INNOVATIVE METHODS IN MULTICULTURAL EDUCATION

May 13-15, 2010, Narva, Estonia

ABSTRACT BOOK

JOINT MULTICULTURAL EDUCATION AND ELT CONFERENCE:

4 th International Scientific Conference on Multiculturalism
and Identity Issues
(2003, 2006, 2008)

3d International ELT Conference
(2006, 2008)
hosted by Narva College of the University of Tartu

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ABSTRACT BOOK

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INTERNATIONAL CONFERENCE "INNOVATIVE METHODS IN MULTICULTURAL EDUCATION"

MAY 13-15, 2010
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Katri Raik, Director of Narva College of the University of Tartu
James Land, U.S. Embassy representative
Tarmo Tammiste, Narva City Mayor
Nina Raud, Chair of the Conference Organising Committee

Plenary sessions I and II, room 213

12.00 – 12.45 "From the Two Separate Types of Schools in Estonia to One Estonian School, 1991-2010" Irene Käosaar, Katri Raik, PhD, Maie Soll, Ministry of Education and Research/Narva College of the University of Tartu, Estonia,

13.00 – 13.45 "Biculturalism, Multiculturalism and Interculturality — why Terminology Matters"
Anwei Feng, PhD, Bangor University, UK.

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15.00 – 17.00 **Conference continues in parallel sections**

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IV section   "Teacher Training for Multilingual and Multicultural School",
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V section   "Foreign Language Teaching and Learning", room 202,
moderator Natalia Malkina, PhD

VI section   "Content and Language Integrated Learning",
room 219, moderator Jelena Nomm, PhD

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15.30 – 17.30   **Conference continues in parallel sections**

VII section   "Content and Language Integrated Learning",
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room 202 moderator Vera Khotinets, DrSc

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MAY 15, 2010

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WELCOME MESSAGE FROM THE CONFERENCE ORGANISERS

It is a great pleasure to host a joint Multicultural Education and English Language Teaching (ELT) conference which continues the traditions of international scientific conferences on multiculturalism and identity issues held in Narva in 2003, 2006, 2008 and international ELT conferences (2006, 2008), which is organised in partnership with the Archimedes Foundation (the Eduko programme) and the U.S. Embassy in Tallinn.

We, the conference organisers, are proud and happy that the conference on multiculturalism and multilingualism in education has attracted many participants from Europe and the USA. During the three days of the conference we intend to pay attention to the need of bringing cultural awareness and innovations into content and language learning, thus providing a focus for dissemination of research in this field and discussion of best practices of multicultural/multilingual education.

There are four key conference sub-themes which are going to be discussed during the work of the conference parallel sessions. They are: *Multicultural Education and Support of Cultural Identity; Foreign Language Teaching and Learning; Content and Language Integrated Learning (CLIL) and Teacher Training for Multilingual and Multicultural School.*

The purpose of this conference is to bring together researchers and practitioners from different countries who are eager to share their researches and experiences in the field of multicultural 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, PhD
Chair of the Conference Organising Committee

THE CONFERENCE COMMITTEES

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Ekaterina Protassova, Doctor of Sciences, Finland
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College of the University of Tartu, Estonia

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Ural Pedagogical University, Russia/USA

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IFA: Integration for all, Belgium

MAY 15, 2010

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ABSTRACTS

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From the Two Separate Types of Schools in Estonia to One Estonian School, 1991-2010

Ministry of Education and Research/Narva
College of the University of Tartu, Estonia

The reason for this presentation is the fact that during the last twenty years there has not been made a balanced overview of the development and alteration history of the school with the Russian language of instruction in Estonia. The more general picture is provided by Maie Soll (1999) and the collection of articles "Kooli pidaja valikud ja vastutus Eesti muukeelse kooli arendamisel aal 2003-2010: [26.-27. juunil 2003. a. Tartus toimunud] seminarnõupidamise materjale" (Choices and Responsibility of School "Keeper" in Development of Non-Estonian School in Estonia in 2003-2010), which do not cover important changes in connection with transition to Gymnasium-level education in the Estonian language (2007) and teaching Estonian to children from 4 years of age in preschool children institutions (2009).

At the end of the 1980s in Estonia the share of the indigenous population has decreased to below 2/3, in today's Estonia the share of non-Estonians is about 30%. In Estonia of that time, over 20 years ago, their existed two separate types of school: the school with Estonian and the school with Russian as the language of instruction. These schools did not apply the same curriculum. There were 100 schools with Russian as the language of instruction and their pupils constituted 28% of the total number of pupils; today these numbers are significantly smaller — 59 schools with the Russian language of instruction + 27 schools with both the Estonian and Russian languages of instruction, and with the number of pupils amounting to 19%. Here it should be mentioned that the home language of 2635 pupils studying in schools with the Estonian language of instruction is not Estonian. In addition, there are language immersion schools in which, according to the data of the Estonian Institute of Humanities, 3350 pupils study. These shares prove that in Estonia the education in the Russian language (in today's reality — the *multilingual* education) is a serious challenge.

The presentation provides an overview of the three stages of the educational integration in Estonia: path searching till 1997; the period 1997-2007 which began with the approval of the new national curriculum and alterations to the Basic School and Gymnasium Law from partial transition to the subject teaching in the Estonian language at the Gymnasium level by 2007 at latest; and today's researches which are characterised by the rapid development of teaching in the Estonian language at all school stages.

The given presentation attempts to provide an overview of the most important legal acts that influenced the three periods, both in the language and educational policies as well as of the development plans (first and foremost, various integration plans). The presentation emphasises real steps in fostering of teaching of the Estonian language and in the Estonian language, initiatives aimed at teachers and solutions of studying materials issues. It also demonstrates the main advances and shortcomings based on facts. The presentation refers to all the most essential researches that simplify conducting of further research.

ANWEI FENG, PhD

Biculturalism, Multiculturalism and Interculturality — Why Terminology Matters

Bangor University, UK

This talk will first provide an overview of current writings on concepts such as multiculturalism, biculturalism and interculturality. The conceptual distinctions among the terms used is not only necessary for advancing theories of social identity and bilingualism/bilingual education in general, but crucial where language policies and teaching curricula are determined by a government's political agenda for nation building.

To articulate the necessity for this discussion, I will take China for a case study both because it is my research field and because a 'distant' case stimulates reflections on what may be all too familiar. By analysing key guiding ideas and research on bi/multi-lingual education in China, I will demonstrate that the key issue that needs addressing is that of identity.

VINO SARAH REARDON, PhD

Assessing English Language Learners
in a Multicultural Classroom
Ural Pedagogical University, Russia/USA

The purpose of this presentation is to examine how a teacher of English can engage in a skillfully crafted process of diagnosis, intervention, and assessment of his/her students when encountering the numerous communicative and situational challenges that a multicultural classroom often poses. No doubt, a sound pedagogical approach would entail the use of improved techniques for assessing students' achievement of curricular goals with tools that avoid linguistic and cultural biases. From this perspective, the presentation will focus on what is generally understood as "formative evaluation" within the overall context of "alternative assessment" which is particularly suited for linguistically and culturally diverse populations.

More importantly, this presentation will investigate how the key elements of testing (i.e. *validity* and *reliability*) can be preserved by using a method such as "triangulation" in varying contexts. Since "alternative assessment" does not rely on "normed" instruments, ELLs (English Language Learners) can be evaluated on how they perform in real-life tasks.

More specifically, this presentation will address how "alternatives" can be adapted to all levels of language instruction and assessment. A short video segment from *Shaping the Way We Teach English* (Department-of- sponsored manual) will be used to illustrate the use of techniques for performance-based assessment, portfolio development, and other authentic testing instruments in the context of evaluating students in a multicultural classroom.

