

Talpiot Academic College
M.Ed. in Teaching English as an International Language

Course Descriptions 2024-2025

I Foundation Courses

Course Name: Creative Writing Workshop

Instructor: Dr. Melodie Rosenfeld

Format: Workshop/Blended

The course aims at improving and encouraging the students to experiment in writing within a supportive framework. This course aims at stimulating the students to widen and deepen their awareness of the mechanisms of storytelling and narrative alongside the opportunity to perfect their written proficiency and also to allow them to use figurative literary techniques. It will relate also to how technology can aid the writer. The creative writing exercises will be edited by peers engaging in constructive peer criticism. The students will become more aware of linguistic structures used in certain registers of the English language.

Course name: Quantitative and Qualitative Research Methods

Instructor: Dr. Sveta Fichman

Format: Lecture and Workshop

This course is given in the first year of studies in order to acquaint students with published research as well as the tools to carry out their own research. The course is given in a workshop format, where students discuss with lecturers and peers how to conduct research on topics connected to teaching English. The qualitative research course include surveys the major paradigms (e.g. action research, narrative, case studies) and demonstrates how to conduct sociolinguistic interviews and collect observational data.. The tools acquired in this course will enable students to understand and analyze the findings of published research and prepare them for a modest research project conducted at this initial stage, and for the final project which will be completed in the second year.

Course Name: Bilingualism / Multilingualism

Instructor: Dr. Sveta Fichman

Format: Asynchronous/Online

The goal of the course is to analyze linguistic, cognitive, and social dimensions of bilingualism and their relevance in education. Topics to be covered include linguistic and psycholinguistic foundations of bilingualism, the relationship between language and identity, and the ways in which the status of English as a global language affects multilingualism in Israel for Hebrew,

Arabic, Russian and Amharic native speakers. Requirements include a short paper and an oral presentation.

II Literature Cluster

Course Name: Immigrant Voices through Literature

Instructor: Dr. Jen Sundick

Format: Lecture/Discussion

This course will look at a variety of immigrant texts as a means of refreshing some basic concepts of literary analysis. We will consider issues such as first and second generation texts, the pain of immigration, marginal status, stereotyping. Some texts will reflect students' status as teachers of language and literature and will model using these texts in the TESOL classroom.

Course Name: Visual Literacy

Instructor: Dr. Jen Sundick

Format: Asynchronous/Online

This course is an exploration of visual literacy (VL), a critical 21st century skill. The course will introduce the theoretical background to VL as a general and artistic concept, and specifically within the realm of English language teaching. Students will be introduced to a range of graphic texts for elementary through high school levels, including graphic novels, comics, and infographics, and then will be given tools for how to develop VL skills and make use of VL in the English language classroom.

III Pedagogy and Technology Cluster

Course Name: EFL Pedagogies for Millennial Students

Instructor: Judie Segal

Format: Lecture/Discussion/Workshop

This course will expose students to innovative global pedagogies and methodologies for reaching students. Topics include: relevance, differentiation, social learning, independent study and how to conduct action research and present findings. All of these topics are part and parcel of the English Curriculum 2020 and the broad changes now being made in the Ministry of Education in general. The course will begin with exposure to these new teaching principles in relation to EFL in Israel. The next section of the course will be hands-on: How to best utilize new tools to create lifelong English language learners. Finally, we will reflect on ourselves and our teaching methods in order to adapt them to today's new generation of students.

Course Name: Literacy Development of English for Pupils with Reading Difficulties

Instructor: Dr. Melodie Rosenfeld

Format: Lecture/Workshop

This course will introduce the theoretical aspects of developing literacy in English, a foreign international language, specifically for learners with reading difficulties. Students will examine the theories, models, methods, and latest research related to teaching literacy to pupils with learning challenges. Emphasis will be placed on the changes that have taken place over the past decade making it necessary to learn English, an international language, as the key to communication in our globalized world leading to success in pupils' studies and their future endeavors. Focus will be placed upon the cognitive aspects in lower-level and higher-level processing. Lower-level processing will be examined including word recognition, phonological awareness, semantics, syntax, morphology, automaticity and fluency. In addition, higher-level processing which contributes to the comprehension process will be examined with emphasis on memory, implicit and explicit learning, and schema. Social context, foreign language and specific tools will also be considered. Analysis of the research and different methods of intervention, diagnosis and correction will enable students to implement appropriate pedagogy for their pupils with learning challenges.

