H-INET International Spring Conference
27 February 2018
Tel Aviv University, Webb Building, 001

Harnessing Plurilingualism, Technology and Internationalization to Develop Linguistic and Intercultural Competence

PROGRAM

8:30 – 9:00	**Registration & Refreshments**
9:00 – 9:20 **Webb 001**	**WELCOMING REMARKS** **Prof. Raanan Rein,** Vice President, Tel Aviv University **Dr. Rosalie Sitman,** Head, Division of Foreign Languages, Tel Aviv University
9:20 – 10:20 **Webb 001**	**KEYNOTE** **Chair – Rosalie Sitman** **Issues in Learning and Teaching a Heritage Language: Evidence from Heritage Speakers of Portuguese** **Prof. Cristina Maria Moreira Flores** Universidade do Minho, Portugal / Instituto Camões
10:25 – 11:25 **Webb 001, 101, 102, 103**	**PARALLEL SESSIONS**
11:25 – 11:45	**Coffee Break**
11:45 – 12:45 **Webb 001**	**PLENARY SESSION** **Chair – Elana Spector-Cohen** **Oral Proficiency: Moving Forward in Baby Steps** **Dr. Tziona Levi** Chief Inspector, English Language Education, Ministry of Education

12:45 – 13:30 **Webb 001**	**H-INET ASSOCIATION GENERAL MEETING** **Chair—Linda Weinberg** • **Chairperson's Report** • **Treasurer's Report** • **Audit Committee Report** • **Ratification of Elections Process and of Steering Committee Elections Committee Representatives: Carmen Fedor and Tal Levy**
13:30 – 14:15	**Lunch**
14:15 – 15:45 **14:15 – 14:20** **14:20 – 15:05** **15:05 – 15:50** **Webb 001**	**THE CLIVE LAWRENCE SERIES WORKSHOPS** **Chair—Tina Waldman** **Bob Wilkinson's Remembrance of Clive Lawrence (Video)** **Connecting the AMIR and the CEFR Scales** **Dr. Ruth Fortus** National Institute for Testing and Evaluation **Towards Internationalization and EMI: English Departments Leading the Way** **Prof. Ofra Inbar-Lourie,** Tel Aviv University; **Dr. Linda Weinberg,** Braude College of Engineering
15:50 – 16:05	**Coffee Break**
16:05 – 17:35 **Webb 001, 102, 103, 104**	**PARALLEL SESSIONS**
17:35 – 18:05 **Webb 001, 101, 102, 103, 104, 105**	**H-INET Special Interest Groups (SIGs) Meeting**
18:20	**SOCIAL EVENT** **Hahoog Hatzfoni Pub (63 Haim Levanon St., Main Entrance to Tel Aviv University)**

Session 1: Webb 001 Chair - Mónica Broido / Tel Aviv University	
10:25 – 10:55	Designing Student-centered ESP Business Communication Courses Karen Eini, Randi Harlev, Tal Levy / Ruppin Academic Center
10:55 – 11:25	Paving Students' Way: Harnessing Business English to Develop Professional Competence Judy Henn / Technion

Session 1: Webb 215 Chair – Ana Marques / Instituto Camões & Tel Aviv University	
10:25 – 10:55	Passport to Heaven? Sephardic Jews as Heritage Language Speakers Rosalie Sitman / Tel Aviv University; Ivonne Lerner / Cervantes Institute & Tel Aviv University
10:55 – 11:25	Writing a Heritage Curriculum for Studying Russian in Israeli High Schools: Theory and Practice Marina Niznik / Tel Aviv University

Session 1: Webb 102 Chair – Marla Naor / Tel Aviv University	
10:25 – 10:55	Teacher Professional Development: A Therapeutic Approach to Language Learning—NLP-Based and Guided Imagery-Assisted Avital Halevy / Israel Academic College
10:55 – 11:25	Inductive Techniques in Communicative Approach to EFL Teaching Anna Voloskovich / Kibbutzim College of Education

Session 1: Webb 103 Chair – Susan Itzhak / Kinneret College	
10:25 – 10:55	Aligning with the CEFR at the Pre-Basic Level—Innovations and Challenges Galina Gordishevsky, Efrat Harel, Adi Gafni / Kibbutzim College of Education
10:55 – 11:25	The Advanced Bet Course at YVC: Genre-Based Language Teaching Roseanne Kheir Farraj / Yezreel Valley College

Session 2: Webb 001 Chair - Hanne Juel Solomon / The David Yellin Academic College of Education	
16:05 – 16:35	De-jargonizer: Technology for Assessing Vocabulary when Communicating with Expert/Non-Expert Audiences Tzipora Rakedzon, Elad Segev, Noam Chapnik, Roy Yosef, Ayelet Baram Tsabari / Technion & Holon Institute of Technology
16:35 – 17:05	English Massive Open Online Courses (MOOCs) as a Means of Integrating Content and Language Smadar Donitsa-Schmidt & Beverley Topaz / Kibbutzim College of Education
17:05 – 17:35	GLOBISH—Promoting Digital Literacy and Closing The Educational Gap Through The Use of A Global Project Tal Levy & Keren Eini / Ruppin Academic Center

Session 2: Webb 102 Chair – Carmen Fedor / Tel Aviv University	
16:05 – 16:35	Project-based Learning in Higher Education: Linking Theory with Practice Randi Harlev / Ruppin Academic Center
16:35 – 17:05	Beyond Traditional Teaching: Combining Brain-Friendly Learning with Technological Tools Sara Tilleman / Ono Academic College
17:05 – 17:35	Empowering Plurilingual Classes with the History of the English Language Erin Henriksen Iosebashvili / The David Yellin Academic College of Education

