Annual National Conference

EFFECTIVE TEACHING FOR EFFECTIVE LEARNING

Tuesday, July 4 – Wednesday, July 5, 2017

Ashkelon International Convention Center
Ashkelon Academic College, Ashkelon

www.etai.org.il

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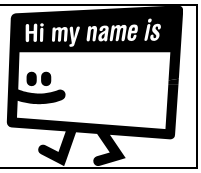
About the Conference

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*)

The 2016-2017 series of ETAI conferences entitled *Effective Teaching for Effective Learning* is approved by the Ministry of Education for a 30-hour PD credit (*gmul*). If you have signed up for one of the 30-hour tracks, all of which include the National Summer Conference, you must sign in at registration, and again at the end of the day. In order to qualify for *gmul* participants need to complete a written assignment. Visit our website for more details: www.etai.org.il/conferences

Great food at great prices

Sandwiches and salads will be on sale for NIS 10 each at lunchtime. Coffee is available for NIS 5 a cup throughout the day.

Acknowledgements

Special thanks to **Eric Cohen Books** for donating the conference bags, **WizKids** for name tags and **Yehuda Berman Ltd. – Babylon** for their help with the ice cream reception.

Who is who at ETAI

Chairperson: Susan Bedein
Vice Chairperson: Eleanor Satlow
Treasurer: Debbie Lifschitz

National Executive Committee:

Sharona Attiya	Susan Bedein	Debbie Lifschitz	Lindsey Steinberg-Shapiro
Nihad Aweidah	Jane Cohen	Eleanor Satlow	Tracy Piada
Maizie Avihayil	Mitzi Geffen	Leo Selivan	

ETAI Forum editors: Julia Mor and Sara Gabai

Office manager: Karen Berzon

Contact information:

POB 36206, Jerusalem 91361 Tel.: +972 (0)2 5001844
Email: etaioffice@gmail.com Fax: +972 (0)2 5001851

ETAI - For a lifetime of shared professional development

From the Conference Conveners

This year's ETAI conference is once again being held in the beautiful, purpose-built Ashkelon Conference Centre on the campus of the Ashkelon Academic College. Although the facilities do not necessarily make a good conference, we believe that the venue is one of the important factors that influence the success of a conference. And the venue is stunning – state-of- the-art rooms and grounds that will make your conference experience professional and comfortable.

The programme is obviously another very important factor in determining the success of a conference. We have worked hard to create a programme that offers the best of speakers, covering a wide range of subjects of interest to all English teachers here in Israel. We have presenters with whom many of you are familiar, as well as those who are presenting for the first time. We are sure that you will be able to gain valuable knowledge and ideas from attending these well-planned and stimulating sessions.

Meeting and interacting with other conference participants is another vital element of a conference. This year, not only will you have many chances to socialize with the other teachers at the conference, but we have provided an opportunity for you meet some of the best educators Israel has to offer in informal gatherings.

All of these are ways that we can help every one of you become an effective teacher. A community of effective teachers leads to a community of effective learners. We are proud of the programme we have put together for this year's conference, and we hope it will encourage you to be proud of yourselves as teachers and proud members of the ETAI community.

Susan Bedein, Eleanor Satlow and Mitzi Geffen

Plenary Speakers

Ben Goldstein

Ben Goldstein is an English Language teacher, teacher trainer, and conference speaker. He teaches on the online MATESOL program of the New School in New York and specializes in language teaching materials writing. He is also an ELT materials writer and has published numerous books. He was born in London, but lives in Barcelona. He travels widely and has given talks at major ELT conferences around the world. He enjoys meeting teachers and listening to their needs and interests. His main areas of research are: the role of images in language teaching, and questions of identity and the language learner. Other issues that concern him are the status of English as an international language; the marketing of English; and the use of video and literary texts.

Plenary talk abstract - page 7

Plenary Speakers (cont.)

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), *Penny Ur's 100 tips* (2016), all published by Cambridge University Press.

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Elisheva Barkon

Elisheva Barkon has been involved in English language teaching since the mid-seventies. She holds an MA in Linguistics and English Language Teaching from the University of Leeds and a PhD in English from the University of Bar Ilan. She is head of the English Language and Literature Department and Coordinator of English as a Foreign Language at Oranim, Academic College of Education. In addition, she is an active member on different national committees such as the Advisory Committee, the Professional Standards Committee and the Vocabulary Committee. Her work focuses mainly on reading in a second language and more recently on establishing entry and exit levels for students training to be English teachers.

