The Beit Berl English Times

News from the English Department
Dr. Orly Haim, Head of the Department

I am delighted to welcome you to the third issue of the online newspaper of the English Department at Beit Berl Academic College. I want to take this opportunity to announce our most recent good news: Our teacher training certificate program for primary and secondary schools (first grade through tenth grade) has received official recognition and approval from the Council for Higher Education. The teacher training program offered at Beit Berl is unique in terms of its broad spectrum addressing the teaching of English to diverse learner populations at different ability levels and age groups and from various cultural backgrounds.

As you look through this issue of our online newspaper, you will see that the English Department at Beit Berl Academic College continues to excel in outstanding projects and initiatives, creative endeavor, research and teaching. I hope you will enjoy reading highlights of various innovative programs, special events and activities, as well as accomplishments of faculty, graduate and undergraduate students.

To keep up to date on news and events going on in English, you may visit our English Portal at any time:

In the first and second issues of the newspaper, I described the various programs of study offered in the English Department at Beit Berl Academic College as well as some recent developments. I am proud to report that these programs and initiatives will continue to develop and expand next year thanks to the tireless work of our faculty members.

The past year has been an active and productive one for the English Department! In what follows, I present some news and updates about the English Department.

BEAR- I am pleased to announce the launching of BEAR- Beit Berl English Academic Resources.
I wish to thank our webmaster and coordinator, Ms. Ora Baumgarten, for designing BEAR and for her hard work in developing this fantastic on-line center. Ora will continue to update and develop the center next year.

Read more about the innovations and updates in our Department.

EDITORIAL

Another year has passed and it is hard to believe how quickly time flies. We are in the middle of the summer vacation and trying to relax a little after the pressure and tension of the exams and assignments.

We have tried to give you a taste of the dynamics of the department. Students have shared many of their projects and activities with us. The student conference was a great success and we have included the abstracts from the conference as well as some articles and photos. This year, we celebrated the 25th anniversary of the tutors' course and we have also included a few articles.

We had many visiting lecturers during the year and you will read about some of their talks.

We hope that this issue of the Beit Berl Times will give you a taste of our very vibrant and dynamic department.

The Editorial Board

Ortal Broner   Liraz Maor
Ora Baumgarten  Helen Kattzeneich  Margaret Porat
Once again, the annual departmental students’ conference took place at the end of May. The conference, which was organized by Dvorah Bohak and her committee, was a great success. There were many presentations and it was really exciting to see the high level of the students’ presentations. Taking part in a conference is not only educational, but it is a skill which can and should be developed. Students used different multi-media in their presentations. We were honored to have a guest presenter from the Arab institute and one of our students, Ortal Broner, delivered her presentation at the conference of the Arab Institute. Some of the students were very nervous about presenting but, I think, without a doubt, they felt great satisfaction when they saw that being on the stage and presenting was not nearly as difficult as they had imagined. After the conference, quite a few students expressed their desire to present next year. At the end of the conference, Leo Selivan from the British Council, gave a Pecha Kucha session on Eclecticism and Other Exotic Fruit. At the end of the day, the awards ceremony took place. We are attaching the book of abstracts to the conference. All in all, a very enjoyable day was had by all.

See additional photos from the conference here:
Two lucky students from the English department received scholarships (full tuition fees) from a benefactor in England. The students were chosen based on two criteria. The first parameter was excellence in their studies and the second parameter was financial needs. The condition was that the students receiving the scholarships tutor a pupil(s) for the whole year. The two students have each written about their experiences during the year and they both say that the scholarship, not only helped them a great deal financially, but it also had a very positive effect on both the pupils and the teachers themselves.

Paying it Forward - Adi Inbar

I am a 35 year-old mother of two young boys. About two years ago, I decided to pursue a career in teaching. I wanted something meaningful. I wanted to make a change in children's lives and futures. I wanted to stop working to pad up my boss' bank account. So, I quit my job, started teaching and, simultaneously, began my studies at Beit-Berl College in order to obtain a teacher’s certificate as an English teacher.

