

## 2021 Summer Seminar ABSTRACTS

**Tuesday 24 August**

**11.00-12.00/12.30**

### **Ene Alas – Promoting Learner Accountability: Scaffolding Student Writing – Room 113**

The presentation will focus on the concept of scaffolding and its different interpretations. The various scaffolding options will be discussed in the framework of supporting student writing with the aim of fostering learner independence and accountability.

### **Monika Cichmińska PhD. – How to help teenagers with their speaking – for exams and beyond? (Secondary session / repeated session) – Room 106**

Speaking, like any other life skill, needs time and practice to develop. However, as we know it, practice does not always make perfect. Our teenage students may be quite willing to speak, but they will not always be precise and accurate enough to do well in an exam. As current research shows, in order to develop and refine a skill, it is not enough to repeat the same tasks over and over again mindlessly (as is often the case with oral exam tasks). When engaged in a speaking task, students need our feedback, but they also need to be able to monitor themselves and reflect on what they are doing. As always, the question is how. That's just what I intend to deal with in this session. I'll argue that we need a clear, well-structured, step-by-step approach, which cares both about micro- and macro-speaking skills, and which develops accuracy and fluency at the same time. This approach will be demonstrated with selected materials taken from Optimise, a major new course series for teenagers, published by Macmillan.

### **Evi Saluveer – University of Tartu – Institute of Education – Words in Pink and Blue – Auditorium**

*Merriam-Webster announced the pronoun “they” as its word of the year on Tuesday, marking the rise of the use of the venerable plural pronoun to refer to a single person whose gender identity is nonbinary.*

*The New York Times*. 10 December 2019

People's gender, skin colour, abilities, sexual orientation, physical traits, age – all play a part in forming their identity. Different new words we use for these identities seem to have exploded in recent years. On the one hand, these politically correct terms help to avoid assumptions, attitudes and prejudices, and enhance understanding of how people see themselves. On the other, it is difficult to keep up with all the changes in language to be respectful and polite.

The workshop will have a look at some of these new words and their use as well as touches upon some not so serious aspects of political correctness.

**12.45-13.45**

### **Philip Warwick – Pearson – Embracing Isolation by Enhancing Student Autonomy (repeated session) – Room 113**

Last year saw many changes and challenges to the traditional model of education. As schools have flipped from face-to-face to online learning and back, it has been a steep learning curve for both teachers and students to try and maintain the same level of instruction in different formats and through different mediums. One of the few benefits is that online learning has shifted the focus more on the students and encouraged them to become more autonomous and take personal charge of their learning – it is important that teachers embrace this and encourage learners not to lose their newfound autonomy when they return to more classroom-based instruction. In this session we'll look at what true autonomy is and how teachers can support and build on it to help students create a personalised learning platform that will improve success regardless of the format.

### **Steve Lever – Express Publishing – All at C (repeated session) – Room 106**

C1 is a challenging level: learners need not only a firm grasp of the mechanics of language, but also of critical thinking, context, nuance, and organisation. In this session, we will discuss how these can be developed to improve language skills and also deepen our learners' experience of language.

**Jennifer Uhler – RELO – US Embassy – Setting up teachers for success with ten awesome, open, and free teaching tools – Auditorium**

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

**Reet Kasepalu – “Timmy, what did you actually do during group work?” Collaboration Analytics Assisting Teachers Monitor and Coregulate Collaborative Learning – Computer Lab**

Teaching in collaborative learning (CL) settings is difficult for teachers as it involves being aware of multiple classroom events and intervening when needed. Collaboration analytics might help increase the teachers' pedagogical actions during CL by helping detect students in need and also providing an overview of the students' contribution. In the workshop, I will introduce the notion of collaboration analytics, provide a brief overview of the studies conducted so far with in-service teachers after which we will get a chance to test a collaboration analytics tool CoTrack in action. Possibilities of using Artificial Intelligence in the classroom will be discussed. For a brief introduction in Estonian, have look at this video.

<https://www.youtube.com/embed/0F6nWOxpSUM?start=136&feature=oembed>

**14.30-15.30**

**Philip Warwick – Pearson – Finding the Formula for Successful Assessment in Stressful Times (repeated session) – Room 113**

One of the results from the previous year is that students facing their final school leaving exams have been affected more than most. Worried and anxious that they will not be as well prepared through remote learning as they would have been with in classroom work, these students should give us pause for thought and allow us to reflect constructively about exam preparation and whether we could make it more productive and efficient for learners regardless of the medium of instruction. This session will look at practical ideas that teachers can use to prepare students to successfully pass tests in both online and face-to-face learning.

**Steve Lever – Express Publishing – Where Do We Go from Here? (repeated session) – Room 106**

Distance learning forced teachers and learners to use a different set of tools to learn English. The question now, as we (we hope) return to the classroom, is which (if any) of these tools we continue to use and how they can be incorporated into more 'traditional' teaching.

**John Mc Neill – Business Development Manager, Cambridge Exams Publishing Europe and North Africa – Helping your learners help themselves to exam success at B2 and C1 – Auditorium**

Your language classroom is a hive of activity, but we all know how challenging it can be to encourage more learning between lessons. In this session we will explore and share practical tips and resources that can help students make the most of the time they have available. We will also look at the early development of 'flipped learning' in science lessons and place this in the context of ELT. I will end with a brief demonstration of Test & Train - the new mobile-first exam practice resource which allows students to work in their own time but also get the reliable feedback they need to have confidence on exam day.

**Kristi Vahenurm – Feedback: creative writing assessment – Computer Lab**

What is it that makes feedback effective and useful for the student? What kind of feedback enhances learning and how can teachers become more aware of their impact on students? How can a teacher's workload be minimised when giving feedback and which methods can be harnessed to cultivate appropriate rules for respectful peer-assessment? These are the questions that, along with some practical examples, are going to be discussed in the workshop.

## 15.45

### **Dave Spencer – Exams and Teenagers: Lemons and Lemonade (plenary) – Festive Hall**

For most teenage students, exams are stressful, tiring, dull and seemingly pointless. However, it's fair to say that exams are an inescapable part of their, and their teachers', lives. So, when life gives you lemons, students and teachers have no choice but to make lemonade. This practical session will examine how we can turn exam negatives into positives, helping our students not only to get excellent exam results but also to learn useful life skills and to remain fresh, keen and motivated learners of English.

**Justin Petrone**

**Wednesday 25 August (For abstracts of repeated sessions, see 24 August)  
9.00-10.00/10.30**

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### **Merike Saar – Learning and teaching analytics – Auditorium**

This session will be dedicated to a general overview of learning and teaching analytics possibilities. We will look at an Analytics Model for Teacher Inquiry, which is meant to scaffold practitioners in the process of data collection and analysis. We will also look at some digital tools for teacher inquiry (e.g. about student engagement), and information will be provided about a European Erasmus+ project Illumine, which offers teachers a free course on the Science of Learning (how brain science informs practice) and Teacher Professional Development (six times two hours within the school year + individual assignments). Come and get familiar with some new trends in education.

### **Triin Lingiene – Tartu Tamme Gümnaasium – Teacher of English and coordinator of Erasmus+ school projects – Blended Learning for Sceptics – Auditorium**

A presentation on good practice in integrating technology in a principled way

Have you ever been confused about teaching with technology? Or wondered whether there is a link between deep work and the ICT paradigm at school? I have. Therefore, I'd be delighted to share my journey from scepticism to optimism and to give you a nudge, too.

My presentation draws from the article "Blended Learning in EFL: Adopting a Principled Approach to Integrating Technology" by Claire Whittaker (2014) and illustrates some of her ideas via three reusable pedagogical resources generated for the Erasmus+ project "May ICT be with you." Also, I'd like to demonstrate how to use film and debate in differentiating language instruction. Last but not least, you'll be able to see how easy it is to give meaningful, technology-supported learning a high chance by playing around with Google Sites, Google Presentations, and Google Docs.

**Ülle Türk – University of Tartu – Northern Ireland at 100: looking back and looking forward – Festive Hall**

On 3 May this year, Northern Ireland marked the centenary of its foundation with little fanfare and a lot of controversy. Over the years, discussions with students of English language and literature at the University of Tartu have revealed how little they know about this smallest constituent country of the United Kingdom. What is there to know about the history of Ireland and Great Britain to understand the current situation? How to make this history to come alive for our students? What does the past tell us about the possible futures of this long-contested part of the UK? These are some of the questions that this interactive lecture tries to answer.

**11.00-12.00/12.30**

**Philip Warwick – Pearson – Embracing Isolation by Enhancing Student Autonomy (repeated session) – Room 113**

**Liljana Skopinskaja – Tallinn University – Balancing Theory and Practice in a Multicultural EFL Classroom – Room 106**

EFL teachers are often at the forefront of multicultural contacts, either in secondary or university classrooms, but they are not always prepared to handle various intercultural issues that may arise in terms of intercultural communication. The present workshop attempts to balance theory and practice with a wide range of intercultural activities designed to actively engage the workshop participants in the process of achieving a deeper understanding of different aspects of intercultural awareness.

**Kristel Kriisa – Education and Youth Board – Manager (English Examinations) – English Language Exams in 2020/2021 – Auditorium**

The presentation will discuss the results of the English language examinations (C1 Advanced, Y12, Y9) and pilot computer-based tests that took place in 2020/2021. Useful advice and information will be given to help teachers prepare their students for the exams and tests.

**Meeri Sild – Tools that help to activate students – Nearpod and Genially – Computer Lab**

**12.45-13.45**

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**Marika Loderaud – Luunja Secondary School – Charity projects – Room 106**

During the last 1.5 years I have started four different charity projects and one is going to be in September.

As a teacher I feel that I can do more than just teach English.

I believe that as a teacher I can make children and teachers think more about community, world and our role in them.

I have been involved with charity projects more than ten years now.

The first project during the lockdown was about supporting Saaremaa.

The second one was before Christmas and supported Tartu Children`s Hospital.

The third one was to support the Food Bank.

The fourth one is an ongoing project to support doctors.

In September I am organizing a charity concert to support the Food Bank.

Why am I doing all these things? Because I can, I know how to do them, and I want to help. As a teacher I do not have much money to support various things, but I have ideas and willingness to help. I want to inspire people to do good deeds and I really believe that everyone can help if they only want to.

**Kristel Kriisa – Education and Youth Board – Manager (English Examinations), Marju Laurits – Estonian Military Academy – Language Tester – Future Developments in Testing English Language Proficiency in Estonia – Auditorium**

Since 2018, nine different computer-based (CB) tests in English have been piloted in Estonia. Interest in the pilot tests has been remarkable and in total more than 2,600 students from more than 90 schools have taken part in the pilot sessions. The session will introduce the future developments in the field of computer-based assessment of English language testing in the Estonian schools. The new computer-based reading, listening, writing and speaking tests for Year 7 are used to illustrate the upcoming changes in the assessment system.

**Biodata: Kristel Kriisa** graduated from Tallinn University and became a teacher of English in 2005. She has worked as a teacher of English for more than 10 years. She also has an MA in Translation and an MSc in Educational Technology from Tallinn University. Since 2012, she has been working at Foundation Innove (now the Education and Youth Board of Estonia) where she runs the Year 12 examination development, assembly, assessment and review processes as well as the national e-assessment programme for the English language. She is also the Centre Exams Manager for Cambridge Assessment English. Her research interests include language testing and evaluation, test development and computer-based language testing.

**Biodata: Marju Laurits** graduated from Tallinn University in 2002 and worked briefly as a teacher of English in a Tallinn high school and in the Estonian Defence Forces before starting her career in the field of language testing in the Estonian Defence Forces. In addition, she has an MA in Language Testing from the University of Lancaster (UK) and an MSc in Educational Technology from Tallinn University. Her responsibilities include test development for the four skills in cooperation with international partners, test assembly, administration and performance assessment. She is also responsible for carrying out statistical analysis of the test results. Her research interests include language testing and evaluation, test development and computer-based language testing.

**14.30-15.30**

**Philip Warwick – Pearson – Finding the Formula for Successful Assessment in Stressful Times (repeated session) – Room 113**

**Pilvi Rajamäe – Joshua Reynolds’ Delectable Ladies – Auditorium**