Session 2: Webb 103 Chair – Tsachit Lapid / Tel Aviv University	
16:05 – 16:35	Telecollaboration—New Directions in Higher Education Tina Waldman & Efrat Harel / Kibbutzim College of Education
16:35 – 17:05	EMI in High School? Meet: *Diplomacy and International Communication in English* Jennifer Sternlicht / Ministry of Education
17:05 – 17:35	Enhancing Oral Proficiency, Confidence and Fluency through Online Communication Klarina Priborkin / Givat Washington College of Education

Abstracts, in order of program and parallel sessions

Issues in Learning and Teaching a Heritage Language:
Evidence from Heritage Speakers of Portuguese
Prof. Cristina Maria Moreira Flores
Universidade do Minho, Portugal / Instituto Camões
<cflores@ilch.uminho.pt>

This talk aims to provide insights from linguistic studies on heritage language development and, ultimately, link key findings in this area of research with issues of heritage language pedagogy. Based on empirical evidence from studies on Portuguese as a heritage language (mainly bilingual speakers living in Germany), I intend to show that studying the linguistic development of heritage speakers enriches not only our theoretical linguistic and psycholinguistic understanding of language development, but may also be of central importance for pedagogical intervention. Importantly, I will highlight the particularities of heritage language competences and sketch how input factors, namely overall reduced contact with the target language and limited exposure to standard varieties and formal registers, shape this competence.

Oral Proficiency: Moving Forward in Baby Steps
Dr. Tziona Levi
<tzionale@education.gov.il>
Chief Inspector, English Language Education
Ministry of Education

In the talk, I will describe the small steps taken to implement a nation-wide program that promotes oral skills.

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Connecting the AMIR and the CEFR Scales
Ruth Fortus, National Institute for Testing and Evaluation
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In 2014, as part of the ECOSTAR project, an exploratory study was conducted to investigate the relationship between the local AMIR scale and the CEFR scale. Israeli students, whose AMIR score was known, took a CEFR-based test, while European students, whose CEFR score was known, took an AMIR test. In the first part of the presentation, the main elements and results of this study will be reported.

In the second part of the presentation, writing samples written by college and university students studying at different EAP levels will be shown. Audience participation is welcome as we look at progression (or lack thereof) in the CEFR descriptors across the levels.

Towards Internationalization and EMI:
English Departments Leading the Way

Prof. Ofra Inbar-Lourie, Tel Aviv University
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Dr. Linda Weinberg, Braude College of Engineering
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In this workshop we will contemplate the role of the English department in view of the growing move towards internationalization in the Israeli academia. Following a short introduction of the current recommendations and call for action issued by the Council of Higher Education, we will share and discuss ideas on how English departments and the English teaching community at large can lead internationalization initiatives in institutions of higher learning in Israel. We will draw on the work done by Clive Lawrence in his institution as reflected in the English Medium Instruction (EMI) Handbook (2017).

Designing Student-Centered ESP Business Communication Courses
Karen Eini, Randi Harlev, Tal Levy
Ruppin Academic Center
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Designing authentic, relevant tasks, a supportive learning environment and engaging opportunities that maximize student-talk for over 30 students during 90-minute, CEFR-aligned Business Communication lessons are just some of the challenges in developing fast-paced ESP courses.

In this presentation, we discuss our student-centered design approach in the ESP courses in the School of Business Administration at Ruppin Academic College. We demonstrate how the combination of SWOT analysis, dynamic technology, diverse communication models, and Pecha Kucha presentations turned daunting two-credit course preparation and implementation into a rewarding teaching and learning experience. We share the process, tools, activities, and samples of evaluations that served to help our students identify and build upon their personal competencies while developing their interpersonal and presentation skills in English.

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Paving Students' Way:
Harnessing Business English to Develop Professional Competence

Judy Henn; The Technion <judyhenn19@gmail.com> / <henn_judy@yahoo.com>

How can we educate for the 21st century and beyond? Israel faces educational challenges that test our standing as the high-tech nation.

Foremost on the list of essential skills for now and on to the future is English: there is an urgent need to upgrade standards of spoken and written English. I propose incorporating aspects of Business English into EAP classrooms to improve the level of professional English that will expand vocabularies, provide confidence in professional speaking, introduce business writing genres (such as email correspondence), and teach how to deliver a business pitch or oral presentation. Additionally, my understanding that Business English can open a window onto multiple cultures prompted me to incorporate a unit on business practices in other countries into the curriculum. Beginning with pair work, continuing to small groups, and progressing to speaking in front of the class, gradually expose students to increasingly larger audiences. I propose a curriculum for Business English and a simple method of teaching it in our higher education institutions. This curriculum provides for extensive oral practice for each student through pair and small group work and lets each progress to speaking in front of the whole class. The teacher models speaking and presentation techniques, and gives outlines for writing a formal business letter and a resume; students research companies and practice writing questions for job interviews. Materials from TED presentations and professional sites demonstrate authentic situational language.

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Passport to Heaven? Sephardic Jews as Heritage Language Speakers

Rosalie Sitman, Tel Aviv University
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Ivonne Lerner, Cervantes Institute and Tel Aviv University
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In October 2015, the Spanish government passed the 12/2015 Law granting Spanish citizenship both to foreigners already living in Spain as well as to Sephardic Jews and their descendants, regardless of their place of residence. In order to prove their ties with Spain, every candidate must pass two exams that demonstrate their knowledge of Spanish language and culture.

