Dear Students and Faculty,

I am delighted to welcome you to the fifth issue of the Beit Berl English Times, the online newspaper of the English Department at Beit-Berl Academic College. I welcome all of you back to the 2014-2015 academic year through feelings of anticipation.

Our aim in the English Department, is to provide our students with an exceptional learning experience while equipping them with the skills for their success as teachers. Our students are offered a rich, innovative, and engaging program that integrates subject matter and instructional competencies, collaboration, critical thinking, and leadership in the classroom. The purpose of this online journal is to supply our students with a presentation platform in which they can share their thoughts and ideas about the various aspects of their academic studies and teaching experiences. It also fosters intellectual exchange, creativity, and collaboration among students, mentor teachers and staff by publishing their original creative articles. We hope you find it to be enjoyable, interesting, and inspiring!

I wish to thank the online newspaper committee - Ms. Margaret Porat, Dr. Natanela Elias, Ms. Liraz Maor and Mr. Carl Rogers for putting together this excellent edition and for all their hard work and effort.

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Dr. Orly Haim, Head of the Department

What's New in the English Department?

This year's issue has undergone some changes to go along with other meaningful occurrences taking place at the college in general and in the English department in particular. Through many inspiring stories from budding teachers and hard-working students, to exchange students' account of their Israeli, Beit Berl College experience, culminating in a fruitful and intellectually stimulating conference, this year was indeed exceptionally rewarding. As this paper, we hope, shows, the Beit Berl experience, for it is an experience, is truly an intellectual hub of comradeship, familiarity and productivity.
“Education is the ability to listen to almost anything without losing your temper or your self-confidence.”
Robert Frost

Voices from the Field

A High School Teacher’s Story

By Carl Rogers

Many say that it’s too hard. Some say it’s too scary and others just won’t hear of it. Why would they, when they can have all those experiences with such darling little elementary kids. Yes, I am talking about becoming a high school teacher.

For me, it was the obvious choice, because this is the age group where we can make a difference and help them on their way. I do not mean influence or mould; I mean give them a helping hand as they move closer to adulthood.

There have been several occasions when I have asked myself what I am doing here. Why am I a teacher again and why with these kids. In the last couple of weeks I was reminded of this, unwittingly by the kids themselves.

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To Teach Or To Educate, That Is The Question?

By Carl Rogers

I feel that as a teacher, one of the major questions I ask myself today when I wander around the halls of my school is, when a teacher walks into the classroom, as he or she stands there, what exactly do they see in front of them? 30 potential failures, 30 possible passes, a mix of the two or perhaps just names on a list. And when they check the names, do they look up? Do they look into the eyes of that same kid that has probably just grunted some variation of a language that constitutes a yes? Do we need to know them, understand them, listen to their problems and expectations? Or should we just get on with the job and teach the same material that we have been teaching for the past 10, 20, 30 years?

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Never Say Never - Don't Close Doors

By Aya Yakobovitch

As some of you may already know, my previous training was also here at Beit Berl College, but in the field of early childhood education. This was my initial attraction when I first started to think about teaching and education.

Time has shown and redirected me towards the field of teaching English, but I was still fixated on teaching elementary school level and even took an interest in pre-school level. I started my practicum in elementary school and found it to be an enjoyable, challenging and fulfilling experience.

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A change would do us good..?

By Eyal Arad

When we were asked to write an article for the English departmental newspaper, I didn’t know what to do. First, I had no idea whatsoever what to write about. Second, I believe that writing is not one of my strongest skills. Third, though on my way to becoming a teacher, I am afraid that creativity is not a friend of mine as well. So, I had to think long and hard, and then it hit me: while my mother was spring-cleaning for Passover, she was listening to a radio station which played old songs, and sometimes, in the middle, a new and "modern" song was played. My mother was quick enough to change the station for she hates "the music that kids are listening to today", and at that moment I knew what I was going to write about: the changes that our world has been going through in the past decade, changes that are reflected in music, television, family and society.

