

**CLIL and ELT: Changing English, Changing Content**  
**April 25-26, 2019**  
**Narva, Estonia**

**PROGRAMME & ABSTRACTS**

**CLIL and ELT: Changing English, Changing Content**

7th international ELT/CLIL conference  
(2006, 2008, 2010, 2012, 2015, 2017)  
hosted by Narva College of the University of Tartu

**Sponsored by**

Narva College of the University of Tartu  
The Embassy of the United States of America  
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## 7<sup>th</sup> International ELT Conference

### “CLIL and ELT: Changing English, Changing Content”

April 25-26, 2019

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#### CONFERENCE PROGRAMME

##### April 25, 2019

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10:00 – 11:00	Registration, coffee (lobby)
11:00 – 11:15	Welcome speeches (room 200) <b>Mai-Liis Palginõmm</b> , Acting Director of Narva College of the University of Tartu <b>Kelli Odhuu</b> , RELO, U.S. Embassy Tallinn <b>Ursula Roosmaa</b> , Country Director, British Council Estonia
11:15 – 13:00	Panel Discussion I, “ <b>The Future of English in Estonia and in Europe</b> ” led by Andre Boyer (room 200) <b>Piret Kärtner</b> , <b>Pille Põiklik</b> , Estonian Ministry of Education and Research <b>Kelli Odhuu</b> , RELO, U.S. Embassy Tallinn <b>Phil Ball</b> , British Council Europe
13:00 – 14:00	Lunch

14:00 – 16:00

Parallel Sessions

	<b>English Language Teaching and Learning (ELT)</b> Room <b>200</b> Moderator <b>Cristina Berry</b>	<b>Multilingual and Multicultural Education</b> Room <b>303</b> Moderator <b>Pille Põiklik</b>	<b>Content and Language Integrated Learning (CLIL)</b> Room <b>215</b> Moderator <b>Phil Ball</b>	<b>Content and Language Integrated Learning (CLIL)</b> Room <b>216</b> Moderator <b>Nina Raud</b>	<b>English Language Teaching and Learning (ELT)</b> Room <b>217</b> Moderator <b>Piret Kärtner</b>
14:00	<b>Heather Fielding</b> Purdue University Northwest and Ivan Franko Lviv National University, Ukraine/USA <b>Two Ways of Teaching Paragraph Structure in English</b>	<b>Slava Tcherpokova</b> New Bulgarian University, Bulgaria <b>Teaching Writing Skills A2-B1 through Integrating Target Culture in Students' Writing</b>	<b>Ildikó Szabó</b> John von Neumann University, Hungary <b>Learning Materials to Teach Content Areas in Two Languages - how CLIL is Applied in a Hungarian Primary School</b>	<b>Irina Petrova</b> Ahtme Gymnasium, Estonia <b>What Teachers Are Needed For</b>	<b>Alexander Kuuskoski</b> University of Education Ludwigsburg, Germany <b>The Digital Pronunciation Journal – A Multimedia Approach to Building Language Awareness</b>
14:25	5-MINUTE TRANSFER BREAK				
14:30	<b>Iliyana Georgieva</b> Sofia University 'St.Kliment Ohridski', Bulgaria <b>TED Talks used as a Method of Developing Speaking Skills</b>	<b>Alexandra Pozniak</b> Maksim Tank Belarusian State Pedagogical University, Belarus <b>Continuous Pedagogical Education as Context of Multicultural Personal Development of Future Teacher</b>	<b>Anna Golubeva</b> Foundation Innove, Estonia <b>Methodological Support for CLIL Classrooms: Review of the New Handbooks of the Foundation Innove</b>	<b>Vera Nesterova</b> Karelian Research Centre RAS, Russia <b>Furthering CLIL in Science: Sustainable Professional Development English Course for Researchers</b>	<b>Viorica Cebotaras</b> Alecru Russo Balti State University, Moldova <b>Teaching the Language of Apologies in EFL Classrooms</b>
14:55	5-MINUTE TRANSFER BREAK				

