

International Week for Language Teachers – "Innovative Methods in Language Teaching and Learning"

15th–19th April 2013, Tampere University of Applied Sciences and JAMK University of Applied Sciences, Finland

	SUNDAY 14 April	MONDAY 15 April	TUESDAY 16 April	WEDNESDAY 17 April	THURSDAY 18 April	FRIDAY 19 April
8:00-9:00		Registration [B lobby]				
9:00-10:00		Welcome to TAMK [A3-27]	Tour at Y-Campus [C lobby]	Company visits: Sammon Keskuslukio Upper Secondary School / Congress Department of Tampere Hall / Rovio / Nokia	Welcome to JAMK [D205]	Workshops & presentations IX [F305, F413, F307]
10:00-11:00		Keynote I: Marjatta Huhta [A3-27]	Keynote II: Mikael Davies [E1-06]		Keynote III: Sari Sulkunen [D205]	
11:00-12:00		Coffee & snacks [B5-28]	Coffee & snacks [B5-28]	Lunch [½Q]	Coffee & snacks	Coffee & snacks
12:00-13:00		Workshops & presentations I [B5-29, B6-25, B6-33]	Workshops & presentations IV [B5-29, B6-25, B6-34a]	Lunch [½Q]	Workshops & presentations VII [G301, F305, F406]	Brainstorming & networking [F208]
13:00-14:00		Lunch [½Q]	Lunch [½Q] & signing Erasmus agreements [B lobby]		Bus trip to Jyväskylä [Departure from TAMK parking lot in front of the F building]	Lunch
14:00-15:00		Workshops & presentations II [B5-29, B6-25, B6-33]	Workshops & presentations V [B5-29, B6-25, B6-34a]	Workshops & presentations VIII [F208, G305, F406]		Coffee & snacks
15:00-16:00		Coffee & snacks [B5-28]	Coffee & snacks [B5-28]		Visit to JAMK Team Academy	
16:00-17:00		Workshops & presentations III [B5-29, B6-25, B6-33]	Workshops & presentations VI [B5-29, B6-25, B6-34a]			
17:00-18:00					Language Café	
18:00-19:00		Tampere city tour hosted by tourism students [Dep. from Hotel Victoria]		Jyväskylä city tour		
19:00-20:00	Meet & Greet [Hotel Victoria lobby]		Dinner hosted by hotel and restaurant management students [Restaurant Eetvarti]	Dining & wining [Restaurant Jalo]	Dinner at Dynamo hosted by students	
20:00-21:00						