Course Name: Pragmatics in the EFL Classroom

Instructor: Dr. Sveta Fichman

Format: Lecture/Discussion

This course offers theoretical and practical knowledge on how to integrate Pragmatics into the EFL classroom. Topics discussed and illustrated included: crosscultural pragmatics, speech acts, pragmatic markers and how to incorporate pragmatic abilities in the teaching of Speaking and Writing. The course will introduce students to the latest techniques for using Role Playing and interactive collaboration in classroom activities.

Course Name: AI for teaching Oral and Written Language

Instructor: Prof. Joel Walters

Format: Workshop/Guest speakers

This course will provide an overview of AI tools for EFL teaching, focusing on practical applications to enhance speaking and writing skills. Students will explore various AI-powered platforms and applications designed to teach language, to provide personalized feedback, and to create engaging, interactive lessons. Participants will gain hands-on experience with AI platforms and develop strategies to effectively integrate these tools into their teaching practice. By the end of the course, students will be able to streamline their administrative tasks, develop original materials, and provide targeted support for their students' language development.

Course Name: Emerging Educational Technologies

Instructor: Guest speakers

Format: Workshop (Blended)

This course will give the theoretical background and models for integrating technology in English language teaching. The participants will make their own online project collaborating between pupils from different background/cultures based on a model or combination of models. The students will carry out the project in the school system applying cutting edge emerging technologies in order to enhance language learning.

V Educational Linguistics and Language Policy

Course Name: Global Topics in Teaching English as an International Language

Instructors: Prof. Joel Walters and Guest lecturers

Format: Lectures, Workshops, Simulations

This course brings to the Talpiot campus leading figures in English language teaching and language learning, multilingualism/multiculturalism, educational technology and policy. Guest speakers in the past have included: Tziona Levy, Penny Ur, Arona Gvaryahu, Fran Widerker, Mila Schwartz, as well as recorded lectures from world renowned figures in the field on topics ranging from 'teaching vocabulary,' 'special needs students in the EFL classroom', teaching EFL to the deaf and hearing impaired, Family Language Policy.

Course Name: Bilingualism/Multilingualism

Instructor: Dr. Sveta Fichman

Format: Asynchronous/Online

The goal of the course is to analyze linguistic, cognitive, and social dimensions of bilingualism and their relevance in education. Topics to be covered include linguistic and psycholinguistic foundations of bilingualism, the relationship between language and identity, and the ways in which the status of English as a global language affects multilingualism in Israel for Hebrew, Arabic, Russian and Amharic native speakers. The course is asynchronous, that is, I will upload materials to Moodle, and the students will work independently throughout the semester. Requirements include several assignments throughout the semester and submission of a short paper.

Course Name: Sociolinguistics for EFL teachers

Instructor: to be announced

Format: Asynchronous/Online

Seminar

Course Name: Seminar in Educational Linguistics

Instructor: Dr. Sveta Fichman

Format: Seminar

Credit: 2 Hours, Semesters I & II and Summer

The aim of the seminar is to explore pragmatic knowledge of native speakers and of learners of English as an International Language. We will analyze a variety of aspects of language use and examine differences and similarities across languages. Objectives are to enable students to give students the tools to investigate pragmatic aspects of language such as politeness, humor, irony and sarcasm, certainty and uncertainty, etc. and to examine implications from educational, linguistic, and cultural perspectives. Students will be guided through the process of choosing a topic, conducting a literature review, collection, coding and analysis of data, and writing a research report.