	<b>English Language Teaching and Learning (ELT)</b> Room <b>200</b> Moderator <b>Piret Kärtner</b>	<b>ELT / Multilingual and Multicultural Education</b> Room <b>303</b> Moderator <b>Pille Põiklik</b>	<b>English Language Teaching and Learning (ELT)</b> Room <b>215</b> Moderator <b>Phil Ball</b>	<b>English Language Teaching and Learning (ELT)</b> Room <b>216</b> Moderator <b>Nina Raud</b>	<b>English Language Teaching and Learning (ELT)</b> Room <b>217</b> Moderator <b>Zanna Razinkova</b>
15:00	<b>Rhonda Petree</b> Narva College of the University of Tartu, Estonia/USA <b>Accessing TED Talks Content Through Structured Student Discussions</b> (Workshop 40 mins)	<b>Evi Saluveer</b> <b>Kristel Ruutmets</b> University of Tartu, Estonia <b>HOTS, LOTS and all that Jazz</b> (Workshop 40 mins)	<b>Andre Boyer</b> Narva College of the University of Tartu, Estonia/USA <b>Teaching Large, Multi-Level Classes</b> (Workshop 40 mins)	<b>Cristina Berry</b> English Language Fellow, U.S. Embassy Vilnius, USA <b>Vocabulary in Action</b> (Workshop 40 mins)	<b>Ursula Erik</b> Estonian University of Life Sciences/Pearson Publishers, Estonia <b>It's All about Communication: Authenticity in the Language Classroom</b> (Workshop 40 mins)
15:40	<b>Emily Thrush</b> University of Memphis, USA <b>A CLIL Strategy for Reading</b>	<b>Elena Zvonova</b> Moscow Pedagogical State University, Russia <b>Temerhan Berdimuratov</b> Kazakh-Russian International University, Kazakhstan <b>Marina Chibisova</b> Moscow Pedagogical State University, Russia <b>The Practice of Building the Elective Course "The Psychology of Intercultural Communication" in the Framework of International Cooperation</b>			

16:00 – 17:00

Keynote Presentation I **"Learning a Language or Learning to Use a Language? It's a no-brainer"** (room 200)  
**Phil Ball**, British Council Europe

17:00 – 19:00

Reception in Narva College (basement floor)

**April 26, 2019**

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- 09:30 – 11:00 Panel Discussion II, “**The Future of ELT: Native and Non-native EFL Teacher Perspectives**”  
led by Phil Ball (room 200)  
**Rhonda Petree**, Fulbright Lecturer, Narva College of the University of Tartu  
**Andre Boyer**, English Language Fellow, Narva College of the University of Tartu  
**Vjatsěslav Konovalov**, Narva Pähklimäe School Principal
- 11:00 – 12:30 Keynote Presentation II, “**CLIL: The View from the US**” (room 200)  
**Emily Thrush**, Professor of Applied Linguistics and Professional Writing, English  
Department, University of Memphis, USA
- 12:30 – 12:50 Plenary Presentation, **MOOC “Multilingual Education”** (room 200)  
**Mart Rannut**, Associate Professor, Narva College of the University of Tartu  
**Kristina Kallas**, Research Fellow, Narva College of the University of Tartu  
**Ülle Säälük**, Lecturer, Estonian National Defence College
- 13:00 – 14:00 Lunch / End of conference



## PANEL DISCUSSIONS

(in chronological order)

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**April 25, 11:15 – 13:00**

### Panel Discussion I

**“The Future of English in Estonia and in Europe”** led by Andre Boyer

Piret Kärtner, Pille Põiklik, Estonian Ministry of Education and Research

Kelli Odhuu, RELO, U.S. Embassy Tallinn

Phil Ball, British Council Europe

**April 26, 9:30 – 11:00**

### Panel Discussion II

**“The Future of ELT: Native and Non-native EFL Teacher Perspectives”** led by Phil

Ball

Rhonda Petree, Fulbright Lecturer, Narva College of the University of Tartu

Andre Boyer, English Language Fellow, Narva College of the University of Tartu

Vjatšeslav Konovalov, Narva Pähklimäe School Principal

## KEYNOTE PRESENTATIONS

(in chronological order)

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**April 25, 16:00 – 17:00**

### Keynote Presentation I

Phil Ball, British Council Europe

#### **Learning a Language or Learning to Use a Language? It's a no-brainer**

There is an enormous difference between saying ‘I want to learn English’ and ‘I want to learn *how to use* English’. ELT has finally accepted CLIL as an ally instead of as an enemy, but so-called ‘soft CLIL’ can still develop into a more useful ‘hard’ version. Within this more authentic framework, language teachers can benefit greatly from adjusting their language objectives to resemble the conceptual and procedural ones that subject teachers routinely use.

