Frontiers in CLIL and ELT
March 23-24, 2017
Narva, Estonia

PROGRAMME & ABSTRACTS

Frontiers in CLIL and ELT
6th international ELT/CLIL conference
(2006, 2008, 2010, 2012, 2015)
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
The British Council

Conference committee and editorial board:
Niina Raud, Ph.D., Chair
Olga Orehhova, MA
Žanna Razinkova, MA
Jesse Davey, MA

Conference secretariat:
englishref@narva.ut.ee

Welcome Message from the Conference Organisers

It is a great pleasure and privilege to host the 6th international CLIL/ELT conference which continues the traditions of international ELT/CLIL conferences (2006, 2008, 2010, 2012, 2015), organised by Narva College of the University of Tartu in partnership with the U.S. Embassy in Tallinn and British Council Estonia.

We, the conference organisers, are proud and happy that our conference on content and language integrated learning and English language teaching has attracted many participants from Europe and the USA. During the two days of the conference we intend to pay attention to the need to bring cultural awareness and innovations into English language teaching and learning, thus providing a focus for dissemination of research in this field and discussion of good practices of teaching English and teaching in English.

There are three key conference sub-themes which are going to be discussed during the work of the conference parallel sessions: *content and language integrated learning (CLIL), English language teaching and learning (ELT)*, and *foreign language teaching and learning (FLT).*

The purpose of this conference is to bring together researchers and practitioners from different countries who are eager to share their research and experiences in the field of English language studies and foreign language teaching and learning. In this way, we hope to contribute to the field and bridge the gap between research and practice.

On behalf of the Scientific and Organising Committees, I truly hope all of you will have an enjoyable stay in Narva and return to your home countries with plenty of new ideas and enthusiasm to implement these ideas into your teaching practice and research.

With very best wishes,
Nina Raud, Ph.D.

FRONTIERS IN CLIL AND ELT

MARCH 23-24, 2017

MARCH 23, 2017

10.30–11.30	**REGISTRATION, COFFEE**
11.30–12.00	**WELCOME SPEECHES** **Kristina Kallas**, Director, Narva College of the University of Tartu **Bradley A. Hurst**, Public Affairs Officer, US Embassy in Tallinn **Ursula Roosmaa**, Country Director, British Council, Estonia **Vjatšeslav Konovalov**, Vice-Mayor, Narva City Government

PLENARY SESSIONS I and II (Aud. 200) led by Vjatšeslav Konovalov

12.00–12.45	**Piret Kärtner and Pille Põiklik**, Estonian Ministry of Education and Research Language skills for future success
12.45–13.30	**Phil Ball**, British Council Europe CLIL in three dimensions
13.30–14.30	**LUNCH**

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UNIVERSITY OF TARTU
NARVA COLLEGE
1632

CONFERENCE CONTINUES IN PARALLEL SESSIONS

	Section I Content and Language Integrated Learning Moderator **Piret Kärtner** **Aud. 215**	Section II Content and Language Integrated Learning Moderator **Pille Põiklik** **Aud. 216**	Section III English Language Teaching and Learning Moderator **Enn Veldi** **Aud. 217**	Section IV English Language Teaching and Learning Moderator **Nina Raud** **Aud. 129**
14.30–15.15	**Kristy Kors** Presenter/Teacher Trainer, Express Publishing, Greece The CLIL approach: explore the world, expand the mind	**Sylvie Dolakova** Teacher Trainer (freelance), Czech Republic Story-based CLIL for young learners	**Martin Jelinek** Presenter/Teacher Trainer, Macmillan Education, Slovakia The digital era	**Ene Peterson** Lecturer, TUT Virumaa College, Estonia Become a word detective and enrich your vocabulary
15.15–16.00	**Adrian Chrostowski** Teacher Trainer, Pearson, Poland Learning catalytics: Time for revolution	**Phil Ball** Consultant, British Council Spain Designing CLIL materials for the language class	**Jesse Davey** US English Language Fellow in Estonia Impromptu listening in the language classroom	**Gregg Sotiropoulos** Presenter/Teacher Trainer, MM Publications, Greece One size does not fit all: Traditional vs. differentiated instruction

