



7th International ETAI Conference
Monday, July 4 – Wednesday, July 6, 2016

Ashkelon International Conference Center
Ashkelon Academic College Campus



www.etai.org.il

<http://etaiconferences.wix.com/etai2016>



ETAI - for a lifetime of shared professional development

Sponsors



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About ETAI

ETAI (English Teachers' Association of Israel) is a grassroots, voluntary organization concerned with the professional development of its close to 800 members. Members are English teachers from all sectors of the population in Israel, Jewish, Druze, Muslim, Circassian and Christian, and at all levels of education – elementary, junior high and secondary school, college and university.

ETAI offers professional support, information, forums for discussion and practical suggestions and resources to help English teachers deepen their expertise and grow in their careers through its local events, regional and national and international conferences and its print publication, *The ETAI Forum*.

All of **ETAI's** activities aim to provide teachers with appropriate avenues to keep up-to-date with the latest research in the field, materials, methodologies, and technology, which are essential for their lives as professional English language educators. It is our job as a teachers' association to supply a variety of arenas to foster professionalism. These include organizing events throughout the country, keeping in touch with the English Inspectorate and the Ministry of Education and maintaining our connections with international English teachers' organizations as an affiliate of TESOL (Teachers of English to Speakers of Other Languages), as an associate of IATEFL (International Association of Teachers of English as a Foreign Language) and as a member of SEETA (South Eastern Europe Teachers' Associations).

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ETAI - For a lifetime of shared professional development

National Executive Committee

Chairperson: Eleanor Satlow

Vice Chairperson: Susan Bedein

Treasurer: Debbie Lifschitz

ETAI Forum editors: Julia Mor and Sara Gabai

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Debbie Lifschitz

Lindsey Steinberg-Shapiro

Nihad Aweidah

Jane Cohen

Eleanor Satlow

Tracy Piada

Susan Bedein

Mitzi Geffen

Leo Selivan

Office manager: Karen Berzon

From the Conference Conveners

Welcome to Ashkelon, the ancient-modern city on Israel's Mediterranean coast, and welcome to the 7th ETAI International Conference! Our venue this year is the Ashkelon Conference Center on the campus of the Ashkelon Academic College, a state-of-the-art facility offering spacious, comfortable rooms, extensive outdoor areas and a wide selection of cafes and restaurants.

We are proud of our plenary and keynote speakers, who represent the best of our profession. They will *Engage* with the newest ideas and technologies; *Enhance* our knowledge; and *Energize* us to reach greater heights in our classrooms.

In addition, there is a tremendous variety of sessions for you to choose from. These include signature events, talks, workshops, special interest groups and a research symposium. There will be opportunities to meet our invited guests and to network with colleagues from around Israel and the world. And don't forget, a feature of all ETAI conferences is the extensive book and materials exhibition, this time bigger and better than ever and located in the ideal setting at the heart of the main conference building.

Relax and enjoy yourself at the end of each day at one of the special evening events – choose from a quiz evening, Pecha Kucha, a city tour and “drinks and nibbles” provided by our sponsors.

We are grateful to our sponsors and to the Conference Center for making this the best International Conference in ETAI's history, and we know you will have a wonderful conference experience.

Susan Bedein and Eleanor Satlow,
Conference Conveners

From the Program Chair

Dear conference delegates,

This year's ETAI international conference offers a rich and exciting program, probably the most varied program we've ever had. Here are some numbers:

50 workshops and talks

13 research papers

12 keynote speakers of international renown

9 sessions aimed specifically at teacher educators (these sessions are marked TT&D in this program)

5 Short N'Sweet presentations

5 symposia - organised by Macmillan Education, the British Council, Google Teachers Academy (GTA) graduates; a Research Symposium and a symposium on Teacher Preparation

4 international plenary speakers

4 UNworkshops and 4 How-to sessions (What are these? You can find out in the following pages.)

3 Forums on various topics

3 Special evening and daytime activities: Quiz night, Tour of Ashkelon, Pecha Kucha

2 Question & Answer (Q&A) Panels

Finally, we are proud to have 2 presidents in attendance – presidents of both TESOL and IATEFL, international associations ETAI is an affiliate/associate of, will be joining us in Ashkelon.

Whether you are a first-time attendee or an experienced conference-goer, we hope you enjoy the conference and take home new ideas, new friendships and new resources.

Leo Selivan – Program Chair

From the President of IATEFL

I am honoured to be here at the 7th International ETAI Conference representing IATEFL. IATEFL is a membership association and registered charity in the UK with members from over 100 countries. ETAI is one of the 109 associates IATEFL has around the world. It is truly exciting to be here at this conference which promises to be a stellar event. I am very grateful to ETAI for inviting me and the sponsor who made this possible. I wish all of my colleagues and friends here in Ashkelon an **engaging** and **energizing** three days which will serve to **enhance** your teaching experience for many years to come.

Marjorie Rosenberg, IATEFL President

Tips for Conference Goers

1. Check through the program in advance - online, or as soon as you get it at registration - and note all the things you'd like to go to. Later decide which to actually attend.
2. You'll never be able to go to all the sessions you want, because there are always lots of things going on at the same time. That's how it is at any conference. Parallel sessions are the only way to provide rich content. So, you'll need to make choices.
3. Consult colleagues about which sessions they recommend, or don't. But remember - everyone has different needs and interests.
4. Check the noticeboard every morning or the online schedules for each day of the conference for changes or cancellation: bit.ly/ETAI2016
5. If you're at the conference with a group of friends, don't all go to the same sessions. Split up and then share impressions and notes later.
6. If you know a session is likely to be popular, make sure to get there ten minutes early to get a place to sit.
7. If a session is full, choose something else.
8. The conference program is packed. Plan in advance when you will take off to have a snack, lunch or coffee.
9. Take time to visit the materials exhibition. Don't leave it to the end of the last day. Exhibitors often pack up on the last day of the conference before the last session.
10. Introduce yourself to the people sitting around you. Meet new people!
11. Don't walk out of a session before the end. It's distracting for other participants and can be distressing for the presenter. You made a choice: stay with it!
12. At the end of the session, don't hesitate to go up to the presenter and exchange a few words if you'd like to.
13. Remember: If you went to ONE good session, made ONE good friend, and renewed friendship with ONE old friend - that's a successful conference! - David Berliner's description of a good conference.

*Thanks to the ETAI 2010 conference conveners for permission to reprint these tips.

Conference Convening Committee 2016

Eleanor Satlow, ETAI Chairperson
Susan Bedein, ETAI Vice Chairperson

Leo Selivan, Program Chair
Mitzi Geffen, Local Arrangements Chair
Michele Ben, Publications Chair

Volunteers

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Adele Raemer
Rachel Segev Miller

Jennifer Spigelman
Lindsey Steinberg-Shapiro
David Young
Dena Wolfson

Acknowledgements

Thanks to Eric Cohen Books for donating the bags, Wiz Kids for name tags, UPP and The English Club for the sandwiches, Macmillan for the ice cream and British Council for the smoothies. Thanks to Tzvi Meller for his availability and patience with website and program design. Netta Dagan at the Convention Center has been an immense help in organizing the conference.



**Northern
Regional
Conference**

Save the Date!

Tuesday, August 23, 2016

Venue: Nahal Regional High School

Looking forward to going Back to School



Check the ETAI website for program details

www.etai.org.il

Registration

All conference participants must come to the registration desk upon arrival in order to receive their name tag and receipt along with a conference kit, and all information concerning the conference.

We request that all participants wear their ETAI name tags throughout the conference! Participants will not be admitted to sessions without a name tag.



PD credit (Gmul Hishtalmut)

Participants who attend all three days of the conference are eligible for a 30-hour professional development (PD) credit (*gmul*) acceptable for *Ofek Hadash* and *Oz le Tmura*. Make sure to sign the attendance sheets as required during the conference.

To receive the *gmul*, you must register through the Ashkelon teachers' center (Pisgah) **before the conference**. Use this link: <http://goo.gl/z03V26>. The course number is: 208. The name of the course is: Engage, Enhance, Energize - International ETAI Conference.

The credit will be awarded to those who complete a written assignment which will be graded. Detailed instructions for the assignment can be found here: <https://goo.gl/ghqVWE> Please read and follow instructions carefully!

Submit your assignment by email to Mitzi Geffen: mitzi100@gmail.com

Due date: July 20th, 2016

Join ETAI today!

Visit our website to find out
about membership benefits:

www.etai.org.il/join-ETAI

Conference Highlights



Dorothy Zemach

SYMPOSIUM ON ENGLISH FOR ACADEMIC PURPOSES



Come to Hall A at 14:00 on July 4th 2016

- Meet internationally acclaimed author and academic **Lida Baker** at her workshop ***Empowering Students to be Strategic Readers***
See page 23
- Take part in a panel discussion on EAP, moderated by well-known and widely respected author, publisher and teacher trainer **Dorothy Zemach**.
See page 23
- Attend Dorothy Zemach's keynote talk: ***The Chocolate Museum***.
See page 28
- Following the Symposium, join us in the Foyer at 17:00 for refreshments, book signing, our book exhibition, and career advice.

