



XXIVth ANNUAL NATE RUSSIA

International Convention & English
Language Expo

18 - 20 April



SAMARA UNIVERSITY

Our Partners



SAMARA UNIVERSITY



SATE



ASSOCIATION OF ACADEMIC
WRITING EXPERTS
NATIONAL
WRITING CENTRES
CONSORTIUM



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Welcome Words from Honorary President

My dearest colleagues, teachers – and non-stop learners – of English,
! for Russians (we are more emotional!!! or less re-served?).
, for English-speaking countries.

Congratulations! We are not just alive, we are kicking: we have got together again under the umbrella of the National Association of Teachers of English (Russia) that still exists, works and unites us – against all odds. Many thanks to the NATE Russia authorities and very special thanks to Samara colleagues, so devoted and selfless, as always.

Now, in 2018, we have another good chance to meet, to discuss our achievements and difficulties, our victories and failures, our likes and dislikes, to learn some new ideas, to SHARE our knowledge and teaching experience – and to do all this in a warm, friendly way with colleagues, sisters and brothers, heroines and heroes (mind the word order in the last two collocations) because what we are doing under the present-day circumstances is a feat.

What are we in the new globalizing world, in the kingdom of the Internet, dealing with a very new and very different type of students, teaching the global language of the global village in the tense situation of falling-out with the global language speakers' world (meaning their very official and powerful circles)? What are we, the global language non-native teachers? Poor martyrs or lonely heroes? These and many other professional questions – what to teach and how to do it – are to be discussed at the NATE Russia Conference in the beautiful, friendly and hospitable city of Samara.

My dear compatriot EL teachers! Yes, we are overworked and underpaid, tired of formalities and bureaucracy but we love our profession and our extremely important though very difficult job, we are brave and experienced, we are kind and generous, ready to share our knowledge with students and colleagues, we are missionaries of peace and friendship, we are heroines and heroes but we are not lonely because we are united by the NATE Russia, our professional union, and "we shall overcome some day" (quoting the very popular American song), and the day is not far away. Let's hope and be optimistic!

Svetlana Ter-Minasova



National Association of Teachers of English (NATE Russia)

is currently the largest professional organization in Russia that represents more than 1000 ELT members. NATE has affiliated with more than 40 independent associations all over Russia and has been a TESOL and IATEFL representative for 25 years. The association opens up opportunities for teachers' development through national and global professional collaboration, educational projects, grant and awards.

NATE International Convention & English Language Expo is the largest annual professional development event in the ELT field with hundreds of attendees, over 60 education sessions, workshops, and exhibits.

The convention offers professional development opportunities to English language educators at all levels from pre-school to higher education.

NATE Board

Prof. Svetlana G. Ter-Minasova - Honorary President of the NATE Russia, President of Modern Languages and Area Studies Faculty, Lomonosov Moscow State University

Prof. Maria V. Verbitskaya - Honorary Vice-President of the NATE Russia, Professor of Foreign Languages and Area Studies Faculty, Lomonosov Moscow State University, Chair of the Federal Committee on the Unified State Exam in Foreign Languages

Prof. Marina A. Sternina - Vice-President of the NATE Russia, Head of the English Chair for Science Departments, Voronezh State University, President of Voronezh Association of Teachers of English, Chair of the Committee on the Unified State Exam in English in Voronezh Region

Organizers

Prof. Shakhmatov Evgeniy - Doctor of Engineering Sciences, Rector of Samara University

Dr. Ovchinnikov Dmitriy - Candidate of Sociological Sciences, First Vice-rector of Samara University

Prof. Levchenko Victoria - Doctor of Pedagogical Sciences, Head of Modern Languages and Professional Communication Department, Samara University, President of Samara Association of Teachers of English

Dr. Kozhevnikova Ludmila - Candidate of Pedagogical Sciences, Associate Professor, Modern Languages and Professional Communication Department, Samara University, Regional Consultant of Cambridge University Press



Modern Languages and Professional Communication Department, Samara University

was established in 1970. The department focuses on teaching foreign languages: English, German, French, Chinese, Italian, Spanish. Modern Languages and Professional Communication Department team comprises more than 30 highly-skilled language instructors. Since 2012 Modern Languages and Professional Communication Department has become the hub of SATE's activities.



Samara Association of Teachers of English (SATE)

was established in 1995. SATE held more than 30 regional and international conferences including NATE Russia conference (1998) and 5 teacher training institutes, published more than 30 collections of abstracts and papers.



Welcome address from Regional Language Officer

Dear NATE-Samara Organizers, Speakers, Members, and Participants,

Welcome to NATE 2018 from the U.S. Embassy Moscow. We are pleased to support NATE and this annual conference. More importantly, we are pleased to support your professional development as you strive to become more effective English teachers, researchers, and practitioners. Thank you to our host, Samara State University, for making this possible. Conferences are not only a time to learn, but they are a time to network. Meet as many teachers as you can, share what you know, and learn from each other. When teachers share together, education is improved.

NATE is an important teachers association for Russia. In English, we have a saying, "A chain is only as strong as its weakest link." I believe this holds true for associations. An association can only be as strong as its newest member. What does that mean for NATE? It means that NATE is you. Who should work for NATE? You should. Who should recruit new members? You should. Who makes NATE stronger? You do.

Why does a strong NATE matter? NATE is your backbone. All English teachers should be attached to NATE. NATE is your community. As teachers, we teach alone in the classroom and we solve problems alone. Those problems could deal with classroom management, learning styles, teaching methodology, or technology. But we don't have to solve these problems alone. Instead, we need to reach out to our colleagues across Russia to have in depth dialogues about some of the problems we face and we need to learn how other teachers solve those problems.

Advocacy is another strength that you have in NATE. As teachers, you are facing new challenges each year that teachers didn't face in the past. You have behavioral issues and mental issues in the classroom. You need support from administration, colleagues, parents, and the students themselves. Advocating with NATE will benefit teachers across Russia as you share your experiences and successes.

Finally, we never stop learning. Through NATE and the U.S. Embassy, there are a multitude of professional development opportunities. Find a colleague or a group of colleagues and engage together in additional learning opportunities. When you learn together, you strengthen your association.

Have a successful conference!

Sincerely,

Kelli Odhuu, Ph.D.
English Language Office
U.S. Embassy Moscow

Plenary Speakers

18 April
Wednesday

Prof. Ter-Minasova Svetlana
Doctor of Philological Sciences
Lomonosov Moscow State University



Simmons Virginia, PhD
Specialist in Inclusive Education



Stirling Johanna
Associate Trainer
Norwich Institute for Language Education



Westbrook Carolyn
Associate Professor
Southampton Solent University



Prof. Gorodetskaya Ludmila
Doctor of Cultural Studies
Lomonosov Moscow State University



Prof. Solovova Elena
Doctor of Pedagogical Sciences
Higher School of Economics



Skugarova Yulia
PhD in Philology
Head of Representative Office
Cambridge University Press ELT



Prof. Solnyshkina Marina
Doctor of Philological Sciences
Kazan Federal University



Barnashova Olga
Head of External Teacher Training
Language Link Russia



April 18

Wednesday

34 Moskovskoye shosse
Samara University
Assembly Hall

9:00 – 11:00	Registration, EXPO
11:00 – 11:20	Opening Ceremony. Welcome Speeches
11:20 – 12:00	Simmons Virginia (USA) You Can't Cross the Sea Merely by Standing and Staring at the Waves
12:00 – 12:40	Stirling Johanna (UK) Teaching Humans
12:40 – 13:20	Westbrook Carolyn (UK) Unlocking Your Students' Cognitive Skills
13:20 – 14:00	Gorodetskaya Ludmila (Russia) Psychological Profile of a Teenage Student: What to Gain and What to Retain?
14:00 – 15:00	Lunch, EXPO, Book Exhibition
15:00 – 15:35	Barnashova Olga (Russia) Learning Theories and Why We Need Them
15:35 – 16:35	Solovova Elena (Russia) A Road Map for Language Testing and Assessment in Russia: from Primary to Post-Graduate School
16:35 – 17:05	Skugarova Yulia (Russia) Using Research in Materials Design
17:05 – 17:35	Solnyshkina Marina (Russia) Text Complexity Assessment: Metrics and their Applicability
17:35 – 17:45	Day One Closing Remarks
19:00	Conference Social Event*