One of the principal problems with language teaching is that it tries too hard to teach language. That may seem paradoxical, but it remains true that language teachers have struggled for decades to establish a valid basis for the *content* of their lessons. It has never been easy to find a satisfactory way to marry linguistic and conceptual/topical content, but this is because teachers have been weighed down by the burden of linguistic objectives. CLIL solves the problem, as long as teachers are prepared to adjust both their objectives and their assessment priorities.

This keynote will demonstrate some ways in which this can be done, within a competence-led framework.

**April 26, 11:00 – 12:30**

**Keynote Presentation II**

Emily Thrush, University of Memphis, USA

**CLIL: The View from the US**

English language skills, especially reading and writing, are no longer only developed in the ESL classroom. The trend around the world is toward integrating English literacy instruction with content areas, whether this instruction is called Content and Language Integrated Learning (CLIL), Content Based Instruction (CBI), or the Cognitive Academic Language Learning Approach (CALLA). In the United States, both the standards of the World Class Instructional Design and Assessment (WIDA) consortium, which created the assessment tools widely used to determine the proficiency levels of non-native speakers of English, and the Common Core Standards (CSS) adopted under the Obama administration emphasize the need for the development of academic literacy, not just in the Language Arts class, but in content areas such as social studies, science, and math classes. The presenter will show some strategies used to develop literacy skills through content-area materials used in the U.S.

**April 26, 12:30 – 12:50**

**Plenary Presentation**

Mart Rannut, Associate Professor, Narva College of the University of Tartu

Kristina Kallas, Research Fellow, Narva College of the University of Tartu

Ülle Säälük, Lecturer, Estonian National Defence College

**MOOC “Multilingual Education”**

In contemporary society, more and more people from various linguistic and cultural backgrounds meet and interact in formal and informal situations. For these interactions to be smooth and successful, it is important to engage all our linguistic resources and knowledge. The presentation will introduce the MOOC course “Multilingual Education” (<https://sisu.ut.ee/multilingual/avaleht>) which presents the latest research in the area of multilingualism, bilingualism and plurilingualism as well as introduces several good practices at all levels of education.

**PARALLEL SESSIONS**

(in chronological order)

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**April 25, 14:00 – 14:25**

**Heather Fielding**

Purdue University Northwest and Ivan Franko Lviv National University, Ukraine/USA

**Two Ways of Teaching Paragraph Structure in English**

This presentation offers some strategies for a holistic mode of teaching academic writing, focused on the paragraph, rather than the sentence, as the key structural building block. This approach is drawn from strategies often employed in teaching writing in US English composition courses, and corresponds to what David Gugin has described as an alternative to the “ ‘writing is grammar’ teaching philosophy”. Grugin argues that a paragraph-focused model of teaching writing can empower students, who are more likely to be able to control organization before they completely master sentence-level grammar.

The presentation focuses on two particular models for teaching paragraph structure, each offering a different way to understand how to structure a paragraph in the thesis-driven context of academic writing in English. First, the “paragraph as burger” model asks

students to see three components of the paragraph: evidence (toppings and condiments), analysis (meat), and most importantly, the topic sentence and conclusion that provide the frame (the bun). The idea of “the bun” is a useful heuristic to get students to see the top and bottom of the paragraph as crucial elements that allow the reader to handle and access what is in the middle. The second model is the “uneven U,” which was developed by Eric Hayot to help academic writers map and control the flow of paragraphs. The uneven U asks writers to visualize the relationship between abstract, high-level claims and concrete, lower-level claims. This technique can help novice writers see that the order of these different kinds of claims makes an enormous difference for the reader.

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### **Slava Tcherpokova**

New Bulgarian University, Bulgaria

### **Teaching Writing Skills A2-B1 through Integrating Target Culture in Students' Writing**

This presentation looks at some practical ideas of integrating target culture elements into students' writing pieces and the impact of activities on the quality of writing. Practical suggestions regarding the process of writing are examined for a range of students' ages from teenagers to university students [12-24 years old] along with the overview of the steps for implementing the approach. Conscious manipulation and introduction of elements of vocabulary, syntax, statistical data from the target culture namely British or US is believed to be the key to adding value to students' writing pieces in a number of genres. The data presented is a result of a project implemented in the fall of 2018 year in 2 target groups.