Today I can say that I know I made the right decision. I am extremely happy with teaching; I love the kids and I feel that they are learning and growing before my eyes. However, the beginning was rough - learning how to be a teacher, being a student and a mother at the same time was very overwhelming. Plus, I had the tuition over my head, which added to the cost of my mortgage, day care and the increased cost of living. So, when I saw the announcement for the scholarship application, I immediately applied and no one was happier than I when I got the letter telling me I got it. I felt like I had won the jackpot. This scholarship has allowed me to lift my head up for air, to enjoy my studies free from financial concerns and to concentrate more on my job and my students. That is a gift in itself but not the only one. Read more.....

Keren Zaviv

This year, I was privileged to receive a full scholarship from Beit Berl college. One of the requirements included sixty hours of tutoring. I chose to tutor pupils from my school who needed extra help in addition to class hours. I had the chance to help several pupils progress and improve their English language skills as well as their self-confidence; I got to know the pupils in a different setting, outside of the classroom. Moreover, through my tutoring experience, I was able to reach out to pupils from different grade levels (not only my pupils from 6th grade). This gave me the chance to get to know other pupils, and to understand their difficulties. We worked together on class materials that the pupils had difficulties with in their regular classes. Through working on a one-to-one basis, the pupils were able to better understand the material and improve their class performance.

Read more.....
DESIGN FOR CHANGE  
by  
Damla Teich and Nili Sommers

This year we did our practicum at the Dror Junior High School in Tel Mond. One of Dror’s unique projects was called ‘Design for Change’. ‘Design for Change’ is a global educational initiative that provides children with tools to change something in their world. The idea is to have a better world and that everyone can do something to achieve a change. Dr. Susie Russak, our pedagogical advisor, and Tamilee Segal-Krife, the English coordinator at Dror Junior High, had a vision that pupils could work together and design a future that they desire. With this in mind, they chose twenty two students from the eighth and ninth grades to participate in this project. The process was divided into four stages:

1) Feeling  
2) Imagining  
3) Doing  
4) Sharing

Read more about this project …..

English Day at “Yachdav” School
Ortal Broner

Have you ever thought about having a fun day all in English? As part of my first year practicum course at the Yachdav School in Raanana, I had the privilege of participating in an English day celebrating the 90th birthday of Raanana.

Read more ….

Rachel Livingstone (Tutor’s program)
In May, the fourth, fifth and sixth graders at Yachdav Elementary School in Ra’anana had a fun time learning English through playing games.

The children were divided into small groups and directed to the various "playing stations" manned by English-speaking teachers and helpers, via a "GPS" location board at the reception. Read more
I Have a Dream – A day care centre at Beit Berl College

Ortal Broner

Beit Berl College is one of the largest schools of education in Israel. In fact, the majority of the pupils are women of all ages. I often walk around the college and see many expectant mothers, as well as many mothers with small babies in their strollers outside or even in class. I hear many students during the breaks talking about how challenging it is to study, work and take care of the kids all at the same time. To be a mother is an amazing role; however, it can seem like a mission impossible at times, especially when the kids are still small. Being a full time student and a mother of two little babies, I had a lot of doubts about whether to start school or not. When I started school, my son was only 2 months old and, for me to leave him at home at such a young age was a hard decision to make. Have you ever thought to yourself how wonderful and convenient it would be if Beit Berl had a daycare centre and/or kindergarten on campus.

Read more

The Ultimate Balancing Act
Full time Student and Full time Mom

Rema Iraqi

Sometimes, on my journey to complete my college education, I have asked myself, “Who am I trying to be and what was I thinking when I accepted the challenge of attending college full time while raising four young children (ages 13, 11, 9 and 6) at the same time. At first glance, some might ask if there is something wrong with my way of thinking. Here is a glimpse of the challenges I am doing my best to overcome in order to complete this stage of my college education and earn my teaching certificate.

Read more

Did you know that Beit Berl has a breastfeeding room?