In this talk, we would like to describe the impact that this law has had in Israel, in comparison to other contexts with Sephardic Jewish communities, such as Morocco, Greece, Turkey or Bulgaria. The Sephardic Jewish community in Israel is particularly heterogeneous. It comprises people born in Morocco, the Balkans or Israel, and thus raised—and often schooled—in languages such as French, Turkish, Serbian, Hebrew, or even Spanish. In addition, most of the Balkan Jews were exposed to one of the varieties of Judeo-Spanish and maintained it at various levels. All these learners share the same aim: to pass the D.E.L.E. A2 exam required by the Law.

The experience of teaching Spanish to these plurilingual adults has led us to rethink the concepts of native-speaker and mother tongue. Moreover, we have found that conceptualizations about heritage language learners may be applicable to the uniqueness of their situation—a population characterized by their advanced age and the fact that Judeo-Spanish is a language whose vitality is in question.

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Writing a Heritage Curriculum for Studying Russian in Israeli High Schools:
Theory and Practice

Marina Niznik, Tel Aviv University
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Russian speakers compose one fifth of the Jewish population in Israel. About 6,000 students currently attend Russian classes in middle and high schools in Israel. About 60% of them were born in the FSU (*Muchnik et.el.2017*), others are Israeli-born children of Russian speaking parents. Almost all of them are *heritage speakers* (*Fishman 1992, Valdes 2000*) of the language.

From 1998, a special program for the study of Russian has been approved by the Ministry of Education, enabling students of Russian origin to maintain and/or to learn the language. However, the curriculum made no reference either to the term, or to the phenomenon of the heritage language learner. It did not deal systematically with the heterogeneous student population. The target population was defined as foreign language learners. A detailed investigation of the document reveals that the authors made an effort to address the diversity and special character of the students, but lacked the necessary professional expertise.

In 2017, the Ministry of Education decided to create a new curriculum of Russian as a school subject. Based on a large body of modern research, it seeks to provide students with opportunities to study not only language, but Russian literature and culture as well. The goal of the curriculum is to increase the literacy, communication skills, and cultural competence of the students in grades 7-12.

The proposed talk will focus on how the curriculum can better meet the diverse needs of heritage language learners.

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Teacher Professional Development: Therapeutic Approach to Language Learning— NLP-Based and Guided Imagery-Assisted

Avital Halevy, Israel Academic College
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In a post-modern age of instant messaging, multi-tasking and excessive stimuli coupled with incessant transformation, in-depth learning has become a "mission impossible" in many cases. Students today are barely mentally and emotionally free to learn and, thus, accumulate what they may perceive as academic failures and disabilities, which often leave permanent scars in the form of trauma, anxiety, and low self-esteem as a learner. Such blockage is even more severe in the case of language learning, since language errors may also put one in a position of a fool, since the medium of teaching is at the same time its subject matter.

As a result, I find the processes of language learning and therapy mutually-reinforcing and inseparable. The students need to be able to clear their academic past from inhibiting beliefs which have led to feelings of inadequacy, and learn to acquire facilitating beliefs by focusing instead on their unique capabilities and successful events, whatever they are. This can be accomplished only through a profound process of self-revelation accompanied by individual introspection. Such a process is, however, applicable only in a state of emotional balance. I find NLP—Neuro-Linguistic-Processing/ Programming coupled with Guided Imagery most effective in enabling emotional balance. In such state of mind, the students can find what's best for them individually. Focusing on their abilities rather than their shortcomings produces facilitating behaviors, which in turn lead to improved results, and from there, the road is paved towards reinforcing facilitating beliefs, and thus perpetuating them to excellence.

This closed circle of facilitating beliefs—facilitating behaviors—improved results—facilitating beliefs—is based on a study conducted by Dov Roitman, the founder of a special NLP therapy for children, on students from Aleh High School of Sciences in Lod, whereby the study group consisted of students who have difficulties in exams and a control group of students with a record of excelling in exams. I find the study's implications and applications very effective in my EAP classes, and strongly believe that it is the ESL lecturer's role to become aware of this therapeutic approach before instilling effective strategies of language learning to our students, through learning techniques tailored to their individual learning styles, aptitudes, and fields of interests.

Inductive Techniques in Communicative Approach to EFL Teaching
Anna Voloskovich, Kibbutzim College of Education

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The overall tendency of 21st century language teaching is towards creating a fully competent language speaker able to use both receptive and productive skills in everyday or business communication. To achieve this goal, students should first become accustomed to using their target language to solve any communicative task in class without resorting to an intermediary language. The techniques that can encourage students, to communicate in the target language, irrespective of their level, are based on the inductive method. This method was primarily used for teaching grammar, but has now acquired a broader application and is employed for teaching both vocabulary and speaking, reading, and writing. Within this method, students induce meaning in class, and formulate their own rules in the process of close-to-life communication with the teacher and among themselves, rather than getting ready-made rules and meanings. According to Herron & Tomasello (1992), students learn best when they can produce a hypothesis and receive immediate feedback, as this allows them to cognitively compare their own developing system to that of mature speakers. Applying this method encourages students to use the target language to make hypotheses and check them by answering and asking questions, from the initial stage of elicitation of the target vocabulary / grammar patterns / speaking or writing strategies. The inductive method also enables an integrative four-skill approach as it always implies a combination of productive and receptive skills at any stage of the lesson.

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Aligning with the CEFR at the Pre-Basic Level—Innovations and Challenges
Galina Gordishevsky, Efrat Harel, Adi Gafni
Seminar Kibbutzim College of Education

This talk reports on the implementation of can-do statements of the CEFR at the Pre-Basic level, through collaboration between team members at the EAP department of Kibbutzim College of Education.