M O N D A Y 15 April

T U E S D A Y 16 April

8:00-8:30	Registration [B lobby]			Tour at Y-Campus [C lobby]		
8:30-9:00	Welcome to TAMK [A3-27]			Tour at Y-Campus [C lobby]		
9:00-10:00	KEYNOTE Marjatta Huhta: Professional Development for Language and Communication Teachers [A3-27]			KEYNOTE Mikael Davies: Teaching English to Finns in Working Life: The Role of Culture [E1-06]		
10:00-10:15	Coffee & snacks [B5-28]			Coffee & snacks [B5-28]		
10:15-11:45	WORKSHOP Sandra Calero Koopmann: Learning by Teaching: How to Become Autonomous and Collaborative Learners. A Practical Experience in the GFL Classroom [B5-29]	WORKSHOP Eve Da-yu Warendorf: Evaluating Writing [B6-25]		WORKSHOP Emily Powell: Bringing Forensic Linguistics into the Language Classroom [B5-29]	WORKSHOP Jutta Sendzik: Using Business Simulations as an Interface between English for Special Purposes and Scientific Discipline [B6-25]	
11:45-12:45	Lunch [½Q]			Lunch [½Q] & signing Erasmus agreements [B lobby]		
12:45-13:30	WORKSHOP Monika Mechlinska-Pauli & Alicja Jodko-Haupa: Authentic Materials versus Textbook Materials. Comparison and Evaluation of Authentic Materials and Textbook Content in the Context of Higher Education [B5-29]	PRESENTATION Wim Oostindier: Social Media Supported Language Teaching: Facebook & Twitter in the Classroom [B6-25]	WORKSHOP Sisko Mällinen: Working Life Communication Competences in the Language Curriculum [B6-33]	WORKSHOP Kirsi Saarinen: To Integrate Content and Language Learning [B5-29]	WORKSHOP Huma Suleri: Business English for the Highly-skilled, Global & Eloquent Tourism/Leisure Manager [B6-25]	WORKSHOP Jacek Kuchta: Schulung von interkulturellen Kompetenzen im Fremdsprachenunterricht am Beispiel des Unterrichts Polnisch als Fremdsprache und Deutsch als Fremdsprache [B6-34a]
13:30-14:15		PRESENTATION Claudia Daems, Britt Petjärv & Ulrike Eichstädt: A Bridge between Engineering and Language Learning [B6-25]				
14:15-14:30	Coffee & snacks [B5-28]			Coffee & snacks [B5-28]		
14:30-15:15	WORKSHOP Kristian Staack: Language Bath [B5-29]	PRESENTATION Claudia Daems, Britt Petjärv & Ulrike Eichstädt: Brückenschlag zwischen Automatisierung und Deutsch als Fremdsprache [B6-25]	WORKSHOP Taru Owston: How Can Language Lessons Help the Students' Professional Growth? [B6-33]	PRESENTATION Ellis Boom: Here We Are Everywhere [B5-29]	WORKSHOP Ann Seppänen: The Worst Part of the Job? – Reassessing Evaluation Tools [B6-25]	
15:15-16:00		PRESENTATION Eeva Piirainen: Lernermotivation steigern - ist es möglich? [B6-25]		PRESENTATION Minna Lindström: Preparing Video Clips for Studying Purposes – Nursing Students as Manuscript Writers, Actors and Film-makers [B5-29]		
				PRESENTATION Minna Lindström: Integrating Content and English Language Learning in the Degree Programme in Physiotherapy [B5-29]		
17:30-18:00	Tampere city tour			Dinner		
18:00-18:30	hosted by tourism students [Departure from Hotel Victoria]			hosted by hotel and restaurant management students [Restaurant Eetvartti]		
18:30-21:00						

T H U R S D A Y
18 April

F R I D A Y
19 April

9:00-9:15	Welcome to JAMK: Rector Jussi Halttunen [D205]			WORKSHOP Tim Whale: Matching Corporate Requirements [F305]	WORKSHOP Anu Mustonen: Integrating Finnish as a Second Language with Nursing Studies [F413]	WORKSHOP Svetlana Skovorodina: Teaching Languages with Games [F307]
9:15-10:15	KEYNOTE Sari Sulkunen: Finnish Students' Reading Literacy Performance in International Comparison [D205]					
10:15-10:30	Coffee & snacks			Coffee & snacks		
10:30-10:45	PRESENTATION Tarja Nyman: The Development of Pedagogical Thinking and Professional Expertise of Newly Qualified Language Teachers [G301]	PRESENTATION Inese Ozola: Use of Podcasts for Learning ESP Vocabulary [F305]	WORKSHOP Tuula-Harriet Kotikoski & Natasha Doshi: Language Learning 2.0 – International Collaboration Made Easy [F406]	Brainstorming & networking [F208]		
10:45-11:15						
11:15-12:00	Lunch			Lunch		
12:00-12:45	WORKSHOP Diane Ruppert: Cultural Detective – A Tool to Go beneath the Surface [F208]	WORKSHOP Jouni Huotari: JAMK Generator [G305]	WORKSHOP Jason Stevens: How to Enhance the Usability of Learning Materials without Breaking the Bank? [F406]	Bus trip to Tampere		
12:45-13:00						
13:00-14:15	VIDEO & DISCUSSION Steven Crawford: The New Math of Multicultural Workgroups [D205]					
14:15-14:30	Language Café					
14:30-15:30	Dinner at Dynamo hosted by students					
15:30-16:00						
16:15-17:45						
18:30-21:00						

