



ITMO UNIVERSITY

The XXVth NATE Jubilee Convention and English Language Expo

25 YEARS OF NAVIGATING THROUGH CHALLENGES

April 17-19, 2019

Saint Petersburg, ITMO UNIVERSITY

Detailed Program



CAMBRIDGE
UNIVERSITY PRESS



macmillan
education



BOOKHOUSE

APRIL 16, 2019	13.00 - 16.00	OPTIONAL EXCURSION around the city*, visit to Optics museum Meeting point: Oktyabrskaya hotel, Lobby 10 Ligovsky avenue
	16.00 - 18.00	PRELIMINARY REGISTRATION 9 Lomonosova street, 1st Floor
APRIL 17, 2019 DAY 1 LOCATION 9 Lomonosova street	09.00 - 17.00	REGISTRATION 2nd Floor
	10.00 - 12.00	OPENING PLENARIES 2nd Floor, Assembly Hall
	12.00 - 12.30	COFFEE BREAK 2nd Floor
	12.30 - 14.00	PANEL DISCUSSION 2nd Floor, Assembly Hall
	14.00 - 15.00	LUNCH
	15.00 - 17.00	CONCURRENT WORKSHOPS 1st and 2nd Floors, Congress zone 2nd and 3rd Floors, English Language classrooms
	18.30 - 20.30	RECEPTION Vesenny Restaurant 199 Obvodnogo kanala embankment
APRIL 18, 2019 DAY 2 LOCATION 9 Lomonosova street	08.30 - 17.00	REGISTRATION 2nd Floor
	09.00 - 11.30	PLENARY SPEECHES 2nd Floor, Assembly Hall
	11.30 - 12.00	COFFEE BREAK 2nd Floor
	12.00 - 13.00	CONCURRENT WORKSHOPS

		1st and 2nd Floors, Congress zone 2nd and 3rd Floors, English Language classrooms
	13.00 - 14.30	NATE MEMBERS MEETING Room 1122
	14.00 - 15.00	POSTER SESSION 2nd Floor
	14.30 - 15.30	LUNCH
	15.40 - 17.00	CONCURRENT SPECIAL INTEREST GROUP SESSIONS (SIG) ROUND ONE 1st and 2nd Floors, Congress zone 2nd and 3rd Floors, English Language classrooms
	17.00 - 17.20	COFFEE BREAK 2nd Floor
	17.20 - 19.00	CONCURRENT SPECIAL INTEREST GROUP SESSIONS (SIG) ROUND TWO 1st and 2nd Floors, Congress zone 2nd and 3rd Floors, English Language classrooms
APRIL 19, 2019 DAY 3 LOCATION 9 Lomonosova street and Herzen University (3 Kazanskaya street) for SPELTA events	09.00 - 12.00	PLENARY SPEECHES 2nd Floor, Assembly Hall
	12.00 - 12.30	COFFEE BREAK 2nd Floor
	12.30 - 13.15	CLOSING CEREMONY 2nd Floor, Assembly Hall
	13.30 - 14.30	LUNCH
	SPELTA events**	
	14.30 - 15.30	REGISTRATION. NETWORKING
	15.30 - 16.00	OPENING. WELCOME SPEECHES
	16.00 - 17.20	ROUND TABLE DISCUSSION Service to ELT Community : Issues, Challenges, Solutions and Future

	17.20 - 17.50	COFFEE BREAK: QUIZZES AND GAMES
	17.50 - 19.50	WORKSHOP trailers
	20.00	SPELTA CERTIFICATES. PRIZES. NETWORKING
APRIL 20, 2019	09.00	SPELTA events**: Optional* excursion to Vyborg or Pushkin

*Participation in this event should be paid separately. We will send the link to the payment to all interested participants

**Please, contact SPELTA at speltareg@gmail.com in order to register for the events

Wednesday

April 17th,

ITMO University, 9 Lomonosova st

9:00 - 17:00	REGISTRATION 2nd Floor
10:00 - 10:20	OPENING CEREMONY. WELCOME SPEECH Daria K. Kozlova , the First Vice Rector, ITMO University 2nd Floor, Assembly Hall
10:20 - 12:00	OPENING PLENARIES 2nd Floor, Assembly Hall
	Role of NATE in the life of the stakeholders: from history to the future Natalia Komissarova , Coordination Council Chair, the National Association of Teachers of English in Russia (NATE Russia), Associate Professor, Moscow Metropolitan Governance University
	ELT in Russia: changes and challenges through the history of NATE Svetlana Ter-Minasova , Professor, President of the Faculty of Foreign Languages and Area Studies, Lomonosov Moscow State University
	Universities and schools as stakeholders Kelli Odhuu , Regional English Language Officer, Department of State, USA
	With NATE to an “Upgraded” ELT professionalism Elena Lubnina , EL Godmother
	Emotional intelligence in EL classroom Yulia Ryabukhina , Professor, ITMO University
	SPELTA and ELT life in Russia Tatiana Ivanova , President, St.Petersburg English Language Teachers' Association (SPELTA)
12:00 - 12:30	COFFEE BREAK 2nd Floor

12:30 - 14:00	PANEL DISCUSSION What is NATE for the stakeholders? Glance to the future. Elena Solovova , Moderator 2nd Floor, Assembly Hall
	Lilia Bondareva , NATE Russia Coordination Council Member, Head of Department of Modern Languages and Communication, National University of Science and Technology
	Matt Ellman , Regional ELT Trainer, Cambridge University Press
	Ana Maria Ferraro , Language Lecturer, Sultan Qaboos University, Oman
	Yulia Sergaeva , First Vice President, St. Petersburg English Language Teachers' Association
	Peter Stepichev , Executive director, NATE Russia
14:00 - 15:00	LUNCH
15:00 - 17:00	CONCURRENT WORKSHOPS 1st and 2nd Floors, Congress zone 2nd and 3rd Floors, English Language classrooms
15:00 - 15:50	WORKSHOPS. ROUND ONE
ROOM 3220	100: How can we make classroom research publishable? <i>Svetlana Suchkova, Higher School of Economics</i>
ROOM 1122	101: Developing students' life skills along the learning journey <i>Lyudmila Kozhevnikova, Samara National Research University</i>
Assembly Hall	102: Modern trends in assessment: new or a well forgotten past? <i>Elena Solovova, Higher School of Economics</i>
ROOM 1222	103: Knowledge hub: interactive technologies for EFL classrooms <i>Natalia Komissarova, Moscow Metropolitan Governance University</i> <i>Irina Deryugina, Kutafin Moscow State Law University (MSAL)</i>
ROOM 3222	104: How to make your academic text elegant <i>Valeria Evdash, Tyumen State University</i>
ROOM 3229	105: "Prune & Shake" strategies for making research writing crystal clear <i>Elena Bazanova, the Association of Academic Writing Experts "National Writing Centers Consortium"</i>
ROOM 3308	106: Developing public-speaking skills in English: major problems and ways to tackle them <i>Anastasia Khodakova, Tula State Lev Tolstoy Pedagogical University</i>

ROOM 3210	107: Games: getting across. Explaining rules of games in English to very young learners <i>Tatiana Fanshtein, Freelance</i>
ROOM 3227	108: AR/VR in language education: how to augment your classroom? <i>Anna Avramenko, Lomonosov Moscow State University</i>
ROOM 3407a	109: Lights, Camera, Action! Using screencasting in EFL classroom <i>Anastasia Fetisova, Moscow City Pedagogical University</i>
ROOM 3401a	110: EMI: in search of unique teaching identity <i>Elena Belyaeva, Saint Petersburg State University</i>
ROOM 1220	111: The inclusive classroom <i>Maria Byrne, Norwich Institute for Language Education (in partnership with Macmillan Education)</i>
ROOM 3307	112: Teaching grammar communicatively <i>Larisa Dzasezheva, Kabardino-Balkarian State University</i> <i>Zuriyat Murtazova, Kabardino-Balkarian State University</i>
ROOM 3302	113: Using classroom research data for designing teaching materials <i>Eugene Kolyadin, Yamalia ELTA</i>
16:00 - 16:50	WORKSHOPS. ROUND TWO
ROOM 1222	200: "To sum up:" guidelines for writing conclusions <i>Rachel Koch, Higher School of Economics</i>
ROOM 3220	201: Image use in effective language instruction <i>Johanna Campbell, MISiS</i>
ROOM 1220	202: Modeling CLIL strategies in the classroom <i>Emily Thrush, University of Memphis</i>
ROOM 3222	203: Coherence and cohesion: the key to smooth writing <i>Ana Maria Ferraro, Sultan Qaboos University</i>
Assembly Hall	204: Practical strategies for integrating soft skills in language teaching <i>Matt Ellman, Cambridge University Press</i>
ROOM 1122	205: Are my students really bad or was my wonderful test perhaps not as good as I thought? <i>Carolyn Westbrook, British Council</i>
ROOM 3308	206: Evaluating arguments in sources/ Journalism project <i>Nancy Burkhalter, Seattle University</i>
ROOM 3210	207: Getting teachers ready for EMI: methodological prerequisites for EMI training <i>Alexandra Shparberg, Dina Levina, ITMO University</i>

ROOM 3407a	208: Gamification: a fantasy world in the classroom <i>Joseph Taylor, Ilya Koloiarov, ITMO University</i>
ROOM 3307	209: Warmers, fillers, chants and cheers in a summer language camp <i>Elena Nadtocheva, Ural English Language Teachers Association</i> <i>Natalia Manyaykina, Child-care center SUN RAY</i>
ROOM 3227	210: Communicative Approach to Testing Young Learners <i>Elena Bogolyubova, Cambridge Assessment English representative office in Moscow</i>
ROOM 3229	212: Author's habits. Make your students effective members of global scientific community through academic writing <i>Inna Anokhina, ITMO University</i> <i>Iuliia Sazanovich, ITMO University</i>
18:30 - 20:30	RECEPTION Vesenny Restaurant 199 Obvodnogo kanala embankment

WORKSHOPS. ROUND ONE

100: How can we make classroom research publishable?

Svetlana Suchkova, Higher School of Economics, Moscow

Room 3220

The workshop can be interesting for university teachers who are working on a research project or planning a publication. The workshop participants will brainstorm hot issues in higher education that call for research. They will also discuss major principles of action / classroom research and explore criteria for a publication in English. The workshop is interactive and practice-oriented.

101: Developing students' life skills along the learning journey

Lyudmila Kozhevnikova, Samara National Research University, Samara

Room 1122

Teaching in the 21st century is no longer about content delivery, testing and classroom management. It is also about the so-called life skills (or soft skills) and competencies students are supposed to develop while at school, so that they are able to cope with the challenges of the 21st century and succeed in a world that is changing so fast. The most effective way to develop students' soft skills is to incorporate the development into various aspects of the curriculum. The workshop will focus on developing students' life skills alongside the learning journey mapped to the Common European Framework of Reference and the Cambridge Framework for Life Competencies. The participants will understand how each life skill develops from Pre-Primary, to Primary, to Secondary, to Higher Education and the Workplace as well as how to embed life competencies into EFL lessons. The descriptions of what learners can be expected to do for each competency by the end of each stage of the learning journey will be discussed.

102: Modern trends in assessment: new or a well forgotten past?**Elena Solovova, Higher School of Economics, Moscow****Assembly Hall**

Around 8 years ago, there appeared the first iteration of new Russian Federal National Standards for general secondary and tertiary education. These documents set new goals and objectives for the system of education in general and language education as its inseparable part. The focus is on developing academic competence, critical thinking and integrated skills, readiness for collaboration and problem solving rather than on fundamental subject knowledge. The new version of CEFR-Companion volume with new descriptors published in 2018 proves the universal character of those changes. Obviously, the system of language assessment cannot stay immune to such fundamental innovations. In different countries, there appear new forms and formats of language national, international, independent external exams. They offer a wide range of tasks, that at first sight seem new, and even revolutionary. Yet, in “pre-communicative” era of TEFL in Russia, they constituted the core of traditional language assessment. During the session, the new tasks of modern language tests will be analyzed.

103: Knowledge hub: interactive technologies for EFL classrooms**Natalya Komissarova, Moscow Metropolitan Governance University****Irina Deryugina, Kutafin Moscow State Law University (MSAL)****Room 1222**

Interactive technologies can be a great asset in the process of teaching and learning a foreign language. During the workshop the participants will practice with one of the powerful interactive tools - Knowledge Hub, a know-how which helps not only enhance vocabulary and speaking skills, but also boost active learning, brainstorming and generating ideas in the EFL classroom. By using this technology teachers can organize group work, successfully manage group dynamics, flip activities and provide feedback.

104: How to make your academic text elegant**Valeria Evdash, Tyumen State University, Tyumen****Room 3222**

The word ‘elegance’ is often associated with literary prose or poetry but not with academic texts. The workshop will focus on creating clear and elegant academic texts that enhance the reader’s interest in the paper. Hands-on activities will enable the participants to practice such techniques as coordination and parallelism that will add a flash of elegance to the text.