Following the demands of the global world, the field of EAP teaching in Israel is undergoing a dramatic change. From a solely reading-comprehension teaching field, it is rapidly turning into a much more comprehensive framework, which aims at meeting the various communicative demands placed on our students by globalization.

At the EAP department of the Kibbutzim College of Education, the CEFR-Aligned Framework for English in Higher Education has been warmly welcomed and embraced at all levels. In this talk, we will present a test case of how this framework has been applied at the Pre-Basic level. We will demonstrate our new syllabus based on the can-do statements encompassing the various skills, as well as the activities which we develop as a team to meet the outlined can-dos.

Although we focus on four skills, our greatest challenge is teaching academic reading. However, we realize that aligning with the CERF has made our teaching much more effective. To this end, we build integrative units which are designed to prompt not only reading comprehension skills, but also more interactive activities such as reflection and expressing an opinion on the topic read. We employ digital tools such Ted-ed, Padlet, Quizlet, Quizlet live, and Kahoot, and use Moodle for quizzes, forums, assignments etc. These well-chosen tools enhance our communicative and linguistic goals.

The Advanced Bet course at YVC: Genre-Based Language Teaching

Roseanne Kheir Farraj, Yezreel Valley College
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The advanced bet course at Yizreel Valley College aims at cultivating students' ability to access an academic article for academic purposes, such as eliciting information for the purpose of writing a seminar paper in Hebrew. Although this goal aligns with that of the Council for Higher Education, the YVC English Unit offers an interpretation of its own in designing the syllabus for the advanced bet course. Applying a sociocultural perspective on the notion of academic literacy, the YVC syllabus foregrounds genre-specific knowledge (Swales, 1990) over linguistic knowledge. Doing so is purported to help induct students into the practice of academic communication (Street and Leung, 2010) they are expected to handle independently in their academic studies, while optimizing the linguistic knowledge they have acquired to date in their English studies.

The purpose of this presentation is to discuss the rationale for the genre-based format of the advanced bet questionnaire by drawing on Halliday's (2004) theory of meaning-making where linguistic knowledge constitutes only the outward layer of academic writing. Academic language is purported to be nested within interpersonal rules of communication as well as cultural orientations towards knowledge construction. Our questionnaire foregrounds these two layers of academic communication. Familiarizing students with the underlying structure of academic writing is believed to enhance their abilities when approaching an academic article. This will contribute to creating English classrooms that are more inclusive of learners coming from diverse linguistic and cultural backgrounds, where their predominant modes of communication can be embedded within different cultural orientations towards knowledge construction.

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De-Jargonizer: Technology for Assessing Vocabulary when Communicating with Expert/Non-Expert Audiences

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Vocabulary is an integral part of language learning and assessment, not only for language learners, but for assessing vocabulary appropriateness in certain communicative contexts or tasks. One primary difficulty when communicating with non-experts is choosing vocabulary, or specifically, when to use technical jargon. To do so requires the classification of both technical and non-technical vocabulary. Such classification is needed by many professionals, such as scientists, doctors, lawyers, and economists, to communicate not only to other experts in the field, but also to the public and to policymakers. However, no standard guide exists for assessing or adjusting jargon-laden messages. In this research project, we present the development and validation of the data produced by a new, free, up-to-date, user-friendly program for assessing vocabulary and identifying jargon in written texts. The program is based on a corpus of over 90 million words tabulated in all the ~250,000 articles published on the BBC sites during the years 2012-2015, with yearly updates. In the development, guidelines from the literature were used to create the cutoffs for vocabulary levels. In the final version, the program color-codes the words in the text at three different levels based on the following cutoffs: high frequency (e.g. *behavior*), mid-frequency (e.g. *protein*) and jargon (e.g. *dendritic*). In addition to the tool development and usage, this presentation will also demonstrate a practical application of the tool in a study assessing vocabulary and jargon use of science, technology, engineering and mathematics (STEM) graduate students' in an English academic writing course.

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English Massive Open Online Courses (MOOCs) as a Means of Integrating Content and Language

Smadar Donitsa-Schmidt, Beverley Topaz, Kibbutzim College of Education
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Offering content courses in higher education using English as a Medium of Instruction (EMI) has been suggested as a tool to improve students' proficiency in English, to promote internationalization, to allow for student mobility, and to increase employability.

In Israel, teacher education colleges use either Hebrew or Arabic as the language of instruction and most do not offer EMI courses. Due to the perceived value of EMI courses it was decided to introduce a less conventional type of EMI component in the largest teacher education college in Israel. Students were offered the option of registering for an EMI content course via an international MOOC. An additional rationale was to expose students to the existence of such platforms with the hopes that a successful experience would make them want to study more courses in the future, thereby encouraging them to pursue avenues for lifelong learning.

The research questions were: (1) What were the attitudes of position holders towards the initiative? (2) What were the reactions of all students towards the initiative? (3) What were the attitudes of those who studied in the course towards its added value?

The opportunity to participate and receive academic credits in an EMI MOOC was offered to students in the Faculty of Humanities and Social Sciences during the years 2015-2017. So far 18 students have completed a course and more are expected to enroll by the end of the academic year. Questionnaires were distributed to all students prior to enrollment and on completion.

Results revealed mixed attitudes towards the initiative among position holders. Although students expressed initial enthusiasm, very few enrolled. Those who did, successfully completed the course and despite difficulties, all expressed satisfaction and willingness to take another such course in the future.

The presentation will elaborate on the challenges and opportunities that EMI MOOCs pose.