ANNE-BRIT FENNER, PhD

The Role of Literature in Developing Intercultural Awareness in the FL

University of Bergen, Norway

This presentation discusses a few central definitions of cultural competence and awareness against a background of two main European traditions in the teaching of foreign languages: one focusing primarily on skills, the other emphasising the development of reflection, critical thinking and identity (*Bildung*). Further it investigates the role of literature in developing intercultural awareness. Reading literature as members of a cultural community gives the learners an opportunity not only to study the target culture but also to gain an outside perspective of themselves. Finally the concept of dialogue will be explored in relation to approaches to literature in the classroom in order for students to develop intercultural awareness and identity.

PLENARY SESSION V

EKATERINA PROTASSOVA, DrSc

Challenges of Bilingualism: New Results from a Finnish-Russian Project

University of Helsinki, Finland

Successful multilingualism is a valuable resource for any society, not only as a means of comprehensive integration of migrants, but as an intellectual and cognitive potential and an opportunity to enrich its economic, mental and cultural life.

However, the effectiveness of bilingual education programmes is commonly doubted; it can be very difficult to become fluent in a second language, but literacy in the first language provides a foundation for long-term growth in second language academic skills; bilingual education can develop into biculturalism (Ahrenholz & Apeltauer 2006, Baker 2000, Corson 2001, Cummins 1996, May & Hornberger 2008, Krashen & McField 2005, Tabors 2002, Thompson 2000, Woods et al. 1999).

In Finland and Russia, languages of the neighbouring countries are taught at schools and day-care centres specializing in multilingual education, and we shall look closely at the type of bilingualism that such educational institutions form. The current Finnish-Russian project "Finnish + Russian = X: How effective is bilingual education?" deals with working models of bilingual education and out-of-school, extracurricular interactions in either language. This includes a variety of bilingual abilities and inter-cultural encounters; dynamics of language possession and proficiency, parallelism or discrepancy in lags of proficiency etc.

We shall demonstrate types of bilingual speakers the schools produce — the extent to which curriculum languages are learned; whether they are balanced or not; organizational problems which impede bilingual education and other factors promoting language acquisition and development and bilingual identities.

PARALLEL SESSIONS
MAY 13, 2010

ELENA ZYKOVA, PhD

Educational Capacity of Hypertext in Multicultural Societies
Pushkin Leningrad University, Russia

The presentation focuses on the importance of online identity in creating efficient educational environment in multicultural societies.

Hypertext offers an opportunity to diversify and expand user informational space, establish connections between various concepts, adopt them, and integrate into individual identity, while embracing alternative individuals' differences. The challenge is to make connections, and balance within inner space and the outer world.

An online identity tends to be formed sporadically and intuitively. Thus there is a high risk of losing one's identity, starting to reproduce the content unconsciously. Teacher's task is to direct these processes, to make students aware of what their choices on the web mean to them personally.

The studies show that young people tend to deal with information horizontally rather than vertically. Thus, one of teachers' tasks is to maintain the balance, make students' vision deep enough, capable of developing paradigmatic (vertical) connections.

Symmetry of a printed text with its beginning, middle and ending is not applicable to a boundless electronic hypertext. Nevertheless the strivings for completeness and coherence are the essential attributes of human consciousness. The summit of a system organizes the subordinated elements of the system and synchronizes the processes.

When an individual enters the space of the Internet, it loses its estranged objectivity, the user personalizes the content. The online identity becomes the summit of an open individualized hypertext system. The paper offers a project aimed at interacting with students' online identities and teaching them to reflect on them.

GALINA MASLOVA, PhD

Multicultural Education in Teaching Tolerance to the Students of the Faculty of Foreign Languages

Pskov Pedagogical University, Russia

One of the constituencies of multicultural competence is tolerance. Educating students of the faculty of foreign languages implies teaching tolerance due to the disciplines they have and the technologies that are used in teaching. The main educational principle in terms of content is multiculturalism, which is centered on a sociocultural group with an array of its major components: ethnical, religious, political, class, age, gender, language, professional and others. In the context of multiculturalism as an educational principle the author worked out an elective course «Social Stratification and the Problems of Inequality». The content of the course embrace a wide range of urgent issues for the modern world: global inequality, ethnic and religious problems, age and gender differences and discrimination, personal identification. The outline of study includes: awareness of sociological terminology and the most important sociological theories essential for discussions; studying concrete example on the discussed issue abroad on the basis of authentic mass media material; investigating the state of issue in Russia using domestic and foreign sources of information; discussing feasible scenarios for the future. Hot issues lead to debates that are held following the rules of tolerant cooperation. The technologies implemented in the course foster creating a tolerant area of collaboration. The emotional effect of the discussed issues make students leave the formal learning context and apply knowledge and skills acquired in the classroom in organizing different socially important activities for the community. The worked out algorithm of actions facilitates transforming tolerance as the value into the behavior pattern.

IEVA MARGEVICA, PhD &
ERIKS GRINBERGS

Looking for New Ways to Promote Roma Inclusion into Vocational Education in Latvia

University of Latvia; Riga Technical School, Latvia

During the last 10 years a necessity to promote formation of cohesive society has arisen in Europe that would support and improve quality of life, including quality of skills and employment, social wellbeing and equal opportunities for all.

The purpose of the study is to explore the needs of the Roma regarding vocational education and develop recommendations for the promotion of successful Roma inclusion in the vocational education.

One of the problems regarding the inclusion of the Roma in Latvia is the lack of education. Due to poor education and discrimination there is a high level of unemployment within the Roma community. Studies carried out in Latvia show that the Roma, that are exposed to intolerance are under particular risk. Attitude towards them in large part of population is guided by stereotypes and prejudice.

In vocational education, by implementation of an inclusive approach, it is possible to promote not only inclusion of students with special needs, but also youngsters from risk groups, particularly the Roma, in the labor market, and also create an environment that is focused on every student providing all with an opportunity to achieve success. This way the social exclusion of the youth that are going for vocational education and qualification is reduced.

Currently the emphasis is put on the opportunity for Roma youth to maintain their ethnical identity and culture during the educational process, and on the discovering of innovative approaches in order to promote the Roma inclusion by working in partnership with the Roma community.

ANNE-BRIT FENNER, PhD

A Presentation of the European Portfolio for Student Teachers of Languages and Examples of Use in Foreign Language Teacher Education

University of Bergen, Norway

This session will present EPOSTL as a tool for reflection and self-assessment. Examples of how EPOSTL can be used in FL teacher education will be given. These examples show uses related to course content as well as how EPOSTL can function as a tool for cooperation between schools and university during teaching practice. The presentation also includes feedback and comments from students and mentors.

VALERIA KOROLEVA, PhD

Psychological Factors of Successful Foreign Language Teaching at Higher Institutions

Pskov Pedagogical University, Russia

The urgency of the researches devoted to studying the psychological factors influencing the process of improvement of quality of foreign language teaching in higher institutions is caused by existing inconsistent data about the role of individual factors in success of foreign language learning.

Improvement of quality of foreign language teaching in higher institutions can be reached if in this process the combination of the following psychological conditions is realized: having the system of reliable diagnostic materials; taking into account the individual psychological features of students enabling the success in foreign language learning; purposeful forming of speaking abilities during foreign language learning; including in the foreign language teaching technique the system of the methods reducing the influence of anxiety on the results of learning.