Ortal Broner

Breast milk is known to be the best for your baby: in addition to containing all the vitamins and nutrients your baby needs in the first six months of life, breast milk is packed with disease-fighting substances that protect your baby from illness. Once you return to study, pumping is the alternative way to keep stimulating your breasts to produce milk. Through today’s technology, you can give your baby your breast milk, even though you are not physically with him/her. The best way to do so is by purchasing or renting a breast pump.

Did you know that Beit Berl College has a very nice, comfortable, and well-equipped breastfeeding room?

Read more
A Farewell

Keren Omry

As I sit to take metaphoric pen to virtual paper to write what can only be described as a goodbye letter, I am filled with reflections and impressions, memories and achievements that I have enjoyed in the past years at Beit Berl College.

Let me set the stage for you. Seven years ago I returned to the shores of our land with a fresh PhD. in hand, a book in the works, and plans in the making. I was greeted warmly by family and friends and the inevitable well-meaning but injudicious strains of concern. The refrain went something like this: “What will you do now?” “You know there’s no teaching to be had in Israel”. “Why did you come back?” Or my personal favourite: “What do you do with a PhD in English?!”. Within a few months, I was able to put those goodhearted naysayers at their ease (are they ever really at ease?) and my career at Beit Berl College began. Read more..

Reading and Writing

Dr. Ronit Webman Shafran

Because learning how to read efficiently not only facilitates the process of reading but also enriches the writing process, it is important to better forge the connection between reading and writing.

Studies show that better readers are better writers. If students are aware of the structure and features of the texts they read, writing becomes easier. Reading also exposes students to content and concepts. Once students read effectively, they can form an opinion on a specific topic and develop thesis statements. Finally, reading exposes a language learner to new vocabulary and grammar which can be acquired and used in the student’s own writing. Since reading contributes so much to writing, connecting the two skills should be one of the objectives set in the English language teaching curriculum. Read more...

Introduction to HOLISTIC TEACHING

Dr Sarah Glenn (formerly Dr Sarah Zimin, lecturer at Beit Berl Academic Teachers College)

The following article is adapted from her book Holistic Education: a Handbook for Teachers.

Holistic teaching is not a combination of old tried and true techniques, but rather a new way of looking at the teacher-learner relationship and the learning process. In short, it is a new paradigm.

The new paradigm of learning includes our expanding knowledge of the human brain. Scientists say that the brain is a micro-cosmic quantum universe and not a complex machine, and that there is nothing mechanistic about the brain which can compensate for most losses and which consistently behaves more like a hologram than a computer. Moreover, the brain is recognized as being an integral part of the person’s body and the body significantly affects the brain. Read more...
Leo Selivan works for the British Council. He gave a number of workshops at Beit Berl college this year. We are publishing an article which was originally published in the ETAI Forum (with their permission).

Background

This article is going to talk about teaching grammar, but I would like to start by clarifying a terminological confusion regarding the word *lexis*. Nowadays the word "lexis" seems like a fashionable alternative to the word "vocabulary". We don’t teach vocabulary anymore – we introduce new lexis. However, few people understand that the two words are not interchangeable. The Lexical Approach, proposed in the 1990s (Lewis, 1993), rejects the grammar / vocabulary dichotomy claiming that language consists of lexical chunks. In this light, unlike vocabulary, which has been traditionally seen as 'single' words, lexis is viewed as consisting of lexical items which include collocations (*achieve a goal, silly mistake*), fixed expressions (*by the way, on the other hand*) as well as grammatical chunks, such as *'I don't know', 'I was born in…', ‘Have you been to…?’* 

Read more....

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**Story telling**

Sharon Malka

This year, as part of the first year oral proficiency class, we were given the opportunity to participate in a session about storytelling by a very experienced actress, producer and drama teacher, Nesia Raz. This experience was very unique and interesting for us as I believe that when a teacher stands in front of a class she, in fact, has to be an ‘actress’ every day of her life. Nesia gave us a lot of very useful tips of how to tell or read stories. I am attaching a summary of Nesia’s workshop. (see handout) I think it is very important that all the students in the department be given the chance to take part in such a workshop.