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Great Expectations

By Lily Gurevych

Everybody has expectations. When changes occur in our life we always expect something: when we get married we anticipate that we will live happily ever after; when we divorce we hope that our life will change; when we get a new job we wait for career development and a better salary. It is human nature to expect something great.

So it was unsurprising to me that students at Beit Berl had expectations when they entered the college. Unfortunately, not all of them were met.

There is a proverb in the Russian language: “Hope for the best but expect the worst.” It means that you always have to be ready for something that is not as good as you expected.

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A Pit of Despair

By Revital Borgenicht

A First year student at Beit Berl! First semester, academic English studies? Who, me? What am I doing here? All these questions and before I know it, there is no time to find answers; Lesson planning, presentations, task-based unit planning, grammar, research, homework, English room designing, tutoring, article summaries and term papers one after another. Let’s talk about the latter, the term papers. A moment of truth, I submitted a lot of those in my previous studies but never in English. Therefore, I was still asking myself what I am doing here. Well, the first term paper I submitted was in “Introduction to Poetry and Fiction”.

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“A school culture that encourages teacher support and team work among the faculty will not only be less likely to have struggling teachers, but their faculty will thrive.”

I want to believe

By Tsiporah Schmidt

I want to believe that you love what you do: teaching kids, Israeli kids. I want to believe that it is your passion to be around kids, to be involved in their world, to shape their world and your world. I want to believe that an ancient vision took you by the hand to plant seeds of change and not of righteousness; seeds of hope and values, to teach those kids how to see every obstacle as an opportunity because when you teach, a change occurs. When you give, you get in return so much.

A year ago, I was inspired by an article by Nel Nodginges. She writes about caring about education and calls it “motivational displacement - Caring involves connection between the carer and the cared-for and a degree of reciprocity; that is to say that both gain from the encounter in different ways and both give”.

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The Sophomoric Reflections of a Struggling Teacher

By Amy Shmulevich

This article is about the struggling teacher. I write to you as a struggling teacher. I am a novice to the Israeli education system, and I recently completed my first year teaching at an Israeli high school. I was a bit blinded by my three point Yod experience. I accepted and even embraced the role of a struggling teacher to some extent. It seems there is too often a culture of lowered expectations for the weaker classes. I never conceded, but I indeed waited too long before I took ownership of the situation and began a conscious effort to “grab it by the reigns.” The more chaotic and nonproductive class sessions, the more you morph into a struggling teacher and the more the students lose faith and hope in you as their teacher.

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Fairy tales for Children – Are they really meant for Children?

By Yehudit Rahav

Who does not remember those beautiful innocent fairy tales that we heard so many times before bedtime? Every girl wanted to be the princess, every boy wished to be the hero that saves the day, all the children expected to see the villain vanquished, and enjoy a happy ending. Now, as adults, we want our children and young family members to experience the same feelings.

As an English student, here at Beit Berl College, I had the opportunity to learn more about “Children’s Literature” in general and fairy tales in particular.

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Teaching Struggling Students

By Esty Amitai Moshe

My experience at "Bnei Dror" junior high school this year was very interesting. I find it challenging and inspiring to work with struggling learners.

I have been working in elementary school since 2004 and I thought I knew everything about struggling learners until I got to Bnei Dror School. My practicum with these incredible teenagers gave me different kinds of tools to help them with their difficulties. How can I encourage them to be more interested in learning English? I thought to myself that I have a great opportunity to get to know these pupils and to see what their interests are and which tools would help them learn grammar; they find it so difficult and complicated, but I taught them some tricks and symbols to practice grammar and vocabulary. I've seen their progress every week and it makes me feel proud of my students. They know the significance of these lessons and they take it very seriously.

Teaching Literature, Learning Life

By Kristina Rosenblatt

To me, it is no wonder that in the Revised English Curriculum, the Ministry implements the teaching of HOTs through literature. In order to be able critically approach life, one has to learn those critical thinking skills. Literature gives you an opportunity to encounter a variety of human life situations, you can dive into them in order to learn and apply those skills.