The leading conditions providing the improvement of quality foreign language teaching in higher institutions are: development of foreign language speaking abilities of students; development of intuitive type of foreign language learning; development of the mechanism of likelihood forecasting, feeling of language; increase of cognitive activity at foreign language classes; development of verbal thinking; learning effective methods of remembering; removal of psychological barriers, reduction of anxiety at foreign language classes; increase of speed of reactions, plasticity.

FRED DERVIN, PhD

"Renewed" Intercultural Education in Language Learning and Teaching at University: Does/Can it Bear Fruit?

University of Turku, Finland

This paper addresses the burning issue of intercultural competences in language studies at university level. Many and varied definitions of the concept have been proposed by scholars worldwide. Most of these definitions often appear unsatisfactory and/or contradictory as they emphasise "grammars of cultures" or culturalism to support intercultural encounters. In my presentation, I will present a model of intercultural competences which questions such practices. The model is based on a hermeneutical and intersubjective approach to interculturality and concentrates on the ways individuals co-construct the Self and the Other, and the consequences these have on intercultural communication. Based on data collected at a department of foreign languages at a Finnish university over a five-year period, where students receive a "renewed" intercultural education based on this paradigm, I will try to demonstrate the impact of it on the students through discourse analysis. The pros and cons of such a method will be discussed in the conclusion.

OLGA OREHHOVA, MA

Using Modern Poetry in the EFL Classroom
Narva College of the University of Tartu, Estonia

The presentation concentrates on various aspects of the use of literature and poetry in particular in the foreign language classroom. It can be said that foreign language teaching has had quite complex relationship with literature. It has been rendered either useful or detrimental to language learning depending on the advocated approach and method of foreign language teaching at a certain period of time. And despite the perceived growing support for using literature, it appears that literature, let alone poetry, due to various reasons still has not found its way into the mainstream language classroom. It may seem to many that the use of poetry is not really suitable or feasible in foreign language teaching and learning because of its often complex language and profound content matter. However, there are a number of sound reasons why poetry can be quite useful for language learning as it represents a useful resource and content for language learning, which can stimulate students' learning and prompt different kinds of productive language activities. The use of poetry seems to be as valid as the use of any other kind of material for language study. Furthermore, contemporary poetry, which is often connected to modern events and realia, touches upon contemporary issues and showcases modern and creative use of language, can prove quite a useful and motivating resource for foreign language learning. The presentation will thus bring together and discuss main theoretical and practical points concerning the use of poetry in the foreign language classroom and also provide some practical ideas on how to use modern poetry based on a number of worksheets built around poems by contemporary authors.

NATALJA ZAGURA, MA

Teaching Business English at a Secondary School
University of Tartu, Estonia

The aim of the present paper is to introduce the guiding principles for designing a course of Business English for secondary school students (forms 10-12).

Having briefly outlined the topics and skills that might be relevant for the future academic and professional careers of school graduates, the presentation focuses on a number of activities and assignments that contribute to development of students' general knowledge and practical skills while also improving learners' language skills and multicultural awareness. The activities are analysed in terms of the skills they help students develop as well as the difficulties and problems that students often experience while working on these assignments. Furthermore, in relation to these activities recommendations are made on the ways of motivating students, facilitating work in mixed-level groups and minimising the number of problems with completing assignments properly. In the course of discussion, it is also demonstrated how it is possible to use the Internet to organise students' individual work, thus motivating every student to learn and develop at their own pace, selecting extra resources of the appropriate level of difficulty.

This presentation might be of interest not only to the teachers of Business English but also to those, who would like to contribute to development of their students' professional and multicultural skills while still teaching the general course of English.

JACQUELINE GARDY, MA

Using Web Podcasts as Authentic Listening Material in University and Test Preparation Classroom Settings

University of Novi Sad, Serbia/USA

Listening is of major importance to the students' passage rates on the Cambridge Proficiency Exams and other standardized tests which measure English language ability, but because our ESL class time is limited, we are often unable to include authentic listening into our daily lessons, and EFL students in particular rarely have enough exposure to listening in the target language. Most of the time, teachers only use the audio materials our textbooks provide, due to either time restraints and/or limited technological availability in the classroom.

This workshop's purpose is to enhance student's listening exposure in English by integrating podcasts into short, daily class activities. This presentation will first show how to acquire podcasts and how to use them in the classroom by using available technology. Second, this presentation will highlight questions to ask students of varying levels and/or proficiencies based on standardized testing listening standards. By the end of this workshop, teachers will have a toolkit with ready-made worksheets correlating with testing competencies including CPE, TOEFL, and the Common European Framework of Reference for Languages. The worksheets and toolkit will be utilizing the Functional Communicative Language Teaching methodology and approach.

HELMUT MAIER, PhD

Teaching Science in Classes with an Intercultural Background

Pädagogische Hochschule Steiermark, Austria

The single paper presentation for the International Conference on Innovative Methods in Multicultural Education to be hosted by Narva College of the University of Tartu, Estonia, on 13-15 May 2010 is a summarize of a research project under the University College of Teacher Education in Styria, Austria.

The first written essays after pupils have learnt to write show consistently characteristic of oral communication. The first technically oriented essays are narrative stories, which refer back to individual experiences and feelings. All this can be illustrated by real essays of pupils of primary school.

Only slowly, the ability to write technically oriented essays is coming up. Conversely, there is the question, whether story-telling makes understanding factual contents easier.

Another field of investigation within the research project has been the use of technical terms. After the practice of simple scientific experiments the verbal or written explanations of children have been analyzed to the applied technical terms. It was made the experience that the pupils used the terms correctly on condition that the range of abstraction was not to high. (Short video-sequences will be used for illustrating).

The motivation, coming out of the implementation of the experiments, increased the interest to explain the phenomena with the right words. In multicultural classes children they never have spoken German before started speaking.

MARGIT TAGO & AIVAR OTS

Multidimensional Nature of Bilingual Pupils' Persisting Low Achievement in Unsupported Submersion Education

University of Tartu, Estonia

The presentation centres on in-class academic achievement of bilingual pupils whose study-language differs from the language spoken at home, and factors that can hinder their attainments compared with pupils whose mother tongue coincides with the study-language. There are many reasons why a growing amount of children study at schools where the study-language differs from their own first language (or languages). Different demographic, political, and economic processes, which increase migration and more extensive workforce relocation, create situations where parents choose schools that use a language which is unfamiliar for their children. The school system, in some cases, does not provide opportunity to study in the child's first language. Parents may also have aspirations to provide children a better prospective to get good education and to improve further work opportunities. They can therefore express their desire to attain better adaption with majority culture as well (Aarts & Verhoeven 1999; Rannut, 2005; Pavelson 1998; Vihalemm, 1998).

The aim of the conducted research was to explore whether bilingual pupils' academic achievement in submersion education differs from monolingual pupils, and whether the factors, which have been identified as significant predictors of achievement by earlier research work, can be related to this difference. Thus, the study-language comprehension, social relationships at school, home supportiveness, and intelligence level relations to academic achievement was examined. In this attempt, the present study centred on the two aspects. First, the different factors relationship with achievement was studied in juxtaposition of bilingual and monolingual pupils to find out whether and in which manner these factors can be relevant for both of these groups. Second, attention was paid to the interaction of given factors in enhancement of academic achievement. It was assumed that a single factor's potential effectiveness could be understood in the context of other relevant factors.

Too narrow and one-sided evaluations about a pupil's progress may provide insufficient information for teachers and parents and encourage the use of less suitable interventions. Therefore, it appears reasonable if schools systematically use more comprehensive pupil evaluations where different kinds of relevant information about a child and his or her environment in school and outside the school is collected and analysed in the means to improve learning and pupils' wellness.