D E T A I L E D P R O G R A M M E

DATE	PRESENTER	TOPIC	DESCRIPTION
Mon 15.4	Marjatta Huhta Metropolia University of Applied Sciences, Finland	Professional Development for Language and Communication Teachers	The highlights on language teachers' competences essential for good professionalism in their careers. Where and how these competences could be learned? The areas arise from language and communication needs analyses conducted in businesses.
Mon 15.4	Sandra Calero Koopmann Universidad Autónoma de Madrid, Spain	Learning by Teaching: How to Become Autonomous and Collaborative Learners. A Practical Experience in the GFL Classroom	The content of the workshop covers the concept of "learning by teaching" in relation to the process of autonomous learning and focuses on the result for teachers and learners, especially regarding collaborative learning. The frame for the workshop will be a practical experience in a GFL classroom with A1 students, where they developed their own material and designed and taught a part of a lesson. The discussion will be guided by real material and pictures taken in class during the students' presentations.
Mon 15.4	Eve Da-yu Warendorf Esslingen University of Applied Sciences, Germany	Evaluating Writing	The Institute of Foreign Languages at the University of Applied Sciences, Esslingen decided to emphasize writing with the introduction of the UNlcert certificate. The development of course materials and grading criteria and the introduction of peer evaluation and individual feedback will be described.
Mon 15.4	Monika Mechlinska-Pauli Gdansk Higher School of Humanities, Poland Alicja Jodko-Haupa Gdansk Higher School of Humanities, Poland	Authentic Materials versus Textbook Materials. Comparison and Evaluation of Authentic Materials and Textbook Content in the Context of Higher Education	We have been teachers for a number of years now and – speaking from our experience – we have often been disillusioned with typical textbooks available for higher education students. The topics are frequently repetitive, they do not reflect students' intellectual capacity, they are neither challenging nor adequate for their courses, they merely curb students' enthusiasm. Thanks to the Internet and modern technology we have practically an unlimited access to the wide body of authentic materials. In this workshop we will be looking at selected authentic as well as textbook materials. We would like to analyse them together and, perhaps, try and find out what makes them successful in the classroom.
Mon 15.4	Wim Oostindier Hanze University of Applied Sciences Groningen, The Netherlands	Social Media Supported Language Teaching: Facebook & Twitter in the Classroom	The presentation will cover setting up a safe Facebook & Twitter environment for a specific group of learners, developing and using 'Facebook Didactics' for efficient teaching & learning, avoiding pitfalls while using Social Media: the 'do's and 'don'ts', and interacting with your students.
Mon 15.4	Claudia Daems Tampere University of Applied Sciences, Finland Britt Petjärvi TTK University of Applied Sciences, Estonia Ulrike Eichstädt Goethe-Institut, Finland	A Bridge between Engineering and Language Learning	Two subjects under one roof: Automation (PLC) + Language (German). In this article you will find a description of a project called "ADOK: Deutsch und Automatisierung im Online-Kurs" (=Automation engineering and German in an online course). This project develops a curriculum and the online material for a course of the same name within the context of the LLP (Life Long Learning)-program of the European Union. In this inter-disciplinary course students acquire the basic principles to solve automation tasks, basic knowledge of German for the communication with customers and a reading strategy for the decoding of technical texts. The course simulates an international project from ordering to bringing into service a control system for traffic lights.
Mon 15.4	Sisko Mällinen Tampere University of Applied Sciences, Finland	Working Life Communication Competences in the Language Curriculum	What communication competences does an engineer/nurse/social worker/etc. need in the world of work? How can we meet those needs in our language classes? I will introduce field-specific objectives and assessment criteria for language learning, the result of language teachers' national co-operation project on accreditation of prior and experiential learning in Finland.
Mon 15.4	Kristian Staack Tampere University of Applied Sciences (Tamko), Finland	Language Bath	An introduction to Tamko's Language Bath programme, how it started, how it is going, and what happens next. Workshop groups for ideas on how to keep the interest alive for the whole semester, general improvement of the baths, and ideas for improving recruitment for the baths.
Mon 15.4	Taru Owston Tampere University of Applied Sciences, Finland	How Can Language Lessons Help the Students' Professional Growth?	We are not there just to teach the art of communication but part of a bigger process helping young people to grow into professionals. How can language teaching more systematically help the students' overall development? An interactive workshop from the point of view of student guidance counseling.

