

The Department of English Language and Literature

Head of Department
Dr. Tami Aviad-Levitzky

Book of Abstracts

2024-2025

תשפ"ה



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 at Gordon Academy trains teachers for one of the most vital subjects in the education system. Our purpose is to instill in our graduates a 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. The Department of English Language and Literature offers a single-major B.Ed. program and a retraining program for individuals with an academic degree.

All courses in the English department are given in English in order to allow maximum exposure and varied opportunities for language development.

The program includes three main clusters – a 'Disciplinary' cluster, an 'Education, Teaching and Practice' cluster and an enrichment cluster:

In the disciplinary cluster, students improve their language proficiency in oral proficiency and writing courses throughout their studies, acquire theoretical and practical linguistic knowledge and expand their horizons and deepen their acquaintance with English literature and culture. The students enter the intriguing world of TOEFL in courses on teaching literature and grammar, remedial teaching, assessment, and technology in education. The courses in this cluster provide the necessary basis for our students to be able to communicate fluently and accurately and to be knowledgeable in a manner that will assist them and their future students in the 21st century.

In the education, teaching and practice cluster, students study courses in psychology, education, and didactics. Parallel to these courses, our students practice the teaching of English in elementary school and/or junior high school. The combination of practice teaching together with courses in education and didactics contributes best to the implementation and understanding of the teaching processes. While practicing, students reflect on their strengths and on the challenges facing them and develop their teaching persona.

The courses in the English department include a variety of teaching methods, formative and alternative assessments and advanced teaching technologies (from apps and programs to interactive classrooms). The approach of using these tools as an integral part of the different courses provides the students with the opportunity both to experience them as learners and to use them for development of their own teaching methods.

Teaching English to special populations is another important aspect in our department. Students acquire theoretical knowledge and practical experience working with a variety of assessment and teaching tools and participate in workshops with school students at Gordon's English center. Students thus develop sensitivity and awareness with regard to the challenges facing heterogenous student populations. Starting in the academic year 2021-2022, the students in the English department will be able to supplement their studies with additional courses towards obtaining a certificate in remedial teaching in English, parallel to their regular B.Ed studies. Exact details will be posted towards the beginning of the year.

We believe that combining knowledge, skills, experience, a vast repertoire of teaching / assessment tools and great sensitivity is the secret for an excellent 21st century teacher.

Two study tracks are offered in the English Department:

- The elementary school track, grades 3-6
- The multi-year track, grades 3-10

The decision on the track in which each student is placed is made at the end of second year in the B.Ed program and at the end of first year in the retraining program. The decision is based on the student's achievements in the various courses and/or in practical teaching. In certain cases, the department's pedagogical committee may pose additional conditions before a decision is made.

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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לימודים דיסיפלינריים – Disciplinary Studies

מיומנויות שפה – Language Skills

Course Title: Reading Comprehension of Academic Texts in English

Lecturer/s:	Dr. Stephanie Fuchs
Credits:	2
Prerequisites:	None
Type of course:	a-synchronous
Academic year:	1
Semester:	Yearly
Passing Grade:	A minimum yearly average of 70 (CEFR C1+)

Abstract: This course develops advanced cognitive skills for reading comprehension of English academic articles. Participants learn how to identify and apply critical reading skills to show evidence of comprehension. 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:	Orna Westreich
Credits:	2
Prerequisites:	None
Type of course:	Workshop
Academic year:	1
Semester:	Yearly
Passing Grade:	A minimum yearly average of 70 (CEFR B2+)

Abstract: This course provides students with ongoing opportunities to develop basic oral skills on personal and professional topics. Students 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: Retraining English Oral Proficiency*

Lecturer/s:	Dr. Cadit Nissan-Zilbiger
Credits:	2
Prerequisites:	None
Type of course:	Synchronous Workshop
Academic year:	1
Semester:	Yearly
Passing Grade:	A minimum yearly average of 70 (CEFR B2+)

Abstract: English teachers are their students' role models as English language users, and their main source of input. The course presents student teachers with opportunities to characterize their oral English language skills, building on their strengths while working on the issues that need practice. Students take part in spontaneous conversations, pre-planned presentations, read-alouds, and mini-lessons. Students learn from immediate peer feedback and self-reflection, leading to self-awareness and the creation of a bank of tools which they can draw upon in order to advance their oral proficiency even after completion of the course.

Course Title: Rhetoric and Advanced Oral Proficiency

Lecturer/s:	Dr. Judith Yoel / Orna Westreich
Credits:	2
Prerequisites:	English Oral Proficiency
Type of course:	Workshop
Academic year:	2
Semester:	Yearly
Passing Grade:	A minimum yearly average of 70 (CEFR C1+), 80 to be allowed to do JHS Didactics and practice teaching

Abstract: In this course students gain knowledge and develop, refine and reflect upon their oral language skills. They improve accuracy and fluency through short presentations, as well as work within the field of rhetoric. They aim to master advanced grammatical structures, question forms and attend to the recognition and correction of their own errors, as well as identifying others' errors.