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**Being a guest Lecturer in Israel**

Mirjam Soland

In March 2012, Mirjam Soland, a member of the academic staff of the Institute for Educational Leadership at PH Ludwigsburg, Germany, was a guest lecturer at Beit Berl College. The program for guest lecturers is part of a 20-year cooperation between Beit Berl and PH Ludwigsburg. On her return to Germany, Mirjam wrote:

*During the three-week stay, I gave several lectures in the subject area of Educational Management (Change Management, Project Management and Intercultural Communication). It was a fascinating experience to teach classes of Israeli students. I learned a lot about cross-cultural communication and the cultural differences in learning. The English Department, in particular, supported me during my stay at Beit Berl College and gave me insight into their educational work. During my stay, I visited different schools and became acquainted with many innovative learning projects. I learned about the challenges in the educational system in Israel and discussed them with my colleagues. Even though the origin of our problems differ, the challenges are in many ways really similar. Besides the official program, my Israeli colleagues, with their warm and superb hospitality, took me on amazing cultural sightseeing tours and many adorable dinner meetings. I am very thankful for this unique hospitality. I’m looking forward to seeing some of my Israeli colleagues again at the next symposium in October in Ludwigsburg.*

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Bringing together Seminar - Krakow, Poland

Karina Ebrani

In March 2012, a delegation of ten students from Beit Berl College, adeptly led by Dr Batya Brutin, head of the Program for Holocaust Teaching in Israeli Society at the college and accompanied by the Dean, Mr. Ziad Abu Hamad, participated in the first "Bringing Together" Seminar in Krakow, Poland. The trip was made possible with the support of the Program for Holocaust Teaching in Israeli Society, the External Relations, Science, and Culture Department and the Students' Union.

Read more...

It’s just the same.....

Barbara Galitsky

It may seem a very strange thing, but I’m sure that there is a lot of similarity between the work of the teacher and that of the journalist. Both of them must believe in themselves and have a great love for this ‘crazy’ kind of work.

When I was a little girl in Russia, I thought about the profession of the teacher as the only one for a woman. All the women in my family were English or French teachers. As I got older, I changed my mind and, from the age of 17, I started to work as a journalist. During the last five years, I worked as deputy-editor in the regional business edition of an Israeli newspaper. Part of my work was to supervise students who had taken a training course at the newspaper. Read more....

Journalist or Teacher ?
Children's literature is a great tool for every teacher for children from as early as kindergarten to any age. As part of the British literature course this year, we had the opportunity to participate in a class with Keren who is an expert in teaching English to young learners through stories. We were given important and useful tips which can be suitable for every future teacher. Here is a list of books which Keren recommended to us …. so enjoy your reading and teaching.

TEACHING KIDS YOGA
Zivit Bren

I began to practice yoga five years ago. After having been pregnant for nine months and feeling a bit like a swollen balloon, I desired some new positions and tried yoga. Soon I became addicted. Last year, I decided to turn my new addiction into a profession and took the course “Yoga for Kids” at the Wingate Institute. I discovered that, apart from the physical, mental and emotional aspects of yoga, it can be creative and educational as well. Nowadays I teach yoga in primary schools in Raanana.

Yoga lessons for children are based on the 8-stage model of Patangely and each lesson should contain most of these stages. Each lesson is different and has its own topic. After having spent the year in the English Department at Beit Berl College, I am seriously considering how I can somehow combine my love for yoga and for English and my desire to work with special needs pupils. Read more...

TODA RABA – THANKS A LOT – VIELEN DANK!
Cora Braitmaier

Cora, our exchange student from Germany sent this after having spent a semester with us. We hope that she will come and visit us again.
Gulliver's travels by Jonathan Swift
Gallit Gefen-Vlassopoulos

When you were kids, at one point or another, you came across the fabulous story of a man who travelled on a boat to four different destinations and had adventures like sailing with pirates, meeting tiny people and giants, meeting talking horses and reaching flying kingdoms.

But have you ever asked yourself who the person who wrote this story was and what his purpose was? Read more...

