6th International Conference in Jerusalem
Tuesday July 13th – Thursday, July 15th
Ramada Hotel, Jerusalem

Conference Program

Registration times:

Monday: 15.00 – 17.30 Ramada Conference Center
9.00 - 14.00 David Yellin Academic College of Education, Building D
(for participants in the Pre-conference Workshops, only)
Tuesday 8.00 – 17.00 Ramada Conference Center
Wednesday 7.45 – 17.00 " " "
Thursday 7.45 – 11.00 " " "
Thursday - for Exhibition entrance only - 11.00 – 13.00

The **Book Exhibition** will be available throughout the entire conference.
Browse and Enjoy!

Monday, July 12, 2010

18:00 Gala Opening Event Queen of Sheba Hall
Sponsored by the British Council UK

British Council Launch Party
Come along and join the British Council teachers as we launch our exciting new British Council
website for learners

Greeting and Introductions

19:00 – Prof. David Crystal and Hilary Crystal

Speaking Shakespeare: Fact and Fiction
A light-hearted romp through Shakespeare

Your colleagues from around the world will be joining us at David Crystal's presentations which is being aired live on the British Council Island on Second Life. Come along and meet your English teaching avatars! Brought to you in partnership with AvatarAcademyTM powered by MetaverSense Ltd.

TUESDAY July, 13, 2010

		Audience / Room
9:00-17:00	**Time to Know** *It's time to know Time to Know, The Digital Platform for English Teaching & Learning* Time to Know is a Digital Teaching Platform with full curricular content for English, Math and Hebrew for Grades 4, 5 and 6. It is a teacher-centered, student-driven, innovative and motivating program which empowers the teachers and excites the students.	*El* **Delilah**
8:30-9:00	**Nava Horovitz** - *First-Timers* Is this your first time at a national conference? You are invited to attend the First-Timer's session to help you manage your way through the many sessions and events that are being offered.	G **Amnon**
9:00-9:45 Parallel Sessions	**Fran Sokel** *Teaching (English) in a Changing World* We are living in a defining moment of educational history, when the world in which teachers do their work is changing profoundly.' (Hargreaves:2003)We shall consider implications of this powerful statement for our work as English teachers and adapt some familiar exercises to better suit the obligations of education today.	El, J/H **Queen of Sheba**
	Lynn Zimmerman *Creating International Links Using Online Discussions: Israel, Taiwan & US* The Internet as an interactive tool has broad implications for education by creating spaces for collaborative learning. This presentation examines the perceptions and experiences of university students in Israel, Taiwan, and the US who engaged in an online discussion in English about gender stereotypes in their respective countries.	U, T E **Michal**
9:00-9:20	**Miri Baum** *"But I'll Never Teach Shakespeare" Literature Courses& the Formation of the English Teacher* My presentation focuses on the attitudes of graduates of English B.Ed. programs towards the contribution of "purely academic" literature courses to their work and self-image as English teachers. Teachers favor "practical" courses, raising concerns regarding their appreciation of their job as an academic profession, with its own reservoir of valuable academic knowledge.	El, J/H, H/S, TE, G **A2**
9:20-9:45	**Marina Rassokha** *Exploring Language Identity of EFL learners* The presenter considers the term 'language identity' and its current understanding in specialist literature. However, the main emphasis is on practical application of the concept for ELT. The findings from a questionnaire survey of EFL students are reported and classroom activities for fostering learners' language identity are offered and discussed.	**A2**
9:00-10:30 Workshop	**Leo Selivan** *Revising and Recycling* Lexis In our previous Lexical workshops at ETAI, we have explored the implication of the lexical view of the language, highlighting the importance of collocations and frequently occurring patterns. How can you put these ideas into practice? In this interactive session, we will focus on classroom activities aimed at recycling and revising lexical chunks.	J/H, H/S, AE **Amnon**
9:45-10:30 Plenary Lectures	**Wendy Arnold** *Who Owns English?* As the flood of countries introducing English as an additional language continues, at an ever younger age, it is time to stop and consider who owns English and as a lingua franca how we can use it as a 'tool' to link communities rather than divide them.	G **Queen of Sheba**
	Joseph Lo Bianco *English, Dilemmas of Identity and Globalization* At the end of the 19th century many intellectuals could see that a global world was emerging and made preparations. Some tried to create the "neutral" code of communication they believed this world would require. The names of their projects reflect their ideals of peaceful communication and intercultural ties: eg Esperanto. However, today we do have the closest the world has come to a global	G **A2**

	code, lingua mundi, or Globish, called English. It carries the name of a specific national state in a small part of the world which is no longer pre-eminent in global affairs. The fortunes of world English rest on decisions made in China and India about their patterns of communication with the rest of the world. In this talk I shall report research undertaken over 4 years in China on language attitudes and specifically the shifting and remarkable fortunes of a vast country where there are more learners of English than there are Americans. The talk will conclude by a reflection on the nature of language and identity, how have we, and the language inventors, imagined language and identity links in the past, and what must we conclude from the lessons of recent globalization.	
10:00 – 10:40	**Ruth Kelfa** *Saving Struggling Students* A simple, effective, vocabulary-based mentoring system which enables the struggling student, however far behind, to reach class level and beyond. This user-friendly method is a result of years of teaching experience, and works well with almost any student, including LD.	El, J/H **Michal**
10:40-11:40 **KEYNOTE Plenary Lecture**	**Opening Greetings** **David Crystal** *Myths and realities of English on the Internet* The internet, the language linker par excellence, offers ELT fresh opportunities and challenges, but to respond to these requires an understanding of how language is evolving in electronic media. The talk examines some of the myths about what is happening to English in electronic communication, and discusses research realities.	G **Queen of Sheba**
11:40-12:00 Plenary Lecture	**Judy Steiner** Chief Inspector for English, Ministry of Education *Strengthening Partnerships* Building on the assumption that what we learn from each other may help another, the English Inspectorate is interested in developing different partnerships in the English-teaching community in Israel. In my talk I will describe the different partnerships. I will also present updates from the Ministry of Education.	
12:00-12:45 Plenary Lectures	**Judy Steiner** Chief Inspector for English, Ministry of Education *Strengthening Partnerships* Continuation of plenary lecture and discussion time	G **Queen of Sheba**
	Ramon Lewis *Classroom Management: Are we seeking Obedience or Responsibility? Are we getting it?* Without effective behaviour management, a positive and productive classroom environment is impossible to achieve. Finding the most effective techniques for producing behaviour change and preventing the development of classroom discipline problems is a moderately stressful part of the professional lives of many teachers, and a major reason for job dissatisfaction. The need for confidence regarding the impact of particular strategies is important to teachers given that the ability to manage students effectively is a critical component of their sense of professional identity. This presentation focuses on the results of attempts to introduce the Developmental Management approach into all schools in the Northern Metropolitan Region of Victoria, Australia, as part of the 'train the trainer', AiZ project. The rationale underlying the 15 recommendations for teacher behaviour implicit in the DMA are highlighted and examples of schools' attempts to introduce elements of the DMA into primary and secondary classrooms are discussed.	G **A2**
	David Hanauer *Towards Meaningful Literacy: Poetry Writing in the* Language Classroom This lecture has three main aims: 1) To introduce, develop and exemplify the concept of meaningful literacy as an approach to teaching in the language classroom; 2) To present descriptive data on the process of writing poetry in a second language; 3) To describe an approach for using poetry in the ESL/EFL English language classroom. Central to the approach developed in this lecture is the idea that the construction and expression of personal meaning with emotional	J/H, H/S **Amnon**