Course Title: Writing Proficiency - Lexical and Structural Foundations*

Lecturer/s:	Dr. Lauren Berman / Keren Berkowitz
Credits:	2
Prerequisites:	None
Type of course:	Lecture and workshop
Academic year:	1
Semester:	Yearly
Passing Grade:	A minimum yearly average of 70 (CEFR B2+)

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. Emphasis will also be placed on citation and referencing skills.

Course Title: Style and Composition in Literary Writing

Lecturer/s:	Keren Berkowitz
Credits:	2
Prerequisites:	Writing Proficiency – Lexical and Structural Foundations
Type of course:	Lecture and Workshop
Academic year:	2
Semester:	Yearly
Passing Grade:	A minimum yearly average of 70 (CEFR C1)

Abstract: The purpose of this course is to help students develop their academic writing skills. The focus will be on the mechanics of writing such as developing a thesis statement, structuring an essay and integrating academic sources. Emphasis will be placed on unity, coherence and language skills such as vocabulary enrichment, spelling, grammar and punctuation.

שפה ובלשנות – Language and Linguistics

Course Title: Introduction to Linguistics: Phonetics & Phonology, Morphology & Semantics *

Lecturer/s:	Dr. Judith Yoel / Dr. Svetlana Dachkovski
Credits:	1
Prerequisites:	None
Type of course:	Lecture
Academic year:	1
Semester:	1/2
Passing Grade:	60

Abstract: This course is aimed at providing the students with a general overview of the field of Linguistics. The course starts with an introduction of the different notions of Linguistics, Language and Grammar and discusses the properties and the essential features of human language when compared to animal language. The course links the fundamental principles of linguistics to first and second language acquisition.

Course Title: Foundations of English Literacy in Reading and Writing *

Lecturer/s:	Dr. Jackie Teplitz
Credits:	2
Prerequisites:	None
Type of course:	Lecture and workshop
Academic year:	1
Semester:	1/2
Passing Grade:	60

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 reinforce EFL teacher knowledge and awareness of teaching reading and writing as language-based skill in English as an additional language (EAL).

Course Title: Foundations of English Grammar *

Lecturer/s:	Dr. Tami Aviad-Levitzky
Credits:	1
Prerequisites:	None
Type of course:	Lecture
Academic year:	1
Semester:	1/2
Passing Grade:	60

Abstract: This is the first of two grammar courses. The course exposes the students to knowledge and application of various language structures in order to improve their accuracy as pre-service English teachers. The beginning of the course focuses on the different parts of speech and the distinction between lexical categories and functional categories, as well as on word-families of different frequencies. Students then 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 basic verb forms, different types of verbs in the simple sentence and adverbs, thus setting the foundations for the subsequent course in which the English verb system will be explored.

Course Title: The English Verb System and Syntax *

Lecturer/s:	Dr. Svetlana Dachkovski / Tami Aviad-Levitzky
Credits:	2
Prerequisites:	Foundations of English Grammar
Type of course:	Lecture
Academic year:	1
Semester:	2
Passing Grade:	60

Abstract: This is the second of two grammar courses. This course exposes the students to knowledge and application of various language structures in order to improve their accuracy as pre-service English teachers. The course starts with reference to the verb system including tense, aspect, voice and modal verbs. It then shifts the focus to compound and complex sentences including reference to reported speech, relative clauses, adverbial clauses (including conditionals) as well as other specific structures such as gerunds and infinitives.

Course Title: Vocabulary Acquisition and the Lexicon of English

Lecturer/s: Dr. Tami Aviad-Levitzky

Credits: 1

Prerequisites: None

Type of course: a-synchronous

Academic year: 2

Semester: 1/2/yearly

Passing Grade: 60

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 in English

Lecturer/s: Dr. Tami Aviad-Levitzky

Credits: 2

Prerequisites: Vocabulary Acquisition and the English Lexicon, Grammar courses

Type of course: a-synchronous

Academic year: 2

Semester: 1/2/yearly

Passing Grade: 60

Abstract: This course follows foundation courses in grammar, English structure and lexicon. Throughout the course students will review topics studied in previous courses and explore the use of lexical items and grammatical patterns in online corpora, databases, dictionaries, thesauruses, and other databases. Students will develop the ability to independently use such databases for improving their own use of the language, for assessing their progress and for incorporating such tools in their future work as teachers.

Course Title: Sociolinguistics

Lecturer/s:	Dr. Judith Yoel
Credits:	1
Prerequisites:	None
Type of course:	Lecture & Workshop
Academic year:	2
Semester:	1/2
Passing Grade:	60

Abstract: This course examines the fundamentals of sociolinguistics and 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, including, but not limited to language and identity, and variation in language as it relates to factors like geographical region, gender, race, and socioeconomic class and age.