JOHN POYNTER, MEd

Aspects of Multicultural Teaching in the UK Curriculum and Classroom

Narva College of the University of Tartu, Estonia/UK

What constitutes 'multiculturalism' within the English Education System? How does the National Curriculum (England and Wales) aim to promote integration of a 'multicultural dimension' into its subject areas? How does this relate to the 'cross-curriculum' dimensions required and concepts of diversity and pluralism fit in with current educational thinking? What are the implications of these factors in respect of National, Regional, school and classroom levels? How have recent events, in respect of both racist and terrorist activities affected new thinking as to 'multicultural education'? How has a 'wider EU', and associated immigration into the UK. Impacted on the 'multicultural classroom' and the EAL learner? Indeed, should we be using the term 'multicultural' in this context at all, and could it have a derogatory effect? Rather, as some propose, should we think more of 'intercultural' education?

The issue over what is meant by 'multicultural society' within the UK, and in particular the UK education system, has been an on-going debate for more than forty years, with different viewpoints, shaped by successive governments and societal events, giving rise to a variety of strategies. Many of the 'strategies and solutions' for dealing with these changes have been placed within the education system, and landed squarely at the feet of the classroom teacher. But how effective are these strategies, and what is the reality of actually being in the classroom trying to incorporate them? How much do location, demography, social class and citizenship play in this respect?

With a changing Europe has come a changing Britain, bringing new meaning to the term 'multicultural' within British society. New government legislation, initiatives and advisory bodies are created with a whirlwind regularity, adding to the complexity of the National Curriculum and those that plan and deliver it. These are some of the questions that are aimed to be presented and discussed, albeit only generally within the time available, within the present paper. The presenter himself has taught within the UK education system, both at a secondary and tertiary level, for more than a quarter of a century, and has had first-hand experience of the issues involved.

HANNA-MAIJA SINKKONEN, PhD & MINNA KYTTÄLÄ, PhD

Good Practices in Finnish Multicultural Immigrant Education
University of Eastern Finland & Univesity of Helsinki, Finland

There are more and more students with different multicultural backgrounds in Finnish schools. The children whose language skills in Finnish are not good enough can join a preparatory class for one year. After that they usually join general education or special education. One of the problems in these preparatory classes is that the skill profile of the children is very heterogeneous. Because of difficulties in Finnish, it is also very difficult to identify actual learning difficulties during this one year. The data of our presentation is based on interviews of five Finnish special education teachers who work in these preparatory classes. The interviews have been analyzed to classify good practices and practices that need to be developed in Finnish immigrant education. The preliminary results show that the transition practices in schools must still be developed so that general education can provide support good enough for the multicultural pupils after the one-year period. Teacher education needs re-consideration and re-planning, too. One of the best practices seems to be general education teachers' and special education teachers' co-teaching during the first year.

ENN VELDI, PhD

Implications of Language Convergence in the Circum-Baltic Area for Contrastive Study with English

University of Tartu, Estonia

Convergence can be regarded as a variety of linguistic change that makes languages more similar. The Circum-Baltic area (see e.g. Koptjevskaja-Tamm 2006) is well known for diverse linguistic contacts between the Indo-European and Finnic languages (such as Estonian and Finnish). Moreover, the Indo-European languages are represented by three language groups: Baltic, Germanic, and Slavic languages.

The presentation focuses on lexical similarities in the Circum-Baltic area from the perspective of bilingual lexicography. Could the study of convergence provide helpful insights for compilers of bilingual dictionaries with English as the target language? One has in mind, for example, regionally similar concepts shared by Estonian, Russian, Latvian, German, or other Circum-Baltic languages (e.g. Est *karbonaad*, Rus *карбонад*, Latv *karbonāde*; Est *kohuke*; Rus *творожный сырок*, Latv *biezpiena sieriņš*; Est *keeks*, Rus *кекс*; Latv *kēkss*, Ger *Keks*; Est *morss*, Latv *morss*; Rus *морс*). Comparative analysis of a set of bilingual dictionaries shows that Estonian-English, Russian-English, and Latvian-English dictionaries reveal considerable variation with regard to their English-language equivalents of these concepts.

Could lexicographers who work with different language pairs benefit from studying each other's work? The answer is definitely yes. Moreover, convergence is surprisingly common and is revealed, for example, in many collocations and idioms.

OLGA BURDAKOVA, PhD

News in the Methodology of Teaching of Aspectual Pairs Formation

Narva College of the University of Tartu, Estonia

As it is known, one of serious difficulties in learning Russian as a foreign language is presented by the grammatical category of aspect. Moreover, if the conditions of use of forms of the Imperfect Aspect (IA) and the Perfect Aspect (PA) are described in the functional grammar as rules for foreign speakers, then the information about formation of the aspectual correlates which is presented in textbooks of Russian as a foreign language does not teach learners the skill of making the IA form of any verb in the Russian language.

The reason for that lies in the irregular character of the formation of the aspectual forms and in the absence of common clear rules of their derivation which have allowed many grammarians to speak about the lexical (rather than grammatical) character of the aspect in the modern Russian language.

Therefore, in the process of learning Russian as a foreign language a foreigner is taught to recognise forms of the IA and the PA in speech by their formal features, rather than to form them independently. The modern practice of studying Russian as a foreign language recommends learning the aspectual forms of one verb by heart (as two lexemes) rather than deriving them in speech according to a certain model. The latest researches (Burdakova 2008) demonstrate that in the modern Russian language there exist rules of derivation of the IA forms that are unperceived by native speakers.

The given presentation is an attempt to optimise discovered (in Burdakova 2008) algorithm of formation of imperfect forms and to provide an adaptable rule-instruction for different stages in learning Russian as a foreign language.

HEATHER MCKAY, EdD

The Fluency First Approach as Exemplified in an American Community College

Romania

The speaker will first articulate the role of the Community College within the American higher education system, and then describe how one such college uses the Fluency First Approach in teaching English to immigrants.

This approach was first developed at the City College of New York and is based on a "whole language" view of language learning. The more traditional writing sequence of a focus on sentence level accuracy, leading first to paragraph and then later essay development is turned on its head. The speaker will describe how students move through a sequence of three classes, in which they move from fluency to accuracy. In the first class, the fluency level, students are encouraged to write as much as possible paying limited attention to accuracy. In the second class, the clarity level, students still write extensively but the focus changes to the grouping and organization of ideas. In the third and final class, the accuracy level, fluency and clarity are assumed and the focus turns to the development of accuracy.

Participants will have the opportunity to try for themselves a variety of activities used in the Fluency First Approach. These will include free writing, double-entry journals, point-of-view writing and dialogue writing.

MAIE SOLL, MA

Does the School Support the Shaping of Ethnic and National Identity of Language Minority Students?

University of Tartu, Estonia

The social identity of individuals is the outcome of complex social processes. Identity does not arise spontaneously but is learned and the process of development is influenced by different social groups and people surrounding the individuals. The school environment, where the student spends a big amount of day time, is one important social environment in the process of development of ethnic and national identity. The support of the process of shaping ethnic and national identity of students is stipulated as one task in the main educational acts in Estonia.

The purpose of this presentation is to report the results of a study dealing with opinions of school principals and teachers of the role of school and teachers in the process of development of ethnic and national identity of language minority students. The school principals and teachers of schools with different languages of instruction (Estonian, Russian, bilingual Estonian-Russian) were interviewed by means of a structured interview and questionnaires to find out their understanding of the terms „ethnic" and „national identity", what kind of activities in school or outside it could influence the process, how school principals and teachers value these tasks. The opinions of the school principals and teachers are compared with results of analysis of the official documents of schools and with results of questioning of the language minority students.

