

# **EATE ANNUAL CONFERENCE 2009 (30 October, Tartu):**

## **Abstracts and Biodata**

### **Plenary**

#### **Lisa Harschbarger What Works in the English Language Classroom**

This presentation will focus on some key aspects of error correction that may have an impact on how quickly English language learners develop the ability to correct their mistakes on their own. Examples of when and how to correct students' errors, and observations as to what actually constitutes an error, will be provided during this presentation.

### **For Young Learners**

#### **Sirje Lepik – Let's Make a Trip to the Safari Park (45 min)**

#### **Margit Kirss – Assessing Listening of Young Learners (60 min)**

In an EFL classroom, listening comprehension especially with young learners seems to be sometimes relatively difficult to assess. In this workshop I will introduce formative ways to assess listening comprehension. All participants will have a chance to go through the tasks themselves and they will be given a chance to share their experience in this matter.

#### **Christopher Jolly – Publisher of UK-based Jolly Phonics – Synthetic Phonics (For Young Learners)(90 min)**

Synthetic phonics (or, phonics done most effectively!), is recognised as the best way to teach reading and writing in English early at school. Jolly Phonics is the most popular synthetic phonics programme and is widely used in countries where English is a foreign language, as well as where it is the first language. Teachers talk about the multi-sensory teaching being very enjoyable for the children and a pleasure to teach. Chris Jolly's company, Jolly Learning Ltd, publishes Jolly Phonics and he will describe the programme and this kind of teaching.

#### **Lynn Corum – International Teacher, Miina Härma Gümnaasium -- Word Families to Teach English Pronunciation (60 min.)**

English is difficult for Estonian students since English lacks the letter-to-sound correspondence found in the Estonian language. Forty English phonemes are spelled more than 250 different ways. Traditional pronunciation rules can misdirect students. Word families are words grouped by similar spelling and pronunciation patterns. By using a word-family approach, teachers can help students to recognize and pronounce the phonemes in English words correctly. In this session we will examine the eleven steps of phonemic awareness, learn the most common English word families, and discover ways to harness the power of word families to help students learn proper English pronunciation.

### **Practical Sessions in the computer lab (seats 23)**

#### **Katrin Saks and Marcus Hildebrandt – Blogging in ELT (Workshop, 60+60 min)**



Participants in this 120-minute workshop will receive **hands-on and step-by-step experience** in creating their own blogs (The theory of blogs was dealt with at the annual seminar in Pärnu. Cf. <http://eateseminar.wordpress.com>). The possibility of uploading your public files and sharing them with whoever you want will also be covered (60 min). The second half of the workshop (60 min) will be dedicated to the implementation of blogs through aggregators. The concept of aggregator will be introduced and the ways of aggregating feeds, widgets and tools will be tried out. No specific prerequisite! If you can use a web browser and read and write e-mail, you're ready to participate!

**Mart Reitel – Viljandi Paalalinna Gymnasium – Some Good Practice of Using the Digital Recorder and Processing the Acquired Material (A practical training) (60 min)**



If possible, **bring your own digital recorder, USB cable** (one wide and one narrow end) **and memory stick**. If not, a memory stick will do.

The presenter shares with the audience some crafts from his long-standing practice of applying a digital voice recorder in speaking class and the further analysis of the acquired files with the programme Audacity.

**Exams**

**Irma Põder – REKK – Listening and Speaking at the National Examination in English and Student Performance (60 min)**

**Teaching**

**Tiina Tuuling – Nõo Gymnasium – Development of Speaking and Listening Skills (60 min, repeated from summer)**

Some practical ideas for improving the students' mainly (public) speaking (+listening) skills.

I have practised most of the activities described in the high school level, however, some of them have worked well even in form 6.



**Merike Saar – Teaching New Vocabulary (60 min)**

In the session about new words in the English language we will look at some neologisms and how to teach them.

I have noticed that learning new words together in the classroom can be fun and effective - the words/expressions are remembered more vividly and memorised better.

It will be a practical hands-on session to learn new words/expressions and also how to teach them.



### **Merike Saar, Meeri Sild – Web Materials to Go with the Puzzle Textbooks (60 min)**

A textbook that develops constantly:

Textbooks "Puzzle" for forms 10 and 11 have got a new web-based supplement, a WIKI to accompany the student book. This WIKI is available for all teachers and students who use the Puzzle series. WIKI includes all kinds of electronic materials, e.g. listening material for reading texts, interactive exercises, powerpoint presentations, video clips, additional texts for reading and discussion, tips for teachers, etc.

In the workshop we'll look at some of them and give tips on how to use them to bring variety into lessons.

### **Natalja Zagura – Tartu University – How to Write a Good Essay II: The Subject Matter (90 min)**

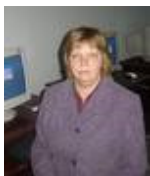


This presentation further explores the issue of writing an English essay, now focusing on its content. First of all, the topics discussed at the Summer Seminar will be briefly revised: the main steps in the process of writing and the basic requirements for the structure of an essay. After that we will focus on the three main types of discursive essays ("for and against" essays, opinion essays and essays providing solutions to problems), their structure and distinctive features. While working with sample essays we will also briefly touch upon the issues of register, use of linking devices and effective techniques for writing introductions and conclusions. Several materials for further reading and collections of practical exercises will be recommended.

### **Meeri Sild – Teacher of English, Tallinn Lillekyla Gymnasium; in-service teacher trainer for Tiger Leap Foundation – Word Clouds in Classroom (60 min)**

Word clouds turn text into a visual representation or an information graphic. The words from the original text are arranged in collage fashion in the graphic. Word clouds visually highlight the most often used words in the passage. The more frequently a word appears in the text, the larger its size in the visual design. The user can alter the colors, style and layout of the word collage.

The workshop discusses how one can exploit word clouds for teaching English. Practical ideas and examples.



### **Aari Juhanson – Blackboard – e-environment in High School (60 min)**

After getting to know Moodle I couldn't understand why we might need e-environment: we have better chatting options with Skype or MSN, we can email documents and home assignments, etc, etc - why should we have a special e-learning environment. In short: I was as sceptic as a sceptic could be – until I decided (out of curiosity and partly wanting to confirm my scepticism) to join an e-course on designing a course in Blackboard.



## Culture

**Evi Saluveer – School of Teacher Education – University of Tartu – A Culinary Tour of English-Speaking Countries (90 min, repeated from summer)**



*There is no love sincerer than the love of food.* George Bernard Shaw.

- *Bubble and squeak, toad in the hole, Eton mess, coronation chicken.* What is behind these and other funny food names?
- Where can you find bush tucker?
- What did Prince Charles refuse to eat in Australia?
- Is there a winner in the pavlova wars?
- If given a *kumara* would you eat or drink it?
- Which came first, marmite or vegemite?
- *Bin Appetit!* or why do some people become freegans?

Answers to these and many other questions will be given on a short culinary tour of English speaking countries.

## **Kaarin Truus – Centre Exams Manager at Tallinn University – HMC- Scholaships for students and teacher assistant posts in the UK**

Headmasters and Headmistresses Conference (HMC) was set up in 1992 to co-operate with schools in the Central and Eastern Europe and enables students with high academic progress and outstanding quality to study at prestigious independent schools in the United Kingdom. Parallel to the Students Programme the organisation provides young teachers and trainee teachers an opportunity to spend a year in a British Independent school as an Teacher Assistant. The purpose of the scheme is to help the process of integration in Europe and support mutual understanding between different countries.

In the session Kaarin Truus, Centre Exams Manager at Tallinn University, speaks about the scholarship programme, requirements and how to be successful in the application process.

The programme has been administered by Open Estonia Foundation, British Council and currently by Tallinn University Language Centre.

## **Ene Soolepp**

## **Tiiu Vitsut**

## **Sarah Mount**