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Denice Ross Haynes

Helping people and organizations fulfill their highest potential is the core motivation and common thread in the life and work of Dr. Denice Ross Haynes. She has worked in Fortune 500 corporations, government, non-profit organizations, and K-16 education specializing in new initiative development, systems design, teacher training, and learner outcomes. In 2016, Denice founded Scope ID LLC, a consulting firm to business and education leaders. Before launching Scope ID, she served as Interim Director for Science Bound, an academic development program for STEM majors, and as Adjunct Assistant Professor in the School of Education at Iowa State University. She also taught Program Assessment and Evaluation in the graduate college. She is an international speaker, author, and believe it or not, a fashion stylist for C-Suite Women!

Plenary talk abstract - page 14

Schedule & Session Descriptions

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.

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Tuesday

July 4

8:00 – 9:30	Registration
9:30 – 9:55	**How-to sessions**
10:00 – 10:30	**Greetings and message from the Chief Inspector**
10:30 – 11:15	**Opening Plenary: *Ben Goldstein***
11:15 – 12:00	Break and Browsing
12:00 – 12:45	**Parallel Sessions I**
12:45 – 13:45	Lunch Break and Browsing
13:45 – 14:30	**Parallel Sessions II**
14:40 – 15:20	**Parallel Sessions III**
15:30 – 16:15	**Plenary: *Penny Ur***
16:15 – 17:00	Reception
17:00 – 18:00	***Why Bother?* Q&A session**

Registration 8:00 – 9:30

How-to Sessions 9:30 – 9:55

Hall A **Varda Morell**
How to Evaluate a Bagrut Composition

Hall B **Amanda Caplan**
Conference First-Timers

Hall C **Nancy Peled**
How to Enrich Reading Through Reader's Theater

VIP Suite **Valerie Jakar**
How to be involved in TESOL

Greetings and Opening Remarks 10:00 – 10:30

Hall C **Susan Bedein, ETAI Chairperson**
Tziona Levi, Chief Inspector for the English Language Education

Opening Plenary 10:30 – 11:15

Hall C **Ben Goldstein**

Learner Labels: What are they for?

There is an increasing tendency to categorize learners, but these labels are rarely neutral and can take on lives of their own, independent of our learners' actual opportunities to acquire language. This talk explores alternative ways of understanding learner identities following a narrative rather than a paradigmatic approach.

Break and Browsing 11:15 – 12:00

VIP Suite **Chat Shop with MOE Chief Inspector for EFL Tziona Levi**

Session I 12:00 – 12:45

Hall A **James Kennard**

Bringing Everyone Together on the Journey

Why all staff can share the school vision and mission, and how teachers can make their own contribution to the success of the school and its students.

Hall B **Amos Paran**

Using Literature Effectively to Engage Students

Effective learning involves the learners as active participants in the co-construction of meaning. In this session we will look at the ways in which teachers can construct tasks that engage their learners in learning actively when using literary texts in the EFL classroom.

Hall C **Lisa Marti Liebhoff - *Easy and Effective Teaching Tips to Make Your Lessons Meaningful, Manageable and Measurable***

This session explores teaching strategies that make English lessons more meaningful, while being manageable and measurable. Workshop attendees will take an active role in various EFL classroom activities that encourage maximum student involvement. We will explore simple classroom strategies useful to create environments where students are actively participating and engaged with the material.

VIP Suite **Dana Prop**

© ***Powerful, Animated Learning !***

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

Lunch break and Browsing 12:45 – 13:45

Session II 13:45 – 14:30

Hall A **Rivka Lichtner**

Choosing the Best Readers for Your Classroom

In this talk, I'll explain the ins and outs of readers, including how to know what a level /stage really means, the advantages and disadvantages of different series, and which titles are most likely to capture your students' interest, allowing you to build your school library as quickly and efficiently as possible.

Hall B **Naomi Epstein**

The Friendly Eraser

Vocabulary activities using a whiteboard, marker and eraser. The eraser is used as a positive way to reinforce vocabulary, actively involve the students and highlight details. The activities foster cooperation among students. Talk suitable for all ages.

Hall C **Donna Feldman**

Effectively Growing Your Students' Writing: Practice and Theory

In this interactive session, I will introduce easy-to-use instructional practices for teaching writing. These practices are based on the writing process and include modeling the use of graphic organizers for idea generation and organization, exercises for writing introductory paragraphs, teaching students to give peer review, and giving meaningful feedback.

VIP Suite **Pat Talshir and Elinor Karsagi**

Look Who's (Not) Talking!

In our workshop, we will briefly discuss a few reasons why pupils graduate high school with limited ability and confidence to conduct conversation in English. We will present practical classroom activities including reference to the ASK kit. We will close with ways to evaluate pupils' progress using the principles of alternative assessment.