The first question is: How do we comprehend – make meaning of -the world we live in? We analyze it using different strategies and techniques, very much the same way we comprehend a literary text.

“Buddha said that we mustn’t take anything for granted but to approach it critically and only then can we embrace it into our lives, thinking, and beliefs.”
This year, we again held the annual Students’ Conference. The conference was organized by Dvorah Bojak who as usual outdid herself. Thank you Dvorah. The students gave different presentations at an extremely high level and the day was enjoyed by all.

We are attaching the book of abstracts so that you can see the variety of presentations delivered by the students. The conference has become a tradition which we hope will continue in the future.
“The hectic world we live in sometimes prevents us from thinking about anyone besides ourselves; therefore, I truly believe it is a blessed program that shows us every day that we are not all the same. “

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**The Waldorf (anthroposic) Method of Teaching**

By Nur Schwartz

Waldorf (Steiner) education is a humanistic approach to pedagogy based on the educational philosophy of the Austrian philosopher Rudolf Steiner, the founder of anthroposophy. In the elementary school, the emphasis is on developing pupils’ artistic expression and social capacities, fostering both creative and analytical modes of understanding.

The educational philosophy’s overarching goal is to develop free, morally responsible, and integrated individuals equipped with a high degree of social competence. The Waldorf method is a large independent alternative education movement which has a worldwide following.

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**Keshet Schools**

By Rinat Asher

In the first grade, my daughters celebrated the “Sidur” party. It was a touching and an exciting party in which all the children in the class received the Jewish Sidur for the first time. We had the privilege to celebrate this in spite of the fact that we are not religious but we chose to educate our kids in the Keshet schools.

The school features a unique program that integrates observant and non-observant children. In this way, the children learn to integrate with each other and understand that there are different perspectives in Israel.

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Exchange Students
The idea of taking a semester abroad in Israel resulted in the great experience I gained during the time of my internship for Amnesty International Israel. After going through another semester in Germany, I started to look for partnership universities in Israel. After a few clicks, I came across Beit Berl. The next step was the application. This included, besides providing and filling in some uncomplicated forms, two sections on Expectations from the Training and Reasons for Wanting to Study in Israel. After about two weeks, I received the confirmation of being accepted to Beit Berl.

During the upcoming months, I needed to clarify questions about scholarships, course selection, flight and accommodation. I decided right from the start to live in Tel-Aviv. Although the accommodation on campus seemed to be very nice, it was very important for me to be able to spend my spare time in Tel-Aviv, close to friends, the sea and the vibrant life of Israel.

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I would like to study, if England didn’t work out, I said that Israel would be another option. You have classes in English here. That suited me well. I wanted to improve my English. And I did. But there is another reason to come to Israel. I am of Kurdish origin. I was born in Istanbul and grew up in Germany. For a couple of years now I have been interested in the Kurds. I read Ariel Sabar’s book about his Jewish-Kurdish family from Zakho (Kurdistan of Iraq), who settled in Jerusalem after 1948. It is called My Father’s Paradise.

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Courses

A Translation of my Thoughts
By Liraz Maor

I cannot really point out one specific subject in this course that I really learned about or found interesting, because I've learned so many interesting things about translation, and every week, as we learn something new, everything comes together to form a clearer picture. The way in which the course is structured is what makes the lessons so interesting and relevant, as if each lesson is a building block to another lesson. We started from general terms and issues and slowly moved to more specific subjects that the field of translation encompasses.

We began our first lesson talking about the different linguistic aspects of translation. In the following lessons, we talked about translating written and spoken texts.

Request Strategies in English as a Second Language
By Lisa Mousai, Harel Ben-Sheffer, Maram Gharra, Oraib Herzallah

To use language accurately, we need to have lexical, grammatical and phonological knowledge. The accuracy of language form, however, does not guarantee the appropriateness of the language use. Learners need to acquire competence as to when to speak, and what to talk about with whom, where and in what manner, i.e. the pragmatic rules of speaking or pragmatic competence.