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	Section V Content and Language Integrated Learning Moderator **Piret Kärtner** Aud. 215	Section VI English Language Teaching and Learning Moderator **Nina Raud** Aud. 129	Section VII Foreign Language Teaching and Learning Moderator **Enn Veldi** Aud. 216	Section VIII English Language Teaching and Learning Moderator **Pille Põiklik** Aud. 217
16.00–16.30	**Karin Piirsalu** Chief Specialist of Early Language Immersion Education, Innove Foundation, Estonia The fruit of cooperation: About the US support in launch of the two-way language immersion model in Estonia	**Olga Palutina** Associate Professor, Kazan Federal University, Russia Pre-task planning effect on oral performance of Russian B1 EFL examinees	**Giedrė Balčytytė-Kurtinienė** Associate Professor, Vilnius University, Lithuania Language through music: Phonetic skill formation	**Derya Bozdoğan** Assistant Professor, TED University, Turkey Changes in the language policy: Intensive language program in K-12
16.30–17.00	**Daiva Verikaite-Gaigaliene** (Associate Professor) and **Loreta Andziuliene** (Ph.D. student) Lithuanian University of Educational Sciences, Lithuania Guidelines for implementing CLIL in secondary schools of Lithuania	**Sirje Jakobson** Lecturer, Lääne-Viru College, Estonia Feedback on students' writing tasks	**Tatiana Kuznetsova** Head of the Department of Foreign Languages, Mendeleev University of Chemical Technology of Russia Teaching foreign languages to the Internet generation: New challenges	**Julia Goman** Associate Professor, Department of Foreign Languages, St. Petersburg Mining University, Russia Giving effective feedback as a way of increasing students' motivation for studying the course of English language

PLENARY SESSION III (Aud. 200) led by Jesse Davey

17.05–17.50	**Jen MacArthur**, Regional English Language Officer in Serbia, US Department of State Thirteen ways of using poetry in the EFL classroom
18.00–20.00	**RECEPTION IN NARVA COLLEGE**

March 24, 2017

PLENARY SESSIONS IV and V (Aud. 200) led by Mark Levy

9.30–10.15	**Enn Veldi**, Department of English, University of Tartu, Estonia Characteristics of English vocabulary
10.15–11.00	**Jean Linehan**, US English Language Fellow in Serbia The CLIL classroom: Lessons that incorporate the four language skills to explore content and develop language

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CONFERENCE CONTINUES IN PARALLEL SESSIONS

	Section IX **English Language Teaching and Learning** Moderator **Vjatšeslav Konovalov** Aud. 200	Section X **Foreign Language Teaching and Learning** Moderator **Erika Jeret** Aud. 215	Section XI **Foreign Language Teaching and Learning** Moderator **Žanna Razinkova** Aud. 216	Section XII **English Language Teaching and Learning** Moderator **Jesse Davey** Aud. 217
11.05–11.50	**Adrian Chrostowski** Teacher Trainer, Pearson, Poland Facts and myths of using technology in teaching	**Léonidas Partsanakis** School Advisor for the North of Greece, Ministry of Education, Greece Curriculum development for CLIL	**Kadi Georg** Trainer/Co-founder, Lingua Confluence Koolituskeskus, Tallinn English College, Estonia Motivating students with the help of self-determination theory	**Inna Burova** Ph.D. student, University of Latvia Cooperative structures in the EFL classroom
11:55–12.25	**Lutgart De Backer** Teacher / Coaching Internships, Erasmus University College Brussels, Belgium Multicultural approach in early childhood	**Elena Zvonova** Associate Professor, Moscow State Pedagogical University, Russia The art of understanding and dialogue of cultures	**Bronselaer Maaike** Teacher / Coaching Internships, Erasmus University College Brussels, Belgium Multilingualism as an asset	**Jelena Zhukova** Ph.D. student, Daugavpils University, Latvia The application of the case study teaching method in EFL classrooms as a tool to promote students' 21st century skills

12.30–13.30	**LUNCH**

	Section XIII **English Language Teaching and Learning** Moderator **Vjatšeslav Konovalov** **Aud. 215**	Section XIV **Content and Language Integrated Learning** Moderator **Olga Orehhova** **Aud. 216**	Section XV **English Language Teaching and Learning** Moderator **Jean Linehan** **Aud. 217**
13.35–14.05	**Gintare Kolesnikova** and **Vaida Juciene** English Teachers, Taurage Zalgiriai Gymnasium, Lithuania Creative ways of developing speaking skills in English classes	**Erika Jeret** Lecturer of English, University of Tartu Pärnu College, Estonia Project work in teaching English for Specific Purposes	**Janina Pukeliene** Teacher of English, Tauragė Žalgirių Gymnasium, Lithuania Active methods for teaching English
14:05–14.35	**Svitlana Zapolskykh** Zaporizhzhya National University, Ukraine Challenges of training translators and interpreters (bachelor and master degree programs)	**Oleksandra Golovko** Zaporizhzhya National University, Ukraine The role of socio-cultural approach to teaching the history of English in professional training of translators and interpreters	**Tiina Meos** Lecturer, Estonian Academy of Security Sciences, Estonia The Nordplus project: Integrated language teaching in the field of cross-border security

PLENARY SESSION VI (Aud. 200) led by Phil Ball

14.40–15.30	**Mark Levy**, Head of English Programmes, British Council Spain What makes a successful CLIL programme? What we've learned from 20 years of the Ministry of Education-British Council Bilingual Project in Spain (and what we're still learning)