See you there!



Special offer only for delegates to the ETAI conference!
Please contact Clementine Baudet on clementine.baudet@macmillan.com
for FREE desk copies of these titles.



Routes to Excellence

Enhance your professional development with The British Council

Come along to the **British Council** **Professional Development Symposium**

*Learn about the British Council's teacher development programme for all Israeli school teachers, **Routes to Excellence**. Hear first-hand from three Israeli school teachers how Routes to Excellence has enhanced their professional development as teachers and teacher trainers.*

Find out about the British Council "gmul" training courses available where you live and how you yourself can become an accredited British Council teacher trainer in the programme.

*Take a look at the British Council's new CPD framework, **Teaching for Success**, and explore the activities and resources you can use to enhance your own professional development.*

Hall A
Tuesday 5 July
14:00

Join us for refreshments at the
Routes to Excellence reception

Foyer
Tuesday 5 July
17:00

www.britishcouncil.org.il/en/teach

Conference Highlights

Research Symposium

Chair: Valerie S. Jakar

Teacher researchers and academics from far and near engage in sharing their data and discussing their findings. A wide range of topics will be presented. The ensuing discussion will certainly be enlightening.

Hall B Tuesday, July 5 14:00 – 15:30

Teacher Training and Development SIG Day

Chair part I: Lindsey Steinberg-Shapiro

Chair part II: Rachel Segev Miller

Last year ETAI established a Special Interest Group (SIG) dedicated to Teacher Training and Development (TT&D): www.etai.org.il/ttd Sessions aimed specifically at college and university instructors, teacher trainers and all those involved in teacher education are marked in the program as **TT&D**. With TT&D themed sessions throughout the three days, the conference will culminate in a SIG day on Wednesday, July 6.

This day will include more talks and workshops on topics of specific interest to teacher educators. There will be a symposium on Teacher Preparation highlighting research from Israel and abroad on pre-service teachers' language awareness, the role of critical incident analysis and dialogic reflection in teacher training.

Hall A Wednesday, July 6 9:30 – 10:15, 10:30 – 11:30

SHORT N'SWEET SESSION

Five presenters will share some of their very best tips with you in a sprint session. From vocabulary to grammar, from reading to writing, and everything in between, the session is crammed packed with practical tips for all teachers.

Hall B Wednesday, July 6 10:30 – 11:30

Conference Highlights

ETAI HOW TO... TRACK

These are special early morning sessions aimed at informing and supporting conference participants across a range of areas they may be unfamiliar with. The 'How to' sessions are scheduled at 09:00-09:25 or 09:30-09:55 just before the start of "regular" conference talks and workshops.

Monday, July 4

First timers' session: how to get the most out of the conference (with Amanda Caplan)

Are you Tweetin' to me? How to tweet from the conference (with Adele Raemer)

Tuesday, July 5

How to source copyright-free images for your presentations (with Leo Selivan)

Wednesday, July 6

How to submit articles for the ETAI Forum (with Julia Mor)

UNWORKSHOPS

Usually, a conference consists of talks and workshops, which are fairly structured sessions where you listen or learn from a presenter with perhaps occasional questions from the audience.

An un-workshop is a loosely structured, participant-driven session with the emphasis on the informal exchange of information and ideas between participants themselves, rather than on the input from the speaker. Each **unworkshop** will have a topic and facilitator but the input will come from you, the participants. Come prepared to share ideas, activities and techniques related to one of the topics: classroom dilemmas, special educational needs, using drama in the classroom. All unworkshops take place in the VIP Suite near the book exhibition.

Monday July 4

Session 1A *Classroom Dilemmas* Moderator: Nava Horovitz

Session 1B *All the World's a Stage* Moderator: Mitzi Geffen

Tuesday July 5

Session 2B *Mixed Ability Classes* Moderator: Aharona Gvaryahu

Session 2C *Special Ideas for Special Kids* Moderator: Sharon Kleinerman

Forums

A **Forum** is a special format that gives speakers the opportunity to present together on the same topic. Three or four speakers will present alternately on various aspects of the given topic. There will be time for questions and answers.

Forums take place on Tuesday, July 5 14:00 – 15:30

Enhancing PBL (Project-Based Learning) with Technology

Forum leader: Sarah Horovitz

Participants: Sarah Horovitz
Sharon Azaria
Esty Feldman

See page 36 for session descriptions

Energizing your learners with digital tools

Forum leader: Eduardo Lina

Participants: Tamar Meirovitz & Shai Aran
Susana Galante
Shaunie Shammass
Eduardo Lina

See page 36 for session descriptions

Enhancing students' engagement with Literature

Forum leader: Michelle Kinsbursky

Participants: Michelle Kinsbursky
Doron Narkiss
Lara Kwalbrun
Elizabeth Karvonen

See page 37 for session descriptions

Daytime Activity

Tour of Ashkelon

Visit the Outdoor Museum in Afridar neighborhood with beautiful Roman burial tombs depicting famous mythological scenes. Walk around the ancient site of Ashkelon on the coast of the Mediterranean Sea, now a national park, home to the oldest arched gate in the world.

Preregistration required. For more information: <https://goo.gl/U858M8>

Tuesday, July 5 9:00 – 11:30

End-of-Day Activities

Quiz Night



UPP has great pleasure in inviting you to celebrate the American Independence Day with a fun 'general knowledge' quiz. We will begin with **engaging** information from relevant text books, continuing to **enhance** our general knowledge on the American history and, to conclude, we will **energize** you with a trivia quiz.

Looking forward to seeing you there!

Monday, July 4, 18:00–19:00

Pecha Kucha

20 slides. 20 seconds per slide. Get to the (Power)point!

Our first Pecha Kucha evening took place at the International ETAI conference in 2010. It was then successfully held at 2011 and 2012 summer conferences. This year, Pecha Kucha is back with a new host, Jane Cohen, and new presenters; it promises to be as exciting as ever.

The format is as follows: each presenter is allowed to use only 20 PowerPoint slides to get their point across. With each slide lasting exactly 20 seconds - 6 minutes 40 seconds in all - the result is very succinct, fast-paced, and often entertaining. The audience has no time to get bored, and the presenters have to be on their toes!

Tuesday, July 5, 18:00–19:00

Energizing Speed Debating

One hour, three debates!

A series of short and energizing debates on entertaining, debatable topics related to English language teaching and learning. Be prepared for a very exciting and **energizing** event which will no doubt **engage** you and **enhance** your conference experience. Don't miss it!

Wednesday, July 6, 14:30 – 15:30

Plenary Speakers



Andy Curtis

Andy Curtis is the 50th President of TESOL International. He received his M.A. in Applied Linguistics and English Language Teaching, and his Ph.D. in International Education, from the University of York in England. He was the Executive Director of the School of English at Queen's University in Canada, and a professor at the School for International Training in Vermont. He is currently working with Anaheim University, and he is based in Ontario, Canada, from where he works as a consultant for language teaching and learning organizations worldwide.

Monday, July 4th 10:30 – 11:30

Engagement in an Age of Distraction

See page 21



Penny Ur

Penny Ur has 35 years' experience as an English teacher in elementary, middle and high schools in Israel. Now retired, she has taught B.A. and M.A. courses at Oranim Academic College of Education and Haifa University. She has lectured and published extensively on topics connected to the theory and practice of effective language teaching. She was for ten years the Series Editor of the *Cambridge Handbooks for Language Teachers* series. Her books include: *Grammar practice activities (2nd Edition)* (2009), *Vocabulary activities* (2012), *A course in English language teaching* (2012), *Discussions and more* (2014), and *Penny Ur's 100 tips* (2016), all published by Cambridge University Press.

Tuesday, July 5th 11:40 – 12:30

***Enhancing Language Learning:
The Primary Goal***

See page 33

Plenary Speakers



Hugh Dellar

Hugh Dellar is a teacher and teacher trainer with over twenty years' experience in the field. He is also the co-founder of Lexical Lab and co-author of two five-level General English series, *Innovations* and *Outcomes* (now in its 2nd edition), both published by National Geographic Learning. His first methodology book, *Teaching Lexically*, is due out via Delta Publishing in the first half of 2016 and he is helping to set up a school in central London – London Language Lab.

Tuesday, July 5th 16:00 – 17:00

Making the Leap from Grammar to Lexis

See page 40



Marjorie Rosenberg

Marjorie Rosenberg teaches at the University of Graz, in companies, trains teachers and writes materials. Marjorie has written extensively in the field of business English for Cambridge University Press, Cengage, Macmillan, is the author of *Spotlight on learning styles* (Delta Publishing) and has co-authored textbooks for the Austrian school market. Her latest book is on designing activities for different learner types (Wayzgoose Press). Marjorie is currently the IATEFL president.

