

TEACHING ENGLISH & TEACHING IN ENGLISH

November 1-2, 2012, Narva, Estonia

ABSTRACT BOOK



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TEACHING ENGLISH & TEACHING IN ENGLISH

4th international ELT/CLIL conference
(2006, 2008, 2010) hosted by Narva College
of the University of Tartu

November 1-2, 2012, Narva, Estonia

PROGRAMME & ABSTRACTS

SPONSORS



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CONTENTS

Welcome Message from the Conference Organisers	8
Conference Programme November 1, 2012	10
Conference Programme November 2, 2012	12
Conference Programme November 3, 2012	14
The Conference Committee	16
Abstracts	19
Fabrizio Maggi From Scaffolding to Peer Tutoring by Means of Web 2.0 Tools	21
Enn Veldi, PhD Teaching how to Use Dictionaries Better	22
Galina Maslova, PhD University Language Area as a Factor that Enhances the Efficiency of Students and Staff Mobility	23
Nina Nikonova, PhD English in the Classroom: an Overview	25
Palina Mahilina Teaching English Literacy with International Primary Curriculum: Gains and Challenges	26
Ülle Türk, MA Writing for Examinations and Writing for Life: is there a Contradiction?	27

Kristiina Jokinen, PhD	28
Multimodal Interaction in the Context of Foreign Language Learning	
Éva Ujlakyné Szűcs, PhD	29
Teaching and Learning to Teach English to Young Learners in Hungarian TEFL Teacher Training	
Ekaterina Alekseeva	30
Development of Entrepreneurial Way of Thinking in the English Lessons	
Vera Nesterova, PhD	31
Practical Applications of CLIL: Materials Selection and Lesson Planning at Post-Graduate Level	
Deborah Cain, MA, ELF	32
Environmentalism in the Classroom: Encouraging Students to Be Green	
Lyubov Tsilenko, PhD	33
Creative Synergy as a Source of Motivation When Training the New Generation of Expert	
Helmut Maier	35
Can you Explain Traffic Lights? — How Children Explain their World in their First Written Texts	
Sergey Khromov, PhD	36
Integrated English Language E-teaching and E-learning — Blended Learning and Teaching Model (for Russian Students Studying Linguistics at the Moscow State University of Economics, Statistics and Informatics)	
William B. Simons, PhD	37
Teaching Foreign Law in English: Notes from the Field	
Irina Petrova, MA	38
Strategies for Successful Organization of Independent Work	
Olga Luchka, MA	39
Raising Students' Motivation within the EFL Class through Multiple Intelligences Teaching Strategies	

Nina Raud, PhD & Anna Golubeva, MA Research in the EFL University Class: Contract Form	41
Nicoleta-Ilona Terescenco & Georgiana Ciobotaru Who is Afraid of Blended Learning?	42
Tamara Gordina COMENIUS Project as Means of Diversifying Teaching Practice	43
Pille Lille, MA and Olga Orehhova, MA From Self-Reflection to Self-Perfection: Coaching CLIL Teachers to Great Work	44
Ene Peterson, MA How to Help Students Become Successful 21 st Century Language Learners	45
Margit Kirss European Language Portfolio -a Possibility or a Must?	46
Lisa Hundley, MA, ELF 'Seattle Writes': Using Student-Created Poetry in the Language Classroom	47
Erinn Struss, MA, ELF The Social Homework: A Comparison of Students' Handwritten and Facebook ESL Compositions	48
Social Programme	50
Speakers	52

WELCOME MESSAGE FROM THE CONFERENCE ORGANISERS

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

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

There are three key conference sub-themes which are going to be discussed during the work of the conference parallel sessions. They are: English Language Teaching and Learning (ELT); 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 English language studies and foreign language teaching and learning. In this way, we hope to contribute to the field and bridge the gap between research and practice.

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

With very best wishes

Niina Raud, PhD
Chair of the Conference Organising Committee

**CONFERENCE PROGRAMME
NOVEMBER 1, 2012**

- 10.30-12.00 Registration, coffee
- 12.00-12.30 **Welcome speeches**
Katri Raik, Director of Narva College of the University of Tartu
Jeffrey D. Levine, Ambassador of the United States of America in Estonia
Tarmo Tammiste, Narva City Government/Mayor
Niina Raud, Chair of the Conference Organising Committee
- 12.30-13.15 **Plenary session I**
Fabrizio Maggi, University of Pavia, Italy
[From Scaffolding to Peer Tutoring by Means of Web 2.0 Tools](#)
- 13.15-14.00 **Plenary session II**
Enn Veldi, PhD, University of Tartu, Estonia
[Teaching How to Use Dictionaries Better](#)
- 14.00-15.00 **Lunch**
- 15.00-16.30 **Conference continues in parallel sections**
- Section I [English Language Teaching and Learning \(ELT\)](#)
 - Section II [Teacher Training for Multilingual and Multicultural Schools](#)
 - Section III [Content and Language Integrated Learning](#)
- 16.30-16.45 **Coffee break**
- 16.45-17.30 Closing session with a round-up of work in parallel sections
- 19.00-21.00 Reception in Narva Castle

**CONFERENCE PROGRAMME
NOVEMBER 2, 2012**

- 09.30-10.00 Coffee, registration
- 10.00-11.00 **Plenary session III**
Galina Maslova, PhD, Pskov State University, Russia
[University Language Area as a Factor that Enhances the Efficiency of Students and Staff Mobility](#)
- 11.00-11.30 **Coffee break**
- 11.30 - 13.00 **Conference continues in parallel sections**
- Section IV [English Language Teaching and Learning \(ELT\)](#)
 - Section V [Teacher Training for Multilingual and Multicultural Schools](#)
 - Section VI [Content and Language Integrated Learning](#)
- 13.00-14.00 **Lunch**
- 14.00-15.30 **Conference continues in parallel sections**
- Section VII [English Language Teaching and Learning \(ELT\)](#)
 - Section VIII [English Language Teaching and Learning \(ELT\)](#)
 - Section IX [Content and Language Integrated Learning and Teacher Training for Multilingual and Multicultural Schools](#)
- 15.30-16.00 **Coffee break**
- 16.00-17.00 Closing session with a round-up of work in parallel sections
- 17.00-18.00 End of the conference reception

**CONFERENCE PROGRAMME
NOVEMBER 3, 2012**

10.00-12.00 Narva city sightseeing tour

THE CONFERENCE COMMITTEE

Organising Committee:

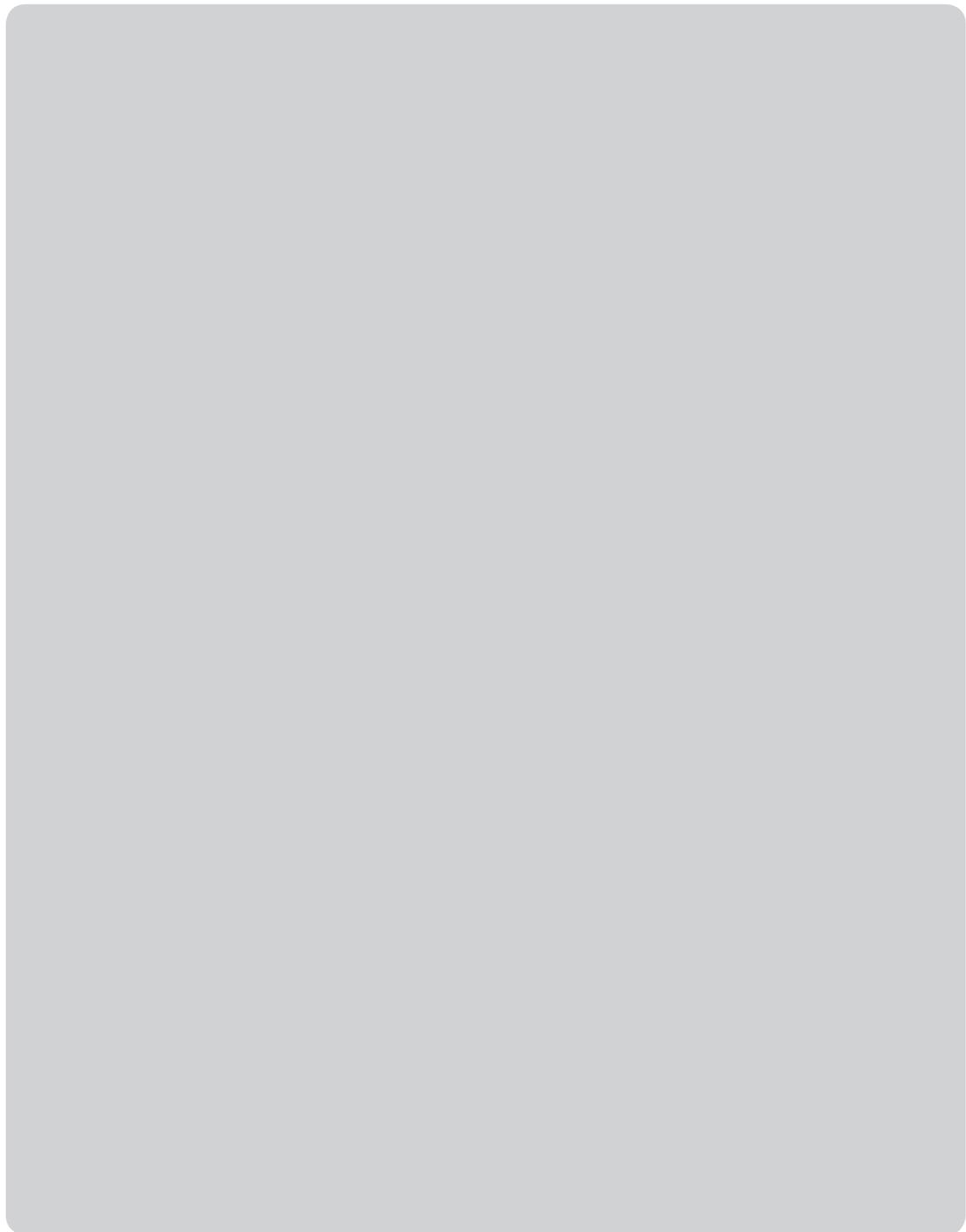
Niina Raud, PhD, Chair

Anna Golubeva, MA

Olga Orekhova, MA

Conference Secretariat

englishref@ut.ee



ABSTRACTS

PLENARY SESSIONS

FABRIZIO MAGGI

From Scaffolding to Peer Tutoring by Means of Web 2.0 Tools

University of Pavia, Italy

The talk I propose is not only the description of a concrete project which highlights how 16 years old students can become aware of their cognitive level enough to allow not only to teach their juniors but also to assess younger students using Web 2.0 technology.

This talk also aims to analyze the different possibilities of using and exploiting Web 2.0 tools (Google Docs, Wikis, Blogs ...) in order to promote CLIL experiences and involve students in a very challenging and motivating task: peer to peer tutoring and teaching and peer to peer assessment. I also analyze the peer to peer feedback to facilitate and improve schoolmates' work.

I also want to explore and point out the added value of these tools in facilitating and enhancing cooperation through scaffolding techniques. Starting from Mohan's taxonomy and Bloom's Pyramid I explain where scaffolding fits into the picture. Acquisition of knowledge at these different levels requires the involvement of cognitive operations that may be of a lower cognitive level what he calls lower order thinking skills or a higher cognitive level what he calls higher order thinking skills.

Scaffolding is a valid concept that works very well for CLIL and is used to facilitate learning as a gradual process of introduction first and then disappearance when you reach the level of independence.

ENN VELDI, PhD

Teaching how to Use Dictionaries Better

University of Tartu, Estonia

The presentation summarizes my fifteen-year experience of teaching a course that focuses on skills of dictionary use. Most people believe that they know how to use dictionaries. Unfortunately, this is far from being the case and some expert guidance and training is needed for students and teachers alike (as well as parents of young students).

The first area that needs attention is knowledge of the existing lexicographic resources (general, learners' and specialized dictionaries; monolingual, bilingual, and multilingual dictionaries, etc.). Dictionaries come in more varieties than we tend to think; thus, one has to be able to pick an appropriate dictionary to suit our needs. Also, one has to know the strengths and weaknesses of each dictionary format, such as print, CD-ROM, and online dictionaries. Expert dictionary users can be trained only through practice. Also, they need to develop expertise that enables them to assess dictionaries that they come across. Some training is devoted to solving problems when a word (or a sense) is not listed in dictionaries.

GALINA MASLOVA, PhD

University Language Area as a Factor that Enhances the Efficiency of Students and Staff Mobility

Pskov State University, Russia

Students and staff mobility has become an integral part of Russian universities' activities. Enhancing mobility efficiency is regarded by universities as a primary task because universities' efficiency is assessed by mobility indicators.

There are different factors that affect academic mobility: lack of students' motivation which is caused by underestimating the outcomes of the mobility results, language problems as there are not enough students and teachers with a command of English sufficient to solve professional tasks, and obstacles caused by the differences in national higher education systems.

As it has been proved by the results of investigation language problems appear to take the first place among the problems that hinder the participants of educational process to enjoy the prospects of academic mobility. Therefore, the task for university is to create the system of language learning that will have a positive impact on the motivation to academic mobility and will enhance its efficiency. The system encompasses different structural components such as language classes within the formal educational setting, extra-curriculum international research and socially important projects, language courses for special purposes, informal intercultural events that enhance motivation to language learning. The system also involves teachers through implementing language courses within the professional development segment and tutoring their activities that are related to internationalization of professional tasks: conducting lectures and workshops in English, assisting in presenting results of research in foreign journals, and etc. The umbrella of content and language integrated learning shelters all these components, which entail creating the university language area. This area, on the one hand, facilitates university internationalization and, on the other hand, promotes reevaluating the university mission.

**PARALLEL SESSIONS
NOVEMBER 1, 2012**

NINA NIKONOVA, PhD

English in the Classroom: an Overview

Pskov State University, Russia

The purpose of the paper is to draw some current pedagogical ideas which reflect the situation of communication activity of the Russian teachers of English. One of the factors which influence the effectiveness of classroom communication is the quality of the teaching/ learning materials and the way they are used in class.

PALINA MAHILINA

Teaching English Literacy with International Primary Curriculum: Gains and Challenges

International School Olomouc, Czech Republic

IPC (International Primary Curriculum) is an integrated curriculum that has been on market more than twenty years and loved in particular by International schools. Making learning fun is especially important for children staying for a limited period of time in a foreign country where they quite often come with limited language knowledge.

In our presentation we will give an overview of the tasks suggested for enhancing literacy across curriculum in years 1-2 and discuss the ways the young learners may be involved into learning new vocabulary. We are also planning to provide a feedback about their learning from children and teachers from International School Olomouc.

ÜLLE TÜRK, MA

Writing for Examinations and Writing for Life: is there a Contradiction?

University of Tartu/ Estonian, Defence Forces, Estonia

Year 12 examination has always had a writing component. Over the years the quality of student writing has clearly improved. However, when considering student produced texts from the perspective of discourse competence, problems encountered have not changed much. The presentation will discuss the characteristic features of the text types used in the examination (letter, essay, report), what we bear in mind when writing such texts in “real” life and how these features should be reflected in examination tasks. Typical mistakes made by students will be highlighted and some advice given on how to improve the quality of student writing to ensure that students can cope not only with examination tasks but, more importantly, with real-life writing tasks.

KRISTIINA JOKINEN, PhD

Multimodal Interaction in the Context of Foreign Language Learning

University of Tartu, Estonia

In the international and cosmopolitan world it is important to be able to communicate one's message fluently in foreign languages. However, face-to-face conversational interactions often go far beyond the spoken words: we effectively use non-verbal signals to indicate our attitudes, understanding, and acceptance of the verbally expressed message. Thus, in foreign language learning it is important that the whole communicative situation including social interaction and multimodal communication skills are also taken into consideration.

To learn to observe and produce relevant multimodal signals is a challenge for a language learner. Especially timing and choice of actions are relevant for efficient communication, and they can be learnt through practise in interactive situations. Interesting research topics in this respect concern the comparison of differences in multimodal communication in the mother tongue and in the foreign language, and how to help the student to practise these skills through fun and interesting exercises with interactive systems.

In this presentation, I will discuss issues related to multimodal communication in the context of foreign language learning. I will focus especially on turn-taking and feedback giving processes in constructive conversational interactions, and draw examples from the corpus collected at the University of Tartu within the ETIS-project MINT (Multimodal INTeraction, Jokinen and Tenjes, 2012). The goal of the project is to investigate multimodal communication in conversational settings and to build computational models for multimodal behaviour in various interactive situations.

ÉVA UJLAKYNÉ SZŰCS, PhD

Teaching and Learning to Teach English to Young Learners in Hungarian TEFL Teacher Training

Institute of Modern Languages, University of Kecskemét, Hungary

There have been different programmes, projects and practices for Teaching English as a Foreign Language to Young Learners in Europe. In Hungary about 15 years ago a new type of teacher training was launched: a primary school classroom teacher preparation programme, which aimed to prepare future primary school teachers to teach English to young learners. My presentation will give an evaluative summary of this programme focusing on how we can prepare learners in English to teach English. At first sight this seems to be obvious, but this is not a BA in English, this is an optional TEFL specialization of future classroom teachers. The course is for four terms in 240 hours plus 57 lessons teaching practice. There are three parts of the course: developing the students' language skills, ELT methods and school-based practice. In my presentation I intend to explore the CLIL methods that are used and our experiences in the preparation process. All the teaching is in English, courses are about ELT professional topics such as the characteristic features of young learners, developing language skills, the best age to start EFL to young learners, etc. We prepare the students for teaching in the same way we would like them to teach learners. We use different articles, books and classroom observation with lots of discussions and argumentative presentations. Students are encouraged to try out their ideas in college lessons in the form of 'micro-teaching'. About 30 % of the course is 'negotiated topics', i.e. students present useful practices and the whole group discusses the advantages and drawbacks.

EKATERINA ALEKSEEVA

Development of Entrepreneurial Way of Thinking in the English Lessons

Pskov Linguistic Gymnasia, Russia

Nowadays school and university have faced the fact that they need to prepare the students for rapidly changing reality, to teach them how effectively and successfully to fit in and integrate into socio-economic, political and cultural processes in the region. Traditional schooling is becoming less interesting for young people, which leads to the problem of low motivation and as a result low social quality of new generation. The purpose of this presentation is to lay out the problem of education modernization and show how important it is for the teachers to create all possible conditions for the students to be ahead of any changes.

The author suggests a new approach to working out special courses aimed at developing innovative, creative, and entrepreneurial thinking. The presentation will cover the opportunities, pedagogical conditions and technologies necessary to build up the entrepreneurial, critical and creative ways of thinking in the English lessons. The English language serves as a model of risk situation and uncertainty which stimulates the searching activity and makes students find non-standard and efficient solutions to various problems. The author will demonstrate how English lessons can help develop subject, social and personal competences.

The model to develop entrepreneurial thinking is comprised of three main components: motivation, critical thinking and creative thinking.

To develop entrepreneurial thinking it is essential to realize several pedagogical conditions among them being steady motivation, attractive content, inter-subject communication of a teacher and students and others.

As for the methods and technologies, the presenter will show the most effective ones (for example, the method of “real stories”, “problem situations”, “group competition”, “personal trail”, “business game”, “Choice” program, the Debates program, mind maps, projects, case studies, etc.) and how they can be used in the English lessons.

VERA NESTEROVA, PhD

Practical Applications of CLIL: Materials Selection and Lesson Planning at Post-Graduate Level

Karelian Research Centre, Russian Academy of Sciences, Russia

It is well-grounded today that CLIL is a life-long concept that embraces all sectors of education from primary to adult (D. Coyle). In the case of post-graduate level, it seems to be most appropriate. The paper describes the difficulties in choosing the teaching programme to prepare post-graduate students of various scientific specialities for English Candidate exam (PhD), which is one of their obligatory examinations.

Firstly, the presenter dwells on the aspects of education in the Russian Federation by telling that nowadays it is unlikely possible to make changes in the state school curriculum and apply CLIL by “breaking curricular boundaries through teaching other subjects” even “through another language for a specific period of time”, as suggested by D. Coyle in Green 2000. The only way of using CLIL potentials is to organize extra-curricular classes for all those interested. Luckily, we are allowed to develop syllabuses for our post-graduate students to achieve the goals of post-graduate education: to understand scientific literature (translation with a dictionary, render part of a scientific article in English), discuss own research, describe laboratory experiments, fieldwork, publications, write abstracts, etc.

Secondly, the presentation considers the CLIL principles (4Cs) as applicable to the post-graduate level and their importance for enabling our students to learn in a foreign language, develop learner strategies and communicate effectively with their colleagues and peers, and become members of a world-wide scientific community.

Thirdly, the paper deals with the principles of selecting materials by giving the programme “History of Science” as an example. The programme has been developed by the author jointly with a colleague, L. Barskaya, on the basis of the Internet seminar “The Scientific Article: From Galileo’s New Science to the Human Genom” by Joseph E. Harmon and Alan G. Gross (<http://fathom.lib.uchicago.edu>), and other Internet resources.

Lastly, some task examples of the unit demonstrate the approach to CLIL lesson planning at the Department of Foreign Language Teaching and Translation of the Karelian Research Centre of the Russian Academy of Sciences.

DEBORAH CAIN, MA, ELF

Environmentalism in the Classroom: Encouraging Students to Be Green

University of East Sarajevo, Bosnia and Herzegovina / USA

In today's world, it is essential that we learn how we affect the environment. Teachers can encourage such learning by including environmental studies in their classrooms. An effective environmental education curriculum promotes interest in and engagement with the natural world as well as encouraging students to employ problem solving skills that can be applied in real situations. Well-informed young learners are essential to finding future solutions to the complex issues currently threatening the health of our water, land, air, wildlife, and economy.

This practical workshop is aimed at teachers who have little or no experience exploring environmental issues in their classrooms as well as teachers who have taught environmental education before who want to gather additional classroom ideas. Participants will explore the “whats”, “whys”, and “hows” of environmental education as well as learn how to set up a classroom that explores various issues related to “green learning”. At the end of this workshop, participants will walk away with a greater understanding of the basics of environmental education as well as gain some new ideas for environmentally themed short- and long-term activities.

LYUBOV TSILENKO, PhD

Creative Synergy as a Source of Motivation When Training the New Generation of Expert

Tambov State Technical University, Russia

The issue of the successful acquisition of English is complex and the hardest part to students of technical university. In order to examine English language motivation to context of a new generation engineering training, it is necessary to explore a number of factors which contribute to the way in which English education is conducted in modern society. In recent years mass media are replete with references to informatization, intellectualization, and globalization. Influences of globalization are multi-dimensional, having large social, economic, political and educational implications. Education has always been an arena that reflected the current trends in the common economic, politic, or culture of any society. The academic model of the years to come is orientated at goals of sustainable development and shall be an outstripping educational system. As a result of dynamic social, economic and educational changes of the society the image of expert has to be changed. A new generation expert should be able to actualize his ideas, concepts and meanings on receptive as well as creative levels in audio-visual, graphic or some other format in English. The importance of learning English cannot be overstated in an increasingly interconnected and globalized world. The necessity to learn English is evidence. We think that the most acceptable method of teaching should be based on principles of synergetic phenomenon. Synergetic as an interdisciplinary research field has far going applications to learning of technical disciplines in English. Those who do support an integrative approach to language study are usually more highly motivated and overall more successful in language learning. The synergetic focal point is that English is not taught as a subject separated from the technical subjects, instead, it is integrated into a subject matter area important to the learners. As a matter of fact, the synergic aspect combines subject matter and English language teaching. Such combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases their motivation.

**PARALLEL SESSIONS
NOVEMBER 2, 2012**

HELMUT MAIER

Can you Explain Traffic Lights? – How Children Explain their World in their First Written Texts

Pädagogische Hochschule Steiermark, Austria

A research project of former days (“the hedgehog-stories”) about the first written scientific essays came to the following results: every kind of writing comes out of oral communication; children develop their scientific writing (technical terminology) in steps; the first scientific texts are narrative stories, which refer back to individual experiences; generally valid statements derive from individual cases.

The following project was about traffic-lights: Children from the 1st grade up to the 4th tried to explain the term traffic lights in some written sentences. The paper-presentation at the Narva International Conference provides the results of this recent project and gives answer to the central questions in the wide range between description and explanation: What kind of strategies do children use? Are there steps of competence (steps of abilities) that show a development in writing technically oriented texts? Is there a difference between children, who write in native or in the second language?

Maybe the results can help teachers to find the right words, the right formulation for their own texts they use within teaching scientific matters.

SERGEY KHROMOV, PhD

Integrated English Language E-teaching and E-learning – Blended Learning and Teaching Model (for Russian Students Studying Linguistics at the Moscow State University of Economics, Statistics and Informatics)

Moscow State University of Economics, Statistics
and Informatics (MESI), Russia

The presentation deals with the blended model of teaching and learning English and other theoretical linguistic subjects (including traditional model and e-learning model) at the Department of Linguistics and cross-cultural communication of the Moscow State University of economics, statistics and informatics (MESI). The author considers the opportunities of the Virtual MESI-University campus – forums, blogs, tests, virtual exchange of files, presentations, e-lectures and e-books, different student written works. The virtual University campus acts as an educational domain with a system of scores and reviewing. But it functions as a subsidiary form to the traditional English language learning and teaching (face-to-face teaching). So there two fields – traditional and virtual which support each other. So the key-points are – 1) which new student competences, skills are developed here 2) which new teacher competences and skills are developed here 3) which new forms of educational process are presented here. The author would like not only to demonstrate how it works using virtual MESI resources . This model of learning and teaching is a new trend in a computer oriented didactics and some theoretical ground should be forwarded.