GLOBISH—Promoting Digital Literacy and Closing the Educational Gap Through the Use of a Global Project

Tal Levy <tallevy@ruppin.ac.il> and Karen Eini <kareneini@gmail.com>
Ruppin Academic Center

In our pre-academic, college preparation course, in EAP, in addition to teaching English language proficiency, we are committed to teaching our students digital skills, since they will need to develop their digital literacy as future professionals. Among the most effective digital materials we use is the 100 People Project. This project focuses on ten global issues, which will affect the lives of all global citizens in the future, "Having digital literacy …; includes a large variety of complex skills such as cognitive, motoric, sociological, and emotional" (Eshet-Alkali & Amichai-Hamburger, 2004: 421) that are necessary for the effective use of digital environments. According to Warschauer (2007), digital technologies have an immense impact on learning and literacy.

Technology is a key element to learners' autonomy, and mobile devices are equally important in this respect. In this teaching arena, students are encouraged to use digital personal devices (DDPs).

As Peacock writes, "…teachers now adapt…empowering students by giving them access to a wide range of web-based tools that allow them to publish work and engage with live audiences in real contexts."

We have found that the focus on relevant global issues is extremely motivating. Our students gain proficiency in digital skills as well as the English language. The learning experience becomes more meaningful, as students are allowed to focus on their particular areas of interest and select their own reading materials in English.

Our poster will reflect the above.

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Project-based Learning in Higher Education: Linking Theory with Practice

Dr. Randi Harlev, Ruppin Academic Center

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This talk will report on a final group project implemented in a high intermediate (Mitkadmim Bet) EAP course in the School of Business Administration at Ruppin Academic College. The principles of project-based learning underpinned the process, and enabled the creation of a bridge between the carefully scaffolded input provided to EAP learners (reading strategies, writing strategies, vocabulary, and varied text types), and the authentic and divergent output possible in learner-created projects.

The group project built upon coursework completed in the first half of the course, and encompassed four phases. The final phase required each team to write a recommendation to the Head of the School of Business Administration answering an authentic, relevant question: How can the Ruppin School of Business Administration increase enrollment, based on its strategic position in the higher education market?

The process included locating appropriate sources, analyzing, and synthesizing information found using a business marketing tool (SWOT analysis—strengths, weaknesses, opportunities, threats), and planning, drafting, and writing up a properly structured recommendation report. Loop input was used to kick off the project by employing the same analytical business tool (SWOT) to assess the students' own strengths, weakness, opportunities, and threats regarding the project itself. Both process and product were assessed using a scoring rubric. Learning outcomes included the writing of a five-paragraph research-based, business-oriented recommendation, the use of 21st century digital tools and authentic sources, and the ability to collaborate effectively with others.

References

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Beyond Traditional Teaching:
Combining Brain-Friendly Learning with Technological Tools
Sara Tilleman, Ono Academic College
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It's a no-brainer to say that we are in the middle of a disruptive technological revolution which is transforming the way we live. Yet, the field of education seems to be lagging behind and the teacher continues to be the proverbial "sage on the stage," particularly in higher education.

As teachers, we need to ask ourselves the following questions: Are we still teaching the same way that we have always taught? Are we doing anything different in our classrooms with our tech-savvy students and most important, do we really need to change our teaching paradigm from a teacher-centered approach to a more learner-centered approach? What is the best way to teach so that our students learn and retain knowledge/skills?

According to Brown, Roediger & McDaniel, "how we teach and study is largely a mix of theory, lore, and intuition" (p. 2) and in fact, effective learning can be counterintuitive. It's clear that teaching does not equal learning and we are now fortunate to have a large body of evidence-based research which can provide us with instructional strategies to promote more effective learning.

This talk will focus on the changing pedagogical landscape and on the research regarding retrieval practice as a way to make our teaching more "sticky." Examples of classroom activities will be presented that demonstrate how the use of instructional strategies, along with technological tools such as Padlet and Socrative can contribute to a more effective and successful learning experience for our students.

References
Brown, P., Roediger, H., & McDaniel, M. (2014) *Make it stick: the science of successful learning.* Cambridge, MA: Belknap Press.

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Empowering Plurilingual Classes with the History of the English Language
Erin Henriksen Iosebashvili
The David Yellin Academic College of Education
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Israeli EAP students know that English is a global language. They are usually less aware, however, that English has always been international by virtue of its many intersections with other languages over the centuries. By teaching students basic information about the long history of lexical borrowing and lending in English, we can support two essential components of their language learning. First, such knowledge boosts students' internal motivation. Particularly for learners with an L1 other than Hebrew, discovering loan words in English from their L1 stengthens their connection to English and acknowledges the value of their L1 and culture of origin. Secondly, all students benefit from greater understanding of functions in English—such as affixes, cognates, and morphology—that can be explained by learning about the history of English. Simply seeing "behind the scenes" of this unique language can empower students and reduce English anxiety. It is beneficial for English language students in plurilingual classrooms (and countries) to understand that English speakers have been interacting with speakers of other languages for centuries and that they, too, can join the international community of English speakers and its rich medium of cultural, scientific, and technological exchange. Scholars of language history have demonstrated why knowing how English has evolved has value for language learners (Curzan & Adams, 2014; Pannell, 2017). This talk explores learning activities for EAP students at all levels that expose the story of English as an international and intercultural language from its inception.