Sessions II 14:40 – 15:20

Hall A **Ben Goldstein**

Students in the Director's Chair

If students are given the chance to produce their own video, then they will be more engaged in the learning process. This talk outlines the practical steps to take when it comes to video creation: the models and genres to follow, ways to structure the clips and what to do once the videos have been made.

Hall B **Michele Shaul**

Turning Simple Ideas into Amazing Lessons

This presentation will give teachers creative and original ideas on how to engage their students orally through interactive lessons. Teachers will be able to find new ways to teach vocabulary and grammar via authentic situations. By using the tips given in this presentation, your students will walk away from your lessons with meaningful and memorable experiences.

Hall C

Roger Cohen

Giving Better Teacher Feedback: Using Question/Reaction Scripts

I will introduce the concept of the question/reaction script and display how the script I developed helps improve communication during feedback sessions and enables observers to provide better recommendations to teachers.

VIP Suite

Bridget Schvarcz & Valerie Jakar

Teachers Are Researchers: A collaborative workshop/discussion session

Teacher researchers will talk about their projects, their challenges, and their achievements. Studying for a qualification in English teaching? Working towards a M.Ed. in language teaching? Participating in a professional development course? Come and share your current research, or bring along your questions and ideas about prospective inquiry and research.

Plenary 15:30 – 16:15

Hall C

Penny Ur

Homework: Some Practical Issues

Homework makes a substantial contribution to the learning of English as an additional language in formal courses, yet the topic is rarely discussed in conferences. In this session, we'll look at some practical ideas that improve motivation to do homework assignments and help students get the most learning benefit out of them.

Reception 16:15 – 17:00

End-of day event 17:00 – 18:00

Hall C

Why Bother?

Q & A session with plenary and international speakers

Our students are constantly asking us: "Will it be on the exam?" "Is there a grade for this?" When the answer is no, the next question is often: "What's the point? So why bother? In this informal evening event we will pose questions to our expert panel, who will aim to give us good reasons for why we should bother being creative and demanding ELT teachers in the age of bottle flipping, fidget spinners and Google Translate. Don't miss this engaging, entertaining and interactive event.

Guests: Ben Goldstein, Penny Ur, Denice Ross Haynes, Batia Laufer, Amos Paran

Hosted by Jane Cohen

Wednesday

July 5

8:30 – 9:30	Registration & Browsing
9:30 – 9:55	**How-to Sessions**
10:00 – 10:45	**Plenary: *Elisheva Barkon***
11:00 – 11:45	**Parallel Sessions I**
11:45 – 12:15	Break and Browsing
12:15 – 13:00	**Parallel Sessions II**
13:00 – 13:45	Lunch Break & Browsing / ETAI Annual General Meeting
13:45 – 14:30	**Parallel Sessions III**
14:30 – 15:00	Break & Browsing
15:00 – 15:45	**Parallel Sessions IV**
16:00 – 16:45	**Closing Plenary: *Denice Ross Haynes***

Registration 8:30 – 9:30

How-to Sessions 9:30 – 9:55

Hall A **Roger Cohen**
How to use Dictogloss

Hall B **Naomi Epstein**
How to stay motivated after 30 years of teaching

Break and Browsing 10:00 – 10:30

Plenary 10:00 – 10:45

Hall C **Elisheva Barkon**

Working with Chunks to Develop Fluency

The presentation will contextualize chunks within a language program, address their role in language processing and fluency development and suggest activities to draw learners' attention to their occurrence in speech and writing. To close, we will read a text that highlights how chunks function as units of meaning and allow for higher level expression in English.

Session I 11:00 – 11:45

Hall A

Denice Ross Haynes – *Teaching English to High Achievers - What Successful Teachers Know*

Teaching with intention is critical in today's classroom. This talk will explore how to craft, use and meet learning outcomes in your classes. We'll discuss what's working in your classes and then take a look at best practices and what's trending in the US by drawing from the toolboxes of other successful teachers.

Hall B

Raviv Schwartz – *English Instruction & At-Risk Youth: An Integrative or Marginalizing Force?*

Does English instruction in Israeli schools serve to narrow or exacerbate 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.

Hall C

Bridget Schwartz – *Making Hishtalmuyot More Effective: Learning-centered Reflection in Professional Development*

In an ongoing study on the efficacy and applicability of in-service training course content for everyday teaching, we found that teachers take learner-centered perspectives when enriching their professional expertise, but their reflections focus highly on teaching aspects. We will share our latest findings.