	salience is at the heart of ESL/EFL literacy learning. The lecture will follow the structure of the three aims. In the first part of my lecture I will define the core principles of meaningful literacy and how they can be manifest in the language classroom. This will be followed by a review of qualitative and quantitative data collected in a series of studies that deals with the process of writing a poem in a second language. The last part of the lecture will describe the process of teaching poetry writing to language learners and exemplify this process through the analysis of some selected second language poetry.	
12:00 - 12:45	**Lea Shmolovsky** and **Peggy Barzilay** *Bookworm: A Computer Program for Weak Readers* Bookworm is a computer program to advance reading ability of both students and adults. It is intended for readers who already know the letters of the alphabet and most of the sounds they represent. It works on automaticity, reading comprehension and the recognition of problematic letters and letter combinations.	**Michal**
13:00-14:00	**Hot Dog Lunch sponsored by Eric Cohen Books**	**Royale Lobby**
13:15-14:00 Poster Presentations	**Sara Leah Shomron** and **Shifra Shomron** *Teenagers Voice - Grains of Sand: The Fall of Neve Dekalim* Teen author Shifra Shomron tells a compelling story about a turbulent time in Israel's history through Efrat, a high school student living under dual threats of Arab attacks and the government's plan to destroy her beautiful Gush Katif home. Will community efforts save Gush Katif from destruction?	J/H, H/S, TE, G, C **A2**
	Sarah Horovitz: *Visual Learning Environments* This poster and accompanying presentation will introduce English teachers to the potential of Rich Visual Learning Environments: turning English learning into fun, practicing real life experiences, boosting confidence of weaker students, providing opportunities and incentives for self expression**.**	**A2**
	Laura Shashua *The Way to Wonderland: A Multi-Disciplinary Approach to Learning* "To students, the typical curriculum presents an endless array of facts and skills that are unconnected, fragmented, and disjointed" (Beane, 1991). Discover how teachers of English, Hebrew Literature, Jewish Heritage and History collaborated on two cross-curricular study days and brought seemingly disparate school subjects together to form an integrated whole.	J/H **A2**
14:00-14:45 Parallel Sessions	**Rick Rosenberg** *Fostering Communities of Practice for Interaction* This session will demonstrate how to access online tools for interaction and how to foster increased communication through participation in communities of inquiry and practice.	G **Devora**
	Eusebia Iris Muresan: *Are Projects in the EFL Classroom a Waste of Time?* Based on an experimental model, this study shows how to plan and implement project work in ten easy steps and how the process affects students' performance and motivation. The study also emphasizes the importance of student-generated versus teacher-generated project topics in two different classroom situations. The results may surprise both teachers and decision-makers.	El, J/H, H/S, U **A1**
	Yael Bejarano: *Effective Learning in a Motivation Enhancement Model* Research has shown clearly the connection between motivation and success in language learning. This paper will discuss factors that influence learner motivation with special focus on curiosity and interest which are considered important motivating factors. Elements that arouse students' interest in the EFL classroom will be presented and student and teacher anecdotes will be shared.	TE, G **Amnon**

	Liz Shapiro *Erratic Spelling and the ESOL Learner* We will show how tests (used in UK) for dyslexic tendencies in adults can be used to identify the pattern of spelling errors made by the adult.	U, AE, BE **Michal**
	Elana Cheshin and Sarah Cove *TLC: Teaching and Learning Cooperatively* Cooperative teaching/learning exists on three separate but parallel planes: teacher-teacher, teacher-learner and learner-learner. This talk will explore some of the options available for fostering cooperation for maximum effectiveness in our schools and classrooms.	G **A2**
	Helen Osimo *Coming to Terms with Lexical Chunks: Identifying, Using and Teaching*. The importance and benefits of teaching lexical chunks has been well-documented, but can some sort of order be imposed on an area which is so amorphous? This presentation suggests criteria for identifying idiomatic chunks in written and spoken texts, ways to explain their usage and to organize them for teaching.	J/H, H/S, TE **Amos**
	Carla Nochomovitz *Conflict Resolution via Drama In The EFL Classroom* The presentation will consist of three parts. A brief history of Kaye Players, a description of the work process and finally how evaluation activities and rubrics were used to generate data on expectations and achievements both in English and Conflict Resolution skills.	**Queen of Sheba**
	Joseph Lo Bianco *English, Dilemmas of Identity and Globalization* Question and answer session following earlier plenary	**Tamar**
15:00-15:45 Plenary Lectures	**Zoltán Dornyei** *Communicative language teaching in the 21st century: The principled communicative approach* Over the past two decades "communicative language teaching" (CLT) has become a real buzzword in language teaching methodology, but it is highly questionable as to whether the term covers a well-defined and uniform method. In fact, since the genesis of CLT in the early 1970s in the UK and the US, its proponents have developed a very wide range of variants that were only loosely related to each other. Therefore, in the first part of my talk I will summarise the psychological foundation of the communicative approach and explain the reasons for the rather fluid nature of the method. I will then argue that CLT is currently undergoing a major transformation, characterised by a move towards a more principled way of developing communicative competence in the learners. Based primarily on psycholinguistic research, I will outline the main features of the emerging new CLT, with a special emphasis of three key issues that lie at the heart of the changes: (a) focus on form and form-focused instruction; (b) fluency and automatization; and (c) formulaic language development. In conclusion, I will offer six general methodological principles that are in accordance with the state of the art of our research knowledge of instructed SLA.	**Queen of Sheba**
	Richard Curwin *Why students are so hard to teach and what we can do about it* Students today are harder to teach; they talk too much, are more defiant, less motivated and pose greater challenges. I am frequently asked "why". I have some answers, and for those with courage, some suggestions to improve this situation.	**Devora**
	Brock Brady *TESOL, A Profession in Transition: Challenges, Trends, and Aspirations* A look at some of the key trends and challenges that face English language teaching (and teachers) today -- first globally, and secondarily, in the U.S. Issues include changes in instructional approaches to provide more effective use of English for specific situations, acknowledging the validity of different varieties of English and the legitimacy of nonnative English-speaking teachers, blended methodologies, the defense of other languages and bilingualism, and the urgent need to protect our profession and our livelihoods in a changing instructional landscape where the demand for English is bringing in new competitors to our field.	**Amnon**

	Elite Olshtain *Where Have All the Methods Gone?* The last few decades have witnessed changes in the approach to language teaching that were research-based, discourse-based and leaner-based. On the one hand changing winds and shifting sands have done away with the basic premises of teaching methodology, while on the other hand they have opened up our arena to creativity, innovations and diversity. As a result, roles of teachers and learners have changed in significant ways and policy making has had to refocus on expected outcomes and standards for student achievements. The presentation will elaborate on some of these changes and will provide examples from various implementation projects in Israel and abroad.	**A1**
16:00-16:45 Parallel Sessions	**Sylvia Cher** *Paraphrasing to Prevent the Perils of Plagiarism* The aim of this presentation is to highlight the relevance of paraphrasing as an academic skill and to emphasize its important role in the avoidance of plagiarism. This presentation is based on research for a Master's thesis conducted with local Australian postgraduate students and international postgraduate students.	U, AE **Tamar**
	Miriam Kluska *Lots of HOTS for Elementary and Junior High School* The importance of teaching thinking skills is recognized by most educators today. We have introduced the teaching of thinking skills into the high schools through the teaching of literature. This session will deal with the reasons and ways to integrate thinking skills in the English classroom in the lower levels as well.	H/S **Michal**
	David Young: *The History of Grammar: Why We Communicate as We Do* How many times have we been asked, "Why is it called the Present Perfect?" or "Why does the Present Simple in the Third Person Singular have an 's'?" This talk will attempt to answer these and other questions by noting how our grammar has developed during the past millennium.	El, J/H **Devora**
	Natalie Genkin *Age of Starting EFL Learning In Israeli Formal* Education This talk will report research that looked at whether pupils who started learning English in school at an earlier age achieved, by 7th grade, better results than other students. They didn't. After a brief description of the study and its results and conclusions, the main part of the session will be devoted to open discussion on the issue of age of beginning English in school.	G **Amos**
	Liat Ben Horine, Michelle Kinsbursky *Personalized Programs: Stimulus to Student Success* Programs for academic English, based on wider freedom of choice, have been developed to meet the need for maintaining motivation. The talk will share practical ideas which have been shown to activate college students and engender a more engaged and cooperative atmosphere while still working within the confines of national standards.	EAP **A1**
	Judy Yaron: *Shared Leadership Within the ETNI Community* For seven years the presenter followed the dynamics of the ETNI (English Teachers Network of Israel) Community and the interactions amongst its members. In addition to the practice of Shared Leadership within the ETNI Community, this study reveals the ETNI members' perceptions and understandings of Educational Leadership and Shared Leadership.	G **Amnon**
	Sarah Kitai *Making Friends with Owls Named Yan and Shoof: Translating Hebrew Children's Literature into English* The talk will consider the special challenges of translating children's books, particularly those that are rhymed, from Hebrew to English, with reference to differences between the two languages, differences in the conventions for children's literature, and the specific constraints and difficulties involved. It will include audience participation and numerous examples.	G **Queen of Sheba**
	Emmy Zitter *"The Real Surprise in deMaupssant's "The Necklace" - Literature's Multiple Meanings* Famous for its surprise ending, the real surprise in Guy de Maupassant's "The Necklace" is that the story is a rich mine of possible readings. Numerous	J/H, H/S, TE **A2**