Telecollaboration —New directions in Higher Education

Tina Waldman, Efrat Harel: Kibbutzim College of Education, Technology and the Arts
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This talk reports on a study situated in an intercultural collaborative learning setting in the context of computer assisted English as an International Language (EIL) teacher training. The context of the research can be defined by the following factors: (1) the significance of internationalization in higher education; (2) the impact of EIL in a pluri-lingual global world, and (3) the efficiency of using technology in language teaching. The aim of our ongoing study is to document experiential learning and to foster participant reflection on online intercultural collaboration learning, hereon telecollaboration, as a relevant tool for EIL teachers. Our primary question is if including telecollaboration in EIL teacher training increases teachers' development and willingness to integrate online language and intercultural learning into their future teaching practices.

Our talk will focus on our experiences over three semesters of telecollaboration with 134 student teachers of EIL: seventy eight Israeli student teachers, and fifty six German student teachers. Quantitaive data for the study were gathered through pre-post surveys, and qualitative data were gathered through interviews and written reflections.

Findings from the first two telecollaboration surveys showed positive impact on the students' intercultural understanding and on their evaluation of well-chosen digital tools. However, a number of dilemmas persisted, especially the relatively low quality of the students' task products at the conclusion of the telecollaborations. Hence, we modified our model in the third telecollaboration in a number of ways. Our talk will also report on the impact of these changes.

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EMI in High School? Meet: *Diplomacy and International Communication in English*

Jennifer Sternlicht, National Coordinator of Studies in
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The elective major for Israeli high schools entitled, *"Diplomacy and International Communication in English,"* opened in schools in the 2015-2016 academic year (תשע"ו). This year marks the first graduating class. Therefore, this is an apt time to reflect on the impact of the use of *English as the Medium of Instruction* and the perspective of *Internationalization at home* on both the teachers and the students. This presentation introduces the aims of the major, and begins a discussion about its impact. The stated aims of the diplomacy major are:

- To advance communicative competence through integration of the CEFR
- To become familiar with a range of global issues and differing perspectives on them
- To develop cultural sensitivity and intercultural competence
- To promote media and information literacy

English is the Medium of Instruction in this subject because English is the language of diplomacy today and the international language that offers access to multicultural understanding. Through the studies, students build interpersonal communication skills, intercultural and inter-language sensitivity, and negotiation and decision-making skills. These skills will better prepare them for effective participation in communicative situations in the future, whether in academic, occupational, public, or personal contexts.

The major opened at 20 schools in the first year, 40 in the second year, and is now studied at 60 schools and by over 2000 students in its third year. Given the overwhelming interest of teachers, students, parents, and principals, the education system can look forward to the continued growth and impact of this initiative.

**Enhancing Oral Proficiency, Confidence, and Fluency
Through Online Communication**
Klarina Priborkin, Givat Washington College of Education
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This paper will discuss the benefits of a telecollaboration project I've launched at Givat-Washington College of Education to enhance the motivation and proficiency of our EAP students and future English teachers by exposing them to real-life conversations with the native speakers of English who volunteer with the Canadian non-profit organization "Israel Connect." The volunteers connect to our students through video conferences once a week and discuss a text from the "Tour of Israel" curriculum which includes short texts about various places in Israel. According to research, students' natural, real-life exposure and immersion in the target language enhances effective and meaningful learning by increasing proficiency, confidence, and fluency (Kelm, 1996; Oller, 1993; Brammerts 1996; Warschauer 1997). This project also enables our LD and ADHD students, who often have difficulties accessing written texts in English, to express themselves orally and get feedback from a native speaker. From the written feedback and from interviews I have conducted with the students, it is clear that they appreciate the opportunity to engage in a meaningful project that expands their vocabulary and improves fluency and proficiency. Since most volunteers in "Israel Connect" are retired or semi-retired individuals, our students also get experience in connecting with an older generation from a different country, thus expanding their socio-cultural awareness. Finally, as future teachers, our students are exposed to an alternative, hands-on teaching method that actively engages the students by involving them in a meaningful program that contributes to the Jewish communities across the world.

Cristina Flores is Assistant Professor for German Linguistics in the Department of German and Slavic Studies at the University of Minho / Portugal. Her research is in bilingual language development, focusing especially on heritage language development and on language attrition in language contact situations which involve European Portuguese, German, French, and Spanish. Her work has appeared in several international journals such as Bilingualism, Language and Cognition, Journal of Child Language, International Journal of Bilingualism, Linguistic Approaches to Bilingualism, Lingua, and Probus. She is head of her department and deputy director of the Research Center on Humanistic Studies of the University of Minho.

http://ceh.ilch.uminho.pt/pagina_investigador.php?inv=cristina_maria_moreira_flores_ling.php

Tziona Levi is currently Chief Inspector of English Language Education. She holds a PhD from Tel Aviv University. Her research dealt with the impact of dynamic assessment (DA) on the achievement of an oral proficiency test. Tziona has high interest and involvement in fields connected to the methodology of language instruction, learning, and assessment. In the past year and a half, she has set up 62 communities of practice (PLCs) all over Israel to promote the learning of spoken interaction in schools.

Ruth Fortus: After dwelling briefly in the realms of clinical psychology and hotel management, Ruth Fortus joined the National Institute for Testing and Evaluation in 1990, and currently serves as Director of Test Development. Her main fields of interest are large-scale testing and language assessment.

Ofra Inbar-Lourie lectures in the Multilingual Education program in the School of Education at Tel Aviv University, where she also chairs the Teacher Education Unit. She has researched, published, and presented locally and internationally on a range of language education issues, including language assessment and language assessment literacy, language policy, language teachers, especially with regard to native and non-native speaking background and teacher education, young language learners and recently on English Medium Instruction. She is the co-author of two edited volumes on language teaching issues in Israel, and was recently part of a team, which produced a handbook for EMI in higher education as part of the ECOSTAR TEMPUS project.