105: "Prune & Shake" strategies for making research writing crystal clear**Elena Bazanova, Association of Academic Writing Experts “National Writing Centers Consortium”, Moscow****Room 3229**

For a scientist, writing compact English is an act of success or maybe survival. When your ideas are buried in words, cluttered sentences, and extraneous information, readers get confused and frustrated. Roy Peter Clark, an American writer, editor, and teacher of writing, gives excellent advice on how to compact ideas and condense story content, "Prune the big limbs, then shake out the dead leaves ... [as]... brevity comes from selection, not compression." The workshop aims to provide strategies for eliminating unnecessary material and condensing research writing to make it crystal clear for the reader.

106: Developing public-speaking skills in English: major problems and ways to tackle them

**Anastasia Khodakova, Tula State Lev Tolstoy Pedagogical University, Tula
Room 3308**

By the end of the workshop the participants will learn how to introduce public-speaking activities into their classes. The objectives of the workshop are 1) to discuss the structure of the course and possibilities to integrate it into foreign language curriculum, 2) to teach activities to develop public speaking skills in EFL classes 3) to anticipate problems students might face during the course and discuss possible solutions. The workshop will focus on the rationale and structure of the public speaking course as well as possible problems and solutions, ways of giving feedback. The participants will try several exercises such as Connected dots, Vary your voice, Picture story, Bag speech, etc. and learn about online resources to teach public speaking.

107: Games: getting across. Explaining rules of games in English to very young learners

**Tatiana Fanshtein, Freelance, Saint Petersburg
Room 3210**

The session will be devoted to explaining rules of games to very young learners (pre-schoolers). When kids at the age of 3-4 start learning English, they are absolute beginners. Children are ready to play any games the teacher offers for their language practice. But how to explain the rules of games to be understood and heard as fast as possible? During the session participants will have a chance to get acquainted with the best ways of rules explanation and then try and work on their problems.

108: AR/VR in language education: how to augment your classroom?

**Anna Avramenko, Lomonosov Moscow State University, Moscow
Room 3227**

Modern mobile technologies enable new approaches to creating augmented classroom. Today mobile devices, digital cameras, wireless access to the Internet and highly developed software make it possible to implement some elements of augmented reality (AR) both in online and blended learning contexts. The presenter focuses on various methods of augmenting the language classroom. The presentation is based on the typology of AR tools including AR books, AR games and AR maps. The presenter offers practical tips on working out particular AR tasks.

109: Lights, Camera, Action! Using screencasting in EFL classroom

**Anastasia Fetisova, Moscow City Pedagogical University, Moscow
Room 3407a**

Every teacher looks for some practical and engaging ways to increase their students' involvement in the learning process. A lot of Generation Z representatives turn out to be visual learners which means teachers need to find for them techniques that are fun, engaging and help them retain the information better. Screencasting can be such a tool. During the workshops using step by step guidelines participants will learn how to plan an interactive lesson, the benefits of using screencasting in EFL classroom and tips to choose screencasting tools. Screencasting is not only a great web tool for teachers, but students can also use it to showcase their work.

110: EMI: in search of unique teaching identity**Elena Belyaeva, Saint Petersburg State University, Saint Petersburg****Room 3401a**

This workshop will focus on the language qualifications for university teachers and lecturers. The rationale behind the need for an EMI qualification will be offered to provide the convincing evidence that the skills and competencies required for EMI university teachers differs from that of an international language examination in a very fundamental way. Every workshop participant will take part in a set of practical tasks which will lead them through a comparative analysis and will help them identify the unique features of EMI. The aim of the workshop is to experientially discover EMI as professional confidence building, professional development and teacher talent growing.

111: The inclusive classroom**Maria Byrne, Norwich Institute for Language Education (in partnership with Macmillan Education), Norwich, UK****Room 1220**

This talk is for teachers of English as a Foreign Language who are looking to support all learners in the inclusive classroom setting. We will begin with a task that invites us to examine our own unique ways of processing information, and then use this as a springboard to explore practical teaching principles and strategies, which we can use in the inclusive classroom.

112: Teaching grammar communicatively**Larisa Dzasezheva, Kabardino-Balkarian State University, Nalchik****Zuriyat Murtazova, Kabardino-Balkarian State University, Nalchik****Room 3307**

This workshop is aimed at enhancing participants' knowledge in the field of communicative methods of teaching grammar. The workshop will start with a SWOT analysis of the communicative approach to teaching grammar to stimulate critical reflection. During the workshop participants will be introduced to the key grammar teaching methods. They will discuss how to identify learning challenge (Form, Meaning, Use), explore grammar presentation techniques and analyze the role of grammar practice. Emphasis will be placed on task-based language teaching. By the end of the workshop, participants will be able to understand the key issues concerning grammar acquisition, incorporate effective approaches and techniques of presenting and practicing grammar into regular teaching and use available technology to enhance grammar learning.

113: Using classroom research data for designing teaching materials**Eugene Kolyadin, Yamalia ELTA, Gubkinsky****Room 3302**

The presenter will focus on types and the main stages of classroom research activities English teachers can conduct in their lessons. The attendees will observe the ways of collecting raw data during classroom research, ways of processing and systemizing them according to the research aims. The presenter will demonstrate the principal stages of creating effective teaching materials by an example of designing teaching materials for developing students' reading technique in English based on the classroom research data.

WORKSHOPS. ROUND TWO

200: “To sum up:” guidelines for writing conclusions

Rachel Koch, Higher School of Economics, Moscow

Room 1222

How does one write the most important component of an essay/article...? Paralyzed with a lack of direction, my students often struggle to write an effective conclusion. This workshop details some tips and tricks to writing thoughtful conclusions for any project.

201: Image use in effective language instruction

Johanna Campbell, MISiS, Moscow

Room 3220

Using the power of pictographic referencing, this training focuses on proven approaches in vocabulary acquisition. That a picture is worth a thousand words is the tenet of this method. An alternative to rote education, this construct teaches the concepts and practice of making memorable, permanent connections that link new knowledge to prior learning. This engaging process is applicable across student levels. Time permitting, a brief Q&A will conclude the session.

202: Modeling CLIL strategies in the classroom

Emily Thrush, University of Memphis, USA

Room 1220

The presenter will take participants through a series of activities designed to build both content-area and English language skills. These will include vocabulary building strategies, text reconstruction tasks, interactive oral activities, and quick writing tasks.

203: Coherence and cohesion: the key to smooth writing

Ana Maria Ferraro, Sultan Qaboos University, Oman

Room 3222

Lexical Cohesion is a feature in writing instruction that often gets neglected. This is perhaps due to the time and effort that's required to teach it explicitly and how difficult it is to learn. The presenter aims to demonstrate a short series of instructional activities that can be used to teach cohesion through a variety of writing tasks.

204: Practical strategies for integrating soft skills in language teaching

Matt Ellman, Cambridge University Press, UK

Assembly Hall

Many teachers acknowledge the value of soft skills for their students, but are unsure of how to incorporate soft skills development into their lessons. This session will introduce participants to the Cambridge Framework for Life Competencies, which outlines a research-based approach to soft skills in language teaching. We will look at how teachers can use the Framework to adapt classroom tasks to develop specific soft skills, and we will see how this can often have a positive impact on learning outcomes more broadly.

205: Are my students really bad or was my wonderful test perhaps not as good as I thought?

Carolyn Westbrook, British Council, UK

Room 1122

When we give our students a test and they don't do as well as we might have hoped, it is often assumed that, the students are weak. After all, we know we have worked hard to make it the best test we can, right? However, despite our best efforts, we may have actually put in some questions that are not as wonderful as we thought. For this reason, it is important to analyse test results after a test has been trialled or administered. To do this, we can calculate some very simple statistics that will allow us to see whether the problem lies with the students or with the items we wrote. This workshop will introduce participants to some very – honestly, very! – simple statistics that teachers can use to see how good the items in their tests were. No prior knowledge of statistics is expected but participants should have laptops with Excel installed.

206: Evaluating arguments in sources/journalism project

Nancy Burkhalter, Seattle University, USA

Room 3308

The workshop will cover the details of the author's English Language Fellowship teaching journalism to local high school students. The goal of the training was to raise students' awareness of American journalism as well as teach them how to write a journalistic article for publication in the US. She has blended in many elements of critical thinking, including how to analyze sources, evaluate websites, and be alert for fake news. Participants of this workshop can expect to hear about how she included elements of critical thinking and how the students responded to the training.

207: Getting teachers ready for EMI: methodological prerequisites for EMI training

Alexandra Shparberg, Dina Levina, ITMO University, Saint Petersburg

Room 3210

The workshop proposed by ITMO EMI training team aims at highlighting a number of non-EMI pedagogical skills essential for successful EMI training and at providing the attendees with some practical hints on how to incorporate elements of general pedagogical competence into general EMI training course to overcome teachers' resistance to change traditional teacher-centered methodology. As ITMO EMI training team discovered, teachers' resistance towards EMI courses is often caused by the lack of general educational training for content teaching. Content teachers at the university often struggle with interactive student-centered methodologies as they tend to teach the way they were taught as students, by lecturing. In our workshop we will look in detail into what the EMI teacher trainer could offer future EMI teachers: - Teaching philosophy as a set of teaching principles and aims - Future EMI teacher methodological background diagnostics - Overcoming content teachers' resistance towards methodological change.

208: Gamification: a fantasy world in the classroom

Joseph Taylor, Ilya Koloiarov, ITMO University, Saint Petersburg

Room 3407a

Gamification is the process of transforming any action into a game, an idea that is common practice in English-language classrooms today. Not only can students learn and have fun with various hands-on activities during a lesson, they can also feel a sense of adventure over

the course of a whole semester or year. Gamification, however, can sometimes cause teachers to focus more on the entertainment aspect of the activity, instead of the broader content picture. This workshop will examine the role of gamification in the English-language classroom, based on the presenters' experience of designing an Academic Writing course set in the fantasy world of "Academia". Participants will play through the workshop, examining the gaming mechanics the presenters adopted for their course, as well as the challenges of balancing both the entertainment and learning aspects. The presenters will also provide the results of feedback from students on their academic writing course.

209: Warmers, fillers, chants and cheers in a summer language camp

Elena Nadtocheva, Ural English Language Teachers Association, Yekaterinburg

Natalia Manyaykina, Child-care center SUN RAY, Yekaterinburg

Room 3307

The workshop attendees will participate in a number of activities that will help them learn warmers, fillers, attention getters, chants and cheers that can be used at different stages of a language camp day. By the end of the session the participants will be able to: - reflect on and discuss a range of options for using energizing activities in summer camp settings depending on the teaching objective and language proficiency of their learners; - consider how they can use the activities introduced in the workshop and how they can be adapted to their own contexts; - understand how to develop motivating activities and use them for multi-level groups to encourage language learning.

210: Communicative approach to testing young learners

Elena Bogolyubova, Cambridge Assessment English representative office in Moscow, Moscow

Room 3227

Tests for primary school students can seem an obstacle that needs to be overcome because a poor experience could influence ongoing attitudes to learning itself. Testing does not have to be a threat in the flow of a classroom. Communicative approach to testing allows tests to become a rewarding experience that helps smooth the way forward for young learners. The session is aimed at showing how tests can provide a genuinely positive experience.

211: Author's habits. Make your students effective members of global scientific community through academic writing

Inna Anokhina, Iuliia Sazanovich, ITMO University, Saint Petersburg

Room 3229

Global competition for young researchers requires the ability to voice their opinion and to be heard. Obviously, English is the language of global scientific community and it is absolutely impossible to be aware of the latest research or share their own achievements without knowing it. Currently, young researchers should be able to communicate their ideas to the global world of science, and the necessary tool is English. Thus, skills in academic writing are to be developed to help scientists from all over the world to get their research results and achievements noticed and accessible for their peers. Papers they write have to catch the eye of potential partners and open doors for international collaboration and cooperation, and student mobility. We will share our real life experience on how to form and develop academic writing habits in young authors to make them effective writers with their own voice.