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PLENARY SESSIONS

(in chronological order)

Piret Kärtner and Pille Põiklik
Language Department, Ministry of Education and Research, Estonia

Language skills for future success
In the broader context of key competences, language skills continue to figure on lists of 21st-century competences, standing next to IT skills, entrepreneurial skills and so on. Since people transfer their language skills to any job they hold (and today's students will have increasingly mobile working lives), ensuring good language competence should be a priority for our educational system. Exploring the foreign language learning situation in Estonia, it is obvious that English continues to play the leading role, though teaching and learning of it could and should be reconsidered. Beside that, the need exists to support and develop the learning of other foreign languages, since knowing English does not give an individual a competitive edge in today's world. The topic of teaching and learning foreign languages will be part of the new Estonian language strategy. The new policy document will be developed by the end of 2017, and it will bring together the formerly separate activities on the Estonian language and foreign languages.

Phil Ball
Consultant, British Council Spain

CLIL in three dimensions
The acronym CLIL seems to have lasted due to its self-explanatory nature. Those wishing to adopt its set of practices see immediate advantages in its alleged dual nature – simultaneous 'content' and 'language' learning. However, CLIL was never really intended to be a 'language learning' paradigm. It is rooted firmly in the traditions of task-based and content-based approaches, but its original aims were mostly related to supporting subject teachers and learners working in a non-native language. Now that language teachers are showing more interest in what CLIL can do for them, they need to carefully consider the nature of 'content' – namely what it is, and how it behaves.

This talk will illustrate the notion of the three dimensions of content in CLIL, namely conceptual, procedural and linguistic. The notion forms the leitmotif of the latest book on CLIL (Ball, Clegg, & Kelly: 'Putting CLIL into Practice' OUP, 2015), in which both subject and language teachers are encouraged to think of their lessons in these three-dimensional terms and to adjust the volume or weight of the individual task dimensions according to the priorities that specific objectives confer at any given time in a lesson or in a longer didactic unit.

Jen MacArthur
Regional English Language Officer in Serbia, US Department of State

Thirteen ways of using poetry in the EFL classroom

Enn Veldi
Department of English, University of Tartu, Estonia

Characteristics of English vocabulary
As language professionals, we need a deeper and more comprehensive understanding of the language that we study and teach than ordinary language users. This presentation will focus on some characteristics of English vocabulary that language professionals need to understand better.

As we know, during the Old English period, English vocabulary was largely Germanic by nature. By contrast, Middle English is a hybrid language with a heterogeneous word stock that started to combine Germanic and Romance elements. This far-reaching change resulted in considerable vocabulary growth and extensive synonymy. However, it is also important to understand that the native and borrowed elements have different lexical properties. For example, phrasal verbs represent a Germanic feature, but usually they have single-word counterparts of Romance origin. The Germanic component of English vocabulary is generally more transparent and includes free bases. For example, the verbs 'threaten' and 'blacken' consist of the free bases 'threat' and 'black' and the attached verb-forming suffix –en. On the other hand, words borrowed from the Romance languages are often opaque and include bound bases. For example, the verbs 'assume', 'consume', and 'presume' consist of a prefix and the bound base '-sume'; the latter does not occur as an independent word. As can be seen, some expertise is required in order to understand that these three verbs are semantically linked. Thus, the Romance element calls for a different approach to the study of English vocabulary.

Apart from its heterogeneous word stock, Modern English is a pluricentric language with two global standards – British and American English. A language professional needs to know both of them.

The methods of word-formation that deserve special attention are conversion, back-formation, and blending.

Fortunately, recently created large-scale corpora enable us to explore English vocabulary better than ever before.

Jean Linehan
US English Language Fellow in Serbia

The CLIL classroom: Lessons that incorporate the four language skills to explore content and develop language
Feeling overwhelmed at the enormity of planning perfect student-centered CLIL lessons?

If you are, it is completely understandable. There is a lot to consider when planning the CLIL class: the 4 C's of CLIL; the 4 language skills; additional vocabulary building practice; authentic, engaging, and differentiated content-specific material; students' learning styles; and much, much more. It is enough to make your head spin. In this talk, we will discuss the how and why of using centers in your class (no matter what grade level or subject). Learning Centers (also called learning hubs, stations, areas) are a useful and pragmatic way to integrate both language development and content learning. We will see why centers are beneficial for student success. Learning centers can help you tick many boxes on your perfect CLIL lesson plan checklist.