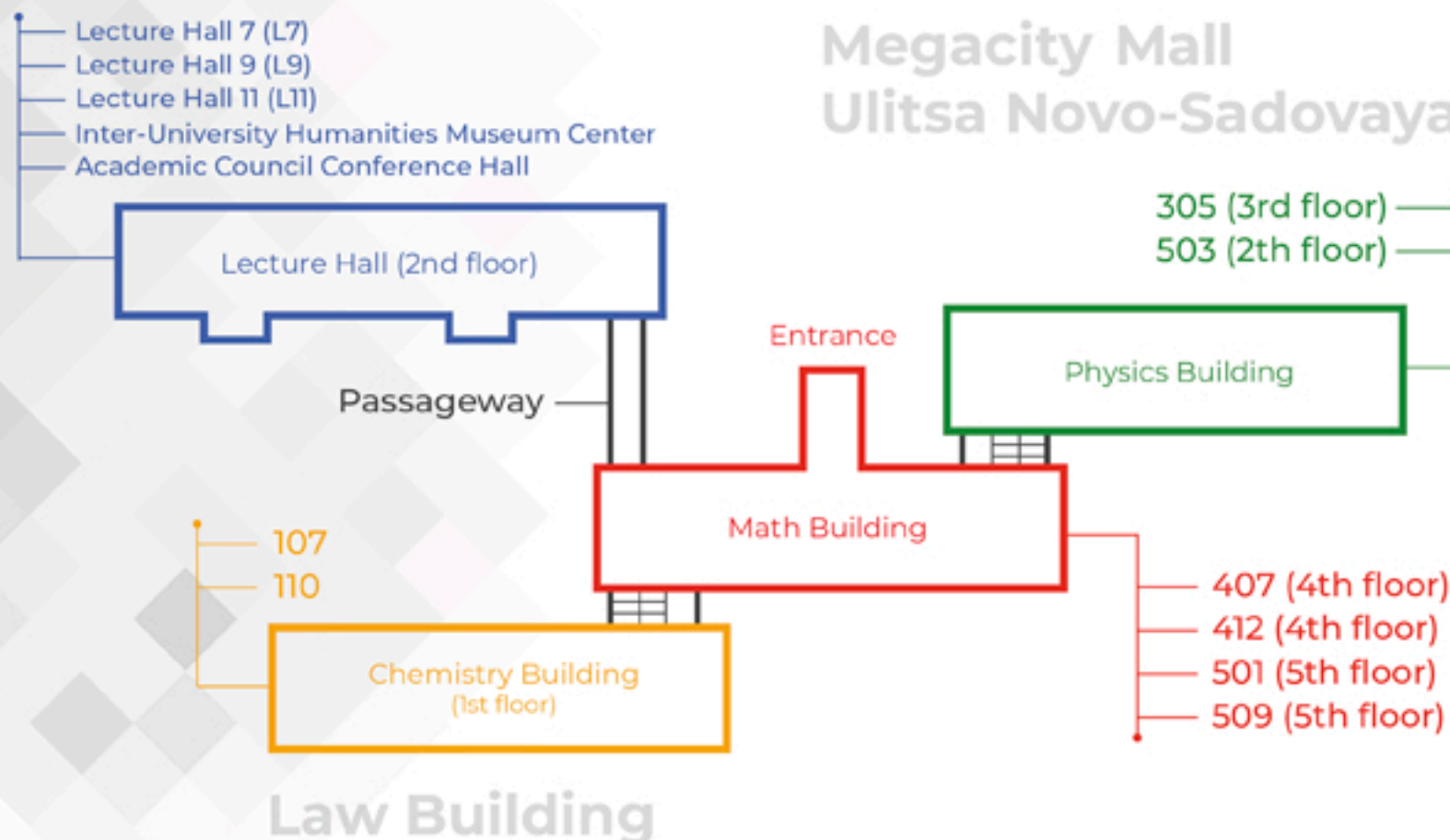
*Limited tickets are available at the Registration Desk

April 19

Thursday

University Navigation Map

1 Akademika Pavlova
Samara University



Food

Samara offers many different types of food places. Within the conference we will provide, snacks, tea, coffee, areas for relaxing.

April 18

Restaurant Paffos Light
Moskovskoe Shosse, 36A
Shopping Centre "Rus"
Food Court (5th floor)
Mindal Coffee Bar
Moskovskoe Shosse, 13

April 19 – April 20

Food categories include:
Favorite Café
Ul. Academika Platonova, 49A
Food Court Mega City Mall
Ul. Novo-Sadovaya, 160M
Cup 2 Cup Coffee Bar
Ul. Academika Platonova, 8

April 19

Thursday

9:00 – 10:00 Registration, EXPO

8:30 – 10:00 NATE Russia Annual Meeting (Academic Council Conference Room - Zal Zasedanyi Uchyonogo Soveta)

10:00 – 10:55

Academic Council Conference Room	L 11	L 9	L 7	110 Chemistry Building	107 Chemistry Building	501 Math Building	509 Math Building	412 Math Building	407 Math Building	305 Physics Building	503 Physics Building
Christiansen M. Sidury (USA) Like "Telephone" Game, but Effective: Best Paraphrasing Techniques to Write Academic English	Westbrook Carolyn (UK) Testing Speaking in EGE / Cambridge Exams	Simmons Virginia (USA) Getting to the Basics of English Teaching	Schiefelbein Joshua (USA) System Design Thinking: Analyzing and Synthesizing Problems in Modern Society	Carleni Ray (Montenegro) Teaching Young Learners - Up for Grabs	Weiss Akiva (USA) Real-Time Assessments	Chownyk Paul (Canada) Bringing Blended Learning to Your Class	Warwick Philip James (UK) Viewing Progress through Video				

11:00 – 11:55

Academic Council Conference Room	Inter-University Humanities Museum Center	L 11	L 9	L 7	110 Chemistry Building	107 Chemistry Building	501 Math Building	509 Math Building	412 Math Building	407 Math Building	305 Physics Building	503 Physics Building
Schiefelbein Joshua (USA) Spicing Up the Academic Writing Experience	Bochegova Natalya (Russia) English as Lingua Franca of Intercultural Communication	Solovova Elena (Russia) Выпускная проверочная работа как прообраз новых форматов ГИА	Simmons Virginia (USA) Making Your Classroom Come Alive	Minchenkov Alexey (Russia) Критерии оценки качества переводов в русско-когнитивно-эвристической модели	Kashina Elena (Russia) "Hi, Wanna be in the Movies?" - the Most Effective Techniques Enhancing Students' Motivation	Kolyadin Eugene The State Exam Essay: Quick and Easy. Some Tips to Teach Writing	Zaytsev Gennadiy (Russia) Teaching Academic Speaking Skills and Vocabulary	Warwick Philip James (UK) Tuning in the Teenage Audience with Authenticity	SIG 1	SIG 2	SIG 3	SIG 4

12:00 – 12:55

Academic Council Conference Room	Inter-University Humanities Museum Center	L 11	L 9	L 7	110 Chemistry Building	107 Chemistry Building	501 Math Building	509 Math Building	412 Math Building	407 Math Building	305 Physics Building	503 Physics Building
Reck Anne-Kathrin (UK)	Dorofeeva Svetlana (Russia)	Gorodetskaya Ludmila (Russia)	Nazarenko Alla (Russia)	Bolshanina Svetlana (Russia)	Nadtocheva Elena, Manyaykina Natalia (Russia)	Odintsova Tatiana (Russia)	Solnyshkina Marina (Russia)	Boguta Andrzej (Poland)	SIG 1	SIG 2	SIG 3	SIG 4
'Zooming in – Zooming out' – Supporting International Students in Academic Socialisation at University with Specific Reference to Academic Writing Skills	Teaching Russian as a Foreign Language	Preparing Students for the All-Russia Olympiad in English: Integrated Reading and Listening	Смешанное обучение как эффективное решение проблемы информатизации лингвистического образования	"Train your Brain"- How to Develop the Students' Thinking Skills	Classroom Management in Young Learners Classroom	Dear Student, Thank You for Your Letter	Understanding and Evaluating English Text Complexity	Blended Learning, Brick and Click, Tailored Learning				

13:00 – 14:00 Lunch, EXPO, Poster Presentation

14:00 – 14:55

Academic Council Conference Room	Inter-University Humanities Museum Center	L 11	L 9	L 7	110 Chemistry Building	107 Chemistry Building	501 Math Building	509 Math Building	412 Math Building	407 Math Building	305 Physics Building	503 Physics Building
Ottewell Karen (UK)	Maximchik Oxana (Russia)	Bogolyubova Elena (Russia)	Minina Olga, Minin Igor (Russia)	Puchkovskaya Antonina (Russia) Schiefelbein Joshua (USA)	Stepichev Peter (Russia)	Enygin Dmitry (Russia)	Mochalina Kira (Russia)	Dejko Konrad (Poland)	SIG 1	SIG 6	SIG 3	ACCESS
The Craft of Academic Argument	Use of English and Socio-Cultural Tasks: Getting Ready for EGE and EL Olympiads	Effective Speaking at the Exam (B2-C2 Levels)	NEDlines Educational Platform and ADVANCE Blended Learning	EMI Course Design: Tips and Tricks for a Successful EMI Course	Games at the Lesson: Turning Entertainment into Efficiency	Developing Professional Skills in the Lessons of Business English	International English Teaching Qualification	Integrating Skills for Efficacious Communication				

15:00 – 15:55

Academic Council Conference Room	Inter-University Humanities Museum Center	L 11	L 9	L 7	110 Chemistry Building	107 Chemistry Building	501 Math Building	509 Math Building	412 Math Building	407 Math Building	503 Physics Building
Squires Ashley (USA) Setting Priorities in the Evaluation of Student Writing	Minina Anastasiya (Russia) Современный преподаватель иностранных языков: потребности, проблемы и решения	Markova Elena (Russia) Some Prompts for More Success at Exams	Riabova Elena (Russia) Let's Warm Them Up: Using Mobile Phones and Internet Technologies for Warming Up Activities	Mironova Olga (Russia) Going CLIL-Going Global	Kudriavtceva Evgeniia, Tikunova Ekaterina, Kazakova Natalia, Makarova Svetlana, Markushina Yulia Teaching Effective Communication through Public Presentation	Polshina Yulia, Ivankova Tatiana, Rusnak Anna (Russia) Information Literacy - A New Skill to Learn and to Teach	Barnashova Olga (Russia) E-safety	Dejko Konrad (Poland) Speak Your Mind – How to Help Professionals Break Their Language Barrier	SIG 5	SIG 6	ACCESS

15:55 – 16:20 Coffee break, EXPO

16:20 – 17:20

Academic Council Conference Room	L 11	L 9	L 7	110 Chemistry Building	107 Chemistry Building	501 Math Building	509 Math Building	412 Math Building	407 Math Building	305, 503 Physics Building
Kuznetsova Ludmila (Russia) Helping Students Help Themselves in Writing Academic Papers	Bogolyubova Elena (Russia) Testing Lexical and Grammar Skills	Kutuzova Tatiana (Russia) Successful Digital Storytelling	Kapturova Evgenia (Russia) Optimize Your Teaching for the Unified National Exam in English: Incorporating Critical Thinking Skills to Ensure Exam Success	Sarnavskaya Elena (Russia) Cuisenaire Rods for All Ages and Levels	Beltser Irina (Israel) Beltser Inna (Russia) Art in the Classroom - Offline and Online (English & Russian as a FL)	Fominykh Nataliia (Russia) Web 2.0 Ideas for Language Education		SIG 5	SIG 6	ACCESS

17:50 Conference Social Event. Limited tickets are available at the Registration Desk.

SIG 1

412 Mathematics Building, 11:00 – 14:55

New Developments in Teaching English at Tertiary Level

Moderator: **Prof. Levchenko Victoria** (Samara)

Secretary: **Prof. Solnyshkina Marina** (Kazan)

1. Levchenko Victoria

Internationalization in Education

2. Milyavskaya Natalya, Zhukova Katerina

Language as a means of mutual integration in multicultural university environment

3. Tyurina Svetlana, Staroverova Ekaterina

Professionally Oriented Foreign Language Education in Technical University: Content Standard and Goals

4. Shparberg Aleksandra

Upgrading an ESP Course: ITMO University Case Study

5. Gich Olga

Сдвиг парадигмы в преподавании английского языка как неродного и роль учителя-неносителя английского языка

6. Arzhanova Evelina

No Such Thing as an English Teacher

7. Zharkikh Elena

Facilitating Functions of a Teacher. The Development of Professional Skills

8. Zarudnaya Marya

Развитие иноязычной профессиональной компетенции преподавателя экономического вуза

9. Kutsenko Elizaveta

Он-лайн платформы для повышения квалификации преподавателя иностранных языков

10. Efimova Oksana

Training as a Part of Non-Formal Education

11. Mironova Olga

Teaching EMI at Tertiary Level: Challenges and Perspectives

12. Titarenko Irina

From CLIL to EMI

13. Nurtidinova Lilia, Dobrova Victoria

VR in Foreign Language Teaching

14. Labzina Polina, Ageenko Natalia

VR ESP Course "Virtual Customs"

15. Stepanova Natalia, Grishenko Vera

Creating a Flipped Classroom with Ted Ed

16. Deryugina Irina

Teaching English Online: Problems and Prospects

17. Frolova Natalia, Povarenkina Irina

Blended Learning: Focus on Group Work

18. Troitskaya Yulia

Professional Mobility as a Quality

19. Pomelnikova Elena

The structure of the students' readiness to professional activities

20. Kirina Yelena

Focus on Teacher's Professional Listening in FL Teaching Course

SIG 2

407 Mathematics Building, 11:00 – 12:55

Studies in Philology: Linguistics, Literature and Translation

Moderator: **Prof. Sternina Marina** (Voronezh)

Secretary: **Prof. Vokhrysheva Evgeniya** (Samara)

1. Vokhrysheva Evgeniya

Роль иноязычного образования в поликультурной среде

2. Sternina Marina

Modern Prospects of Semantic Typology

3. Lukina Lyudmila

Methods of Semantic Scaling in Contrastive Research

4. Karpenko Irina

Lexical-Grammatical Polysemy of Multi-Sememe Adjectives

5. Rumyantseva Tatiana

English Text Reminiscences in Various Types of Discourse

6. Ekhlakova Natalya

Political Discourse Research in the English Classroom

7. Anoshina Ekaterina

Popular Science Genre of Legal Discourse as Interstyle Formation

8. Parfenova Anna

Formation of Translation Competence for Students of Linguistic Specialties

9. Klekovkina Elena

Typology of Lexical Errors in Russian-English Translations

10. Minchenkov Alexey

Перевод в сфере профессиональной коммуникации

11. Fuciji Mariana

Hollywood Film Titles in Translation

12. Ilova Elena

Actualization of the Category of Theatricality in the Speech Genre "Small Talk"

13. Shevchenko Viacheslav

Representation of Food as Means of Constructing Identity

14. Smekhnova Maria

Linguistic Peculiarities of Editor's Letters in British Printed Magazines

15. Mukhina Natalia

Lingua-Cultural Interpretation of Literary Text as a Means of Developing Students' Value Orientations

16. Grigoryeva Ekaterina

Cultural Heritage Dictionaries in New Zealand Lexicography

17. Shigapova Farida

Объективация этнокультурных стереотипов в семантике заимствований

18. Roiba Natalia

English as a global political tongue

SIG 3

305 Physics Building, 11:00 – 14:55

Empowering Students for the Future

Moderator: **Prof. Reztsova Svetlana** (Kolomna)
 Secretary: **Associate Prof. Khodakova Anastasia** (Tula)

1. **Molchanova Maria**
Classroom Research into Language Anxiety
2. **Kirillina Elena**
The Relationship Between Academic Performance and the Sakha Students' Mentality Towards Learning English. Preliminary Study
3. **Reztsova Svetlana, Salamatina Irina**
Gamification in Education: How to Make Learning Fun
4. **Khodakova Anastasia**
Optional Courses in English to Develop Abilities to Find and Organize Information
5. **Bezrukova Angelina**
Teaching Critical Thinking and Problem-Solving Skills
6. **Oveshkova Anna**
Work with English Corpora as a Means of Promoting Learner Autonomy
7. **Gridneva Natalia**
The Use of Authentic Materials in Russian as Foreign Language Teaching in AI Level
8. **Ivanova Anna**
Communicative Methodology of Development of Grammar Skills
9. **Rodicheva Anna, Zaitseva Tatiana**
Curriculum Flexibility in Organizing Advance Activities
10. **Igonina Galina**
Special Approaches in Teaching Advanced English to Engineering Students
11. **Vladimirova Svetlana**
Using Audio-Visual Aids for Developing Stylistic Skills in Russian as a Foreign Language (Advanced Level)
12. **Chikileva Lyudmila**
Teaching students belonging to digital generation: problems and solutions

Assessment

13. **Novikova Vera**
Educator Preparation Program to Embed 21st Century Assessment Skills
14. **Dubrovina Yulia**
The Testological Competence Formation of the English Language Teachers
15. **Solovyova Natalia**
The Purpose and Peculiarities of Testing
16. **Strelnikova Marina, Vostrikova Irina**
Continuous Assessment as a Tool for Communicative Competences Development for ESP Students
17. **Arsentyeva Anna**
The Educational Technology "Portfolio" and the Creativity of the Individual: The Experience of System Analysis

SIG 4

503 Physics Building, 11:00 – 12:55

Teaching Culture in the 21st Century Language Classroom

Moderator: **Associate Prof. Sannikova Svetlana** (Chelyabinsk)
 Secretary: **Prof. Kolykhalova Olga** (Moscow)

1. **Sannikova Svetlana**
Lifelong Linguistic Education: Sociocultural Dimension
2. **Kolykhalova Olga, Shvarts Elena**
Project-Based Learning (PBL) in Development Cultural Awareness in Higher Education
3. **Polyakova Svetlana, Gritsenko Elena**
Cross Cultural Project: Treasures of My Land
4. **Zhurbenko Marina**
Сетевое взаимодействие как один из факторов формирования социально-компетентной личности
5. **Golikova Tatiana**
Factors for Effective Cross-Cultural Online Communication for International Students (Based on the Example of Volga State University of Technology and LCC International University)
6. **Vasilenko Darya**
Participation in International Contests as a Motivation Factor in Studying English
7. **Savelyeva Lyubov**
Development of Students' Cultural Intelligence Level Through International Friendship Clubs
8. **Pavlova Svetlana**
The Role of English Literature in the Development of Students' Sociocultural Competence
9. **Shilova Ekaterina**
"Shakespeare Readings" as a Means of Formation of Students' Linguocultural Competency
10. **Burmistrova Anastasiya**
Sociocultural Competence Development Based on Ackroyd's Brief Lives
11. **Rogova Victoria, Logacheva Victoria**
Development of the Social and Cultural Competence by Means of the Folklore Among the Foreign Students of Linguistic Department
12. **Galichkina Elena**
Food Blogging: Genre Characteristics and Self-Presentation Strategies
13. **Golovina Natalia**
Politeness Theory: main strategies applied in adversarial discourse of debates"

SIG 5

412 Mathematics Building, 15:00 – 17:20

Teaching Language Skills at Tertiary Level

Moderator: *Prof. Geykhman Lyubov* (Perm)

Secretary: *Associate Prof. Korovina Irina* (Saransk)

Writing

1. *Evdash Valeria, Zhuravleva Nadezhda*

Building Expertise in Second Language Writing: Strategies for paragraph Development Course

2. *Kavardakova Elena, Geykhman Lyuba*

Revising: Googling or/and Proofreading?

3. *Korovina Irina*

Peer Review in Teaching Quality Writing

4. *Sosedova Varvara*

Writing a PhD Dissertation in English: Difference from Russian

5. *Dvoretskaya Anna*

Academic Writing for Economists

Speaking

6. *Kubrakova Natalya*

Teaching Academic Speaking within ESP Course for Master's Students

7. *Shaposhnikova Anna*

Using Technology to Effectively Teach Connected Speech

8. *Semenova Marina, Semenova Tatyana*

FL Teachers' Webciety E-Project as a Follow Up of Ecology Year

9. *Sipakova Irina*

"Forensic files" for Forensic Students and More: a Case Study of Using Authentic Serials with ESP Students

10. *Malova Maria*

Research Presentation: Best Practices

11. *Kalinina Elena*

Possible Ways of Reaching Autonomy in

12. *Denisova Darila*

Reflection is the Basis for Developing FL Speaking Skills: Teaching Experience at High School

13. *Egorova Marina*

Typical Mistakes in Students' Speech: Ways to Overcome

Reading

14. *Sheina Elena*

Teaching ESP Through Extensive Reading: "Staff Happens" by David Hare

SIG 6

407 Mathematics Building, 14:00 – 17:20

Primary and Secondary Schools

Moderator: *Prof. Gorodetskaya Ludmila* (Moscow)

Secretary: *Associate Prof. Pronina Natalia* (Nizhni Novgorod)

1. *Smith Elena*

Teaching in the 21st Century: Essential Skills, Challenges and Innovation

2. *Petrova Elena*

Developing Cognitive Skills in the English Language Classroom through CLIL Approach

3. *Nazarova Margarita*

Применение CLIL технологии при создании научной конференции младших школьников

4. *Galustyan Svetlana*

The Use of Integrative Approach in Teaching English

5. *Kapturova Evgenia*

Enhancing EFL Education and Training Program for the Unified National Exam in English through Critical Thinking

6. *Egorova Eleanora, Krasheninnikova Natalia*

ЕГЭ по английскому языку: мнение эксперта

7. *Abdullina Elvira*

Giving Feedback on Written Assignments

8. *Igolkina Natalia*

English Word Order: Should it be Learnt or Acquired by Russian Learners?

9. *Stokolyas Nadezhda*

English Lesson: Education or Entertainment?

10. *Petrova Elena*

Ten Motivating English-Speaking Activities for Young Learners and not Only

11. *Ivakaeva Elena*

Инсценирование сказок на английском языке

12. *Kolesnikova Marina*

Making-up Linguistic Fairy-tales as a Method of English Grammar Learning at Primary School

13. *Navikova Vera*

Teaching Language and Culture to Young Learners through Poetry

14. *Babina Elena*

TV-projects of Photography-based Activities in English Language Teaching

15. *Igolkina Natalia, Yastrebova Elena, Akoulina Valentina*

Cooperation Between Private Language Schools and State Educational Institutions

16. *Bobkova Vera*

Classroom Management

17. *Shelepova Olga, Komarova Tatiana*

How to Organize Child and Parent Collaboration in Classroom

18. *Pronina Natalia*

Teaching Speaking Discourse with Teenagers

19. *Shustina Natalia, Lapteva Tatjana*

Speaking Survival Skills

20. *Kiseleva Irina*

Are We Different or are We Alike?

21. *Khakhanova Marina, Izyumnikova Galina*

Turning Cultural Diversity into Advantage While Teaching English at School

22. *Prokofeva Svetlana*

Features of Training of Hearing-Impaired Children at English Lessons at Comprehensive Schools

23. *Sokolenko Oksana, Kolaydina Irene*

Long-Term Outlook of Access Program in YAMALIA

24. *Lilikina Ekaterina*

Using technology to develop gifted children's critical thinking skills

Christiansen Martha Sldury University of Texas at San Antonio	Like "Telephone" Game, but Effective: Best Paraphrasing Techniques to Write Academic English In this workshop you will learn five basic techniques of paraphrasing and including secondary research on academic papers. We will practice each technique with real samples, and we will review the most common citation methods.
Westbrook Carolyn Southampton Solent University	Testing Speaking in EGE / Cambridge Exams
Simmons Virginia Specialist in Inclusive Education	Getting to the Basics A workshop that explores the importance of including the teaching of prosody to English language learners. English is a musical language with a rhythm that is often ignored in our teaching. Teaching prosody in an inclusion classroom adds a dimension of learning that allows full participation and understanding for all students.
Schiefelbein Joshua ITMO University	System Design Thinking: Analyzing and Synthesizing Problems in Modern Society Any organization, society, or culture can be broken down into analyzable and measurable parts that possess unique characteristics that help chart the behaviors and actions taken by involved entities. However, for university students, such traits are not so easily identified and understood, which is why incorporating systems design thinking can prove not only a quality language-learning task, but also an exercise that can teach a valuable, game-changing life skill. By the end of the workshop, participants will understand the concepts of stocks and flows, positive and negative feedback loops, and how to create challenging yet motivating critical-thinking problems for students.
Carleni Ray Nova Anglia School in Montenegro	Teaching Young Learners -Up for Grabs Teaching Young Learners can be quite a challenge. In a monolingual community non-native speaker teachers have to deal with even more challenges. The most common case is when teachers and learners share the same mother tongue, which is often seen as mere disadvantage. The presenter will touch on some bright sides of the situation. In this session several ideas, tips and techniques will be proffered based on the presenter's classroom teaching experience as well as his experience of bringing up three multilingual children (Armenian, English, Montenegrin, Russian). This talk, hopefully, can also be of use to families raising multilingual children.
Weiss Akiva ITMO University	Real-Time Assessments Advances in technology have presented new opportunities for 'teaching on the fly': adapting instruction in real time based on learner understanding. This workshop evaluates internet-based forms of assessment. Practical exercises allow participants to create meaningful formative assessments on the fly and measure learner progress.
Chownyk Paul Linguistic club Ya-Polyglot	Bringing Blended Learning to Your Class Blended Learning is undeniably becoming an important component of the education system for various reasons, notwithstanding the phenomenal progress of technology. However the process of creating and implementing such a modality can be daunting to faculties and course lecturers. In this workshop (providing that attendees have had some exposure to the idea), participants will learn about some of the core steps to take, with the possibility of finding a way to take those first steps towards a more enhanced learning environment.
Warwick Philip James Pearson	Viewing Progress through Video There's an old saying that technology won't replace teachers, it'll just replace teachers who don't use technology, and whatever we think it is undeniable that innovation is moving at such a pace and embraced so enthusiastically by our students that modern classrooms are filled with digital residents who bring technology into the lesson and expect to use it, and that we as teachers need to be flexible and adapt our methods to take this into account. The advantages of bringing authentic English into every lesson and using them to improve students' performance are

	perhaps something that we haven't considered, we know that it can really change the class dynamic, add variety to the lessons and provide them with authentic, stimulating, language-rich content through a medium that today's students feel comfortable with, I mean, they're constantly plugged in and looking at screens outside the classroom, so surely we should leverage this and use it for language learning inside the class too. In this session we'll look at how embedding video throughout a unit can help learners improve faster and gain better grades.
Minchenkov Alexey St.Petersburg	Критерии оценки качества переводов в русле когнитивно-эвристической модели В рамках практического семинара предлагается обсуждение нового подхода к оценке качества выполненных переводов в русле когнитивно-эвристической модели процесса перевода и иллюстрация возможностей применения этого подхода на примере анализа реальных переводов, выполненных студентами физических специальностей СПбГУ. Дается описание когнитивно-эвристической модели, обсуждаются различные подходы к переводческим нормам, формулируется понятие инварианта перевода, предлагается классификация переводческих ошибок и градуирование их по степени серьезности.
Bochegova Natalya Kurgan State University	English As Lingua Franca Of Intercultural Communication Interlinguoculturology is a young linguistic discipline that studies the problems of the secondary cultural orientation of a language towards a foreign culture. The proposed workshop demonstrates the process of empathic cognition which takes place when analyzing various cultures through the medium of the English language which in this case serves as lingua franca. On the material of three poems by Li-Young Lee the author shows the ways of conveying the concepts and the value system of the Chinese culture by the means of the English language.
Solovova Elena Higher School of Economics	Выпускная проверочная работа как прообраз новых форматов ГИА
Simmons Virginia Specialist in Inclusive Education	Making Your Classroom Come Alive This workshop begins with focused points on maintaining structure in an inclusion classroom. Ideas from successful classrooms will be shared and general issues will be discussed. The session includes a model lesson that incorporates key researched strategies for student learning.
Kolyadin Eugene	The State Exam Essay: Quick and Easy. Some Tips to Teach Writing The speaker will focus on the most challenging points in teaching student to write an argumentative essay at the state exam in English. The attendees will get some practical advice on training students to compose a well-written text meeting all the examination requirements concerning structure, logics and coherency. The author will also present his teaching materials to be used in teaching writing.
Kashina Elena Samara University	"Hi, Wanna be in the Movies?" - the Most Effective Techniques Enhancing Students' Motivation Motivation is a kind of internal drive that encourages students to pursue a course of action. If they perceive a goal (learning a foreign language) and if that goal is sufficiently attractive, students will be strongly motivated to do whatever is necessary to reach that goal. In general, strongly motivated students are easier to teach and it's the teacher's task to find effective methods and techniques to inspire students to master the language.
Schiefelbein Joshua ITMO University	Spicing Up the Academic Writing Experience One of the most common misconceptions students hold regarding Academic Writing is that it must be dull and boring. However, such an idea could not be farther from the truth as many possibilities exist that can spice up their academic writing experience in a way that still fosters personal growth and writing skills. By the end of the workshop, in addition to learning the types of assignments that students find intriguing, participants will be acquainted with how to develop interesting material that captivates even the most apathetic students, integrate technology, and incorporate challenging yet engaging writing assignments and research problems.
Zaytsev Gennadiy Professional Development Department of Oxford University Press	Teaching Academic Speaking Skills and Vocabulary This session focuses on what teaching speaking skills in an EAP context involves. It looks at the two main speaking contexts the students are likely to encounter, i.e. seminar discussions and oral presentations. It highlights

	the specific skills involved in each context and gives some practical examples of ways that teachers can approach teaching and practicing these in the classroom. And this session focuses on some of the key challenges in teaching academic vocabulary and puts forward some practical suggestions to tackle vocabulary in the EAP classroom. It looks at selecting which vocabulary to focus on, how to integrate work on vocabulary into other classroom activities, and how to move vocabulary teaching beyond simple lists of words.
Warwick Philip James Pearson	Tuning in the Teenage Audience with Authenticity Twenty-first century learners tend to dwell in a digital world filled with fantasy figures and social media. Little time is spent on developing soft skills and students that have been bombarded with knowledge through the technological platforms that they interact with are less than receptive to tired traditional teaching practices. When presented with these challenges it's tempting for teachers to try to embrace the new digital mediums and use them as enablers to help students interest and engagement but without a solid base on real skills this can be a waste. Showing the students what's expected of them in terms of target language and how, what they're learning can be applied directly to authentic communication can still be more of a motivator. In this session we'll look at how exposing students to language in an authentic context with communicative goals that they can readily identify with can be just the sort of stimulus to kick-start the language learning process.
Squires Ashley New Economic School	Setting Priorities in the Evaluation of Student Writing Marking student papers is one of the most time-consuming and challenging tasks teachers have to face. This workshop will present a priority-based evaluation system that can be altered and adapted to varying levels of proficiency. We will spend time discussing authentic pieces of student writing and developing a marking strategy that maximizes the benefit to the individual writer.
Dorofeeva Svetlana ITMO University	Teaching Russian as a Foreign language The international language of music can gather all the languages together and make people from different cultures closer to each other. While listening to the old Russian romance "Dorogoi dlinnoyu" ("Дорогой длинною", literally "By the long road") we discovered that the students know this song in English, some of them – in Portuguese and some – in Italian. We got interested and started paying attention to the songs which have the same melodies but different lyrics in different languages. We refer to them as "twin songs". This "twin-songs" exploration-technique helped me to keep the student's motivation at a high level because they had the opportunity to sing songs and they were able to do it both in the studied language and in their mother tongue.
Gorodetskaya Ludmila Lomonosov Moscow State University	Preparing Students for the All-Russia Olympiad in English: Integrated Reading and Listening The workshop participants will do two integrated tasks (Listening and Reading) from the Regional (pre-final) and Federal (final) stages of All-Russia Olympiad in the English language. They will analyse the level of comprehension required at these stages and consider the text genre and linguistic peculiarities that can facilitate or impede comprehension. Comparison of information and/or opinion expressed in a mini-lecture and part of a science-popular article on the same topic is the most difficult element of these and similar tasks. The workshop will help deal with the difficulties when preparing students for the Integrated part of the Olympiad. The difference of the task from integrated TOEFL tasks will also be considered.
Nazarenko Alla Lomonosov Moscow State University	Смешанное обучение как эффективное решение проблемы информатизации лингвистического образования
Bolshanina Svetlana Language School "English Time"	"Train your Brain"- How to Develop the Students' Thinking Skills Modern neuroscience states that Brain is like a muscle. The more you challenge it, the smarter you become. I'd like to share some motivational activities that are meant not only to practice the English language but also to boost learners' creative, critical, analytical skills. Used on a regular basis, they are sure to "train" the brain for generating bright ideas within severe time limits.
Nadtocheva Elena USPU	Classroom Management in Young Learners Classroom Workshop deals with classroom management in young learners'

Manyaykina Natalia	classroom. It refers to the ways in which students behave, move and interact during a lesson and how to organize and control the process. Participants will discuss developmental differences between children and teenagers, and appropriate classroom management skills to deal with these variations. They include conceptual and cognitive variations, variations in attention spans and motor skills such as drawing and cutting, as well as social and emotional differences. An understanding of these differences can help develop the flexibility that teachers of young learners require. Games, fun and surprise activities for teaching English to young learners will complete the workshop format.
Odintsova Tatiana Study and Training Centre Class, Rostov-on-Don	Dear Student, Thank You for Your Letter Russian State Exams, both EGE and OGE, require our students to write an informal letter, which is supposed to be quite an effortless task. Still in reality the most common challenges are the lack of ideas and insufficient vocabulary. In this workshop, the participants will discuss a possible lesson procedure aimed at teaching informal letter writing in the framework of exam assessment criteria and real life skills. We will try out some practical ideas how to motivate students to write letters for exam and help them get ideas using only the text of the task.
Solnyshkina Marina Kazan Federal University	Understanding and Evaluating English Text Complexity In my report I explore to what extent text parameters, such as average number of words per sentence, syllables per word, nouns per sentence, frequency of content words, etc. can successfully rank English academic texts for different age and grade levels. I will also provide a brief overview of previous research on readability of English texts and describe the corpus of school English textbooks. I share the experience of Kazan University team of using a variety of quantitative text complexity metrics and evaluate the measures of existing English text complexity formulas. As the results obtained compare favorably with the previously published results on the established complexity metrics for English texts, the study encourages the development of valid, reliable and transparent complexity tools for English texts.
Boguta Andrzej Pearson	Blended Learning, Brick and Click, Tailored Learning Using technology for learning and teaching foreign languages is now as obvious as using books, but it is by no means easy to decide what to pick to save time and make learning easier and more motivating for the students. If managing homework is a challenge, come to see how technology can share the burden with you. Whatever moment of the teaching process you're at now, there's technology to help you make the most of your teaching time! Please join us to take a closer look at newest innovative software which provides constructive feedback to students and creates informed teaching situations for teachers.
Ottewell Karen University of Cambridge	The Craft of Academic Argument Argument and argumentation are arguably the core of postgraduate research and are inextricably linked to critical thinking, clear, sound writing skills as well as suasion. Argumentation in English is rooted in the Anglo-European rhetorical tradition, dating back to before Aristotle's well-known contribution to this field. In this workshop, we will explore the rhetorical tradition and the import this has for the craft of academic argument, concluding by briefly exploring the cultural aspect to argumentation, since developing arguments is a culturally embedded topic. Different cultures, both national as well as disciplinary, have different ways of approaching the initial formation of and development of an argument.
Maximchik Oxana State University of Social Sciences and Humanities	Use of English and socio-cultural tasks: getting ready for EGE and English language Olympiads The workshop considers lexico-grammatical and socio-cultural tasks as a means of getting ready for EGE and English language Olympiads
Bogolyubova Elena Cambridge English Language Assessment	Effective Speaking at the Exam (B2-C2 Levels) Using your voice effectively. Relieving anxiety. Being a good listener. Developing spontaneity. Principles and maxims of communication. Extension techniques. Interactive skills. Exam preparation tips.
Minina Olga Syktyvkar State University Minin Igor	NEDlines Educational Platform and ADVANCE Blended Learning NEDlines educational platform is presented as NATE partner resource for teachers of English. It is designed to help students and teachers gain unique knowledge, develop them systematically, identify competences the future world needs and apply them in everyday life, improve the English language and customize one's own learning path. The platform is

	aimed at developing soft skills, creative thinking and adapted to Advance program blended learning model. The aim of the workshop is to get some glimpses of new ways of teaching and studying.
Puchkovskaya Antonina ITMO University Schiefelbein Joshua ITMO University	EMI Course Design: Tips and Tricks for a Successful EMI Course On a global scale, universities and other educational institutions seek to attract a larger number of students from around the world to achieve diversity. One strategy employed to reach this objective is offering a greater number of courses in English to expand and enrich the student educational experience. In this workshop, participants will analyze teaching contexts, learn core principles for designing an English-as-a-Medium-of-Instruction course, and become acquainted with strategies and tools that ensure a successful EMI experience. Additionally, participants will discuss essential pedagogical competencies that non-ESL instructors need to aid student development and ensure optimal student academic achievement.
Stepichev Peter NATE Russia	Games at the Lesson: Turning Entertainment into Efficiency Successful foreign language acquisition presupposes a good command of grammar and vocabulary. Yet fascination with the language usually comes not through grammar rules and word lists but in the process of interaction with each other. Implementation of interactivity is an essential condition of language acquisition. Games at the lessons can provide a framework for language use and mastering necessary skills. We believe that the potential of education is largely defined by the tools available to the teachers and learners. The games we develop can be effective tools if used rationally. These include: magnetic Grammar Cube, vocabulary and grammar puzzles, grammar gloves and educational apps. Together with pedagogy of surprise concept these games act as a system that makes studying at the language not only entertaining but effective.
Enygin Dmitry Plekhanov Russian University of Economics	Developing Professional Multicultural Skills in the Lessons of Business English The workshop is devoted to practical aspects of developing multicultural skills in professional context of Business English lessons in the non-linguistic universities. First part of the workshop will deal with the general notion of multicultural skills, its interpretation and types of multicultural skills. At the second part of the workshop participants will focus on practical exercises that can be used during Business English lessons for developing students multicultural skills.
Mochalina Kira Language Assistant	International English Teaching Qualifications The changing brand of Cambridge Assessment English does not change its main goal - to bring English to the learner and "prove their skills to the world". Cambridge Assessment English places great emphasis on its main ambassadors - the English Language Teachers. For this reason, Cambridge offers a variety of teaching qualifications, from Foundation to Expert, to help us get the most out of our teaching. Focusing on the teacher needs, it provides plenty of opportunities for professional development in a variety of ways, including face-to-face tuition, online courses, paper-based and computer-based exams.
Dejko Konrad Pearson	Integrating Skills for Efficacious Communication Is cannibalizing books reproachable? Do you need to gulp down all the teaching material? Can course material be taken apart and reassembled? The talk features hints on how to use Speakout content to integrate languages skills for efficacious communication (also teaching professionals, such as scientists). I will also give suggestions on how to select material to target specific needs and help learners build their confidence.
Reck Anne-Kathrin University of Portsmouth	'Zooming in - Zooming out' - Supporting International Students in Their Academic Socialisation at University with Specific Reference to Academic Writing Skills The main focus of this workshop is student engagement in an international context with English as lingua franca. In order to foster and enrich independent learning, peer supported learning has been an established practice in higher education. This inevitably brings challenges for the institution to set up the learning process and for the incoming students to face academic issues, integrate into institutional subjects as well as gain the skills related to studying at university. Collaborative scaffolding exercises using online tools are suggested to support a group of international students. We as Academic Skills Tutors facilitate students' writing and, hence, function as collaborators during their acculturation

	into the new setting. Students are ultimately trying to gain a better understanding of academic literacies; we are trying to enable them on their way. Participants will be engaged in a World Café style discussion where they collaboratively produce answers to a set of questions.
Minina Anastasiya Educational Company "Relod"	Modern teacher of foreign languages: requirements, problems and solutions Nowadays high demands are made on the teacher of foreign languages. It's necessary to improve the professional competence to meet them. "School of pedagogical mastery" provides an opportunity to enhance their skills from experienced methodologists and practitioners in the remote mode.
Markova Elena Higher School of Economics	Some Prompts for More Success at Exams
Riabova Elena Samara State University of Social Sciences and Education	Let's Warm Them Up: Using Mobile Phones and Internet Technologies for Warming Up Activities The importance of warming up activities can not be overestimated. They stimulate and focus students, set the tone of the lesson and provide a link to its topic. Technology can help us to make the process of creating warming up activities both student and teacher friendly, as they motivate and encourage students, from one point of view, and do not need much time for preparation, from the other. This workshop will demonstrate various types of warming up activities that can be created with the help of mobile phones and Internet technologies.
Mironova Olga Nizhny Novgorod State Pedagogical University	Going CLIL- Going Global The presentation will focus on advantages of using CLIL (Content and language Integrated Learning). The speaker will outline the efficiency of higher order thinking skills and show to use English language to do the instruction in the classroom. The participants are going to discuss the lesson framework and the problem of learners' improving both language skills and subject knowledge through involvement and scaffolding.
Peresada Elena StudyCraft	ELT Games for Teens Coursebooks for primary school and workshops on teaching young learners are all about fun and games. But as soon as our students go from primary to secondary school we reduce game time to 10% of a lesson. Don't teens need games? In my workshop I'll show what makes a true game and how to gamify your coursebook. I'll give a few practical tips how you can apply game design principles to your lesson and show game techniques which will make drills and gap-filling exercises exciting for teens. Also, we'll consider some common mistakes which ruin games in the class.
Polshina Yulia Ivankova Tatiana Rusnak Anna Far Eastern Federal University	Information Literacy - A New Skill to Learn and to Teach Information Technologies are changing the way we handle information, by providing access to billions of sources. Such limitless availability of information, despite its many advantages, may have its downsides, making it difficult for teachers and their students to differentiate between valid and invalid, objective and biased, reliable and unreliable sources. This workshop will explain the notion of Information Literacy, the importance of developing Information Literacy skills in students, and give multiple tips, each tip supported with real-life examples, which will help you navigate the rough seas of today's information and evaluate sources from different perspectives.
Barnashova Olga Language Link Russia	E-Safety Internet provides new exciting opportunities for teachers and is very instrumental for language learning. However, it can also pose new risks such as privacy breach or cyber bullying that did not exist before. Our role as teachers is not only to guide our students to appropriate resources but also to explain how to behave online to make Internet a safe environment. We also need to help our students evaluate the content to spot possible inaccuracies or bias. We will look at some possible issues, discuss cases and consider what we can do to cater for our students' cyber wellbeing.
Dejko Konrad Pearson	Speak Your Mind – How to Help Professionals Break Their Language Barrier
Kuznetsova Ludmila Saint Petersburg State University	Helping Students Help Themselves in Writing Academic Papers Teaching academic writing has recently been growing in importance, as undergraduates, students on graduate programs and their university teachers alike, are increasingly encouraged (or even required) to make the results of their research known to the international academic

	community. To describe one's findings and get published in an international journal most often involves using English, the Lingua Franca of the globalizing world. Writing academic papers is a fairly challenging task for students in their mother tongue, with challenges multiplying when this task is to be performed in a foreign language. Teachers of academic writing see it as their responsibility to supply their students with the required knowledge and skills. However, apart from the teacher, there exist resources which learners can draw on, inside and outside the classroom, to facilitate the process of writing and to make it more efficient and effective. It is the aim of the workshop to discuss some of these resources.
Bogolyubova Elena Cambridge English Language Assessment	Testing Lexical and Grammar Skills Language learning vs language acquisition. Different kinds of meaning. Aspects of vocabulary. Lexical sets. Idioms. Word associations. Teaching grammar communicatively. Testing lexical and grammatical skills in Cambridge exams (levels B1 and B2). Exam preparation tips.
Kutuzova Tatiana Teacherpreneur	Successful Digital Storytelling Digital storytelling is a great teaching tool of modern education, which helps students to tell stories using technology. This is a great way of visualizing stories, contributing to the rapid and effective assimilation of new information. In this format, learning is perceived as an entertainment, which positively affects the development of not only language, but also many other skills that are necessary for successful learning and personal development.
Kapturova Evgenia Orel State University named after I.S. Turgenev	Optimize Your Teaching for the Unified National Exam in English: Incorporating Critical Thinking Skills to Ensure Exam Success This workshop will explore the interplay between critical thinking instruction and various aspects of training students for the Unified National Exam in English. In the workshop the concept of critical thinking will be approached in a number of ways: from careful consideration of addressing candidates' needs, through developing practical techniques of incorporating critical thinking skills into the exam preparation programme and improving students' critical awareness, through to the analysis of how candidates can employ critical thinking skills to enhance their exam performance.
Sarnavskaya Elena Langwe Schools	Cuisenaire Rods for All Ages and Levels Most English teachers have heard about Cuisenaire Rods, but there is not much information about how to use them. They are often believed to be a tool for teaching young learners. But they are in fact much more than that. Rods can be used to teach any age group or level. In this workshop, you will be shown a wide range of activities that involve Rods and that you can introduce to your classroom: for teaching grammar, vocabulary, pronunciation, listening, practicing speaking and even writing.
Beltser Irina PhD, Associate Professor Beltser Inna Samara branch of 'Moscow City University'	Art in the Classroom – Offline and Online (English & Russian as a FL) In this workshop we will try to become our students for some time and feel the power of art on ourselves! Why use art? How can we use it? As a means? Target? Backstage? How? We'll get plenty of ideas, plenty of material and new questions, of course!
Fominykh Nataliia Plekhanov Russian University of Economics	Web 2.0 Ideas for Language Education Nowadays, using the Internet, we should distinguish Web-1.0 and Web-2.0 technologies. If the main factor of Web-1.0 is technology itself, then the main factor of Web-2.0 is a human-being. And unlike Web-1.0 technologies that are oriented on getting information from the net as a source of it, Web-2.0 is a platform for social collaboration. It helps to transfer the accent from the software onto communication, partnership and cooperation. This very transfer is the main goal of education.

