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החוג לשפה וספרות אנגלית: גובלן עשיר של מחקר
English Language and Literature: A Rich Tapestry of Inquiry

יושבת הראש: גב׳ חני פוקס

רציונל:

The Department of English Language and Literature at Oranim College of Education offers a comprehensive Bachelor of Arts program encompassing literature, applied linguistics, and education. Alongside their teaching responsibilities, faculty members actively participate in innovative research endeavours, both as a vital component of their professional development and as a means of contributing to the scholarly knowledge base in the fields of English language and literature and education within Israel and internationally.

This symposium is a multifaceted tapestry highlighting diverse academic pursuits, inquiry contexts, and methodologies. It serves as a platform to showcase the breadth of research conducted in and around our department. Several studies in applied linguistics and education draw inspiration from challenges our preservice teachers and faculty members encounter within the college and in the English as a Foreign Language classrooms, we visit and observe.

The symposium offers a unique forum for collegially sharing research findings and provides an invaluable opportunity to disseminate research outcomes and explore prospective collaborations. All six papers will be presented in English.

סיפוק מוטיבציות־זהות אישיות ומחויבויות הזהות המקצועית של מורים מתחילים

Satisfaction of *Personal* Identity Motives and the Professional Identity Commitments of Novice Teachers

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מכללת אורנים ואוניברסיטת בר אילן

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Induction into teaching is often filled with challenges. For beginning teachers in emerging adulthood, induction may occur simultaneously with identity development processes, through which they evaluate their professional commitments. Developmental psychologists maintain that these young adults are in a transitional stage, engaging in deep exploration to determine if tentative commitments fit their lives. Through the question of how novice teachers evaluate their commitment to teaching, our research tests the novel proposition that the satisfaction of *personal* identity motives is behind this transition. We hypothesize that the transition to a strong commitment to teaching is related to the extent to which multiple early experiences in the field provide confirmation to the beginning teacher that *personally* important identity motives are satisfied, i.e., whether how one wants to see oneself is reaffirmed by career choice, based on real-time experiences. Initial findings from this ongoing, longitudinal, cross-sectional, mixed methods study indicate the presence of stable *personal* identity motives that may impact this transition.

In this paper, data from 75 focused semi-structured interviews, self-reported written stories of recent experiences, and identity questionnaires, collected over 4-10 months, will be analyzed and presented. The quantitative aspect of this study will attempt to predict changes in identity measures by assessing the satisfaction of *personal* identity motives in real-time experiences in the field.

This research seeks to add an additional component to the current model for teacher education and mentoring by highlighting the relevance of identity development processes to the professional commitment of novice teachers in emerging adulthood. We will suggest practical applications and tools related to these findings and invite feedback. Considering this developmental transition of beginning teachers may provide insight into the alarming issue of early-career teacher attrition and lead to tools to assist these teachers as they examine their commitment to teaching.

מנבאים תוך שפתיים ובין־שפתיים של הבנת הנקרא באנגלית כשפה זרה בקרב תלמידים דוברי השפה הערבית

Within‑Language and Cross‑Language Predictors of Reading Comprehension in English L2: The Case of Arabic L1‑English FL Readers

ד"ר מונא סאבא

מכללת אורנים ומכללת בית ברל

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Purpose: This study is a cross-sectional developmental investigation of reading comprehension (RC) in English as a foreign language (L2).

Method: The study investigates within-language and cross-language cognitive, metalinguistic, oral language, and reading accuracy and fluency predictors of RC in L2 among Arabic speaking 6th, 7th, and 8th graders (N=120). Parallel Arabic L1 - English L2 phonological, morphological, and orthographic awareness tasks, oral language tasks (vocabulary and syntax), reading accuracy and fluency tasks (real word reading, pseudoword decoding and oral text reading), as well as reading comprehension tasks were constructed in both languages.

Results: Results revealed that Arabic L1 speakers' RC abilities in English L2 were strongly predicted by their English L2 morphological awareness. Besides morphological awareness, other within-language predictors included receptive vocabulary, text-reading fluency, and word-reading accuracy. Cross-linguistic analysis (including Arabic L1 and English L2 measures) revealed that English morphological awareness was again the strongest cross-language predictor of RC in English L2 in our sample, even after all cognitive, metalinguistic, and reading skills in L1 were accounted for. Other significant predictors emerging in this cross-language analysis included Arabic L1 RC skills, and Arabic L1 orthographic awareness skills.

Conclusions: The results endorse the centrality of morphological awareness skills in predicting RC in English L2 among Arabic L1 readers. They also highlight the cross-linguistic relevance of RC ability and of orthographic skills in L1, even in languages that are typologically and orthographically different. Our results have undeniable implications for instruction or intervention with Arabic-speaking learners of English as L2.

Keywords: English as a foreign language; assessment; adolescence; reading comprehension; morphological awareness.