VIP Suite

Sarah Gordon – *Simple Technology for Complex Results*

©

Learn how students are using simple technology and a free program available to all, to create incredible global immersion experiences in the classroom. Recognized by the Minster of Education for innovation, and by Israel's ambassador to Canada for its contribution to Israeli youth.

Break and Browsing 11:45 – 12:15

Session II 12:15 – 13:00

Hall A

Beverly Yohanan and Batia Laufer - *Derivational knowledge: The Effect of Learners' Proficiency and Word Frequency*

11th and 12th graders were compared on recognition of base words that represent the 8,000 most frequent English words and their derivatives. Morphological knowledge was found to depend on learner proficiency and base-word frequency, but not on frequency of the derivatives. The results have implications for teaching word structure.

Session II (cont.) 12:15 – 13:00

Hall B **Iris Langer**

Tried & True Lessons for Native Speakers and Strong Students

The session will focus on lesson plans which incorporate the objectives required by the Ministry and projects for native speakers and strong students, while at the same time creating an exciting learning environment. Methodology and study programs will be presented which have proven to be very successful for students with a high level of English.

Hall C **Ella Ben Emanuel - *Don't Count That Day Lost - How Literature Can Help Our Students and Ourselves***

Literature is often regarded as a chore for both teachers and students and this amounts to a missed opportunity. In this talk, I'll be discussing various ways of making literature come alive to students and how to use various simple techniques to enrich our students' learning.

VIP Suite **Jane Cohen - *Integrating Speaking into the English Curriculum – Lessons from the Field***

Speaking is the most challenging of the four skills to teach in large heterogeneous classes. As speaking is interactive and demands an almost instant response, the pressure to 'perform' is often overwhelming for students. In this workshop I will share some of the practical 'Student Talking Time' activities that led to increased confidence and improved speaking fluency in my classes.

Etai English Teachers' Association of Israel

Northern Regional Conference

Save the Date!

Wednesday, August 23, 2017

Venue: Ort Psagot School, Karmiel

Check the ETAI website for program details

www.etai.org.il

Lunch Break & Browsing 13:00 – 13:45

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

Parallel Session III 13:45 – 14:30

Hall A **Jennifer Sternlicht**

Diplomacy: An Interdisciplinary Major Taught in English

This is your chance to find out about the only high school major taught in English in Israel: Diplomacy and International Communication in English. What are the goals of the program? Is it right for your school? How is it taught? These questions and many more will be asked and answered. Don't rely on rumors --find out for yourself.

Hall B **Mark Stolovitzky -** ***Game Shows and Contests - Fun and Motivation in Learning English***

Using contests and American TV shows to motivate and inspire students, this presentation discusses ways of incorporating elements of fun, knowledge, audience participation to help inspire children to think, react and speak in English

Hall C **Daniela Aviv**

©

Teaching Reading to Dyslexic Learners of all Ages

I will introduce a unique, highly practical, down-to-earth method for teaching reading to dyslexic readers of all ages. By referring to concrete examples I will demonstrate the difficulties and provide my recommended solutions. I will present the rationale of the method, its background and its implications.

VIP Suite **Amy Gelbart**

Playful Classroom Management

This workshop will bestow practical tools to rejuvenate your classroom presence and manage our classroom in a more playful and effective manner. We will play games, tell stories, role play and practice tools that will inform our classroom performance.

Break & Browsing 14:30 – 15:00

Parallel Session IV 15:00 – 15:45

Hall A **Amanda Caplan**

The more that you read, the more things you will know. (Seuss)

Reading for Pleasure is back in the headlines! What should my students read? When is there time? Where can I get books? Are they really reading? How many books? Do e-books count? What about my LD students? I hear your questions; come and get some practical answers.

Hall B **Channah Persoff** - ***Creating a Community of Readers to Enhance Thinking About Texts***

How can we help our pupils become active analytical readers? We can enhance their thinking abilities by teaching them to question texts, and then helping them conduct their own dialogue with the text and with the writer.

Hall C **Ariel Khason**

English Literature Project as Video Clip

This presentation will show how we can harness the new media in service of the Bagrut project in English literature. Making video clips allows students to bring their words to life using visuals and sound, thereby adding other dimensions of interpretation to the literary work in a creative way.

VIP Suite **Julia Koifman**

Video Lessons for SEN students

This presentation is for those who prepare students with learning disabilities for the final exams. It will contain a sample video lesson plan and provide participants with methodology and tips for overcoming dyslexia, motivating students, enhancing their reading, writing and general understanding with the help of modern technology.