MAIRE KEBBINAU & KAI VÕLLI

Formation of Learning Skills through Studying Materials at School Level I

The Integration and Migration Foundation
Our People (MISA), Estonia

The National Curriculum stipulates general competences that are formed in compulsory school. The list of these competences also includes learning competences. Both the present National Curriculum and the one of the year 1996 emphasize learning skills.

With introduction of the language immersion program, the acquisition of learning skills was acknowledged as an important part of learning in a second language on the example of both Canada and Estonia.

Learning competences (a pupil's ability to organize learning environment and acquire the information to be learnt; to plan learning and to follow the plan; to use acquired knowledge, including learning skills and strategies, in different contexts and for solution of different problems; to analyze his/her own knowledge and skills, strengths and weaknesses and to use the analysis for defining the need for further learning – National Curriculum for Compulsory School) are formed already at School Level I.

When preparing the second edition of the set of studying materials which addresses the needs of the language immersion programme we focused on the systematic presentation of learning skills. The set of materials includes textbooks and workbooks that are designed according to the principle of general teaching: several subjects are joined under the coverage of one topic. (We do not claim achieving all the learning outcomes set in the syllabi of Mathematics and Nature Studies, but in other subjects it is possible to achieve the results without using extra textbooks).

The set of materials under analysis (See Part I of Textbook for Grade I of the set http://www.varrak.ee/product/2677/?cid=1225) brings learning skills out both through the

actions of the characters of the textbook, organization of texts of the textbook and workbook and through the tasks that enable the learner to asses the formation and use of learning skills and him/herself (as well as peers) as a learner.

The chosen solutions are in compliance with for example division of learning strategies of Goodi and Brophy (1995), although the authors of the content of the materials did not realize that. Good and Brophy differentiate five general strategies: 1) rehearsal strategies; 2) elaboration strategies; 3) organisational strategies; 4) comprehension monitoring strategies; 5) affective strategies. Emphasis on learning skills provides conscious learning, use of acquired skills and knowledge and better knowledge of oneself which is extremely important in today's world. We also emphasize the familiar idea of Vygotski's description of successful learning – "zone of proximal development". It corresponds to the highest aims of the language immersion programme.

IZABELLA RIITSAARE & KATRIN EKŠTEIN

CLIL in Tallinna Pae Gymnasium Late Immersion Grades
Pae School, Estonia

On the 1st of September, 2003 Tallinna Pae Gymnasium started the programme of late immersion and was one of the four pilot schools in Estonia. On the 1st of September, 2007 Tallinna Pae Gymnasium started CLIL programme in late immersion grades, which integrates in grade 6 the following subjects taught in Estonian: 1.Natural Science, 2. Estonian Language, 3. Estonian Literature, 4. Human Studies, 5. Music, 6. Art.

The core subject is Natural science. Teachers use the same leitmotifs, methodology and principles to teach all six subjects: for example, the topic of *Rivers* is considered during one week in all these subjects.

In our presentation we are focusing on 1. principles we are practicing this kind of CLIL learning; 2. what preparation work this kind of CLIL teaching require (writing a new curriculum, changes, collaboration, feedback); 3. teaching methodology and recommendations for the teachers; 4. a short film how CLIL works in different subjects; 5. results, feedback; 6. discussion; 7. interactive methodology.

Our CLIL teaching uses almost 100% of interactive methodology; hence our presentation is based on the same methodology.

ANWEI FENG, PhD

Diversity of CLIL: Case Studies across Greater China

Bangor University, UK

Since the turn of the century, CLIL has made its appearance in key policy documents related to English language education and in classroom teaching across Greater China, including Hong Kong, Taiwan, Macau as well as Mainland China. This talk gives a comparative account of different CLIL practices in many areas of Greater China based on the contributions by researchers and scholars to two recent volumes, *Bilingual Education in China* and *English Language across Greater China*, both of which are edited by myself (Feng, 2007; in press). Insights are also drawn from empirical data collected from a national project on trilingualism and trilingual education in China led by me and Adamson since June 2009.

NATALIA TSHUIKINA, PhD, NATALIA ZAMKOVAJA, IRINA MOISSEJENKO

Bilingual Students (Russian-Estonian Bilingualism) Studying in the Estonian Language: Sociolinguistic Research Experience

Tallinn University, Estonia

It is an attempt to examine interviews with bilingual students (Russian-Estonian bilingualism) studying in Estonian-medium schools. The objective of the interview was to get data on spheres and intensity of using the Russian language by the students of the studied group, to explore motivating agents maintaining the language skills. The conducted semi formalized interview gave the opportunity to analyze the following aspects: 1. students' language preferences at home, with relatives and friends; 2. their language choice in everyday situations in public spheres; 3. which language to choose speaking about feelings and interests; 4. their perception of the language abilities, advantages and disadvantages of both languages' competence.

All these aspects are thoroughly presented and analyzed in the report. Some conclusions and future research questions are drawn in the end.

The intensity and spheres of using Russian depends on different agents, one of them is the language of education (Estonian). The other important issue is the language situation in the region, e.g. Tallinn with its high percentage of Russian-speaking population or Tartu with a low one.

The interview has proved that the students do not estimate their Russian language proficiency as perfect; they do experience difficulties in written communication. However, the fact that they often use the Russian language as a language of communication with people from other countries can be judged as a motivating agent for supporting the Russian language.

JELENA ROOTAMM-VALTER, PhD

Teaching Records Management in Multicultural Class
Narva College of the University of Tartu, Estonia

The presentation is aimed to present some experience of getting over the differences in understanding of basic terms in multilingual — Russian (first language) and Estonian (second language) speaking — audience of Records Management learners.

A case-study on the subject was conducted at Narva College of the University of Tartu in the autumn of 2009. It is also a result of nearly five year long experience in training officials at different study courses in the same field of knowledge. In an abstract, the overview of the results is presented. The study handles the case of using one of the main terms of Records Management: „*dokumendihaldus*" and „*asjaajamine*" (Est) in an audience with Russian mother-tongue and Russian cultural and historical experience.

The solution is found in historical and etymological investigation of Russian terminology in the Records Management area. Investigation in the field of etymology has proved its efficiency again, even in such a specific subject as Records Management is. Motivating learners in a multilingual audience, especially if the students have received their formal education in their mother tongue, their former experience and language environment is perceivably the same; it is useful to apply to the history of their native land on a particular subject. The length or the depths of historical retrospective is caused by the etymology of the word, and in the field of Records Management (and Archives) needs approximately 400 years long retrospective.

NINA RAUD, PhD &
ANNA GOLUBEVA, MA

CLIL at University: Narva College Case
Narva College of the University of Tartu, Estonia

The peculiarity of teacher training in Narva College of the University of Tartu is predetermined by the College language policy: the study process is conducted in at least three languages which are Estonian, Russian and English. Students' language competences are developed through teaching English/Estonian for special purposes and practicing content and language integrated teaching. All College curricula have language modules which are aimed at developing students' language mastery.

The methods used by the College academic staff include scaffolding, co-teaching, establishing and developing of interdisciplinary links and provision of student-centred learning environment. The efficiency of CLIL principles application is verified by the results of the questionnaire which was conducted among full-time students of Narva College in the winter of 2010.

The presentation focuses on examples from practical teaching which demonstrated the application of CLIL principles and are supported by the outcomes of the students' survey.