	approaches to understanding "The Necklace" show how literature can open pupils' eyes to different characters, cultures, and ways of understanding texts—and their own world.	
17:00-17:45 Parallel Sessions	**Lisa Katz** *What happens in translation? Why and how translations must differ from originals. Specific Hebrew-English issues.* A tiny bit of theory and a lot of common sense. We will translate a contemporary Israeli poem and compare our results with published versions.	**Queen of Sheba**
	Julie Nevo and **Caren Neuman** *New Time for English* Come see the additions to "New Time for English", the complete program for heterogeneous classes in their second year of English: two supplementary workbooks practice stable word endings and reading strategies, more listening activities and vocabulary tasks for each unit, and even more extension ideas in the Teacher's Guide.	C **Devora**
	Mary Kay Harrington *Rhetorical Reading and Writing: California High School Project* In 2002, as the California State University (CSU) began to see problems as entering students' reading scores fell on the English Placement Test (EPT), a radical approach seemed appropriate. Faculty from the CSU and California high schools formed a task force, writing curriculum based on reading/writing theory as well as forging it with high-school English Language Standards. The curriculum was designed specifically for high-school seniors in order to prepare them for the CSU. To date 4500 California high-school teachers have participated in Professional Development programs which introduced them to the Expository Reading and Writing Curriculum. Surprising results have occurred.	El, J/H, H/S, U **Amnon**
	Sharon Azaria *Don't Pass the Scissors or Cultural Codes* When teaching in a typical Israeli multicultural classroom there are codes of behavior and hidden messages that students have received at home which may vary from acceptable behavior at school. How do these messages differ and how can EFL teachers become aware of the possible differences, understand them, and know how to react to them?	G **Michal**
	Nurit Melnik *Linguistic Corpora as an Empowering Tool for English Teachers* The goal of this talk is to demonstrate how linguistic corpora can empower English teachers. The talk identifies "problem areas" for non-native speaker teachers and demonstrates how simple searches of publicly available corpora can provide immediate and reliable answers regarding the actual use of the language.	H/S **A1**
	Sara Gabai *Holocaust "Survivor" or (in Hebrew) "Nitzol" - Active or Passive?* Why are Holocaust survivors called "nitzolim" in Hebrew, which sounds passive, as if they were "saved", without the active connotation of the English "survivor"? Using a short English autobiographical story by an Israeli survivor, I have discussed this issue with high school students in both English and Translation classes.	G **A2**
	Orly Sela *Teachers' Moral Dilemmas* Teachers face ethical dilemmas in their work on an almost daily basis. Sharing and discussing them can potentially be both interesting and useful. The discussion will begin with a very short theoretical presentation, to be followed by a discussion of actual cases from the participants' lives and work.	**Tamar**
17:00-18:30	**Raya Stolyar** *Bringing Dictations to Life* If you want to make learning joyful, meaningful and effective, you can do it by using dictations. Dictation is an extremely versatile and flexible activity even though it is sometimes seen as old-fashioned. This workshop shows how dictation can become an exciting part of your teaching.	J/H, H/S, TE **Amos**
17:45-18:30 Parallel Sessions	**Natalie Hess**: *Language Exploration Through the Use of Pattern Poetry* Poetry blooms inside us. It packs meaning into words. Using poetic license, it gains freedom from grammatical constraints. Used correctly, pattern poetry is a superb tool for language teaching. This presentation will demonstrate how to make the	G **Devora**

	best use of it.	
	Barbara Kolan *Zebra Stripes in EFL: Literary Texts to Enhance Intercultural Awareness* Literature in the EFL classroom enhances intercultural awareness. This presentation focuses on tasks for developing intercultural competence through prose and poetry. Teachers of EFL learners of all ages (including the Israeli Bagrut program) and teacher educators interested in literary studies are welcome!	**A1**
	Melanie Shaul *Students' Development Through Testing - Combining Methods* Traditional assessment doesn't aid students in developing their strengths or improving on their weaknesses. I'll discuss a new format of testing which enhances development and achievement where students discover their inner ability to transfer what they've learned from prior tests and experiences to new problems on different tests.	**Amnon**
	JoAnn Salvisberg *Framework for Designing a Diagnostic Instrument for Oral Skills Assessment* This poster presentation depicts research undertaken to identify content criteria and validity measures needed to design a diagnostic speaking test for second language learners. Using the first draft, teachers in Switzerland trialed the guidelines. Their feedback, as well as that of experts in testing, was integrated into the final framework.	TE, G **Michal**
	Rivka Lewenstein HOTS *Off the Press* C For the Love of Literature is an innovative literature book designed to be an all-encompassing solution for teachers doing the log with their students. This talk will give ideas for how to best go about implementing the literature program in your school using this book. (Non-log teachers also welcome!) Photocopiable handouts included.	C **A2**
	Kevin McCaughey *Action Listening Games* Action Listening Games offer teachers a way to increase listening practice—and fun—-no matter what the age or level of students. Participants will take part in a series of graded Action Listening Games, experiencing first-hand from basic level to advanced, the process of solving verbal puzzles through teamwork, movement, and understanding English. Teachers will learn of new research correlating movement and health and movement and learning.	**Tamar**
18:15 Evening Program	**English *on Stage*** "Music Evolution" is a multi-media musical production revolving around best friends, a gift, and the 20th Century in American music! Get your toes tapping with songs from various genres such as Jazz, Disco, Pop, and more! English On Stage is the professional English-language mobile theater in Israel.	
	Pecha Kucha 20 slides. 20 seconds per slide. Get to the (power)point! Each participant makes a very short presentation of 20 PowerPoint slides each lasting exactly 20 seconds: six minutes forty seconds in all. The result is very succinct, focused, and often entertaining, summaries of the topic chosen: the audience has no time to get bored, and the presenters have to be on their toes! Hosted by Leo Selivan and featuring Penny Ur, Zoltan Dörnyei, Adele Raemer and other presenters, this event is not to be missed!	
	Evening Concert: Brigham Young University, Jerusalem Center for Near Eastern Studies	

