

2023 Summer Seminar abstracts

Wednesday 23 August 2023

11:00 – 12:00 / 12:30

Room 206 – Natalja Zagura – Some tips and tricks for using ICT in teaching EFL (90 min)

The workshop introduces some creative activity types involving the use of ICT, which can be used at the lessons of English. We are going to try them out and then discuss which skills these develop, how to conduct them effectively and how they could be modified to fit different levels of language proficiency. Participants will also get an opportunity to share the activities and techniques they like and to learn from their colleagues.

Room 208 – Jennifer Uhler – From Deep Fake to Deep Learning: Media Literacy in ELT

Moving our students from deep fakes to deep learning is urgent for success in learning and in life. Visual literacy, digital literacy, and media literacy are essentially critical thinking skills that can easily be woven into primary and secondary school English language teaching classrooms with little to no preparation. This presentation will provide an overview of a year-long Media Literacy for Educators Program for 100 English teachers from Poland and the Baltics and share outcomes of teacher learning, including easy-to-use tools for integrating technical and media literacies into primary and secondary school English lessons, free online resources for teachers, and insights from these regional and local Estonian communities of practice.

Room 212 – Ene Alas How are we Polite (NOT: How polite are we?) (60 min)

The presentation will look at the pragmatic category of politeness and the ways of achieving this. The speaker will suggest activities to use in the classroom to sensitize learners to the concept and different levels of politeness and build awareness of the strategies the speakers/writers use to achieve the desired level of politeness.

12:45 – 13:45

Room 206 – Kadri Kass – Games in Senior Classes

Room 207 – Kirsty Kors – The power of stories ***

We all know that stories play a big part in our lives. They are magical and have the power to transport us to the most amazing places with just a flick of a page! But what if stories could impact memory retention, learning efficiency, and understanding of the unknown? What if all this could be happening while also shaping our students into competent users of the English language and teaching them how to connect to themselves and others around them? Well they can. How? Let's find out together!



Kristy Kors has a BA (Hons) from Leeds Metropolitan University and a CELTA allowing her to study different types of teaching methodological approaches. She taught English as a foreign language for several years before joining Express Publishing as an ELT Consultant. She now participates in seminars and conferences around the world, conducting teacher training sessions where she shares her research and ideas on the latest methodological advances. She has also been an oral examiner for various world renowned International exams for the past 5 years.

Room 208 – Kevin Colleary – Creating Proficient & Passionate Readers/Writers of English.

In this session, Dr. Colleary will discuss recent key research findings regarding teaching English language learners about reading and writing strategies in the context of language instruction. Dr. Colleary will also present practical ideas and research-based strategies for increasing student motivation and capacity at various levels of English reading proficiency.



Room 212 – Jacek Lagun – Mixability.ed – how to teach mixed ability groups

In my session, I would like to share my experience on how you can quickly and without too much effort use the very natural fact that some of your students work better, and/or faster than others, while the weaker, slower ones tend to feel discouraged by the daunting amount of work they believe they have to do. I'll offer some practical ideas, tried-and-tested with a lot of my teenage learners.

Jacek Lagun graduated from the Teacher Training College in Olsztyn in 1996 and acquired an MA from the University of Gdańsk in 2000. He has been teaching for over 20 years, starting from a group of 10-year-olds, moving on a year later to teach Grammar School students for three years. He has been teaching in English Perfect in Olsztyn since 1997 where he was an Assistant Director of Studies from 2007 to 2012. His professional experience also includes being an UCLES examiner since 2003 and a lecturer at the University of Warmia and Mazury since 2007. In 2016 he completed his PhD on the perception of taboo topics and lexical items amongst people aged 17-25. He is also an author of ELT books and materials for Gateway, Interface and Voices series.



Computer Lab – Tea Tamm – Creating texts and quizzes on Google Forms 101 (for beginners)

Google Forms is a cloud-based questionnaire and survey solution with real-time collaboration. Google Forms can also be used to create online quizzes.

Although it was launched more than a decade ago, it's still sometimes overlooked as a wonderful tool to make tests and quizzes. I am going to show some tips and examples how I have used Google Forms so far in my work and we can create some together for the next school year.

14:30 – 15:30 / 16:00

Room 206 – Anneli Sigus – Language acquisition, learning and teaching – what does the research say?

As a practising teacher I relied a lot on available teaching materials as well as the practical experience of myself and colleagues to guide my teaching. Being a busy teacher, I never had the time nor energy to go reading up on new research or theories – why would I? I needed tips and ideas I could implement in the classroom! Seeing words like “Self-Determination Theory”, “Complex Dynamic Systems Theory”, “Sociocultural Theory” were more likely to put me off the article than invite me to read, because it seemed too complex for me to handle. In this presentation, I would like to give an overview of some of the theories associated with learning and research done in the 21st century about how we acquire languages and what helps us learn. Based on the findings, I will also give recommendations for useful principles to apply in teaching so that students (and the teacher, of course!) would get the most out of the language learning experience both inside and outside the classroom.

Room 207 – Karolin Mäe – Mondo, Tallinn University – Global education and global citizenship competencies

Global education enables people to reflect critically on the world and their place in it, to open their eyes, hearts and minds to the world's reality at local and global levels. Karolin invites you to discuss how to support young minds to develop a more just and sustainable world. What are the values, skills and topics each young person should know and master to safeguard our planet? How to use different global education methods in my lessons.

Room 208 – Kirsty Kors – Flipped Learning: Flipping the EFL classroom ***

Flipped learning is an innovative and effective pedagogical approach for the modern EFL classroom, as it creates numerous opportunities for active engagement. Under the guidance of their teachers, students take ownership of their learning and gain a deeper, more experiential understanding of the language. This session will explore the flipped model as an opportunity to enjoy creative and productive class time, while accomplishing solid learning outcomes.

Room 212 – Ülle Türk – Institute of Foreign Languages and Cultures, University of Tartu – Mediation: what it is and how to teach it

Mediation, in general terms, means facilitating communication between speakers or groups of speakers who cannot communicate directly or explaining something to someone who does not understand it well. Activities involving such skills have always been part of foreign language teaching and learning, but they have been garnering special attention since the publication of the Companion Volume of the Common European Framework of Reference for Languages (CEFR CV for short) in 2020 as this document provides an extended discussion of mediation skills. Is such attention warranted? Why should we be focussing on the skills involved? How can we help out students to develop them? The seminar will provide examples at the types of activities than can be used for the purpose as well as a framework and opportunities for creating your own activities.

16:15 – 17:15 / 17:45

Room 206 – Ingrid Imelik – Using authentic materials in the upper secondary ESL classroom

More often than not, when our students “freeze” during their spoken exams, it is not because they do not know how to say something. In most cases, they have just run out of ideas and are confused as to what to say. In this workshop, we will be exploring different ways of making use of the treasure trove of authentic materials to broaden our students’ horizons. We will look at shorter, almost no-preparation activities and also some longer projects, with topics ranging from popular science and psychology to culture.

If possible, bring your smartphones along and make sure that the batteries are charged.

Room 207 – Pilvi Rajamäe – Caricature in the 19th century

Room 208 – Kirsty Kors – Emotional Intelligence in the ELT Classroom

Emotional intelligence allows us to focus more on how we and the people around us feel. When students learn to understand themselves and others, they are able to better understand their learning needs, strengths and limitations. Having this awareness can play a significant role in the learning experience. In short, when we feel in control everything seems easier, including learning. This talk will explore emotional awareness as a valuable asset which learners can develop and use to their advantage in the EFL classroom.

Room 212 – Kristi Ruse – Education and Youth Board, Chief Specialist (English Examinations) and Katriin Visamaa – Education and Youth Board, Chief Specialist (Cambridge C1 Advanced project) – English language exam options in year 12: state exam, C1 Advanced and more

The presentation will discuss English language exam options for year 12 students (state exam and C1 Advanced exam) and give an overview of the results in 2022/2023. Useful advice and information will be given to help teachers prepare their students for the exams and tests.

Thursday 24 August 2023

9:00 – 10:00 / 10:30

Room 206 – Anneli Sigus – Feeling safe to speak – how to use the principles of group dynamics to foster speaking in the English classroom

You plan a class discussion as the main activity of the lesson: you find interesting source materials to discuss, you invent questions that would get them talking... and still there is silence. How to get your students to talk and practise their English?

The key is to build a safe speaking environment where students feel they are allowed not only to make language mistakes, but also express their opinions freely. This feeling of security does not simply “happen” and as teachers and group leaders we should actively build group cohesion. In this presentation I would like to explain different aspects that are important for creating a safe space for speaking and focus especially on the aspect of group dynamics – how to form and maintain the group so that students would feel they actually belong and are involved. We will discuss some research-based background, but the main focus of the seminar will be different practical activities that can be applied in the classroom to build a cohesive group with a joint goal where students want to speak to each other and the teacher.

Room 207 – Marta Bujakowska – IATEFL Poland representative – Do we want obedient or critically thinking students, quiet or rather asking questions? (An interactive talk)

In the talk, we will discuss our own courage in facing students’ questions and also us asking questions. We will give a few examples of “difficult questions” and how to deal with them to make them useful for the process of learning. Introducing questions into our daily routine may help our students in developing critical thinking (not giving opinions) and further in standing up to the all-pervading information overload and misinformation and disinformation.

Room 208 – Kirsty Kors – The power of stories * + Emotional Intelligence *****

Room 212 – Meeri Sild – How to tame AI

It is quite clear that Artificial Intelligence has arrived to stay like many other inventions have done before.

When Chat GPT became a widely used application many lecturers and teachers were worried about students’ written papers being written by AI. This might be a concern.

Actually, AI can support teaching and learning processes and be useful both for teachers and students..In the workshop we try to look into ways that teachers can make use of AI, save their time, help to prepare materials and guide students to utilize different applications to support their learning process. Be ready to explore different apps and discuss the possibilities Artificial Intelligence can offer.

I asked AI’s opinion about AI and education. Sage answered:

Yes, AI can be used in education in various ways to support students' learning and enhance teaching effectiveness. Here are some examples:

Personalized learning: AI can be used to create personalized learning paths for students based on their individual needs, preferences, and learning styles. By analyzing student data, AI can identify knowledge gaps and suggest content that is most relevant to the student.

Intelligent tutoring systems: AI-powered tutoring systems can provide immediate feedback and support to students as they work through problems. These systems can also adapt to a student's progress and adjust the level of difficulty accordingly.

Grading and assessment: AI can be used to automate grading and assessment tasks, which can save teachers time and provide more objective and consistent evaluations of student work.

Chatbots and virtual assistants: AI-powered chatbots and virtual assistants can provide students with quick answers to their questions and offer guidance on various aspects of their learning journey.

Educational research: AI can be used to analyze vast amounts of educational data and identify patterns and insights that can inform educational research and policy-making.

Overall, AI has the potential to transform education by making it more personalized, efficient, and effective. However, it is important to ensure that these technologies are designed and implemented in an ethical and responsible manner, with a focus on enhancing student learning outcomes and promoting equity and inclusivity.

Computer Lab – Liisbet Eero – Education and Youth Board, Chief Specialist (English Examinations) and Kristi Ruse – Education and Youth Board, Chief Specialist (English Examinations) – Future of e-exams in Estonia: practical overview* ((NB! Pre-registration ended on 21 August)**

This practical workshop will give the participants an opportunity to examine an example of the Year 9 e-exam from the role of the examinee and an assessor, after which there will be a discussion of the current stage of development of the Year 9 and Year 12 English language exams, plans for future tests and a timeline for the implementation of e-exam.

