

## M.Ed. Courses Taught in 2018-9

Courses may differ slightly from year to year.

---

### Foundations

The English language, its grammar, use, and acquisition by non-native speakers of English

Prof. Elite Olshtain

#### A Discourse Approach to Grammar

Students will be encouraged to study in depth key issues in the structure of the English language. The reading, classroom discussions and individual projects will enhance the students' understanding of English grammar, expand their skills in linguistic analysis and develop a pedagogical approach. The focus will be on contextual analysis, a discourse approach to grammar and a deeper understanding of the acquisition process of L2 structure leading to a multifaceted teaching approach. The course sessions will allow students to become personally involved in analyzing structural features of English in a variety of contexts with special emphasis on EFL teaching. They will prepare teaching units that will relate to the learners' first language and that will take full advantage of new technologies and will share experiments which they will carry out in their classes.

Dr. Dina Orenstein

#### Issues in Semantics

The course introduces students to linguistic phenomena that contemporary semantic theory seeks to account for. These include issues such as modality, adjectives, the mass/count distinction and focus. Through the exploration of these (and other) issues, students will develop a better understanding of the nature of human language in general, and of that of English, in particular.

Dr. Tami Aviad-Levitzky

#### Selected Issues in Second Language Acquisition A

This is the first of two courses focusing on selected theoretical and practical issues in the field of Second Language Acquisition (SLA/L2). SLA is the study of how second languages are learnt and

the factors that influence the process. Since the early nineteen seventies, SLA researchers have been attempting to describe and explain the behavior and developing systems of children and adults learning a new language. Accordingly, the term "second" is often also used in reference to "foreign", "third", "fourth" (etc.) and SLA has become a broadly-based field involving multiple dimensions. This first course starts by introducing core SLA-related terminology and the ideas of language as mental representation and language as a skill. The course then presents predominant perspectives of SLA and related approaches to teaching of foreign languages. The last part of the course addresses developmental sequences and individual differences in SLA.

**Dr. Tami Aviad-Levitzky**

## **Selected Issues in Second Language Acquisition B**

This course continues the course "Selected issues in second language acquisition (A)". The focus of this course is more on the applications of different SLA principles to the teaching of a foreign language in a classroom setting. The course starts with a review of different ways for studying the language of second language learners. The second part of the course focuses on SLA-informed teaching methods. It then moves on to the role of input, interaction and output in language learning. The course ends with suggestions for traditional and CALL applications of SLA principles in teaching the four domains of reading, writing, speaking and listening. During the course, students will find SLA research articles of personal interest and experience different approaches to teaching, related to the chosen article. They will then report on the article and on their experience. Students can choose to write a seminar paper in this course.

**Dr. Frances Sokel**

## **Selected Issues in Foreign Language Teaching**

In this course issues relating to English language teaching and learning perceived to be of importance by the course participants will be examined. In doing so the interrelation between theory and practice in an educational setting will be highlighted and serve as a foundation upon which to consider how instructional practice might be enhanced.

**Dr. Marsha Bensoussan**

## **Advanced course in language assessment**

This course examines principles of language testing and evaluation in the digital age. The course reviews theory and research, arriving at criteria according to which tests can be constructed and evaluated for various purposes. Technical advancements in special testing circumstances, such as helping students with language learning difficulties, are also explored.

# **The Development of Literacy**

Pupils' diverse needs and ways to address these needs in the classroom

Dr. Deborah Dubiner

## **Reading and Writing in Additional Languages**

This course is devoted to understanding theory and research in reading and writing in additional languages (second, third, etc.), evaluating existing Israeli materials, and designing activities involving multimedia. Practices and implications relevant to the Israeli context will be examined. The course is geared towards students who are interested in the processes of reading and writing from the perspectives of the multilingual learners and English language learners. This hybrid course has online and face-to-face meetings.

Dr. Zehavah Bigman

## **Reading and Writing in English, Normal Development and Disabilities**

In this hybrid course, students will examine reading and writing development in L1 and L2. They will administer the Assessment of Basic Literacy skills in English (ABLE kit) and use results to relate theory to practice in their EFL classrooms. Students choosing the seminar option will expand on one area related to reading and writing difficulties in English as a Foreign Language.

# **COMMUNICATION IN A DIGITAL AGE**

Opportunities for recruiting and using advanced technology in the service of language education

Dr. James Backer

## **Issues in Modern Technology in the Language Class**

This blended learning course focuses on current issues related to the research and practice of educational technology in language classes. We will examine recent trends including: ethics, research, equity, access, literacy, and school reform.

Dr. Stephanie Glick

## Gamification

This course incorporates the principles and methods of Instructional Design to create games (learning environments) that are both instructionally effective and engaging. Gamification will focus on what makes games fun and how to capitalize on these characteristics and incorporate them into teaching English. The design of the course will be similar to a game and for the duration students will earn points which will convert to a grade.

