Course Description and Goals: Didactics Workshop for the Teaching of English

1. To inform the students of the main issues and challenges of teaching English as a Foreign Language.

2. To enable the students to cope with the main aspects (as outlined in the Ministry of Education’s English Curriculum) of Teaching English as a Foreign Language in Israel.

3. To encourage and provide students with ideas and feedback both in the Didactics and Materials Preparation Workshop, and while integrating these concepts and new found knowledge into their actual Student Teaching Performance experience.

4. To expose students to and encourage them to incorporate into their own teaching styles, the extensive variety of methods, approaches and techniques which are innovative, original and have become widely accepted by professionals in the field of English Language Learning and Teaching.

5. Students will be exposed to many of the elements necessary for teaching English as a Foreign Language in a variety of settings. Through presentations and classroom discussions (participation is a requirement), students will examine and evaluate how effective methods help ensure success in their own classes.

6. To provide students with the opportunity to prepare actual materials for classes they are teaching or will be teaching in the future, in accordance with the Ministry of Education's English Curriculum.
### Tasks: Assignments for Portfolio: Final Unit Plan

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<th>Week</th>
<th>Task</th>
<th>Approach</th>
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<td>1</td>
<td>Introduction Individual Pupil/Student/Teacher Diversity</td>
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| 2     | Ministry Curriculum: Principles Underlying Language Learning and Teaching | 1. Multiple Intelligences  
2. Learning Styles                       |
| 3     | Current Issues in English Language Teaching and Learning              | 1. The Direct Method DM  
2. The Grammar Translation Method GTM  
3. The Audio Lingual Method AL          |
| 4     | Using Questions in the Classroom: Bloom’s Taxonomy and HOTS           | 1. Cooperative Learning CL  
2. Content Based Learning CBL           |
| 5     | Teaching Reading                                                      | 1. Phonetics Ph  
2. Whole Language WL                   |
| 6     | Theories, Approaches and Methods                                      | 1. Task Based Language Teaching TBLT  
2. Project Based Language Teaching PBL   |
| 7     | Theories, Approaches and Methods                                      | 1. The Natural Approach NA  
2. Total Physical Response TPR           |
| 8     | Theories, Approaches and Methods                                      | 1. Communicative Language Teaching CLT  
2. Community Language Learning CLL       |
| 9     | The Bagrut and the MODULES                                            |                                                                          |
| 10    | How can Vocabulary be presented effectively?                         | 1. Lexical Approach LA  
2. Neurolinguistic Programming NLP      |
| 11    | How can Grammar be presented effectively?                            | 1. The Structural Approach  
2. Suggestopedia  
3. The Silent Way  
4. Brain Based Learning                |
| 12    | Semester Review: Presentation of Theme and Initial Lessons of Unit Plan |                                                                          |
| 13    | Moed Alef                                                             |                                                                          |
1. Participation in Class Discussions/Weekly Notetaking/Reflections (10%)

2. Written Assignments: 2nd/3rd/4th Language Learning Personal History, Good Teacher, Good Lesson, Philosophy of Education Statement and Individualized Teaching Plan (based on course book and workbook) (10%)

3. Presentations of Lessons’ Materials:
   
   DUE BEFORE END of 1st semester (20%) First four (4) Lessons of the FINAL UNIT PLAN: Lesson Plans, Lesson Descriptions, Starters, Main Activities, Closures, Description of vocabulary, grammar lessons/Worksheets/Handouts/Quizzes needed, TEXTS and QUESTIONS, PowerPoint Presentation, Whiteboard layout, HW assignments:

4. MIDTERM Exam (30%) Minimum Test Grade of 75 required to pass course

5. Presentations of Lessons’ Materials:
   
   DUE 3 WEEKS AFTER END of 2nd Semester (30%)
   Final four-4 to six-6 with corrected and updated assignments from 1st semester

   FINAL UNIT PLAN (8-10 Lessons in total for the UNIT PLAN) Lesson Plans, Lesson Descriptions, Starters, Main Activities, Closures, including Description of vocabulary, grammar lessons/Worksheets/Handouts/Quizzes needed, TEXTS and QUESTIONS, PowerPoint Presentation, Whiteboard layout, HW assignments given.

   Additions for 2nd semester: Other aspects of classroom teaching discussed, use of different methodologies, approaches, techniques, Course Reflection:
   Final Assignment Hard Copy DUE 2nd Semester

80 Points will be lost for late submissions


Judy Steiner. (1994). *Teach Teaching English Effectively in Classes that are Heterogeneous*. Jerusalem


A variety of course books approved by the Ministry of Education, Culture and Sport
A variety of Bagrut and Meitzav exams approved by the Ministry of Education, Culture and Sport

A variety of websites with more current research

http://www.seasite.niu.edu/trans/articles/underestimated%20importance%20of%20vocabulary.htm

http://online.fliphtml5.com/nzsh/gqvv/