WILLIAM B. SIMONS, PHD

Teaching Foreign Law in English: Notes from the Field

Centre for EU-Russian Studies (CEURUS), University of Tartu, Estonia

Teaching in a foreign language about topics which are ‘soft’ rather than ‘hard’ is still hard. One (or is it: ‘the’?) prime example is law. So, physics, for example, there is usually a one-to-one equivalent; on the other hand, in law (is it ‘pravo’ or ‘zakon’, ‘gesetz’ or ‘recht’?), this often is not the case.

But in the past, this was a minor nuisance. Law was taught in the language of the jurisdiction in which the law school was located. And this made sense; the lion’s share of economic transactions was under the simple framework: domestic law controlling domestic transactions.

However, in recent decades, transactions (sales and investments) are more and more transnational (multi-jurisdictional). At least a basic knowledge of the legal systems of other jurisdictions is required for a lawyer who seeks to advise her client in as comprehensive a fashion as possible (and not risk losing her client to ‘the competition’ because her knowledge and experience might be limited to a single jurisdiction).

Yet, attention to teaching foreign law in other languages (to start with, at least in English) is a subject which, alas, often remains in the ‘academic shadows’. Perhaps this is because, nowadays, people expect instructors to be fluent in a number of languages; or perhaps it is because too much is expected of an individual instructor and too few resources are offered to her to fulfill the tasks at hand.

This presentation is by a native-speaker of English with significant teaching experience in law in two languages (English and Russian) and a graduate degree in Russian language and literature. The idea of the presentation is not only to share experience from the legal field but, also, to acquire ideas from the experiences of those teaching English as the subject rather than as a medium. The goal is to consider the optimal tools for teaching foreign law in English (including when the foreign law is not an English-language jurisdiction) -- both from the point of view of the instructor and naturally, from that of the students.

IRINA PETROVA, MA

Strategies for Successful Organization of Independent Work

Virumaa College of Tallinn University of Technology, Estonia

Autonomous learning, distant courses, independent study skills, life-long education, and other related concepts have been buzzwords for quite a while. Unsurprisingly, the amount of homework at schools and universities has been increasing to such an extent that now there are subjects that are acquired partially or completely outside the classroom without the physical presence of the teacher. Studies show that courses conducted via the Internet can be as efficient as traditional learning. However, in case of students with initially low levels of motivation for self-study or lack of self-discipline, additional effort and trick are required on the teacher's part to "help" the students practice in a language regularly. The aim of the talk is, thus, to discuss possible ways of maintaining learners' engagement throughout the course. The first part of the presentation will look at some motivational strategies that contemporary online language learning services and courses employ to attract possibly larger audiences. The second part will report on the finding of a recent survey conducted at Virumaa College of Tallinn University of Technology revealing students' opinions about what motivates them to study independently harder and more regularly.

OLGA LUCHKA, MA

Raising Students' Motivation within the EFL Class through Multiple Intelligences Teaching Strategies

Narva Kesklinna General Secondary School, Estonia

Over the centuries numerous educators, both theoreticians and practitioners, researched an immense field of pedagogy, looking for the best modes of teaching to meet the needs of learners. The 21st century is not an exception; moreover, it appears to be a challenge for teachers to recognize the realities they face nowadays.

At present there is a tendency that schooling in general in the process of English language acquisition draws mostly on the linguistic intelligence. Students are put under conditions of a regular language class where all the process of learning is aimed at achieving good academic results, doing standardised tests or performing satisfactorily on the state examinations in order to let the school to survive in the world of high competitiveness. However, the spectrum of human capabilities to be nurtured and ways to be taught is much broader.

One of the main aims of education is to foster an individual as a successful member of the modern society with well-developed social skills who is aware of his or her personal strengths and weaknesses as well as responsible for their development in future life. In other words, this narrow approach to learning focused mostly on students' linguistic faculty ignores students' wide range of intelligences, hence, deactivates their motivation in the process of learning English.

The implementation of Howard Gardner's theory of multiple intelligences in an educational terrain may lead a teacher, who seeks modes to activate his or her students' motivation, to the following findings:

- Students feel more confident when they are aware of their strongest intelligences.
- Students become more conscious about the studies when they know their own preferable learning styles.
- Students like their strengths to be addressed by the teacher.

- Students become more active participants in class when new material is presented in different ways according to their favourable ways to be taught.
- Students like to be assessed through the process of learning.
- Students become more responsible for the result of learning when they choose the way to be assessed.

Multiple intelligence teaching strategies can serve as an effective tool for a teacher to raise students' motivation for learning in the EFL classroom.

NINA RAUD, PhD & ANNA GOLUBEVA, MA

Research in the EFL University Class: Contract Form

Narva College of the University of Tartu, Estonia

The presentation will discuss experiential learning and contract work as a part of research activities in the EFL university language class from different points to reveal their potential for problem-solving teaching in an English language class. Both aspects – the subject matter and the student’s individual pace of learning and his/her identity – are taken as basic points while developing research activities on the contract basis for university students of ESL. The most important advantage of contract work is believed to be the one when students themselves determine both the duration and the order of various tasks, thus contributing their identity as learners to the successful English Language learning.