Wednesday, July 6th 13:30 – 14:30

Making Lessons Memorable

See page 49

***All plenary talks take place in Hall C.
Don't miss them!***

Keynote Speakers

Amos Paran, UCL Institute of Education, UK

Amos Paran is a Reader in Second Language Education at the UCL Institute of Education, University College London. He started his professional career in Israel, where he taught EFL at Blich and Thelma Yellin Secondary Schools. At the UCL IOE he teaches on the MA TESOL and supervises doctoral students. His main research interests are reading in a foreign language and the use of literature in language learning. His most recent book, co-authored with Pauline Robinson, is *Literature*, a resource book for teachers, published by OUP, and he is currently editing a book on the teaching of Shakespeare in EFL classrooms.

Ramon Lewis & Rochelle Fogelgarn, La Trobe University, Australia

Rochelle Fogelgarn trained as a secondary teacher. After a number of years of teaching and earning her master's degree, she was awarded a scholarship for full-time doctoral study, and taught in graduate and pre-service Teacher Training courses. Upon completing her PhD, Rochelle has been a teaching academic, and teaches in both undergraduate and Master's programs. She currently teaches classroom management (creating positive and inclusive learning environments), catering for diverse learning needs (with a focus on curriculum differentiation and adaptive teaching and learning methodologies) and basic teaching methodology (planning for learning.)

Ramon Lewis is an emeritus Professor in the Faculty of Education at La Trobe University where he specialised in the area of quantitative research methodology for over 35 years. Dr Lewis' major research interests are classroom processes, particularly classroom management, and adult and adolescent coping. In addition to his academic position, Dr Lewis consulted widely with schools in a bid to explore the gap between theory and classroom practice. His most recent work focuses on investigating the extent of student responsibility in classrooms (in contrast to obedience).

David Newman, Ben Gurion University, Israel

Professor David Newman OBE holds the Chair of Geopolitics at Ben-Gurion University of the Negev. He founded both the Department of Politics and Government, and the Centre for European Studies, at BGU and was editor of the academic journal *Geopolitics* for fifteen years until 2013. From 2010-2016, he served as Dean of the Faculty of Humanities and Social Sciences. He writes a weekly commentary column in the Jerusalem Post and has also been closely involved in the debate surrounding BDS and academic boycotts of Israel.

Denice Ross Haynes, Iowa State University, USA

Dr. Denice Ross Haynes is a writer, researcher, advisor, teaching and learning advocate, and conversation starter. She advises colleges and universities, business leaders and city and state government officials domestically and abroad around issues of organizational identity and strategy, evaluation, personnel development, and student learning. Denice will be leaving her role as Adjunct Assistant Professor and lecturer in the School of Education and Interim Director for the Science Bound Program to focus full-time on her writing and advising projects.

Dorothy Zemach, Macmillan Education, USA

Dorothy Zemach has taught ESL for over 18 years, in Asia, Africa and the US. She holds an MA in TESL from the School for International Training in Vermont, USA. She currently concentrates on writing, editing, and publishing ELT materials and textbooks and conducting teacher training workshops. A frequent plenary speaker at international conferences, her areas of specialty and interest are teaching writing, teaching reading, business English, academic English, curriculum design, testing, and humor.

Keynote Speakers

Elite Olshtain, Hebrew University, Israel

Elite Olshtain (PhD, University of California, 1979) is Professor Emerita of language education from Hebrew University in Jerusalem. Her research and teaching focuses on Second Language Acquisition, Discourse Analysis, Course Design and Policy Making, Classroom Oriented Research and Reading and Writing. Elite Olshtain has published books and articles in her field of expertise at the International level. Elite Olshtain was Head of the School of Education at Tel Aviv University during 1990-1992 and Director of the NCJW Research Institute for Innovation in Education at the Hebrew University during 1992-1997. She was also the Wollens Chair for Research in Education.

Ellen Spolsky, Bar Ilan University, Israel

Ellen Spolsky is Professor Emerita, Bar-Ilan University. She has written many books and articles on cognitive cultural history and theory, studying plays, poems, and paintings from the Renaissance, with special attention to the works of Shakespeare. Her most recent book is *The Contracts of Fiction: Cognition, Culture, Community* published by Oxford University Press. Now retired, she continues to write on these subjects and travels to way too many conferences in the United States and Europe, encouraging the study of literature in relation to recent developments in the cognitive sciences.

James Kennard, Mount Scopus Memorial College, Australia

Rabbi James Kennard has been the Principal of Mount Scopus College, the largest Jewish Day school in Melbourne, Australia, since 2007. Prior to that he served as Principal of two schools in the UK. A teacher of both Maths and Jewish Studies, he believes the main guarantor of a school's success to be a constant drive for improvement in teaching and learning, and that this focus should be a fundamental part of the professional culture. James has children and grandchildren in Israel, and hopes to join them soon.

Mel Rosenberg, founder of Ourboox, Israel

Prof. Mel Rosenberg is a writer, scientist, inventor, jazz musician, and educator. He took early retirement from Tel Aviv University in 2009 where he was Professor of Microbiology. He is a prolific author of children's books and satire. His books have been published in English, Hebrew and Arabic and are available at www.ourboox.com, a self-publishing platform which he co-founded in 2014, recently endorsed for use in schools by the Ministry of Education. Prof. Rosenberg currently teaches academic courses dealing with creativity, entrepreneurship, career success, storytelling and sixties music. He lectures to teachers on creating interactive e-books.

Moti Kehat, Hebrew University, Israel

Moti Kehat moved to Israel in 1968 at age ten. Prior to his 22 years of military service in the Israel Air Force, he earned a BA from Brandeis University. Following his military career Moti became an educator and teacher of various subjects in Himmelfarb High School in Jerusalem. He is the father of four, all of whom are currently serving in the IDF.

Andy Curtis, President TESOL International Association

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Hugh Dellar, Lexical Lab

Bio page 17



Conference Sessions





PLEASE NOTE: ETAI does not take responsibility for the contents of publications, materials, or presentations. Participants should not view the inclusion of materials at the conference as an endorsement or recommendation.

DAY 1*Engage***Monday, July 4**

For live updates and changes in the program, see the mobile device friendly online schedule for this day:

bit.ly/ETAI2016day1

8:30 – 10:00	Registration
9:30 – 9:55	How-to Sessions
10:00 – 10:30	Welcome & Greetings
10:30 – 11:30	Opening Plenary: <i>Andy Curtis, TESOL</i>
11:30 – 12:00	Break and Browsing
12:00 – 13:00	Concurrent Keynote Talks
13:00 – 14:00	Lunch Break and Browsing
14:00 – 15:45	Macmillan EAP Symposium GTA Graduates Symposium
14:00 – 14:45	Parallel Sessions 1a (45 minutes)
15:00 – 15:45	Parallel Sessions 1b (45 minutes)
16:00 – 17:00	Concurrent Keynote Talks
Evening Program	
17:00 – 18:00	Ice cream treats courtesy of Macmillan
18:00 – 19:00	Quiz Night

KEY	Audience	E – Elementary JH – Junior High H – High School	
		EAPP – English for Academic & Professional Purposes G – General	
		TT&D – Teacher Training & Development SEN – Special Educational Needs	
Type of Presentation	 Lecture / Talk	 Workshop	
	 Unworkshop	 Commercial	
Icons designed by Joy Thomas and Gerald Wildmoser from the Noun Project used under Creative Commons Attribution 3.0 license (CC BY)			

Registration**8:30 – 10:00****How-to Sessions****9:30 – 9:55****Hall A****Amanda Caplan*****First Timers' Session***

Attending an international conference for the first time can be quite daunting. There are so many interesting sessions to choose from and so many people milling about! Come and learn how to make the most out of the conference experience, and meet other first timers!

Hall B**Adele Raemer*****Are you Tweetin' to me?***

Twitter was the second most popular form of social networking in the world in 2015. Israelis, however, are NOT there. It is in our interest both as language teachers and as a society, to be there. Come learn the basics and hop on board!

Welcome and Greetings**10:00 – 10:30****Hall C****Eleanor Satlow, ETAI Chairperson****Marjorie Rosenberg, IATEFL President****Opening Plenary****10:30 – 11:30****Hall C****Andy Curtis, TESOL President*****Engagement in an Age of Distraction***

According to one online dictionary, in Indian English, 'engage' means "to teach someone, especially a class of children, or to keep someone busy" (Cambridge). Some of the many other meanings of 'engage' include: "to interest someone in something and keep them thinking about it"; "to make one part of a machine fit into and move together with another part"; and "to attack or begin to fight". In this talk, we will look at the ways in which all of these meanings are relevant to the work we do in our language classrooms every day.

