The Season of Migrating South
Arab Novice Teachers Move South to Teach in the Negev

Orna Schatz Oppenheimer

Abstract

This paper describes the components of the phenomenon of novice kindergarten and school teachers migrating from north and central Israel to the Bedouin villages in the south. The graduates' stories reflect their experiences from their points of view as Arab teachers. The premise states that stories constitute a means of conveying information reflecting human awareness; thus, through them, we can learn about the professional elements with which every beginning teacher has to contend. By means of a content analysis of the stories, the focal theme is revealed – namely, coping with the move from north to south in three stages: (1) the search for and the location of work; (2) induction into teaching while confronting the reality of the other place; and (3) a retrospective of the intern year as perceived at its conclusion. The three stages are examined over a time span via the confrontation with diversity, from the personal and professional points of view. The personal point of view comprises leaving one's home and family, confronting a different landscape and culture, and experiencing loneliness and exclusion. The professional point of view is embodied in the exposure to a different educational environment and to cultural–professional diversity. Exposing the processes of the phenomenon of transition from north and central Israel to the south, both from the personal and professional points of view, can promote better absorption of kindergarten and school teachers into the education system.

Supporting newly recruited teachers in a culturally unique area: The case of the Northwest Territories, Canada

Ruwaida Abu-Rass

Abstract

Induction programs have been implemented in various countries in the world for the purpose of helping newly recruited teachers deal with the professional demands of their jobs. This article presents the findings of a research study that employed quantitative and qualitative methods to examine the effects of the four phases of the induction program in a geographically and culturally unique area: the Northwest Territories in Canada. The newly recruited teachers, both experienced and inexperienced, were assigned to teach in towns as well as in small local communities. Quantitative data were gathered from 42 teachers by means of a questionnaire. Qualitative data were collected from interviews with 26 teachers. An analysis of the data revealed that professional development contributed the most and was better than the other three phases (namely, pre-orientation, orientation and formal mentoring). These findings demonstrate the similarities and differences between the newly recruited teachers who teach in towns and those who teach in small communities, and between the experienced and the inexperienced ones. The discussion highlights the importance of developing cultural awareness for the purpose of dealing with the pupils successfully, supporting and empowering them to develop multiculturalism.

"They say our colour is sad" – Instances of racist discourse concerning Ethiopian children in teachers' talk and textbooks

Nurit Peled-Elhanan

Abstract

The paper is based on two lengthy studies – a critical analysis of discourse in the multicultural classroom in Israel (Peled-Elhanan, 2002, 2006) and a social–semiotic analysis of Israeli textbooks (Peled-Elhanan, 2012). It examines features of racist discourse in teachers' talk and in the visual and verbal representation of Ethiopians in Israeli textbooks. Based on the studies of sociologists such as Philomena Essed, Gordon Allport, and Basil Bernstein as well as on the studies of social semioticians such as Theo Van Leeuwen and Gunther Kress, and critical discourse analysts such as Norman Fairclough and Caroline Coffin, the paper examines categories of racist discourse, both visual and verbal, as they feature in Israeli teachers' talk and in primary and secondary-school textbooks.

The paper argues that racist discourse is predominant in the representation of Ethiopians in Israeli textbooks and is prevalent in teachers' talk in the classroom. Textbooks tend either not to represent Ethiopians at all or to represent them as a homogeneous, underdeveloped group.

Teachers are tolerant toward racist expressions, avoid tackling the issue of racism, and disguise their own racist attitudes with pseudo-psychological observations, missionary talk, and the discourse of learning disabilities.

The paper advocates the pedagogy of access and inclusion, and suggests that teachers require explicit instruction regarding immigrants' culture and previous systems of education as well as a more profound knowledge of the children's interests and literacy. This knowledge has the potential to shift their attitude from racism to multiculturalism. As far as the textbooks are concerned, the paper argues that critical reading can reveal underlying ideological tones and help readers understand and even fight the tendency to represent immigrant societies in an anthropological manner.

Mediating a Process of Conceptual Change of the Earth

Yaron Schur

Abstract

The article deals with a process of conceptual change through the use of the principles of Mediated Learning Experience (MLE). It describes a case study that focused on a mediation process for conceptual change undergone by an 8th-grade student of Ethiopian origin in which photos of the Earth and the moon as well as the student's drawings were employed. The first interview with the student revealed that she perceived the Earth to be located in the sky. She maintained that she had never seen the Earth. Her first drawing matched concept 1 according to Nussbaum's developmental sequence of the concept of Earth. In the drawing she made during the second interview, the student positioned herself inside the Earth. This drawing matched Nussbaum's concept 2. The study analyses the mediation process that enabled the student to undergo a conceptual change. It relates both to the difficulties she experienced in establishing a connection between her inner world and what was being taught in the classroom, and to the process that enabled her to overcome many of them. Mediated interactions employing a variety of teaching modalities such as drawings and pictures can enable a teacher to listen to the unique voice of each student. The study reinforces the need to utilize students' drawings as a means of engaging in meaningful dialogs with them.

