RECONSIDERING THE PRACTICE OF CLIL AND ELT

March 19-20, 2015, Narva, Estonia

ABSTRACT BOOK

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RECONSIDERING THE PRACTICE OF CLIL AND ELT

5th INTERNATIONAL ELT/CLIL CONFERENCE

March 19-20, 2015, Narva, Estonia

ABSTRACT BOOK

TARTU ÜLIKOOL
NARVA KOLLEDŽ
1632

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CONFERENCE PROGRAMME
MARCH 19, 2015

10.30–12.00	Registration, coffee
12.00–12.30	Welcome speeches Aet Kiisla, Director of Academic Affairs of Narva College of the University of Tartu Bradley A. Hurst, Public Affairs Officer, U.S. Embassy in Tallinn Eduard East, Mayor of Narva City Niina Raud, Chair of the Conference Organising Committee
12.30–13.30	**Plenary session I** English as the 21st Century Skill Piret Kärtner, Estonia. Estonian Ministry of Education and Research, Head of Language Policy Department The Ceremony of the European Language Label Award 2014 Estonian Ministry of Education and Research; Archimedes Foundation
13.30–14.30	**Plenary session II** CLIL in the Foreign Language Classroom Michael Byram, UK. Professor Emeritus at Durham University, Guest Professor at the University of Luxembourg
14.30–15.30	Lunch
15.30–17.00	**Conference continues in parallel sections**
Section I	English Language Teaching and Learning (ELT)
Section II	English Language Teaching and Learning (ELT)
Section III	Content and Language Integrated Learning
Section IV	Content and Language Integrated Learning
17.00–17.45	Closing session with a round-up of work in parallel sections
18.00–21.00	Reception in Narva College

CONFERENCE PROGRAMME
MARCH 20, 2015

09.30–10.00	Coffee, registration
10.00–10.45	**Plenary session III** What is English? Enn Veldi, Estonia. Associate Professor, Department of English, University of Tartu
10.45–11.30	**Plenary session IV** What's in it for me? A Complete Guide to RELO for Teachers Gergo Santha, Hungary. Regional English Language Office for Central and South-eastern Europe, U.S. Embassy, Budapest
11.30–12.15	**Plenary session V** Developing Intercultural Sensitivity as a Principle of Foreign Language Teaching Galina Maslova, Russia. Associate Professor, Dean of the Foreign Languages Faculty, Pskov State University
12.15–12.30	Coffee break
12.30–14.00	**Conference continues in parallel sections**
Section V	Content and Language Integrated Learning
Section VI	English Language Teaching and Learning (ELT)
Section VII	Teacher Training for Multilingual and Multicultural Schools
Section VIII	Content and Language Integrated Learning
14.00–15.00	Lunch
15.00–16.30	Conference continues in parallel sections
Section IX	Foreign Language Teaching and Learning
Section X	Foreign Language Teaching and Learning
Section XI	Teacher Training for Multilingual and Multicultural Schools
Section XII	Teacher Training for Multilingual and Multicultural Schools
16.30–17.30	Conference closing session with a round-up of work in parallel sections

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, 2012), which is organised by Narva College of the University of Tartu in partnership with the U.S. Embassy in Tallinn.

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 good practices of teaching English and teaching in English.

There are three key conference sub-themes which are going to be discussed during the work of the conference parallel sessions. 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

THE CONFERENCE ORGANISING COMMITTEE

Organising Committee:
Niina Raud, PhD, Chair
Olga Orehhova, MA
Žanna Razinkova, MA
Kristjan Klauks, MA

ABSTRACTS

PLENARY SESSIONS

PIRET KÄRTNER

English as the 21st Century Skill

Head of Language Policy Department,
Estonian Ministry of Education and Research, Estonia

The school of the 21st century is different from the ones of the past centuries. English is still English though the understandings of its essence, role and application have changed. This brings along the need to re-assess the role and activity of language teachers and adapt teaching to the changed environment. The number of lessons most likely will stay the same whereas there is room for increasing the efficiency of instruction and better use of language environment. Raising language awareness, exploiting CLIL and wider use of ICT should become a part of every English classroom. English should become a tool for learning in general rather than be a subject in the curriculum.

MICHAEL BYRAM

CLIL in the Foreign Language Classroom

Professor Emeritus at Durham University,
Guest Professor at the University of Luxembourg, UK

CLIL usually takes place in subjects other than 'foreign languages' but Foreign Language Education (FLE) could also take advantage of some of the gains of CLIL. In this case, what would be the 'content' — and what 'content' would it replace? Traditionally, the 'content' — in addition to language and linguistic competence — has been knowledge about a country/Landeskunde/civilisation. Intercultural FLE has developed this tradition further, to include competences beyond 'knowledge', the skills of the 'intercultural speaker'.

An alternative — and the next step from intercultural FLE — is to introduce principles and content from citizenship education, but to modify them to become principles of 'intercultural citizenship'. I will give some examples of this development and locate it within the wider educational context where education systems are used to 'bend the will of the young to the will of the nation' (Kedourie). Foreign language education has the potential of being the Archimedean lever to lift the world of national education into internationalism.

ENN VELDI

What is English?

Associate Professor, Department of English,
University of Tartu, Estonia

The presentation will focus on some of the characteristic features of the English language that constitute its very essence. What is striking is how much English has changed in the course of its 1500-year history. It started as a Germanic language with a rather homogeneous word stock. Old English was highly inflected and is characterized as a language with full endings. Middle English, on the other hand, is already a language with reduced endings. Also, English becomes heterogeneous, that is, it starts to combine Germanic and Romance word stock. Perhaps this combination is one of its strengths; as a result, English developed extremely rich synonymy, which is difficult to master. Modern English is a language with lost endings. However, what is new is that Modern English becomes a pluricentric language, that is, it has multiple standards. The history of American English is about 450 years long; as of now English has two global standards — British and American English. Thus, it means that in order to be an expert user of English, one has to master the intricacies of English as a heterogeneous and a pluricentric language. The presentation will devote some time to show some recent corpora that enable us to explore Modern English.

The last section of the presentation will focus on methods of word-formation, such as conversion, back-formation, clippings, and blends, and their significance for the study of English.

GERGO SANTHA

What's in it for me? A Complete Guide to RELO for Teachers

Regional English language Office for Central and South-eastern Europe, U.S. Embassy, Budapest, Hungary

The Regional English Language Office (RELO) for Central and Southeastern Europe, based in Budapest, offers a range of programs and resources for both teachers and learners of American English and culture. During this session, participants will be introduced to RELO's teacher exchange programs, some of our teacher training programs and grant opportunities, as well as a wealth of free books, journals, games, mobile apps, and audiovisual materials for educators and students.