The need for empirical study of cross-cultural communication has been recognized in the field of second language acquisition as vital to enhance cross-cultural understanding and provide information helpful for language instruction and language acquisition.

Key Issues in the Translation of intimacy: The Catcher in the Rye as a Case in Point
By Harel Ben-Sheffer

For an adequate translation, it is not enough to know the words and idioms of the source and target languages. The translator needs to take into account and consider various other factors. This is clearly demonstrated with regard to the translation of Salinger's special, intimate writing style in The Catcher in the Rye.
Bar Tov School

Hi to all,

Our practice week was really successful and productive. The students taught content-based units of instruction on various topics: Children around the world, English Literature, Animals, Geography, Health, etc.

They incorporated various activities in the classroom: group work, games, (digital) story-telling, self-access learning centers, art and drama, etc. They also participated in various school-based activities and observed other subject matter lessons. Students were also given the opportunity to visit a number of schools and observe model lessons.

I wish to thank the pedagogical advisors - Dalia Stein, Dr. Susie Russak, Karen Abel and Dvorah Bohak - and the fabulous mentor teachers in the various schools, for the hard work and effort they put into this week. The amount of time they put into this week is really immeasurable.

I also wish to say a BIG thank you to our wonderful faculty members who assisted the pedagogical advisors at the schools!!! Special thanks go to Dr. Ronit Webman, Helen Katznelson, Dr. Pamela Peled, Margaret Porat, and Carol (Margaret’s sister). Margaret even brought her sister who is also an English teacher, who observed the students for three days at Bar-Tov school. The students and pedagogical advisors greatly appreciate your important contribution to the success of this week.

I also wish to thank -our-

Dr. Elana Milstein – for visiting our schools and to Riva Mendel for her help in organizing some of the school based activities.

Last but not least thank you to Dr. Tili Wagner and Prof. Bracha Alpert for their continuous support.

All the best,

Orly
Interim Report on Project E4U2

By Dvorah Bohak

English for you, too (E4U2) is a community oriented educational project initiated by the joint effort of the staff of the English Department - Academic College Beit Berl and the staff of the Youth Renewal Fund (YRF).

The Center currently serves schools (grades 7-12) of all three sectors (Muslim, Christian, Jewish. Originally the center offered project-based learning, but there has been a shift towards catering to the curricular needs of the regular school system. Participating schools set up a yearly schedule with the Center. Pupils, accompanied by their English teacher, visit the Center either once a week or every two weeks for a double period (2 x 45 minutes). The pupils are divided into two groups. Each group of about 16 pupils studies for 40 minutes with an English teacher from the Center.

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Presentation

There were ten different schools attending, all from the Sharon area and not more than three contestants from each school.

Nur Schwartz 7th grade class:

Debate for and against the reality show “The Beauty and the Geek”

Spelling Bee

By Maytal Kurt

The contest took place in the school gym. The schools had been sent a formal invitation (see link) informing them of the venue, time and other pertinent information.

There were ten different schools attending, all from the Sharon area and not more than three contestants from each school.

Each student had a place to sit and received a pencil and a sheet of paper to write on.

I was one of the judges’ table and was in charge of marking and grading the papers with the words the students wrote.

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Volunteering

Push Foundation

By Galia Reisman

A few years ago, I saw a TV news piece about a woman – Odelia Shpitalni – who founded PUSH Foundation - a non-profit organization, based on volunteers who give a "push" to less advantaged children by tutoring them. I found the idea brilliant in its simplicity and Odelia, fetching in her enthusiasm for the cause. Still, it took another year until I looked up the information on the internet and called the local PUSH coordinator. You know, life is hectic; we are always busy; we will have time to volunteer when we retire… but the thought nagged me until I did it. And I am very happy that I did.

I was put in touch with one of the schools' counselors who introduced me to an amazing pupil whom I have been teaching for three years already. I enjoy the activity very much and it fills me with pleasure and satisfaction.

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Students Write

Listening to Reality

By Lisa Mousai

A lingering pause,
Such deep thought,
A need to break down
those walls
Without being caught.