WEDNESDAY July, 14, 2010		**Audience/ Room**
8:00-9:00 Plenary Session	**This event is in honour of the memory of Sheila Been: teacher, teacher trainer and materials designer** **Penny Ur:** *Linking through grammar* Grammar practice isn't just gap fills and matching: it's also a potential trigger for activities that give students opportunities to communicate and forge real personal links with each other. This talk gives some ideas for such 'linking' activities that practice some of the trickier grammatical features of English at various levels of proficiency.	**Queen of Sheba**
8:15-9:00 Plenary Session	**Wendy Arnold** *State and Status of English* What is happening with English in the two largest global countries, India and China? And how else is English spreading around the globe? What have we learnt about the implementation of English language teaching globally?	**A1**
8:15 – 10:10 Workshop	**Ramon Lewis** *The Developmental Management Approach* Engage in simulations and examination of case studies to learn more about effective behavior management strategies which result in a positive and productive learning environment . The 15 recommendations for teacher behaviour which are implicit in the DMA will be tried, tested and discussed – with special reference to the possibilities of implementation here in Israel.	**Devora**
8:15-9:45 Workshop	**Olga Galperin** *From Intermediate to Advanced- Taking Vocabulary Skills to the Next Level* Having reached intermediate level of English, many students are still at a loss for words in their daily interactions. The challenge to identify and use language chunks (collocations, phrasal verbs, idioms) in a native-like manner along with lack of cultural exposure are the main obstacles to advancing through the levels. The workshop will present a range of materials that help overcome these challenges. Comprehensive handouts will be provided to the participants.	AE, G **Delilah**
9:00-9:45 Parallel Sessions	**Zoltán Dornyei** *The principled communicative approach* Question and answer session following earlier plenary (Tuesday) **Ann Shlapobersky** *Ten Steps Behind and Trying to Catch Up* Our students were born into a new world, a new century where pen and paper are writing tools of ancients and in a millisecond they have immediate access to information. In this talk I will explore what teachers can do to bridge the gap and join the century that our students were born into. **Tziona Levi** *The Effect of Dynamic Assess. on Learners' Performance in EFL Oral Prof. Tests* This paper will present a doctoral dissertation, aiming to investigate how Dynamic Assessment (DA) affects student achievements on an oral language proficiency test in an EFL setting. DA incorporates the results of an intervention into the assessment procedure in which learning can be observed in 'real time'. The mediation tools will be presented and discussed. **Jen Sundick** *Something Tricky This Way Comes: Shakespearean Adaptation by EFL Teacher Trainees* This presentation describes how teacher trainees of EFL read, adapted, and presented "Macbeth" in groups of varied competencies. This interaction between native speakers and ELLs encouraged didactic, interpretative, and cooperative efforts. I will discuss the unit as implemented in class and incorporate a hands-on experience in group adaptation of Shakespeare.	**A1** JH, H/S **Amnon** H/S, T/E, G **Tamar** H/S, U, AE, TE **Michal**

9:00-10:30 Workshop	**Elite Olshtain** and **Judy Yaron** *YALP -YACHAD Accelerated Learning Project - Working Together Across Borders* YALP is a joint educational project between Israel (NCJW Research Institute for Innovation in Education / HUJI) and Australia. Its target audience is students at-risk, primarily the Indigenous population. While sharing the obstacles of working together across borders, this session highlights the practices that have made YALP a success. **Irena Tuchin** Systematic *Approach to Discipline Problems* To solve a discipline problem we should first define it. The purpose of this presentation is to introduce the definition that will enable teachers to determine whether or not any given behavior is a discipline problem, help avoid provoking unwanted behavior, and decide what specific teacher intervention should be employed. **Yehezkel Bund** and **Diane Eisenberg** *The Cookie Test: An Activity for Classroom Management and Conflict Resolution* In this unique hands- on workshop, participants learn about "The Cookie Test," a fun and innovative activity for students based on the famous "Marshmallow Test" conducted by researchers at Stanford University. In the activity, students use HOTS /Critical Thinking Skills to develop tools for improved self-control and enhanced interpersonal skills.	G **Queen of Sheba** J/H, H/S **A2** El, J/H, H/S **Amos**
10:00-10:45 Parallel Sessions	**Joanne Grimberg** *Using Magazines Effectively in the Classroom* The Jerusalem Post tries to keep up with what is current and of particular interest to children. By talking about their own interests, children are more likely to sit up and take note of the lesson. The use of magazines in the classroom helps the teacher to practice the required curriculum skills as well as reinforce and introduce other, more complicated ones. From grammar enhancement to exercises in speaking, listening and writing - magazines are flexible and easy and fun to use. **Mitzi Geffen and Adele Raemer** *An Adventure in Drama: Take 1 – Improvisation in the EFL Classroom* This is a 4-session mini course. This session will allow you to experience using theatre games in the classroom, which can be used on their own or as part of a drama course you are doing with your students (when putting on a play in English). **Amanda Caplan** *Extensive Reading in the Classroom: How to Make it Work* One of my pupils complained, "I wasted all Shabbat reading that book, I couldn't put it down." I'd like to share some practical ideas for encouraging reading for pleasure in and out of the classroom. Try them and your pupils will also "waste" their time reading! **Tammar Aviad** *Lexical Properties in the Writing of English Learners* Written samples from the Israeli corpus of learner English, collected in elementary schools, high schools, and university, were compared on three dimensions of lexical quality: non-frequent vocabulary, lexical diversity and multi -word units. The results are related to the development of lexical use and the value of form-focused instruction. **Liz Shapiro** *"Ear, Eye, Undivided Attention": Listening and Responding in a Discussion* Participants will listen and respond in a short meaningful discussion, acknowledging contributions and offering different points of view. The difficulties of pronunciation and expressing differing points of view for students of diverse linguistic and cultural backgrounds will be addressed through Brain Gym, voice exercises and some simple drawing.	**Devora** El, J/H, H/S **A1** El, J/H, H/S, C **Amnon** El, J/H, H/S, U, EAP, TE, G **Tamar** U, AE, BE **Michal**
10:00-11:30 Workshop	**Tali Mann** *Is Linguistics Just for Linguists?* Integrating linguistic insights into any level of EFL teaching makes the teaching more effective by developing learners' meta-linguistic awareness. Learners' consciousness of the grammatical differences between languages, and of the	El, J/H, H/S, U, AE, EAP, TE **Delilah**

	resulting difficulties and errors, is increased. Common errors are thus minimized and productive use of English is promoted.	
11:00-11:45 Parallel Sessions	**Mitzi Geffen** *An Adventure in Drama: Take Two – Putting on a Play with* **Adele Raemer** *Students; Theory and Practice* This is session 2 of a 4-session mini-course. **Zohar Jacobson** *Using Games Successfully in the English Classroom* In this workshop we will talk about the advantages of incorporating games in the language classroom, give tips on how to make the lesson a success and introduce our new game of Fill-It-Right D.I.Y. **Richard Steinitz** *Language Central: A Comprehensive Textbook Series for Native Speaker Pupils* Language Central is series of comprehensive textbooks which is suitable for use with Israeli Native Speaker and quasi-Native speaker pupils. Together with a multi-media presentation on the use of the Teacher's Guides, we will demonstrate their application and how they make extensive use of Higher Order Thinking Skills (HOTS). **Susan Holzman** *Vocabulary and Reading* Lexical knowledge is the key to success in reading, especially for weak learners. This presentation will include theoretical background on teaching vocabulary, guessing in context and dictionary use and will offer practical classroom suggestions for implementing these ideas in the classroom. **Debbie Lifschitz and Elisheva Barkon** *Limelight on EFL Teacher Training : Establishing National Proficiency Standards* Israel aspires to quality education for its citizens. This goal includes knowledge of English. Unfortunately, in recent years we have witnessed unsatisfactory results on nationwide examinations. In light of the importance of teacher expertise in learners' success, this discussion group will examine teacher preparation and proficiency qualifications for language instruction. **Chih Min Shih** *English Graduation Benchmark: A Case of Taiwan* To nudge students to study English and to improve their English proficiency, many universities in Taiwan have imposed an English test on their students as their graduation benchmark. In this paper, I argue that this policy is not only unnecessary but also problematic. **Fredrica Leiba** *Is English for Academic Purposes Stretching Between Myth and Reality?* Based on Grounded Theory, this qualitative study examines the process of English-language acquisition that takes place in an adult learners literacy course of English for Academic Purposes . The study describes the steps taken in motivating the learners to develop critical reading and writing skills within an authentic, communicative learning situation.	El, J/H, H/S, TE, EL, SE **A1** G, C **Devora** C **Queen of Sheba** H/S, U, EAP **Amnon** TE **Tamar** U, EAP, G **Michal** U, AE, EAP **Amos**
11:00-12:30 Workshop	**Shelly Ganiel** *Applying Thinking Skills When Teaching a Novel* I will present the novel "Schindler's List" the way I have taught it the past two years in the new program for using thinking skills in literature. I will go through the seven elements to be covered when teaching, according to the Ministry's program. There will be handouts of all the material presented. This will be a (very) shortened form of the process I went through with my 5-point classes these past years.	H/S **A2**
12:00-12:45 Plenary Sessions	**Elisheva Barkon** *Fluency Fitness! One larger size fits all!* Research has established fluency as a critical factor in smooth, efficient language processing. In this presentation, I will discuss approaches to language acquisition and reading that encourage recognition and use of chunks/multi word units as a way forward in the promotion of fluency.	**Devora**