ELENA TRIFONOVA

Determination of Foreign Language Proficiency of Non-language Departments Students

Pskov Pedagogical University, Russia

The presentation deals with the problem of the determination of foreign language proficiency of non-language departments students.

The algorithm of the language proficiency determination is based on the system of well-constructed tests. There were developed the main stages of test construction, criteria of foreign language proficiency.

A great number of non-language departments' students of Pskov Teachers Training University were tested at the beginning of studying a foreign language (English) and at the end (in 2 years). According to the results students were placed in different groups: high level group, satisfactory level group, shortage of knowledge level group.

IRINA PETROVA, MA

E-course as a Means of Accommodating Learners
Virumaa College of Tallinn University of Technology, Estonia

Learners' differences and individual needs are widely recognised nowadays. Although students might have been at the same class with the same teacher following the same study programme for a long time, they still have different levels of subject competence; they are interested in studying different aspects; they learn best with different strategies and teaching methodology. Those differences are even more salient and difficult to ignore when it comes to university education, where students usually take English for Specific Purposes (Academic or Professional) courses. However, traditional teaching practices usually lack the means for accommodating each student's personal objectives and preferences. The emergence of e-learning represents an excellent opportunity to try and address this issue. The current presentation shall start with clarifying the concept of needs analysis and will mention some problems related to conducting a needs analysis and implementing its results. It will then suggest possible solutions on the example of an English course combining elements of traditional methods and e-learning.

VADIM SEMENOV, PhD

Russian as a Speciality Language: about Preparation of Study Materials for Estonian Youth Workers

Narva College of the University of Tartu, Estonia

The aim of the presentation is to describe the compilation of study materials for courses "Russian for Youth Workers" at A2 and B2 levels. Presentation opens with a short description of levels of language skills; furthermore the author defines the Speciality Language concept. With this background youth workers' language skills appear to have some peculiarities against others speciality languages.

Firstly, it is connected with the fact that this speciality is comparatively new, and it has no close analogues in Russia. Thus, at present we do not have either description of this speciality language or ready-made textbooks to teach it.

Secondly, particularities of the youth workers' speciality language are determined by its "binomiality". On the one hand, a youth worker should have skills of a contemporary conversational language (incl. its youth forms: slang, cant etc), on the other hand, s/he should have a sufficient mastery of the Russian language in its official style.

The author describes the guidelines which were considered during the analysis of existing textbooks and the compilation of his own study materials. This description takes into account aforementioned binomiality of youth workers' language competence. These principles are as followed: 1. The content of texts and tests has to correspond to youth work topics (school and students' life problems, intercultural communication of youth etc); 2. Tests should cover segments of lexicon which are connected with youth work, both official (documentation) and informal vocabulary (conversational language, cant, slang); lexicon should also be connected with themes considered in the curriculum (education, vocational guidance and job placement, youth international communication etc); 3. Grammar has to reflect Russian language

functioning in both youth environment and professional sphere; at the same time stylistics and etiquette-related peculiarities of usage have to be considered; 4. Conversational situations mentioned by compliant have to correspond to youth work problems; modelling of these situations should give youth workers an opportunity to use their language skills in all forms of speech acts/parole.

As the result of the analysis of different textbooks and study materials of RFL the author has found out that in the context of the aforementioned guidelines the textbooks printed in Estonia (both schoolbooks and university textbooks) play a significant role in preparation of study materials.

OLGA GLUSHCHENKO

Optimising Conditions for Motivational Considerations in Developing Socio-cultural Competence of Students of Non-language Departments by Means of Audio-visual Aids

Pskov Pedagogical University, Russia

The presentation deals with the aspect of developing socio-cultural competence of students of non-language departments with the help of audio-visual aids. Socio-cultural competence is formed through the effective process of incorporating audio-visual aids into the teaching/learning process.

The use of audio-visual aids provides the optimizing of the motivational considerations in learning foreign languages. In our research we consider audio-visual aids as to be socio-cultural since they develop socio-cultural competence in those mastering a foreign language. Audio-visual aids demonstrate socio-cultural peculiarities of a foreign country and serve as an effective mechanism of developing motivational competence of the students as well as the mechanism of preventing the exhaustion of the stimulus to learn.

The use of audio-visual aids helps learners to notice the natural way of socializing. The strategies we suggest enable learners to achieve deep analyses of language in use which can help them to note the gaps and to achieve learning readiness.

The sequence of implementing theoretical aspects regarding the efficiency of incorporating audio-visual aids to promote motivational background includes the following aspects: application of a foreign language musical video series; modeling of the positive emotions; developing motivation for taking actions; formation of the communicative competence; creative activities.

Pre-watching activities such as answering questions, searching for some information, studying new vocabulary can raise the students' interest and motivate. After-watching activities such as role plays, drama or pair work seem ideal as they allow students to experiment and receive feedback in a controllable environment.

KRISTA VOGELBERG, PhD &
IRINA KOKSHAROVA, MA

Discursive Negotiation of Interpersonal Relations in a Multicultural Classroom

University of Tartu/Estonian University of Life Sciences, Estonia

The paper reports on and analyses a corpus of videotaped classroom sessions within a course of English in an Estonian university where the teacher is a native speaker of Russian (a recent immigrant in Estonia) who is also fluent in Estonian, and the students are Estonians, Russians living in Estonia and foreign students from Finland. The corpus is supplemented by post-interviews with all participants. The unexpectedly strained relations between the lecturer and the foreign students as well as between the foreign and the local students (both Estonians and Russians) — evident particularly at the beginning of the course — prompted an analysis underpinned by a somewhat modified Bourdieuan approach where membership of a group is viewed as an important part of the respective individual's symbolic capital. In other words, participants seem to start out on the basis of the symbolic capital (mediating economic, social and cultural capitals) of their respective nations/groups as well as the (lack of) capital bestowed upon them by minority/immigrant status. The "starting capital", however, interacts with other factors (prior knowledge of English, lecturer/student status differences, local versus foreign dichotomy, etc.) Most importantly, the dynamics of interpersonal relations, actively discursively negotiated not only by the teacher but also the various student groups themselves, show a clear tendency towards an improved atmosphere. A new, inclusive ingroup begins to form where national/group identities play a constructive, mutually enriching role.

NATALIA MALKINA, PhD

Cultural Identity and Foreign Language Teaching: Voices from the Pre-school EFL Learning Environment

Herzen Pedagogical University, Russia

Teaching foreign languages to pre-school and primary school children is enjoying a growing popularity and importance. The current educational policy in Russia is characterized by the recognition of the value and importance of teaching target culture in the context of early foreign language programmes (both for preschool and the first years of primary school). Early foreign language teaching aims to provide cultural and socio-cultural experiences for young children through the use of authentic texts, cultural artefacts and culture-oriented tasks and activities. Consequently, the language pedagogy is striving to develop appropriate techniques and methodologies to introduce children into the target language culture.

It is known that learning a foreign language leads to forming a second identity that manifests itself through beliefs, attitudes, values and actions. How does this assumption goes together with the idea of providing a rich target culture learning environment to little children learning English as a foreign language when the cultural, ethnic and national identities of a young child are still developed?

The presentation aims to present the results of the interviews carried out with pre-school children learning English as a foreign language. Children's perceptions of the English language and some cultural facts are presented and interpreted.

The author argues that the children's views on language learning and their cultural self-identification are dependent on tasks and activities used.

The session demonstrates tasks and activities that contribute to the cultural identity formation in pre-school children aged 5-7 learning English as a foreign language.