Mon 15.4	Claudia Daems Tampere University of Applied Sciences, Finland Britt Petjärv TTK University of Applied Sciences, Estonia Ulrike Eichstädt Goethe-Institut, Finland	Brückenschlag zwischen Automatisierung und Deutsch als Fremdsprache	Zwei Fächer unter einem Dach: Automatisierung (SPS) und Sprachenlernen (Deutsch). In diesem Beitrag wird das Projekt "ADOK: Deutsch und Automatisierung im Online-Kurs" vorgestellt, das im Rahmen des LLP-Programms der EU das Curriculum und die Online-Materialien für den gleichnamigen Kurs entwickelt. In diesem fachübergreifenden Kurs erwerben die Studenten die Grundlagen für die Lösung von Automatisierungsaufgaben, Basiswissen für die Kundenkommunikation auf Deutsch und eine Lesestrategie für die Entschlüsselung von technischen Texten. Der Kurs simuliert ein internationales Projekt von der Bestellung bis zur Inbetriebnahme einer Ampelanlagen-Steuerung.
Mon 15.4	Eeva Piirainen Tampere University of Applied Sciences, Finland	Lernermotivation steigern - ist es möglich?	(Projekt)Beispiele über Methoden im DaF-Unterricht für WirtschaftsstudentInnen.
Tue 16.4	Mikael Davies Tampereen lyseon lukio high school, SanomaPro, Language Education, Finland	Teaching English to Finns in Working Life: The Role of Culture	The presentation will explore some of the issues of teaching English across cultures. The specific focus will be on Finns in working life and the way in which cultural knowledge can assist learners in becoming effective users of English.
Tue 16.4	Emily Powell University of Glamorgan, the UK	Bringing Forensic Linguistics into the Language Classroom	This workshop will introduce an approach to teaching academic English that makes use of forensic linguistic theories relating to the investigation of authorship. The value of using mock investigations in the classroom to develop academic style and originality, improve error correction, and increase awareness of first language interference will be explored.
Tue 16.4	Jutta Sendzik Hochschule Harz University of Applied Sciences, Germany	Using Business Simulations as an Interface between English for Special Purposes and Scientific Discipline	In the business simulation "Global Factory", students, in groups of three to four, manage manufacturing companies over a period of 8 to 10 years. Students must develop a business strategy and follow that strategy in managing the company's day-to-day operations using only the target language. In this workshop, let's discuss how we can use different types of written and spoken text to improve the students' language skills in a simulated business environment.
Tue 16.4	Kirsi Saarinen Tampere University of Applied Sciences, Finland	To Integrate Content and Language Learning	It is possible to integrate content and language learning e.g. in various ways or from different perspectives. It both gives a great deal and provides challenges for teachers and students alike. What are these ways and challenges? How can we make the most of them?
Tue 16.4	Huma Suleri Stenden University of Applied Sciences Leeuwarden, The Netherlands	Business English for the Highly-skilled, Global & Eloquent Tourism/Leisure Manager	The aim of the presentation is to show how students effectively practise with the appropriate English in whichever business situation they find themselves in and the know-how of working across cultures via realistic case studies - learning by doing.
Tue 16.4	Jacek Kuchta University of Gdansk, Poland	Schulung von interkulturellen Kompetenzen im Fremdsprachenunterricht am Beispiel des Unterrichts Polnisch als Fremdsprache und Deutsch als Fremdsprache	In meinem Beitrag geht es um die Vorstellung der kulturellen Unterschiede zwischen Deutschen und Polen sowie die Präsentation kultureller Standards beider Nationen, um anschließend in speziell vorbereiteten Übungen auf die einzigen Unterschiede gezielt einzugehen und die Studenten auf den Umgang mit den Kulturstandards ihrer Zielsprache vorzubereiten.
Tue 16.4	Ellis Boom Hanze University of Applied Sciences Groningen, The Netherlands	Here We Are Everywhere	A presentation about The Academy of Pop Culture: a student centered education. The students as organiser of their own study, always working in the real world.