	Ofra Inbar Time *to Move On: From Theme to CLIL Based Approaches* This session will argue for the implementation of content-based approaches such as CLIL (Content Language Integrated Learning) for teaching English in Israel. The talk will elaborate on the reasons for this recommendation as well as on the feasibility of implementation in terms of curriculum considerations, teaching materials, and teacher education. **Batia Laufer** *Quantity, quality, opportunity: three dimensions of second language vocabulary learning* Three main issues in vocabulary learning and teaching will be addressed: quantity - selecting the optimal number of words to be learnt, quality - acquiring different degrees of word knowledge, and opportunity – the nature and frequency of pedagogical activities that lead to effective learning.	**A1** **Queen of Sheba**
13:00-14:15	**ETAI Annual General Meeting**	
13:00-14:15 Poster Sessions	**JoAnn Salvisberg** *Framework for Designing a Diagnostic Instrument for Oral Skills Assessment* This poster presentation depicts research undertaken to identify content criteria and validity measures needed to design a diagnostic speaking test for second language learners. Using the first draft, teachers in Switzerland trialed the guidelines. Their feedback, as well as that of experts in testing, was integrated into the final framework. **Sarah L. Horovitz** *Visual Learning Environments* In this poster session and accompanying presentation will introduce English teachers to the potential of Rich Visual Learning Environments: turning English learning into fun, practicing real life experiences, boosting confidence of weaker students, providing opportunities and incentives for self expression. **Laura Shashua** *The Way to Wonderland: A Multi-Disciplinary Approach to Learning* "To students, the typical curriculum presents an endless array of facts and skills that are unconnected, fragmented, and disjointed" (Beane, 1991). Discover how teachers of English, Hebrew Literature, Jewish Heritage and History collaborated on two cross-curricular study days and brought seemingly disparate school subjects together to form an integrated whole. **Carol Griffiths** *The Good Language Learner* The good language learner is a very complex being, who is able to manage individual variables (such as motivation, age, gender, etc.), target variables (such as vocabulary, skills, etc.), situational variables (such as location, method, etc.) and behaviour (such as autonomy, strategies, etc) to produce a desired outcome as represented diagrammatically in this poster. **Victoriya Demidova** *From Caterpillars to Butterflies (mentoring & peer support for teacher development)* Mentoring and Peer Support is one of the projects UzTEA Samarkand branch runs to create an encouraging environment for EL teachers' professional development. My poster reflects features of the project and contains activities from mentoring and peer support sessions which I hope my colleagues will find interesting and applicable to their teaching context.	TE, G **A2** H/S **A2** EAP, TE **A2** El, J/H, H/S, SE **A2** H/S, U, **A2**
14:30-15:15 Parallel Sessions	**Ann Shlapobersky** *Writing: Bagrut, Projects and Now Bridging to Literature* The foundations of writing don't change whether a letter or description, developing a project or HOTS'ing up over literature. We will discuss the writing foundations necessary to 'kill two birds with one stone' by bridging the text and context of literature to develop a project. **Sue Rosenfeld** *Grading Student Writing: Questioning Assumptions, Articulating Goals* This discussion group will focus on issues raised in a pilot study of a college writing course in which grades were not given. Reflection and discussion on the issues centered around grading may lead to instruction that better serves	**Queen of Sheba** **Devora**

	the long-term interests of our students.	
	Joseph Lo Bianco *The Gigantic Periphery: English in China* China's investment in English is immense and growing. In recent commentary in the Financial Times there was speculation that this already exceeds India's longstanding social, economic and educational investment in English. However, the role of English in China is contested and raises many questions of identity and even of struggle, for the majority population but in particular and particularly sharp ways for minorities as well. This paper draws data from a 4 year research study conducted by the University of Melbourne Graduate School of Education and the Faculty of English, Peking University on the 'identity dilemmas' that mass, compulsory and spreading English provokes.	**A1**
	David Hanauer *Poetry Writing and the Meaning of Life; A Writing Workshop* In this workshop, participants will be introduced to a simple but powerful method for writing poetry with advanced foreign or second language learners. The workshop is designed so as to model the pedagogical approach used by Dr. Hanauer in his own classrooms and accordingly each participant will during the workshop actually produce a poem concerning a significant moment in their lives. This workshop is part of the Poetic Life project designed to bring meaningful and self reflective literacy into all language classrooms. (Participation limited to 30)	**Amnon**
	Gaila Cohen Morrison *Differentiated Classroom Instruction - Exciting, Different & Easier to Teach & Learn* Differentiated Classroom Instruction - sounds like more work for the teacher. Do the students actually learn better? More?(?) I will share my experience of co-teaching reading, writing, grammar, etc. (what's etc.?) to a multi-level class of English-speaking students. I will discuss how the approach can be adapted for use with second language learners.	**Tamar**
	Julia Salman *Students Perceptions of English and English Language Learning: A Cross Cultural Analysis* This presentation is based on preliminary findings drawn from a study involving ninth grade English language learners in three, State run, non-religious schools in Jerusalem; the first is a monolingual majority school (Hebrew-English), the second is a monolingual minority school (Arabic-English), and the third is an integrated, bilingual minority-majority school (Arabic-Hebrew-English). Using qualitative interviews, this study compares and contrasts students perceptions of English and English language learning.	**Amos**
	Esther Esses *Life Challenges - A New Course Book for the Chareidi/Religious Sector* The book is designed to meet the needs of Ultra-Orthodox and religious EFL learners in an interesting and exciting manner. The 4 units include age-appropriate topics a with a variety of text types. Ideas and samples will be shared.	C **Delilah**
14:30-16:00 **Workshop**	**Aviva Shapiro** *Dialogue, Reflection and Feedback are Three Simple Words* Dialogue, Reflection and Feedback are three simple words but also three straightforward methods which can enhance and positively impact your English classroom. I will review these ways and show how they will help you manage any class. Come prepared to participate!	J/H, H/S, TE **Michal**
	Mitzi Geffen and **Adele Raemer** *An Adventure in Drama: Take Three – Try It!!- You'll Like It!!* *This is* session 3 of a 4-session mini-course. In this session participants will actually experience preparing a few scenes of a musical play – including working on a script, staging, singing, and choreography, to get a taste of the excitement, fun and English learning this kind of activity provides for your students.	El, J/H, H/S **A2**