Mark Levy
Head of English Programmes, British Council Spain

What makes a successful CLIL programme? What we've learned from 20 years of the Ministry of Education-British Council Bilingual Project in Spain (and what we're still learning)
Whether in 'traditional' language classes or in subject classes taught through English in CLIL or bilingual programmes, some of the teaching is successful and some of it isn't; some learners learn and some don't. What really makes a difference? In this presentation I will reflect on the learning from our landmark Bilingual English Project and other CLIL projects in Spain to identify some key factors to delivering successful CLIL programmes.

PARALLEL SESSIONS

(in chronological order)

March 23, 14.30-15.15

Kristy Kors
Presenter/Teacher Trainer, Express Publishing, Estonia

The CLIL approach: explore the world, expand the mind
Scientific phenomena, the natural world and ancient civilizations have been areas of interest and study for many years. Under the CLIL approach subject areas are taught in a foreign language, with the dual aim of simultaneously learning both the subject matter and the foreign language. In this session, we will take a closer look at how the CLIL approach to language learning can broaden our students' awareness of the world they live in, improve their cognitive skills, and help them discover 'a world of wonders at the turn of a page'!

Sylvie Dolakova
Teacher Trainer (freelance), Czech Republic

Story-based CLIL for young learners
Can stories teach children about the world, culture, human relations and life lessons? Do we know any strategies to maximise the potential of the stories to (very) young learners? And can we use stories as a tool for a foreign language acquisition?

Stories for young learners introduce a few sets of teaching materials that help children to understand and build listening skills, communication, vocabulary and grammar and cognitive skills. The activities present a large scale of games, cards, worksheets and ideas in any mother tongue and English, maths, science, music, art and PE lessons. They include chants, rhymes and songs all related to the theme of a particular story. Children are immersed in the story; they use the activities effectively (introduction in MT lessons first, then all-English practice), and thus the learning process is very efficient. Strong emotional involvement helps children get the most out of stories in both languages.

The technique has been tested in many schools with a very positive feedback from teachers, reported to be significantly time-saving and accepted by the children with joy. Moreover, it can easily be adapted for teaching any language.

Children love the variety of activities. You'll do, too!

Martin Jelinek
Presenter/Teacher Trainer, Macmillan Education, Estonia

The digital era
This workshop provides a practical and inspirational session, presenting new and student-centered tendencies in ELT. It will also teach you how to provide nurturing context for learning and how to become a better teacher/facilitator in this ever-growing digital era in which the attention spans of students shorten rapidly.

Ene Peterson
Lecturer, TUT Virumaa College, Estonia

Become a word detective and enrich your vocabulary
Words, words, words… The world of words is exciting, diverse and full of surprises. There is so much to explore. How can we develop students' interest in words and enrich their vocabularies? At first glance it sounds very simple: teach a new word; learn a new word. But is it as simple as it seems?

In this workshop we become word detectives and, with the help of discussions and hands-on-activities, try to find answers to the following questions: What does research tell us about vocabulary learning? How can we find out what our active and passive levels are? How far back in time can we go in tracing the history of words, and how do we benefit from that? Why do words come and go? What is the future of English vocabulary? How can we teach the diversity of words? How can we integrate technology into vocabulary instruction?

We introduce strategies that focus on explicit teaching of vocabulary and helping students become independent word learners. Apart from that, we take advantage of online word reference tools that are also teaching tools. The journey in the world of words starts. Join our group of detectives.

March 23, 15.15-16.00

Adrian Chrostowski
Business Development Manager, Pearson, Poland

Learning catalytics - Time for revolution
During this workshop we will introduce the audience to one of the
latest digital tools used around the world by lecturers of all
subjects and languages. No matter what you teach, we will show you how
to engage your students in the process of learning - engaging and productive.

Phil Ball
Consultant, British Council Spain

Designing CLIL materials for the language class
Good educational materials are the best teacher trainers because they illustrate the central
principles involved in any paradigm, and they are always to hand – there on the shelf, ready to
be used or consulted. This practical workshop will try to illustrate various key components of
CLIL-based methodology by using 'Three Dimensional CLIL' as its framework, within the context
of materials design. The participants will be able to analyse and discuss a variety of successful
working examples and try their hands at some design themselves.

Jesse Davey
US English Language Fellow in Estonia

Impromptu listening in the language classroom
This workshop will offer a participatory demonstration and justification of an activity in which
students listen to their teacher speak extemporaneously and engage him or her with questions.
The activity, quite popular among my students, is focused on realistic, authentic communication
and practicing the kind of dialogic listening that is most frequently encountered in the real
world.

Gregg Sotiropoulos
Presenter/Teacher Trainer, MM Publications, Estonia

One size does not fit all: Traditional vs differentiated instruction
In the ELT classroom, each student has a unique combination of strengths and skills. Following
a one-size-fits-all approach will leave many students behind, but at the same time teachers
often struggle to balance learners' different needs. In this session, we will explore the different
preferences and learning styles a student may have and how we can accommodate all of them
in the ELT classroom through differentiated instruction. We will focus on the right blend of
activities and how we can integrate them into the lesson to help students enhance their skills
and build their confidence.