Tue 16.4	Minna Lindström Tampere University of Applied Sciences, Finland	Preparing Video Clips for Studying Purposes – Nursing Students as Manuscript Writers, Actors and Film-makers	A description of a content and language integrated joint project carried out by teachers of Nursing and Health Care, Physiotherapy, vocational Swedish and vocational English. With the emphasis on patient guidance, video clips on common patient care situations were prepared by some Nursing and Physiotherapy students.
		Integrating Content and English Language Learning in the Degree Programme in Physiotherapy	The physiotherapy education in TAMK is implemented according to the problem based learning approach (PBL). A few practical examples are given on the role of vocational English studies embedded in Physiotherapy trainees' first year studies.
Tue 16.4	Ann Seppänen Tampere University of Applied Sciences, Finland	The Worst Part of the Job? – Reassessing Evaluation Tools	For many teachers, evaluation often feels like a tedious chore and a distraction from the main part of the job: facilitating learning. Yet one of the questions which regularly arises on day one of any course is, "What will be in the exam?" How might this gap between teachers' and students' priorities be narrowed? This workshop will give us an opportunity to share and reflect on our collective experience and examples of good practice, and possibly generate some innovative ideas for matching evaluation tools with learning aims.
Thu 18.4	Sari Sulkunen University of Jyväskylä, Finland	Finnish Students' Reading Literacy Performance in International Comparison	The presentation describes the reading literacy performance of the Finnish students based on the international reading literacy assessments, namely PISA 2009 and PIRLS 2011 studies. The focus is on the Finnish students' strengths and weaknesses in reading in global context. Furthermore, possible explanations behind Finnish students' performance are explored.
Thu 18.4	Tarja Nyman University of Jyväskylä, Finland	The Development of Pedagogical Thinking and Professional Expertise of Newly Qualified Language Teachers	The presentation rests on the findings of a longitudinal project conducted over the period 2003-2008. The purpose of the study was to investigate young teachers' experience of initial education and their first four years as qualified teachers. The focus of the working life study was on how newly qualified teachers (NQT) create their teaching practices and what kind of challenges they encounter at school. In the presentation, the NQTS' developmental paths are described. Also a short account of teacher education in Finland is offered.
Thu 18.4	Juha-Matti Latvala Niilo Mäki Institute, Finland	Helping African Children to Learn to Read with Mobile Technology	The Niilo Mäki institute is a multidisciplinary research and development unit working for learning disabilities. Since the mid-1990s, the NMI has been administering several development cooperation programmes in Africa promoting literacy.
Thu 18.4	Inese Ozola Latvia University of Agriculture, Latvia	Use of Podcasts for Learning ESP Vocabulary	Agriculture and engineering undergraduates at the Latvia University of Agriculture are provided with content-based and tailor-made ESP study courses based on blended learning/teaching supported by web-enhanced language learning activities, including listening to podcasts available in interactive free ready-made Internet resources. Acquisition of ESP vocabulary in the subject field can be enhanced by listening to podcasts supplemented by additional exercises. Lexical units are perceived and the most meaningful ones are acquired through semantic analysis during the listening process.
Thu 18.4	Ieva Knope Latvia University of Agriculture, Latvia	Development of Students' Vocabulary through Reading	In this presentation, I am going to focus on main principles of ESP; importance of needs analysis; goals of vocabulary acquisition, reading process; and the ways of development and expansion of the undergraduate students' specific vocabulary through reading texts typical of the particular subject field during the ESP classes.