“ The Story of an Hour and a Half ”
Liraz Maor

Through different kinds of short stories and poems, I was given the opportunity this year to experience literature. I learned about various writers, their biographies, the source of their inspiration, their styles and the periods in which they lived as an important background to each story and poem. I have certainly broadened my horizons, but more than that, I have taken a long and fascinating journey through the inner world of each character.

Every story conveys a different message, setting and period of time, but the common denominator to all these stories is that the readers can relate to one or more of the characters in the story, and realize, that they too share similar events or experiences to those of the characters in the story. Some of the themes which recur again and again in the stories are: the importance of individual identity, the difficulty in making decisions, the burden of obligations, feminism, the feeling of loneliness, the relationship between sex and intellect, and racism and prejudice. All the above reflect values which are integral parts of our lives.

As a future English teacher, I am learning to analyze stories and poems, to be able to read between the lines, to identify literary devices, and I am also learning how to get these devices across to my pupils. I have definitely gained a lot personally and professionally from Dr. Pamela Peled’s literature course and this has just whet my appetite for more.
“Macbeth” An overview

Galit Gefen

The Tragedy of Macbeth, written by William Shakespeare, is about a man who commits regicide to become king and then commits further murders to maintain his power. The play demonstrates the corrupting effect of ambition, but also deals with the relationship between cruelty and masculinity, tyranny and kingship, treachery, violence, guilt, prophecy, and the disruption of the natural order. Macbeth is a dark play about evil, death, murder and ambition. What happens when ambition goes beyond moral constraints?

Macbeth is a brave general who is not naturally inclined to commit evil, yet he is deeply ambitious and desires power. He murders King Duncan against his better judgment and then wallows in guilt and paranoia.

Lady Macbeth manipulates her husband by questioning his manhood in the same manner that Lady Macbeth goads her husband on to murder, Macbeth provokes the assassins he hires to murder Banquo by questioning their manhood. Such acts show that both Macbeth and Lady Macbeth equate masculinity with naked aggression; whenever they discuss manhood, violence follows. Their understanding of manhood allows the political order depicted in the play to descend into chaos.

In “Macbeth”, women are prone to contain violence and evil intentions. The witches’ prophecies spark Macbeth’s ambitions and then encourage his violent behavior, while Lady Macbeth provides the drive and the will behind her husband’s plotting. Shakespeare’s witches are prophets who hail predictions of his rise as king. Read more...

Although I was afraid……..

Samar Abusnini

I had many fears when I originally registered for the course on Shakespeare taught by Dr. Pamela Peled. However, I wanted to study Shakespeare because of the special insights that we all know Shakespeare offers.

As the course progressed, I gained more confidence and was able to understand the messages in the plays. I know that, without Dr. Pamela Peled’s course, this could never have happened.

The next challenge was to pluck up courage to perform a scene at the students’ conference. When I came on to the stage, my initial feelings were once again stress and apprehension. Then, as we started to perform, Pamela’s words and explanations inspired me, and I felt myself go back in time and become one of the witches. I lived the part and I enjoyed it so much.

THANK YOU PAMELA FROM ALL OF US!
This year we celebrated the 25th anniversary of the Tutors' course. (see invitation), Beit Berl Academic College is proud to be the initiator of this nationwide endeavor that has qualified hundreds of English speaking graduates from all walks of life and all ages groups, from people in their twenties to people in their seventies. The yearly, eight-hour-a-week course can change lives: it opens doors to new careers, and moneymaking opportunities. Our tutors gain experience while studying as they teach pupils in the school system and on-line. Graduates work either as private tutors, open schools in their homes or teach in private English schools, community centers, and hi-tech and other businesses. Some have become teachers’ assistants or ‘Dovrei Anglit’ (Native English Speakers) teachers in the public schools while others go on to receive a teaching degree and license.

The course is practical for tutors who want to teach on a one-to-one basis or in small groups. The program is run by veteran teachers who are also lecturers in the English Department of Beit Berl Academic College. Study areas include methodology on all levels of proficiency, how to teach literature and grammar, and the best way to prepare pupils for the matriculation exams. Lessons in remedial teaching are also offered, as well as courses in teaching business English and adult education. Students study assessment methods to enable them to determine levels of competence. This year, with computers becoming a major tool in teaching, we began an on-line course on using technology as a teaching tool.