Course Title: Psycholinguistics

Lecturer/s:	Dr. Judith Yoel
Credits:	1
Prerequisites:	Introduction to Linguistics, Foundations of Grammar
Type of course:	Lecture and Workshop
Academic year:	3
Semester:	1st/2nd
Passing Grade:	60

Abstract: This course introduces students to the field of psycholinguistics. It contributes to their knowledge about the relation between language, language learning and cognition. It explores fundamental areas of psycholinguistics (e.g., patterns of cognition like categorization and comparison, lexical processing, syntactic processing).

Course Title: Pragmatics and Discourse Analysis

Lecturer/s:	Dr. Michael Alvarez-Perere
Credits:	1
Prerequisites:	2 nd year Linguistics courses, 2 nd year Didactics and PT B
Type of course:	Synchronous lecture
Academic year:	4
Semester:	1/2
Passing Grade:	60

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.

Course Title: The Pedagogical Grammar of English *

Lecturer/s:	Dr. Svetlana Dachkovski
Credits:	2
Prerequisites:	Syntax and Advanced English Grammar
Type of course:	Lecture and Workshop
Academic year:	3
Semester:	1/2
Passing Grade:	60

Abstract: This course offers students the opportunity to explore how their previously acquired grammatical knowledge can be applied in their teaching and transferred to their pupils. Students 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 extensive pair and group work and whole class discussions.

Literature – ספרות

Course Title: Introduction to English Prose and Drama *

Lecturer/s: Dr. Lauren Berman / Dr. Maya Marlob

Credits: 2

Prerequisites: None

Type of course: Lecture

Academic year: 1

Semester: 1/2

Passing Grade: 60

Abstract: The purpose of this course is to offer a broad introduction to the study and appreciation of literary prose and drama. In the prose section, the focus will be on the short story to illustrate the structural properties of the texts and their relation to larger historical, cultural and biographical issues. In the drama section, students will engage in exploring and interpreting the ethical, social, and personal issues that arise in the various plays. In both the prose and drama sections, 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 English Poetry *

Lecturer/s: Dr. Lauren Berman / Dr. Maya Marlob

Credits: 2

Prerequisites: None

Type of course: Lecture

Academic year: 1

Semester: 1/2/summer

Passing Grade: 60

Abstract: The course exposes the students to a wide variety of poetry written in English in various periods of time, and to the technical terminology used for the study of poetry. It encourages critical reading and analysis of poems and an original approach to texts. The course is structured as a form of active workshop where students can practice expressing their ideas both in class discussions, group work assignments, enacting or dramatizing some poems and more. Among others, the course develops students' strategies suitable for the analysis of poetry.

Course Title: Nineteenth Century Literature

Lecturer/s:	Dr. Etti Gordon-Ginzburg
Credits:	2
Prerequisites:	Literary Introductions, Writing Proficiency Foundations
Type of course:	Lecture
Academic year:	2
Semester:	1
Passing Grade:	60

Abstract: The survey offers a study of selected texts from the Romantic and Victorian eras and focuses on the relation between these texts and the prominent political, historical, philosophical main trends relevant to their composition. We will also examine the biographical context of some of the texts and strive to create a critical understanding of the texts, and a deep understanding of their relevance not only to their historical context, but also to today's world.

Course Title: Twentieth Century Literature

Lecturer/s:	Dr. Lauren Berman
Credits:	2
Prerequisites:	Literary Introductions, Writing Proficiency Foundations
Type of course:	Lecture
Academic year:	2
Semester:	1/2/yearly
Passing Grade:	60

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 and twenty-first centuries.

Course Title: Myths and Legends

Lecturer/s:	Dr. Lauren Berman
Credits:	1
Prerequisites:	Literary Introductions, Writing Proficiency Foundations
Type of course:	Lecture
Academic year:	2
Semester:	1/2
Passing Grade:	60

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: Comparative Literature

Lecturer/s:	Dr. Yair Koren-Mimon
Credits:	1
Prerequisites:	Literary Introductions, Writing Proficiency Foundations
Type of course:	Lecture
Academic year:	2
Semester:	1/2
Passing Grade:	60

Abstract: The course exposes students to chosen perspectives in comparative literature of different literary genres. The focus of the course is on literature written in or translated to English, Hebrew and Arabic.

Course Title: Creative Drama and the Reader's Theatre

Lecturer/s: Dr. Jackie Teplitz

Credits: 1

Prerequisites: 2nd year literary courses, Style & Composition/2nd year writing, Rhetoric & Advanced Oral Proficiency

Type of course: Workshop

Academic year: 3

Semester: 2

Passing Grade: 60

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.

