



English Teachers' Association of Israel

## **The Arab Academic College for Education in Israel - Haifa**

**Tuesday 20 December, 2022**

### ***ETAI – Engage Think Adopt Implement***

#### **Schedule:**

9:00 - 9:45	Registration and Book Exhibition
9:45 - 10:00	Opening Greetings
10:00 - 10:50	Plenary 1 – Bridget Schvarcz
10:50 - 11:20	Break and Browsing
11:20 - 12:20	Workshops
12:20 - 13:00	Lunch Break and Browsing
13:00 - 13:45	Parallel Sessions 1
13:45 - 14:00	Break and Browsing
14:00 - 14:40	Parallel Sessions 2
14:40 - 14:50	Break and Browsing
14:50 - 15:45	Plenary 3 – Beth Weins TESOL book raffle

#### **Conference Fees**

##### **Pre-Registration Fees (until Sun 18/12)**

Send an email: [etaioffice@gmail.com](mailto:etaioffice@gmail.com)

or phone: 02-5001844

ETAI members: 50 NIS

Non-members: 80 NIS

##### **Conference Day Registration Fees**

ETAI members: 60 NIS

Non-members 100 NIS

Drinks and snacks available throughout the day – free of charge. Kosher lunch options will be available for purchase in the college cafeteria, Level -1.

**No food or drink is allowed in the auditorium nor in the session rooms.**

Book and Materials Exhibition is open all day on Level -1. **Don't miss it.**

**Thank you** to **The Arab Academic College for Education in Israel – Haifa** for generously hosting this *ETAI* winter conference.

**Thank you** to **English Adventure** for providing conference bags  
to **Eric Cohen Books** for providing pens and paper.

**Thank you** to the **American Center** for providing the books for the raffle.

**PROGRAM:**

9:00 – 9:45 Registration, Refreshments, Book Exhibition

9:45 – 10:50 **AUDITORIUM Room 56** (Level 0)Opening Greetings – *Prof. Randa Khair Abbas*- College President  
& *Adv. Zaki Kamal*- College GovernorPlenary 1 – *Bridget Schvarcz***Linguistic Landscape: Taking Language Learning Outside the Classroom**

How can we use language in public spaces for educational purposes? Learn about the power and politics of language and teaching English through signage in the environment around us. Taking the language learning experience beyond the walls of the classroom makes learning multidimensional and inspires better learning and retention. Using linguistic landscape in EFL teaching promotes critical thinking, brings about metacultural awareness, and thereby contributes to global citizenship. Leave with a handful of practical lesson plans and plenty of inspiration to create your own!

10:50 – 11:20 **Break and Browsing** – Visit the Books Exhibition on Level -1

<b>Workshops (Level 0)</b>	<b>11:20 – 12:20</b>	<b>Audience</b>	<b>Room</b>
<i>Rachel (Aki) Segev Miller</i> <b>Asking the “Write” Questions</b> I have argued elsewhere that the questions in EFL textbooks and exams are not demanding enough, and developed a simple instrument to measure their level. In the workshop, the participants will practice the use of this instrument and the writing of higher-order comprehension questions they and their students can ask.		Gen	60
<i>Tanya Stein</i> <b>Integrating Art into the Language Arts Curriculum</b> I will briefly explain the reasons for integrating the arts into teaching English, especially for L2 learners. Integrating art into English assists children in acquiring literacy skills: vocabulary, writing, spelling and reading. Movement is an element of art. My goal is to teach effectively and have students have fun at the same time. We will also be sharing in the workshop.		Elem	61
<i>Vered Schechter</i> <b>Attentive Teaching: Impact on the Understanding of the English Language</b> Students are exposed to literary texts and draw them according to their understanding and perception and then share with the group in English. Each student is given the opportunity to experience a change in understanding and to express his understanding. This can be done with any poem.		JHS / HS	58
<i>Shira Koren</i> <b>How to teach American or British Pronunciation</b> The workshop presents the advantages of a pronunciation course (speaking clearly, improving self-confidence, listening comprehension, spelling and diction). British and American vowels and consonants are presented and the differences are highlighted. Stress and intonation are explained. Use is made of internet pronunciation sites and TED lectures that serve as models.		HS / AE TT	59