Thu 18.4	Natasha Doshi Vorarlberg University of Applied Sciences, Austria Tuula-Harriet Kotikoski JAMK University of Applied Sciences, Finland	Language Learning 2.0 – International Collaboration Made Easy	The Internet has become part of our daily life and serves as a source of knowledge as well as a space for interaction. E-learning is thus a vital element in teaching and digital media offer not only the possibility to support the individual learning process of students, but also to foster multilingualism and to immerse into authentic learning environments. In this workshop the project "JAMK-FHV online learning" (working title) will be described and discussed in detail (aims, outcomes, learning styles, internet platforms, etc.). In addition, participants of the workshop – depending on their teaching background – will explore further areas / topics / themes for such online collaborations, which need to be beneficial and fruitful for all parties involved.
Thu 18.4	Diane Ruppert JAMK University of Applied Sciences, Finland	Cultural Detective – A Tool to Go beneath the Surface	The Cultural Detective is an intercultural communication training tool developed by over 130 experts. It involves a journey of dialogue, discovery and the creation of productive and satisfying solutions to better understand and collaborate with people from other cultures. This happens through a 3-step process of understanding ourselves, putting ourselves in others' shoes and bridging cultural similarities and differences.
Thu 18.4	Jouni Huotari JAMK University of Applied Sciences, Finland	JAMK Generator	Creating and developing business ideas together with UAS students, applying for funding and combining R&D&I, teaching and entrepreneurship – cases from JAMK University of Applied Sciences.
Thu 18.4	Jason Stevens JAMK University of Applied Sciences, Finland	How to Enhance the Usability of Learning Materials without Breaking the Bank?	In this workshop you have the possibility to see how different technological solutions can be efficiently utilized in learning and teaching English, focusing especially on e-learning.
Thu 18.4	Steven Crawford JAMK University of Applied Sciences, Finland	The New Math of Multicultural Workgroups	The New Math of Multicultural Workgroups portrays a fictitious group work project comprising five university students from different nations. The story is set at JAMK University of Applied Sciences (JAMK) in central Finland. The teacher portrayed in the story is new to the field of teaching, and all of the actors in the video are teachers or students at JAMK. The challenges portrayed in the film by students and teachers are informed by empirical research conducted at JAMK and at universities around the world. Video 45 minutes followed by discussion.
Fri 19.4	Tim Whale Royal Society of Arts, Finland	Matching Corporate Requirements	Companies have their own language, own product(s) jargon and their own way to carry out business based on their own markets. So, the challenge is for the Language Professional to enter into a company and identify the ready resources and the communication requirements of the company. How do we identify and utilise ready resources when we know little about the company, its products and its way to do business? This workshop will offer some methods for establishing the ready resources and their utilisation.
Fri 19.4	Anu Mustonen JAMK University of Applied Sciences, Finland	Integrating Finnish as a Second Language with Nursing Studies	What does occupational/professional language mean? How can we teach it? This workshop provides the participants with experiences and tips for teaching occupational/professional language using the integration of Finnish as a second language and nursing studies at JAMK University of Applied Sciences as a case example.
Fri 19.4	Svetlana Skovorodina State University of Service and Economics Saint Petersburg, Russia	Teaching Languages with Games	Game is a very serious activity! My workshop is to prove that. It introduces some games for learning vocabulary and grammar, as well for easy-going communication and cultural integration.