Course Title: Children's Literature (Seminar)

Lecturer/s: Dr. Lauren Berman

Credits: 3

Prerequisites: 2nd year literary courses, Style & Composition/2nd year writing, Introduction to Research Methods, 2nd year Didactics & PT B

Type of course: Synchronous seminar

Academic year: 4

Semester: Yearly

Passing Grade: A minimum yearly average of 60

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

Course Title: Literature in the English Curriculum *

Lecturer/s:	Dr. Etti Gordon-Ginzburg
Credits:	2
Prerequisites:	Literary Introductions, 2 nd year Didactics B, Style & Composition
Type of course:	Lecture and workshop
Academic year:	3
Semester:	1/2/summer
Passing Grade:	60

Abstract: This course aims to introduce students to literary works, poetry as well as short works of fiction, and acquaint them with the relevant literary terminology that is required for literary analysis and for teaching literature in an informed and professional manner. Concurrently, the course acquaints students with the English literature curriculum, its language, and requirements, and recommends strategies for teaching it. Primarily, by enhancing the students' literary awareness and appreciation of literature, the course aims to build up the students' capacity to analyse literary texts on their own and teach literature with confidence and ease.

הוראת האנגלית כשפה זרה – Teaching English as a Foreign Language

Course Title: Integrating Learning Technologies in TOEFL *

Lecturer/s:	Amal Samour-Keisar
Credits:	1
Prerequisites:	None
Type of course:	a-synchronous
Academic year:	1
Semester:	1/2
Passing Grade:	60

Abstract: This online course is designed to prepare the English Department students to integrate Learning Technologies into their English language teaching practice. Students will learn how to use a variety of 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.

Course Title: TOEFL with Special Populations

Lecturer/s:	Dr. Jackie Teplitz
Credits:	1
Prerequisites:	None
Type of course:	Lecture
Academic year:	1
Semester:	1/2
Passing Grade:	60

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: Teaching English to Special Populations and the LD Adolescent *

Lecturer/s:	Dr. Cadit Nissan-Zilbiger
Credits:	1
Prerequisites:	to be given parallel to or following Didactics and PT
Type of course:	Lecture and Workshop
Academic year:	Retraining
Semester:	1/2
Passing Grade:	60

Abstract: Regular classes in Israel today comprise more and more of students with learning difficulties which can and should be addressed in order to facilitate their English language learning. This course will present students with the more common learning difficulties out there (other than reading and writing EFL) and a few of the many tools at their fingertips to help students manage their learning more effectively. The course involves lectures, teacher driven self-learning, and student driven self-learning.

Course Title: Literacy and Didactic Assessment in TOEFL

Lecturer/s:	Dr. Stephanie Fuchs
Credits:	2
Prerequisites:	Foundations of English Literacy in Reading and Writing, TOEFL with special populations
Type of course:	Lecture and Workshop
Academic year:	2
Semester:	1
Passing Grade:	60

Abstract: This course is designed to provide the participants with an understanding of English as a Foreign Language (EFL) literacy instruction components and how these should be assessed. It provides tools for assessing and building an intervention program for EFL students with learning difficulties. Participants acquire a deep understanding of the structure of the English language.

Course Title: Individual Differences and Remedial Teaching in TOEFL

Lecturer/s:	Dr. Stephanie Fuchs
Credits:	2
Prerequisites:	Foundations of English Literacy in Reading and Writing, TOEFL with special populations
Type of course:	Lecture and Workshop
Academic year:	2
Semester:	2
Passing Grade:	60

Abstract: This course introduces the "Hickey" method for English as a Foreign Language (EFL) remedial teaching and "Multisensory Differential Teaching", an alternative teaching method in heterogeneous classes. Participants learn how to consider the needs of students with learning disabilities as well as those of mainstream students and gifted students. They acquire theoretical knowledge as well as practical tools, which can be applied in classrooms, enabling them to advance each one of their pupils.

Course Title: Literacy and Didactic Assessment Workshop

Lecturer/s:	Dr. Cadit Nissan-Zilbiger
Credits:	3
Prerequisites:	Literacy and Didactic Assessment in TOEFL, Individual Differences and Remedial Teaching in TOEFL
Type of course:	Workshop
Academic year:	3
Semester:	Yearly
Passing Grade:	A minimum yearly average of 60

Abstract: This course gives participants practice of the assessment tools taught in the Literacy and Didactic Assessment in TOEFL course as well as the teaching tools taught in the Individual Differences and Remedial Teaching in TOEFL course. Participants obtain assessing and teaching experience by working with a child with learning difficulties while efficiently collaborating with their classmates and tailoring their teaching to the needs of the child. In addition, they practice forming a positive, effective relationship with the parents of the child.

Course Title: Assessment Alternatives in TOEFL *

Lecturer/s:	Dr. Cadit Nissan-Zilbiger
Credits:	2
Prerequisites:	2 nd year Linguistics & Literature courses, 2 nd year Didactics and PT B
Type of course:	a-synchronous
Academic year:	4
Semester:	yearly
Passing Grade:	A minimum yearly average of 60

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. This course is further designed to provide students with both conceptual understanding and practical experience with alternative assessment tools in a second or foreign language.