Break and Browsing**11:30 – 12:00**

Concurrent Keynote Talks**12:00 – 13:00****Hall A****Ramon Lewis & Rochelle Fogelgarn*****Bringing Out the Best in Your Students***

Undiscerning obedience to authority or compliance motivated by social approval differs substantially from volitional moral reasoning based on internalized values. We contend that morally driven classroom management practices are likely to produce more self-aware, morally autonomous, responsible students who conscientiously aspire to be the best that they can be at all times.

Hall B**Ellen Spolsky*****Poetry and Risk***

Recent work in the brain sciences encourages us to include poetry reading and writing as the place in the language curriculum where we can encourage students to take the risk of misunderstanding, and even enjoy it. A standard of correctness is needed when we teach reading comprehension, but poems emerge from, are understood by, and encourage divergent thinking. They should be valued as the place where students can be happily and creatively wrong.

Hall C**Elite Olshtain*****Enhance Active Engagement in Learning Through a “Discourse Oriented Approach”***

The presentation will address the teaching of language skills from a discourse perspective. Our aim is to enable learners to become strategic and autonomous language users. How do we encourage and support strategic learners to recruit all their language resources and knowledge in activating skills and strategies leading to successful language use?

Lunch Break and Browsing**13:00 – 14:00**

Follow ETAI on **Facebook**:
www.facebook.com/ETAI.org

Hall A**Macmillan Symposium
on English for Academic Purposes (EAP)**

see page 9

14:00-14:45

Lida Baker***Empowering Students to be Strategic Readers***

Skilled readers apply a combination of strategies when reading for academic purposes. This session demonstrates how to incorporate strategy training into our reading lessons to help students become more strategic readers. Participants will receive a model reading guide for strategy training and apply it to a selected academic text.

15:00-15:45

Q&A with Macmillan author Dorothy Zemach

The panel looks forward to hearing your comments and answering your questions as well as addressing issues ranging from what makes EAP different from regular EFL to the definition of plagiarism in the internet age, and covers some areas of interest to anyone who works in the field of ELT.

Hall B**Google Teachers Academy (GTA) Symposium**

You're all familiar with Google - it's so well known that it's even become a verb! There surely is no one around who has not tried one of Google's popular tools: Chrome browser, search engine, Google Docs, Earth, and so much more. But are you aware of the impact Google is making in Israel with GEG IL (Google Educators Group of Israel)? Come meet Yael Doron Drori and GTA graduates, to learn about it and how YOU can get into the action! (Be sure to come with your phone batteries full!)

14:00-14:30

Yael Doron Drori***Introducing Google Educators Group of Israel***

Find out about the role that Google plays in education in Israel today, including Google Teachers' Academies (GTA), superb online training which teachers can access for free, Google Communities and Google's budding relationship with the Ministry of Education.

14:45-15:45

GTA Graduates Share The Tools

GTA alumni Irit Merchav, Susana Galante, Eduardo Lina and Adele Raemer will demonstrate tools that they gained from their experiences in the different academies, which have been taking place since 2011. Participants will experience different ways of **enhancing** their teaching with Hangouts; try out activities that will **engage** their students using collaborative Google tools and learn how Spaces can **energize** classrooms.

201 Leah Nachmani & Liat Ben Horine**EAPP*****Teaching Technologically***

This talk will share insights gained from recent experiences converting traditional frontal English courses into on line courses in higher education. It will address the organizational, pedagogical and practical issues involved in addition to sharing tools that have been tried and tested in the field.

204**JH / H /****TT&D****Shulamit Kopelovich*****Boring Chores or Meaningful Tools? Teaching Linguistics in Pedagogical Colleges***

This action research project focuses on overcoming dissociation between actual English teaching practices and theoretical linguistic courses taught in teacher-training programs. The author proposes original practice-oriented introductory courses dealing with phonology, morphology, syntax, semantics and contrastive linguistic analysis. Guidelines for creating interesting practical tasks fostering students' metalinguistic awareness are presented.

301**E****Michele Horowitz*****Early Learner Strategies***

What do you do when you are faced with a class of young children who cannot read or write? How do you get them involved in English and make them love the language? Teaching Young Learners of English can be both exciting and rewarding - for both the teacher and the pupil!

303**G / TT&D****Nancy Peled & Elisheva Barkon*****Using Iconic Speeches to Promote Reading Comprehension and Oral Proficiency***

Iconic speeches, with rich rhetorical devices and appeals, analyzed and read aloud, offer opportunities to improve comprehension, expand vocabulary, as well as enhance student confidence, motivation and self-esteem. The workshop will showcase how this is applicable for all age groups and levels through Martin Luther King's "I have a dream".

Parallel Sessions 1A (cont.)

14:00 – 14:45

304

Karen White

JH / H

Macbeth Made Interesting

To commemorate the 400th anniversary of Shakespeare's death, I will show you how you can make Shakespeare's play, Macbeth, interesting for your students. We will see how they can write their own modern version as a book, play or film. All students can join in, whatever their level of English.

307

Tal Papo

SEN

Navigation Cards

Many of our learners with ADHD and learning disabilities lack learning strategies, have difficulty working on their own, carrying out step by step instructions, and monitoring their learning process. In this workshop, you will acquire a simple tool with the greatest outcome: providing learners with opportunities for success.

308

Jane Cohen

G

“May the force be with you” - Motivate learners with film

Get motivated to integrate movies, trailers and other moving images, into your English classrooms. In this hands-on-workshop you will experience pre, during and post viewing activities, which have been created to extend and review lexical items, as well as provide opportunities for using literary devices to engage all learners.

312

Leo Selivan

G / TT&D

Misapplied Linguistics

In recent years, there have been renewed calls for research to be a substantial source of teacher knowledge (Ur, 2012) and that our practice should be evidence-based (Mayne, 2013). However, much applied linguistics research remains unapplied, is often misapplied, or is downright inapplicable. The session highlights some particularly notorious examples.

VIP Suite

Classroom Dilemmas**Unworkshop: moderated by Nava Horovitz**

Hardly a day passes in the classroom without teachers experiencing some kind of dilemma – Homework? Grammar? Oral activities? Writing tasks? EFL teachers constantly find themselves making decisions in an attempt to make their classrooms more effective **Come prepared to share** and discuss these dilemmas.

Parallel Sessions 1B

15:00 – 15:45

201

Micaela Ziv

TT&D

Using an international standard for English Proficiency

Maintaining a high level of proficiency among future English teachers among all sectors of Israeli society is essential. Teacher training institutions might benefit on many levels from using an objective international test for this purpose.

204

Fran Sokel

E / JH

Learner Engagement: What and how?

Research consistently indicates that if deep learning is to occur, learners must be engaged in the learning process. But what is learner engagement and how can we ensure it happens in our English language classrooms? In this interactive presentation we will examine these issues.

301

Rita Zeltsman-Kulick

E / SEN

Too Many Poor Decoders and Spellers - Problem & Solution

Many EFL teachers attest to their students' poor decoding and spelling skills. Results from recent studies give empirical validation for these concerns. This talk will define the problem, discuss its causes and suggest a practical solution through restructuring our theoretical and practical paradigms of teaching the English writing system.

303

Ella Ben Emanuel

E / JH

The Power of the Narrative in the ESL Classroom (The Story Unfolds)

Stories affect us profoundly. Our world is shaped by the stories that are told to us. Corporations use the narrative as a powerful tool to brand products and buy consumer loyalty. Effective teachers too, know how to adopt the narrative to engage their students. In this talk I will examine the power of the narrative and how teachers can unlock it to actively engage students and promote meaningful learning.

Parallel Sessions 1B (cont.)

15:00 – 15:45

304

Sarah Gordon

H ©

***Accessible Technology for Inaccessible Results***

Learn how students across Israel are using simple accessible technology and a free program available to all to create incredible English immersion experiences around the world.

307

Valerie Jakar

G

***Celebrating with TESOL International on its 50th Anniversary***

Hear from and about the work of colleagues from around the globe who presented at the “TESOL at Fifty” Conference in April. Participate in a webinar on teaching writing to English language learners, and learn about the latest trends as well as practices that have stood the test of time.

308

Susan Holzman & Bev Stock

G / H
TT&D***To Respond or Not to Respond: Engaging Students in Writing***

In this workshop participants will engage in responding to authentic writing products. Come and engage in a discussion of student writing. Learn about different kinds of feedback. Consider how to respond to a writing product in progress. Share and reflect on ways to engage our students in the writing process.

312

Amanda Caplan

G

***Art Belongs in Class – It’s as Simple as ABC***

Agam, Brueghel, Cezanne: Art Belongs in your Classroom whatever the level. Do you teach colours, adjectives, grammar, descriptive writing or holidays? Of course you do! Bring famous paintings to class. You don’t need to understand Art, you just need Google Images and you too can do it!