At the end of the course, students receive a diploma: “Limudei Teuda” from the college and if they decide to continue towards a fully-accredited teaching certificate, the courses they have taken in the tutors’ course are recognized towards that certificate.

Web 2.0 Tools for Tutors 2011-2012

By Ora Baumgarten

“The most important tool I received in the course is confidence to dare and to try to create new things. The information and the topics evoked my interest and engaged me to study in depth”.

“The course helped me overcome my fear of experimenting with technology, allowed me to play around with the site and ask for help.”

“I gained more exposure to the online world.”

An online course for Tutors was given for the first time this year, exploring the use of the internet and computers as a tool for English tutors. There were four face-to-face sessions and the rest of the learning took place online. Read more...
A former Participant in the Tutors’ Course Reflects.

Sheila Levitan

I arrived in Israel from South Africa about nineteen years ago where I had spent a large part of my working life dealing with finance and selling Life Insurance and Pensions. In fact, I took great pleasure in teaching breadwinners how to ensure their financial security. But as I am sure you know – no one wakes up in the morning dying (nice pun) to buy life insurance. So I had to convince them. At that time no one had heard the great saying by Steve Jobs on this subject “Even the people who believe in the wonders of heaven don’t want to die to get there”.

The decision came at some point when I decided to join my family in Israel. I was fully aware that the provisions made in South Africa would not be enough to sustain me without some additional earnings.

I knew that I would not be able to speak Hebrew well enough to continue practicing my profession in Israel. The Tax laws were very different from South Africa and I didn’t think that I knew enough people to whom to offer my services or advice. This left me with only one avenue of expertise – teaching and convincing students that English was the best and most beautiful language in the world. With very little delay, I enrolled in the tutors’ course at Beit Berl College, in the hope that I could pass an exam at the age of 60.

So it was that I did this wonderful course and have been very well rewarded in every way. Thinking about it – it wasn’t even the good I might have done in helping children (and adults at that time) to pass exams – for me it was just wonderful to meet and get to know a cross section of people from all over the world.

Never in all the years in Israel – and there have been eighteen of them – have I had to deal with anything but a smile and an effort from the students. I honestly could understand the anger of the regular school teachers who had to deal with large classes. I understood fully the frustrations of the attitude of some students and the lack of respect towards teachers.

Because I was giving a one-on-one lesson (sometimes a few more than one), I experienced only love and respect from them all. I loved each and every one who passed through my hands and so many have remained in touch with me throughout their careers in the army and beyond.

Today I have the greatest pleasure in teaching retirees (a voluntary position) who have grandchildren overseas and would not have been able to speak to them in English without the benefit of this course. Pensioners cannot always afford to pay for lessons but their appreciation of what they have learned is worth much more than the fees some could ill afford.

I am now using my teaching experience by volunteering to guide students in schools trying to pass the English oral exams. In addition, I have recently moved on to helping potential University students pass the English psychometric exams.

The Tutors course has opened up a wonderfully exciting way to make a good living. At the same time, I have been able to help so many people who needed the assistance of a personal tutor. By enriching their communication skills, I have also succeeded in enriching my own skills.
Future English Teachers Beit Berl
Ephrat Amiran (Boidek)

Teaching!! What a beautiful and noble profession. Last year, I began my journey towards becoming an English teacher. I turned to Beit Berl College in order to get my teaching degree specializing in English so I could work in the education system and contribute my part in teaching and educating children in English.

Throughout the year, I realized that the profession I have chosen is a team effort and the word “Sharing” took on a whole new meaning for me. I believe, that what teachers need most is passion for the subject they are teaching and of course for the children; therefore it felt necessary and even crucial to create a place where teachers could share ideas, thoughts, feelings, lesson plans, and resources. This is why I decided to create the group “Future English teachers Beit Berl” on Facebook as a means of communicating with my fellow classmates and future teachers. The group on Facebook can be found by writing the full name of the group but you must be invited to join. Read more....