Course Title: Soft Skills and AI Literacy for the Digital Age

Lecturer/s:	Dr. Elena Mizrahi / IMPACT
Credits:	1
Prerequisites:	Integrating Learning Technologies in TOEFL
Type of course:	Lecture and Workshop
Academic year:	3
Semester:	1/2
Passing Grade:	60

Abstract: This international course equips students with essential soft skills and digital AI literacy for the modern workplace. Participants will explore both the technical and ethical aspects of AI, gain hands-on experience with various AI tools, and engage in EDUSCRUM, teamwork, peer-teaching, and problem-solving activities. The course emphasizes adaptability and collaboration, preparing students to navigate dynamic professional environments with confidence and competence.

Course Title: Global TOEFL Matters Seminar

Lecturer/s:	Dr. Judith Yoel
Credits:	3
Prerequisites:	2 nd year Linguistics and TOEFL courses, Style & Composition, Introduction to Quantitative Research, 2 nd year Didactics & PT
Type of course:	Synchronous seminar
Academic year:	4
Semester:	yearly
Passing Grade:	A minimum yearly average of 60

Abstract: The course examines the status of English as a global language. It guides students through an understanding of the role of English as a globalized language in the world, and Israel today. It examines the relation of English as a global language to day-to-day reality, to international communication, with a focus on the learning and teaching of English as a foreign language.

לימודי חינוך והוראה – Education and Teaching

חינוך - Education

Course Title: Foundations of Learning & Teaching B: Theory and Practice*

Lecturer/s: Orna Westreich / Devorah Amar
Credits: 1 **Prerequisites:** None
Type of course: Lecture and Workshop
Academic year: 1 **Semester:** B.Ed – 1, Retraining - 2
Passing Grade: 70

Abstract: The course introduces students to prevalent methodology of teaching English as a foreign language in elementary schools. Throughout the course students acquire essential knowledge, skills, and understandings they are expected to implement in their practice teaching in school. Emphasis is placed on current approaches and methods to learning and teaching and the principles of effective lesson design in correspondence with the new national English Curriculum. Throughout the course, students are exposed to a variety of creative teaching strategies and experience planning and teaching such strategies in a supportive learning environment.

Course Title: Foundations of Learning & Teaching B: From CEFR to the Classroom*

Lecturer/s: Orna Westreich / Devorah Amar
Credits: 1 **Prerequisites:** Foundations of English Teaching A
Type of course: Lecture and workshop
Academic year: 1 **Semester:** B.Ed – 1, Retraining - 2
Passing Grade: 70

Abstract: Following Foundations A, the course introduces students to additional prevalent methodology of teaching English as a foreign language in elementary schools. Throughout the course students acquire essential knowledge, skills, and understandings they are expected to implement in their teaching practice at schools. Emphasis is placed on current approaches and methods to learning and teaching and the principles of effective lesson design in correspondence with the new national English Curriculum. Throughout the course, students are exposed to a variety of creative teaching strategies and experience planning and teaching such strategies in a supportive learning environment.

Course Title: Psychology in Education A

Lecturer/s:	Dr. Merav Hemi
Credits:	1
Prerequisites:	None
Type of course:	Lecture
Academic year:	1
Semester:	1/2
Passing Grade:	60

Abstract: The course presents concepts, theories, research techniques/results and principles of psychology relevant to teachers, as well as different cognitive, educational and motivational approaches. Students 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: Psychology in Education B

Lecturer/s:	Dr. Merav Hemi
Credits:	1
Prerequisites:	None
Type of course:	Lecture
Academic year:	1
Semester:	1/2
Passing Grade:	60

Abstract: The course focuses on physical, cognitive, emotional and social aspects of development from childhood through adolescence, with the main focus on adolescence. Students conduct a mini-experiment to experience firsthand children's/adolescents' cognitive development. Students demonstrate the ability to apply psychological perspectives and theories to classroom situations.

Course Title: Educational and Developmental Psychology *

Lecturer/s:	Dr. Netta Branski
Credits:	2
Prerequisites:	None
Type of course:	a-synchronous (retraining students)
Academic year:	1
Semester:	1/2
Passing Grade:	60

Abstract: Information about developmental processes and the needs of individuals from childhood until adulthood provides important, practical knowledge for teachers, therapists and parents in the implementation of age-specific educational and therapeutic approaches. This course introduces learners to fields in psychology that follow the research of physical, emotional, social and cognitive development, from childhood to adulthood, as viewed from the perspectives of various theoretical approaches. The content of this course is applicable to our own personal development as human beings. It encourages reflection and triggers memories. It may enhance personal, professional and/or parental learning experiences and prompt self-observation, as well as provide an introduction to the theoretical aspects of developmental psychology.