VIP Suite

All the World’s a Stage***Un*workshop: moderated by Mitzi Geffen**

We will discuss ways to use drama to help all our learners, especially those who lack learning strategies, have difficulty working on their own, carrying out step by step instructions, and monitoring their learning process. Drama allows for the greatest outcome: providing learners with opportunities for success. **Come prepared to share your ideas** for using drama in English learning and teaching.

Concurrent Keynote Talks

16:00 – 17:00

Hall A **Dorothy Zemach**

The Chocolate Museum

“I may not have been the best teacher and they may have not gotten very far in their textbook, but we had FUN”, blogs a new ESL teacher. Worrying that a class deemed difficult or “boring” will displease students, teachers struggle to find interesting and fun topics and activities. However, by keeping our students from the real work of learning, we are disadvantaging them. This lecture examines ways to engage learners through their own overall success, rather than their enjoyment of individual activities.

Hall B **Amos Paran**

Engaging Learners with Reading: The Role of Literary Texts

Literary texts have always played an important part in English language education in Israel. Unfortunately, in recent years the use of literary texts has been inextricably bound with questions of testing literature. In this talk, I will discuss how literature can be de-coupled from tests, and focus on ways in which it can engage learners in language learning at all levels. I will discuss five principles for engagement, and show how they apply to extensive reading as well as intensive reading

Hall C **Denice Ross Haynes**

Teachers as Bridge Builders

Like bridges, words have the capacity to connect us to new faces, places, and spaces. Teachers of English are given the privilege to both **build** and **be** bridges for our students with the ultimate goal of empowering them to build bridges of their own to the global community. In this session, we will explore this powerful metaphor in the context of engaging, enhancing and energizing the actual teaching and learning experience in the classroom in ways that impact the head and the heart; yours and your students!

Evening Program

Foyer **Stay Cool with Macmillan**

17:00-18:00 Book signing and ice cream treats

See page 9

Hall C **UPP Quiz Night**

18:00-19:00 **Engaging** evening of fun and trivia. **Enhance** your general knowledge while answering questions and solving riddles, **energized** by an opportunity to win a prize.

See page 14



כשר

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DAY 2***Enhance*****Tuesday, July 5**

For live updates and changes in the program, see the mobile device friendly online schedule for this day:

bit.ly/ETAI2016day2

8:30 – 9:30	Registration
9:00 – 9:25	How-to Sessions
9:30 – 10:15	Parallel Sessions 2A (45 minutes)
10:30 – 11:30	Concurrent Keynote Talks
11:40 – 12:30	Plenary: Penny Ur
12:30 – 12:40	The English Club app launch
12:40 – 13:30	Reception, Lunch Break and Browsing
13:30 – 14:00	AGM – ETAI Annual General Meeting
14:00 – 15:30	Symposia and Forums (90 minutes)
14:00 – 14:45	Parallel Sessions 2B (45 minutes)
14:50 – 15:35	Parallel Sessions 2C (45 minutes)
15:35 – 16:00	Break and Browsing
16:00 – 17:00	Plenary: Hugh Dellar
Evening Program	
17:00 – 18:00	British Council Reception
18:00 – 19:00	Pecha Kucha

KEY	Audience	E – Elementary JH – Junior High H – High School EAPP – English for Academic & Professional Purposes G – General TT&D – Teacher Training & Development SEN – Special Educational Needs	
	Type of Presentation	 Lecture / Talk  Unworkshop	 Workshop  Commercial
<p>Icons designed by Joy Thomas and Gerald Wildmoser from the Noun Project used under Creative Commons Attribution 3.0 license (CC BY)</p>			

Registration

8:30 – 9:30

How-to Sessions

9:00 – 9:25

Hall A

Leo Selivan

How to Source Copyright-free Images for your PowerPoint Presentations

A picture is worth a thousand words, and well-chosen images make PowerPoint slides more powerful and help the audience remember your point. But how do you go about finding quality copyright-free images online? We will look at how to search for and properly attribute photos found on the internet.

Parallel Sessions 2A

9:30 – 10:15

102

Debbie Lifshitz

G / TT&D

Brains and Learning in an Era of Technology Overload and Addiction

Sustained Silent Reading (SSR) used to be a curriculum-encouraged methodology. Today reading is constantly interrupted and disrupted by other media that run simultaneously. Our brains are addicted to technology and exposed to information overload. This talk will focus on the effects this has on our brains, and how it affects our students' learning, with implications for teaching.

103

Julia Schlam Salman

H

Integrating Content and Language: An Example from the Israeli Context

This talk discusses the notion of integrating content and language in English language learning. Based on a recent interdisciplinary English language program spearheaded by the Israeli Ministry of Education, this presentation addresses three dimensions of the initiative: policy considerations, curricular considerations and pedagogical/instructional considerations. Challenges and benefits are discussed.

107

Melodie Rosenfeld

G / TT&D

Integrating Technology with Special Needs EFL Learners

Digital technology can help pupils with dyslexia, dysgraphia & other learning challenges. This talk will demonstrate a selection of APPs, extensions and sites which can help learners with such challenges. Participants will be given a list of such resources.

302

E / JH

**Pat Talshir & Elinor Karsagi*****Group Work: What is Lost and What is Gained?***

Many teachers hesitate before implementing group work in their classroom. In our workshop we will provide a variety of tools that will enable teachers to energize their classrooms and enhance meaningful learning. We will demonstrate different ways in which group work can ensure maximum participation of pupils.

303

JH

**Shaunie Shammass*****An App for the Speaking Skill***

SpeakingPal is an award winning app for teaching English on the mobile with a unique focus on the speaking skill. We combined rich video with automatic speech recognition to give learners instant pronunciation feedback in a new and engaging learning experience.

307

H / TT&D

**Michelle Kinsbursky*****Performing texts to enhance College Literature Learning***

In this workshop, I will involve participants in performance exercises of literary texts and discuss how performance can both engage learners in a motivating way as well as enhance a student's greater textual understanding.

308

E / JH

**Dana Prop*****Animated Learning***

Are you an educator in search of innovative ways to teach English grammar and make new vocabulary words and expressions come to life? In this workshop you will learn effective strategies to enrich your English language lessons and engage students using the many animated features BrainPOP and BrainPOP ESL have to offer.

312

EAPP

**Debbie Sarussi & Sharon Sacks*****Teaching Gems***

A workshop to generate and inspire teaching ideas based on 'Teaching Gems' resource books, beginners and advanced. They include 30 easy to use lessons, extra fun activities and games for teaching English conversation to adults, and addresses different types of teaching and lesson styles. Ideal for new and experienced teachers.

VIP Suite**Ministry of Education Q&A session**

Come to find out about the latest developments in and plans of the Ministry of Education. Eyal Ram, Deputy Director General and the Director of the Pedagogical division will answer your questions and share the new vision of the MOE.

Concurrent Keynote Talks

10:30 - 11:30

Hall A

Andy Curtis

Enhancing Effectiveness Through Contextualization

In recent years, ELT has come to be dominated by methodological and technological considerations, as well as concerns about testing and assessment of learning outcomes, and many other important aspects of what we do. However, Context is now being placed at the center of the discussion. By focusing on the Centrality of Context (Curtis, 2016), and doing more than simply paying lip-service to its importance, it is possible to make the case that *where* we do what do is at least as important as – and possibly *even more* important than – who does what to whom, in the language classroom.

Hall B

Mel Rosenberg

Reverse Literacy: Turning students into authors of the internet age

Excite and motivate your students by turning them into e-published authors. Today anyone can create interactive page-flipping e-books on any topic, with Ourboox, our free and simple platform which was recently endorsed by the Ministry of Education. Add text, in any language, artwork, embed video, puzzles, games, maps and quizzes. Books can be shared, promoted and edited at any time. Reverse literacy is here!

Hall C

David Newman

Should Academics be Engaged or should they Stay in their Ivory Tower?

Academics are often accused of undertaking their research within an ivory tower with little relevance for the real world problems. But when they do become involved in the public debate, on chat shows or in newspaper op-eds, they are often accused of dabbling in politics instead of adhering to scientific "objectivity" or "neutrality."

Morning Plenary

11:40 – 12:30

Hall C

Penny Ur

Enhancing Language Learning: The Primary Goal

Our main goal as teachers is to get our students to learn English and to achieve levels of proficiency in the language that will enable them to function in a variety of communicative situations. Unfortunately, too often teachers are urged to prioritize aims such as: 'teach communicatively' or 'use digital technology' or 'use group work'. These can be useful means to help language learning, but they are means, not ends. If they are seen as ends in themselves, they may actually harm learning. Let's put the enhancement of language learning back where it belongs, as our primary goal.