NICOLETA-ILONA TERESCENCO & GEORGIANA CIBOTARU

Who is Afraid of Blended Learning?

Liceul Tehnologic Transporturi Cai Ferate Galati, Romania

Blended learning challenges teachers of English to adapt their teaching strategies to the web-based tools available nowadays. Merging the traditional classroom setting and the web together creates a proper environment which meets a variety of learning styles and provides a more exciting learning experience for students and teachers alike.

The goal of this approach is to combine the best aspects of both face to face and online instruction so that we could engage students in advanced memorable interactive learning experiences. Thus, an online practice portion provides students with multimedia-rich content and raise their awareness of actively taking further steps towards their self-development.

Furthermore, the fact that the present generation of students are increasingly more diverse than ever before, requires teachers to tailor their course according to the latest media tools. Web resources and course management systems offer a learning environment where students are actively engaged, potentially learning more efficiently than in a traditionally classroom.

On the other hand, creating high-quality blended instruction can pose considerable challenges to teachers. Online material development is indeed a time and labour intensive process but once you contribute to an online platform, you discover that it is worthwhile and refreshing for your teaching routine.

Consequently, maximising success in a blended learning initiative requires a carefully-planned and well-supported approach that includes both learner support and ongoing formative and summative assessment.

TAMARA GORDINA

COMENIUS Project as Means of Diversifying Teaching Practice

Pärnu Vene Gümnaasium, Estonia

Comenius project is an up to date approach to language learning. Participation in the Comenius project gives students a wonderful possibility to practice and improve their English, use the knowledge acquired in the classroom in the real life. Thanks to the students exchange which is an obligatory part of the project students can meet their peers from different European countries. It greatly enlarges their horizons. They learn a lot about their peers` lifestyles and can make sure that young people all over Europe have a lot in common despite their differences. Comenius project helps students become more tolerant and learn about other cultures and countries. Students improve their ICT skills which are crucial today. In addition, students improve their social skills like working in a team and taking responsibility, finding a compromise and a way out of a difficult situation, giving talks in front of the public and acting on stage. All these make children more confident and provide them with basic life skills and competences necessary for personal development, future employment and active citizenship.

Comenius project has a good impact not only on the students but on the teachers as well. Teachers start learning English and improve their ICT skills. Project activities help teachers use new educational approaches where the teacher is not an instructor but a coach for the students. Teachers do not only teach in the classroom but outside of it in the real life which is more precious as it enriches both students` and teachers` experience. The relationships between teachers and students become much better. In fact, the project has a positive impact on the whole educational establishment, motivates and encourages students to learn English in the new and friendly educational environment.

PILLE LILLE, MA AND OLGA OREHHOVA, MA

From Self-Reflection to Self-Perfection: Coaching CLIL Teachers to Great Work

Narva College of the University of Tartu, Estonia

The presentation will focus on practical experience of coaching used at Narva College Coaching Centre for CLIL teachers. Such Centers (4 in total) were created in 2008 in cooperation with the Estonian Ministry of Education and Estonian Integration and Migration Foundation. Since 2008 they have supported CLIL teachers all over Estonia and nowadays due to the new National Curriculum, which places great importance at using CLIL methodology, the Coaching Centers work with all interested teachers. Narva Centre has special importance due to the considerable number of CLIL schools in the region and is actively working with CLIL teachers and monitoring their training needs, offering relevant training.

The focus will be placed on some practical CLIL coaching methodologies. The participants will have a chance to take part in a group coaching session on the basis of their own professional needs. As a result every participant can recognize their areas of professional development and compile a hands-on plan of further work as a CLIL teacher. The session will also provide the overview of the structure and activities of the CLIL Coaching Centre in Narva, share its good practices and present some pitfalls. Thus the participants will have concrete methodologies that can be used at their institutions for the development of CLIL teachers.

ENE PETERSON, MA

How to Help Students Become Successful 21st Century Language Learners

Virumaa College of Tallinn University of Technology, Estonia

We have entered a digital era. The field of language education is changing at an ever-increasing rate. We have moved from teacher-centred classrooms into individualized, student-centred virtual classrooms. Learning can happen everywhere, at any time. The generation of New Students (the so-called the Net Generation) has passed and is passing through our classes. Educating the Net Generation is a privilege and a challenge.

This workshop is intended to stimulate discussion, provoke thought and involvement in hands-on activities. We have a look at global trends in language learning in the 21st century: what's out, what's in, from where might next developments come. Twenty-first century students are tech-savvy, worldly and quick to shrug off what cannot be proven. They expect a great deal of us, just as we do of them. But do they always meet our expectations?

During the workshop we brainstorm digital skills that are required as by students as by teachers in the 21st century. We offer tasks on how to identify learner's skills, learning styles and resources, make learning intensely pleasurable and motivating enough for the learner to put up with its hardships, and as a result become a successful language learner. Participants will have the opportunity to be involved in hands-on interactive learning activities that work across various levels combining a face-to-face (F2F) classroom component with an appropriate use of technology in and outside the language classroom. The activities include tasks for developing as the receptive (listening and reading) as well productive (writing and speaking) skills beginning with the use of word processing and presentation software up to social networking tools and m-learning technologies.

MARGIT KIRSS

European Language Portfolio -a Possibility or a Must?