Course Title: The Israeli Educational System*

Lecturer/s:	Dr. Stephanie Fuchs
Credits:	2
Prerequisites:	None
Type of course:	A-synchronous (retraining students)
Academic year:	1/2
Semester:	1/2
Passing Grade:	60

Abstract: This course presents 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. Global educational systems are also presented and compared to the Israeli system. A spotlight is put on education during the Corona (Covid 19) period in which we currently live. Throughout the course participants examine questions and issues which concern education professionals today in the light of this unique situation.

Course Title: Teachers in the Lead *

Lecturer/s:	Orna Westreich / Dr. Cadit Nissan-Zilbiger
Credits:	2
Prerequisites:	to be given parallel to Didactics and PT
Type of course:	Lecture and Workshop
Academic year:	2
Semester:	1/2
Passing Grade:	60

Abstract: Teachers are perceived as leaders, both inside and outside the classroom. Thus, this course aims at developing teacher leadership competencies, mostly around two themes – classroom management and establishing parent-teacher relations. The course covers theoretical aspects and practical issues relating to the challenges and complexities in both these themes by raising students' awareness to critical principles in effective classroom management and increasing their communication skills as the basis for forming a meaningful relationship with parents. Consequently, students will be able to apply these principles and skills in their teaching practice and in future teaching.

Course Title: The Teacher as Researcher *

Lecturer/s:	Malka Zinker
Credits:	2
Prerequisites:	Didactics and Practice Teaching in Elementary School B
Type of course:	Lecture and workshop
Academic year:	4
Semester:	yearly
Passing Grade:	yearly average of 60

Abstract: This course is intended to support and guide students in conducting their own personal action research. They will develop and express awareness of the importance and contribution of combining self-research and reflexive teaching processes during their practice teaching at school. In doing so they will develop critical thinking in the context of the teaching process through writing a research journal. Students will study in teams, share their learning process, and participate as critical peers in the learning process of their classmates. Eventually, they will present the contents of action research in practice teaching, and link theory and practice of the methodological aspects with the issue of the research.

Course Title: Local Holidays and Traditions: Starting Off on the Right Foot *

Course Title: Local Holidays and Traditions: Walking the Path Together *

Lecturer/s: Dr. Michael Alvarez-Perere

Credits: 1

Prerequisites: None

Type of course: Lecture and workshop

Academic year: 1

Semester: yearly

Passing Grade: 60 in each semester

Abstract: Students learn about some of the important local traditions and holidays. Students research and present information on a holiday and concept of their choice. The course includes two Friday tours, one in each semester.

Course Title: The Holocaust and its Impact²

Lecturer/s: Dr. Shira Golani

Credits: 1

Prerequisites: None

Type of course: a-synchronous

Academic year: 1

Semester: 1/2

Passing Grade: 60

Abstract: The course is based on the idea that in order to have a fuller understanding of history or of ourselves we need to consider how the past is “present” in our world. In this sense, studying the Holocaust helps us to understand ourselves and the world. Through an exploration of the universal themes inherent in a study of the Holocaust that raise profound questions about human behavior, we will learn together the deep meaning of the holocaust. The course includes a tour.

Practice Teaching – הכשרה להוראה

Course Title: Didactics for Elementary School - A

Lecturer/s:	Malka Zinker		
Credits:	2		
Prerequisites:	Foundations of English Teaching and PT foundations		
Type of course:	Lecture and workshop		
Academic year:	2	Semester:	1
Passing Grade:	70		

Abstract: This course is intended to support the 21st century learning and teaching skills of future English language teachers. In this course, students will collaborate and explore teaching strategies, corresponding to the different course topics of reflective teaching, reading comprehension, stating objectives, and integrating poems in the classroom. Students will take on an active role in collaborative lectures and workshops using **Collaborative Problem Solving** and **Team-Based Learning**. Students will also expand their knowledge in terms of new teaching strategies, thus leading them to create final outcomes which will contribute to the whole group will facilitate the learning of their peers.

Course Title: Practice Teaching in Elementary School - A

Lecturer/s:	The English Department's PAs		
Credits:	2		
Prerequisites:	Foundations of English Learning and Teaching A		
Type of course:	Practice Teaching		
Academic year:	2	Semester:	1
Passing Grade:	70		

Abstract: 'Practice Teaching in Elementary School A' is given parallel to 'Didactics for Elementary School A'. During the semester, students will observe EFL classes in elementary school and practice teaching EFL under the guidance of a cooperating teacher (COT) and the supervision of a pedagogical advisor (PA) from Gordon College. PT takes place twice a week during the entire semester, and every day during the intensive PT week. Students are obligated to teach at least one lesson per week for an entire class, and every day during intensive week. The topic to be taught follows the order of studying in the parallel Didactics course. On every PT day, students also observe a minimum of three lessons, contribute one hour per the COT's needs, attend one hour of guidance with the COT. Students are observed by the PA at least twice a week.