15:30-16:15 Parallel Sessions	**Elite Olshtain** *Where Have All the Methods Gone?* Question and answer session following earlier plenary (Tuesday)	**Queen of Sheba**
	Nicola Crowley *Story Telling: The Language Teachers' Oldest Technique* This interactive workshop will explore a range of storytelling techniques and materials to use in the EFL classroom as well as insights into why these techniques are effective. Ready-to-go materials kits will be available to participants.	El, J/H **Devora**
	Orley Marron *Green Verse - Linking People Through Environmental Poetry* "I think that I shall never see, a billboard lovely as a tree": Environmental poetry alerts readers, through vivid language and imagery, to our shared responsibility towards our world. Teaching "green verse," whether humorous or somber, links together students and ideas from diverse cultures through a universal language of nature.	H/S, U, TE, G **Amnon**
	Susie Secemski *Reaching and Teaching Pupils with Special Needs* In this age of inclusion, teachers need to enhance their ability to reach and teach all pupils with special needs, both in the regular classroom and individually. In this workshop, participants will experience how the use of multiple intelligences and techniques to enhance memory and self-esteem can improve language acquisition.	El, J/H, H/S, SE **A1**
	Naomi Epstein *The Module C Bagrut Exam and the Weak Learner* Weak students going for the 3-point Bagrut exam have a particularly difficult time dealing with Module C. Focusing on the correct way to answer certain types of questions and identifying confusing words which appear frequently on exams can have a meaningful impact on the performance of these students.	H/S **Delilah**
	Eleanor Satlow *Keep it Lean, Say What You Mean* Our students wonder how they will fill up a 120-word Bagrut essay or a 5-page paper, and then often resort to padding their work with meaningless filler, nebulous terms, and imprecise language. Let's help them learn to focus their thinking and translate it into clear, simple, hard-hitting prose. This one sounds fantastic!	H/S, U, G **Tamar**
	Chemda Benisty *Targeting Vocabulary for J/H/S - Introducing a Lexical Syllabus* Research has established vocabulary as a crucial component of comprehension and production. In this presentation, I will introduce and experimental lexical syllabus which itemizes target vocabulary for EFL intermediate schools. Methodological considerations in its compilation and pedagogical implications will be addressed.	J/H, TE **Amos**
16:30-17:15 Plenary Session	**Phil Dexter** *Understanding Englishness - Unraveling a Mystery* We all know (and love?) English grammar rules, but are there rules of 'Englishness'? In this session we will explore what these rules might be by taking a light-hearted look at some of the quirks, the foibles, habits and conversation codes of the English. I'm very much qualified to talk about 'Englishness' as I'm Scottish.	**Queen of Sheba**

16:30-17:15 Parallel Sessions	**Lucilla Lopriore** *Fostering smooth transitions: Bridging continuity. The challenge of building significant language learning pathways across school levels.* "Ensuring learner development and progression over time should be at the core of education and of school curricula, but continuity – of both content and approach – between and across school levels, is seldom regarded as an asset to exploit." Continuity in language learning contexts can only be ensured by monitoring and sustaining learner progression from primary to high school, by taking learners' level of competence into account while drawing on their prior knowledge, and by engaging learners in language awareness activities and in self-assessment protocols. A clear design in syllabus and task progression, shared collaboration and the use of appropriate assessment and self-assessment tools can make language classrooms more suitable places to foster learners' awareness of their individual development and smooth transitions. **Doron Narkiss** *Between the Bible and the Canon: English Poetry in Israel* Several months after Yitzchak Rabin was assassinated, an anthology of English poetry appeared, written by top Israeli English-speaking poets, much of it in response to the assassination. The anthology captures a particular period and type of poetry. Literary analysis shows certain habits and constants, pertinent to the reading and teaching of English literature produced in Israel. **Susan Osher** *Creative Teaching Activities for the Multiple Intelligences* Dr. Howard Gardener proposed eight different intelligences to account for a broader range of human potential. Today, his theory plays a significant role in trying to meet the student's individual strengths and needs. This hands-on workshop will show how you can bring creative multiple intelligence activities into your classroom. **David Curiel** *Teaching English Through Music* If you are looking to spice up your English lessons, why not let Madonna, U2, Tupac and Elton John give you a hand. In my lecture I will demonstrate how I use songs to teach poetry, values as well as grammar tenses in a fun and interesting way. **Joe Barnett** *The Place of Linguistics in TEFL - A Broad Perspective* Linking Linguistics to Literature and Proficiency courses in TEFL training contributes to a deeper understanding, professionalism and appreciation of the language. Theoretic Linguistics enhances the trainee's linguistic competence. Sociolinguistics and Psycholinguistics offer essential background knowledge. Historical Linguistics adds an understanding of the inner history of the language's evolution.	**Devora** U, G **Amnon** EL **Tamar** HS/, TE, G **Michal** JH, HS **Delilah**
16:30-18:00	**Gunther Volk** *Making a difference: Holocaust drama in EFL classes* There is consensus that the Holocaust be taught to the younger generation in Europe. The question of how to make the Holocaust meaningful for youngsters in the 21st century, however, becomes increasingly relevant as the horrors of this tragic human chapter recede further into the past. By tapping into the drama and dilemmas at the heart of three contemporary Anglo-Jewish plays this workshop aims to show how we as English teachers can ensure that the lessons of the past will not be forgotten in the future. **Wendy Arnold** *Learning to Read = Reading to Learn* This workshop will start with interactive group work to identify reading strategies. We will then discuss why the right reading level is important. We will apply the reading strategies, which include phonemic awareness, and discuss how we can apply these activities with our learners. **Lea Kirshenberg** *Putting an End to the Grammar Wars- Teaching Grammar & Enjoying It* Grammar can and should be taught in an interesting way while both the teacher and the students enjoy the process. Different approaches to the teaching of	**Amos** J/H, H/S **A1** **A2**

	grammar illustrated by examples and practical tips will be discussed and analyzed .	
17:30-18:15	**Everyone is invited to…** **Mitzi Geffen** and **Adele Raemer** *An Adventure in Drama – Take Four – The Show (including a* follow *up chat)* This is session 4 of a 4-session mini-course. Participants in our "Take Three" session will perform a scene or two for our ETAI colleagues, followed by reflection and a question-and-answer session. All are welcome! **Melodie Rosenfeld and Melvyn Rach** *Running a College English Lab: Memoirs of a Personal Trainer* How do we help EFL teacher candidates improve their own English? This presentation discusses the challenges, solutions, findings and lessons from running an English Language Lab at an Israeli academic college for two years. Material and insights will be shared by the developer and "personal trainer" of the Lab.	El, J/H, H/S **Queen of Sheba** U, AE, EAP, TE **Michal**
Evening Program	**17:30** *Jerusalem Tour* Leave from the hotel by bus at 17:30 for the Old City. A 90-minute guided walking tour of the main sites in the Old City. Return by 8pm to the Conference venue or(for those going to the conference dinner) to the restaurant at Mamila. **18:30** *Fooling with Shakespeare* – Shannon Kisch, director and producer Fooling with Shakespeare, an introduction to fools and jesters in Shakespeare's works, includes pieces from some of his most famous plays (including As You Like It, Twelfth Night and A Midsummer Night's Dream). The show gives a taste of the greatness and fun of some of Shakespeare's most memorable character. **20:00 Dinner in Mamila** Join us on the roof of the Mamilla Mall (overlooking the Old City) for our Conference Dinner, Wednesday July 14th. from 8p.m. at **'The Spaghettis'**. Please place your order(s) via the ETAI office. Dinner will cost 100NS for a 3-course Italian style meal , with a glass of wine and/or fruit juices. Light entertainment provided by Phil Dexter, one of our guest speakers from the UK, with a story or two about being English. Italian dairy kosher, Mamila www.thespaghettis.co.il	**A1**