Viljandi Kesklinna Kool, Estonia

European Language Portfolio has been around for some time already. We, as teachers have certainly heard about it, and maybe used it to some extent; however, it seems more like a burden on our shoulders rather than a useful and creative tool in our language classroom. So, in this workshop we will try together to find the features that makes ELP voluntarily the perfect companion for students and teachers.

LISA HUNDLEY, MA, ELF

'Seattle Writes': Using Student-Created Poetry in the Language Classroom

University of Tuzla, Bosnia & Herzegovina/ USA

This workshop will feature a lesson plan that can be conducted in a variety of settings and situations to elicit meaningful language through learner-composed poems. The session is based on the "Seattle Writes" civic poetry contest and lesson plans by 2009 Poet Populist Mike Hickey. By participating in this lesson, learners activate creativity via two writing warm-ups and then formulate and share one-of-a kind poems on the theme 'neighbors'. The medium of poetry should underscore that learners from a diversity of backgrounds, levels and situations can produce meaningful, enjoyable text in a foreign language. Workshop participants will be given a lesson plan and material that can be implemented immediately for a variety of ages, levels, teaching goals, and availability of resources. Finally, implications for future classroom research and materials design will be discussed.

ERINN STRUSS, MA, ELF

The Social Homework: A Comparison of Students' Handwritten and Facebook ESL Compositions

Shumen University, Bulgaria/ USA

Lower level EAP (English for Academic Purposes) students often handwrite or type compositions for class and submit them in paper form. A growing number of instructors are also employing course management systems and computer-mediated communication tools, such as Facebook, for community building, as incidental learning environments, and for assignment posting. The presenter will share her experience using Facebook as a writing tool in an intermediate reading and writing EAP class at an American language school. She will lead discussions comparing handwritten texts and those written on Facebook as well as share her own findings from her small, action research study. Participants will discuss the implications of the academic uses of Facebook and other social networks for instructions and ideas how to use social networking with their students.

SOCIAL PROGRAMME

Opening Reception

Thursday, November, 1, 19.00–21.00, Narva Castle

Narva city sightseeing tour

Saturday, November, 3, 10.00–12.00

SPEAKERS

Fabrizio Maggi

From Scaffolding to Peer Tutoring by Means of Web 2.0 Tools
University of Pavia
Italy

Enn Veldi, PhD

Teaching how to Use Dictionaries Better
University of Tartu
Estonia

Galina Maslova, PhD

University Language Area as a Factor that Enhances the Efficiency of
Students and Staff Mobility
Pskov State University
Russia

Nina Nikonova, PhD

English in the Classroom: an Overview
Pskov State University
Russia

Palina Mahilina

Teaching English Literacy with International Primary
Curriculum: Gains and Challenges
International School Olomouc
Czech Republic

Ülle Türk, MA

Writing for Examinations and Writing for Life: is there a Contradiction?
University of Tartu/ Estonian, Defence Forces
Estonia

Kristiina Jokinen, PhD

Multimodal Interaction in the Context of Foreign Language Learning
University of Tartu
Estonia

Éva Ujlakyné Szűcs, PhD

Teaching and Learning to Teach English to Young
Learners in Hungarian TEFL Teacher Training
Institute of Modern Languages, University of Kecskemét
Hungary

Ekaterina Alekseeva

Development of Entrepreneurial Way of Thinking in the English Lessons
Pskov Linguistic Gymnasia
Russia

Vera Nesetrova, PhD

Practical Applications of CLIL: Materials Selection and
Lesson Planning at Post-Graduate Level
Karelian Research Centre, Russian Academy of Sciences
Russia

Deborah Cain, MA

Environmentalism in the Classroom: Encouraging Students to Be Green
English Language Fellow,
University of East Sarajevo
Bosnia and Herzegovina/ USA

Lyubov Tsilenko, PhD

Creative Synergy as a Source of Motivation When
Training the New Generation of Expert
Tambov State Technical University
Russia

Helmut Maier

Can you Explain Traffic Lights? – How Children Explain their World in their First Written Texts
Pädagogische Hochschule Steiermark
Austria

Sergey Khromov, PhD

Integrated English Language E-teaching and E-learning - Blended Learning and Teaching Model (for Russian Students Studying Linguistics at the Moscow State University of Economics, Statistics and Informatics)
Moscow State University of Economics, Statistics and Informatics (MESI)
Russia

William B. Simons, PhD

Teaching Foreign Law in English: Notes from the Field
Centre for EU-Russian Studies (CEURUS), University of Tartu
Estonia

Irina Petrova, MA

Strategies for Successful Organization of Independent Work
Virumaa College of Tallinn University of Technology
Estonia

Olga Luchka, MA

Raising Students' Motivation within the EFL Class through Multiple Intelligences Teaching Strategies
Narva Kesklinna General Secondary School
Estonia

Nina Raud, PhD and Anna Golubeva, MA

Research in the EFL University Class: Contract Form
Narva College of the University of Tartu
Estonia

Nicoleta-Ilona Terescenco & Georgiana Ciobotaru

Who is Afraid of Blended Learning?

Liceul Tehnologic Transporturi Cai Ferate Galati

Romania

Tamara Gordina

COMENIUS Project as Means of Diversifying Teaching Practice

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