Course Title: Didactics for Elementary School - B

Lecturer/s:	Malka Zinker		
Credits:	2		
Prerequisites:	Didactics for Elementary School A, PT in Elementary School A		
Type of course:	Lecture and workshop		
Academic year:	1	Semester:	2
Passing Grade:	70		

Abstract: This course is intended to support the 21st century learning and teaching skills of future English language teachers. In this course, students will collaborate and explore teaching strategies, corresponding to the different course topics of storytelling, teaching grammar, writing and listening comprehension, differentiated learning and teaching, and Gardner's Theory of multiple intelligences. Students will take on an active role in collaborative lectures and workshops using **Collaborative Problem Solving and Flipped Classroom Strategy**. Students will also expand their knowledge in terms of new teaching strategies, thus leading them to create final outcomes which will contribute to the whole group will facilitate the learning of their peers. Students will collaborate in international teams for creating a final outcome.

Course Title: Practice Teaching in Elementary School - B

Lecturer/s:	The English Department's PAs
Credits:	2
Prerequisites:	Didactics for Elementary School A, Practice Teaching in Elementary School A
Type of course:	Practice Teaching
Academic year:	2
Semester:	2
Passing Grade:	70

Abstract: 'Practice Teaching in Elementary School B' is given parallel to 'Didactics for Elementary School B'. During the semester, students will observe EFL classes in elementary school and practice teaching EFL under the guidance of a cooperating teacher (COT) and the supervision of a pedagogical advisor (PA) from Gordon College. PT takes place twice a week during the entire semester, and every day during the intensive PT week. Students are obligated to teach at least one lesson per week for an entire class, and every day during intensive week. The topic to be taught follows the order or studying in the parallel Didactics course. On every PT day, students also observe a minimum of three lessons, contribute one hour per the COT's needs, attend one hour of guidance with the COT. Students are observed by the PA at least twice a week.

Course Title: Didactics for Junior High School - A

Lecturer/s:	Pnina Fux	
Credits:	2	
Prerequisites:	Didactics for Elementary School B,PT in Elementary School B, Rhetoric and Advanced Oral Proficiency B at the C2-76 level	
Type of course:	Lecture and workshop	
Academic year:	3	Semester: 1
Passing Grade:	70	

Abstract: The course will encompass a number of theoretical and practical topics in teaching English as a foreign language in Junior High and High Schools, concentrating on the three main components: the subject matter, the pupils and the teacher. Students will appreciate the complexity of a foreign language classroom, the multiple factors and their interplay which affect the learning process. Effectiveness and efficiency of teaching – learning situations will be examined. The course lessons will contain lectures and workshops that will provide opportunities for theory implementation in individual and group work.

Course Title: Practice Teaching in Junior High School - A

Lecturer/s:	The English Department's PAs	
Credits:	4	
Prerequisites:	Didactics for Elementary School B,PT in Elementary School B, Rhetoric and Advanced Oral Proficiency B at the C2-76 level	
Type of course:	Practice Teaching	
Academic year:	3	
Semester:	1	
Passing Grade:	70	

Abstract: 'Practice Teaching in JHS A' is given parallel to 'Didactics for JHS A'. During the semester, students will observe EFL classes in elementary school and practice teaching EFL under the guidance of a cooperating teacher (COT) and the supervision of a pedagogical advisor (PA) from Gordon College. PT takes place twice a week during the entire semester, and every day during the intensive PT week. Students are obligated to teach at least one lesson per week for an entire class, and every day during intensive week. The topic to be taught follows the order of studying in the parallel Didactics course. On every PT day, students also observe a minimum of three lessons, contribute one hour per the COT's needs, attend one hour of guidance with the COT. Students are observed by the PA at least twice a week.

Course Title: Didactics for Junior High School - B

Lecturer/s:	Pnina Fux		
Credits:	2		
Prerequisites:	Didactics for JHS A, PT in JHS A		
Type of course:	Lecture and workshop		
Academic year:	3	Semester:	2
Passing Grade:	70		

Abstract: This course is a continuation of the first semester course of Didactics in Teaching English as a Foreign Language in Junior High and High Schools. The course will encompass additional important topics in the domain of teaching English as a foreign language in Junior High and High schools. Students will continue developing their pedagogical thinking, knowledge and skills, including implementation of the National Curriculum and investigation of some teaching theories, situations and principles.

Course Title: Practice Teaching in Junior High School - B

Lecturer/s:	The English Department's PAs
Credits:	4
Prerequisites:	Didactics for JHS A, PT in JHS B,
Type of course:	Practice Teaching
Academic year:	3
Semester:	2
Passing Grade:	70

Abstract: 'Practice Teaching in JHS B' is given parallel to 'Didactics for JHS B'. During the semester, students will observe EFL classes in elementary school and practice teaching EFL under the guidance of a cooperating teacher (COT) and the supervision of a pedagogical advisor (PA) from Gordon College. PT takes place twice a week during the entire semester, and every day during the intensive PT week. Students are obligated to teach at least one lesson per week for an entire class, and every day during intensive week. The topic to be taught follows the order of studying in the parallel Didactics course. On every PT day, students also observe a minimum of three lessons, contribute one hour per the COT's needs, attend one hour of guidance with the COT. Students are observed by the PA at least twice a week.