March 23, 16.00–16.30

Karin Piirsalu
Chief Specialist of Early Language Immersion Education, Innove Foundation, Estonia

The fruit of cooperation: About the US support in launch of the two-way language immersion model in Estonia
In 2014, when the one-way language immersion programme of Estonia, which had already proved its sustainability and efficiency within the national education system, was preparing for the launch of the new two-way immersion model, it looked no further than the expertise of the country where the sought-after model is the most common – the United States of America. The cooperation with Professors Diane J. Tedick and Tara Fortune from the University of Minnesota that ensured the confident start of the new immersion kindergarten groups would not have been possible without the support of the US Embassy in Estonia. This presentation provides an overview of the more-than-two-year support that the activities of the programme preparatory period and its further development have been receiving from the US experts and the US Embassy in Tallinn.

Marina Solnyshkina (Professor)
Olga Palutina (Associate Professor)
Olga Akimova (Associate Professor)
Nataliya Deputatova (Associate Professor)
Kazan Federal University, Russia

Pre-task planning effect on oral performance of Russian B1 EFL examinees
This paper focuses on the effect of pre-task planning on examinees' oral performance and addresses the question of whether implementing a 15-minute pre-task planning is advisable for B1 Russian EFL speakers. The studies in the area target mostly B2-C1 test-takers (Ahangari & Abdi, 2011; Nakakubo, 2011; Nitta & Nakatsuhara, 2014) and view pre-task planning time as a way to reduce cognitive demand imposed by potentially unfamiliar speaking topics (Nitta, 2014) thus improving examinees' oral performance (Ellis, 2005). The paper investigates the fluency (syllables per minute), structure, breakdown, repair, syntactic complexity, lexical diversity and accuracy of the discourse produced by 115 Russian participants of an English competition aged 16-18. The structural analysis of the discourse produced after a fifteen minute preparation revealed a three-part pattern to the responses: A) a reproductive part, B) a hesitant part, and C) a productive part. The discourse analysis proved that a pre-task time is used by B1 EFL speakers not to plan a response but elicit a pre-planned narrative, thus focusing on the form rather than the meaning. The texts reproduced consist of complete and long sentences with a high proportion of subordinate clauses. The pre-task planning also affected the participants' fluency in the first part of their talk, but had no effect on accuracy, syntactic complexity or lexical diversity of the productive part of the discourse generated. Hence, in tests prioritizing meaning over form and measuring the ability for spontaneous speech, pre-task planning time is viewed as inadvisable. Findings may have pedagogical implications in EFL teaching and language assessment.

Giedrė Balčytytė-Kurtinienė
Associate Professor, Vilnius University, Lithuania

Language through music: Phonetic skill formation
The integration of language and music has effectively been developed by language educators since the positive music transfer on linguistic skills has been noticed not only on the psychological level, but also on overall cognitive skill stimulation and formation. The best-grounded benefits of the relationship between language and music in the language acquisition context, however, involve the enhancement of phonetic skill formation, since the segmental and

suprasegmental phonetic cues have their direct equivalents in music (Besson and Schon, 2001; Nardo and Reiterer, 2009; Patel, 2012). The present research aimed to measure the effect of music on the linguistic performance of EFL university students mastering the specific English rhythm as well as certain aspects of connected speech (reduction, liaison, assimilation, etc.). The results revealed a positive language-music integration transfer; moreover, it was observed that the correspondents with enhanced musical aptitude benefited most, which supports several didactic theories as well as the previous research on learner types and higher linguistic abilities of auditory learners (Besson et al., 2007; Marques et al., 2007; Milovanov, 2009).

Derya Bozdoğan
Interim ELT Department Head, TED University, Turkey

Changes in the language policy: Intensive language program in K-12
This paper discusses a recent language policy change in the context of Turkish education system and curriculum revision on language education. The centralized authority, the Ministry of National Education, is planning to shift the timing of intensive language program from the high school years to the earlier K-12 level, precisely at the fifth of compulsory education. The program encompasses a year of language education (foreign language plus mother tongue) and is expected to prepare students for secondary and high school courses. Along with the shift's advantages and disadvantages, this paper examines the extent to which it serves the main goals of CLILing the content courses. It is suggested that with a strong emphasis on teacher training and materials development and assessment, the shift might yield to success in language education in the long run.