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### **Ildikó Szabó**

John von Neumann University, Hungary

### **Learning Materials to Teach Content Areas in Two Languages - how CLIL is Applied in a Hungarian Primary School**

The presentation is to introduce the practical realization of CLIL in bilingual classes of John von Neumann University Practice School. As such, CLIL (Content and Language Integrated Learning) seems to be the perfect company to bilingualism and to the stress which has been put on language learning and teaching as a result of globalization and educational changes in Europe and the rest of the world. Within the school the bilingual focus is set on English and also on German. Content subjects, such as Art and Craft, PE and Civilization are taught in the target language in these classes. The teachers who work in these classes are trained to teach both the content subject and the language. The presentation aims to introduce the carefully planned, designed and written teaching and learning resources in both languages that are used by two teachers (a teacher of German and a teacher of English) at the school in a collaborative learning approach.

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### **Irina Petrova**

Ahtme Gymnasium, Estonia

### **What Teachers Are Needed For**

Teachers often complain about the following problems: heavy workload and students being distracted by their smartphones. Here is an example of an unpleasant teaching situation: the teacher spends hours on thinking how to motivate the students and preparing interesting materials, then enters the classroom full of enthusiasm and spends a lot of



energy on trying to get students attention, while the students are far from appreciating all the teacher's effort. It seems that a possible solution might be what Wesch (2008) calls "anti-teaching": teachers doing less teaching, so that students could do more learning. This talk will first discuss some things that teachers do at work today that they really no longer need to do due to the availability of contemporary materials, technology and changing paradigms in education. Secondly, it will try to define the role that the teachers have to play so that the students could benefit the most from the live classroom.

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### **Alexander Kuuskoski**

University of Education Ludwigsburg, Germany

### **The Digital Pronunciation Journal – A Multimedia Approach to Building Language Awareness**

This paper explores a hands-on method of improving the pronunciation of advanced students of English with the hope of contributing to good practices in the field of English Language Teaching (ELT). Dubbed a "digital pronunciation journal," this series of tasks uses a variety of media to highlight individual students' strengths and weaknesses while allowing the instructor to provide detailed, personal feedback to each learner. While one concrete goal of this method is to improve the accuracy of students' pronunciation, more fundamentally it aims to establish and improve each student's language awareness by allowing students to compare their versions of recorded texts with native speaker versions. To help accomplish this goal, each task is concluded with a reflection that asks students to compare certain elements of their English with those of a native speaker. This project has been implemented as part of a university-level language practice seminar in pronunciation for future teachers of English is completed by between 100-150 students each semester. Nevertheless, elements of this method can be adapted to accommodate learners of other levels and/or with other career goals.

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**April 25, 14:30 – 14:55**

### **Iliyana Georgieva**

Sofia University 'St.Kliment Ohridski', Bulgaria

### **TED Talks used as a Method of Developing Speaking Skills**

In the 21st century, teachers work with a lot of innovative methods in the English language classroom. Using different types of medias and the Internet is not a new approach any more. The question is not if, but "where" and "when".

Nowadays many different student books that are based on video material help the English language teachers. One that is rather helpful is ""Keynote"" which is based on TED Talks. Students' interest is provoked by seeing different types of videos. That's why it is rather useful and motivating to watch TED talks in the E LT classroom (Both from Youtube or from Keynote).

One of the aims of the English language education is developing the speaking skills of students. That's why I have decided to use TED Talks as a model for making speeches. The speakers there are remarkable people and are a unique source of ideas as well as a good example of speaking skills. They attract students' attention because real language is often used in their talks. In the ELT classroom they provide: motivating and educational content, authentic listening input, exposure to different varieties and accents of the English language and deliver ideal material for developing critical thinking skills

The talks that students have watched for over 3 years now are some of the best. For example Sir Ken Robinson's 'Do schools kill creativity?', Amy Cuddy's "Your body language can shape who you are"" and many others that are included in Keynote student books.

These talks have been watched by learners in different classes (9-12 grade) and their number is almost 100. In this way a discussion in the classroom is provoked and as a result students' speaking abilities improve. At the end of the school year 12 graders have to present their own talks because it shows how much the programme has boosted their creativity and speaking skills.

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### **Alexandra Pozniak**

Maksim Tank Belarusian State Pedagogical University, Belarus

### **Continuous Pedagogical Education as Context of Multicultural Personal Development of Future Teacher**

The specifics of training of future teachers as carriers of multicultural competence of conditions of continuous pedagogical education are characterized. The aspect of training of pupils of profile pedagogical classes of high school for the choice of a pedagogical profession and to performance of various pedagogical roles is considered. Experience of Republic of Belarus in realization of continuous pedagogical education is analysed.