Dr. Stephanie Glick

## Instructional Design in Second Language Education

Instructional design combines technology and educational theory to achieve learning outcomes. Learning is an active process and instructional design principles are based on theory, research, and experience to guide design of instruction. This course will enable students to develop knowledge and acquire skills to design curricula, syllabi and lesson plans resulting in effective language acquisition courses and lessons. This course will emphasize critical discussion on the role of instructional design approaches within the context of language acquisition and assessment, reflection and feedback on course design and the learning process. Students will evaluate technology applications that support their personal philosophy on SLA and integrate appropriate technologies into lesson design. This course will focus on putting the theory into practice. Topics include: Instructional design theories and models; Principles of second language acquisition; Creating a personal philosophy of teaching English; Curriculum planning and syllabus design; Contemporary issues and trends in instructional design of language acquisition skills.

Dr. James Backer

## The Digital Extension of the EFL Classroom

Internet-based tools allow the integration of digital teaching/learning procedures both inside and outside the physical classroom. This course will help Israeli EFL teachers choose and use the most appropriate digital tools, relating them to current SLA theory. In specific, the course will focus on creating a digital extension of the physical EFL classroom. This hybrid learning course, with meetings in the classroom and non-synchronous online sessions, will offer a working example of an extended digital classroom.

Dr. Emmy Leah Zitter

## Creative Writing and Technology: Poetry

The course in creative writing will help participants appreciate the richness of the English language by encouraging them to use it creatively and with sophistication. It will also encourage the participants to use creative writing to teach their own pupils to use the language more effectively, focusing on using new technology such as blogs and Google Drive in the classroom. At a time when the study of literature in the English curriculum has been given more emphasis than ever by the Ministry of Education, this course will use poetry, and the experience of writing and reading their own poetic works, to deepen the participants' understanding of and appreciation for literature. These students, all of whom are English teachers, will then be able to guide their own pupils in their reading and writing, thus enriching their pupils' language skills and their abilities in critical reading. The course will give participants general guidelines for analyzing and writing poetry, including such poetic techniques as rhyme, rhythm, alliteration, assonance, onomatopoeia, etc. It will also introduce the students to poetic genres such as haiku and sonnet. The course in creative writing will help participants appreciate the richness of the English language by encouraging them to use it creatively and with sophistication. It will also encourage the participants to use creative writing to teach their own pupils to use the language more effectively, focusing on using new technology such as blogs in the classroom. In the course of their writing and discussion, participants will learn the vocabulary of writing, literary analysis, and technology, with a view to becoming better, more conscious writers and self-critics and to teaching writing in their own TESOL classrooms.

Dr. Emmy Leah Zitter

## Text, Film, Lesson

As teachers of English to speakers of other languages, we know the importance of teaching literature to pupils whose mother tongue is not English. Increasingly in the twenty-first century, however, teachers must take into account that our pupils have another mother tongue, the language of the digital age. Films, from short clips to full-length feature movies, speak to our pupils in a way that we can use to enhance their understanding of and appreciation for traditional works of literature and to improve their proficiency in English, as well. This course will focus on works of literature that have been adapted and interpreted in the medium of film. The course will be divided traditionally into textual genres. It will suggest a theoretical basis for using film versions of works alongside the texts in order to understand the multiple interpretations possible in a rich work of literature, and it will examine the complexities inherent in translating text into pictures and sounds.

# Educational Research

Dr. Frances Sokel

## Academic Reading and Writing

This course aims to provide participants with knowledge and skills that will equip them to engage successfully in reading and writing at an academic level. The sessions will take place in face-to face meetings and through asynchronous computer-based tasks. Topics include the structure of academic articles, writing as a process and references and referencing.

Dr. Marsha Bensoussan

## Quantitative Research Methods and Statistics

The goals of the course are to teach basic knowledge of statistical methods needed to understand, plan, carry out and interpret research work in the social sciences and education.

Dr. Frances Sokel

## Qualitative and Classroom Research Methods

This course will provide participants with an overview of a qualitative approach to research. Students will become familiar with key methods and tools suited to qualitative research in a language teaching and learning context. Varied opportunities for practical application of the knowledge acquired will be provided. In addition, research studies of relevance will be examined and used as a basis for discussing pertinent issues.

Prof. Elite Olshtain

## Research Project Workshop

This research workshop provides second year students with guidance and support in choosing a topic and designing and carrying out research leading to a practical plan of implementation. Students will work as a community of learners, hand in an acceptable proposal mid-year, present an early version of the project in progress by the end of the year, and complete the Final Project by the official college due date.