



English Teachers' Association of Israel





# ***A Bridge from the Old to the New: English Practices in the 21st Century***

*Online Mini ETAI Conference (no need to preregister)*

**Sunday March 6th, 2022 16:00-19:00**

## **Conference Program**

<p><b>16:00-16:10</b></p>	<p><b>15.50 - <u>Entrance to the Event</u></b>  <u>Welcome &amp; Greetings</u> from the ETAI Chair <b>Bridget Schvarcz</b> and          Conference Convener <b>Nihad Aweidah</b></p>	
<p><b>16:10-16:50</b></p>	<p><b><u>Opening Plenary - Grammar as a Fifth Skill</u></b>  <i>Presenter: Khanh Duc Kuttig, TESOL Teacher of the Year</i></p>	
<p><b>16:50-17:00</b></p>	<p style="text-align: center;"></p> <p style="text-align: center;"><b>COFFEE BREAK</b></p>	
<p><b>17:00-17:25</b>  <b>Parallel Workshops (I)</b></p>	<p><b><u>Two Stories of Professional Development: The Old Story and a Different Story</u></b>  <i>Presenters: Dua Jabr Dajani and Afna Aweiss</i></p>	<p><b><u>Reading Comprehension: Between the Old and the New</u></b>  <i>Presenter: Mai Abdo</i></p>
<p><b>17:30-18:00</b>  <b>Parallel Workshops (II)</b></p>	<p><b><u>Using Videos to Promote Language Production</u></b>  <i>Presenter: Rania Essa</i></p>	<p><b><u>Incorporating Social and Emotional Learning in the English Classroom</u></b>  <i>Presenter: Mdalale Azzam</i></p>
<p><b>18:00-18:10</b></p>	<p style="text-align: center;"></p> <p style="text-align: center;"><b>COFFEE BREAK</b></p>	
<p><b>18:10-19:00</b></p>	<p><b><u>Closing Plenary - The New English Curriculum: Bridging Past &amp; Future Practices</u></b>  <i>Presenter: Simone Duval, Inspector for Manchi &amp; Jerusalem Districts</i></p>	

## Presentation Abstracts

Title	Presentation Abstracts
<p><b>Opening Plenary: Grammar as a Fifth Skill</b> <i>Khan Duc Kuttig</i> <i>TESOL Teacher of the Year</i></p>	<p>Do you view grammar as a set of rules for language use, an area of knowledge that your students have to master? Do you find the teaching of grammar boring and question why certain structures are included in your syllabus and presented in the sequence they are? Do you wonder why despite your best efforts, your students still struggle and you dread doing grammar work in class?</p> <p>In this talk, we're going to explore the notion of grammar as a skill, a fifth skill along with reading, listening, writing and speaking. Following Larsen-Freeman (2003), we're going to revisit the concept of grammaring - grammar as something we do, rather than know. You'll be (re)introduced to the 3-dimensional model of grammar - comprising form, meaning and use, and I'll discuss the benefits of a responsive and proactive approach to our teaching of grammar, one that is selective and not strictly sequential. At the end of the talk, you'll be convinced that grammar is not boring.</p>
<p><b>Two Stories of Professional Development: The Old Story and a Different Story</b> <i>Dua Jabr Dajani and Afna Aweiss</i></p>	<p>The counselors of English language teaching in East Jerusalem were attentive to teachers' needs and concerns during the Covid 19 crisis. Zoom classes provided an opportunity to work in small teams. Our presentation will focus on counseling practice based on peer observations. Teachers opened their classrooms for peers to join and observe. Every observation was followed by group discussion and reflection. We will describe the implementation of this practice in two schools, one high school in Beit Hanina (Ruwwad Al Quds) and one elementary school in Sur Baher (Sur Baher for boys). We will share the insights learned.</p>

<p><b>Reading Comprehension: Between the Old and the New</b> <i>Mai Abdo</i></p>	<p>Reading comprehension is one of the most important skills language teachers need to work on. A skill that carries the process of reading information and understanding what it says. In this workshop, we will discuss three levels of reading comprehension:</p> <p>1- Literal: (reading on the lines) - what are the words and what are their meanings?</p> <p>2-Inferential: (reading between the lines) - what are the words suggesting and implying in this situation?</p> <p>3- Evaluative: (reading beyond the lines) - how do these words contribute to the text as a whole and/or the world outside the text?</p> <p>Together we will roam in the universe of the use of the old teaching methods and the new. We will learn that the digital age does not necessarily have to eliminate the use of traditional methods. The workshop is designed for upper elementary teachers but all methods can be adjusted to different levels.</p>
<p><b>Using Videos to Promote Language Production</b> <i>Rania Essa</i></p>	<p>Videos have become the most popular choice for presenting and sharing content. It's the golden opportunity for us teachers to use videos for our own advantage in order to promote language production. In this session, we will explore the wonderful world of video creation as an effective tool for boosting our students' creativity and confidence.</p>
<p><b>Incorporating Social and Emotional Learning in the English Classroom</b> <i>Mdalale Azem</i></p>	<p>Social and emotional learning improves classroom climate, increases students' motivation, reduces behavior problems, helps students set and meet their own goals and more.</p> <p>What activities can English teachers incorporate in the English classroom to achieve these goals?</p>
<p><b>The New English Curriculum: Bridging Past &amp; Future Practices</b> <i>Simone Duval</i></p>	<p>In order to achieve widespread implementation of Curriculum 2020 in the field and bridge the past to the future, we engaged with the written curriculum document in a variety of settings. The emerging discourse was characterized by the ripple effect. Starting with Dr. Tziona Levi, the ripple effect was achieved through ongoing interactions with teachers in professional learning communities in order to move to a new mindset. In this plenary talk, I will share what I have learned from the process and give examples of practical applications in the classroom.</p>