March 23, 16.30-17.00

Daiva Verikaite-Gaigaliene (Associate Professor)
Loreta Andziuliene (Ph.D. student)
Lithuanian University of Educational Sciences, Lithuania

Guidelines for implementing CLIL in secondary schools of Lithuania
CLIL (Content and Language Integrated Learning), as an approach to bilingual education in which both content and a foreign language are taught together, started to be employed in secondary schools of Lithuania more than a decade ago. However, the officially approved document regulating the installation of CLIL into classrooms is only now on its way. The working group of CLIL experts have recently been developing the guidelines for implementation of CLIL in general programs of secondary schools. The current presentation will discuss the guidelines for implementing CLIL in secondary schools of Lithuania: the concepts, goals and objectives, models and necessary conditions for effective application of CLIL in a secondary school classroom. Special focus will be placed on the three models that vary depending on the foreign language being taught, i.e. English, German or French.

Sirje Jakobson
Lecturer, Lääne-Viru College, Estonia

Feedback to students' writing tasks
This workshop was designed to address the issues of giving feedback on students' written tasks. The idea is to introduce an efficient way of marking the mistakes on students' papers and to reinforce the importance of students' self-correction. The practical tips are the result of long teaching practice of the author and therefore ready to be used in the classroom. In addition, some views of contemporary authors on feedback are presented. The anticipated outcome of the workshop is to encourage teachers start new correction techniques that may be supportive to students' critical thinking skills and self-correction ability. The technique can be used in all stages of language learning by adding or reducing the number of symbols or the level of supportive hints in the form of sample sentences. The exploitation of the technique should lead to the next level of learning. If you have not tried out this type of feedback, it is just the right time to become familiar with the technique.

Tatiana Kuznetsova
Head of the Department of Foreign Languages, Mendeleev University of Chemical Technology of Russia

Teaching foreign languages to the Internet generation: New challenges
The use of information technologies presents new challenges to foreign language teaching. Bits and pieces of information that people have obtained never stay in their brains for a long time. Teachers are often surprised to find that the material students have already studied is forgotten completely. Experiments with high-school students showed that they could correctly answer only 10% of absolutely elementary questions from their curriculum of the previous years. This can hardly be accounted for by their extremely bad memory. To respond to these challenges, teachers should consider the impact of IT on consciousness and style of thinking of its users, primarily of the so-called Generation Y, or Internet generation. The paper examines some of the changes brought about by computer technologies, in particular what is usually described as "clip thinking" and "digital amnesia". Taking as an example the use of printed and computerized dictionaries, the authors come to the conclusion that the main task of the teacher is to help students find the right strategy and make informed choices about which dictionary to use in a particular situation.

Julia Goman
Associate Professor, Department of Foreign Languages, St. Petersburg Mining University, Russia

Giving effective feedback as a way of increasing students' motivation for studying the course of English language

This paper aims at defining specific characteristics of effective feedback given to students within courses of English language. The most effective form of feedback for courses is individual oral communication of results, supplemented by a brief written record of mistakes. The effectiveness of a teacher's feedback is defined by the level of a student's readiness to get the meaning of feedback. Analyzing types of questions students ask at a post-feedback stage helps to define the effectiveness of feedback. A model for assessing effectiveness of feedback has been designed and is being applied.

March 24, 11.05-11.50

Adrian Chrostowski
Business Development Manager, Pearson, Poland

Facts and myths of using technology in teaching
To be or not to be on friendly terms with technology is the question teachers are asking today. Some have already jumped into the ocean of apps, gadgets, and devices and are not even thinking of swimming back to the shore of analogue teaching. Others have remained sceptical and wary of digital dementia and prefer to rely on traditional techniques.

Regardless of where you are, what your attitude is, and what you can already do with technology to help your students, do join us for this session to find out the facts and myths related to the use of digital resources in ELT.

This session is ideal for those teachers who are looking for reliable information on specific ICT (Information and Communication Technologies) solutions tested by hundreds of teachers and thousands of students. What is a fact and what is a myth? Come over and find out!

Léonidas Partsanakis
School Advisor for the North of Greece, Ministry of Education, Greece

Curriculum development for CLIL
This presentation focuses on curriculum development for Content and Language Integrated Learning (CLIL). In an integrated approach, what the student learns depends to a certain extent on teacher CLIL competence; this project therefore aims to design adaptable curricular models, suitable for language teachers, which include all the fundamental CLIL components for local implementation in teacher training.

Teachers are often at a loss as to how to adopt this kind of approach. Thus, mentors have a role to play in the realization of teaching outcomes. Designing adaptable lesson plans can be easier than many practitioners think, especially through the use of new technologies, and in spite of what can be considered to be "inadequate" preparation.

- Teachers often express the need for clear, practical models of easily devised activities that they can carry out daily in the target language in their classrooms in various subject areas and consequently use as a basis to generate materials suitable for the specific needs of individual classes.
- In the practical implementation of CLIL principles, a degree of inspiration as well as basic modelling is required.
- Teachers need to be familiar with various multimedia tools which can facilitate materials development.