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### **Anna Golubeva**

Foundation Innove, Estonia

### **Methodological Support for CLIL Classrooms: Review of the New Handbooks of the Foundation Innove**

During its 20 years of history the Estonian Language Immersion Programme has been catering for needs of immersion and CLIL teachers in three most important ways: in-service training, network building and development events, as well as methodological support. The last is the topic of my conference presentation, in which I will focus on the handbooks "LAK-õpet toetavad metoodilised võtted õpetajal" [Teaching Tips for Supporting CLIL] by Erika Veide and "LAK-õppest õpetajale" [Introducing CLIL to Teachers] by Urve Aja.

2018 was a special year for the immersion programme not only to the fact that it celebrated its 20th anniversary. It was also the year when the Foundation Innove released two handbooks on the topic of CLIL, which has been another great achievement after the publication of the "LAK-õppe käsiraamat" (the Estonianised version of the "Uncovering CLIL" by Mehisto, Marsh and Frigols) in 2010. The added value of the last year's publications is the fact that their authors have a direct and close connection to the immersion programme: Erika Veide is a chief specialist of the Foundation Innove and Urve Aja is an immersion and CLIL teacher trainer and coach.

The presentation introduces the handbooks and the possibilities for using them in CLIL classrooms regardless of the language of instruction.

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### **Vera Nesterova**

Karelian Research Centre RAS, Russia

### **Furthering CLIL in Science: Sustainable Professional Development English Course for Researchers**

Our previous presentation made at the 4th International Conference "Teaching English and Teaching in English" held in November, 1-2, 2012 in Narva College of the University of Tartu was entitled "Practical Applications of CLIL: Materials Selection and Lesson Planning at Post-Graduate Level (Course for PhD students)" was devoted to aspects of the "English for Science and Technology(EST)" syllabus, choice of methodology and techniques for its

implementation. We argued for our choice of CLIL methodology and subject-led approach. Our project was called "Philosophy and History of Science".

The current presentation goes further in CLIL research and its practical application for continuing professional development (CPD) of young researchers (mostly holding their PhDs) concerning their specialties in geology and EST. We think that it is important to make clarification what age limits are established for "young researchers". Legally, young researchers are people younger than 35 (PhD) and 40 (DSc). CLIL methodology has again been chosen, but this time with the purpose of its commitment to fostering sustainable professional development in research and education through English as a global language of science and technology.

Further, teaching methods and technologies applied during the course will be discussed. Shortly, they are as follows:

1. A 4-week MOOC English course on Geology was chosen and studied online with a group of researchers-geologists;
2. Blended learning approach ("Flipped" classroom) was applied. We analyzed and discussed all the course materials during our traditional classes;
2. CLIL methodology principles (4Cs) were fully promoted during the course.
3. The presentation will also demonstrate the planned outcomes and real product of the course.

First outcomes and active participation of young geologists in the course (which was not obligatory, and not strictly assessed by the teacher or administration) allow us to draw preliminary conclusions: it appears to be motivating, collaborating, enriching with interdisciplinary learning experience, and resourceful for practical application while preparing for presentations at international scientific conferences or writing papers to be published in refereed journals, negotiating scientific issues with peers - participants in joint international projects, etc.

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### **Viorica Cebotaros**

Alecu Russo Balti State University, Moldova

### **Teaching the Language of Apologies in EFL Classrooms**

Successful communication in a foreign language requires not only good linguistic knowledge. An important area is being able to use the foreign language appropriately, taking into consideration the norms of speaking characteristic of the given culture. The article discusses the role of pragmatic instruction in TEFL, with a focus on the speech act of apology. After revealing some features of apologies in the Anglo and Romanian cultures, it offers some activities that may raise EFL learners' pragmatic awareness regarding the functioning of this speech act in English.

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**April 25, 15:00 – 15:40**

### **Rhonda Petree**

Narva College of the University of Tartu, Estonia/USA

### **Accessing TED Talks Content through Structured Student Discussions**

In this workshop, the presenter will demonstrate a TED Talk discussion project designed to develop students' oral fluency skills, to increase students' content and vocabulary knowledge, and to raise students' awareness of pronunciation features. In this project, students work in small groups to choose TED Talks based on specific content themes. They prepare for their discussions by watching the TED Talk, analyzing the transcript, and completing specific role sheets. During the discussion, students talk about the TED Talk using their completed role sheets in addition to using sentence-stem cards. After the

discussion, students complete a discussion debriefing where they reflect upon their personal contributions to the discussion as well as their groups' effectiveness. Participants of this workshop will receive role sheets and debriefing handouts, TED Talk suggestions, and step-by-step project instructions.

