



The Hebrew University of Jerusalem

Syllabus

Methodical Workshop in English Teaching - Special Program - 34041

Last update 07-10-2018

HU Credits: 6

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Teaching Training - Diploma

Academic year: 0

Semester: Yearly

Teaching Languages: Hebrew

Campus: E. Safra

Course/Module Coordinator: Hagit Atzmon

Coordinator Email: hagitatzmon3@gmail.com

Coordinator Office Hours: Sunday, 14:00

Teaching Staff:

Ms. Hagit Atzmon
Ms. Pamela Halperin

Course/Module description:

The course focuses on introducing the student to the Israeli school system, facilitating the acquisition of the basic tools needed to teach English as a foreign language in the Israeli school system, curriculum and lesson planning

Course/Module aims:

1. To be able to plan an EFL lesson
2. To be able to design a yearly curriculum to meet the needs of a particular class
3. To be exposed to different methods of teaching EFL
4. To understand the basics of classroom management

Learning outcomes - On successful completion of this module, students should be able to:

Student will be able to plan an effective EFL lesson
Student will be able to design a yearly curriculum to meet the needs of a particular class
Student will acquire an understanding of different methods of teaching EFL
Student will grasp the basics of classroom management

Attendance requirements(%):

85%

Teaching arrangement and method of instruction: Lecture, discussion and practical workshops

Course/Module Content:

Overview:
Course syllabus, expectations, requirements
Why am I here? Where am I headed? What do I need to learn?
Becoming Familiar with the school – who does what?
Excerpt from Teacher Man Frank McCourt
2. First lessons:
Learning Names, Ice Breakers, questionnaires,

Mapping out your class

Diagnostic assessments

3. Teacher Persona

What kind of teacher do I want to be?

How do my experiences as a student influence my perception of myself as a teacher?

4. Observing Teachers and Classes

What to look for

Teacher styles

Lesson Rhythm, continuity and connections

How to reflect on a lesson

5. Teacher as Actor

Body Language

Voice Control

Charisma

6. Second Language Acquisition

Reflection on Personal Language Learning Experiences

From Theory to Practice

7. Heterogeneous classrooms

Teaching to more than one level simultaneously

Learning styles, multiple intelligences

8. Preparation

Becoming an expert

Mastering the Textbook

9. Lesson Planning

Forward planning

Backward planning

Lesson objectives

Transforming objectives into learning tasks

Repetition vs. diversity

10. Classroom Management

Discipline

Consequences and consistency

Positive reinforcement

11 Instructional Styles

Matching style to class

Stretching the textbook, using visual Aides, internet and media

Using L1 in the classroom

12 Presenting Vocabulary

Word Frequency

Spelling

Pronunciation

Dictionary work

13 Presenting Language Structures

Pedagogical Grammar

Explicit instruction

Grammar in context
14 Assessment
Correcting Errors
Testing/Alternative assessment
15 English Matriculation Exam
Teaching for the bagrut

Required Reading:

1. Azar, Betty and Hgen, Stacy, *Understanding and Using English Grammar*, Pearson Longman, 2009
2. Brown, H Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, San Francisco University 2011
3. Brown, H. Douglas, *Principles of Language Learning and Teaching*, Pearson Longman, 2011
4. Cisneros, Sandra, *The House on Mango Street*, Bloomsbury, 2004
5. Diane Larsen-Freeman, Marti Anderson, *Techniques and Principles in Language Teaching*, Oxford, 2011
6. Esquith, R, *Teach Like Your Hair's on Fire*. Penguin Books, New York, 2007, pp. 1-13.
7. Lazar, G. *Literature and language Teaching*. Great Britain: Cambridge University Press, 1993, pp. 1 - 55.
8. McCourt, F. *Teacher Man*. New York: Scribner, 2005, pp. 11 - 24.
9. Spada, N. & Lightbown, P. M. *Instruction, First Language Influence, and Developmental Readiness in Second Language Acquisition*. *The Modern Language Journal*, (1999). 83 (1),1-22
10. Ur, Penny, *A Course in English Language Teaching*, Cambridge University Press , 2012

Additional Reading Material:

Course/Module evaluation:

End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 50 %
Project work 0 %
Assignments 50 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information: