

**8<sup>th</sup> International ELT Conference**  
**“Trends and Issues in CLIL and ELT”,**  
**October 28-29, 2021**

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**CONFERENCE KEYNOTE AND PLENARY SPEAKERS & ABSTRACTS**

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**Pille Põiklik**



Pille Põiklik, PhD, works at the Language Policy Department of the Ministry of Education and Research. Her work involves supporting foreign language learning and multilingualism in Estonia through cooperation with organisations in Estonia as well as international networks. Pille’s background is in English language and literature. Prior to joining the Language Policy Department, she worked at the English Department of the University of Tartu, teaching practical English, academic writing as well as courses on media literacy and discourse analysis.

**Language education in the pandemic: lessons learnt,  
challenges and opportunities**

***Abstract***

While the situation with COVID is far from resolved, it is possible to begin to reflect what the experience has meant for language education. To do so, the European Centre for Modern Languages and the organisations that are members of its Professional Network Forum launched an initiative with cooperation from the European Commission titled “The future of language education in the light of Covid”. In February 2021, a survey was conducted to map the challenges and opportunities that the pandemic has presented for language educators. A total of 1,735 professionals from 40 countries reported their experiences. The presentation draws out the main impact on the learning process and on the wellbeing of teachers, discussing lessons learnt and implications for the future of language education.

## Phil Ball



Phil Ball is based in San Sebastián in Spain. He is the co-author of the book 'Putting CLIL into Practice' (OUP 2015) and his CLIL textbook series for the Basque curriculum was nominated for the ELTONS Innovation Award in London. He is module leader on the MA CLIL degree for NILE in England and his work has included consultancy projects in Slovakia, the Czech Republic, Austria, Japan and Qatar.

He has been involved in several European-based CLIL projects, and has written a wide variety of CLIL-based textbooks for the Basque and Spanish social science and English language programmes. He co-designed the new 'CLIL Essentials' online course for the British Council and he also works at the University of the Basque Country (UPV) training lecturers to deliver their subjects through English. He has authored various CLIL-based articles and at present is working on CLIL-based digital language materials for the French and English programmes in the north of Spain. He is currently writing a children's novel for a British publisher.

### **CLIL and competences: a happy marriage**

#### ***Abstract***

It's a fascinating time to be working in education, but a difficult one too. Comfort zones are shrinking, and where previously there was stasis and relative consensus, there now exists a dizzying smorgasbord of possibilities for teachers to choose from, inviting schools, regions and entire countries to experiment and innovate. The digital revolution, CLIL, PBL (in all its guises) and the competence-driven, pluriliterate demands of the 21st century have changed our perspectives quite radically. Language teaching, previously the educational orphan, has finally been awoken from its 20th century slumbers and embraced the notion of 'competences'.

However, we still need to tread carefully. There are no magic potions, no perfect paradigms. This talk will examine and demonstrate what we mean by a 'competence' and how a CLIL-driven framework of language teaching enables learners to do real things, for real purposes and for real audiences.

## **Galina Maslova**



Galina Maslova is the Associate Professor of the Chair of European Languages and Cultures of Pskov State University (Russia), Candidate of Science in Pedagogy (PhD equivalent). Her research interests encompass the problems of teaching EFL and issues of applying the theory and practice of intercultural communication in foreign language teaching. She is the author of more than 40 articles on the relevant topics and several textbooks, among which "Social Stratification and the Problems of Inequality", "Equity or Equality: What to Strive for in the Modern World?"

### **Digital Technologies in Training Future English Teachers**

#### ***Abstract***

The present research addresses the issue of effective distant technologies application in training future English teachers in Pskov State University (Russia). The author analyzes national and international documents that set goals in computer technologies and digital education and attempts to transfer them in language learning and teaching. The analysis of the theoretical and practical issues of digital didactics allows the author to specify the concept of digital competence related to a foreign language teacher. Moreover, the literature analysis and the author's own teaching practice enable her to propose the most effective distant language teaching procedures.

One of the research's objectives is to investigate the readiness of future English teachers to implement digital technologies in their own professional activity. Having conducted the survey on the point, the author finds out which distant technologies the students are ready to implement in teaching, what their attitude to distant and blended education is, and how they assess their ICT-skills referred to language teaching. The results of the research manifest that distant education technologies might be efficient in personified learning, which is especially acute for the foreign language acquisition, and prove the necessity of purposeful and systematic training of would-be English teachers for applying distant education technologies.

## Enn Veldi



Enn Veldi is Associate Professor of English Philology at the University of Tartu, the Council member of Narva College of the University of Tartu, adviser and supporter in curricula changes and quality management of ELT.

The member of The Dictionary Society of North America (DSNA), Madison, WI, member (since 1993), member of EURALEX (European Association of Lexicography, member (since 1999) IATEFL (International Association of Teachers of English as a Foreign Language), member (since 2002) Linguistic Iconism Association (ILA), USA, member (since 1998) Estonian Terminology Association, member (since 2002) EATE (Estonian Association of Teachers of English, member (since 2002) Estonian Association of Applied Linguistics, member (since 2005). He is a Dictionary expert, project leader, an author of more than 130 publications incl. dictionaries, books and articles.

### **100 years of research-based study of English at the University of Tartu – some highlights of the first fifty years**

#### ***Abstract***

On February 1, 1921 Professor Heinrich Mutschmann held his inaugural lecture *The Secret of John Milton* in the festive hall of the University Tartu. Heinrich Mutschmann (1885–1955) was a well-qualified German Anglicist with a German and British educational background. He worked in Estonia until 1939 and then returned to Germany. Heinrich Mutschmann established research-based English studies as well as American studies in Tartu. He trained the pre-war generation of teachers of foreign languages, translators, lexicographers, and literary scholars in Estonia. It has been estimated that at least 160 students of English completed their studies between 1921 and 1940 (Hone 1990: 16). Eleven students of English were awarded masters' degrees upon graduation during this period. There was also one defence of a doctoral degree (S. A. Nock). Ants Oras (1900–1982) became the first professor of English Studies who was of Estonian descent. He was awarded a master's degree in Tartu in 1923 and then continued his studies in Oxford.

It is important to note that this generation of teachers of foreign languages, who studied at the University of Tartu before the Second World War, continued to teach for many decades to come. Their destinies in the conditions of the first Soviet occupation, the subsequent German occupation, and thereafter the second Soviet occupation are worth studying and remembering.

The first generation of teachers of English, who completed their education during the Soviet period, graduated from the University between 1948 and 1953. Their professional career lasted until the end of the Soviet period in 1991.

## **Hans-Werner Huneke**



Hans-Werner Huneke, PhD, is professor of German Linguistics and Didactics. He was a teacher of German and German as a foreign language in Brasil and in Germany, lecturer at the University of Coimbra (Portugal) and in Heidelberg (Germany), Head of a Language Centre at the University of Education in Ludwigsburg, professor of German Language and Language Didactics and vice rector for teaching and studies at the University of Education Freiburg and now rector of the University of Education in Heidelberg.

He is interested in Literacy, Learning to read and write, Language didactics, German as a foreign and second language, Pre-service and further teacher education.

### **Foreign language learning, content learning and negotiating meaning in mysteries**

#### **Abstract**

Organizing learning in a “mystery” is a suggestion first developed in geography teaching (Leat 1998, Schuler 2012). Students are confronted with a surprising or astonishing question and then they will be given bits of disordered information. They will cooperate in groups and find a solution or a coherent explication. Can this method provide learning opportunities for the foreign language classroom and for CLIL settings too?

## **Sue Garton**



Sue Garton, PhD, is Associate Professor in TESOL at Aston University, Birmingham, UK. She has been an English language teacher and teacher educator for over 35 years, working with teachers from all over the world. Her research interests include language teacher education and teaching young learners. She has published widely in the area of TESOL including most recently, *The Routledge Handbook of Teaching English to Young Learners* (with Fiona Copland). She is co-series editor of the 15-volume *International Perspectives in ELT* series, published by Palgrave Macmillan. The most recent volume in the series is *International Perspectives on CLIL*.

## **Elisabeth Wielander**



Elisabeth Wielander, PhD, is Senior Teaching Fellow in German and Deputy Head of the Department of History, Languages and Translation at Aston University, Birmingham. She has been teaching German language and specialist content modules as well as interpreting and translation modules at undergraduate and postgraduate level at Aston University since 2007. She completed her PhD in Applied Linguistics in 2015, investigating Content and Language Integrated Learning (CLIL) in German undergraduate programmes in the UK, specifically a case study of the CLIL approach at Aston with a focus on teacher beliefs and student perceptions. She is a member of the Centre for Language Research at Aston (CLaRA) and of the national CLIL network Learning Through Languages UK, hosted at Aston.

### **CLIL in the UK: Learning through languages from primary to tertiary education**

#### **Abstract**

#### **CLIL in the UK, Part 1: Promoting CLIL in English primary and secondary schools**

According to a recent House of Lords library report, Ofsted has declared languages are in a “pressured position” in primary and secondary schools in England. Since 2002, the number of pupils entered for foreign language exams has almost halved, and the quality of language teaching and take-up by pupils, who perceive languages as difficult, are seen as the main causes of the decline. Yet in the search to improve foreign language teaching, CLIL is rarely or never seen as the solution. For example, the 2016 Teaching Schools Council review of MFL teaching practice made 15 recommendations for improvement, but teaching content through the foreign language was not one of them.

In this talk I will briefly give an overview of the current state of language teaching in English schools and explore some of the reasons why CLIL remains very much on the margins. I will then describe some activities that have been undertaken to promote CLIL in English schools, including the recent Learning through Languages UK initiative. While

changes in government policy seem unlikely, I will show how bottom-up initiatives can create pockets of good practice that can act as models and encourage the growth of CLIL.

### **CLIL in the UK, Part 2: Integrating content and language in higher education**

In a changing UK language landscape, a significantly lower number of pupils choose to take an A-level in a modern foreign language (MFL), which has a logical knock-on effect on undergraduate student numbers. Therefore, universities have to position themselves in an increasingly competitive Higher Education market and one possible strategy is to deliver language degree programmes through the medium of the foreign language. CLIL has the potential to serve as a unique selling point (USP), providing an essential tool to strengthen a university's focus on employability and practical skills.

Teaching academic content through the medium of a foreign language has seen aggressive proliferation across European HE for some time and is known by various acronyms such as EMI, ICLHE or CLIL. Across Europe, English as medium of instruction is increasingly common, particularly in disciplines such as business, natural sciences, and engineering.

In my talk, I will summarize some of the key research findings from tertiary education across Europe about the success of this approach, before outlining how CLIL is implemented at one British university's MFL department, showcasing examples of CLIL in practice.

## **Dario Luis Banegas**



Dario Luis Banegas, PhD, is Lecturer in TESOL at the University of Edinburgh, UK, and Associate Fellow with the University of Warwick, UK. He is an active member of teacher associations in the UK and Latin America. Dario is also part of the Hornby Trust, working on their Decentring ELT initiative. He has presented and published internationally. His most recent co-edited volumes are *International Perspectives on CLIL* (Palgrave) and *International Perspectives on Diversity in ELT* (Palgrave). His main teaching and research interests are: CLIL, initial language teacher education, action research, and socially just language pedagogies.

### **Towards inclusive pedagogies in ELT: Why? How?**

#### ***Abstract***

One recent trend in ELT is the democratisation and reconfiguration of the language learning curriculum. In this talk, I will specifically centre on social justice as a philosophy of education that can inform ELT. I will pay special attention to participation in curriculum development and evaluation, localisation, the enactment of culturally-sustaining pedagogies, and issues around diversity and inclusion around three areas: interculturality, special education needs, and gender diversity. In this talk, I will draw on the empirical literature as well as cases of good practice from different settings to support my argument. I will reflect on how we can contribute to a social justice orientation in language pedagogy.



## Jacqueline Hadel



Jacqueline Hadel is an English Language Fellow at Narva College in Narva, Estonia. She has been an English language teacher and teacher trainer for almost two decades. In addition to being a Cambridge CELTA trainer which has taken her all over the world, she also served as an English teacher training expert for a UNICEF project in Lebanon, where she trained Lebanese teachers of English to teach English to Syrian refugees. Her strengths lie in the practical aspects of ESL and how to apply them in the classroom. She has a keen interest in student-centered classroom management and pronunciation.

Jackie has a Master's of Education in Counseling & Psychology from Clemson University in Clemson, South Carolina. She completed her DELTA in Ho Chi Minh City, Vietnam. She received her CELTA in Cairo, Egypt. She also has a COLT (Certificate of Online Training) from IH-London.

### **FUNology: How to make Pronunciation FUN in English Language Teaching**

#### ***Abstract***

The session will cover pronunciation activities for Estonian and Russian Speakers of English - An interactive exchange of what teachers are currently focusing on in their classrooms and our acknowledged fundamental issues - Revisiting how to show learners the physical aspects of pronunciation practice for particular sounds - suggested student-centered activities for particular issues - Noticing how the activities can help lower their affective filters - Samples of backchain drilling for accuracy, how the activities can transfer to online, and a look at some mobile apps for students to use independently.

## Jennifer Uhler



Jennifer Uhler is the Regional English Language Officer based Tallinn and works with the U.S. embassies and consulates in Russia, Estonia, Latvia, Lithuania, Belarus, Poland, and Greenland to support Public Diplomacy programs that promote quality English language teaching and learning. She previously served as a RELO in Brazil, Washington, D.C., Indonesia and East Timor, and Central Asia. Prior to joining the U.S. Department of State, Jennifer taught in various U.S. and international settings as a teacher and teacher educator, including as an English Language Fellow (Estonia), a Fulbright English Teaching Assistant (Romania), and a Peace Corps Volunteer (Slovakia). She holds degrees in TESOL and Language Program Administration from the Middlebury Institute of International Studies in Monterey. Her professional interests include using technology to enhance teaching, content-based instruction, and language policy. She grew up in Wyoming and still considers the wild, open skies of the West her true home in the United States.

### **Setting up teachers for success with ten awesome, open, and free teaching tools**

#### ***Abstract***

This presentation will focus on materials, courses, and resources for teachers that are not only high quality but also free and openly licensed for use, reuse, and sharing! Drawing upon a mix of teacher tools from the American English website as well as learner resources from reputable sources such as Voice of America and the Smithsonian, participants will take part in a journey and gain ten, practical resources that can be used for professional development, planning, or independent learning.