ANNA DŽALALOVA, PhD

Ethnic Identity, Tolerance and Value System in Teachers' Multicultural Competence

Narva College of the University of Tartu, Estonia

The presentation analyses particularities of ethnic identity, tolerance and value priorities' system viewed as a part of the multicultural competence of Russian speaking teachers who work in the educational environment of Estonia. The research is focused on the studies of the ethnic identity, tolerance and the degree of humanistic value priorities of the teachers within the framework of the axiological and personality component of teachers' multicultural competence. The outcomes of the research have shown the interconnection of the degrees of tolerance of the teachers with the types of their ethnic identity; the interconnection of value priorities with various types of ethnic identity and degrees of tolerance. On the basis of the cluster analysis the psychological types of the teachers with different levels of multicultural competence have been revealed. The research suggests a profile of the psychological types of the teachers according to the types of their ethnical identity and humanistic values.

VERA KHOTINETS, DrSc

Multicultural Competency of High School Students and its Development through the Project and Research Activity

Udmurt University, Russia

In Russia multicultural education is based on cultural values of each personality, each ethnic group and is realized as a dialogue of cultures in education. A three-component model serves as the fundamental for designing the content in Russia's multicultural education system. The core of ethnic education is considered to be an ethnic component that is oriented to study own ethnic culture. An interethnic component encourages a personality development in Russia's culture within interethnic cultural and educational environment. A multiethnic component promotes globalization of education that is aimed to acquire human values through the global educational space.

One of the technologies is suggested as an example of the implementation of intercultural education. The research is aimed to study the development of the intercultural competency of high school students from different ethnic backgrounds through project and research work. The intercultural competence was developed through teaching with chunks of special techniques and methods of autonomous learning that is problem-solving tasks, projects, research activities and group work. They appear to create active learning.

As a result the elements of intercultural competency were formed and identified through the development of tolerant conscience, positive ethnic identity, system of values, models of intercultural behaviour and intercultural communications: co-operation, co-action, and friendliness in interactions. Furthermore, it was observed that the students demonstrated an extensive reach in educational activity via the willingness to learn more about multicultural world, a desire to personal and social fulfilment, forming a socially responsible behaviour, a wider range of socially significant activities in a certain ethnocultural environment.

NOUREDDINE ERRADI

The other Side of the Medal: The Broken Taboo
IFA: Integration for All, Belgium

Why have Integration policies and programmes including learning the language of the host country and its cultures been a failure in the European countries? The answer I have found was lying on the other side of the issue...The people involved and responsible for integration and language programmes unfortunately do not focus and give enough space and time to the people who work with immigrants. The lack of general knowledge of how to deal with other cultures and understanding for the unsolved miscommunications are the stick in the wheel problem.

I have been working as a teacher of social skills to help immigrants integrate and understand the Dutch culture. I am an immigrant myself. I had this Privilege to work both with immigrants and with my Dutch colleagues. When the immigrants talk about their real needs and real problems there is always one answer that comes forward: This is the programme you have to deal with if you want to go further and receive your permit stay? After 18 years of experiencing this dilemma I decided to make three documentaries to show European professionals that there are some problems that should be solved. I asked a group of professionals in the integration fields (Policy makers, teachers, coaches, and directors) to come to Morocco, spend one week and follow the same integration programme we do have in the Netherlands; (the integration programme in Morocco was in Arabic, of course). The participants should integrate by learning the Arabic language and how to deal with Moroccan culture. The results of these three documentaries have really broken the silent taboo and put the participants to think about the forgotten piece of the integration.

This documentary has been awarded five times and was considered as the best innovation and creativity European product by the European Commission during the year of Creativity and Innovation, 2008.

FERNANDO HUMBERTO SERRA, PhD

Ethical Dilemmas Facing a Plural Europe: the Problem of the Prohibition of the Muslim Veil in French Schools Discussed by Portuguese In-service Teachers

Technical University of Lisbon, Portugal

Based on the author's teachers training experience, this paper aims to discuss the importance of developing skills for rational discussion of ethical dilemmas relevant to the construction of a European public sphere. The issue over which the teachers were asked to discuss and take a position was related to the use of the Muslim veil in various European countries, but particularly in France in the wake of the "Stasi Report", that led to the publication of the law prohibiting the use of "ostentatious" religious symbols in sate schools.

A number of media news – press and internet – concerning the subject was analyzed and the training approach followed the methodology for solving ethical and moral problems.

Trainees were asked (1) to understand the situation in order to take a decision or a position in the controversy (2) to identify the knowledge and skills needed to take a position, highlighting the principles and values involved in the conflict among alternative positions; (3) to claim ethical choices, giving a synopsis of the arguments supporting their position.

At the end of the training process an analytical framework related to the role of rational and argumentative discussion for the development of an increasingly Universalist democratic culture was proposed.

VINO SARAH REARDON, PhD

Developing Intercultural Competence in the Context of Global Education

Ural Pedagogical University, Russia/USA

The purpose of this presentation is to address the belief that *global education* supports the growth of an individual who is able to view the world from a multidimensional perspective: an individual who is multiculturally sensitive and who can use higher-order skills to think "outside" the box. It is conceivable that many of our societal problems can be resolved or precluded if we can develop "intercultural competence" in our young children by teaching them "tolerance" in the context of global education.

It is generally believed that intolerance to alien cultural values stems from a lack of understanding of cultural norms that are unfamiliar to us. Thus, if individuals can be exposed to global education when they are young, they will be able to perceive the world as an ever changing entity and develop a capacity for self-adjustment. Their "global vision" would equip them with an appreciation of diversity and an awareness of other cultures so that they can function more effectively in a pluralistic society. Such individuals can then communicate with diverse groups of people with ease and confidence in order to create a civic and moral community.

RAQUEL BENMERGUI, MA

From InterActing to InterStanding: Action Research of Applied Drama to further Intercultural Communication

University of Tampere, Finland

Classroom teaching can never replace the experience gained in an authentic intercultural environment however, the use of applied drama can transform the classroom into a co-created *third space*, and where learning as performative inquiry is possible. The working method in question draws on elements of applied drama, intercultural communication and ecological/sociocultural theories of learning, applying them to the educational context of a university classroom. The focus is on a communal process of learning and not on formal a performance. The drama unfolds in a nonlinear fashion, built through a series of episodes which allow for exploration of various themes and create an interrelated web of meaning. Some of the themes addressed are personal values, tolerance of ambiguity, power and justice, and the realisation of self and the acceptance of otherness, multiculturalism and plurilingualism. This paper will discuss some findings of ongoing postgraduate critical action research into a cross disciplinary approach to intercultural learning which integrates applied drama and intercultural communication, as *performative inquiry*, in order to further *narrative inter-standing* and "symbolic competence" (Kramsch,2008). The participants in the study are university students from various disciplines from Finland and Erasmus exchange programmes. The study employs qualitative and arts-based research methods to derive its data. The results of this study bring to light the considerable potential for intercultural and linguistic learning as well as learning about the self through such an approach. The engaging experiences and the participants' reflective observations provide support or an integrative methodology that others can exploit and develop.

MINTTU RÄTY, MSc

Encounters in Multisensory Space – Promoting Intercultural Understanding in Higher Education

Laurea University of Applied Sciences, Finland

My presentation is based on the experiences of the pedagogical development project in Laurea University of Applied Sciences. The project called "Encounters in Multisensory Space" is realized by Laurea in co-operation with various municipalities and NGOs. The aim of the project is, on the one hand, to develop culturally sensitive pedagogy, and, on the other hand, to develop new methods for supporting the cultural identity of immigrants.