A tough exterior,
The truth obscured.
Uncertainty pushed deeper
How much more can be endured.

A yearn to fill
That empty space.
Such a strong will;
Just look at that face.

A mask is my savior.
It hides the pain.
Never a hint in my behavior,
Since there's nothing to gain.

Wallow in pity
Or make a choice.
"It's obvious", says Reality
"Just find your voice."

Say what you feel.
Open your heart.
In time it will heal
But you need to start.

It's okay to cry
And to be sad.
Stop living a lie
Before you go mad.

Look in the mirror.
Read those eyes.
Find the tiger,
Attack those lies.

Face your fears.
Stand proud and strong.
Wipe away those tears.
Show that you belong.

This new awakening
Is long overdue.
No more delaying.
You know what to do.
A Moment in Thought

By Lisa Mousai

Here sitting alone am I,
A little sparrow hopping by.
The gleaming prince
With waves crashing nigh.

Such beauty
Bestowed to mankind.
Holding secrets
That only He can find.

White crests curling
Forming ears.
Reporting,...
All that it hears.

Sand in my toes
Air filled with salt
Eyes closed,
A moment of thought.

If Darwin was right
Our life began here
In the ocean's might
Swimming without fear.

Evolution brought us to the land
Finally enabling us to stand.

Was this his wish?
To stand and stare,
Pondering our past
If we dare.
SONNET I AM SO SICK OF CRAMMING FOR THIS TEST

By Joyce Schwartz

To Pamela Peled (Instructor of the course on Shakespeare)

I am so sick of cramming for this test
The facts are floating round and round my head.
The Lady of the house’s an evil pest
Macbeth’s a megalomaniac and dead!
I do not know to show off using quotes
Just have to settle for an average grade.
Antonio is doomed, just like his boats
Shylock is busy sharpening his blade!
Black witches, Jews, Moroccans and the dames
The strangest ever motley crew’s been seen,
Hail crazed Macbeth who went to King from Thane
Friend Banquo lost his life, but not his dream.
All this the world well knows and not be error
So long lives THAT and my lame wit proved rarer!
Change of Career

The English Department – How did I get here?

By Shira Shouraki

This is my first year in the retraining program. After many years as a computer software developer in one of the major hi-tech companies in Israel, I found myself at a crossroad. I wasn’t fulfilled with my job and the commuting back and forth from home exhausted me. Those reasons had been there all along, but the obligation to bring home a decent salary kept me there for so many years. The turning point for me was the feeling that I had been missing time with my kids. My presence at home is crucial for them and for my second son, in particular. In July 2012, I left the place that in many aspects had become a second home to me. I spent a year at home. I was there at lunch time when the kids returned from school, I was there all through the holidays and vacations.

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Working Parents??

By Gal Elkana

When working with children in schools, one can see the difficult behavioral challenges that teachers have to cope with today. In every class there are at least 5 children with extreme behavioral problems: Children with anger management problems, children whom are childish for their own age, children who suffer from a low ability to follow rules and borders and there are children who struggle to manage with social connections. When thinking of my childhood I do not seem to remember so many extreme behavioral problems. There was always the classes clown, the complaining figure and the unsatisfied one, but I do not remember children shouting at the teacher, swearing and even hitting her.

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Awards

Excellence and Academic Achievement
  Lisa Mousai
  Itay Friedman
  Harel Ben-Sheffer

Excellence in the Practicum Courses
  Orly Harry
  Orr Solomon
  Revital Borgenicht

Diligence and Effort
  Hagit Feldman

Scholarships

1) Esti Moshe (excels in the practicum)
2) Zev Ordover
3) Ofra Alphilluvitz
4) Ephrat Amiram Boidek
5) Rosalyn Cohen
6) Judah Valden

Tutoring for the Departmental Scholarship by Ofra Alfei Ilovoci
Recommended Sites

* Oxford University Literature Podcasts

* Thinking through Literature and Culture

* Free, Interactive and Printable English Lessons

* ETNI — English Teachers Network

* World News for Students of English