**Abbreviation Key**

Elem = Elementary / JH = Junior High / HS = High School / Gen = General  
TT = Teacher Training / Com = Commercial / EAP = English for Academic Purposes

**12:20 - 13:00**

**Lunch Break and Browsing**

Visit the Books Exhibition on Level -1

<b>Parallel Sessions 1 (Level 0)</b>	<b>13:00 – 13:45</b>	<b>Audience</b>	<b>Room</b>
<i>Susana Galante and Nahla Nassar</i> <b>Virtual Exchanges for Intercultural Competence in EFL</b> Intercultural competence is indispensable in our networked society. The aim of this session is twofold. First, we will focus on the best practices and models for implementing virtual exchange (VE) programs. Second, we will share examples of two virtual exchange projects in teacher education colleges and ideas for implementation in schools.		GEN	60
<i>Leah Doryoseph</i> <b>Teacher Supported Independent Learning</b> Join me to look through a student's eyes at the independent learning bagrut prep courses. We will tour through online independent guided learning opportunities. Perhaps you have used Moodle yourself as a student or an instructor. Come see the pre-built bagrut focused courses which are available now.		HS	61
<i>Netta Goldman</i> <b>Teach a Caveperson to Read! Teach Decoding Quickly and Easily</b> <i>Teach a Caveperson to Read</i> is a decoding method based on the way reading and writing originally developed. It creates a correspondence between the grapheme and its sound using visual cues. The associations make decoding quick for the student, and teaching decoding a breeze for the teacher. The program is ready to be used immediately.		Com Elem / JHS TT	58
<i>Michele Ben</i> <b>Why words? Why poetry? Why not both? Shel Silverstein revisited</b> We will look at ways of using the poetry of Shel Silverstein to teach vocabulary at all levels. We will explore basic principles of vocabulary instruction and how to exploit Silverstein's poems in the classroom with lexis in mind.		Elem / JHS HS	59

**13:45 - 14:00**

**Break and Browsing**

Visit the Books Exhibition on Level -1

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<b>Parallel Sessions 2 (Level 0)</b>	<b>14:00 – 14:45</b>	<b>Audience</b>	<b>Room</b>
<i>Kinneret Ozeri</i> <b>Making Lemonade</b> The situation during COVID forced me, as an English teacher and pedagogical advisor, to find creative ways to help my elementary school students and my college students succeed in their studies and practice teaching in the face of lockdowns. Pairing up my elementary school students with my college students created new opportunities for learning and teaching. Once lockdowns were over, this program became recognized officially by the social involvement committee at Seminar Hakibbutzim; dozens of school children in desperate need of extra English hours have benefited. Students report that this opportunity has given them the opportunity to flex their pedagogical muscles and have become truly confident in their teaching.		Gen	60
<i>Bari Nirenberg</i> <b>The components of an ideal lesson</b> What do inspectors and principals look for in lesson observations? What do teachers need to know before being observed? How should teachers plan ideal lessons for optimal learning? This session will answer these questions and more.		Elem / JHS / HS	61
<i>Omaima Abboud and Nora Balawna</i> <b>A corpus-based perspective on the acquisition of semantically related words</b> We investigate the acquisition of six semantically related vision verbs, namely, see, look, watch, stare, glare and gaze by Arab students and teachers based on self-ratings of word knowledge as well as corpus-based gap-fill exercises. The observed challenges highlight the potential of corpus data for informing the EFL classroom.		Gen	58
<i>Joel Tal, Mark Rotter and Leah Roth</i> (A Smile Education Group (ASEG)) <b>A Taste of English With A Smile (EWAS)</b> A demonstration--with teacher participation--of fun, upbeat repetitions for young learners. We show how we teach vocabulary. We show how intonation and theatrical expression make language come alive in stories. We demonstrate the use of memory tags in teaching songs to enhance recall. How to get involved.		Com Elem	59