11:00 – 12:00 / 12:30

Room 207 – Marta Bujakowska – IATEFL Poland representative – Do we want obedient or critically thinking students, quiet or rather asking questions? (A workshop)

Giving quick opinions is our protection against the world with all its complications and challenges. As we now know it makes more evil than good. With a few practical examples we will work on how to encourage our students to ask questions in order to think more critically and avoid jumping to conclusions and building opinions too soon. As for language teachers it will give us inspiration to introduce more conversations into our classes.

Room 212 – Ülle Türk – Institute of Foreign Languages and Cultures, University of Tartu – The Northern Isles of Scotland: past, present and future

Scotland has mostly been in our news in relation to its strive for independence, and is always treated as if it were a unified whole. In actual fact, Scotland consists of several regions whose expectations to the future of the country can be quite different. One such region consists of two archipelagos – Orkney and Shetland – collectively known as the Northern Isles. Orkney is relatively unknown here in Estonia and though, until fairly recently, Shetland was mostly known for its miniature ponies, this has changed due to the BBC crime drama series Shetland shown on Estonian TV. But how much do we know about this archipelago except for its stunning landscape? Thus, the interactive presentation will discuss the history as well as contemporary politics and economy of the Northern Isles as well as such cultural aspects as the languages spoken, the Viking heritage and literature and arts.

Computer Lab – Liisbet Eero – Education and Youth Board, Chief Specialist (English Examinations) and Kristi Ruse – Education and Youth Board, Chief Specialist (English Examinations) – Future of e-exams in Estonia: practical overview* ((NB! Pre-registration ended on 21 August)**

12:45 – 13:45

Room 206 – Jacek Łagun – Macmillan – Getting ready for the unpredictable future – 21st century skills as key to flourishing in future job markets

Every now and again teachers are told that they have to prepare their students for the so-called jobs of the future. At the same time, nobody ever tells us what the jobs are as ... they don't exist and will only be created some time from now. However, in my practical presentation I will demonstrate that there are aspects of future job markets which we can predict and, as a matter of fact, English teachers can help their students get ready for the unpredictable future.

Room 207 – Gerda Metsma – Program Assistant at American Councils for International Education – How a year in the USA changed the life of an Estonian student

The Future Leaders Exchange Program (FLEX) is the only exchange program in Estonia that awards merit-based scholarship for 9-10th grade students to the United States of America. "How a year in the USA changed the life of an Estonian student" gives insight from a FLEX Program alumna Gerda Metsma, who went through the rigorous application process and spent one academic year in an U.S. high school. Gerda will also discuss opportunities for students who have successfully completed their program. This presentation will cover topics such as volunteerism, leadership, environment, language and change in perspective.

Room 208 – Kai Tammik – Media literacy in English classrooms

Media literacy has become a critical 21st century skill. The workshop introduces the theory and practice of teaching media literacy in English classrooms.

The purpose of the workshop is to share new ideas for teaching students how to analyze, critique and communicate their thoughts in English.

The presentation gives also interesting learning tools and applications to make language lessons more fun and varied.

Room 212 – Kevin Colleary – Teaching for Democracy in the AI Age: Knowledge, Evidence & Critical Thinking.

In this session, Dr. Colleary will share research and perspectives on the importance of knowledge building content instruction about democracy that focuses on data and evidence as well as digitally re-focused critical thinking skills. Dr. Colleary argues that teachers can play a critical role in effective citizenship education programs in democratic, multicultural nation-states as we enter a new era of technological capabilities.

14:30 – 15:30

Room 206 – Kärt Maasik – Are we biased? How did we get to be this way and what can we do about it?

This workshop will address media literacy with a focus on bias and ways of countering it. We will explore our personal biases and try out tools that help analyse media for bias. We will then wander into the wonderful land of tech tools and hopefully come back with new ideas to try out in the classroom.

Room 207 – Pilvi Rajamäe – Everyday art in the 19th century

Room 208 – Kirsty Kors – Flipped Learning: Flipping the EFL classroom ***