Thursday
April 18th

ITMO University, 9 Lomonosova st

8:30-17:00	REGISTRATION 2nd Floor
9:00 - 11:30	PLENARY SPEECHES 2nd Floor, Assembly Hall
9:00 - 9:30	25 Years of navigating through challenges: the state of CLIL in the United States Emily Thrush , University of Memphis ELO speaker English language skills, especially reading and writing, are no longer only developed in the ESL classroom. The trend around the world is toward integrating English literacy instruction with content areas, whether this instruction is called Content and Language Integrated Learning (CLIL), Content Based Instruction (CBI), or the Cognitive Academic Language Learning Approach (CALLA). In the United States, both the standards of the World Class Instructional Design and Assessment (WIDA) consortium, which created the assessment tools widely used to determine the proficiency levels of non-native speakers of English, and the Common Core Standards (CSS) adopted under the Obama administration emphasize the need for the development of academic literacy, not just in the Language Arts class, but in content areas such as social studies, science, and math classes. The presenter will show some strategies used to develop literacy skills through content-area materials used in the U.S.
9:30 - 10:00	What can adult learners learn from children? Leo Selivan , Cambridge University Press It is commonly believed that children learn foreign languages better than older learners. Do we lose our language learning ability with age or do we change our approach to language learning? The author of <i>Lexical Grammar</i> (CUP, 2018) looks at some successful strategies child learners use which teachers can help adult learners tap into.
10:00 - 10:30	ESP: how an English class can help raising student's employability? Philip Warwick , Pearson Students nowadays value their time, thus, in the situation of unceasing informational flow, it becomes more and more difficult to motivate them during an English class and persuade them that what

	is specified in the curriculum is worth paying attention to. At the same time, finding a job is often one of the students' main goals. So, concentrating on raising employability of your students will help you achieve unexpectedly high results.
10:30 - 11:00	A holistic view of EMI: where is the English-language professional? Kevin Westbrook, Pete Sharma Associates Ltd As language professionals, it is easy to see EMI purely in terms of linguistic implications. However, a successful EMI program should be at the core of a range of measures that are needed to form a successful internationalization program for a tertiary education institution. At the end of this workshop, you will have an understanding of what those measures need to be and the role the English-language professional can play within such a program. Consideration will also be given to the specific language, organizational and cultural background in the Russian higher-education system.
11:00 - 11:30	Academic Writing activities that foster CT Nancy Burkhalter, Seattle University This talk will outline the definition of critical thinking and how it intersects with academic writing. The presentation will then cover eight activities or guidelines for stimulating critical thinking in students in any field at any level. It concludes with a caveat about teaching critical thinking to adolescents and young adults.
11:30 - 12:00	COFFEE BREAK 2nd Floor
12:00 - 13:00	CONCURRENT WORKSHOPS 1st and 2nd Floors, Congress zone 2nd and 3rd Floors, English Language classrooms
ROOM 1122	300: Translation 2.0: opportunities and pitfalls <i>Leo Selivan, Cambridge University Press</i>
ROOM 1223	301: Streamlining exam preparation using the materials you have <i>Tom Wiseman, Macmillan Education</i>
Assembly Hall	302: Stepping up the progress ladder <i>Philip Warwick, Pearson</i>
ROOM 3412	303: ESP and working with faculty on publishing in scientific and technical journals <i>Emily Thrush, University of Memphis</i>

ROOM 3220	304: Partnership as a new age interaction model in academic writing lab <i>Iuliia Sazanovich, ITMO University</i> <i>Inna Anokhina, ITMO University</i>
ROOM 3222	305: Up the ladder: developing academic literacies throughout a bachelor course <i>Olga Kravtsova, Elena Yastrebova, MGIMO University</i>
ROOM 3229	306: Marrying grammar with real life <i>Andrei Radionov, Kalmyk State University</i>
ROOM 3227	307: English language audio course for BVI learners: teaching approach and practical results <i>Victoria Klimentyeva, Dmitry Klimentyev, Irina Amelchenkova, Andrey Amelchenkov, Kursk State University</i>
ROOM 3307	308: Drama: tool for learning and personal development <i>Yulia Markushina, Child Activity Center "Metallurg"</i> <i>Evgeniia Kudriavtceva, Samara School №32</i> <i>Svetlana Makarova, Samara Medical – Technical Lyceum</i>
ROOM 3308	309: Listening quizzes for any subtitled YouTube video, in one click <i>Olga Sergeeva, EPAM Systems / LT-Pro / NILE</i>
ROOM 3407a	310: Only positive attitude is allowed: techniques and psychological methods to teach young beginners <i>Tatiana Ivanova, the first inclusive Moscow school №1321 "Kovcheg"</i>
ROOM 3302	311: Metacognitive activities for improving learners' and teacher's performance <i>Anna Zernova, Freelance</i>
13:00 - 14:30	NATE MEMBERS MEETING Room 1122
14:00 - 15:00	POSTER SESSION 2nd Floor
14:30 - 15:30	LUNCH
15:40 - 17:00	CONCURRENT SPECIAL INTEREST GROUP SESSIONS (SIG) ROUND ONE 1st and 2nd Floors, Congress zone 2nd and 3rd Floors, English Language classrooms
ROOM 3307	Applied linguistics
ROOM 3302	Soft Skills
ROOM 3229	Russian as a foreign language 1

ROOM 3210	Russian as a foreign language 2
ROOM 1122	Extracurricular activities
ROOM 3308	Content and language integrated learning and English as a medium of instruction (CLIL & EMI)
ROOM 3302	English for academic purposes (EAP)
Assembly Hall	English for specific purposes (ESP)
ROOM 3222	English Language teaching 1
ROOM 3220	English Language teaching 2
17:00 - 17:20	COFFEE BREAK 2nd Floor
17:20 - 19:00	CONCURRENT SPECIAL INTEREST GROUP SESSIONS (SIG) ROUND TWO 1st and 2nd Floors, Congress zone 2nd and 3rd Floors, English Language classrooms
ROOM 3307	Applied linguistics
ROOM 3210	Exams
ROOM 3229	Russian as a foreign language
ROOM 3308	Young Learners
ROOM 1122	Extracurricular activities
ROOM 3202	DIREKT
Assembly Hall	English for specific purposes (ESP)
ROOM 3222	English Language teaching 1
ROOM 3220	English Language teaching 2

WORKSHOPS

300: Translation 2.0: opportunities and pitfalls

Leo Selivan, Cambridge University Press, UK

Room 1122

In the last decade there has been a revived interest in the use of translation and L1 in the classroom. While translation may be an efficient way of conveying the meaning of new words, is it always effective? This session looks at the opportunities translation affords teachers and students, and the pitfalls they should be aware of.

301: Streamlining exam preparation using the materials you have

Tom Wiseman, Macmillan Education, Saint Petersburg

Room 1223

On top of everything else we have to do in the classroom, we have exams! Strong results on these tests do much to bolster the prestige of our institutions and enhance our reputations as teachers. How can we combine the real-life skills that we focus on in class with the test-taking skills that our students need for exams? In this workshop, we will cover strategies and techniques to do just that using the materials that you already have at your disposal!

302: Stepping up the progress ladder

Philip Warwick, Pearson, UK

Assembly Hall

The 21st century teacher needs to be an expert in modern methods and ensure that students are engaged and motivated to succeed in a changing world. To help with this, teachers need the right tools. Here we will look at what Pearson has to offer and how these materials can support and enhance the classroom experience.

303: ESP and working with faculty on publishing in scientific and technical journals

Emily Thrush, University of Memphis, USA

Room 3412

The presenter will show information from research on the differences in writing styles of non-native speakers of English that may influence decisions by editors and peer reviewers. This research points to specific steps writers can take to make their writing better match the expectations of journal editors. Participants will also learn how to create more cohesion in writing with principles developed from research on how readers process text.

304: Partnership as a new age interaction model in academic writing lab

Inna Anokhina, ITMO University, Saint Petersburg

Iuliia Sazanovich, ITMO University, Saint Petersburg

Room 3220

Currently, the world is experiencing unprecedented technological and cultural transformations. Mentoring and patronizing are outdated due to non-uniformly developed academic skills in authors. Partnership appears to be the format that unites researchers in education and science under conditions of rapid and complex alterations, while obsolescence of knowledge and skills occurs faster than generations change. Partnership techniques are aimed at the development of a new age communicative strategy that combines soft skills and allows for productive interaction and cultural flow between the academic writing tutor and the researcher. Both contribute in and benefit from mutual learning. Our goal is to show all the advantages of partnership techniques over mentoring and patronizing ones. By the end of

the workshop, we expect participants will not only have realized the importance of partnership as a new age strategy on the whole, but will have devised their own partnership strategy.

305: Up the ladder: developing academic literacies throughout a bachelor course

Olga Kravtsova, Elena Yastrebova, MGIMO University, Moscow

Room 3222

The workshop will discuss the ways to integrate EAP into a university course of English, starting with EGP in the first year and finishing with ESP in the final year of a Bachelor programme. EAP as a potential for improving students' professional communicative competence has been the focus of research at English Department # 1 of MGIMO University for over a decade, which informed the new English coursebooks for students of International Relations. The authors will share their experience of creating tasks aimed at developing and enhancing all components of academic literacy – critical reading, academic writing, discussion and presentation skills. Samples of tasks that can be effectively used in any university EFL course will be demonstrated and ways to incorporate them suggested. Participants are invited to contribute to the workshop drawing on their own experiences.

306: Marrying grammar with real life

Andrei Radionov, Kalmyk State University, Elista

Room 3229

One of the challenges that educators face on a daily basis include engaging students, keeping attention of restless ones and minimizing classroom management issues. Bringing a part of real life into the classroom aids retention of the material, increases students' engagement and adds a unique spin to the educational process. The present workshop through a demo-lesson offers the participants a chance to take on roles of witnesses of a crime, investigators and identikit artists. Through techniques of information gap and dynamic brief frequently-changing activities while considering various learning styles of students, the attendees will incorporate elements of grammar (reported speech: statements and questions) into the domain of crime investigation. The aim of the task is through a series of short dialogues to draw an identikit of a potential criminal and match the description to a suspect of the identity parade. The element of the unknown keeps the students on the edge of their seats throughout the activity. As an extension, the attendees will produce their own situations from real life to include in grammar lessons.

307: English language audio course for BVI learners: teaching approach and practical results

Victoria Klimentyeva, Dmitry Klimentyev, Irina Amelchenkova, Andrey Amelchenkov, Kursk State University, Kursk

Room 3227

Nowadays Russian blind and visually impaired young people feel an increasing need to learn foreign languages. Among such learners there are many talented individuals who are eager to participate in international projects and educational activities. Since 2017 a team of Kursk teachers supported by the English Language Office have been creating an English language audio course for BVI students and implementing it into our special needs lessons. The course, "Sing and Learn English", combines traditional teaching techniques and novel edutainment elements including encouraging activities based on original songs, quizzes, stories and newscasts. We are intending to apply even documentary and feature video materials to BVI English teaching. During the workshop both the course authors and BVI

students will discuss various approaches to teaching, present examples of motivating activities, raise practical problems and offer possible solutions as well as demonstrate some results.

308: Drama: tool for learning and personal development

Yulia Markushina, Child Activity Center “Metallurg”, Samara

Evgeniia Kudriavtceva, Samara School №32, Samara

Svetlana Makarova, Samara Medical – Technical Lyceum, Samara

Room 3307

As teachers, we are constantly searching for effective strategies to motivate and enhance our students' learning experiences on the one hand and develop their ability to deal with problems, express themselves, set goals and gain confidence on the other. The use of drama as an effective and valuable teaching strategy is becoming increasingly common in this contexts. It promotes meaningful, active and reflective thinking processes as well as enhancing communication skills development. We are going to discuss how some drama techniques cope with the mentioned educational issues.

309: Listening quizzes for any subtitled YouTube video, in one click

Olga Sergeeva, EPAM Systems / LT-Pro / NILE, Saint Petersburg

Room 3308

Listening to fast speech continues to present difficulties to learners even at higher levels. According to recent research into learner listening difficulties, one important issue is that in the course of their studies most learners do not get enough training in coping with features of connected speech (also known as listening decoding). Unfortunately, the findings of this research have not found their way into most course books yet, and so listening decoding materials are scarce and most teachers are unaware of the importance of this type of practice. To address this issue and to popularize work on listening decoding skills, we have developed TubeQuizard.com – a free online service that allows users to create listening decoding exercises based on subtitled YouTube videos in one click. Since YouTube contains thousands of hours of videos with high quality human-produced subtitles, this gives the ELT community instant access to a wealth of listening decoding tasks, tailored to the learners' interests and needs, to be used in class, for homework or for autonomous study. The service was a finalist at the 2017 British Council ELTons.

310: Only positive attitude is allowed: some techniques and psychological methods to teach young beginners

Tatiana Ivanova, the first inclusive Moscow school №1321 "Kovcheg", Moscow

Room 3407a

Together with my husband we wrote HelloBook - a year long course of English for young beginners. In 2018 we sent the book to the V All-Russia Public Contest of Textbooks and Manuals and got the Diploma of the Winner in the category of textbooks for preschoolers. Using HelloBook as an example, I would like to introduce the ways I teach understanding, speaking and reading skills, share the techniques I practice to keep the little students' attention. No, cramming. The children sing, play, discuss funny pictures, read amusing stories and at the same time study thoroughly without noticing it. We monitor the frequency of use of the vocabulary, models and tense forms. It enables us to cover quite serious language material. I would propose games to play. Our games are organized in such a way that the victory does not depend on the knowledge of the player. Everyone can try her/his luck. Even the teacher can lose. The special feature of HelloBook in general and every period in

particular is the cheerful, kind and creative atmosphere. I would like to talk about the importance and effectiveness of positive attitude in teaching and the methods of building it.

311: Metacognitive activities for improving learners' and teacher's performance

Anna Zernova, Freelance, Peresvet, Moscow Region

Room 3302

When asking students what they've learned or how they felt during the lesson, it's often clear that their impression of the lesson is quite different from the teacher's perception. And yet, teachers don't ask - for fear to be criticized, lose their authority or simply because they don't realize that this needs to be done. We have tried out and reflected on a great deal of end-of-class activities aiming to get feedback from the students on the progress they've made, things they've improved and feelings they've experienced during the lesson. Our experience has shown that through these activities students are able to get the insight into their learning progress. As a result, students start to appreciate their own role and the role of the teacher in the learning process. Meanwhile, the teacher gains better insight into her own strengths and weaknesses. In the presentation participants will: - Reflect on possible problems that might happen without metacognition.

SIGs

15:40 - 17:00

Applied Linguistics

Room 3307

15:40-16:00

Contrastive analysis of relatives in Russian and English for teaching purposes

Valentina Fedosova, Voronezh State University, Voronezh

The paper presents the comparative analysis of the names of relatives in English and Russian. The author studies the group of names denoting parents. In Russian this group includes 11 lexemes, in English – 14 which in total make 22 contrastive pairs. Denotational, connotational and functional identity and national peculiarity of each contrastive pair is considered. As a result the most appropriate translation variant of each Russian lexeme is revealed on the basis of which and the recommendations for teaching the names of parents to Russian students of English are given.

16:00-16:20

Russian and English adjectives through the prism of comparative analysis

Irina Karpenko, Voronezh State University, Voronezh

The study is devoted to revealing the forms of national peculiarity of Russian and English adjectives by means of the new comparative-parametric method of linguistic research developed within the framework of Voronezh theoretical linguistic school. The author compares 28 Russian and 23 English multi-sememe adjectival lexemes, i.e. lexemes having from 6 to 10 meanings. The aspect analysis by a number of formalized parameters and qualitative scales is used to characterize the development of lexical and lexico-grammatical polysemy of each Russian and English adjective as well as the communicative relevance of the main and derived meanings of these lexemes. The obtained results are based on the objective quantitative data which make them valid and useful for application in the English

language classroom.

16:20-16:40

Phraseological units with flower component in Russian and English

Svetlana Chernikova, Voronezh State University, Voronezh

The paper presents the comparative analysis of phraseological units with flower component in the English and Russian languages. In Russian this group includes 10 phraseological units, while in English – 30 phraseological units. Common and endemic semantic features that motivate the lexeme phraseological development are singled out. Using methods of indexing and scaling the national peculiarity of the phraseological units including flower component in Russian and English is defined. The results of the research are important for English language teachers since phraseological units being closely connected with history and culture of the people reflect significant mental and cultural differences between the two linguocultures.

16:40-17:00

Opposition as a means of understanding English grammar

Galina Gumovskaya, National Research University Higher School of Economics, Moscow

Russian students avoid certain typically English lexical units and structures of English if in their mother tongue there are no similar lexemes and patterns, which violates intercultural communication. To help students get insights into the inner structure of the units we turn to the Theory of Oppositions and express the meaning of a unit by means of paradigmatic correlation of lingual forms by which certain functions are expressed. When a word-form is represented in the binary privative opposition framework, it reveals a bundle of differential features (strong features) exposing its categorical properties. By means of gradual oppositions framework exposed are the remnants of the extinct dual rank of the category of number in modern English, whose function has since Indo-European period of its development been replaced by simple plural. It is evident that the seme of duality is present in the lexico-semantic structure of certain English lexemes, which express the concept of two as contrasted to many. The worked-out series of training exercises might give proper results for students to better understand the mechanisms of the English language working.

Soft Skills

Room 3302

15:40-16:00

Teaching soft skills is an essential part of project-based learning

Ekaterina Iznairova, Lyceum of Mathematics and Computer Science, Saratov

This report deals with teaching soft skills in Lyceum of Mathematics and Computer Science (Saratov). In our lyceum the textbook is Starlight for schools with profound English learning by Virginia Evens. It is based on project learning and soft-skills training exercises and tasks are included in the textbooks. But it is not enough to limit project-based learning within the frames of one classroom. So, my students participate in the project Global Scholars. It is an international online learning program connecting students in different cities around the world. The result of the first project may be observed on our school site <http://futureprot.wixsite.com/greening>. Teaching and applying soft-skills can also be seen in carrying out our intersubject school project “The Final Individual Project” for the students of

the 9th and 10-11th grades. The assessment mark is included in their GCBEs and GCSEs. Nine our 9th grade students got diplomas of t different grades at the conferences of different levels last year. The special program for working at this subject is elaborated and statistics show that students are satisfied with the strategies of teaching and the results they get.

16:00-16:20

Soft Skills: looking for its place in EFL Teaching

Elena Yastrebova, MGIMO University, Moscow

Soft skills, though a popular concept in business and work since the 1950s, is yet to find its place in academic education in general and in an EFL university course in particular. This plenary will start with defining the scope of soft skills and look at them from different perspectives, namely that of - Federal State Standards of Higher Education - university management, faculty and students - English Language departments. We will also explore the potential of an EFL university course for effectively incorporating the soft skills component. This can be realized through meaningful communication in an EFL classroom, focus on developing critical thinking skills, raising cross cultural awareness, building positive patterns of interpersonal relationships, nurturing empathy. We will demonstrate this by drawing on our experience of teaching EFL at MGIMO University. Finally, we'll discuss the value of soft skills in an EFL university course as a way of promoting the country's interests such as building its soft power.

Russian as a Foreign Language 1

Room 3229

15:40-16:00

От подготовительного отделения до аспирантуры: к проблеме преемственности в обучении русскому языку иностранных студентов российского вуза

Natalia Kondrashova, ITMO University, Saint Petersburg

Доклад посвящён проблеме обеспечения преемственности между этапами обучения русскому языку иностранных студентов российского вуза. Такими этапами являются уровни подготовительного факультета (отделения), бакалавриата, магистратуры и аспирантуры. Ключевой задачей при обеспечении преемственности образовательного процесса признается необходимость формирования цепочки взаимосвязанных, но автономных подсистем обучения и преодоления разрыва между его ступенями. Программа непрерывного органичного языкового образования рассматривается на содержательном, методическом, психологическом и социальном уровнях. Акцентируется необходимость соблюдения не только «вертикальной» преемственности (связи между уровнями обучения одному предмету (русскому языку) по принципу «от простого к сложному» на основе изученного материала), но и «горизонтальной» преемственности (координации курса русского языка и курсов общеобразовательных и профильных дисциплин). В докладе анализируются проблемы, затрудняющие эффективное непрерывное обучение иностранцев в российских вузах, и предлагаются возможные пути их решения.

16:00-16:20

Teaching professional terminology to Engineering students in foreign language classes

Elena Petrova, Petrozavodsk State University, Petrozavodsk

The presentation considers the problem of teaching professional foreign-language terminology within the discipline of "Foreign language in professional environment". In the process of teaching it is suggested to implement interdisciplinary connections of major subjects and the discipline of "Foreign language in professional environment". Becoming more proficient in a major subject, students form the term base in the Russian language. As a homework task, students have to translate the key terms into the foreign language. Further, the collaborative dictionary of professional terms is formed and supplemented by students in classroom; the terms are practiced in exercises. Classes on mastering foreign-language professional terminology might be arranged in two ways: evenly distributed during a semester (at regular intervals) or as a continuous training cycle.

16:20-16:40

Использование научно-познавательных мультфильмов в процессе преподавания научного стиля речи на занятиях по РКИ в техническом вузе

Natalia Kokoshnikova, ITMO University, Saint Petersburg

Преподавание научного стиля речи на занятиях по РКИ является неотъемлемой частью подготовки иностранных студентов к обучению в вузах России. Так как в одной группе подготовительного отделения могут одновременно обучаться и будущие химики, и физики, и программисты, а изучать азы определенной дисциплины на уроках русского языка как иностранного они должны будут начинать все вместе, следовательно, перед преподавателем стоит вопрос, как сделать этот процесс интересным для всех обучающихся. Одним из способов решения данной проблемы может стать просмотр научно-познавательных видеоматериалов. Мы предлагаем использовать мультипликационный сериал «Пин-код». С его героями происходят самые неожиданные события, и ход повествования прерывается короткими отступлениями-лекциями, объясняющими явления разных наук, также дается краткая биографическая справка об ученых (совершивших открытия, о которых ведется повествование), предлагаются к рассмотрению еще не решенные вопросы современности. В докладе на конкретных примерах рассматриваются разные приемы использования научно-познавательного мультсериала «Пин-код» при обучении научному стилю иностранных учащихся.

16:40-17:00

Проблемы организации первых занятий РКИ на подготовительном отделении в группах уровня А1

Iya Romanova, ITMO University, Saint Petersburg

В данном докладе освещаются типичные проблемы, связанные с организацией начала учебного процесса в группах студентов, владеющих русским языком на начальном этапе, и возможные варианты их решения. Также будут рассмотрены ситуации, когда в таких группах целесообразно начать изучение русского языка "с нуля".

Russian as a Foreign Language 2

Room 3210

15:40-16:00

Использование квест-технологий при обучении русскому языку как иностранному

Svetlana Dorofeeva, ITMO University, Saint Petersburg

Преподавателями Университета ИТМО разработан мини-курс квестов, рассчитанный на интенсивные программы летних и зимних школ по русскому языку. Например, квест "Петербургский текст", исследует феномен города в литературе в целом - и образ Петербурга частности - через литературные тексты А.С. Пушкина, М.Ю. Лермонтова, Ф.М. Достоевского, А.А. Ахматовой, С.Д. Довлатова, И.А. Бродского. Для англоговорящих студентов был разработан QR-квест по истории Канонерского острова "QRnonerka Island Quest".

Использование квест-технологий позволяет развить коммуникативную и культурологическую компетенции, оптимизировать процесс обучения, повысить мотивацию студентов к изучению русского языка.

16:00-16:20

Эмотивный культурный код как элемент этнокультурного аспекта обучения русскому языку как иностранному

Ekaterina Merzlyakova, ITMO University, Saint Petersburg

Язык является инструментом для выражения интенции говорящего и частью культуры нации, вербализованным культурным наследием, для полного понимания которого необходимо владение кодами национальной культуры. Культурный код – это общность знаков, с помощью которых каждая культура обретает категории и классификации. В методике обучения РКИ сложилось понимание необходимости обучения языку как неотъемлемой части процесса познания национальной культуры и истории, когда студент является представителем конкретного этноса, и человеком мира, задача преподавателя построить образовательный процесс, основываясь на национальных особенностях. Эмотивный культурный код неизменно вызывает трудности у иностранцев.

В русской эмотивной картине мира можно выделить эмоциональные доминанты. Для русских нехарактерно фактически-вербальное выражение испытываемых эмоций. Фразеологические единицы - еще один пласт лексики, относящейся к эмотивно-окрашенным. В изучении РКИ эмотивной лексике практически не уделяется внимание. Естественная речь, всегда эмоционально маркированная, замедляет процесс формирования коммуникативной компетенции учащихся.

16:20-16:40

How to develop the intercultural dialogue when teaching Russian to Foreign Students

Elena Sedova, South Ural State Humanitarian Pedagogical University, Chelyabinsk

Teaching Russian as a foreign language is connected with achievement of educational, pedagogical and methodological goals. In a classroom there are meetings, communication and interactions between people of different nations, who are interested in learning the Russian language and more broadly in learning about Russia. So, one can talk about the intercultural dialogue and ask the following relevant questions: what kind of information (knowledge) about Russia is taught at the lessons of Russian as a foreign language? In what

projects could the originality of Russian culture be represented? How to make this intercultural dialogue effective? The article is focused on organizing and holding events with foreign students and Russian ones such as “Welcome Party” (introductions, presentations about themselves and home countries, short performances), “Dialogue of Cultures” (meetings with interesting people – foreigners – in a format of an interview or a round table). Besides, expansion of ideas about another culture is possible through immersion: e.g., Russian holidays’ celebrations, traditional games, creative workshops (painting Easter eggs, wooden boards in the Khokhloma style, etc.).

16:40-17:00

Обучение говорению на русском языке иностранных студентов: традиционные и новые приемы

Natalia Golosnaya, ITMO University, Saint Petersburg

Доклад посвящён вопросу обучения говорению иностранных студентов подготовительного факультета технического вуза. Автор рассматривается использование традиционной методики при работе с иностранными студентами подготовительного факультета, а также факторы, влияющие на процесс обучения. Автор отмечает несколько способов, как разнообразить и сделать развитие речи более эффективным, предлагает и описывает новый прием в качестве дополнения к основной методике. На данный момент сформулированы базовые принципы приема. Цель автора - обосновать необходимость проведения исследования, в ходе которого было бы подтверждено или опровергнуто предположение о том, что использование этого приёма на практике улучшает и ускоряет понимание и запоминание лексического и грамматического материал, сообщает подлинную мотивацию к изучению русской культуры и языка, как следствие к русской речи, развивает ответственность за учебный процесс, устанавливает подлинный контакт между языком и реальным миром учащегося, обеспечивает возможность диалога культур.

Extracurricular activities

Room 1122

15:40-16:00

The importance of extracurricular activities at the Language Faculty

Ekaterina Grigoryeva, Ivanovo State University, Ivanovo

Extracurricular activities are a very important part of education not only at school but at the University as well. First of all such activities encourage students to improve the level of a language. More than that they help students gain confidence and show all their abilities in a creative, friendly atmosphere. At the faculty of Romance and Germanic Philology (Ivanovo State University) students take an active part in extracurricular events. At the end of each year there are special competitions organized for students. First-year students participate in the so-called Freshmen's Party. The goal of this event is to demonstrate new skills, knowledge and creativity gained during the first year of studies. The party includes several competitions: recital of a nursery rhyme and a tongue twister, group presentation, dramatization. Sophomores participate in Limerick Party. At this event students are supposed to learn limericks them by heart, present them, translate them into Russian and compose their own limericks in English. Such activities are useful as students create something new together, learn to cooperate, work in a team, develop their creativity and master language

skills.

16:00-16:20

Intercultural projects at school as a tool for enhancement of English language level

Lyubov Savelyeva, Ulyanovsk English Language Teachers' Association, Ulyanovsk

Involving students in various international projects can help to raise their level of English and improve intercultural intelligence. This presentation is devoted to 7 international projects that can be implemented through extracurricular activities at school.

16:20-16:40

Regional component at the extracurricular classes of English to promote language acquisition

Irina Shchukina, Tula State Lev Tolstoy Pedagogical University, Tula

The problem of EL level enhancement at secondary schools is urgent now in the context of new educational standards. Extracurricular classes give an additional opportunity for both teachers and learners to develop communicative competence. This case study is aimed at describing the local experience of extracurricular work organization in some secondary schools of Tula Region. Such classes were and are still conducted within the project initiated by EFL teachers under the support of local educational authorities. The scope is large as more than 10 schools in the region volunteered to get enrolled in the project. Based on the observation, analysis of learners' needs, standards demands and the survey results of teachers' claims a new regionally-focused workbook was designed to guide the extracurricular work with 11-12 year-old students. In each of its seven modules students learnt about Yorkshire, New England and Tula through comparing information in verbal and visual forms. The focus on regional component within content-based language instruction has already enabled A1/A2 level learners to progress in all four language skills and widened their outlook due to interdisciplinary links.

16:40-17:00

The role of Access Program in extracurricular activities of English Language learners

Larisa Kovaleva, Buryat State University, Ulan-Ude

Ulan-Ude Access team joined the English Access Microscholarship Program in 2010 and a 10-year experience in the Program has proved that this type of extracurricular activities is the best one for the enhancement of English language level of high school students and development of their leadership qualities. The Program gives an opportunity to incorporate various methods and techniques into the teaching process:

1. Project-Based Method – a creative cooperation of students with different levels of English;
2. Use of Internet Tools – interactive activities of students that enrich their knowledge;
3. Cross-Cultural Parallels of American/Russian/Buryat culture, sport, holidays and other aspects of life, it develops the sense of ethnic and cultural identity, which is very important for the national republics such as Buryatia;
4. Performing Arts that help students express themselves, enhance self-confidence and improvisation skills;
5. English Language Summer Camps – the time and place to incorporate all the above mentioned projects, develop language learning abilities, team-building and leadership qualities of the students.

CLIL&EMI

Room 3308

15:40-16:00

**Teaching local history with CLIL-technology in a secondary school,
Marina Kolesnikova, Private language school "Little Stars", Beloyarsky,
Khanty-Mansiysk Autonomous Okrug-Ugra**

The article is devoted to practicing CLIL-technology with secondary school students. The teacher describes her experience with CLIL-technology while teaching schoolchildren the culture of Khanty - indigenous minorities of Ugra. As a result students presented their research projects comparing history and nowadays of different life aspects of Khanty: traditional activities, family traditions and upbringing children, national holidays and dances. While making a research students got acquainted to traditions of Khanty and compared it with nowadays, answering the question whether all these traditions observed nowadays. Learning this topic with CLIL-technology students noticed that they learned lots of interesting facts about Khanty, introduced a great amount of new words and clichés in their speech, learned to make-up sentences and take part in conversations. The teacher came to the conclusion that this technology helps students to make up sentences, compare different cultural aspects and take active part in conversations, which is the most important for shaping language and intersubject competences.

16:00-16:20

CLIL, EMI, CBI: advantages and challenges

Olga Kolykhalova, National Research University Higher School of Economics, Moscow

The role of the English language in university curricula is changing as it is often not only a subject of study but the language of instruction. There is a rethinking of the goals and objectives of education. Universities are currently adopting CLIL and EMI, alongside basic CBI approaches, to convey academic content in English. The growing popularity of EMI is connected with the process of globalization and students' academic mobility. EMI courses are taught by subject-content specialists or by language specialists who work outside of their language specialty. CBI is associated with language-learning through the study of subject matter which is a more natural way of developing language ability. The future of a foreign language in a university also consists of creating an individualized educational hyperspace in which language instruction is integrated into professional training - CLIL technology. The aim of this study is the comparative analysis of these educational approaches. We have put forward a hypothesis that all of them contribute to increasing students' educational motivation, but they enhance various types of educational motives.

EAP

Room 3202

15:40-16:00

Advantages and disadvantages of using a native language in teaching EAP

Irina Basova, Moscow State Lomonosov University, Moscow

The aim of the report is to investigate the role of a native language in the process of teaching English for academic purposes. Particular attention is paid to using translation tasks in class. The report also presents cognitive processes which memorizing is based on and proves that translation exercises activate these processes.

16:00-16:20

Writing a well-balanced paragraph: unity, coherence and cohesion

Nataliia Gunina, Tambov State Technical University, Tambov

Writing a paragraph can be a big challenge to many students. This often happens because they lack the ability to put a paragraph together. As a result, students tend to lose motivation and perceive writing as a daunting task. This workshop will offer some hands-on activities which can be used to teach students how to write a paragraph in the EFL classroom. The participants will refresh their knowledge of the rules of constructing a paragraph and their understanding of unity, coherence and cohesion. When teaching students to construct a paragraph it is important to draw their attention to these main pillars of writing. This will help them to develop ideas and create their smooth progression and transition. The basics of theory will be supplemented by engaging practical activities to be used in the classroom.

16:20-16:40

Writing an abstract in English: work on bugs

Irina Sipakova, Saratov State University, Saratov

The abstract of a scientific article is one of the most common formats of a written academic discourse. However, the analysis of the Russian language research publications containing abstracts in English (collections of scientific papers, conference proceedings, continuing editions) reveals a considerable number of lexical, stylistic and, to a lesser extent, grammatical errors of the authors or translators. Therefore, we have included a special module into EFL programs aimed at overcoming common mistakes in English abstracts. The module is intended for undergraduates and postgraduates of humanitarian faculties. The paper summarizes an experience of implementing this module in the course of professional English at the humanitarian faculties of Saratov National Research University. The training material for the analysis was taken from the published scientific publications, including those recommended by the HAC. Particular attention is paid to the differences between the English and Russian academic styles, as well as to the recommendations of editors of peer reviewed scientific publications.

16:40-17:00

EAP course design: Balancing subjective and objective needs

Svetlana Bogolepova, National Research University Higher School of Economics, Moscow

When a language course is developed, it is common practice to conduct needs analysis aimed to find out learners' needs, lacks and wants (Flowerdew, 2013). The talk will focus on the design of an EAP course for 3rd year Linguistics students. The course was developed

with both subjective and objective needs in mind (Brown, 2007). Subjective needs include students' interests, attitudes and expectations, e.g. to engage with authentic texts, or have more opportunities to voice their opinion. Objective needs are the standards students have to live up to. For instance, at this stage they need to be able to closely read longer and denser texts, including connected to their specialisation, synthesise information from various sources in their production, use more complex grammatical structures with accuracy and precision. However, the mid-term survey yielded rather controversial results. Though our students found the course useful, quite a few did not find it motivating. Though students' reading skills were subjectively and objectively improving, numerous activities connected with one and the same loaded text were considered tedious. The talk will discuss how the contradiction was resolved.

ESP

Assembly Hall

15:40-16:00

Problems of lexical minimum learning by students of a technical major

Ekaterina Varlakova, Saint-Petersburg Mining University, Saint Petersburg

The problems of learning lexical minimum by students of technical university (Oil and Gas major) are studied. Lexical minimum is a limited list of lexical units and terms selected on frequency bases in a specific major that should be learned within a certain academic period. The aim of the research is to reveal the most effective activities of teaching/learning specialized vocabulary by the students of Oil and Gas major. This issue can be investigated only with consideration of the peculiarities of human perception and memory, program requirements and syllabus, methods of teaching foreign language in non-linguistic university and statistics. As one of the methodological solutions the short description of a model, including a range of exercises is suggested. Lexical minimum knowledge forms not only lexical competence, but professionally-oriented communicative competence of a future specialist in this major, therefore it is necessary that a more thorough study should be performed.

16:00-16:20

Nurturing the Science Diplomacy Generation (SDG) to advance the Comprehensive Nuclear-Test-Ban Treaty (CTBT)

Elena Tsyvkunova, MEPhI, Moscow

The CTBT Science Diplomacy Generation is a diversified capacity building project of MEPhI aiming to train and nurture the next Generation of Science Diplomacy experts who will address daunting tasks and problems facing the Comprehensive Nuclear-Test-Ban Treaty. The project CTBTxSDG provides opportunities for students to learn more about the Treaty through interactive activities, creative tasks, gamification and online conferences. It also comprises outreach and education activities aiming to reinforce linkages between the CTBT and the UN Sustainable Development Goals. The project is expected to provide a platform for interdisciplinary, multicultural and inter-institutional collaboration to broaden and strengthen the engagement of various scientific communities working in test ban monitoring as well as to enhance their geographical gender representation, involving MEPhI students, Pre-University students, academia, legal and technical experts. We'll use the occasion of 2019 NATE Conference to introduce the modules of the proposed project as well as its interdisciplinary teaching methods.

16:20-16:40

New context and new challenges in the field of English for Specific Purposes

Svetlana Sannikova, South Ural State Humanitarian Pedagogical University, Chelyabinsk

The aim of my report is to present the way I work with ESP and Advance students, to show that the methods and techniques of EFL of the 21st century have changed tremendously. We live in the 21st century. A teenager and young adults of the 21st century is totally different from those of the 1990s. The present day teacher faces more challenges that he faced in earlier times. Rapid development of knowledge, demands creation of qualitative teacher who in turn will help to strengthen a knowledge society to meet the challenges of globalization and mold the society keeping in view the values and traditions. The report is an attempt to discuss the issues, tasks and challenges of the ESP teachers. I am planning to present some basic concepts of ESP, focus on teaching effective strategies, dwell upon teacher's professional competence.

16:40-17:00

Adult learning theories and coaching methods in teaching ESP courses for adults

Elena Levchenko, Institute of continuing professional education, Ufa

The author would like to show experience of delivering "English for oil and gas professionals" in the Institute of continuing professional education. The most important questions about business English and special purpose English content and organization specifications are decided by the use of authentic materials, adult learning theories, coaching methods, and the communicative approach. The course consists of case-studies with authentic texts, audio and video-files, glossary, grammar points and additional texts with the main questions to be studied. The andragogy principles of self-concept, learner experience, readiness to learn the subject having the immediate relevance and impact on their job and personal life and problem-centered activities motivate their study and make the learning successful. The coaching techniques help to increase the self-consciousness of the trainees and develop their personal characteristics. The experience proves that the use of all the mentioned principles together with the teacher's personality makes the work interesting, useful and up-to-date.

English Language teaching 1

Room 3222

15:40-16:00

Product-oriented approach to learning English

Natalya Kubrakova, National Research Saratov State University, Saratov

Product-oriented approach aims at creating meaningful products through solving learning tasks. English language learning can yield a number of products in various forms and formats in order to master multiple skills. The paper focuses on two projects carried out to enhance language learning. The first project was implemented by students majoring in computer science and information technologies during their English classes. The students designed a web-site, chose a groupmate to administer the site and upload their texts written after learning new grammar and vocabulary, and the reference information provided by their teacher. The second, larger-scale project united students pursuing degrees in English language teaching and those specializing in computer technologies. The participants were

encouraged to design computer games for different categories of English language learners. The endeavors resulted in several computer resources for schoolchildren aged 7-10 and 11-14, university students getting degrees in majors other than linguistics. The projects helped to boost students' professional growth, to promote interdisciplinary cooperation, to improve teamwork and analytical skills.

16:00-16:20

Exploring teachers' motivation to CPD

Valentina Akoulina, Royal Academy of Languages, Saratov

In the modern world there are plenty of ways to develop professionally. However, some teachers are not motivated enough to use the CPD opportunities provided by the Internet or their employers. For different reasons the employers are often in search of efficient ways to encourage the teachers to develop their professional competences. Consequently, there is a need in studies to find the approaches to improve teachers' motivations in up-to-date circumstances. We have made a survey among teachers of different educational organizations in Saratov area, including public and private schools, higher education institutions, language centres. We have analyzed both extrinsic and intrinsic reasons for teachers' motivation and summed up the results of the analysis in the list of recommendations. The results of the research can be useful for the heads of departments, senior teachers and supervisors as well as for the teachers who are interested in the topic of motivation. This research can help build the cooperation between the teachers and the senior officials.

16:20-16:40

Developing learner autonomy through integrating media education in language learning

Olga Dvorchets, Dostoevsky Omsk State University, Omsk

Developing learner autonomy through integrating media education in language learning The research outlines the potential of achieving learner autonomy in the ELT classroom through mass media. Among various other methods to achieve the goal, the speaker suggests integrating media education (literacy) as a powerful tool to move students' endeavour into an area where they can direct their own learning. Whereas over comparatively short period of life span, media education development in the ELT being far from a novelty, the speaker shares her own experience of integrating it into language learning on the basis of a special elective/optional course. It's the innovative course for second year students of the International Business Department introduced in Dostoevsky Omsk State University a few years ago. Based first on the traditional teacher-led approach, within this course program students are urged to assume responsibility for their learning extending the teaching/learning process far beyond the classroom.

16:40-17:00

Presentation "Guess Who?" as a tool for language enhancement and fruitful collaboration between classmates

Natalia Shishkina, Voronezh State University, Voronezh

The paper deals with language development and activating communication skills. It focuses on the task given to first-year science students to interview one of the classmates they choose and give a presentation named 'Guess Who?' on the information acquired. The others should say who has been talked about. The questions for an interview are to be written in advance and checked by a teacher. Because of the time limit and in order to make

an effective presentation the students are recommended to include the most interesting information in the presentation and accompany it with eye-catching visuals. This type of work helps to create comfortable learning environment and atmosphere of support and solidarity in the lesson. It also results in building good relationship between classmates. Thus, the surrounding social climate and respect let both the students and the teacher will be willing to cooperate and promote language learning.

English Language teaching 2

Room 3220

15:40-16:00

Advance best practices: blended learning

Olga Minina, Syktyvkar State University, Syktyvkar

Blended learning within Advance program is the best way to enhance entrepreneurship and English language skills. The aim of the report is to share Syktyvkar site experience how to incorporate online courses into the program.

16:00-16:20

Blended learning as a helpful way of teaching grammar to university students

Maria Belyaeva, Tula State Lev Tolstoy Pedagogical University, Tula

New technologies have revolutionized the way people learn. Using blended learning in EFL instruction is a relatively new method of teaching students in the university environment. The central question of this exploratory study is whether blended learning for grammar classes is a pedagogically sound experience. The focus is on learners: their emotions and involvement at the lesson, and their learning strategies in grammar acquisition on their own or with others in a new online environment. The present study also looks at digital literacy of students but investigates the blended learning as an essential way of teaching grammar. The study described attempted, through the use of inductive and comparative methods, to assess the effectiveness of using blended learning at the grammar lesson. The findings of this research revealed that the majority of students taking part in the study showed considerable improvement in language learning after the use of blended learning method. This suggested that students' communicative competence might also benefit from the implementation of blended learning into the current English language curriculum in the university.

16:20-16:40

Modern educational reality: new objectives and content in ELT

Ekaterina Mashurova, Educational Center "FINE", Smolensk

Yuliya Starovoytova, NATE Coordination Council

The prevalence of social media and the internet as a whole have changed the way people learn languages. It's imperative for modern language teachers to address the needs and interests of modern students. On the one hand, students have immediate access to information they need, on the other, they need clear guidance to navigate through this conundrum so that they could use an endless variety of language learning opportunities to their benefit. Catering to the students' needs, teachers have to integrate approaches and techniques to make the learning process purposeful and relevant. Moreover, the authenticity of the classroom environment, which makes classroom routine close to a real communicative situation, is impossible without an efficient skills integration. Unlike the segregated-skill approach in which language learning is artificially separated from content learning, the

integrated-skill approach encourages language learners to communicate naturalistically. Therefore, language teachers need to learn more about the various practical ways to integrate language skills in the classroom (e.g., content-based, task-based, or the combination of both).

16:40-17:00

How to treat some types of "bad language learners"

Natalia Igolkina, Saratov State University, Saratov

Researchers in SLA (second language acquisition) have introduced the concept of a "good language learner" and have described their characteristics which contribute to their success in language learning. The concept of a "bad language learner" is not defined by scholars yet but is widely used by teachers referring to low efficient learners. In the workshop the concept of "a bad language learner" is presented and contrasted to the known concept of "a good language learner". Some types of "bad language learners" are defined, namely "dyslexic", "alexithymic", "non-SVO word order" and "slow-switching" ones. Characteristic learning behaviour of each type is described and appropriate teaching techniques to treat these learners are presented.

SIGs

17:20 - 19:00

Applied Linguistics

Room 3307

17:20-17:40

Common models of compounds in the modern Legal English language

Elena Popova, Russian State University of Justice, Moscow

Compound words with legal semantics reflect the general tendency of the English language to comply with the economy principle and its ability to use available internal resources for nominating new realities and rethinking of historical language experience for current needs. The presentation will provide an overview of the most common models of compound words used in modern Legal English language. The classification of structural formulae is made from the corresponding standard positions. In their literary activity native English speakers attract not only traditional word-formation models but also new forms and models of nominative units. When considering the most common models of compounds in the Legal English language, it makes sense to turn to the classification borrowed by modern specialists from ancient Indian linguists, based on the normative positions of word formation in Sanskrit. According to the given classification the following classes are distinguished: bahuvrihi, tatpuruṣa, karmadharaya and dvandva.

17:40-18:00

Contrastive dictionaries as a new trend in modern lexicography

Lyudmila Lukina, Voronezh State Technical University, Voronezh

Today in the period of wide development of comparative studies, there is a great interest in the creation of new types of bilingual dictionaries and series of dictionaries. We present the results of the analysis of contrastive semes dictionaries of English and Russian lexical groups. A distinctive feature of these dictionaries is that for each contrastive pair the type of

translated correspondence is defined and indicated. The conclusion about the type of correspondence is made on the basis of the scale of types of translated correspondences developed within the comparative-parametric method of linguistic research. This scale is based on the integrated index of lexemes identity introduced by L. V. Lukina, calculated as the arithmetic average of the indices of denotational, connotational and functional identity of lexemes of each pair, each of which is carried out through the ratio of coinciding denotational, connotational and functional semes respectively to the total number of semes of this category. The proposed dictionary makes it possible to visually and objectively appreciate the degree of semantic proximity of the units making up the contrastive pair, and to choose the best translated correspondence which is important both for educational purposes and in translation practice. The first in the series is the dictionary of names of school teachers and students (Kozel'skaya D.V., M. A. Sternina). However, it was preceded the Contrastive Seme Russian-English Dictionary of Speech Events created by L.V. Lukina as a supplement to her Candidate's dissertation.

Exams

Room 3210

17:20-17:40

Using TED Talks in teaching towards FCE and CAE

Marianna Ganyushkina, Smart Education Language School, Nizhny Novgorod

The author will share some ideas on incorporating TED talks into exam preparation routine. I have been teaching towards various exams for 10 years. Although we have always used authentic books developed with the aim of preparing students towards a certain exam I felt the urge to supplement the course book with some content that would be authentic as well as motivating. In my experience, TED Talks have not only proven to be an irreplaceable source of ideas that could later be used in speaking and writing tasks but various listening tasks can also be created based on them. On top of that, watching members of the general public give flawless speeches empowers students to be more confident in their oral presentations.

17:40-18:00

Developing learners' autonomy in YLE exam preparation

Ekaterina Piksaeva, Smart Education Language School, Nizhny Novgorod

The author will consider the ways to encourage primary school learners to work independently in the course of exam preparation. The variety of ideas and activities adapted to exam preparation needs will be presented along with considerations on the degree of autonomy which proves best with 7-10 year-old learners. Since I have been preparing for YLE Cambridge exams for more than 5 years I am deeply interested in involving students in the process as active participants fostering learners' independence. As there is a strong link between motivation and autonomy, working beyond the classroom successfully is bound to increase candidates' willingness to learn. Accordingly, by the time they are teenagers and adults they will be able to recognise, evaluate and adjust to completely new challenges arising.

18:00-18:20

Creative approach to training students for international English exams

Gleb Toropchin, Novosibirsk State Technical University, Novosibirsk

The demand for skilled professionals able to communicate in English with a high degree of

proficiency has predetermined the students' motivation to take international exams in order to obtain a certificate serving as a proof of their achievements. As such, students resort to participating in group activities aimed at polishing four basic skills crucial for the exams, namely reading, writing, listening and speaking. Instructors endeavour to make the tasks for these courses as entertaining and innovative as possible, in order to compensate for the complexity of such assignments and catch the students' attention. This is of special importance when it comes to training advanced students whose level corresponds to C1 or C2 of Common European Framework of Reference. Thus, creative approach to composing such tasks seems of vital importance. One has to keep it in mind when dealing with all four aspects mentioned above, sometimes combining them with the use modern interactive technologies and taking into account students' interests and strivings. Examples of applying this creative approach to preparing students for international English exams are also given.

18:00-18:20

English language textbooks readability: the case of Russia

Marina Solnyshkina, Elzara Gafiyatova, Maria Kazachkova, Kazan Federal University

The presentation of our research starts with the null hypotheses that median English text complexity in EFL textbooks increases with grade. The authors view it as a recognized standard and explore grade-level English text complexity distributions for grades 5-11 in the Russian Federation. For the purpose of the study we compiled a representative Corpus of English language textbooks used in Russia (CELT) with the total size of 0.5 mln tokens, which effectively documents the continuum of English text complexity exposure for reading education. The collected data were analyzed with the help of Text Inspector and Coh-Metrics with regard to (1) correspondence of the lexis to CEFR (A1-C2); (2) Flesh-Kincaid GL, narrativity, abstractness, syntactic simplicity, referential cohesion and deep cohesion. Additionally we also compared type-token ratio, i.e. lexical density and variety. The results of the analyses show (1) inconsistent progression of text complexity within each textbook; (2) a consistent pattern of text complexity progression across grade levels. Thus, the study demonstrates that the language used in the texts becomes increasingly sophisticated to cater for students' English language proficiency development.

Russian as a Foreign Language

Room 3229

17:20-17:40

Особенности изучения русского языка монгольскими студентами: фонетический аспект

Ekaterina Stukova, ITMO University, Saint Petersburg

Важность изучения фонетической интерференции, возникающей при изучении иностранного языка, трудно переоценить, т. к. она вызывает большое количество ошибок в речи на изучаемом языке. Поэтому для того чтобы эффективно обучать носителей монгольского языка русскому, следует иметь представление о тех фонетических отклонениях, которые могут появиться в их речи, т. к. важно не только своевременно исправлять, но и предупреждать ошибки, т.к. сформированные навыки устойчивы и труднокорректируемы.

Говоря о фонетической интерференции в русской речи монголов, хочется прежде всего сфокусировать внимание на отрицательной интерференции, т. к. именно она вызывает проблемы, требующие предотвращения или корректировки.

Фонетическая интерференция у рассматриваемой группы изучающих русский язык проявляется как в искаженном произношении отдельных фонем, так и в нарушении слоговой структуры слова.

Что касается нарушения фонетического облика отдельных фонем, это вызвано как субституцией звуков в соответствии с классификацией У. Вайнрайха, так и обликом графемы. Проблемы с нарушением слоговой структуры слова вызываются типичным для монгольского языка законом слогового сингармонизма.

17:40-18:00

Методы совершенствования русскоязычного произношения у иностранных студентов

Anna Okereshko, ITMO University, Saint Petersburg

Доклад посвящен проблеме произношения русских звуков иностранными студентами и методам совершенствования и тренировки русскоязычного произношения. У всех национальностей свои проблемы с произношением русских звуков, однако эмпирическим путем мы пришли к выводу: затруднения при произнесении русских звуков могут разрешаться с помощью нескольких универсальных и эффективных методов: проговаривание фонетических упражнений из домашнего задания с последующей записью на диктофон и предоставлением аудиозаписи по электронной почте на проверку преподавателю; видеозапись ситуаций по изучаемой теме с обязательным комментированием на русском языке показываемых действий; прослушивание, чтение и заучивание наизусть русской поэзии, а также русских песен; просмотр русских телепередач, мультфильмов, фильмов (с субтитрами) и записью реплик; неформальное общение с русскими людьми (создание образовательных ситуаций); проговаривание русских скороговорок, подобранных с учётом наиболее трудных для произношения каждой национальностью звуков. Кроме фонетической тренировки, русские песни, стихи, фильмы, скороговорки выполняют культурологическую функцию обучения, погружая иностранных студентов в русскую культуру.

18:00-18:20

Особенности адаптации иностранных студентов в российском ВУЗе

Tatiana Sizova, ITMO University, Saint Petersburg

Проблематика доклада связана с актуализацией социокультурных проблем иностранных студентов в системе российского высшего образования. Цель доклада – раскрыть проблемы адаптации иностранных студентов в российском высшем образовании. Необходимо понять, как иностранные студенты ощущают себя в новой социокультурной среде, и какие меры можно принять для усовершенствования условий проживания и обучения, а также облегчения адаптационного процесса. Известно, что на начальном этапе обучения большинство иностранных студентов испытывают ряд трудностей, связанных непосредственно с процессом обучения. Проблемами в становлении иностранных студентов в новом языковом, социокультурном и учебном пространстве можно назвать следующие: психофизические, учебно-познавательные, социокультурные. Все эти факторы несомненно отрицательно влияют не только на процесс обучения иностранных студентов в российском ВУЗе, но и на процесс обычной коммуникации. Мы полагаем, что одним из главных условий успешной учёбы иностранных студентов в российских вузах является быстрое и эффективное овладение русским языком. Чем лучше усваивается язык, тем эффективнее адаптация, и процесс коммуникации становится

легче.

18:20-18:40

Преимущества изучения текстов русской литературы на занятиях по развитию речи (русский язык как иностранный) с учащимися продвинутого уровня

Daria Efimova, ITMO University, Saint Petersburg

Данный доклад посвящен проблеме изучения текстов русской классической литературы на занятиях по развитию речи со студентами-иностранцами продвинутого уровня. В докладе будет обоснована идея о том, что художественный текст обладает особой ценностью в силу своей полифункциональности: отмечается его информативная, эстетическая, культурологическая, страноведческая и языковая функции, которые способны сделать процесс обучения русскому языку как иностранному более эффективным и усилить мотивацию учащихся. В докладе будут рассмотрены преимущества и недостатки обращения к изучению литературных произведений на занятиях по русскому языку как иностранному, указаны критерии отбора авторов и текстов, поднимается вопрос о целесообразности адаптации художественного произведения, даются методические рекомендации по использованию текстов и их фрагментов на занятиях по развитию речи со студентами продвинутого уровня. Автор статьи обращает внимание на то, что работа с художественными текстами направлена на формирование у учащихся межкультурной коммуникации, а также соответствует основополагающему принципу современной методики преподавания русского языка как иностранного – принципу соизучения языка и культуры.

18:40-19:00

Эффективная подготовка к комплексному экзамену

Eugene Kolyadin, Yamalia ELTA, Gubkinsky

В ходе доклада будет представлен комплекс упражнений и тестов для быстрой и эффективной подготовки иностранных граждан к сдаче комплексного экзамена по русскому языку, истории России и основ законодательства РФ (включая обновлённый вариант уровня «вид на жительство»). Выступающий ознакомит участников мероприятия с основными принципами построения системы упражнений и использованию стратегий выполнения заданий экзамена кандидатами для его успешной сдачи.

Young Learners

Room 3308

17:20-17:40

Ways of using puppets in the YL and VYL classroom

Elena Savochkina, Smolensk State University, Smolensk

Modern children are used to having visual cues that enhance their learning, that they need lessons which combine visual with auditory learning. They are much more motivated and seem to engage more quickly when they can watch and listen to an actual demonstration of the new language they are learning. Puppets and animated teaching as part of VYL and YL lesson make the language come alive in class. Puppets are also invaluable in performing many functions like “stirrer”, “settler” or teacher assistant.

17:40-18:00

Extracurricular projects as a means of EL Skills improvement

Tatyana Semenova, Vladimir Linguistic Gymnasia №23, Vladimir

Marina Semenova, Vladimir Linguistic Gymnasia № 23, Vladimir

We believe that foreign language acquisition is impossible without extracurricular activities. They provide both sides of educational process (students and teachers) an opportunity to go beyond the traditional framework of the lesson, creatively interact with one another and pave the way for self-realization. During the presentation the conference participants will get acquainted with the experience of Vladimir gymnasia #23 students' participation in various projects on local, all-Russia and international levels. The presenters will give an account of how such projects contribute to EL mastering, support communicative skills development; extend students' knowledge in various areas, enable them to disclose their EL potential, expand the students' cultural awareness, enhance their creativity. Special attention will be focused on the projects organized in cooperation with Vladimir-Bloomington/Normal Sister City Association.

18:00-18:20

Teaching successful communication: a pragmatic perspective

Julia Kuzmenkova, NSU Higher School of Economics, Moscow

Currently, pragmatics constitutes a fundamental element of L2 learners' training aiming to assist grammatically competent students establish the necessary link between what is said and how it can be interpreted, to realise potential risks of communicative breakdown rooting in mutual incomprehension. The presenter intends to discuss the reasons for communicative failures resulting from ignoring pragmatic principles and offers a systematic approach to eliminate errors.

18:20-18:40

Grammar and vocabulary as the operational basis for acquiring a foreign language at school

Natalia Pronina, Minin Nizhny Novgorod State Pedagogical University, Nizhny Novgorod

The presentation views the problem of interrelated training grammar and vocabulary. G.V. Rogova paid a great attention to this matter. She thought a methodical system of teaching these language aspects is likely to be developed. It is interrelated teaching. The ideas of interrelated teaching vocabulary and grammar are developing at present. The papers of young researchers prove that fact.

Extracurricular activities

Room 1122

17:20-17:40

"Shakespeare Readings" as a means of formation of students' linguocultural competency

Ekaterina Shilova, Ivanovo State University, Ivanovo

The presentation describes the language contest Shakespeare Readings which serves an additional means of formation of students' linguocultural competence. The annual contest is

held at the initiative of IVELTA in Ivanovo State University for high school and junior university students. Shakespeare Readings are aimed at cultural and esthetic education of young people, their involvement in creative activity, acquaintance with culture specific realities of Great Britain, and popularization of the English Bard's heritage. The students make an artistic musical performance of Shakespeare's sonnets the way they sounded at the turn of XVI-XVII centuries, discuss the epoch of the great classic, try to reveal the long-gone meanings of his works, present their own stage versions of the immortal tragedies and poetical translations of the verses. Translation is a favourite item on the programme. Being a true genius, Shakespeare provides infinite possibilities for translators. The teachers' task is to help students form a clear creative and philological understanding of the problem of translation. The students must understand that the English language knowledge alone is not enough to become a real translator. One is supposed to master one's native language, to know one's native literature, to be respectful to the original text. All this contributes to the dialogue of multilingual cultures and epochs.

17:40-18:00

Enhancement of EL level through extracurricular activities at school

Elena Kirillina, North-Eastern Federal University, Yakutsk

North-Eastern Federal University, located in the largest but sparsely populated region of Russia, is the leading supplier of teachers for rural and city schools. The university keeps connections with schools in the region for many reasons: promoting candidates for entering the university, professional support of teachers, expertise, and so on. Teachers of the department of foreign languages organize several events for school students Spring Poetry Contest for grades 3-6 and Open Online Olympiad on Foreign Languages (English, French and German) for grades 2-11 are among them. These events have become extremely popular among students, teachers and parents because preparing for these events students develop not only their English skills but also creativity and other soft skills. However, both organizers and teachers face and overcome different obstacles in conducting and participating in these activities.

18:00-18:20

Access summer camps: methodology that works, ideas that inspire

Svetlana Alekseevna Semenovych, Peller Education Center, Birobidzhan

The presentation is focused on some effective methods of teaching English in a camp setting and topics engaging students in active participation.

18:20-18:40

Enhancement of EL level through the extracurricular activity Regional Youth Festival "Druzhbovideniye" (Friendshipvision) at school

Sevich Guseinova, Secondary School №19 named after I.P.Mytarev, Dimitrovgrad

Regional Youth Festival "Druzhbovideniye" takes place in Dimitrovgrad Secondary school №19 named after I.P.Mytarev. It has been held annually since 2014. This activity is mainly concerned with establishing a relaxed and friendly environment as an attempt to provide learners with extensive language use and to maximize learners' oral productions.

18:40-19:00

New Challenge with ITravel: Russia Project,

Olga Mironova, Nizhny Novgorod Institute of Education Development, Nizhny Novgorod

The presenter will highlight the milestones of developing project throughout Russia. The participation of regional teaching communities will be described. The best video clips YouTube downloaded will be demonstrated to audience.

DIREKT

Room 3202

17:20-17:40

EPP (English for Professional Purposes) for developing students' practical placement and the employability of graduates

Olga Safonkina, Ogarev Mordovia State University, Saransk

Irina Korovina, Ogarev Mordovia State University, Saransk

This talk is aimed at teaching participants to attain competence in the job application process as well as in professional writing, equipping them with the necessary skills in order to achieve this. The focus is on the application process, successful CV and cover letter production. Professional writing skills are reviewed with a focus on professional correspondence and report writing, and the ability of students to produce business reports using relevant style, structure and format. With this module participants are equipped to write effectively at an advanced level consistent with current best practices.

17:40-18:00

Information literacy skills and fake news in the EFL classroom

Yulia Polshina, Far Eastern Federal University, Vladivostok

Today's limitless access to information calls for a different way to handle it, and while so many complain about fake news crisis, EFL teachers can use it to develop Information Literacy skills, so important today, in their students. This workshop will introduce the notion of Information Literacy, give multiple tips on how to differentiate between valid and invalid, objective and biased, reliable and unreliable sources, each tip supported with real-life examples, and share different activities, based on fake news, that have been designed to use in the EFL classroom to develop students' reading comprehension and critical thinking skills.

18:00-18:20

Working on paragraph writing

Nadezhda Shablikova, Petrozavodsk State University, Petrozavodsk

Demonstration of the exercises on paragraph practice: structure, topic sentence, problems of form and organization.

18:20-18:40

Debate as a tool of developing information literacy skills

Svetlana Guseva, Petrozavodsk State University, Petrozavodsk

Debate has always been viewed as a tool of developing public speaking skills or organising group work. Yet, just a few researchers have considered the debate format as an instrument of developing information literacy skills. When debaters do research to support or refute the proposition, they foster such information literacy skills as the ability to examine information critically and determine its authenticity, credibility, intellectual content or bias, the ability to understand how information and knowledge is affected by cultural, political and economic factors. While doing research, the debate students learn issues related to copyright,

intellectual freedom and plagiarism. Information literacy skills incorporate generating new ideas based on research results, enhance students' self-directed learning and sharpen their critical thinking for LLL.

ESP

Assembly Hall

17:20-17:40

Case-study and business simulations as complex competence assessment techniques in ESL

Anna Rodicheva, Russian State Hydrometeorological University, Saint Petersburg

Tatiana Zaitseva, Cherepovets State University, Cherepovets

Competence-based approach demands revision of the content of education, methods of training and traditional approach to assessment system. There is a need for reliable measurement of students' competences to identify the level of their professionalism. Students in ESP classes can perform individual and group tasks such as business simulations (business games) that are the individual, pair and team exercises modeling various business situations; and cases containing the description of real business situations that should be analyzed by the students. Case-study and business simulations (business games) are complex means of professional competence assessment which form situational models imitating a real professional situation or problem necessary to solve. Case-study and business simulations used in ESP classes enable the students to demonstrate professional competence necessary for a specific problem solution and create sound interdisciplinary ties. They let the educators assess the students' English language proficiency and at the same time the level of professionalism and qualification and personal and business qualities.

17:40-18:00

Effective practices of content-based instruction in ESP class

Natalia Kopylova, Baikal International Business School (Institute) of Irkutsk State University, Irkutsk

The paper presents the experience of implementing content-based approach in teaching ESP students whose major is Business Management. The key idea of the approach is that students work in small mixed groups containing freshmen, sophomores and juniors. This format entails peer teaching and contributes to continuity of learning. The groups are assigned research tasks on topics related to their major academic subjects. It is important that the students be provided with engaging topics that can arouse interest and enhance motivation. They explore and critically analyze various authentic materials, draw conclusions, and create projects in different forms from poster presentations to research papers. As a result, the learners develop collaborative skills, foster their communicative competence in ESP, and expand their interdisciplinary knowledge.

18:00-18:20

The means and ends of developing lifelong learning skills in an ESP classroom

Lyudmila Kuznetsova, Saint Petersburg State University

In our rapidly changing world of globalization, information technologies, continual innovation, a person's ability to engage in lifelong learning is growing in importance. It is becoming imperative for university teachers not only to supply students with knowledge and skills in their area of specialization, but also to develop future professionals as lifelong learners.

Whatever the subject, including ESP, there are methods and techniques by using which educators can develop in their students the capacity for independent learning throughout their lives. The presentation will focus on some of the ways to do it in an ESP classroom.

18:20-18:40

To the question of designing the ESP material for the military academy

Sofia Koltakova, Military Educational and Scientific Center of the Air Force “N.E. Zhukovsky and Y.A. Gagarin Air Force Academy”, Voronezh

Nowadays a graduate of a military academy should meet very high requirements of the modern society. To contribute to the development of the future officer the English language class must a) enable cadets to undertake studies, b) broaden their horizon, c) enhance their cultural and intellectual level, d) cultivate respectful attitude to their native culture as well as to the culture of other countries, e) perform a personality developing function. The main challenge that a teacher of a military academy faces is the necessity to find the ideal balance between the strictly defined professional military component and all the above mentioned aspects of the English language class.

The author will dwell upon the types of culture-oriented tasks that will help not only enhance cadets' language competence, but also will arm them with the techniques to comprehend and reflect on the cultural peculiarities of different aspects of their profession. These tasks are aimed at enabling cadets to analyze and compare professional life of the Russian and US or UK armed forces, and find different and similar cultural aspects.

The tasks comprise work with culture-marked lexemes (for example blue-head, boot/ booter, Bug Company, Day 0 etc.), authentic visual material (emblems, humorous pictures, photos), real-life stories, quizzes and poems.

18:20-19:00

Teaching working-life skills in the English Classroom: an intercultural perspective

Magdalini Lontou, University of Oulu, Oulu, Finland

During our English courses at the University of Oulu, we have to teach and prepare students for their future careers. Thus, we focus on transferable working-life skills, such as team-building, problem-solving and negotiation skills. In this paper, we focus on two classes to demonstrate how the combination of working-life skills and ICT inform language courses in different countries; for example, Finland and China. Generally, equality, equity and democracy are the foundations of the Finnish education system, while China is a socialist nation with a deep sense of collectivism. In both courses, the students had to pitch a sample of their work at a student conference while anonymous peer-feedback was collected through ICT. The similar set-up in two distinct cultures have made us consider the cultural aspect of the coursework and the various educational traditions. The concept of losing face, the role of teacher and students' beliefs concerning the value of their own and peer's work, are some of the critical observations worth sharing. By disseminating our experience, we hope to help colleagues overcome some of the obstacles our profession faces in the era of internationalisation.