The main idea of the project is "The Multisensory Space", which means an easily modified space, where landscape, sounds and objects lead visitors to different cultural environments. Landscapes are not authentic; they are mostly suggestive, memories and feelings provoking. Understanding between cultures is promoted, when Finnish students and immigrants create together cultural environments that are going to be in the Multisensory space. The ready-built space functions as a meeting place or an environment in which the minority and majority may exchange roles. Furthermore, the place also provides elderly immigrants with an opportunity to "return momentarily into the familiar home environment".

In the year 2009, twenty-two different cultural environments were built and about 900 people visited them. All in all, 80 Finnish and 24 foreign students were involved in the project, thus receiving ECTS for their studies. Based on the student feedback, the project provided new insights concerning intercultural communication.

Additionally, the project has been well-received by work life and municipal representatives. The multisensory methods seem to be very useful, so in the future the model developed in the project can be used and applied in many ways.

GALINA MASLOVA, PhD &
ELENA KLENEVSKAYA

Video Materials in Teaching EFL to Secondary School Students as a Tool for Developing Bilingualism
Pskov Pedagogical University, Russia

Multifunctionalism of video materials provides both developing foreign language communicative competence and forming personal students' attitude to the educational content, which presupposes an important role of video materials in molding personalities. Within the series of lessons on the topic "Tolerance" students are offered to view such animated cartoons as "The Adagio" and "Must the Hedgehog Be Spiny". Although the films do not contain any authentic verbal comment, the observation confirmed their great value not only as a means of upbringing but as a way to achieve pragmatic and cognitive aspects of teaching goals. The strong emotional effect of the films and communicative approach to arranging classroom activities get students to submerge to the topic so deeply that the foreign language is regarded not as a target but as a real means of communication, and the linguistic material is acquired mostly subconsciously. Besides, using a native language does not hinder but stimulates a foreign language acquisition because it develops bilingual mechanism. Thus, using video in teaching EFL due to the worked out procedure of presenting, practicing and producing linguistic material performs such a function as developing bilingual switch mechanism. This function is fulfilled if the topic in focus is an acute and burning issue for students and the teacher possesses the high level of professional competence, which means excellent foreign language skills that guarantee the adequate choice of authentic linguistic material and the competence in teaching methods that enables them to combine instructing and upbringing in education.

NATASHA JOVANOVICH, MA & JACQUELINE GARDY, MA

Webquests, Blogs and Podcasts in ELT

University of Novi Sad, Serbia/USA

Today, students use technology regularly in their daily lives. Because of this, it is important for educators to embrace the digital revolution by incorporating technology into classroom instruction. During this workshop, participants will gain insight into how teachers can make Information and Communication Technology (ICT) work for them by becoming familiarized with webquests, blogs, and podcasts. The participants will then have a chance to see these elements in action through demonstrations using the tools mentioned above. This workshop will highlight many elements of virtual teaching that will be beneficial for English teachers who teach digital natives. In the end, each participant will be given a chance to share his or her views, reflect on their own experiences and circumstances and engage in a discussion of the pros and cons of ICT use in the classroom.

LISA HARSHBARGER, MA

Teaching Tolerance through English

Regional English Language Office (RELO),
U.S. Embassy, Hungary/USA

This presentation will describe the two summer camps that the Regional English Language Office in Budapest has organized on Lake Balaton in Hungary for the past four years. The goals of these camps are to bring young people, ages 11-14, and their teachers, together for a one to two-week camping experience. Camp participants come from different countries in the RELO region, and normally from families who can not afford to send their children to any sort of camp during the summer. Both camps provide students with English language practice, and teachers with training given by American experts, in an informal camp environment that allows both teachers and students to develop their social, professional and English language skills. That gives teachers and students from countries in the RELO Budapest region the opportunity to interact with each other (an important objective, given the history of many of the countries in the RELO Budapest region) through games, swimming, language classes, as well learning more about the life of teachers and students in countries that neighbor their own. In addition, all teachers, camp counselors, and participants at required to speak English at all times, which makes it easier for all involved to communicate, play games, do skits and become aware that all English teachers and their students have similar problems and interests, regardless of what country they come from.

LARISA KORNEEVA, PhD & ALEXANDER EFAEV

Teacher Training for Embassy Schools

Pskov Pedagogical University, Russia

Recently new Embassy schools have been opened all over the world so there is a need in extra teachers there. We suggest that before going abroad teachers should go through special trainings. The curriculum must include 3 groups of subjects: comprehensive (Geography, History, Law, Arts with Architecture and Sports of the country they are going to); technological (observing specific features of studying — students can enter and leave schools during a school year according to the mission of their parents, a class may consist of one student or there may be two forms in one classroom with one teacher, students' former curricula could be different, especially in foreign languages, for they studied at different schools); psychological, pedagogical and special training for improving teachers' tolerance (for students of different nationalities study at Embassy schools) and ability to stand against possible pressure of parents having high position at an Embassy. Special attention should be paid to at least one foreign language because students at Embassy schools as a rule speak several languages and their teachers must correspond with them. Then teachers must be aware of the languages spoken in the country and know some common words. Most teachers come to another school with "old luggage", prejudice and high self-conceit. To train them beforehand make them be more effective in teaching and more stable in new situation.

NATALJA ZORINA

Family and Children's Pre-school Institution's Interaction in Questions of Multicultural Education of Children

Narva College of the University of Tartu, Estonia

Modern society's multi-ethnicity, multiculturalism and multilingualism force educational institutions to solve various pedagogical problems which require joint actions on principles of tolerance and cultures' dialogues. Pre-school development and socialization of a child depend to a great extent on interaction between teachers of preschool children's institutions and parents of the child. Hence, a great attention is to be paid to the communication of a kindergarten and a family in questions of children's multicultural up-bringing in the modern society.

The author considers the issue of the readiness of the main institutes of child's socialization — the family and childcare centres — to bring up children in multicultural educational environment. The presentation reports the results of the survey conducted among pre-school children's institutions' teachers and parents of pre-school age children in the Northern-Eastern region of Estonia. The survey has revealed teachers' perception of particularities of the multicultural education of pre-school age children, and their understanding of the necessity of interaction between pre-school children's institutions and parents in multicultural educational environment; it has also shown parents' attitude towards multicultural education of pre-school age children and towards cooperation between them and kindergartens in multicultural educational environment.

The research conducted among parents of children who go to kindergartens has proved the need in psychological support provided to families by educational institutions in questions of multicultural education of children and their adaptation to life in a multicultural society.

JELENA NÕMM, PhD

Studies of Ethnical Stereotypes in University Class

Narva College of the University of Tartu, Estonia

Many university courses which teach intercultural communication are aimed at revealing, discussion and analysis of ethnic stereotypes. In this respect, the courses fulfill a double function. On the one hand, the knowledge of stereotype's nature, its functions in culture and its influence on group and individual conscience helps the student perceive cultural diversity, understand particularities of his/her own and other cultures and develop skills of analysing his/her own and other people's mind much better. On the other hand, the studies of cultural typologies and theories of intercultural communication will lead inevitably to the formation of stereotypes in students. The presentation will consider typical activities for studies of ethnic stereotypes to reveal opportunities and dangers they might present for the development of the intercultural competence.

SOCIAL PROGRAMME

Opening Reception in Narva Castle

Thursday, May 13, 19.00 – 21.00

Visit to Vanalinna state school

Friday, May 14, 8.30 – 10.30

Optional Evening Programme — a Night Tour of Narva Castle

Friday, May 14, 20.00 – 21.00

Narva city sightseeing tour

Saturday, May 15, 15.30 – 17.00

TARTU ÜLIKOOL
NARVA KOLLEDŽ