Course Title: TOEFL Methodology Workshop A *

Lecturer/s:	Dr. Hiam Nasseraldin
Credits:	2
Prerequisites:	None
Type of course:	Lecture and workshop
Academic year:	Retraining
Semester:	1
Passing Grade:	70

Abstract: This course is designed for students who are studying in the one/two-year retraining program at the English department. 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 practice teaching for retraining students, so some course requirements will overlap.

Course Title: Practice Teaching for Retraining Students A *

Lecturer/s:	The English Department's PAs
Credits:	4
Prerequisites:	None
Type of course:	Practice Teaching
Academic year:	Retraining
Semester:	1
Passing Grade:	70

Abstract: 'Practice Teaching for Retraining Students A' is given parallel to 'TOEFL Methodology Workshop A'. During the semester, students will observe EFL classes in school and practice teaching EFL under the guidance of a cooperating teacher (COT) and the supervision of a pedagogical advisor (PA) from Gordon College. PT takes place once a week during the entire semester, and every day during the intensive PT week. Students are obligated to teach at least one lesson per week for an entire class, and every day during intensive week. The topic to be taught follows the order of studying in the parallel Didactics course. On every PT day, students also observe a minimum of three lessons, contribute one hour per the COT's needs, attend one hour of guidance with the COT. Students are observed by the PA at least twice a week.

Course Title: TOEFL Methodology Workshop B *

Lecturer/s:	Dr. Hiam Nasseraldin
Credits:	2
Prerequisites:	TOEFL Methodology Workshop A, Retraining PT A
Type of course:	F2F and Synchronous lecture and workshop
Academic year:	Retraining
Semester:	2
Passing Grade:	70

Abstract: This course is designed for students who are studying in the one/two-year retraining program at the English department, and successfully finished 'TOEFL Methodology Workshop A' and 'Retraining Practice Teaching A'. The course continues students' exploration of the basic methodology of Teaching English as a Foreign Language and deepens their understanding of various approaches, techniques, and methods. Special emphasis is placed on reflection and learning communities as the catalysts for professional growth. This course is given in conjunction with practice teaching for retraining students, so some course requirements will overlap.

Course Title: Practice Teaching for Retraining Students B *

Lecturer/s:	The English Department's PAs
Credits:	4
Prerequisites:	TOEFL Methodology Workshop A, Retraining PT A
Type of course:	Practice Teaching
Academic year:	Retraining
Semester:	2
Passing Grade:	70

Abstract: 'Practice Teaching for Retraining Students B' is given parallel to 'TOEFL Methodology Workshop B'. During the semester, students will observe EFL classes in school and practice teaching EFL under the guidance of a cooperating teacher (COT) and the supervision of a pedagogical advisor (PA) from Gordon College. PT takes place once a week during the entire semester, and every day during the intensive PT week. Students are obligated to teach at least one lesson per week for an entire class, and every day during intensive week. The topic to be taught follows the order of studying in the parallel Didactics course. On every PT day, students also observe a minimum of three lessons, contribute one hour per the COT's needs, attend one hour of guidance with the COT. Students are observed by the PA at least twice a week.

Academic Literacy – מיומנויות אקדמיות

Course Title: Digital Literacy for Academic Purposes

Lecturer/s: Dr. Jackie Teplitz / Dr. Tami Aviad

Credits: 1

Prerequisites: None

Type of course: Workshop

Academic year: 1 **Semester:** 1/2 **Passing Grade:** 60

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 applications in the process of learning. Participants will improve their presentation skills and experience using different applications for taking notes, brainstorming, working with images, plagiarism checking, citing and other academic purposes.

Course Title: Introduction to Quantitative Research Methods

Lecturer/s: Dr. Svetlana Dachkovski

Credits: 1

Prerequisites: None

Type of course: Lecture and Workshop

Academic year: 2 **Semester:** 1/2 **Passing Grade:** 60

Abstract: This course will introduce students to the methods of educational quantitative research. Students will learn how to articulate a research question, select an appropriate approach for data collection, construct a research tool, and consider ethical issues.

Course Title: Academic Writing and Qualitative Research Methods

Lecturer/s: Dr. Judith Yoel

Credits: 1

Prerequisites: Writing Proficiency, Style and Composition

Type of course: Lecture and Workshop

Academic year: 3 **Semester:** 1 **Passing Grade:** 60

Abstract: In this course students receive instruction about the writing of a research paper, in linguistics and/or education, and applying what they learn to the production of a paper on a topic of their choice. The course introduces students to the content and format of a research paper and guides them through the writing of a proposal, section by section, introducing them to APA format and guidelines.