in specific fields of knowledge such as vocabulary practice lessons

and storytelling in the elementary school EFL classroom; students will then share in their expertise and will facilitate the learning of their peers.

Course Title:	Didactics for Junior High¹
Lecturer:	Dr. Mary Shaphir
Course credits:	4
Prerequisites:	Didactics for elementary school, 2 nd year practice teaching
Type of course:	Lecture and Workshop
Academic year:	B

Abstract:

In this course students acquire and develop essential knowledge, skills and understandings in teaching English as a foreign language in junior high schools. Students will be able to appreciate and implement in their practice teaching and course assignments theoretical aspects and principles of TEFL according to the National Curriculum, critique some TEFL methods, tenets and situations, orally and in writing, in class and home assignment and utilize professional literature to support, elaborate and examine what they learn in practice teaching.

Course Title:	TEFL Methodology²
Lecturer:	Cadit Nissan Zilbiger
Credits:	10
Prerequisites:	Advanced Oral Proficiency, Advanced Written Proficiency
Type of course:	Lecture and workshop
Academic year:	B

Abstract:

This course is designed for those students who are enrolled at Gordon in the two-year intensive retraining program. The course aims to facilitate students' exploration of the basic methodology of Teaching English as a Foreign Language. We will look at various approaches, techniques, and methods. In addition, special emphasis is placed on reflection and learning communities as the catalysts for professional growth. This course is given in conjunction with two other courses: 'Practical Training' and 'Planning and Teaching a Content Based Unit'. Some course requirements will overlap.

Course Title:	Practice Teaching^{1,2}
Pedagogical advisors:	Dr. Mary Shaphir/ Jacqueline Teplitz/Malka Zinker/ Orna Westreich/Cadit Nissan-Zilbiger/Orly Kassif/ Pnina Fux/Susan Savorai/Rana Namuz/Grace Salame/Ayelet Erez
Credits:	18 (6 credits every year, 1 st -3 rd year)
Prerequisites:	Practice teaching of previous years
Type of course:	Practice teaching
Academic year:	A-C

Abstract:

Practice teaching accompanies the didactic courses over the first three years of studying for the B.Ed degree. In the first and second years practice teaching takes place in the elementary school. In third year practice teaching takes place in junior-high, conditioned on students' oral proficiency level and achievements in the 1st and 2nd year practice teaching. Students implement the TEFL theoretical material and methods they study in the didactic courses in the school EFL classroom, practice classroom management, develop the capacity to reflect on the teaching and educational events they are involved in and search for practical and theoretical insights for improvement.

Course Title:	Long-Term Planning in the English Classroom¹
Lecturer:	Malka Zinker/Orna Westreich
Credits:	2
Prerequisites:	1 st -3 rd year didactic courses
Type of course:	Lecture and Workshop
Academic year:	D

Abstract:

The course presents the issues and factors involved in long-term planning in EFL classes. Students will experience connecting lessons and unit planning to the overall objectives of the EFL classroom, analyze and outline the reading, writing, listening and speaking components of EFL textbooks, analyze the English national Curriculum and create a yearly plan for EFL classroom instruction in elementary or junior-high school.

Education

Course Title:	Teaching English to Special Educations
Lecturer:	Jacqueline Teplitz
Credits:	2
Prerequisites:	None
Type of course:	Lecture and Workshop
Academic year:	A

Abstract:

The objective of this course is to introduce future EFL teachers to the personal, cultural and scholastic heterogeneity of pupils in the English language classrooms of today in Israel. This course aims to build awareness and to provide general exposure to the characteristics of English language learners with special needs. It is the intent of this course that students will develop empathetic attitudes towards learners based on general humanitarian, cultural and moral values.

Course Title:	Educational and Adolescent Psychology^{1,2}
Lecturer:	Tzipi Hess
Credits:	2
Prerequisites:	None
Type of course:	Interactive Lectures
Academic year:	A

Abstract:

The course presents concepts, theories, research techniques/results and principles of psychology relevant to teachers, as well as different cognitive, emotional and social aspects of development from childhood through adolescence. Students will gain knowledge of the methods used in research in psychology including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of interpretive analysis and demonstrate the ability to apply psychological perspectives and theories to classroom situations

Course Title:	Classroom Management^{1,2}
Lecturer:	Malka Zinker
Credits:	1
Prerequisites:	Foundations of English Teaching, 1 st year practice teaching
Type of course:	Interactive Lectures
Academic year:	B

Abstract:

This course presents students with a variety of strategies and techniques for managing classrooms. Students will identify and analyze behaviors that contribute to discipline problems vis-à-vis behaviors which encourage positive classroom atmosphere, understand the reasons for students' behaviors in the classroom and consider the role of respect in the classroom. Upon successful completion of the course students will be able to identify, choose, justify and apply tools to teaching large classes, low level classes and heterogeneous classes.

Course Title:	Parent-Teacher Dynamics^{1,2}
Lecturer:	Jacqueline Teplitz/Cadit Nissan-Zilbiger/Pnina Fux
Credits:	1
Prerequisites:	1 st -3 rd year didactics and practice teaching
Type of course:	Interactive Lectures
Academic year:	D

Abstract:

The course presents students with different approaches to establishing parent-teacher relations and cooperation. Students will experience analyzing conflictual parent-educator situations, acknowledge the drive and needs of both sides and suggest alternative course of action to resolve such situations. During the course students will explore and experience various processes by which they can formulate an alliance, conduct positive and effective conversations and maintain a healthy partnership with the students' meaningful adults to promote their students EFL learning.