Tal-Tale
Eden Ayash

In this day and age, the age of technology and easy access, the age where everything we need is at our finger tips and all we need to do is to push a button, flip a switch or touch a screen, children are born into a reality where everything is possible and easy.

If you are interested in teaching your children about the old world and how life used to be before industry and technology, before electricity and cars and before supermarkets and great cities, all you need to do is to take them on a trip to a little place called Tal-Tale near Rehovot. Read more....

Teachers, Students, Facebook and Everything in Between
Rasha Awida

Do you belong to Facebook? Or the question perhaps should be who doesn’t belong to Facebook? The answer is probably that almost everyone belongs to Facebook, whether they are boys, girls, men, women and even the older generation who are getting to know technology like everyone else does.

While everyone who has registered for these social networks seems to enjoy the difference that these social networks have made on a personal and even wider level, I would like to take one angle that has raised a considerable amount of discussion in the academic field. The question is to what extent the teacher’s personal life should be exposed to his/her students. Clearly, the opinions are different. I have met teachers who believe that it is a modern world and they don’t mind having their students on their Facebook or twitter, and some of them even don’t mind posting pictures which a lot of us consider to be inappropriate. I guess the main claim for this argument is that we all are human beings and there is nothing wrong with showing your “human” side as a teacher. This could even bring teachers and students closer to each other. Read more....
Tutoring on the Internet
Sharon Malka

Nowadays, a considerable number of students in Israel are helped by private teachers. Private lessons range from forty-five to sixty minutes and there is interaction between the teacher and the student. In this format, it is easier for a child to ask questions which he is afraid to ask in front of the class. This face-to-face, one-on-one relationship narrows the gap that is caused as a result of the pupil’s apprehension or lack of confidence. Private lessons are also designed to allow students to revise and learn the material studied without pressure. Experience has shown that private lessons answer the needs of many pupils.

In the light of the development of technology, and the fact that the internet has changed our life enormously, it is easy to see that a lot of students spend a considerable part of their day on the Internet. They use the Internet to get information about all sorts of topics. They use the internet to create different kinds of homepages or to send emails and to chat with friends. Moreover, it is possible to download music and to watch the news which is available on the Internet all the time.

Education in the 21 century
Yaarit Raz

As a first year teacher in elementary school, I can see the changes all around me. It is quite a challenge. I look back at the time when I was a pupil in school and it seems that teaching us was much easier than it is today and there was no need to overcome such a wide variety of distractions. The world was a much simpler place. I remember that being a pupil back then wasn’t an easy thing either. However, when something wasn’t interesting, we wouldn’t always listen, but still most of us had much more discipline, most of us respected the teachers and tried to pay attention to what was going around us in the class.

Today, when I enter the class, there is this feeling that, in order to keep the pupils’ attention, you have to bring something really "spectacular" to class, something that will not let them take their eyes off you.
Debating
Margaret Porat

The goal of the second year oral proficiency course was to further enhance the oral proficiency of the students, to improve their presentation skills and to improve their ability to discuss different current topics spontaneously. Another aim was to get the students to listen to what their peers were saying and to react or respond appropriately. For the above reasons it was decided to focus in the course, amongst other things, on the skill of debating. Debating is not an easy skill, but one which we believe is very important both in one’s professional and personal life.

During the course, the students debated many motions. Here is a short list of some of the motions: Texting is good for the English language; Downloading music from the internet without permission is an example of theft and is immoral; Homework should be forbidden in elementary schools; Parents should be allowed to educate their children at home; Reality television has a negative effect on society; School uniforms should be abolished; Pupils should be allowed to be friends with their teachers on Facebook; the ‘zero tolerance’ policy is a good way to eliminate violence and crime in schools.

The students had to read a great deal and look up material on the internet. This was, of course, in addition to having them brainstorm with their peers. They had to think of arguments in support of their side of the motion and then try to anticipate the opposition’s reaction to their claims and think of ways to rebut these counter arguments. Of course, the students were given tools as to how to make appropriate and convincing arguments and then also practiced rebutting the other side’s claims.