Plenary Speakers

20 April
Friday



Warwick Philip James
Teacher Trainer
Pearson



Kopylova Victoria
Candidate of Pedagogical Sciences
Vice-President of Publishing Activities
"Prosveshcheniye" Education Holding



Novikova Vera
South Ural State Humanitarian
Pedagogical University



Bogolyubova Elena
Consultant Cambridge English
Language Assessment



Stepichev Peter
PhD in Pedagogy
Associate Professor
NATE Russia



Ottewell Karen
PhD, Director of Academic Development & Training
for International Students
University of Cambridge, UK



Christiansen Martha Sidury
PhD, Assistant Professor
University of Texas at San Antonio



Watson Neil
Editor and Press Officer
The European Azerbaijan Society



Weiss Akiva
PhD, English Language Fellow
ITMO University

April 20

Friday

1 Akademika Pavlova
Samara University

9:00	Registration, EXPO, Poster Presentation				
	Academic Council Conference Hall	L 11	501 Math	509 Math	412 Math
10:00 – 10:40	Warwick Philip James (UK) Want to Watch Your Students to Soar to the Sky Rather Than Plummet to the Depths? - What You Need is Fairy Dust	Writing Centers Consortium	ACCESS	ACCESS	ACCESS
10:40 – 11:20	Kopylova Victoria (Russia) Современная образовательная среда: УМК в призме новых образовательных задач	Writing Centers Consortium	ACCESS	ACCESS	ACCESS
11:20 – 12:00	Novikova Vera (Russia) Educator Preparation Program to Embed 21st Century Knowledge and Skills	Writing Centers Consortium	ACCESS	ACCESS	ACCESS
12:00 – 12:40	Bogolyubova Elena (Russia) Teaching the Megamotivated		ACCESS	ACCESS	ACCESS
12:40 – 13:20	Coffee break, EXPO				
13:20 – 14:10	Stepichev Peter (Russia) Shaping Lessons with Pedagogy of Surprise: Challenges and Perspectives		ACCESS	ACCESS	ACCESS
14:10 – 14:50	Ottewell Karen (UK) Why Academic Writing is so Hard – and What We Can Do to Help...		ACCESS	ACCESS	ACCESS
14:50 – 15:30	Christiansen Martha Sidury (USA) More Than Just a Story: Effective Use of Digital Storytelling to Foster Academic Writing"				
15:30 – 16:10	Weiss Akiva (USA) Desk to Desk: Inclusive Education & Employment				
16:10 – 16:20	Reports from SIG sessions				
16:20 – 17:00	Closing ceremony: speeches, raffle, certificates				



Session of the National Writing Centers Consortium

The National Writing Centers Consortium (NWCC) is a good framework for academic writing specialists to work collaboratively, discuss what they observe in class or their writing centers, exchange opinions and work out solutions, present to their like-minded colleagues the efforts that they found as most effective. This framework is bound to promote a more systematic approach to writing center pedagogy and practice, ESAP and EAP teaching and learning, tutor training, knowledge transfer and exchange among writing centers and consider various strategies to writing that can be employed.

The session objectives:

- Raising awareness of best practices and international standards of writing centers
- Providing networking opportunities for writing center administrators and staff
- Creating a favorable environment for both professional growth of academics and scholarly communication throughout Russia. Enhancing further professional growth of Russian academic writers.

The session will try to answer the following questions:

- What is the future of the National Writing Centers Consortium?
- What additional resources are needed for sustainable development of writing centers?
- What are the best solutions writing centers can give to academic writers?

Elena Bazanova

Ph.D., Director of Academic Writing Office, National University of Science and Technology "MISIS"

The National Writing Centers Consortium: From Dreams to Reality

The dream to unite all like-minded EAP/ESAP experts already seems like a reality. Still, a long way to go, but it feels good to know we are on the right track. Established in 2017, the NWCC aims to fulfil at least three purposes: to create a favorable environment for professional development of writing centers, academic writing experts, and tutors; to support the establishment of academic writing centers throughout Russia and disseminate best practices, and to establish relations with governmental bodies, research organizations, scholarly journals and media to foster academic writing in the Russian system of education. The talk will highlight aims and objectives of the Consortium, and describe first steps towards their implementation and the prospects for further development of the organization. Finally, the talk will end with a reflection on the roles that the Consortium can play in the Russian educational policies.

L. Ashley Squires

Director, Writing and Communications Center, Assistant Professor, Department of Humanities and Languages, New Economic School (Moscow, Russia)

Developing a Training Ethos for Your Writing Center

Staffing writing centers in Russia is a considerable challenge due to the shortage of qualified teachers and the infeasibility of solutions that are available in other parts of the world (such as peer tutoring programs). Training new staff members, therefore, present an additional challenge given the need to integrate new people quickly while ensuring a high quality of service and professionalism. This talk will present an outline for a training course that can be used for writing center staff at varying levels of experience. Though first envisioned as a weekly seminar, it can be modified to fit the time constraints of various writing centers and combines on-the-job training, independent study, and direct mentorship.

Svetlana Suchkova

Ph.D., Associate Professor, Director of Academic Writing Center, Higher School of Economics (Moscow, Russia)

University Writing Center: Why? What? How?

The presentation will invite participants to discuss the concept of a writing center in Russia, its typical features and varieties, organization process, clients and services. Participants are expected to share their experiences and successes, identify problems, and offer solutions.

Irina Korotkina

Ph.D., Associate Professor, The Moscow School of Social and Economic Sciences, Head of Interdisciplinary Department of English, JALRS editor-in-chief (Moscow, Russia)

The Journal of Academic Literacy and Research Skills

The Journal of Academic Literacy and Research Skills (JALRS) is an international peer-reviewed journal that has been established by the NWCC to provide a forum for Russian and international practitioners and researchers in academic and research writing, support the development of writing centers in Russia, and contribute to the internationalization of Russian science and education. As the Journal will be published in collaboration with the National Association of Science Editors and Publishers (ASEP), it will strongly apply the principles prescribed by the Committee on Publication Ethics (COPE) and employ the core requirements accepted by international scholarly journals. The editorial board includes 8 Russian and 15 international members, and we are still expanding their number to represent the global community in the field. The call for papers will be announced on the Journal's webpage on the NWCC site, and we are currently collecting articles for the first issues, planning to launch the journal with a special issue 'Writing Centers in Russia' in 2019. We are planning three issues of the JALRS per year.

M. Sidury Christiansen

Ph.D., Assistant Professor, The University of Texas at San Antonio

Multilingual Writers in the Writing Center: When Tutors and Tutees are Linguistically Diverse

In this seminar, I'll discuss the characteristics of multilingual tutors and the needs of multilingual writers. I will address the literature on studies of multilingual tutor-tutee interactions and present some good practices that WC can do to make sure both multilingual tutors and writers get the help they need.

EXPO and Poster Presentation

Expo Hall hours:

<i>April 18</i>	9:00 – 18:00 (34a Moscovskoye Shosse)
<i>April 19</i>	8:45 – 17:30 (1 Akademika Pavlova)
<i>April 20</i>	9:00 – 16:00 (1 Akademika Pavlova)

List of Poster Presentations Participants

Karska Katarzyna

Conceptual Metaphors in the English Language Classroom

Antipina Irina

Speaking Interaction Patterns

Trushkova Irina

Guidelines for writing a persuasive/argumentative (P/A) essay using Internet-resources and textbooks on the issue "Capital Punishment" (Level: 3-5 Year Students, Advanced-Proficiency)

Zhukova Rimma

IEARN (International Education and Resource Network) Local History Project

МАГИСТРАТУРА

по направлению подготовки 44.04.02
Психолого-педагогическое образование

Уникальная профессиональная образовательная программа:

Психология и педагогика обучения иностранным языкам

*Магистратура с нами - это карьерная перспектива
в области преподавания языка!*

Мы предлагаем

Получение и углубление знаний в области психологии и педагогике
Приобретение и развитие навыков свободного владения иностранным языком
Приобретение и развитие профессиональных компетенций обучения иностранным языкам
Формирование и развитие иноязычной коммуникативной компетенции

Преподаваемые дисциплины

Контроль и оценка иноязычной коммуникативной компетенции
Психология обучения иностранным языкам
Психология личностного и профессионального развития
Практический курс иностранного языка
Деловой иностранный язык
Особенности обучения иностранным языкам взрослого контингента
Основы критического мышления
Конфликтные ситуации в образовательной среде
Современные технологии обучения иностранным языкам
Основы академической коммуникации
Электронное обучение в иноязычном образовании
Практическое исследование учебного процесса по иностранному языку



SAMARA UNIVERSITY



СОЦИАЛЬНО-
ГУМАНИТАРНЫЙ
ИНСТИТУТ



Очная форма обучения - 2 года
Заочная форма обучения - 2,5 года

По итогам обучения магистранты получают
диплом государственного образца

FOCUS ON LANGUAGE EDUCATION AND RESEARCH



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