Linda Weinberg is head of the English Studies Unit at the Braude College of Engineering in Karmiel Israel. Her research interests include language learning motivation, technology-enhanced language learning, and English Medium Instruction. She was the coordinating partner of the Tempus ECOSTAR project.

Karen Eini was born and raised in Montreal, Canada. She moved to Israel in 1990 where she began her career in education: teaching English, designing materials, and leading

teacher training. Since 2003, Karen has been teaching EAP courses and Business English in Ruppin Academic Center. In addition to teaching in the college, Karen is an English language consultant and business language coach, and works with a diverse range of companies and individuals in Israel. Karen is passionate about technology and mobile learning and specializes in technology enhanced coaching and teaching that empowers her clients and students in developing their English communication skills. Karen shares her love of technology by leading professional development workshops in Israel and abroad.

Randi Harlev teaches Academic English and Business English Communication in the ESAP Department at Ruppin Academic College. Randi previously developed EFL/ESL courses for publishers, worked as an organizational consultant for the Ministry of Education, trained pre-military service teachers at Oranim Teachers' Training College, and taught English in schools. She has a PhD in Organizational Behavior from Anglia Ruskin University, and an MA TESOL from the Institute of Education, University of London.

Tal Levy serves as the head of The English for Specific and Academic Purposes (ESAP) Department at Ruppin Academic Center. She has been teaching EFL/EAP & ESP for the past 25 years and is an expert in Learning Disabilities. She specializes in Educational Technology & English Language Teaching. Tal tries to advance all forms of instruction among her staff members and is considered a leader in designing online instruction and promoting digital literacy. Tal serves the professional community of ESAP through H-INET, the national organization for English instructors in tertiary education in Israel.

Judy Henn holds two MA degrees—from New York University in Education (1967) and from Tel Aviv University in English Literature (1994)—as well as a PhD degree from the University of Haifa in English Language and Literature (2005). She has been teaching Communication in English and Academic Writing for Doctoral Candidates at the Technion for 14 years. Judy's research interests are: Ernest Hemingway, Business English, and Academic Writing.

Rosalie Sitman is Head of the Department of Foreign Languages as well as founder and coordinator of the Spanish programme at Tel Aviv University. She was Director of the Sverdlin Institute for Latin American History and Culture, also at Tel Aviv University, between 2010 and 2014. She has published extensively on the application of new technologies to language teaching, as well as on Latin American cultural history. Her interests include foreign language pedagogy, multilingualism, intercultural education, telecollaboration, Latin American studies, and digital humanities.

Ivonne Lerner holds a BA in Education, an MA in Sociology of Education and is currently a PhD candidate in Sociolinguistics at Tel Aviv University. Since 1987 she has been teaching Spanish, first at the Open University and since 1998 at Cervantes Institute.

At this institution she was the Academic Coordinator between 2010 and June 2015, and she also teaches at the annual Teachers Training Courses. She has published eight textbooks for Spanish learning both in Spain and in Israel. She has attended numerous international and national conferences and has published various articles on foreign language teaching and Sociolinguistics.

Marina Niznik is currently teaching Russian language at the School of Foreign Languages, and Russian literature at Cummings Center for Russian and East European Studies in Tel Aviv University. She is involved in several projects which explore the acculturation of Russian immigrants in Israel. She is the author and co-author of several textbooks of Russian as both a foreign and a heritage language. She graduated in 1986 from the Faculty of Philology of the Moscow State University, and received her doctoral degree in 1999. The title of her dissertation is "Teaching Russian to Hebrew speakers." In 2001 she completed her post doctorate research "Acculturation of Russian adolescents in Israel" in Bar-Ilan University.

Avital Halevy is an English lecturer at both the EAP unit at Israel Academic College and the joint pre-academic program of Bar-Ilan and Tel Aviv Universities at the Bar-Ilan campus. She has been part of various EFL programs at Bar-Ilan University since 1994 and also taught at Talpiot Teachers' College between 2003-2007 and at the College of Management between 1994-1996. She also specializes in integrating NLP and Guided-Imagery presuppositions and techniques into EFL teaching to cater to the specific learner and increase facilitating beliefs and motivation. Her interests include translation, reading comprehension strategies, mnemonics, learning styles and matching strategies, content and time management, and the affective aspect of learning via building good rapport with students.

Anna Voloskovich currently works as a teacher of Mitkadmim Aleph and Mitkadmim Bet in Seminar Hakibbutzim and of lower levels in the Mechina of the Hebrew University of Jerusalem. She took a CEFR course this summer as well as a CELTA course focusing on the communicative method in London in 2015. She has a PhD in semiotics and cognitive linguistics, and taught English for professional purposes at the University of International Relations in Moscow.

Galina Gordishevsky's primary field of education includes English linguistics and first and second language acquisition. Her PhD in linguistics examined language acquisition of monolingual toddlers. For the past decade she has been teaching English for Academic Purposes (EAP) at various academic institutions in Israel, including Ben-Gurion University, Open University, and Levinsky College of Education. Her primary affiliation in the last years is the EAP Department of Seminar Ha-Kibbutzim teacher training college. Her research interests include language acquisition and learning, ESL teaching, reading comprehension strategies, L1 use in L2 classrooms, and online versus f2f EAP teaching.

Efrat Harel is a researcher in the domain of language acquisition among bilingual children, compared to monolingual peers. Her PhD dissertation focused on the linguistic profile of typically-developing bilingual children in preschool years. In addition, Efrat takes part in an international project whose aim is to create a diagnostic tool designed for the bilingual population. Efrat trains student teachers in Kibbutzim College to deal with issues of multilingualism and multiculturalism at preschools and schools in Israel. Together with Dr. Waldman, Efrat has been participating in telecollaboration projects with schools in New Jersey, USA and recently with Germany. Finally, Efrat is a lecturer in the EAP department in Kibbutzim College.