הערך הספרותי של מנשרי קרנות הון סיכון

Monetizing Narratives and the Literary Value of Venture Capital Manifestos

ד״ר דוד קהן וד״ר אתי גורדון גינזבורג

מכללת אורנים

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Although finance and literature may seem unrelated, they are surprisingly strongly interconnected. Financial institutions often acknowledge the impactful role of narratives by employing them to help achieve business objectives such as attracting investment, shaping market expectations, motivating employees and influencing value. Perhaps it is this recognition that accounts for the substantial effort invested by certain financial firms in composing their financial narratives.

Our paper examines texts dedicated to the recruitment of financial investments produced by professional investment institutions and focused on raising investment capital from highly sophisticated capital managers (such as insurance companies, pension funds, funds of funds, etc.). The investment institutions we are focusing our attention on here are venture capital funds (referred to in the industry as "VCs") that invest in high risk, high growth technology startup and development companies.

Accordingly, our project offers a novel perspective on VC manifestos as a kind of literary expression which we refer to as "monetizing narratives." Using the tools and terminology of literary analysis, we unfold the sophisticated fabrications of these texts and uncover the literary devices that underscore their utility. Through close reading (and contextualization) of selected VC manifestos, we hope to expose their narrative structures and demonstrate their rhetorical force and, not least, their literary value.

נקודת מפנה בחינוך: פיתוח מיומנויות בין־תרבותיות בקרב סטודנטים באמצעות מפגשים וירטואליים בין־לאומיים

Game Changers in Education: Intercultural Competence Development through Virtual Global Exchange

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מכללת אורנים

ד״ר מנאל יזבק אבו אחמד

מכללת סכנין

ד״ר אמילי ספיצמן וד״ר שינה רנצ׳ר

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Acquiring negotiation skills and intercultural competence using advanced technology has become a priority for many Higher Education institutions around the globe, especially in conflicted areas. Virtual global exchanges have made it easier to connect students from diverse backgrounds. This case study aims to explore one such global exchange program, the "Game Changers in Education" program, sponsored by the Steven's Initiative and conducted by Pathways, and examine the impact on preservice teachers' intercultural competence development. The Intercultural Competence Model implemented in this study forms a research framework comprising five key elements: attitude, knowledge, skills, internal outcomes, and external outcomes. This model offers a structure for investigating and assessing intercultural competence within educational settings.

The three participating institutions include an Arab College in the Galilee area in Israel ,a Jewish college in the north of Israel, and an American university in the northeast. This mixed methods study uses quantitative and qualitative methods that assess the program׳s impact on the participants' intercultural competence and empathy. Data collection included pre- and post-surveys (before and after the telecollaboration) in addition to exploratory interviews. Preliminary findings suggest that students were able to overcome initial apprehension and break down stereotypical views of one another through engagement in this program. Students reported feelings of appreciation for this opportunity and expressed a desire to seek out more of these global exchange opportunities.

Keywords: intercultural competence; telecollaboration; multiculturalism

חשיבותה של קריאה קרובה בשיפור מטה־קוגניציה, הקשבה קשובה, וכשירות רב־ תרבותית בעידן הרפרוף הדיגיטלי, הבינה המלאכותית ועומס המידע

The importance of close reading literature for improving metacognition, attentive listening, and multicultural competence in an AI-digital-skim and scan era of information overload

ד״ר נעמי יובל

מכללת אורנים

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In the last decade, fostering critical thinking has become an intrinsic part of education, including in the English language curriculum. Literary texts in English textbooks are accompanied by questions and reading activities to practice and test different cognitive skills. While these epistemic strategies aim to guide students toward deeper thinking structures, they have hermeneutical and epistemological implications, which have not been discussed enough. They encourage skimming and scanning as students look for clues to prove existing beliefs, or ideas (bridging) in a time in which reading habits have already been deteriorating. This paper claims that instructions should emphasize fostering reading habits, and prioritize the development of students' metacognition, a fundamental component of critical thinking and crucial for self-regulated learning. While this study is mostly theoretical, the theoretical is supported and complimented by data extracted from a qualitative study conducted while teaching two consecutive literature classes in a Teacher Education program in Israel. Findings have shown an overreliance on background knowledge and inference-making. When asked to assign activities to literary text, students put stress on resolving ambiguities and ensuring learning fluency. Comparing insights and interpretations reached through different readings made students aware of preconceptions, and additional perspectives, as well as reflect on and revise hasty judgments. The literary analysis of close reading, which distills meaning from the text, by paying attention to details of syntax and the performance of language, strengthens metacognitive reflection and monitoring. Rather than a linear process, close reading entails going back and forward and is marked by interruptions, gaps, and ambiguities that offer instances in which learning can be improved and deepened. It helps pay attention to nuances and improve heuristic thinking. Creation and innovation, the goal of higher-order thinking skills, and of the general Zeitgeist, cannot be achieved without real engagement, reflection, and interrogation of what has been said. Fostering close reading and metacognition in the EFL classroom has implications beyond textual analysis.

Keywords: critical thinking; metacognition; close reading; literary analysis; EFL classroom