Course Title:	Testing and Assessment^{1,2}
Lecturer:	Dr. Inbal Cohen
Credits:	1
Prerequisites:	1 st -3 rd year didactics and practice teaching
Type of course:	Interactive lectures and workshop
Academic year:	D

Abstract:

This course provides a broad overview of the major principles involved in language testing and assessment. The focus is on both the theoretical and practical issues in testing and assessment. The course examines various types of assessment methods, types of tests, testing techniques and procedures. Students are provided with practical experience and principles in constructing, analyzing and assessing language tests.

Course Title:	Alternative Assessment^{1,2}
Lecturer:	Dr. Inbal Cohen
Credits:	1
Prerequisites:	Testing and Assessment
Type of course:	Online
Academic year:	D

Abstract:

The course is a direct continuation of "Testing and Assessment". The course is intended to broaden students' knowledge in language assessment, moving beyond standard exams to a wide variety of state-of-the-art techniques for language assessment. Students will become familiar with basic concepts and terminology and will be involved in the creation and evaluation of alternative assessment tools.

Course Title:	Education in a Multicultural Society Seminar
Lecturer:	Dr. Elena Mizrahi
Credits:	3
Prerequisites:	1st-2nd year writing, didactics and practice teaching
Type of course:	Seminar
Academic year:	D

Abstract:

This course focuses on the impact of technology on teaching and learning. Students will explore roles and practices of educators in technology-supported learning and will learn to recognize and evaluate various aspects of the use of technology in education in general, and Israeli schools in particular. Students will analyze innovative strategies to develop cross-campus connection and facilitate student engagement, connection and attainment by empowering learning through technology.

Course Title:	The Israeli Educational System^{1,2}
Lecturer:	Dr. Stephanie Fuchs
Credits:	2
Prerequisites:	None
Type of course:	Online
Academic year:	A/B

Abstract:

This course will present a complex and varied picture of the educational system in Israel. It seeks to explain the philosophy that underlies the four streams of public-school education, the inclusive reform for children with special needs, and the various types of alternative education in Israel. A spotlight will be put on education during the Corona (Covid 19) period in which we currently live. Throughout the course we will examine questions and issues which concern education professionals today in the light of this unique situation.

Learning Difficulties

Course Title:	Remedial and Multisensory Differential Teaching¹
Lecturer:	Dr. Stephanie Fuchs
Credits:	2
Prerequisites:	Foundations of English Teaching
Type of course:	Lecture and workshop
Academic year:	B

Abstract:

This course introduces the "Hickey" method for English as a Foreign Language remedial teaching and "Multisensory Differential Teaching", an alternative teaching method in heterogeneous classes. Participants acquire theoretical knowledge and practical tools. The use of iPads as an educational tool is modeled in this course.

Course Title:	Didactic Assessment
Lecturer:	Dr. Stephanie Fuchs
Credits:	2
Prerequisites:	Foundations of English Teaching
Type of course:	Lecture and Workshop
Academic year:	B

Abstract:

This course provides tools for assessing and building an intervention program for English as a Foreign Language (EFL) students with learning difficulties. Participants acquire a deep understanding of the structure of the English language and learn how to use iPads as an assessment tool.

Course Title:	Didactic Assessment Workshop
Lecturer:	Dr. Stephanie Fuchs
Credits:	2
Prerequisites:	Didactic Assessment, Remedial Teaching
Type of course:	Guided practical workshop
Academic year:	C

Abstract:

This course gives participants practice of the tools taught in the Didactic Assessment and Remedial Teaching Courses. Participants obtain teaching experience by teaching a child with learning difficulties. Participants collaborate with classmates and form a positive relationship with the parents of the child.

Course Title:	Teaching English to the LD Adolescent^{1,2}
Lecturer:	Cadit Nissan-Zilbiger
Credits:	1
Prerequisites:	Didactic Assessment, Remedial Teaching, 1 st -3 rd year PT
Type of course:	Lecture and Workshop
Academic year:	D

Abstract:

This course is meant to complement students' understanding and ability to accommodate the needs of adolescent students with learning difficulties within the regular classroom. This course will be an introductory course to the more common learning difficulties, other than Reading and Writing, present in the regular Israeli EFL JHS classroom. It is hoped that having this taste will lead students to further individual enquiry into the realm of learning difficulties.

Digital Literacy

Course Title:	Digital Literacy for Academic Purposes
Lecturer:	Dr. Elena Mizrahi
Credits:	1
Prerequisites:	None
Type of course:	Lecture and workshop
Academic year:	A

Abstract:

The course is aimed to give students a variety of options for managing academic information, including collecting, evaluating, organizing, and distributing ideas using innovative technological tools for academic purposes. Students will integrate digital tools and academic apps in the process of learning, assessing as well as their teaching practice. Participants will improve their note-taking academic skills and experience using different applications for taking notes, brainstorming, working with images, plagiarism checking, citing and other academic purposes.

Course Title:	Technology in the EFL classroom^{1,2}
Lecturer:	Dr. Elena Mizrahi
Credits:	1
Prerequisites:	None
Type of course:	Online
Academic year:	A

Abstract:

This online course is designed to prepare the English Department students to integrate Learning Technologies (LT) into their English language teaching practice. Students will learn how to use free tools for language learning and teaching, in a collaborative environment. Participants will experiment with the use of technology in the English as a foreign language classroom, in relation to the Israeli English curriculum, and evaluate the appropriateness of a technology tool for various language learning contexts.