The influence of integration between Jewish and Arab children in bi-national soccer clubs on the perception of "the other side"

Baha Zoubi

The game of soccer has a paradoxical characteristic: On the one hand, it brings people closer together, and on the other, it sustains the existing status of alienation between them. The present study examined the influence of the developmental integration between Jewish and Arab children in bi-national soccer clubs on the perceptions of "the other side" as compared with the influence of the existing segregation between Jewish and Arab children in uni-national soccer clubs as a function of the duration of membership in the club.

This study is a quasi experiment that included experimental and control groups with repeated measures on the perceptions of "the other side". The participants comprised 67 Jewish and 45 Arab children aged 10-12. The children who belonged to bi-national soccer clubs constituted the experimental group, while the children who played in uni-national soccer clubs constituted the control group.

The results indicate significant differences in the perception of "the other side" between members of bi-national soccer clubs and members of uni-national soccer clubs as a function of the duration of membership.

We found that the perception of "the other side" among the Jewish and Arab members of bi-national soccer clubs improved as a function of the duration of membership; on the other hand, the perceptions of the Jewish and Arab members of uni-national soccer clubs remained unaltered.

The positive change in the perception of "the other side" among members of bi-national soccer clubs may be explained by factors that exist in these clubs, but do not exist in uni-national soccer clubs. These include shared successes, equally hard work on the part of both the Jewish and the Arab members, ability-based participation, competing with external opponents, intergroup contact with low levels of anxiety, acquaintance potential among various members, sporting identity, professional participation according to rigorous codes of discipline, and a high level of support on the part of the parents.

The linguistic and social absorption of the veteran Bukharan immigrants in Israel

Iris Alfi-Shabtay and Lidya Etgar

Abstract

This study focuses on 45 adults who arrived in Israel from Bukhara during the 1990s. It examines aspects of language and acculturation, and investigates the manner in which these aspects are related to the immigrants' age of arrival. The participants were all asked to complete an original Hebrew questionnaire that had been translated into Russian. While those who had arrived by age 15 responded to the questionnaire in Hebrew, evaluated their integration into Israeli society as positive, and ranked their knowledge of Hebrew as very good, those who arrived after age 16 preferred the Russian version of the questionnaire, evaluated their integration as medium–poor, and ranked their knowledge of Hebrew as medium–low. This was particularly apparent among immigrants who arrived after age 40. Nevertheless, all participants, regardless of age, claimed to uphold the Bukharan tradition, and still married only within the Bukharan community. These findings not only shed light on the unique characteristics of the Bukharan population in Israel, but they also contribute to our understanding of the relationship between age of arrival and tradition on the one hand, and successful integration into the target environment on the other.

Sideshadowing: Perceiving Possibilities

Nita Schechet

Abstract

'Sideshadowing' is a term coined by Gary S. Morson ([1994] derived from the more familiar concept of foreshadowing) to conceptualize ways of perceiving alternatives and of seeing possibilities other than or counter to dominant narratives – an essential skill in multicultural education. This essay employs that literary term in suggesting real-life narrative-skill applications in the context of peace education and post-traumatic growth, critical ethical thinking, and addictive thinking. Extended and deeper sideshadowing capacities offer a reconstructive potential and process for individuals and societies through enhanced narrative competence in understanding not only what could have been – sideshadowing in service of clearer hindsight – but most urgently, what could yet be.

Key words: peace education, post-traumatic growth, narrative competence, multicultural education, critical ethical thinking

Germinated Seeds: The Development of Vygotsky's Psychology of Art in His Early Journalistic Publications (1916-1923)

Bella Kotik-Friedgut

Abstract

Discussions regarding the biography and development of the psychological ideas of Lev Semionovich Vygotsky often erroneously commence from the year 1924, when he took up a position at the Psychological Institute in Moscow. The purpose of this paper is to analyze some samples of approximately 80 early less-known and untranslated journalistic publications of L. S. Vygotsky in order to trace the development of his principal ideas about art. In the course of writing these literary and theatrical reviews, Vygotsky's cultural and esthetic views gradually matured and later found expression in his *Psychology of Art* (1925).

In his weekly essays and reviews in 1922-23, he wrote about literature, cinema, and a proposed theatrical *technicum*, reviewing both local and visiting troupes, as well as about Jewish, Russian, and Belorussian theater. On the one hand, his sharp criticisms were aimed at forming a demanding, cultured audience, and on the other, at creating literature and theater that could rightfully be called art. These reviews clearly attest to the formation of Vygotsky's analytic methodology, which he later called the "objective-analytic method".

Key words: Vygotsky's biography, psychology of art, literary criticism, theatrical criticism.

Language Usage among Palestinian and Jewish English-Language Learners in Israel: Some Considerations for Multicultural Contexts

Julia Schlam Salman

Abstract

This article addresses some of the repercussions of language usage among Palestinian and Jewish English-language learners—in particular, Hebrew-language usage, Arabic-language usage, and English-language usage. The research is based on findings from a year-long qualitative study involving ninth-grade English-language learners in three secular, State-run schools in Jerusalem; one is defined as a monolingual majority school (Hebrew-English), the second is defined as a monolingual minority school (Arabic-English), and the third is defined as an integrated, bilingual minority-majority school (Arabic-Hebrew-English). Issues of empowerment and disempowerment are examined at length in an attempt to critically examine presuppositions with regard to both local language use and the use of English in the Israeli context.
Key words: Language Usage, Power, Bilingualism, Arabic, Hebrew, English