14:40 - 14:50      **Break and Browsing** – Visit the Books Exhibition on Level -1

14:50- 15:45      **AUDITORIUM      Room 56** (Level 0)

Plenary 2 – *Beth Wiens*

### **CEFR: What is it and how can I use it?**

Teachers and administrators around the country have been given a mandate to align their English language programs with the CEFR (Common European Framework of Reference) for languages. However, many teachers don't know where to begin. First, we'll look at the background of the CEFR and then at some of the tools educators can use to 1) plan their curricula and 2) evaluate the level of their assessments.

**Book Raffle** – Don't miss the raffle of:  
*The 6 Principles of Exemplary Teaching of English Language Learners* (TESOL)

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See you next year!

ETAI does not take responsibility for the content of the presentations or materials presented at the conference.

Visit the ETAI website: [www.etai.org.il](http://www.etai.org.il)  
Visit ETAI on Facebook: [facebook/etai.org](https://facebook/etai.org)

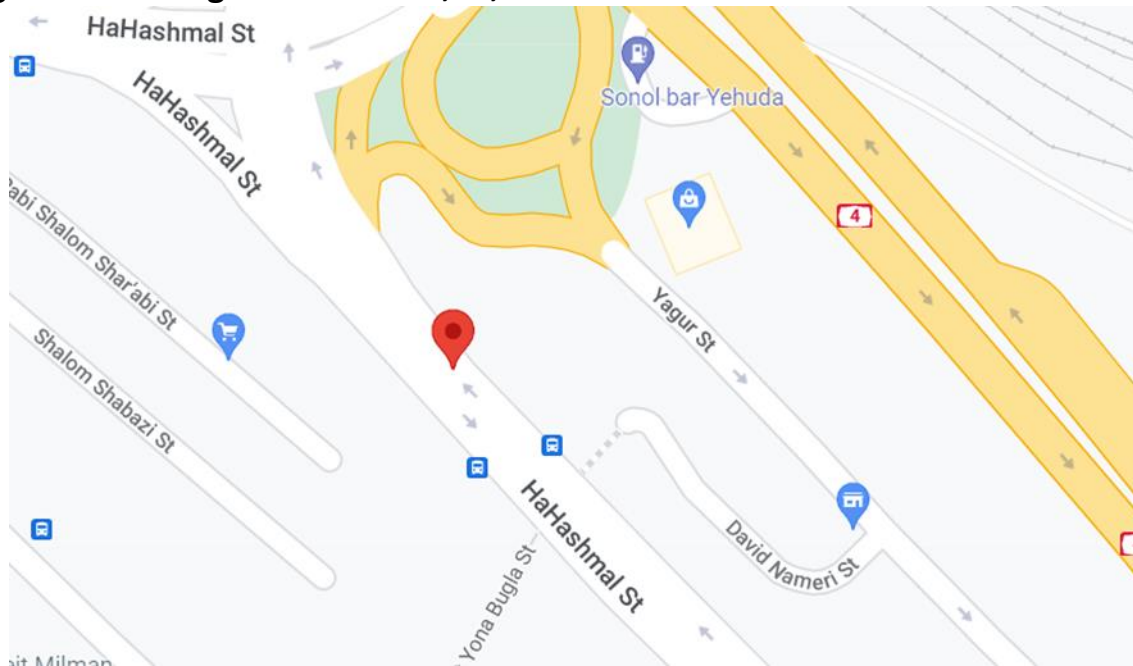
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## **The Arab Academic College for Education in Israel - Haifa**

**Address: HaHashmal 31, Haifa**

Underground Parking is on levels -2, -3, -4 – Accessible from via David Nameri street.



### **Public Transport:**

**Buses** – From Haifa Central Train station: 112 / 17 / 2

From Bat Galim Train station: 40x

Other bus lines: 55 / 290 / 40 / 42x / 80x / 81 / 96



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