English Club App Launch**12:30 - 12:40****Hall C****Fern Levitt*****The English Club App***

Join us to celebrate the release of The English Club app on Android! We'll have refreshments and raise a toast that, due to popular demand, this useful resource for teaching beginning English learners to read, write, spell, pronounce and understand basic English will now be available to all learners with a smartphone, whether Apple or Android. Come receive your free gift, and to meet some learners who've been using The English Club and want to show off their new English skills!

followed by a reception

Lunch Break and Browsing**12:40 - 13:30**

The English Club App Reception in the foyer

AGM**13:30 - 14:00****Hall C*****AGM – ETAI Annual General Meeting***

Presentation of the financial report by the ETAI treasurer. Election and ratification of board members. Discussion of issues relevant to the success of ETAI. See you there!

Symposia**14:00 - 15:35****Hall A****British Council “Routes to Excellence” Professional Development Symposium**

see page 10

14:00-14:45

Helen Sykes***Routes to Excellence and our New CPD Framework***

In this talk as well as presenting The British Council's teacher development programme for all Israeli school teachers, I'll share with you our new approach to continuous professional development, *Teaching for Success*. We'll take a look at the British Council's new CPD framework, consider together where you fit on the framework and explore the activities and resources you can use to enhance your own professional development.

14:50-15:35

British Council certified trainers***Routes to Excellence –Through a Trainers' Lens***

Come along to hear first-hand from three Israeli school teachers about how the British Council's teacher training programme, *Routes to Excellence*, has enhanced their professional development as teachers and teacher trainers. Find out about how you yourself can become an accredited British Council teacher trainer in the programme.

Hall B RESEARCH SYMPOSIUM**Chair: Valerie S. Jakar****Bridget Schvarcz & Ronli Nissim*****The Significance of Reflection in Professional Development***

This paper presents the results of a recent action research carried out in the framework of an ICT in-service training course for English teachers. While engaging the participants to review the input of meetings, the study explored the potential of immediate reflection on the applicability of the material in classroom practices.

Alexander Chirnside***Can Templates Increase Fluency in Test-Based Speaking Tasks?***

The very specific discourse around which test-based speaking tasks are often formed can be highly intimidating, and it is not unusual for even competent L2 speakers to flounder. One possible solution is to provide potential examinees with a template generalized to fit any possible topic they might encounter. This paper describes how such a template was utilized.

Annie Kantar Ben-Hillel***Why Invest in English? Students' Goals and Perceived English Needs***

What motivates college students to learn English? What are their perceived learning needs? A college English program surveyed their most motivated English learners, identified by having opted for weekly one-on-one and small group tutoring. We explore the linkages found through the survey data between motivation, self-perception, and English.

Hazel Gaito***Improving Reading and English Reading Comprehension For Non-Reader/Weak Learner Students in the 30 Plus Program***

In Israel there is a large group of Mature Adult Students (MAS) who have severe difficulties in contending with the English language - EFL - and it is to this particular group that attention has been given in this research. They are Non-Readers/Weak Learners who suffer from a lack of phonological awareness.

Tziona Levi***Intervention and Pedagogical Change Supported by a 'School Language'***

This paper presents a pedagogical-organizational school language seen as a 'language of pedagogy' and literacy acquired during a three-year intervention program. The research sought to examine the influence of such a 'school language' on pedagogical and organizational changes and its effect on the school culture.

Nelly d'Agostino***Research in Action: Multilinguals' Narratives Become Text for EFL Study***

An enthusiastic NNEST* created EFL study units based on students' responses to survey questions about their lives and their learning. The resulting program for the multilingual high school students has proved beneficial to both the students' and the teacher's understandings of their own and others' ethnic and linguistic identities.

* Non-Native English Speaking Teacher

What is a Forum? See description on page 15

Room 102

Forum: **Enhancing Project-Based Learning with Technology**

Sara Horovitz

It's all about L.O.V.E - Learning Oriented Visual Environments

The role of "L.O.V.E" is to communicate information and ideas through items on display and through design that emphasizes them in order to encourage and foster independent and creative learning without the need of mediation. L.O.V.E should attract, hold and communicate, enabling and supporting different learning styles.

Sharon Azaria

Interactive Project Based Learning: Everyone Has a Story to Tell

A fifth grade Florida school and a sixth grade Bat Yam school collaborated to tell their stories. Both schools have diverse populations with the majority of the children from lower socio-economic classes. The children discovered, shared, and compared information about their schools, their countries, and countries of origins. Finally, they studied together through Centropa materials stories of children during the Holocaust.

Esty Feldman

PBL in Reshit High School and Technology in ESL

Project Based Learning has become an integral part of our teaching system in our school. Children are encouraged to be creative and present in every way as their emotional intelligence carries them to be as successful as possible. The use of technology in the teaching of English as a second language and in PBL will also be dealt with in this presentation.

Room 103

Forum: **Energizing Learners With Digital Tools**

Tamar Meirovitz & Shai Aran

The Digital Gap: an Investigation of Digital Instruction in EFL in Israel

This talk addresses a perceived gap between the potential of digital instruction (DI) and the actual DI that the researchers have observed in EFL classroom. Data has been collected from interviews and observations of stakeholders, and from questionnaires. We will set out lines for practical implementation for improvement of digital instruction.

Susana Galante

Connected Learning in Global Projects and Literature

Connected Learning is a pedagogical approach, which makes learning relevant to all populations, real life, work, and the digital age. Computer supported collaborative learning environments can help foster this. Examples of such environments built for global projects and also for the teaching of "The Road Not Taken" will be shown.

Shaunie Shammass

Mobile English Teaching – What Now?

The world has gone mobile. There are so many mobile English teaching apps nowadays for smartphones and tablets. What are the pros and cons of teaching with the mobile? How can you decide what apps to use? How can a teacher use mobile apps in a teaching curriculum?

Eduardo Lina

How to use Moodle in the English Classroom

Moodle gives teachers control over digital content that can be used with their pupils. Moodle also makes it easy to use tools such as: Google's YouTube and many more. I will share how using Moodle can bring about a significant change in the way we teach and our pupils can learn English. I hope to report on what I have been able to do using Moodle on several Teacher Professional Development Workshops, too.

Room 107

Forum:	Enhancing Learners' Engagement with Literature
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Michelle Kinsbursky

Literary learning for enhanced cross cultural understanding

I will share the research I am doing to enhance cross cultural understanding with a diverse student population. Using the theories of Chicana literary writer and social activist, Gloria E. Anzaldua I bring her "borderland" themes into the literature classroom to encourage dialogue and greater cross cultural understanding.

Doron Narkiss

Humor and Creativity in William Carlos Williams' Poetry

William Carlos Williams' short Imagist poems continue to surprise, baffle, and delight classrooms. They attract readers by seeming simple, yet they are quite dense. This duality, in form and content, is the result, I suggest, of a tone, or attitude, that sees laughter as the appropriate response to the world.

Lara Kwalbrun

The Uses of Creative Writing in Teacher Training and the English Classroom

Traditional training in reading and interpreting literary texts often involves a combination of class discussion and critical writing. By introducing creative writing into the literature classroom as a legitimate interpretive method, teachers will enable an insider engagement with form and structure, help students develop a sense of familiarity, appreciation, and relevancy, and provide a locus for self-expression.

Elizabeth Karvonen

Organizing an English Book Club

This session will present a student-led English language Book Club that has proved successful in the David Yellin Academic College of Education. Through the club, students read and discuss a different English book every month, sharing their ideas on a communal blog, a WhatsApp group and in face-to-face meetings.

302

Lindsey Steinberg-Shapiro

G

Who says we shouldn't use L1 in the EFL Classroom?

An important principle in learning involves framing the new knowledge within the old. When learning a new language, learners already have an enormous body of knowledge about language; their own! In this workshop, I will take the L1 skeleton out of the closet and show how using the students' native tongue can greatly enhance language learning.

303

Dorothy Zemach

EAPP

Teaching Study Skills

They should have learned study skills in high school.” Yes—but what if they didn't? University students sometimes arrive with brain power and drive, but without the organization and habits necessary for academic success. The presenter will demonstrate useful techniques for teaching and practicing academic study skills.

307

Anna Gębka-Suska, IATEFL Poland

G

Let's be Students for a While – Let's Try Out Collaborative Teaching and Learning

First you will learn how to make low-level students speak by using prompts and you will try out six very simple but fun activities. Then you will teach those activities to your colleagues. To finish we will talk about the experience and discuss why collaborative teaching and learning works.

308

Geoff Toister

G

Vocabulary – The Cinderella of EFL

Cinderella was neglected and unloved. So too is the teaching of vocabulary. Learning a foreign language is still popularly conceived as a matter of learning how to manipulate its grammar and course book publishers are reluctant to produce vocabulary-centred materials. This talk describes two projects that put vocabulary at centre stage.