This experimental project presents practical, flexible materials and ideas that can be used to introduce topics or to revise contents in various subjects while encouraging the use of L2 rather than L1. The materials developed can easily be adapted for use in other foreign languages (L2).

This CLIL project aims to facilitate language teachers' introduction of the French language or A (-/+), B (-/+), C (-/+) levels of Common European framework of reference for languages of the Council of Europe, into all subjects (Geography, History, Sciences, Music, etc.)

Kadi Georg
Trainer/Co-founder, Lingua Confluence Koolituskeskus, Tallinn English College, Estonia

Motivating students with the help of the self-determination theory
Motivating students has always been a frontier in teaching – the class is filled with a range of different personalities, a set of different wishes, likes, dislikes and opinions. In addition, there is the national curriculum that has to be fulfilled and different learning preferences to be taken into account.

This workshop focuses on self-determination theory and its three basic psychological needs: autonomy, competence and relatedness. The motivational theory foresees that motivation can be achieved by fulfilling these three basic psychological needs. We will explore how to guarantee that these basic needs are fulfilled in a classroom through very practical methods and ideas - a lot of methods and ideas will be tried out, and each teacher will get a set of methods to use in their lessons.

Inna Burova
Ph.D. student, University of Latvia

Cooperative structures in the EFL classroom
The education system of Latvia has been greatly influenced by the Soviet Union; therefore, only when Latvia gained independence in 1990 could we develop a more democratic approach to education and apply other countries' positive experiences in forming a democratic, student-centered approach. Despite many things having changed in these 26 years, the 'old' approaches are still alive and still in our schools. We still haven't come to a compromise, we still haven't changed the whole system, and we still say "Sit down, do the task and don't speak." We still want our children to learn and memorize the information, to provide the "correct" answer, and to get good marks. But are these the skills we need nowadays? Can we raise conscious citizens who can communicate, search for information, present, and express their thoughts at a school where students have no freedom to solve problems in their own ways? Moreover, in two years the "Competence based approach in the curriculum" project will start in Latvia, and more schools will have to be aware of the changes to the education system. So what is a "modern" education? It is a learning process where the students are participants, not just observers, where the students are creators, not just consumers. It is a space where motivated young people responsible for their own learning are learning and experiencing the world with the help of a wise teacher-facilitator. One of the methods to create a student involving environment is application of student cooperation structures. This workshop is dedicated to student involvement and cooperation in order to achieve better academic results and a higher level of responsibility for studies.

March 24, 11.55-12.25

Lutgart De Backer
Teacher / Coaching Internships, Erasmus University College Brussels, Belgium

Multicultural approach in early childhood
The schools in the capital of Belgium contain many different nationalities. During schooling, it is normal that children learn from each other. We use their backgrounds as an important source of lessons in order to develop their identities. It is a necessity for teachers to incorporate this to have a happy and healthy class.

Bronselaer Maaike
Teacher / Coaching Internships, Erasmus University College Brussels, Belgium

Multilingualism as an asset
We train our students to become teachers in metropolitan cities. Our university college is located in Brussels, so this is the main learning environment of our students. They also do internships in Brussels. They have to educate young children who don't speak the language of instruction as a mother tongue. We provide our students techniques on how to teach language courses and other courses in a multilingual classroom. We want them to see this as an asset, an opportunity.

Jelena Zhukova
Ph.D. student, Daugavpils University, Latvia

The application of case study teaching method in EFL classroom as a tool to promote students' 21st century skills

March 24, 13.35-14.05

Gintare Kolesnikova
Vaida Juciene
English Teachers, Taurage Zalgiriai Gymnasium, Lithuania

Creative ways of developing speaking skills in English classes
Speaking is regarded as the most important skill students can acquire, and communicative language teaching and collaborative learning serve best for this aim. As teachers, we are always looking out for new and interesting ways to inspire our learners.

This presentation contains a set of useful speaking activities which can encourage students to actively participate in lessons. The tasks are suitable for both junior and senior pupils to improve their speaking skills in a creative way. Such activities as brainstorming, role plays, one-minute talks, telling jokes, etc. are perfect methods to achieve this aim in the learning process.

Erika Jeret
Lecturer of English, University of Tartu Pärnu College, Estonia

Project work in teaching English for Specific Purposes
Business English and Business Communication courses are part of the Entrepreneurship and Project Management programmes in higher applied education curricula at University of Tartu Pärnu College. In order to combine vocabulary for business and communication with the core of the programme, project management, the Business Communication course uses a project approach. This means students form teams and work together during the course to come up with business ideas for either a product or service while learning related vocabulary. As in the real project management world, they come up with ideas for products/services, consider target groups, beneficiaries, and funding sources, devise marketing plans and advertising, and develop their (hypothetical) products. The course results in a team presentation where the team efforts are presented. A similar approach is applied in the course English for Sport where teams design a sport or exercise event, e.g. a sports day for family. The presentation will be looking at pros and cons of such project work approach in language learning and benefits for learners.