THURSDAY July 15, 2010		Audience / Room
8:15-9:00	**Mitzi Geffen** *Step by Step Towards Classroom Debating* This session is a presentation of a series of graduated activities, which aim to give your students the ability to carry out an in-class debate. Through these activities, the students learn to listen, think on their feet, compose a coherent argument, and discuss opposing views on a subject civilly.	El, J/H, H/S **Queen of Sheba**
	Hilia Tsedaka *Teaching the Language of Respectful Communication and Conflict Resolution* The presentation will highlight the benefits of teaching the language of respectful communication within English lessons and within multicultural encounters. Students and teachers state they acquired useful life skills which can support their classrooms and families. Practical activities will be shared including teaching self-awareness, expression, active listening, agreement-reaching and effective teamwork.	El, J/H, H/S, U, AE, TE, SE **Devora**
	Maureen Rajuan Jewish *and Arab Children Communicate Across Linguistic Borders* The purpose of the project was to use English as a neutral language to bridge cultural differences between Jewish and Arab children. Student teachers designed and taught a "culture unit" and designed research tools that were implemented before and after the educational intervention. Stereotypes were shown to decrease significantly.	El, TE, G **Michal**
	Terry Royce *Linking the Visual & the Verbal: Developing Multimodal Academic Literacy* This presentation applies Halliday's communication theory to multimodal text for the purpose of developing multimodal reading skills in the language classroom. The presenter will show how images and language semantically complement each other by analysing textbook and non-educationally focused multimodal texts (advertisements, magazines), and suggest various teaching strategies.	EAP, TE **Delilah**
	Phil Dexter *Pathways to Professional and Career Development for English Teachers* Teachers need to have a sense of where their professional development can and should take them to enable personal development and enhance the status of our profession. We will explore together the new Continual Professional Development Framework for teachers developed by the British Council and discuss how this fits in and can work for teachers here in Israel.	**Amnon**
8:15-9:45 Plenary and Workshop	**Gunther Volk** *Boosting speaking and writing skills through ethical dilemmas* By tapping into the ethical issues at the heart of a short play, several short stories and newspaper articles this workshop aims to show how EFL teaching can be turned into a motivating platform for combining values education and the teaching of speaking and writing activities in an integrated way.	**A1**
8:15-9:45	**Bev Stock** *The Wh Questions of Writing: What? When? Why? Where? How?* Every teacher needs to teach writing in their classroom. What is writing? When do you start teaching writing? Why teach writing? How can you teach writing? Join us to discuss these issues, take part in some hands-on activities and take away some ideas for use in your classroom.	**Tamar**
	Kinneret Girvitz and Keren Frayman *English Lessons from a Different Angle* In this workshop we intend to introduce some ideas that we have been using to help keep English interesting for our students. We will demonstrate various types of debate techniques for more comfortable speakers. We will also show how drama lightens up a class while polishing language skills. We would like to share and demonstrate how guided speaking is one way that we have learned to	El, J/H **Amos**

	help less confident speakers participate in class without feeling pressured or embarrassed. In addition, we will introduce a personal and interesting technique to inspire students to write and share their ideas.	
8:15-10:45 Special Workshop	**Edward Serotta** *Centropa: Using New Technologies to Help Old Pictures Speak* Centropa interviewed 1,000 European Jews, but we never used video nor did we focus on the Holocaust. We digitized 22,000 snapshots, and asked our respondents to tell us about the entire century. We're turning their stories into videos that connect us to a world destroyed—and we're connecting students to each other.	J/H, H/S **A2**
9:00-9:45 Parallel Sessions	**Richard Curwin** *Why students are so hard to teach and what we can do about it* Question and answer session following earlier plenary	**Queen of Sheba**
	Elisheva Barkon *Fluency Fitness! One larger size fits all!* Question and answer session following earlier plenary	**Devora**
	Brock Brady *Incorporating Pronunciation Instruction in all English Classes* Judy Gilbert has described pronunciation as the ESL/EFL "orphan." This is strange. When one is using a language other than one's native tongue, often the biggest anxiety and impediment to communication is pronunciation, yet somehow we feel that we don't have to teach pronunciation at the beginning level or that we can teach it as an elective course once somehow has already learned the four skills. Learn how to improve comprehensibility without issues of accent. Discover techniques that you can that you can use immediately without becoming an expert on phonology or phonetic transcription. Pick up tricks you can apply on the fly to incorporate pronunciation instruction in your classroom and quick ways to analyze texts and lessons to highlight pronunciation features your students should practice.	**Michal**
	Zoltán Dornyei *How to Motivate Language Learners* In the first half of this session we will look at various approaches of motivating language learners. I will present 10 key motivational principles and then describe a new avenue for promoting student motivation by means of generating in the students an attractive vision of their ideal language self. In the last 15-20 minutes there will be an opportunity for everybody to ask questions, share relevant experiences and comment on what was presented before.	**Amnon**
9:00--10:30 Workshop	**Shai Aran** *Teachers Values & Beliefs as Powerful Forces Behind Text/IT Management* "Mr. Green asked Pancake Man to stop the noise. Evelyn left her computer and took the road less travelled by (that made all the difference!) ". We will examine the way in which underlying values and beliefs shape the way teachers present materials – expository, literary and digital - to learners.	G **Delilah**
10:00-10:45 Plenary Lectures	**Lily Orland-Barak** *Touching base in learning to teach English: Assumptions and expectations revisited* In this presentation I discuss foreign language teachers' assumptions about teaching EFL , focusing on how these are revised and refined as a result of reflecting on their own classroom discourse. Drawing on studies from novice language teachers' analysis of their classroom discourse through authentic transcriptions of their taught lessons, I focus on how they interpret the use of L1 in a communicative language lesson; the function of teachers' moves for pupils' language production and participation, and the planning a communicative language lesson.	**Queen of Sheba**
	Kari Smith *Professional development in light of standards* Standards have become the focus of education throughout the world, some are in favor, often politicians, and others, mainly educators, speak strongly against standards. In my presentation I will briefly discuss the concept of standards, highlighting advantages as well as constraints through examples from various countries. Standards might lead to a reductive typology in teacher education, and	**A1**

	the final part of the presentation focuses on the place of teacher autonomy in a standardized environment. If we succeed in finding an optimal balance between professional autonomy and responsibility, there is a good chance we will witness a strongly needed quantum leap in education, and as such, also in teacher education.	
	Lucilla Lopriore *ELLiE: a longitudinal transnational study on early language learning* This contribution is aimed at presenting some preliminary results of a study of young EFL learners' attitude to foreign language learning as well as of their language achievements. Longitudinal investigations have been carried out for four years in 7 European countries as part of a transnational research project.	**Amnon**
11:00-11:45 Parallel Sessions	**Leo Selivan** *All About Alliteration* Alliteration is used across all genres: poetry and nursery rhymes ("tinker, tailor, soldier, sailor"), advertising and pop culture (Mickey Mouse) as well as everyday life (Bed & Breakfast, credit crunch). In this light hearted workshop we will look at some classroom activities to make your students more aware of this phenomenon in English.	**Queen of Sheba**
	Batia Laufer *Quantity, quality, opportunity: three dimensions of second language vocabulary learning* Question and answer session following earlier plenary	**Devora**
	Bracha Kupinsky *Empowering Students Through Classroom Organization* A description of the way in which teachers can empower their students by organizing their classroom management strategies will be presented. The speaker will provide examples of the way in which the organization of records and materials can enable students to monitor their progress and become responsible for their learning.	J/H, H/S, TE **Amnon**
	Harriet Solomon *Encouraging Pupils and Building Self Esteem: What Has Coaching Taught Us* Descriptive encouragement starts with what was accomplished, however little, and then points out what needs to be done. It gives the students the courage to keep on trying and at the same time allows them to accept their current best efforts. It is believable, and can be given even in times of failure. In this workshop new and experienced teachers can hear about encouragement and building self-esteem.	TE **Tamar**
	Aliza Yahav and **Manal Yazbak** *Dealing with Diversity: Content Based Collaboration at David Yellin and Sakhnin Colleges* The presenters co-teach a content-based reading proficiency course to Arab and Jewish pre-service teachers focusing on conflict resolution, dealing with diversity and bias awareness. We will describe the course content and give examples of the collaborative work done by the students as they practice the theoretical principles in an authentic 'learning about the other' experience.	TE **Michal**
	Barry Silverberg *From Non-Readers to Won Readers* How to make the most out of a Hickey-based textbook to give dyslexic and other false beginners a real grounding in reading, spelling, syntax and grammar. This demonstration/ workshop is presented in the style of the ETNI humour column you all know and love. Caution: May contain nuts.	G **A2**
	Janina Horowitz *Acquiring English Literacy: Does L1 literacy knowledge help or hinder?* This study examined the impact of Russian and Hebrew literacy on fifth graders' English word reading and spelling acquisition. Russian-Hebrew bi-literates outperformed Hebrew mono-literates for short vowels but not for consonant clusters. All groups experienced difficulties with "th" and silent e. Practical implications for literacy acquisition will be discussed.	EL, TE **Amos**