GALINA MASLOVA

Developing Intercultural Sensitivity as a Principle of Foreign Language Teaching

Associate Professor, Dean of the Foreign Languages Faculty, Pskov State University, Russia

It is a proved fact that efficient foreign language teaching and learning is successful only within the intercultural educational paradigm. The importance of developing intercultural communicative competence is manifested by the fact that there is a variety of notions used by researchers: "cross-cultural competence", "socio-cultural competence", "critical cultural awareness", "multicultural competence", and many others to describe this concept. The author of the presentation is focused on the notion "intercultural sensitivity" and offers the interpretation of this notion in the context of foreign language teaching to secondary school students and students of the bachelor degree program "Theory and Practice of Intercultural Communication".

Having analyzed secondary school textbooks and the results of students' questionnaires, the author offers methods and techniques that enable foreign language teachers to enhance their classes with more intercultural activities on the topics in focus.

PARALLEL SESSIONS
MARCH 19, 2015

ALIEL CUNNINGHAM

Interactive Transcripts for ELT Classes in Pronunciation Training and Listening Assessment

Director of MA TESOL program, LCC International University, Lithuania

Video interactive transcripts are a fairly new technology to be available to the ELT classroom. This presentation seeks to highlight the potential uses of interactive transcripts for raising awareness of prosodic and pronunciation patterns for students and instructors as well as offering a platform for individual practice and training. Interactive transcript also can serve as assessment tools — both for classroom and self assessment. MIT has been one of the forefront users of interactive transcripts as a part of their online "OpenCourseWare" system. After soliciting feedback from their students — both L1 and L2 English speakers, they received very favorable reviews as to how helpful interactive transcripts can be for listening purposes. "Understanding English as a Second Language" was listed in the top 5 benefits of the interactive transcript option made available throughout the online course. A main focus of this presentation will be to highlight ways to use lectures found on "ted.com".[1] This resource is particularly useful for ELT classrooms because of the wide variety of topics available and the interactive transcripts that are becoming more and more available through this venue. The presenter will discuss the benefits of interactive transcripts for English language learners and demonstrate ways that this resource can be used for a variety of pronunciation and listening tasks and assessments across different subjects and disciplines.

1 www.3playmedia.com/customers/case-studies/mit-opencourseware/[retrieved February 11, 2015]

EVI SALUVEER

English with the Beatles

Lecturer, University of Tartu, Institute of Education, Estonia

What could better relate to people's moods, interests and way of life than songs. Being a combination of music and language, songs also make a valuable tool for foreign language teaching. They are abundant in interesting themes, authentic expressions as well as memorable language structures. What is more, students regard songs as part of entertainment rather than work, which makes learning English through songs amusing and more relaxed. In this practical workshop various ways of exploiting the Beatles' songs are discussed and tried out.

LYNN ZIMMERMAN

Integrating Content Learning and Writing Skills with Four Square

Professor, English Language Fellow, Aleksander
Xhuvani University, Albania/USA

The traditional way of teaching English, or any foreign language, has involved language activities related to topics about everyday life. Talking about what you did with your friends over the weekend or describing your hobbies have been stand-bys. These topics and activities still have a place. However, in today's world English teaching needs to go beyond the everyday, and teachers and programs should promote English learning that prepares students for the 21st century by integrating content knowledge into lessons. Whether teaching young learners about recycling, teens about social media, or adults about international business, learners need to be able to speak and write about various types of content.

One way of extending the range of content instruction in English is by designing writing activities that integrate content objectives and language objectives. The Four Square Writing Method can be used with all age groups and any content to scaffold writing activities which develop writing skills. This workshop will give participants a chance to practice various stages of the Four Square writing process and discuss how they can use it for their students.

ENE PETERSON

Teaching and Studying Online: Best Practices, Resources and Activities for Developing Listening Skills

Lecturer, Virumaa College of Tallinn University of Technology, Estonia

Listening is an important language skill to develop not only in terms of foreign language learning. Listening is a key to all effective communication in our everyday and professional life. In spite of its importance, second language learners often regard listening as the most difficult language skill to learn. Developing listening skills comes "naturally „for some students, but with great difficulty for others. Though listening ability is one of the important skills in foreign language learning, there has been relatively little research in this specific area. Underwood (1989) and Hamouda (2013) bring out several obstacles to efficient listening comprehension, e.g. the speed of delivery, limited vocabulary, poor knowledge of grammar, lack of contextual knowledge, the inability to concentrate, inability/forgetting to apply listening strategies, problems with certain learning habits, such as a wish to understand every word, problems pertaining to length and difficulty of materials, etc. How can teachers help their students overcome their listening comprehension problems?

Why not use the resources available online? We have entered a digital era where teaching/studying online is no longer a novelty. The use of online resources in teaching brings new challenges, new skills for both teachers and learners, and a new literacy. The workshop addresses busy teachers who feel that CD that comes along with the course book is not enough to really boost students` listening comprehension, and who agree that teaching listening doesn't have to be dull. The workshop is intended to stimulate as discussion as involvement in hands-on-activities. How to get an access to the goldmine of online listening materials? How to encourage students to use resources available on the Internet?

Effective listening does not just happen. Access to up-to-date materials via the Internet makes the life easier for busy teachers and motivating for students because developing listening skills can happen everywhere and at any time. In the workshop we will introduce a number of online resources, e.g. online listening labs, audio and video resources, movie and speech databases, talks, songs, podcasts, vodcasts, webcasts). Moreover, we introduce the best practises of conducting engaging lessons and techniques providing a good foundation for becoming effective listeners.

ROB METCALF

Sub-skills: the Key to Unlocking Texts

Author, Macmillan, UK

As proficient speakers, we use subskills like skimming for gist and listening for specific information all the time. Subskills allow us to get what we need from a text quickly and efficiently. But despite their importance, most course books tend to focus on just a few common examples. In this workshop we'll look at how teaching subskills systematically can help our students understand a wide range of different text types. We'll also look at how to add a subskills focus to any receptive skills lesson, and at how subskills can help us choose and prepare supplementary material.

STEVE LEVER

Learning to Read & Reading to Learn

Senior English Language Teaching Consultant, Express Publishing, UK

CLIL has recently been reappearing on conference schedules around the world. This would seem to indicate that teachers are re-examining the benefits this approach to language teaching can bring.