Janina Pukeliene
Teacher of English, Tauragė Žalgirių Gymnasium, Lithuania

Active methods for teaching English
This presentation showcases methods that I use during my English classes which are loved by students because they are very active while carrying out the tasks. Being dynamic during the lesson is very important for various types of learners, but they all are very different as it depends on the learning style the learner has. The methods that I'm going to present are creative and can be applied with various text books. It does not require a lot of time to prepare. Most of the activities that I will present are suitable for teenage learners, but the teacher can adjust for younger learners. The methods will cover the creative usage of music, songs, art and authentic materials for English language teaching.

March 24, 14.05-14.35

Svitlana Zapolskykh
Zaporizhzhya National University, Ukraine

Challenges of training translators and interpreters (bachelor and master degree programs)
Our research outlines the content of translator and interpreter's bachelor and master degree programs, their relevance to translator/interpreters' competence components (lingual, discursive, sociolingual and sociocultural and instrumental), substantiates the necessity of modernizing the content of translator and interpreter's bachelor and master degree programs in accordance with professional demand, describes teaching methods applied and demonstrates the need to upgrade them, and suggests possible solutions to the problems under consideration to enhance efficiency of translator and interpreter's training.

The professions of translator and interpreter are in demand in the Ukrainian labor market, though the requirements for the applicants have greatly changed in recent years. Fierce market competition results in the need for professional training of a versatile individual with a set of hard and soft skills meeting the requirements of the changing environment. This process contributes to the development of a specific transformed concept of translator/interpreter competence, which is the target of professional training.

Taking into consideration the necessity to adjust to the changing conditions, it should be noted that we are temporarily left in legal limbo due to the absence of the Branch Standards of Higher Education. Modernizing of translator and interpreter's degree programs should be performed in accordance with the professional demand in the region, taking into account the peculiarities of the socio-professional environment and orientation towards global integration.

Oleksandra Golovko
Zaporizhzhya National University, Ukraine

The role of socio-cultural approach to teaching the history of English in professional training of translators and interpreters
Ukraine is slowly becoming globalized. The role of interpreters and translators cannot be overestimated, as a large proportion of Ukraine's population still cannot go farther in English than a plain conversation. Translators and interpreters need versatile and profound linguistic and cultural training to meet the challenges of the modern world of different Englishes as well as English as a lingua franca. While some subjects in the curriculum undergo modification and modernization, the course of History of English with its essential elements and teaching strategies has not changed for decades in Ukraine.

Together with prehistoric and Old English phonology, morphology, vocabulary and syntax, it is necessary that the socio-cultural element be wisely integrated into the course. This approach facilitates students' mastery of the language and better understanding of historical events, differentiation of the dominant varieties of English and realization of how they have developed, perception of the features the language has lost and acquired, etc. The special task is to bring to focus phonetic and lexical differences, indigenous elements and borrowings from cognate and neighboring languages.

The socio-cultural approach to teaching History of English appears to be of a particular importance when authors or speakers of different varieties, as well as non-native speakers, are to be adequately rendered in Ukrainian. Not only does this approach shed more light on the past of the language, but also outlines the development tendencies peculiar to different varieties that help opt for the best strategies when translating and interpreting.

Tiina Meos
Lecturer, Estonian Academy of Security Sciences, Estonia

The Nordplus project: Integrated language teaching in the field of cross-border security
In September, 2015 the Estonian Academy of Security Sciences, Vilnius University and the Finnish Border and Coast Guard Academy commenced with their first one-year Nordplus project – Integrated Language Teaching in the Field of Cross-border Security.

The purpose of the ILTICS project was to establish and develop networks in the field of cross-border security. It also contributed to the development of Nordic and Baltic cooperation in different levels of education (vocational, BA and MA) by sharing best practices and results. As the three participating institutions were from different backgrounds and had different focuses, CLIL (Content and Language Integrated Learning) was the common ground.

The project invited the participating members to acquaint the participating institutions with their own best practices and further extend skills in applying CLIL to language teaching/learning processes. It focused on contributing to the development of quality and innovation by sharing, promoting and raising awareness of a wide range of methods to implement CLIL in teaching languages for professional purposes. The latter was achieved through a set of workshops organised in participating institutions during the year 2015-2016.

Results of the project comprise a CLIL network, a list of recommendations for the improvement of the existing curricula, a common understanding about similarities and differences between EMI and CLIL teaching, a cross-sectoral and cross-layer network in the sphere of language teaching for cross-border security, a Baltic-Nordic cross-layer network and synergy at different levels of education from the vocational to the bachelor's level, and a plan for future cooperation through a possible follow-up project.