312

Julia KoifmanE / JH / H
SEN***Teaching and Motivating Students with Special Education Needs***

This talk focuses on teaching students with dyslexia, ADHD, ASD and other special education needs. It explores ways to implement methodology proposed by the Israeli Association for LD People. I will share my experience in making students interested in learning with the help of a variety of methods.

VIP Suite **Mixed Ability Classes**

*Un*workshop: moderated by Aharona Gvaryahu



One of the most challenging tasks is teaching in a class with pupils who are all at different levels of language acquisition, and whose needs are varied. **Come and share** ways to cope and succeed teaching in classes with learners of mixed abilities.

What's an unworkshop? See page 12

Parallel Sessions 2C (45 minutes)

14:50 - 15:35

302

Tami Levitzky-Aviad

G / EAPP
TT&D

Testing Vocabulary Size: How Much and How Well

The new Computer Adaptive Test of Size and Strength measures how many words are known by a test-taker productively and receptively, and whether they are recalled or recognized. The test includes 140 items that represent 14000 words of British and American English. Two test versions are available, monolingual and bilingual.



303

Gil Rechtman

E / JH / HS

Parenting the Parents as a Way of Enhancing Students' Achievements

Should parents be a factor in teaching English? Is it possible and to what extent to engage parents in the classroom? How can we use parents to energize their children? Should we consider the parents' expectations when designing our syllabus? These are some of the questions this lecture will address.



307

Elva Mellor & Maria Ramirez

E

Making Learning Meaningful and Fun

Active participation in read-alouds provides opportunities for students to use English in meaningful ways and gain confidence in speaking. Learn how to liven up and bring comprehensible input to stories. See how easy it is to involve students in critical thinking leading to different speaking and writing formats.



308

Gaila Cohen Morrison

E / JH

Our Students Become Authors!

If students struggle with reading can they possibly write? In this workshop I will suggest different strategies that can help our weak students read, and also allow for our stronger students to show off their abilities.



Parallel Sessions 2C (cont.)

14:50 - 15:35

312

Marjorie Rosenberg, IATEFL President

EAPP

Engaging and Fun Business English Activities



Whether you use a coursebook or create your own materials, practical activities which raise learner involvement can often be added to a lesson. In this workshop participants will try out several 'NTP' (no teacher preparation) activities which can be used in a variety of Business English settings and groups. They can be done as basic activities as well as be extended into long-term semester projects.

VIP Suite

Special Ideas for Special Kids

*Un***workshop: moderated by Sharon Kleinerman**



Join us to discuss successes, frustrations and methods on how to work with the most challenging kids in our classes, and with our special classes. Come prepare to **share your ideas**.

What's an unworkshop? See page 12

Afternoon Plenary

16:00 – 17:00

Hall C

Hugh Dellar

Making the Leap from Grammar to Lexis

Grammar is reassuring. As teachers, we have all invested time and effort in working out how to explain it. Yet it only takes students so far. This talk explores the fears around making the leap into the unknown and beginning to teach more lexically – and suggests eight ways of making the transition easier.

Evening Program

17:00-18:00 British Council Reception

Foyer

18:00-19:00 Pecha Kucha

Hall C

20 slides. 20 seconds per slide. Get to the (Power)point!

Each presenter is allowed to use only 20 PowerPoint slides to get their point across. With each slide lasting exactly 20 seconds - 6 minutes 40 seconds in all - the result is very succinct, fast-paced, and often entertaining. The audience has no time to get bored, and the presenters have to be on their toes! Hosted by Jane Cohen.



LearnEnglish Kids

www.britishcouncil.org/learnenglishkids

Explore online songs, stories, games, videos and printable resources for young learners, parents and teachers

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www.britishcouncil.org/learnenglishteens

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DAY 3*Energize***Wednesday, July 6**

For live updates and changes in the program, see the mobile device friendly online schedule for this day:

bit.ly/ETAI2016day3

8:30 – 9:30	Registration
9:00 – 9:25	How-to Sessions
9:30 – 10:15	TT&D SIG Day
	Parallel Sessions 3A (45 minutes)
10:30 – 11:30	TT&D SIG Day (cont.)
	Parallel Sessions 3B (60 minutes)
	Short n'Sweet
11:30 – 12:00	Break and Browsing
12:00 – 12:45	Concurrent Keynote Talks
12:45 – 13:30	Lunch Break and Browsing
13:30 – 14:30	Plenary: <i>Marjorie Rosenberg, IATEFL</i>
14:30 – 15:30	Closing Event: Energizing Speed Debating
15:30 – 15:45	Closing Remarks

KEY	Audience	E – Elementary JH – Junior High H – High School EAPP – English for Academic & Professional Purposes G – General TT&D – Teacher Training & Development SEN – Special Educational Needs	
	Type of Presentation	 Lecture / Talk  Unworkshop	 Workshop  Commercial
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Registration

8:30 – 9:30

How-to Session

9:00 – 9:25

Hall A

Julia Mor, ETAI Forum Editor

How to submit an article to the ETAI Forum

One of ETAI's leading activities is producing the *ETAI Forum* journal, in which ETAI members are encouraged to share their expertise with the community. In this session, the Forum's new editor Julia Mor will provide important guidelines and useful tips for writing for the journal specifically and academic writing in general.

TT&D SIG DAY

9:30 – 10:15

see page 11 for information about this SIG (Special Interest Group)

Hall A

Symposium on Teacher Preparation (Pt. 1)

Chair: Lindsey Steinberg-Shapiro

Tina Waldman

Mindfulness and self-efficacy for teaching writing in FL

This presentation reports on a study which reviews the effects of mindfulness meditation practice (MMP), the cultivation of moment by moment focused attention and awareness, on pre-service teachers' self-efficacy for teaching writing in FL. Research suggests that engaging in mindfulness meditation practices can improve teachers' attention, and increase their sense of well-being and teaching self-efficacy.

Rachel Segev Miller

The Effect of Explicit Instruction on English Majors' Strategic Knowledge

The findings of the present study indicated a significant effect of the researcher's explicit instruction of reading strategies on her students' initial repertoires, on their evolving conceptions of the reading process, and consequently on their self-efficacy and motivation to teach reading strategies to their prospective students using the same methodology.

Leah Doryoseph

Bringing Technology into the Classroom One Iteration at a Time

This design-based research explores professional growth of in-service English teachers who took part in a professional development course focusing on technology integration. The course was designed based on cognitive apprenticeship and the model of Technological, Pedagogical and Content Knowledge (TPACK). It is a promising model for supporting teachers' integration of technology.

The SIG Day continues at 10.30

201

Andy Curtis

G

Energizing Language Learning Using Film

In this workshop we will look at how films can be used to **energize** the ELT classroom. We will discuss concepts such as 'Doing More with Less' and 'Mining the Material'. We will explore the use of filmic input to generate verbal output, and as a highly effective way to show the relationships between Language and Culture.

202

Rochelle Fogelgarn

G

Sustaining Passionate Pedagogy

Passionate, pedagogical wisdom has been the hallmark of the world's greatest scholars and educators. Passion for subject and the empowerment of learning, coupled with expert pedagogy, are attributes of great educators. This presentation will explore the multi-faceted phenomenon of passionate pedagogy: what it is, why it is important and how it can be sustained.

204

Laura Major

TT&D

Knowledge and Creativity in Formative Assessment

This talk will discuss an approach to assessment in a literature survey course, "Children's and Young Adult Literature", in a Teacher Training College. This course lends itself to formative assessment and creativity. Giving up on summative assessment actually **ENHANCES** the students' ability to absorb knowledge and take in information.

303

Michele Ben

G

Engaging Ways to Enhance Writing Instruction

Songs, poems and pictures can all be used to engage learners in lessons that focus on writing. Come and experience ways to get your students to write more energetically!

304

Daniel Lang

G

"The School of the Future" and its Benefits for Teachers

This presentation is about a program which does most of the teacher's work for us and makes teaching much easier. We no longer need to prepare lessons, check work or tests. Lessons are personalized according to each student's needs. Instead we can focus on what technology can't do: Give each student more personal attention.



307

Emmy Zitter**H / EAPP /
TT&D*****Unit United: Secular and Jewish Literature in
Language Teaching***

A unit about intergenerational relationships can include an American short story, Dell's "The Blanket," and an Eastern poem, Shirazie's "Grandmother". We can engage our students, especially religious ones, by also including a Jewish source, the story of Duma from the Talmud, and exploring a familiar value from different perspectives.

308

David Young**G*****Shakespeare & Me***

For over forty years I've been teaching Shakespeare. How is it that this fantastic dramatist still holds me and the world spellbound even 400 years after his death? Come and listen to a celebration and a new angle about his life, and language including a special stress on "Macbeth".

312

Amy Gelbart**HS /
TT&D*****Changing Your "Status" in the Classroom***

How do we change what happens when we walk into the classroom and shut the door? Can we change our students' and (most importantly) our own perceptions of our "Status"? In this workshop we will play games that raise awareness of our status and try on different roles.