	Karen White *Dyslexia and Learning a Foreign Language - Helpful Tips for Teachers* The talk will begin with a short description of dyslexia, followed by a look at some of the problems facing students when learning a foreign language. The main part will concentrate on sharing practical tips which I have used successfully over the last six years with students with dyslexia.	J/H **A1**
12:00-12:45 Parallel Sessions	**Pat Talshir** Literature *for the Young Learners* In keeping with the curriculum, teaching authentic literature is a requirement. At the lower level this is challenging; this talk will explain how literature can be used as a springboard for effective teaching and even provide pure enjoyment for both teacher and pupils. The talk will encompass tips for storytelling, poetry and drama.	El **Queen of Sheba**
	Elizabeth Karvonen and **Netti Sussman** *Beginning Reading FAQ's* 'Why don't you teach the letters in alphabetical order?" Parents and students ask a myriad of questions about beginning English and learning to read. Lost for an answer? In this session, we will answer some of the most frequently asked questions and also give practical ideas for use in the classroom.	El **Devora**
	Michele Ben *"What if" Kids Loved Poetry? Shel Silverstein in the Classroom* Humor, accessible language, themes kids identify with – these are all characteristics of Shel Silverstein's poetry. Here are lessons that work using the poems of Shel Silverstein. Learn to exploit the poems to teach language structures, to link to topics and themes, as writing prompts, to teach poetry and have fun.	El, J/H, H/S, G **Amnon**
	Ronnie Abrams *Great Ideas from the USA that Work in Israeli Classes* This year I have used teaching strategies from the book, Why Didn't I Learn This in College? My students have enjoyed this approach and good behavior has been a natural outcome of better lesson plans. Many ideas like Think-Pair-Share, 3-2-1, 10:2, Graffiti, and Ticket to Leave will be presented.	H/S **Tamar**
	Michelle Kinsbursky *Ohalo London Study: A Unique Teacher Training Travel Program* This presentation will share the impetus for developing the London tour and how the program's framework is guided by the English Curriculum. It will outline the planning stages prior to travel and its implementation during the week in London. The presenter will conclude by describing the expectations from students upon return and their personal reflections.	TE **Michal**
	Avi Tsur *Teacher Dialogue in the Spirit of Janusz Korzak* The Polish Jewish pedagogue Janusz Korczak wrote about the importance of dialogue between student and teacher nearly 100 years ago. His ideas and legacy are as realistic today for educators as they were then for Korczak. Teacher-student dialogue is one of the important ways to ensure success in reaching out to our students so as to enable learning and teaching to take place. My talk will focus on Teacher/Student Dialogue in today's classroom.	El, J/H, H/S, TE **Amos**
	Barry Averbuch *The Super Nature Way to Learn English in Your School* Super-Nature: Teaches grades 1-3 how much fun learning English can be through exciting nature-oriented stories, lively original song CDs, interactive games and creative activities. Super-Nature: Motivates children to learn about 500 new English vocabulary words in each course, with learning materials designed to encourage young students and foster a genuine 'can-do' attitude. Super-Nature: Opens children's minds to a future filled with a love of English and an appreciation of nature and ecology.	El, U, BE, C **Delilah**
	Nicola Crowley *You Tube: Tips and Techniques for Using Online Video in the Classroom* Online video clips such as those on YouTube offers a valuable resource in authentic video for English learners – but how do we use them effectively? This interactive workshop will explore a range of techniques and websites for using	**A1**

	online video in the EFL classroom.	
12:00-13:00	**David Young** *The Life and Times of William Shakespeare* This lecture will concentrate on the life of the greatest writer in English (and the world?) and will be accompanied by slides and other material. Apart from learning about the Bard, I will show how we can use his material to enrich our English teaching in the classroom.	G **A2**
13:00-13:45	**Hot Topics***: Pedagogical and Educational Implications of the new Literature Program – Open Discussion*	**Queen of Sheba**
	Jennifer Spigelman *Author Studies: Literature for the Very Beginners* Enter the world of favorite children's authors Dr Seuss, Eric Carle and Bill Martin Jr. You will be shown how to present biographical information and each author's works. You will become acquainted with the style and elements of their writings. You will view games, activities and pupils' self written books.	EL **Delilah**
13:30-15:30 Special Workshop	**Barrie Roberts** *Using Mediation Role Plays to Stimulate Linking Through Language* Mediation role-plays, in which students act as mediators and disputants, offer rich opportunities for developing language, critical thinking, cross-cultural, and life skills. The presenter, an ESL instructor, mediator and lawyer, demonstrates how to integrate mediation role-plays into language, literature and history lessons to achieve these – and classroom management - benefits.	J/H, H/S, U, AE, EAP,TE, BE **Amos**
14:00-14:45 Parallel Sessions	**Natalia Proshyants** *Teaching Int. Communication by Means of Classroom Interaction* The Classroom interaction is regarded as a simulation of real-life communication based on Vygotsky's culture perception. Classroom interaction is implemented in terms of the dichotomy of teacher/student, a more/less competent student. Activities in terms of culturally conditioned behavior are shown.	U, BE **Delilah**
	Rachel Tal, Norma Tarrow and **Rina Akotonas** *Effect of an Ongoing Professional Development Program for Teachers in the ACCESS Program* This presentation describes an evaluation of the effectiveness of an ongoing Professional Development Program for teachers in the English ACCESS Micro-Scholarship Program operating since 2005 in 11 Negev Bedouin high schools, designed to help students pass the English language matriculation examination at the level required for admission to Israeli universities.	H/S **Michal**
14:00-15:30	**Carrie Rom** *Taking the Mystery Out of HOTS* The new Literature Program is actually based on many of the elements we currently use in our teaching of poetry, stories, plays and essays. The key is in knowing the components and how to tap your existing program. Come get an idea of how it works!	H/S **Amnon**
	Panel Discussion 1: *The Future of English and English Teaching – A Panel Discussion* Panel Chairs: **Bernard Spolsky**. & **Ofra Inbar** Panel includes: **Elana Rechtman, Valerie Jakar, Brock Brady**	**Queen of Sheba**
	Panel Discussion 2: *And your homework is… : top tips for giving and checking homework* *Panel Chair:* **Penny Ur**, *Panel Includes:* **Nava Horwitz, Debbie Lifschitz, Julie Nevo, Monica Rahvalschi and Aviva Shapiro**	**A1**
14:45-15:30	**Tsafi Timor** *The Use of Mother Tongue in the Acquisition of EFL* The presentation is based on a study conducted among English teachers and relates to various aspects of the use of Hebrew as mother tongue in the process of teaching EFL. A discussion of what may be considered a judicious use of L1 in the English classroom will follow.	T/E **Michal**

	Tamar Har Sagi *Sing Your Lesson Along* As a student teacher, I will present my approach about using music as a tool in the EFL class. The lecture will include demonstration of my work, a writing experience with the whole group and a workshop, in which the listeners write teaching songs by themselves with my guidance.	El, J/H **Delilah**
15:30-16:00	**Closing Session and Raffle**	**Queen of Sheba**
16:00	**Final sign-in and submission of details for in-service credit (*gmul*)**	

Key

El - Elementary School

J/H - Junior High School

H/S - High School

U - University

AE - Adult Education

EAP - English for Academic Purposes

TE - Teacher Education

BE - Business English

EL- Early Learners

SE - Special Education

G – General

C – Commercial