

Name: Carmella Shahav

Date: 22 – 01 – 21

## CURRICULUM VITAE

### 1. Personal Details

Permanent Home Address: 11 Ha-Karkom St., Zichron Ya'akov, 3093193

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### 2. Higher Education

#### A. Undergraduate and Graduate Studies

<b>Period of Study</b>	<b>Name of Institution and Department</b>	<b>Degree</b>	<b>Year of Approval of Degree</b>
1991 - 1995	University of Tel Aviv, Department of English Literature and Department of History	Bachelor of Arts	1995
2006 - 2009	Oranim Academic College of Education	Masters of Education, Teaching English as a Foreign Language	2009 <b><u>Graduated with highest honors – summa cum laude</u></b>
2019 - present	Technion – Israel Institute of Technology, The	Doctoral studies	

	Faculty of Education in Science and Technology		
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## **B. Certification Studies**

<b>Period of Study</b>	<b>Name of Institution and Department</b>	<b>Degree</b>	<b>Year of Approval of Degree</b>
1998 - 2000	University of Haifa, Department of Education	Teaching Certificate	2000
2002 - 2004	Oranim Academic College of Education	Certificate in Teaching English to Learning Disabled Students	2004

### **3. Academic Ranks and Tenure in Institutes of Higher Education**

<b>Dates</b>	<b>Name of Institution and Department</b>	<b>Rank/Position</b>
2012 to date	English Studies Unit, Max Stern Academic College of Emek Yezreel	Senior teacher with tenure
2009 to date	Technion Institute of Technology	Assistant 'A'

### **4. Offices in Academic Administration**

#### **Supervision of Lecturers**

2012 – 2014                      Coordinator of Intermediate One Academic English, Max Stern Academic College of Emek Yizreel

2014 – present           Coordinator of New Intermediate Academic English Course,  
Max Stern Academic College of Emek Yizreel

2016 – present           Coordinator of the Intermediate Online Course,  
Max Stern Academic College of Emek Yizreel

## **5. Teaching Experience**

### **a. Courses Taught in Recent Years**

<b>Year</b>	<b>Name of Course</b>	<b>Type of Course</b>	<b>Degree</b>	<b>Number of Students</b>
2009 - 2014	Beginners English for LD Students	English for Academic Purposes, English unit - Max Stern Academic College of Emek Yezreel	BA	25 – 35
	Intermediate English for LD Students	LD course - adapted to the needs of learning disabled students, sessions held in the CALL lab	BA	10 - 15
2009 – to date	Intermediate 2 Intermediate 1 New Intermediate Beginners	English for Academic Purposes, English unit - Max Stern Academic College of Emek Yezreel	BA	25 - 35
2009 – to date	Technical English for Civil Engineering – Advanced Two	Advanced 2 Level, Technical English for Academic Purposes, Technion Institute of Technology	BA	25 - 35
2009 – to date	Technical English for Computer Science – Advanced Two	Advanced 2 Level, Technical English for Academic Purposes, Technion Institute of Technology	BA	25 - 35
2009 – to date	Technical English for Electrical Engineering – Advanced Two	Advanced 2 Level, Technical English for Academic Purposes, Technion Institute of Technology	BA	25 - 35

2009 – to date	Technical English for Chemical Engineering – Advanced Two	Advanced 2 Level, Technical English for Academic Purposes, Technion Institute of Technology	BA	25 - 35
2016 – to date	Intermediate Blended Course	English for Academic Purposes, English unit - Max Stern Academic College of Emek Yezreel	BA	25 - 35
2017 – to date	Advanced One English	English for Academic Purposes, English unit - Max Stern Academic College of Emek Yezreel	BA	25 - 35
2020 (summer)	English Preparatory English	Guangdong Technion-Israel Institute of Technology in China	BA	25 - 35

### **b. Additional Teaching Experience**

1992 – 1994	English Teacher, The English Ulpan, Tel Aviv, children and adults
1994 – 1995	English Teacher, Makif A High School, Ashdod, grades 7 - 12
1995 – 1996	English Teacher, Alliance High School, Haifa, grades 7 -12
1999 – 2009	English Teacher and Homeroom teacher, Megiddo Regional High School, grades 7 – 12