It would be fair to say that mainstream interest in CLIL had dropped off for a while. Many teachers, it seemed, could not surmount some of the practical (and very real) difficulties involved in setting up a whole CLIL programme. However, as teachers increasingly try to explore the connection between language learning and real language use, there is renewed interest in techniques that can help learners use what they learn in a meaningful and motivating way.

In this session, we examine how we might use 'soft CLIL' in the classroom. This approach makes use of the content/language connection, but via the language classroom, not the whole school. We will look at how to handle it and what we might expect it to produce.

GRETCHEN KETNER

From Reading to Understanding to Taking Action: Engaging with Social Issues through Fiction

English Language Institute Director, LCC
International University, Lithuania

Novels and short stories can provide our students with a rich authentic experience of English. But what if students are not familiar with background information that will help them to understand the story? And fiction often raises important questions about current issues and ideas. Can we encourage our students to act on their learning? This workshop will explore ways to help students build the content knowledge they need to understand a work of fiction and consider whether it is possible to help students take action in response to their reading and learning. The presenter's experience teaching a young adult novel to university-age Intensive English students will form the basis for considering these questions.

MEERI SILD

ICT for Language Teaching

Teacher of English/Educational technologist,
Tallinna Lilleküla Gümnaasium, Estonia

In today's changing world we should consider the role of technology and the needs of our learners. The hands-on workshop will focus on the use of ICT for language teaching and will provide examples of different WEB 2.0 tools and mobile applications for teaching and learning.

PARALLEL SESSIONS
MARCH 20, 2015

ÜLLE TÜRK

Assessment Issues in CLIL Classrooms

Lecturer, University of Tartu, Estonia

David Marsh (2002) has defined Content and Language Integrated Learning (CLIL) as "any dual-focused educational context in which an additional language, thus not usually the first language of the learners involved, is used as a medium in the teaching and learning of non-language content. It is dual-focused because whereas attention may be predominantly on either subject-specific content or language, both are always accommodated." This dual focus creates particular challenges for assessment. The questions teachers often ask include: what to assess — language or content or both? How should assessments be carried out? Who should do assessing? Llinares et al (2012:280) have argued that "Assessment is not something that comes after instruction, but is an indispensable part of instruction. It is by thinking about assessment that we really start to sharpen up our idea of what CLIL is about and the role of language within it". Thus, assessment should be planned early on in the course to ensure that it aligns with the course objectives and teaching. Formative assessment practices, in particular, have been recommended for CLIL classrooms. At the same time, assessment in CLIL must meet the same quality criteria as assessment in traditional educational contexts: it must be valid and reliable, fair and feasible. The presentation will discuss what these qualities mean in CLIL contexts, will consider the balance between language and content in CLIL assessments and will look at some assessment practices that have been found to be particularly effective for CLIL.

URVE LÄÄNEMETS and SULEV VALDMAA

Integrated Reader on Estonia – an example of CLIL

Assistant Professor, Estonian Academy of Music and Theatre
Head of the UNESCO Chair and Civic Education
Centre, Jaan Tõnisson Institute, Estonia

The new National Curriculum for Estonian upper secondary schools 2010 triggered the need for updated study aids. The first two courses of the syllabus for learning English as well as other foreign languages prescribed the topics related to Estonian culture, but there was no such textbook or other material available. The aim of the project was to compile an integrated reader covering the themes mentioned in the syllabus and providing information on different spheres of life. The selection of the material is based on the general concept of culture as a way of life, which allows to introduce a wide variety of phenomena as well as people and history.

The second aim of the project was to develop different skills students badly need, and namely, thinking skills, skills of self-expression in discussions and group work. Accordingly, the best field of integration was between English and civics. The themes of civics were offered as questions and recommendations for activities after texts. The texts for the reader were compiled by well-known Estonian specialists in their respective fields (Rein Veidemann, Tiia Järg,Allan Puur), media materials, interviews (with Urmas Paet, Mihkel Koel, et al). Also, young people made nice contributions (Liis Lemsalu, Pärts Uusberg, et al). Doris Kareva gave one of her best poems in Estonian and English translation, and so on. We are really grateful to all authors contributing voluntarily, and so the reader can provide material representing different functional styles of the language. All the texts have been field tested both in schools with instruction in Estonian and English and some corrections and addenda can be made to the present trial version. Students' feedback so far has demonstrated positive reception. Foreign language learning with CLIL approach can be related to almost all school subjects and provide most meaningful content as well as opportunities for organising interesting activities in the lessons and beyond.

ERIKA JERET

Course Design in CLIL: an Example of the Course "English for the Catering Industry"

Lecturer, Pärnu College of the University of Tartu, Estonia

The presentation looks at the development and design of an ESP course as a case study. The subject course "English for the Catering Industry" was developed in 2011 in response to the request from the Tourism and Hotel Entrepreneurship Department of Pärnu College of the University of Tartu, and has been reviewed and amended each time it has been delivered. The process of designing a language course stems from setting its aims and objectives, bearing the end in mind. The other two aspects to design are assessments and instructional strategies. Finally, there is designing the content and matching it to the learning objectives and time constraints in terms of both compiling and delivering the course. The historical review of the process is supplemented by a study carried out with the most recent group of students enrolled in the course.

ALLA NAZARENKO

A New Format of a University Lecture Course: Blended Learning

Professor, Head of Linguistics and IT Department,
Moscow State University, Russia

The paper describes the experience of transforming a university lecture course in British Area Studies by the integration of ICT: traditional F2F classroom learning is blended with online learning at a distance. Blended learning provides an easy access for students to abundant thoughtfully selected and thematically structured online resources any time it suits them, being truly student-centred. It makes them analytically work with information, which contributes to the development of their critical thinking and information competence. The blended format enriches the overall learning environment of the course by adding a virtual learning environment (VLE), in our case, created on Wikispaces.com. Students are supposed to work regularly ("indiscreetly") in the VLE in between the F2F lectures, performing tasks designed by the teacher. Their self-study is constantly "seen", controlled and monitored by the teacher. The two modes of learning become intertwined, inseparable and co-dependent, they make a real "blend".

The structure of the VLE, types of learning activities and pedagogical techniques applied are discussed. The results attesting to the efficacy of blended learning are summed up.