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**Evi Saluveer**

**Kristel Ruutmets**

University of Tartu, Estonia

### **HOTS, LOTS and all that Jazz**

One of the 21st century learning skills that teachers should develop in their classes is students' critical thinking. Chatfield (2018) claims that thinking critically means understanding what is going on by using reasoning, evaluating evidence and thinking carefully about the process of thinking. Therefore, it is important to pay special attention to developing students' higher order thinking skills (HOTS). While textbooks activities often focus more on lower order thinking skills (LOTS), it is the teacher's job to create tasks that enable students to be flexible, creative and original, learn to solve problems and ask relevant questions. The workshop challenges the participants to think critically as well as gives some ideas of tasks and activities that help to develop students' critical thinking skills in English classes.

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**Andre Boyer**

Narva College of the University of Tartu, Estonia/USA

### **Teaching Large, Multi-Level Classes**

The purpose of this workshop is to discuss common dynamics faced by teachers teaching large, multi-level classes. Specifically, strategies for teaching large, multi-level will be explored. At the end of the training session, participants will be able to identify three key aspects of teaching multi-level classes, demonstrate a grasp of assessment, differentiation, and techniques for incorporating multiple intelligences in teaching multi-level classes.

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**Cristina Berry**

English Language Fellow,  
U.S. Embassy Vilnius, USA

### **Vocabulary in Action**

Are you ready to take your students beyond flashcards and memorization to learn new words? In this workshop, teachers will discover new techniques and activities that make vocabulary come to life as participants learn by doing. Teachers will become students as they play games and learn about activities that can be tailored to meet the needs of any English language classroom.

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**Ursula Erik**

Estonian University of Life Sciences/Pearson Publishers, Estonia

### **It's All about Communication: Authenticity in the Language Classroom**

During this session, we will distinguish between spoken practice and communication and investigate ways in which we can bring them closer together. We will look at what the

important elements of communication are in terms of linguistic and communicative competences and will share some activities and ideas to take away and try out in class with your teenage students.

**April 25, 15:40 – 16:00**

**Emily Thrush**

University of Memphis, USA

### **A CLIL Strategy for Reading**

The presenter will demonstrate strategies for developing reading skills with content-area texts. These strategies have been tried and approved by STEM teachers in the US. They will include text reconstruction tasks, ways to build comprehension through multiple, layered exposures, and methods to help students extract information from dense texts.

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**Elena Zvonova**

Moscow Pedagogical State University, Russia

**Temerhan Berdimuratov**

Kazakh-Russian International University, Kazakhstan

**Marina Chibisova**

Moscow Pedagogical State University, Russia

### **The Practice of Building the Elective Course “The Psychology of Intercultural Communication” in the Framework of International Cooperation**

The current stage in the development of vocational education is marked by a special interest in the issues of Content and Language Integrated Learning (CLIL). This is explained by the state of the modern intellectual space, which determines the specifics of the development of many social practices. The issue of training a specialist in higher education, who is capable not only of intercultural communication, but also of integrating knowledge with due account of the modern realities of a multicultural environment, places particular emphasis on the search for innovative ideas and practical methods for their implementation.

Introduction to the practice of training specialists in elective courses devoted to the study of modern achievements in social psychology is one of the ways to implement CLIL.

The exceptional possibilities of elective courses in the higher education system are determined by a wide range of their functions and tasks. On the one hand, these types of specialized courses allow you to summarize and summarize the theoretical knowledge obtained in the study of basic courses, deepening and expanding certain issues, which contributes to the fundamental, methodological soundness of the scientific position of the young specialist. On the other hand, inter-field cooperation contributes to the actualization of new problem areas of modern social practices, which contributes to increasing the research potential of modern specialists.

The practical, research part, as a mandatory component of the elective course, creates conditions for identifying problems in the field of study from the point of view of developing several modern social practices, formulating a common problem and defining narrow profile sub-problems, verifying research directions and creating an inter-professional research programmes. Quantitative and qualitative processing of the data is aimed at analyzing the results, creating a motivational field for further research.

Since within our author's courses, emphasis is placed on modern social psychology research, English plays the integrating role as the main terminological basis defining the conceptual apparatus of interdisciplinary research.

In the advanced practice of the Kazakh-Russian International University (KRMU) (Aktobe), elective courses were introduced in various fields. The course "Psychology of Intercultural

Communication", read by experts from Russia (MPGU), is an example of successful professional intercultural communication.