### **c. Supervision/Training of Undergraduate Students**

2008 – 2009	Teacher Trainer, Oranim Academic College of Education, Tivon, Israel. supervised and trained a student teacher of English at Megiddo Regional High School throughout the school year, name of student is Lena Shoal.
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## **6. Curriculum Development**

2010	Development of a new Advanced 2 level course and the course book for academic English specifically for students of Computer Science - ‘Technical English for Computer Science’ at the Technion Institute of Technology, undergraduate course.
2014	Development of a new Intermediate course, including the course book for Course B: Language and Vocabulary Acquisition (שיעור המשך) and co-writer for Course A: Reading Comprehension (שיעור)

- 2009 – to present      Active involvement in the development of course material and syllabi for various Advanced 2 courses at the Technion Institute of Technology
- 2012 – to present      Active involvement in the development and writing of course material, the curriculum and syllabi for the Intermediate level course at the English unit, Max Stern Academic College of Emek Yizreel
- 2016 – to present      Development and writing of an online Intermediate level course and active involvement in writing materials for the course. Worked in coordination with the computer department in order to develop interactive "online tests and quizzes" to be used at the English unit, Max Stern Academic College of Emek Yizreel

## **7. Non-Academic Community Services (Volunteer Work)**

- 1988 – 1990              Counselor and Support Worker for the Richmond Royal Canadian Mounted Police Victim/Witness Services.
- 1989 – 1990              Counselor and Support Worker, Evergreen Transition House for Abused Women, Surrey, Canada.
- 1994 – 1995              Work with handicapped children, Ilan Organization for Handicapped Children, Rishon Le Zion, Israel.

## **8. National Conferences**

- May 2021                  The 6<sup>th</sup> Science of Teaching Conference: Opportunities and Challenges of the Distant Learning Era, Bar Ilan University

## **9. Research Experience**

I evaluated the extent to which writers of CALL material incorporate principles which are recommended by experts in the field of vocabulary acquisition into various EFL websites.

## **Thesis**

- M. Ed. (2009)              The Extent to Which Writers of CALL Material for EFL Websites Incorporate Principles Recommended by Experts in the Field of Vocabulary Acquisition, Oranim Academic College of Education, Tivon, Israel, supervised by Dr. Jean Vermel (final grade 97).

## **Doctoral Studies**

2019 – present                      Currently I am researching the conception and promotion of critical thinking, from a sociocultural perspective, through frontal and online activities in science and engineering courses, Technion – Israel Institute of Technology, supervised by Associate Professor Miri Barak.

## **10. Membership in Professional Associations**

2015 to date                      H-Net – Higher Education in Israel Network of English Teachers

## **11. Summary of my Activities and Future Plans**

I believe that vocabulary development comprises an essential element of all foreign language programs. Understanding the vocabulary of a text proves crucial to text comprehension as well as for understanding all written and spoken texts. Furthermore, it is a critical part of becoming a fluent speaker and writer in a foreign language.

While the traditional instruction of vocabulary has been held in the classroom with learning aids such as books, pencils, paper and the whiteboard, today there are alternative options which seem to better suit the technological age we live in. In fact, a vast number of websites for students of English as a Foreign Language can be found on the Internet that offer interactive games and lessons where learners are provided with many opportunities to practice vocabulary.

In my opinion, technology should be incorporated in the EFL classroom, not only for helping students learn vocabulary, but in order to teach and drill grammar and other aspects of language as well. While most classrooms don't have computers for all students, today all students carry cellphones which have the same benefits as computers and can easily be used in the classroom. Students can be provided with an opportunity to practice topics in an entertaining manner. This is a great means of motivating students and helping them become more involved in the lesson.

While I don't believe in computers as a substitute for the teacher and classroom, it is a great tool which can be utilized to facilitate learning and can easily be blended with the regular classroom. In fact, I worked with a colleague and built an online language course which accompanies the regular Intermediate course. Students meet in the classroom 4 hours a week and work independently another 2 hours a week on the online course. Combining regular lessons with the online course seems to be very promising.

In the future, I plan on expanding my knowledge about blended learning and online courses. In addition, I would like to learn more about the incorporation of technology in the classroom and familiarize myself with different websites and related tools. In general, I would like to make the use of technology a part of my daily routine as a teacher.