UNAI SANTOS MARÍN

Choice Motivation in EFL: comparing English and Spanish motivation

Lecturer, University of Tartu, Estonia

The term motivation is commonly used by teachers and learners alike to refer to the reasons that make people engage in the learning activity, but in reality, this term works as an umbrella that comprises different constructs that are sometimes unrelated. Traditionally motivation has been studied as a static set of constructs, but in recent years many researchers (for some examples see Ushioda, 1996; Dörnyei, 1998, 2001; Madrid 2002) have sifted towards dynamic and processual models of motivation. These models take into account that learning a language is a process that lasts through time and motivation fluctuates as time advances. Most authors identify at least two phases in the process of motivation: the preactional phase that precedes the actual learning and the actional phase in which the learning takes place.

In the first part of our presentation we introduce a processual model of motivation and briefly explore some motivational constructs that affect the preactional phase, such as attitudes and beliefs towards the L2, its community or the learning process; expectancies; values, etc. This set of constructs is known as choice motivation because it is what motivates the learner to choose to study a language. Choice motivational factors associated with the preactional phase are generally different to those belonging to the executive motivation associated with the actional phase.

In the second part of our presentation we hint at some differences in the constructs forming the choice motivation of learners of English and Spanish, setting a base for further research. To do so we compare narrations of Estonian learners of English and Spanish describing their reasons to begin the learning of the language using previously described constructs.

MERCEDES CONTRERAS

Role Play as a Method for the Development of Grammar Skills

Teacher, Tallinn University, Estonia

The assessment of the students' language skills is undertaken in accordance with the accepted concept of teaching. Examination papers include test items designed to assess the four language skills: listening, writing, reading and text comprehension as well as grammar knowledge. The fifth type of skills, speaking, is assessed separately.

The measured results of the students' skills within the context of the above mentioned five types of language skills show that grammar is the weakest aspect. A trend can be noticed: the higher the level of language skills, the higher the grades received for writing, speaking, listening and reading and text comprehension, and the lower the grades received for grammar.

The author of the presentation states the reasons of insufficient acquisition of grammar and analyses them. The results of the research, which was conducted in order to identify the students' motivation for studying grammar, are provided.

The topic of this presentation is increasing the level of grammar skills of the students learning English as a foreign language in the Language Centre of Tallinn University.

As one of the potential solutions, the author suggests using role play as a method for improving the development of grammar skills.

Role play as a method for the development of communication skills has long occupied a rightful place among the practical activities for language learning. Practicing teachers appreciate the opportunities that role play provides for removing psychological barriers and expanding language experience.

Nevertheless, what should be done to turn role play into a tool for the development of grammar skills? This is the issue that forms the core of the given presentation.

The presentation provides the justification of the efficiency of role play as one of the methods for improving grammar skills.

IEVA MARGEVIČA-GRINBERGA

Language Advice for Migrants Using Online Tool "Pathfinder"

Leading Researcher, University of Latvia, Latvia

Learning the host country language is the key to successful integration and employability. The aim of the article is to reveal the theoretical and practical aspects of the language advice for migrants in Latvia and to describe the online tool „Pathfinder" developed in the framework of the European Commission funded project „L2Paths — Pathways to Host Country Languages for Migrants". The Pathfinder System is designed to help migrants to identify the optional pathways for learning the language in the L1 country, for matching their needs and learning styles to the pathways available, and for creating a personal learning plan with a progress tracking function. The „Pathfinder" will be available for anyone seeking the best way to learn the language in a new country.

The study involved 35 participants (15 re-emigrants, 17 immigrants, 3 language advisors) who completed the survey on reasons for using and recommending web-based language advising (The Pathfinder System).

A descriptive content analysis revealed many overlapping themes, including pathway for learning the language in the host country, materials to supplement language learning, interaction with language advisor, resources accessible around the clock, expanding and empowering language learning possibilities.

This research provides new information on pedagogical innovation in Latvia –language advising and on the reasons for using web-based language advising of migrants.

SIGRID VAN EEPOEL

Learning Democracy: the Misfits Academy for the Learning by Teaching Alternative (M.A.L.T.A.)

Head of Teacher Training Programme, Erasmus University College, Belgium

M.A.L.T.A. is an idea based on best Learning by Teaching and Urban Education practices in Germany and the US, where disengaged adolescent learners disconnected from the middle class society their teachers belong to are turned into teachers, with remarkable results. M.A.L.T.A. takes the technique one step further by applying it to anyone who feels like a "misfit" and needs to take responsibility for their own learning and life. M.A.L.T.A. presents Urban Education as an effective method of social integration, as well as Learning by Teaching (LBT) as an effective method of learning within the Constructivist framework. M.A.L.T.A. situates LBT in the wider sociological context of Urban Education as a means of emancipation and democratization.

MADINA ASHIRIMBETOVA, DAVRONZHON GAIPOV and DUISHONKUL SHAMATOV

Review on Tri-lingual Education System in Bilingual Kazakhstan

Lecturers, Suleyman Demirel University,
Nazarbayev University, Kazakhstan

Historically and geographically, Kazakhstan has a unique linguistic background and an intercontinental position. Due to political reasons in the beginning of the 20th century it underwent several social and political reforms (Fierman: Identity, Symbolism and the Politics of Language in Central Asia, 2009; Gaipov, Yaylaci, Cig and Guvercin, 2013). This has certainly, to some extent, influenced sociolinguistic development of the country which is also reflected in the current education system (Smagulova 2008; Fierman 2006). Since 2007, Kazakhstan has adopted trilingualism policy, which is aimed at the development of Kazakh, Russian and English languages, where Kazakh language is the state language, Russian is a language of international communication and English is a language of successful integration into global economics (Nazarbayev, 2013). Thus, it is essential to emphasize the professional development of (trilingual) teachers for tri-lingual schools and designing their specific curriculum, in particular (Pak, 2010). In this respect, specific state bodies and organizations (Centre for Excellence, "Orleu" Institute of Professional Development, British Council and Language Centre at Suleyman Demirel University) have been investigated as they deal with both teacher-training service and curriculum design.

The data have been collected from the officials and teachers of the Centre for Excellence, "Orleu" Institute of Professional Development, British Council and Language Centre at Suleyman Demirel University. A thorough analysis of questionnaires and interviews shows that abovementioned state bodies and centres in greater extent deal with professional development of teachers in general, focusing on pedagogic skills and knowledge, whereas specific methodology and teacher-training programs are needed in order to implement trilingualism policy in education. Hence, current insufficient support for trilingualism policy needs to be reconsidered. Moreover, it is important to

coordinate the work of the state bodies and centres and join their efforts, which will lead to significant support for tri-lingual schools.

Also, initial steps on the way to implementing Content and Language Integrated Learning model have been taken in order to see its appropriateness and effectiveness within the tri-lingual education system, which definitely needs further development.

SILVIA LUIGE and JELENA KAPURA

Possibilities of Using Innovative Methods and Techniques in Teaching Russian for Specific Purposes when Training Civil Servants in Estonia

Estonian Academy of Security Sciences, Estonia

The presentation deals with the specific features of teaching professional Russian for the public sector in Estonia: police and prison officers, rescue workers and border guards.

The Russian language skills at a level sufficient for professional communication tasks have primary importance in the training of civil servants of Estonia. Thus, the aim of language learning is the formation of the cadets' speech skills and communication skills needed in the professional sphere.

Achieving the aim is possible via the combined use of traditional and innovative teaching methods, which are based on a communicative and professional oriented approach. The professional Russian language programs state that cadets with different language competence levels have to master voluminous materials in a short time. It is also important to consider various socio-psychological aspects (e.g. age, the degree of internal or external motivation, social prejudices).

The presentation highlights the methodological aspects of teaching in the context of immersion in the environment similar to the professional one. Namely, we consider some innovative teaching methods: simulation and situation techniques (role-playing, training with the performance of a job role, immersion in a situation related to professional activities, etc.) based on teaching materials that stimulate cadets' speech and respond to the appropriate requirement (modern textbooks on special subjects, electronic materials). These allow to create a learning system based on individual and differentiated approach to the educational process. Methods and techniques applied when developing cadets' communication skills are given in detail.

Problems related with interdisciplinarity and interdisciplinary integration, which have a great importance in the professional oriented approach to language learning, are addressed in the presentation. The Professional Russian language, in its turn, is a tool

to study special subjects, such as professional-legal, social subjects and so forth, in order to help the cadets acquire not only linguistic competences at a higher level, but professional competences as well. One of the important aspects of applying CLIL is the teachers' psychological readiness and knowledge of the subject of Russian and of the speciality itself.

The proposed techniques allow to teach professional language through immersing in a situation as realistic as possible by using the professional equipment (vehicles, computers that contain the databases; special equipment, etc.) Arising from the experience, the use of the described innovative methods and techniques helps the cadets to master special disciplines and increases the level of their professional competence.

Along with the obvious advantages, these methods and techniques have certain limitations. When organizing interdisciplinary studies, it must be taken into account that a rather small number of hours is allotted for integration studies. Some challenges arise from cadets' insufficient knowledge of the Russian language. The application of these methods requires an appropriate level of the Russian language teachers' professional preparedness to teach the professional language, and a willingness of the subject teacher to cooperate with the language teacher.

In conclusion, it is worth mentioning that the described innovative methods and techniques are most successfully implemented in the training of specialists, whose professional activity requires a relevant level of spoken Russian. The implementation of these methods and techniques enables the cadets of the Estonian Academy of Security Sciences, the future civil servants, to master the Russian language at a level sufficient to perform their professional duties, which is the main aim.

LORETA ANDZIULIENE

Will there be Qualified CLIL Teachers in Lithuanian Schools?

Lecturer, Lithuanian University of Educational Sciences, Lithuania

Content and Language Integrated Learning (CLIL) in Lithuanian schools is moving from popular to necessary. Lithuanian Ministry of Education and Science declares CLIL to be one of the priorities in education these days. Educational staff is well aware of CLIL benefits and the demand for CLIL teachers is confirmed. There has been some informal CLIL teacher training in Lithuania: subject teachers were given some language support and CLIL methodology. Is this enough for quality teaching or do we need to provide formal CLIL teacher training that would ensure quality teaching at schools? The aim of this presentation is to discuss accreditation challenges of university-based CLIL study programmes in Lithuania.

AIGI PIIRIMEES and ANNIKA TIMPKA

Applying CLIL to Basic Officer Training Course (Army)

Estonian National Defence College, Estonia

The poster focuses on practical experience of applying CLIL to officer training in the Estonian National Defence College (ENDC), which trains and educates senior non-commissioned officers, junior and senior officers for the Estonian Defence Forces, National Defence League and other military institutions. The ENDC aims to provide a solid military foundation for officer-training and non-commissioned officer-training.

We, as language teachers, have to ask whether it is just laying the foundation for the profession or whether it is also about mastering the language in order to cooperate with foreign colleagues and/or deploy to various operation areas worldwide. Our ultimate goal to consider is fostering interoperability among NATO and Partner nations.

How to achieve the best results within 120 hours allocated to the English language training during the basic course? The classes include general language training but also speaking a foreign language (English) in military-related contexts. Therefore, this definitely involves cooperation between lecturers of English and Tactics. The best practices are shared in teaching individual weapons, map reading, tactics (operation orders and tactical decision games). They include pre-teaching vocabulary and general presentation skills on the one hand and checking the use of proper vocabulary and helping to conduct classes on different military topics on the other.

The practices have raised students' motivation as the language is used in real-life situations. They have also contributed to developing a more positive attitude to language learning in general, as they prepare students for their work in the future.

SERGEY KHROMOV and NINA NIKONOVA

The New Education Programs for Effective Language Teaching at Non-Language Russian Universities

Head of the Department of Linguistics and Cross-cultural Communication, MESI
Associate professor, Pskov State University, Russia

The past decades have witnessed integration processes and cooperation across national borders making ELT and CLIL increasingly important for higher institutions in Russia. The education organization of non-language universities (on "economics", "informatics") facing cultural awareness and innovation in content and language learning, suggest new types of education programs, containing new language practices of teaching English (introduced and exploited at Moscow State University of Economics, Statistics and Informatics). There are two innovation education programs: academic and optional. Academic education program includes:

- Linguistics with two professions: Translation and Interpreting; Theory and Practice of Cross-Cultural Communication;
- International Economics and Cross-Cultural Communication.

Education programs mentioned above paved the way in Russia about 10-15 years ago. The first area that needs attention is a complex of professional modules such as business language, language of finance, language of aviation, etc.

New education programs are aimed at achieving good academic results focusing mostly on:

- integrated coordination at every level of language acquisition;
- developing options of professional education curriculum;
- combining language education with specialization in an applied field giving a chance of getting two diplomas and two professions on graduation;
- mutual enrichment and dissemination of two education programs;
- working out various models of cross- cultural and language application to business, international trade, transnational companies, etc;

- working out a set of linguistic tools for advancement and development of Russian business abroad.

Optional education programs suggest additional professional education for students-their main goal to raise linguistic competence of future-to-be-specialists.

The main issues of the paper are illustrated with examples of curricula and programs and personal experience of the speakers.

The paper shows the attempts and first steps in designing programs suitable for the academic needs of students in different fields of studies.

ANASTASSIA ANANINA

Cooperative Learning as an Alternative Method to Teach English Language Grammar

Teacher, Narva Pähklimäe Gümnaasium, Estonia

The grammar of any language constitutes an essential part of it. The responsibility of every teacher is to find and to choose a suitable and effective method to turn the grammar parts of the lesson into an exciting and profitable event. Student's motivation, interest and involvement into study, when he or she is the one to decide what and how to learn, may be a key solution to make grammar lessons understandable and successful. The potential of Cooperative Learning is huge. This provides the possibility for implementing methods of active learning that provide students with opportunities to find the learning style that develops not only their knowledge of the language but also their ability to learn. Further, it promotes independent study and the atmosphere of mutual trust and friendliness.

Cooperative learning, as an example of active learning and learner-centred teaching, is a method that can be applied to any part of or the whole lesson, and can be used with students of all ages and language proficiency. It represents the mixture of deductive and inductive approaches to grammar teaching as the student is provided with the information about a grammar rule but s/he is responsible for studying this rule and examples him or herself together with his or her academic peers. The student learns both 'how to learn' and 'how to teach' and evaluates his or her own achievements. As soon as one is able to teach his or her group mates a topic, s/he will become an expert in it. The teacher only encourages classroom activities and helps students research their own solutions. The outcome is the most important objective: learners obtain information, express and comprehend a topic.

The presentation will describe the main principles of cooperative learning and provide practical examples of how to organize cooperative learning in a classroom.

NOUR EL IMANE BADJADI

University Second Language Teachers' Attitudes and Implementation of Learner-Centered Education in Algeria

PhD student, Central China Normal University, China/Algeria

Although Learner-Centered Education (LCE) is claimed to have several learning gains, research suggests that its effectiveness depends on teachers' attitudes and practices. This paper investigates learner-centred second language instruction by addressing the discrepancy between theoretical ideality and practical reality with regard to the implementation of LCE.

Based on the questionnaire and interview data, the study explores how LCE is perceived by instructors as one of chief agents in educational change and examines the extent to which it has been implemented in the Algerian university context to improve students' second language learning.

The quantitative analysis of the questionnaire data provides a snapshot of instructors' attitudes towards LCE and the extent to which they implemented it in their courses. Complementally, the analysis of qualitative interview results outlines a 'contextualized' framework that takes into account the conceptual nature of global LCE premises by linking them to teachers' attitudes and practices in a particular context. The findings provide insights into the benefits and limitations of implementing LCE and point to several practical implications and pedagogical suggestions regarding the issues of learner-centred second language teacher training and university second language learning.

ÜLLE RANNUT and MART RANNUT

English-speaking Immigrant Groups in the Adaptation Programme in Estonia

Immisoft
Associate Professor, Narva College of the University of Tartu, Estonia

Special adaptation programme for new immigrants from the Third Countries was designed in 2009 by Ülle Rannut, PhD (http://kohanemisprogramm.tlu.ee/wp-content/uploads/2010/05/ksiraamat_ilma_tlehtedeta.pdf). The aim of the programme is to provide necessary social and language skills to cope with the life in Estonia. The language course forms an integral part of the programme and enables the participants to raise their Estonian language skills to the level of A2 (from zero knowledge, 180-250 contact lessons) and B1 (from the level of A2, 225-246 contact lessons). Since then, several adaptation courses have been conducted by different language teaching firms in Tallinn, Tartu and Narva with differing success. Due to obvious second language preferences the vehicular language (L2) used as a medium of instruction has been either English or Russian, the share of the rest unable to cope with the teaching via these languages has been marginal (exclusive cases of immigrants from Brazil, Japan, Turkey).

The presentation focuses on the comparison of the two groups in adaptation process, English- and Russian-speakers, based on the data collected in the courses in Immisoft, Tallinn, during the period 2012-2015, covering 100+ respondents.

KRISTIINA JOKINEN and EVA INGERPUU-RÜMMEL

Multimodal Meaning Construction in Language Learning

University of Tartu, Estonia

In this paper, we will provide a brief overview of the issues related to multimodal meaning construction in language learning, and focus especially on how the teachers and students in teaching situations effectively use gestures when constructing meaning for new words.

The starting point is the assumption of a shared interaction space, within which are gesturing functions as one of the multimodal signals for creating and transferring meaning. We study the relevant communicative actions expressed in speech and gestures, and how the students and teachers produce these actions in creating meaningful units and constructing shared context.

Following Mondada (2004), we can confirm the importance of gestures in the construction of interaction space in multiparty educational conversations, but we also take into account the conversational roles of the interlocutors (explainer/speaker vs. other participants) so as to account for the context of communication.

We hypothesise that gesturing can embody the topical referent so that the intended word meaning can be depicted and consequently shared with the other partners without explicit verbal or visual reference. In these cases, the iconic form of the gesture helps to convey the meaning of the word, and it can also support the creation of new meaning by using some analogous and similarity features of the action that refers to the use of the referent denoted by the word.

Moreover, conversational roles of the interlocutors affect their gesturing. The other participants' reactions give feedback to the explainer about the listeners' level of listening and understanding, and the explainer chooses his or her next activity accordingly: to continue with the explanation, to add other examples of use of the word, or to make the conclusion of the explanation.

On the basis of the data analysis we conclude that in language learning situations the main speaker (the teacher or the explainer of the word) makes the main contribution to the creation of the meaning and the while the communicative actions of the addressees direct the speaker's explanation to the relevant and meaningful unit.

The model can be used to better understand the relation between gestures and speech in learning situations, and it can be applied to building automatic teaching agents and peer-help to assist language learning students to practise their language ability.

The data is taken from the university-level foreign language classes videotaped at the University of Tartu. The interactions are spontaneous and concern adult students.

ANNA GORYACHEVA

Communication in Education

Teacher, Pskov Linguistic Gymnasium, Russia

The subjects of the educational process interact with each other today not only directly in the classroom, but also indirectly by means of information and communication technologies. This interaction becomes particularly active with introducing network communications. Thus, pedagogical communication acquires a new interpretation, and the concept of communication is being used more actively.

Analyzing the concept of "communication" in the context of the educational process we found out that communication is the interaction of students and teachers accompanied by various educational and instructional resources involving various information tools and technologies. Moreover, this activity involves not only building up social and personal relationships but also presupposes mutual influence and causes personal and educational growth.

In this report, we analyze the phenomenology of the term "communication" in the pedagogical aspect, as well as consider the model of communication processes through the prism of education.

INNA LEINMAN

"Janicka" – a Project that Brings CLIL to Czech Primary Schools in Small Towns and Rural Areas

Teaching Assistant, British Council, Czech Republic

«Ianua Linguarum Reserata» or «Janicka» for short is a project that aims to improve English language skills of teachers and pupils in rural areas of the Czech Republic. The project has several ambitious goals one of which is implementing CLIL methodology. The project is still in progress, however, we can already discuss some success stories and also problems that can occur.

It is important to learn from others and hopefully Estonia can learn something from the experience of the Czech Republic.

NINA RAUD AND OLGA OREHHOVA

Pre-College as a means to Support School Students' English Language and Content Learning

Narva College of the University of Tartu, Estonia

Narva College of the University of Tartu is a regional university college whose main mission is to develop and support education and research activities in the area of teacher education and to serve the society and the local community through study and research work. English language studies and content learning has always been one of College's priorities at both university and community levels.

To popularize English language and content studies in English the Division of Foreign Languages has been offering "Pre-College" courses on a number of topics (English literature, English language and society, English society and culture, etc) for the last five years.

The presentation will introduce the Pre-College programmes in English delivered to upper-secondary school students by Narva College's lecturers of the Division of Foreign Languages; it will present the outcomes and students' feedback on the courses' input into the English language skills development at the upper secondary school level.

ELENA ZVONOVA

Symbolization and Dialogue of Cultures: Sequel of Cultural and Historical Tradition

Associate Professor, Moscow State Pedagogical University, Russia

At present, the problem of dialogue of cultures acts as the topical issue of modern world interaction. Expansion of an information field, integrative processes, and formation of almost boundless multicultural space which has been created by various cultures with their own symbolical systems result in necessity to revise the humanitarian knowledge structure as the humanity phenomenon base. The 21st century culture has a huge potential of self-development, and thus to study the principles of the symbolical systems formation and functioning is especial. Achievements in the cultural and historical psychology which have had a huge impact on the development of entire cognitive science, the heritage of Tartu and Moscow semiotic school, the V. S. Bibler's theory of dialogue of cultures, and the N. G. Salmina's sign and symbolical approach to training possess huge scientific potential and act as the theoretical base for researches.

Evolutionary processes of communication progress conceptualised and embedded in written texts cannot transfer all the volume of information. Images technique of media texts, however, renders it more effective. The text understanding unites the process of information decoding, the subject's embedding in knowledge, and experience all of which leads to the search of sense. The issue of symbolization study as the psychological mechanism of the sign and the symbolical understanding of the environment becomes an actual problem of science.

In the cultural heritage, a special code as a symbolical layer of semantic generalizations is emerging. These cultural and semantic "universals" act as a base of formation and initiate the integrative processes of sign and symbolical systems. To study the cultural heritage and assess the modern cultural achievements, there is a necessity for understanding the mechanisms of formation of the ability to reveal sense and meanings of the cultural and historical code. In addition, you need the means to allow transferring the content of universal structures to the concrete subject domain where a studied object exists to decode and interpret its content.

In the cultural and historical concept, the theoretical provisions have been put forward and the practical researches have been carried out to allow classifying the types of cultures. The phenomenon of cultural and historical thinking serves as the basis for creation of such classification. Characteristics of cultural and historical thinking determine emergence of cultures of various types. Explanation is in the structure of the cogitative operations which result in understanding of the processes and the phenomena. The person's assimilation of the world around, regulation and self-control are carried out by means of meditation with the sign and symbolical means. The meditation product acquires the cultural and historical form, the element structure of which is defined by the psychological mechanism of symbolization as a part of the person's cognitive activity. The training psychology and pedagogical model created makes it possible:

1. to structure the principles of creation of sign and symbolical systems in their cultural and historical development;
2. to create the psychology and pedagogical conditions which allow understanding the structure of sign and symbolical environment in cultural and historical development;
3. to create abilities which allow operating with culture products as the means of intercultural communication.

ŽANNA RAZINKOVA

Discursive Definition of National Identity and Citizenship: a Comparative Analysis of Estonian and Canadian Civil Rights Documents and University Students' Perceptions and Attitudes

Assistant Lecturer, PhD student, Narva College
of the University of Tartu, Estonia

The rapid increase in intercultural interaction, cross-border economic, social and technological exchange that globalisation has brought along has had enormous impact on the lives of different societies worldwide. As a result, the borders of nation-states, which are considered to be the primary guarantors of the preservation of the national identity, are dissolving and embracing diversity and variation. Consequently, the perception of one's national identity is also undergoing a change. In order to capture and explain the current changing condition of national identity the paper resorts to the fundamental laws of the countries, which are considered to be the ultimate manifestation of peoples' and their states' self-image and the perceptions and attitudes of university students who reflecting the social and education systems represent the 'future' of their countries.

The given paper studies how the concept of national identity is formulated in the fundamental laws of the countries studied: Constitutions and civil rights documents. The work compares the discursive definitions of national identity to find out to what extent different countries rely on ethnic and/or political definitions of national identity. Secondly, the research introduces the 'subjective' aspects of the discursive definition of national identity and on the basis of the qualitative interviews determines informants' attitudes and interpretations. The current study examines whether there is a disparity between the formulations of national identity as laid down in the fundamental documents of the countries and Estonian and Canadian university students' attitudes and interpretations.

Both corpora, the documents and the students' attitudes, are analysed on the basis of the context sensitive Discourse Historical Approach developed by Martin Reisigl and Ruth Wodak (2001 and 2009) that intends to incorporate knowledge about the history of the discursive event as well as social and political fields where it takes place.

TATIANA GOLIKOVA

Formation of Future Foreign Language Teachers' and School Students' Values

Associate Professor, English Philology Dept.,
Mari State University, Yoshkar-Ola, Mari El

In this paper I will share my practical experience with the formation of moral values in the process of training future foreign language teachers at Mari State University using moral dilemmas and participating in a joint Mari-American online course on the issues of personality formation in modern civic society. There is no other profession in which a person's personality traits, character, convictions and moral values are of such critical importance than that of a teacher. Stressing the particular role of teachers in teaching values John Amos Comenius, a Czech educator the author of Didactica Magna wrote that teachers should be the best of people, the most outstanding in their morality. This, he considers, is the most effective means to inspire students to live honest lives.

No matter what subject we teach, it is important for the teacher to educate not only academically but morally as well. The goal of education includes three inseparable parts: to impart knowledge, to educate morally, and to develop students' thinking. Thus, for teachers and those involved in teacher training, it is a challenge to find opportunities to increase the moral potential of their lessons. There are a variety of effective methods and moral dilemma discussion is one of them. I have developed my own technology of using moral dilemmas with school and university students in English lessons. The pre-service teachers use it during their school practice.

This paper will also describe the axiological approach to the formation of a creatively self-developing and self-fulfilling personality (scientific school of V.Andreev, Republic of Tatarstan, Kazan), and the American experience of forming the values of citizenship, character, responsibility, respect and care among US school and university students (scientific school of T. Lickona, M.Berkowiz).

LIANA MARKELOVA

What is a Social Norm and how can it Cause a Lack of Linguistic Competence?

Assistant Lecturer, Pskov State University, Russia

Originating from Latin norma — 'a square used by carpenters for obtaining right angles' -the word 'norm' had already acquired its present day meaning by the 12th century (OED). This shows how crucial for people the concept of norm is. Norms are present in every aspect of our life, although sometimes people have no idea that their everyday life is guided and that their behaviour is being shaped so that it fits in with the society standards.

The present research investigates the questions of sanity, social norm, as an unwritten law that defines what behaviour is right and proper, attitudes towards the insane in different time periods and their dependence upon social norm. It also looks into the impact that the changes in social norm have had upon the language and its acquisition.

Social norms can vary considerably along the cross-cultural dimension. The difference in social norms, in its turn, can lead to the difference in the level of tolerance. Thus, a number of surveys proved that Russian people are far less tolerant towards those who deviate from what is socially acceptable and normal than the British (Shulman, Adams 2002). Taking these results into consideration it is possible to make an assumption that the vast majority of even formal Russian words expressing 'madness' will have purely negative connotations. For instance, the noun инвалид 'an invalid' is still commonly used by officials when describing physically or mentally challenged people in Russia, whereas the western societies try to avoid using this word, because it directly indicates that the person is 'enfeebled or disabled by illness or injury' (OED) and therefore has to be excluded from the normal society.

To sum up, differences in social norms can lead to a lack of linguistic competence when communicating with people from other countries. The solution to this problem can be found in the development of new courses aimed at reducing the impact made by these differences.

KADI LEPIK

Active Learning and Hands-On Methods of Increasing Student Motivation in English Lessons

Lingua Confluence Training Centre, Director, Estonia

The goal of the workshop is to focus the teachers' attention on ways to increase student motivation in language lessons. The workshop is intended to be very active and give teachers specific, hands-on methods and ideas, which they could start using in their lessons right away. Another goal of the workshop is to give teachers innovative, fresh ideas and a sense of increased motivation on their part as well.

The workshop is based on my own personal experience and methods, which I created as an English teacher at Keila Kool, which correspond to the methods brought out by researchers in the field, as well as teaching and research material of renowned specialists in the field of student motivation and foreign language teaching.

The workshop deals with the following questions:

1. What characterises a motivating teacher and a motivated student? (tests for the teacher and students)
2. Differences between intrinsic and extrinsic motivation and ways how to enforce them.
3. 5 most important keywords regarding student motivation and how to strengthen motivation. The goal of the workshop is to share specific hands-on activities and active learning methods, which can be incorporated to an English lesson, in order to increase student motivation.

The five keywords are:

1. Openness and involvement — specific methods/activities for establishing trusting relations, tracking development, engaging students in the development of the study process (blank page, 5-min speed talk, etc)

2. Individuality — learning styles, ways how to incorporate the students' individuality (personal ideas, wishes) into everyday lessons as much as possible (personalisation of lessons, presentations, etc)
3. Clarity and concreteness — rules, consequences, agreements, tracking (student/teacher promises and tracking, class study achievement charts, etc)
4. Excitement and adventure — gimmicks to spark the students' excitement, incorporating means of the 21st century to the lesson, innovative ideas in enhancing and developing students' vocabulary.
5. Feedback and celebrating success — getting feedback from students, personal assessment methods (assessing the content of the lesson), and ways to celebrate success (wall of praise etc).

ALEKSANDR ORLOV and NATALIA SHLAT

The Use of Logic Games and Tasks for Teachers to Work in Multicultural Schools

Psychologist, Kaliningrad kindergarten no. 56
Associate Professor, Pskov State University, Russia

For teachers, work in a multicultural, multilingual school is at once a challenge and an opportunity.

The challenge is the complexity of the use of universal education funds (mainly this verbal methods and techniques of teaching children) with the students — from different cultures. That leads to the divergence between linguistic, practical and cultural experience.

The opportunity is to use the cultural experience of every child to develop the entire group. There are techniques that you can use to develop the intellect of students and enhance their understanding of their own and other cultures in the educational process (puzzle-technology, Yakimovich), logical games and tasks, Orlov and Schlat).

We have developed a method of logical games and tasks for ethnic and multicultural content designed for children from 5 years of age or older. This is a practical visual means. Their use contributes to the adaptation of children of migrants in their new environment, team building, increasing the representation of children of globalization and the formation of respect for diversity in cultures; development of ethnic identity, and others. In addition, the method is aimed at studying two or more languages and the development of intellectual abilities of children.

Here is an example of the logical game "Mosaic" on the content of the architecture of Pskov (Russia) and the city of Narva (Estonia) where, according to the national language policy, children from Russian families at preschool age learn Russian, Estonian, and later English and other languages.

Materials: images of the Trinity Cathedral (Pskov) — (est., eng.), Troickiy sobor (rus.); The Chapel St. Olga (Pskov) — (est., eng.), Chasovnya Svjatoy Olgi (rus.); Raekoda (est.), Town Hall (eng.), Gorodskaya Ratusha (Narva) (rus.). Images are divided into 2, 4, 6, 9 parts.

Instructions: a teacher invites your child to have a look at a picture compiled from parts: “What do they depict?” (Trinity Cathedral, Chapel of St. Olga, City Hall). “And what do you call it in Estonian (in English)?” After performing this task the child is offered puzzle one (you can use the sample): “What do you think is shown in this part of the picture (roof, facade, cross, windows, etc.)?” At the same time a teacher engages pupils in the work with a Dictionary (clarifying the meaning of “фасад” (fassaad — est., facade — eng.), “купол” (kuppel — Est., dome — Eng.), and so on).

SOCIAL PROGRAMME

Opening Reception in Narva College
Thursday, March 19, 2015. 18.00–21.00

Narva City Sightseeing Tour
Saturday, March 21, 2015, 10.00–12.00

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