Adi Gafi holds a BA in English Literature, and an MBA. She has been teaching English for 28 years, working with LD students most of the time. She has been teaching English for Academic Purposes (EAP) in Hakbbutzim College of Education for over a decade. Her research interests include language acquisition and learning. She is especially interested in exploring the connection between the acquisition of the Hebrew vowel system (*nikkud*) and the acquisition of reading in English as a second language, ESL teaching, reading comprehension strategies, and L1 use in L2 classrooms.

Roseanne Kheir Farraj served as an English high school teacher and a methodology teacher at Haifa University. Currently, she is a senior teacher at YVC (Yezreel Valley College), coordinator of the advanced bet course, and a doctoral candidate at Haifa University in the final stage of writing and submitting her dissertation on "Researching curriculum implementation from the perspective of English teachers by focusing on teachers' interpretation of academic literacy."

Tzipora Rakedzon is the coordinator and lecturer of Graduate Academic Writing in English in the Department of Humanities and Arts at the Technion, where she has been

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teaching for the past 15 years. She received her BA and MA in linguistics from Haifa University, and her PhD at the Technion in science communication at the Department of Education in Technology and Science. Currently, Tzipora is also in charge of the new writing center which is about to open next month at the Technion. Her research interests include writing and vocabulary assessment.

Smadar Donitsa-Schmidt is Dean of the Faculty of Humanities and Social Sciences at Kibbutzim College of Education.

Beverley Topaz is currently Head of the English Department at Kibbutzim College of Education. She is a member of the Advisory Committee of the English Inspectorate and serves on the Professional Standards sub-committee. She was the inspector for English language studies in the Tel Aviv District for 18 years. Prior to her position in the inspectorate, she taught English in secondary school at the Herzlia Hebrew Gymnasium in Tel Aviv. Her interests are teacher education and second language acquisition.

Sara Tilleman is the head of the English program at Ono Academic College and has extensive experience teaching ESP and EAP for the business, law, education, and occupational therapy faculties. She is a third-generation educator who holds a BA degree from Bar-Ilan and an MA degree from Fordham University. Sara is currently branching out by studying for an additional graduate degree in the field of Educational Technology. Sara Tilleman has gained extensive knowledge and experience in the field of e-learning via projects that she has designed and developed for Ono Academic College. She is constantly incorporating innovative technological methods/tools in her teaching, as well as encouraging her colleagues to harness the potential of varied methods within their instruction. Sara is particularly interested in the fields of learning sciences and the relatively new field of brain-based teaching.

Erin Henriksen Iosebashvili is a lecturer in EAP and English at the David Yellin Academic College of Education in Jerusalem. A graduate of Barnard College and the City University of New York, Iosebashvili has previously taught at Tel Aviv University, City College of New York, and Tichon Ramah Yerushalayim. Her research interests include English anxiety, motivation in foreign language study, and English poetry.

Jennifer Sternlicht began her professional career as a lawyer but has worked as an educator in the Israeli school system for over 20 years. She has taught students from ages 5-70 in the religious and secular school systems and through continuing education. She

taught at David Yellin Teachers College in Jerusalem and in addition to teaching high school, has taught continuing education courses across sectors. She is stimulated by the challenges of reaching students at all levels, from the highly proficient to those who struggle. Over the past four years, she has worked as the national coordinator of the diplomacy major initiative, working from the initiation of the concept through to implementation and preparation for matriculation.

Klarina Priborkin is a lecturer at Givat Washington Academic College of Education. She teaches proficiency courses, creative writing, drama and American literature in the English department and serves as the head of the EAP unit. Her research interests include telecollaboration, innovative EFL methodologies, literary research, and creative writing.

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Clive Lawrence was born, raised and educated in London, England and was commissioned from the Royal Military Academy in 1972. His military career, mainly as a helicopter pilot, included operations in Cyprus, Northern Ireland, the Falkland Islands, Bosnia and Kosovo, and tours of duty in Europe, Australia, the USA, and Canada. He specialized in military skills training and latterly in language teaching, having gained an MA in Applied Linguistics and English Language Teaching from St Mary's College, Surrey University.

From 1999 he was a full-time English language teacher and communication skills trainer at the University of Maastricht where he taught general English and ESP to undergraduates, PhD students and senior academic staff as well as European corporations. He also taught EAP. He was a specialist in presentational and teaching skills and techniques as well as academic writing at all levels. During the time that Clive taught at Maastricht University, the school completed the transition from being a Dutch-speaking institute to an EMI institute. Clive supported the staff in making the linguistic transition and also delivered courses to students, both as part of the EMI programme and as extra-mural activities and had input to developing the University Language policy. The University language standards and all language courses are aligned to the CEFR.

From 2007 Clive was also an accredited oral examiner for Cambridge English exams and he qualified as a Cambridge IELTS examiner. These standards are also set against the CEFR and thus over the years, Clive became an expert assessing against the CEFR as a standard proficiency level. He was also a NATO accredited English language trainer and an Air Traffic Controller English examiner. He was a lively, entertaining and energetic speaker and trainer and a much sought-after speaker at international conferences and training workshops.

An ardent traveller, Clive lived for many years in Maastricht (the Netherlands) where he was an enthusiastic rower and enjoyed time in his very large garden or on his own cabin cruiser on the inland waters of Europe.