Closing Plenary 16:00 – 16:45

Hall C **Denice Ross Haynes**

Effective Teaching / Effective Learning: A modern-day wilderness adventure

Tests, Trials, Turmoil and Triumph, may be words that describe a wilderness experience. These are also words that both teachers and students might use when thinking about teaching and learning language acquisition! Yet, with some creative re-framing, what seems horrible and may actually *be* horrible, if we were honest, can make us smarter, wiser, and more appreciative of the process. In this talk, we will explore what the wilderness can teach us as we seek to be more effective teachers, better leaders and brilliant administrators.

Exhibitors' Directory

AEL Publications Rivka Lichtner P.O.B. 34070 Jerusalem T: 02 6221640 F: 02 6223489 e-mail: rivka@aelpublications.com	***Creative English*** Ashley Zucker Omer 59/6, Carmiel T: 054 533 0143 F: 04 988 4757 e-mail: info@creative-english.com	***Shoshana Avrahami*** 74 Sheshet Hayamim, Rechovot M: 052 295 2282 e-mail: harbar@zahav.net.il
American Center Jackie Stein 19 Keren Hayesod St., Jerusalem T: 050 5449617 e-mail: steinjx@state.gov	***English Adventure*** Gali Rozen Harash 8, Ramat Hasharon T: 03 547 5557 F: 03 547 5338 e-mail: gali@eadventure.co.il	***Soft English*** Daniella de Winter Netzach Israel 14, Tel Aviv M: 052 884 8984 e-mail: softenglishreadwriteplay@gmail.com
Alnur for Pedagogy Salim Zeidan P.O.B. 2224, Isfiya T: 052 5675929 F: 04 8390426 e-mail: nur@barak.net.il	***Eric Cohen Books*** Gay Bergman Hata'asia 27, Ra'anana T: 09 747 8000 F: 09 747 8001 e-mail: gay@ecb.co.il	***Teaching Gems*** Sharon Sacks & Debbie Sarusi Borochov 10/1, Raanana T: 052 8320302 F: 09 7727529 e-mail: shashazi@gmail.com
Be and Do Rita Dick 18 Kaplan, Kiryat Ono T: 03 6359330 e-mail: dicko@013.net	***Gamelish*** Talila Kaiser P.O.B. 314, Herut T: 054 5488377 F: 09 796 4167 e-mail: gamelishcards@gmail.com	***The English Club*** Fern Levitt 57/4 Hechalutz St., Jerusalem T: 050 7314843 F: 02 6525987 e-mail: flevitt@mindspring.com
BrainPOP Israel Dana Prop 11 Meitav, Tel Aviv T: 03 687 8989 F: 03 688 5970 e-mail: dana@brainpop.co.il	***Ella Haber*** Horaat Anglit 28 Even Gavirol, Bnei Brak M: 052 7133728 e-mail: ellahaber03@gmail.com	***University Publishing Projects*** Uzi Eden Zarchin 8, Ra'anana T: 09 745 9955 ext. 1 F: 09 745 9966 e-mail: sales@upp.co.il
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CCI English Amir Landa 42 Aliyat Hanoar, Tel Aviv T: 073 7694499 e-mail: info@celtaisrael.com	***Reches*** Tali Chinio P.O.B. 324, Kadima T: 073 2550125 F: 073 2550050 e-mail: talic@reches.co.il	***Wizcom*** Alon Scarbin Haganan 20, Modiin T: 073 2906133 M: 052 5118880 e-mail: alons@wizcomtech.com

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CELTA applicants are at least 18 years old, can do academic work at university level, and have advanced English.

What is the CELTA?
The Cambridge CELTA is a qualification for English language teachers. It is the most well recognized TESOL/TEFL certificate in the world. It provides teachers with skills, knowledge and hands-on classroom experience to help them in their English teaching career.

CELTA graduates can apply modern, communicative language teaching methodology in the real world. They help, inspire and motivate their learners.

The CELTA course gives you firsthand teaching practice in a communicative language classroom, builds your teaching confidence and lets schools know you're a professional teacher.

Why take the CELTA with CCI English?
As the only CELTA center in Israel, CCI English is dedicated to delivering the University of Cambridge's quality training to a high standard.

The CCI English team has 15 combined years of CELTA training experience at centers all over the world. They have taught English and managed schools in a variety of settings, which helps them give each group of CELTA trainees insight into the real world of teaching and practical guidance in finding English teaching jobs.

What's your next step?

It's free to apply for the CELTA and the application takes less than 10 minutes. Scan the code to the right, visit www.celtaisrael.com, or email info@celtaisrael.com for more information.

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www.celtaisrael.com
info@celtaisrael.com
+972 (0) 73-7694499
Aliyat Hano'ar 42
6745023 Tel Aviv-Yafo

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@celtaisrael
@celtaisrael
pinterest.com/celtaisrael