TT&D SIG DAY**10:30 – 11:30**

see page 11 for information about this SIG (Special Interest Group)

Hall A***Symposium on Teacher Preparation (Pt. 2)*****Chair: Rachel Segev Miller****Bridget Schvarcz*****Language Awareness and EFL Teachers' Professional Identity***

This paper presents the results of a study on teacher language awareness (LA) carried out among EFL teachers in the Israeli education system between April - June 2015. Our study explored the interface between teachers' linguistic knowledge and their pedagogical practice.

Chien Chin-Wen***Integration of Critical Incident Analysis into EFL Student Teachers' Practicum***

This study explores the writing and discussion of critical incidents among six student teachers with their cooperative teachers in a practicum under the elementary school teacher education program in a university in northwest Taiwan. Suggestions on effective integration of critical incident analysis into the practicum are provided.

Miri Tashma Baum***Triumph and Tribulation: The Development of Self-Efficacy in Two Language-Learning Histories***

In an effort to better understand the processes which create a motivated, confident and successful language learner and user, I describe the results of a research project analyzing the language learning histories of two EFL student-teachers. The histories display “redemptive” patterns and a growing sense of self-efficacy, with clear significance for teaching practice.

Holli Schauber***Using the EPOSTL for Dialogic Reflection in EFL Teacher Preparation***

For many pre-service EFL teachers and their mentors, the theory and practice driven European Portfolio for Student Teachers of Languages (EPOSTL) occupies a prominent and practical role in their preparation programs as a delivery system of core pedagogical skills and knowledge. Interest in the role that dialogic reflection plays in this process is studied in an EFL teacher education program at a Swiss university that relies heavily on the EPOSTL for the professional development process.

Parallel Sessions 3B**10:30 – 11:30****Hall B****Short N'Sweet****Moderator: Amanda Caplan****Gil Rechtman*****Games to Energize the Students***

Fast, exciting, games to encourage speaking in the classroom.

Michelle Kinsbursky***Engaging Students in Reflective Letter Writing when Reading Literature***

Introducing a letter writing technique I use with my students to enhance their literary understanding.

Barry Silverberg***Stand Up Sit Down Comedy***

Words have the power to inflict pain, but they can also make us laugh. This is a comic sketch about the words, chunks and idioms we use.

Karen White***Help! I've Got Nothing But My Bag***

You will be amazed at all the activities you can do with just your bag and its contents.

Merav Badash***Memorable and Engaging Grammar Lessons - Dream World?***

Learn how to use simple and fun grammar activities that engage students and make grammar lessons memorable.

Parallel Sessions 3B (cont.)

10:30 – 11:30

201

Naomi Epstein

E / JH / H

Using Videos & Photos for Reading Comprehension

Very short films (without dialogues) and photographs can be a memorable way to practice important reading comprehension skills. The material relates to both lower order and higher order thinking skills. Examples will be presented for use with students of all ages.

202

Michelle Korenfeld

E

Improving Students' Attitudes and Achievements by Facilitating Creative Thinking

Come to revitalize your teaching skills and materials for better students' attitudes and grades. Creative thinking weaved into everyday classes will motivate the students to improve literacy skills, making learning more fun, engaging, and meaningful. Get energized with playful and creative tools motivating learners towards excellence.

204

Efrat Golan Matalon

G

Words Words Words – Practical Activities for Learning & Retaining Vocabulary

How can we help our students of all levels to acquire and retain vocabulary? During this session, we'll explore some word learning strategies and experience some practical vocabulary activities that energize the classroom, and get students to both learn and retain words' meaning.

303

Aaron Gorsuch, British Council

HS /
EAPP***Aptis: Forward-Thinking English Testing from the British Council***

TT&D



Aptis is an on-line English testing service from the British Council that tests listening, speaking, reading writing and vocabulary and grammar of students. Results are benchmarked against the CEFR and are available for teachers and students within three days of taking the test.

304

Sara Horovitz

E / JH / H

TNT – Explosive technological Tips N' Tricks

In our transition to the world of technology 2016, we have all made efforts to keep up with the Joneses. We've befriended our mouse, parted with the mail dove and even trained our swiping index finger. With technology developing fast, the time for hands on technological miracle makers is here.

307

H / SEN

**Raviv Schwartz**

English Instruction & At-Risk Youth: An Integrative or Marginalizing Force?

Does English instruction in Israeli serve to narrow or exacerbate the existing educational and social gaps among stronger and weaker students? What can be done to make English study more accessible and relevant to high school students at risk? These are some of the questions to be addressed in this presentation.

308

EAPP

TT&D

**Tina Waldman**

Nurturing Mindfulness in Pre-Service English Teachers

This talk will discuss models that can be helpful for integrating mindfulness within the paradigm of teacher education. Mindfulness training is a process that teaches formal practices for cultivating present moment awareness such as meditation, as well as informal skills for reducing a wandering attention and emotional reactivity in daily life.

Break and Browsing**11:30 – 12:00****Concurrent Keynote Talks****12:00 – 12:45****Hall A****Hugh Dellar**

Language-focused teacher development

Many strands of ELT emphasize interaction, responding to students language needs in the moment and creating language-rich classrooms. In this talk, I argue that while these are valuable approaches in principle, in practice they demand a lot of teachers – and teacher education and development programmes may not address these problems. I will finish by suggesting some tasks for teachers to develop their language awareness on an ongoing basis

Hall B**Moti Kehat**

Engaging, Enhancing and Energizing the EFL Classroom with Comics

Comics and graphic novels are being increasingly used in schools as central texts for language classes, as supplementary reading, and as aids for reluctant readers and weak language learners. This talk will introduce the rationale for this practice, and suggest further benefits of so doing in teaching English as a foreign language.

Hall C **James Kennard**
Enhancing Teaching by Creating a Culture of Professional Learning

Great teachers are those who want to be even better teachers. And great schools encourage and facilitate their teachers to achieve this. Such schools encourage a culture of professional conversations about teaching and learning, but how do they find the time? How do they create a Professional Learning Community?

Lunch Break & Browsing **12:45 - 13:30**

Goodbye snack courtesy of UPP

Plenary **13:30 – 14:30**

Hall C **Marjorie Rosenberg, IATEFL President**
Making Lessons Memorable

There are a variety of ways in which you can make your lessons memorable in order to help your learners take valuable information with them when they leave your classroom. In this plenary we will look at a number of ideas and practical examples which you can use to liven up your lessons, make them fun, relevant, engaging, and creative so that both you and your learners feel you have gotten the most out of the face-to-face time you can spend together.

Closing Event **14:30 – 15:30**

Hall C **Energizing Speed Debating**
Moderator: Jennifer Spigelman

A series of short and energizing debates on “very serious” topics concerning various aspects of EFL teaching, such as what level is the best level to teach and whether British English or American English should be the accepted standard. Featuring Adele Raemer, Eduardo Lina, Francine Widerker, Elizabeth Karvonen, Andy Curtis and Marjorie Rosenberg.

Closing Remarks **15:30 – 15:45**

Hall C **Shirley Burg, Inspector Southern Region, MOE**
Susan Bedein, ETAI Vice Chairperson / Incoming chairperson



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We have made every effort to include accurate details of all participants.
We apologize for any missing or incorrect data.

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Conference Planner Day ONE		July 4
9:30 – 9:55 How to		
10:30 – 11:30	Opening Plenary – Andy Curtis	
12:00 – 13:00 Keynote Talks		
14:00 – 14:45 Parallel Sessions 1A		
15:00 – 15:45 Parallel Sessions 1B		
16:00 – 17:00 Keynote Talks		
17:00 – 18:00	Reception	
18:00 – 19:00	Quiz Night	
Notes:		

Conference Planner Day TWO		July 5
9:00 – 9:25 How-to		
9:30 – 10:15 Parallel Sessions 2A		
10:30 – 11:30 Keynote Talks		
11:40 – 12:30	Plenary Talk – Penny Ur	
12:30 – 13:30	English App Reception and Lunch	
13:30 – 14:00	ETAI AGM	
14:00 – 15:35 Forums 90 min Parallel Sessions 2B/2C		
16:00 – 17:00	Plenary Talk – Hugh Dellar	
17:00 – 18:00	BC Reception	
18:00 – 19:00	Pecha Kucha	
Notes:		

Conference Planner Day THREE		July 6
9:00 – 9:25 How-to		
9:30 – 10:15 Parallel Sessions 3A		
10:30 – 11:30 Parallel Sessions 3B		
12:00 – 12:45 Keynote Talks		
13:30 – 14:30	Plenary Talk – Marjorie Rosenberg	
14:30 – 15:30	Closing Event – Energizing Debate	
15:30 – 15:45	Closing Remarks	
Notes:		

See you next year!

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NOTES

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