English language teaching 1

Room 3222

17:20-17:40

Going environmentally global with English and photography

Tatiana Vinokurova, Dostoevsky Omsk State University, Omsk

The presentation "Going Environmentally Global with English and Photography" is devoted to the problem of raising motivation and personal involvement of students doing English language courses. The main aim of the project is to make students feel their ability to contribute to solutions of urging world issues by carrying out individual and group creative tasks based on wildlife photographs (provided by the photographer himself) and popular scientific texts aimed to enrich students' vocabulary. The project is created for various-level learners from elementary to advanced) and different age groups. The implementation of the project in Omsk state University has shown the following positive results: 1) low-level students eagerly take part in doing their tasks as they feel their ability to do it and can see real contribution; 2) students gained their personal experience in taking part in real-life projects and had the opportunity to share it with their contemporaries; 3) the combination of two mainstream trends (English and photography) made the project topical.

17:40-18:00

Student Correction During Class - How and When?

Anna Ziganshina, IPT (Moscow), Ufa

A crucial issue for any teacher is when and how to correct students' English mistakes. Of course, there are a number of types of corrections that teachers are expected to make during the course of any given class.

18:00-18:20

Listening skills development in classes of English

Olga Ilina, MGIMO University, Moscow

The perception of foreign oral speech is one of the most important and most difficult speech activities for foreign learners to master. Listening is the first step towards mastery of oral communication, and its success depends largely on how well the student's aural skills are developed, how well he /she can make a distinction between the sounds they perceive. The students' ability to keep in memory the material they listen to, to focus their attention and to fuel their interest are also significant. The author of the report considers the ways to develop students' aural skills in English language classes at the faculty of journalism of MGIMO University.

18:20-18:40

Language practice activities for achieving goal in learner's future exams

Zhanna Zhuravleva, Ulyanovsk Gymnasium 24, Ulyanovsk

As English language teachers, we want our learners to be successful in their examinations. I would like to share the experience of language practice activities for achievement of successful results at learners' future exams, to represent the examples of my personal lessons and ideas gradually bringing pupils to the set purpose. Furthermore, I will demonstrate different involving exercises that promote communication in the classroom, build students confidence and help them open up. These activities make the process of teaching more effective. As a result, learners feel self-confidence and easily react to the rapidly

changing exams requirements today.

18:40-19:00

Olympiads and competitions in the English language assessment: something old, something new, something for designers' review!

Vera Novikova, South Ural State Humanitarian Pedagogical University, Chelyabinsk

Olympiads which are held in Russia by some universities among other reasons aim to detect and stimulate creative abilities, entrepreneurial thinking and interest towards research, to help pupils come up with innovative ideas, to disseminate and popularize science. Undoubtedly, olympiads are one of the most challenging things in the students' learning journey. However, the competitive situations activate the mind and body to work harder and to achieve better results, thus giving students the opportunity to be successful. In this workshop participants will learn about the variety of tasks from six main national olympiads in the English language which are used to test socio-cultural competence alongside other language skills and knowledge. The workshop will also highlight the pragmatic issues, which are included in the olympiads. Finding majority of tasks quite intriguing and reliable the workshop will cast doubt on some tasks meaningful instructional and assessment activities. Some practical suggestions of how to integrate work on cultural awareness into other classroom activities will also be considered.

English Language teaching 2

Room 3220

17:20-17:40

The potential of using "six-word-stories" in the ESP class

Irina Barabushka, Voronezh State University, Voronezh

The author will present the prospects of applying "six-word stories (memoirs)" as a method of English language teaching for students of non-linguistic departments of Voronezh State University.

17:40-18:00

English language intercultural communication activities

Maureen Minielli, LCC International University, Klaipeda, Lithuania

This presentation identifies several activities instructors of ELLs can utilize in the classroom to improve student language skills and interpersonal communication competencies when focusing attention on communication. Today's students are not literary but visual learners. As such, these activities meet today's students where they are by engaging them through various online and digital activities and assignments. These activities also generate eclectic methods of instructor and student assessment beyond the standard examination. Online games like Free Rice allow students to participate in a variety of intercultural communication activities. In addition, student-created memes and videos are excellent ways to engage students in the learning process that utilizes their digital skills and interests. Foreign commercials on YouTube also allow students to explore intercultural communication. Each activity invites students to participate in different pedagogical activities that address different aspects of intercultural communication, including vocabulary, grammar, writing, digital creativity, self-expression, and self/other awareness.

18:00-18:20

"Theatre of 3 languages" as a tool to the intercultural communication and a dialogue of cultures

Tatiana Biryukova, Ulyanovsk Secondary school 82, Ulyanovsk

I would like to share with my colleagues my experience of creating and working in the school musical and drama theatre "Theatre of 3 languages". The process of learning foreign languages will be more effective only if each student is involved and becomes an active participant of a theatrical performance but not only a passive viewer. This idea helped us to create a school musical drama theatre where students act, sing and speak using three languages: English, German and French. School musical drama theatre "Theatre of 3 languages" was created in 1997. This project allows students not only to develop and improve their acting and communicative skills but to demonstrate their creative abilities as well. As a result, motivation to learn foreign languages increases. The result of this project were the performances "Teleconference Moscow-Berlin-London-Paris", "Faces of love", "the Amazing adventures of Sasha at the Museum "Madame Tussauds", "Valentine's Day", "Dream at a March night", "Bad weather at the airport", "The 65th anniversary of the Second World War", "Constellation of love", "the Little Prince", "Keep your eyes on the stars".

18:20-18:40

Gamification as a way of motivation

Natalja Shustina, School № 5, Smolensk

During this presentation the author will show different ways of using gamification at the lesson. This technology is used to motivate students. I am going to speak mostly about online gamification.

Friday
April 19th

ITMO University, 9 Lomonosova st

09:00 - 12:00	PLENARY SPEECHES 2nd Floor, Assembly Hall
09:00 - 09:35	Top 5 soft skills: what they are, why they are important and how to develop them in the context of EL curriculum? Philip Warwick , Pearson In modern world employers want the newcomers to be young, professional, experienced, flexible and thinking out of the box before they even start their career. When it comes to succeeding in a workplace, it is not enough to have a degree, there's something else that is quite often missing. In this session we will decipher the "secret ingredient" of an ideal job applicant and, moreover, give some hints at how to use every learning opportunity in developing this ingredient. Why not to begin with an English class?
09:35 - 10:10	English for the world: building effective communicators Tom Wiseman , Macmillan Education Low-level students see obvious development on a daily basis. In contrast, high-level students often feel stagnation. Habits ingrained over years of learning allow for performance that is "good enough" to communicate in most situations. As a result, these students become less motivated to use new topics covered in lessons. Clarifying a clear and necessary path to improvement can challenge even the most seasoned teacher. What should we teach our high-level students, and how can we convince them of the value in what they are learning? Getting what you want in interpersonal interaction defines our students' success in the real world. In order to operate effectively in English, they must be able to analyze and adapt to any situation. Only with successful analysis and appropriate adaptation will our students reach their goals. To drive students forward, a teacher needs to both (a) clarify to the students their own weaknesses in these areas and (b) emphasize the necessity of these skills in real-life interaction. In this workshop, we will discuss topics and materials that develop soft skills and enhance motivation for our high-level students.
10:10 - 10:45	Making the ends meet: language teaching from administrators' and educators' perspectives Zhenya Bakin , New School of Economics The session focuses on the recruitment process in ELT. We'll take a look at it from two perspectives. First, we'll briefly discuss teachers' expectations and see what they can offer to a potential employer. We'll then turn to a standard set of requirements and analyze the steps one should take to get a job. All this is meant to bridge the gap between a company and a potential employee and help both parties find the best match.

10:45 - 11:20	Rationale behind changes in Cambridge exams Elena Bogolyubova, Cambridge Assessment English representative office in Moscow Revision of Cambridge exams has always been undertaken in line with the five essential principles underpinning the design of all Cambridge English examinations: validity, reliability, impact, practicality and quality. The overall aim of revised exams is to ensure that the exams keep pace with developments in language teaching and testing and continue to meet the needs of candidates, teachers, centres and other stakeholders. The revision process includes data collection; development, research and trialling; production. Rationale behind changes might be to position the tests more closely with other exams; keep them relevant to the needs of learners and schools; incorporate evolving approaches to assessment and learning; address feedback from stakeholders (Heads of English, teachers, learners) extend the range of test and task focuses.
11:20-11:55	The pedagogical potential of MOOCs for creating a collaborative learning environment in a blended CLIL course Svetlana Titova, MSU Many educators argue today that MOOCs present new educational opportunities for face-to-face language classes. With the increasing popularity of MOOCs and OER among learners and due to the innovative trends in higher education in the the Russian Federation, college instructors today are confronted with a lot of challenges: how to integrate MOOCs in traditional or blended learning courses, how to evaluate student participation once a MOOC or some materials from it were implemented in the course, what kind of tasks and activities can be designed using MOOCs, what kind of instructional design to choose for integration, how to pick up a MOOC that can fit the aims and objectives of the taught course. The objective of this action research is twofold. First, to work out the possible ways of MOOC integration in a blended CLIL course to create an authentic online collaborative community, and second, to analyze students' perceptions of their MOOC experience as well as the pedagogical impact of this intervention on their motivation and learning outcomes.
12:00 - 12:30	COFFEE BREAK 2nd Floor
12:30 - 13:15	CLOSING CEREMONY 2nd Floor, Assembly Hall
13:30 - 14:30	LUNCH



**Friday
April 19th**

Herzen University, 3 Kazanskaya st

Joint NATE and SPELTA post-conference event in the Herzen State Pedagogical University of Russia!

The attendance is free for NATE and SPELTA members, but separate registration for the event is necessary at speltareg@gmail.com

**25 years of Service to ELT Community : Issues, Challenges, Solutions and Future.
The Launch of SPELTA Jubilee Year**

14:30 - 20:00	SPELTA EVENTS Mariinsky Hall of the Herzen State Pedagogical University of Russia
14:30 - 15:30	REGISTRATION. NETWORKING book exhibitions and networking, a tour of historical building of the Herzen State Pedagogical University
15:30 - 16:00	OPENING. WELCOME SPEECHES Prof. Yulia Komarova , Vice-rector of the Herzen State Pedagogical University for international cooperation Prof. Valery Monakhov , the Head of UNESCO Department (the Herzen Pedagogical University)
16:00 - 17:20	ROUND TABLE DISCUSSION Service to ELT Community: Issues, Challenges, Solutions and Future What are the Gravest Difficulties in Foreign Language Learning and Teaching in this country? Svetlana Ter-Minasova , Moscow State University, NATE President Round Table participants: Prof. Elena Yastrebova , MGIMO Prof. Andrey Achkasov , Herzen State University, Director of the Institute of Foreign Languages Dr. Natalia Komissarova , the University of Moscow, Head of the NATE Coordination Council Dr. Andrey Mashinyan , Herzen State University, Director of the Irish Cultural Centre Prof. Irina Alexyeva , Director of the School of Translation of the Herzen Pedagogical University

	Prof. Marina Sternina, Voronezh State University, NATE Vice-President Dr. Svetlana Sannikova, Chelyabinsk State University, NATE Coordination Council member
17.20 - 17.50	COFFEE BREAK: QUIZZES AND GAMES
17:50 - 19:50	WORKSHOP trailers from ELT professionals Memory lane Nancy Burkhalter, University of Seattle I wonder what Wordsworth would say! Jan Stanbury, UK CLIL and beyond Emily Austin Thrush, University of Memphis Developing Rapport: Creating Community in the Classroom Rachel Lynn Koch, EFL Fellow When it Snows in Siberia, it's Sweltering in Saudi: Adapting Teaching Practices to EFL Students Johanna Campbell, EFL Fellow
20:00	SPELTA CERTIFICATES AND PRIZES. NETWORKING.

**Saturday
April 20th**

SPELTA events

Excursion to

Vyborg



or

Pushkin



20 April we offer a trip to **Vyborg**.

Meeting is at Finland railway station at 9:00

Getting to Vyborg by the fast train Lastochka takes 1 hour and 15 minutes. It leaves at 9:30 (return ticket is 642 rubles, it is to be paid on the day of the trip).

Arrival to Vyborg is at 10:45, we are met at the station by a Vyborg guide and have a walking tour of medieval streets and will see Northern Art Nouveau buildings for 2 hours until 13:00, then buffet lunch is planned and after it you have an option either to stay in Vyborg longer on your own or to go back to Saint Petersburg earlier. Please, write about it in your letter.

Fast trains are leaving Vyborg at 15:00, 17:00 and 18:40.

The cost of the tour with lunch and without train ticket is 1000 rubles.

Please, register at speltareg@gmail.com write VYBORG in the subject of the letter, then we'll send instructions for payment. If we only have a small group less than 10 people, the price may slightly increase.

A trip to **Pushkin** by bus is another option, yet the price is higher - from 1800 up to 2500 rubles per person without lunch, depending on the number of people.