

Five Ways to Engage Students Online

Rania Essa

The shift to online teaching required us to carefully think and plan a little differently, in order to cater to our students' emotional and academic needs. We all know how demanding and time consuming planning and designing an online lesson can be. In the following session, we are going to review some strategies that can help us make the most out of online teaching, bearing in mind the challenges we face. I truly believe that engagement is the key to opening up doors to successful lessons and positive learning outcomes. Learning happens when you're engaged! Therefore, in this session, we will explore some practical ideas and tips that can motivate our students, so that they'll gain the most from their online classes and take an active part in the learning process.

Flexible Thinking in English Language Teaching: Four Paradigms

Julia Schlam

Flexible thinking is a key competency necessary for teaching in technology-enhanced learning spaces (Barak & Levenberg, 2016). The recent Covid-19 pandemic has resulted in an unprecedented number of teachers being forced to shift to fully utilizing online learning systems and out-of-the-classroom learning tools. Within the field of English language education, this abrupt transition has required teachers to reconsider and modify their employed teaching methods. Flexible thinking must inform these reconsiderations. This presentation will address four types of flexible thinking: (1) pedagogical flexibility; (2) digital flexibility; (3) linguistic flexibility; and (4) structural flexibility. The implications of these different paradigms for the online English language classroom will be discussed.

How an Understanding of Theoretical Models of Reading Can Inform EFL Teaching Practices

Susie Russak

Reading is one of the key literacy skills that pupils must acquire in school. The Simple View of Reading (Gough & Tunmer, 1986) suggests that reading comprehension is the product of two components: decoding and listening comprehension. While this model provides a general framework for understanding reading, many theorists have since added additional components, such as reading fluency, as well as emotional, psychological, and social factors that can also affect reading. This presentation explores the basic model, along with extended models of reading, in order to see how teachers and teacher educators can inform their teaching and assessing of EFL reading and other EFL literacy related tasks.

Speak Like a Pro Challenge - Gamification of Acquiring Public Speaking Skills

Alon Cohen

This lecture will present a new engaging approach for motivating students to learn and practice public speaking skills. We will discuss the guiding principles of developing intriguing challenges that students are sure to embrace.

Taking It Online: Blended Teaching and Learning

Hanny Fuks

Covid-19 disrupted face-to-face education in Israel for a few months. This situation is still relevant across the globe and teachers everywhere are still struggling to create meaningful virtual learning experiences for students. This presentation serves as an overview of technologies and suggestions for those who would like to introduce virtual teaching tools and strategies in their everyday teaching of EFL, especially in the field of reading acquisition.

The Magical Creation of the *English from Home* Website

Gail Singer

With the news of school closures as a result of Covid-19, several national counselors rose to the occasion to provide a quick and comprehensive solution. Within a matter of days, a multi-level comprehensive website was created to assist the teachers thrown into unknown waters. How was the site built and what on the site is still relevant?