The students really improved their proficiency and debating skills, as was seen in the final debates, which were observed by Dr. Orly Haim and some of the applicants to the English department.

One Friday afternoon, some of the students and I went to visit the school for arts and sciences in Lod. Every Friday afternoon at 13:00, approximately 50 pupils from seventh to twelfth grade participate in a debating club. We were amazed to see these children (not English speakers) sitting in groups discussing different issues and then debating in English. These pupils were prepared to stay after school on a Friday afternoon to participate in this group. We recommend visiting the school to see what is possible. The coordinator is Bronya Ganady who can be contacted at genady_b@bezeqint.net

We were also fortunate to have Yoni Cohen, who is head of the "Siach and Sig" Debating Society in Israel and himself a professional debater and a former world debating champion, give us a few guest lectures. Yoni, who can basically debate on any topic and can always think of arguments to convince or to refute the opposing arguments, amazed the students with his ability to express himself. We are attaching messages from two students from the class who reflected on their feelings after Yoni’s introductory lecture. Read reflection 1 and reflection 2.
Reflection on the talk by our guest speaker - Yoni Cohen.

Ortal Broner

On March 12th, 2012, as part of our oral proficiency class, we met with Yoni Cohen, a debate coach and himself a former winner of the World Debating Championship. I personally enjoyed the class that we had with Yoni very much. I felt that we spoke with an expert and the way he explained the process of debating and presenting the arguments was clear. Yoni was very convincing and it seems as if he is able to present good and relevant arguments from both sides for almost every possible topic. There is no doubt that he has a lot of past experience and confidence when it comes to debating. I could sense it by his body language as well as by his high proficiency level in English. Yoni gave us some good strategies when having debates. For example, he explained the way to present a good argument showing us how to present our statement and how to find convincing and relevant explanations and examples.

Yoni spent quite a lot of time explaining that it is very important to remain on topic and that very often people tend to go off topic when arguing. After hearing his presentation, I realized that during debates and even when writing, I also have a tendency to go off topic and do not always stay focused on the original point. In fact, according to Yoni, I am not alone. Most people are used to giving and receiving statements and not giving explanations. Moreover, when we give explanations, they are not always relevant to the topic and so might cause misunderstandings and may not help to convince the other side. In conclusion, I am sure that this information will be useful, not only for our debating classes, but when we face problems and dilemmas in our own lives.

Debating by Guest Lecture Yoni Cohen
Shirit Yosfan

Wow, what a lecture! Interesting, fascinating and sharp. At the beginning, I just listened but as the lecture continued, I was swept away by this great debater and at the end, I wanted to hear more and more. Using examples from everyday life, we were taught how to construct a good argument and how, in order to be convincing, each argument must be expressed as: S(Statement) E(Explanation) X(Examples) and C(Closure).

I was surprised to discover that, although I thought I knew how to make effective arguments, I realized how much I do not know and how much more there is to learn. I hope that during the oral proficiency course, which focuses on debating, I will enhance my debating skills.

I believe that debating is a skill which can stand me in good stead for both my professional and everyday life.

In the spirit of things, I would like to ask for a sequel lecture on body language.
CONGRATULATIONS TO
THE 2011/2012 AWARD WINNERS

Diligence and Excellence in studies: Efrat Ostroff, Yoni Portnoy, Galit Geffen
Excellence in the Practical Experience: Efrat Boidek and Shiri Regev
Contribution to the Department: Ortal Broner and Liraz Maor

Links to Pamela Peled’s broadcasts on Youtube
FLOGAV Part 1: William Shakespeare is buried in Jerusalem  http://youtu.be/PMzWg8VOVD0
FLOGAV Part 2: Israel and Apartheid  http://youtu.be/kdylEBBQRmw

Take a look at the following links
The History of English in Ten Minutes
British Council Teaching English Site
The Year 2000 According to French Artists
The History of Hatikvah