

2016 Annual International Conference for English Teachers
organized by Moldovan English Teachers' Association (META)



2-3 April, 2016

Chisinau, Moldova

*Advancing Excellence in
English Language
Teaching*

www.meta-moldova.md

META

Moldovan English
Teachers Association

We love teaching English!

2016 META International Conference for English Teachers

“Advancing Excellence in English Language Teaching”

Words from META President



Ms. Pomazanovschi graduated from Pedagogical University “I. Creanga” in 2005, received her master degree in English Philology and since 2005 has been teaching English to students and adults. She has a short experience of working in school with 5th- 6th graders. She spent 9 months in the USA researching the field of service learning and how it can be applied in Moldova with students of English. She is keen on technology and innovation and always tries to use creative and collaborative tasks during her lessons. Currently she is the President of Moldovan English Teachers' Association (META).

Dear Conference Participants,

On behalf of Moldovan English Teachers Association we are glad to welcome you at the annual international conference for EFL teachers. This year the conference is enriched with practicing teachers, researchers and educators who have abundant knowledge and experience to offer from the USA, Poland, Turkey, Russia, Ireland, Greece and of course Moldova.

This great 2 days event for local English teaching community has the goal of helping English teachers in polishing their mastery, getting acquainted with the latest resources in English teaching, and broadening their connections. Through workshops, demo-lessons, round table discussions and research-oriented presentations we hope that you will make the students' learning relevant and meaningful; find out strategies that meet the academic and social needs and interests of the students; reflect on your own struggles, growth and achievements; empower your students to become independent and responsible learners in the future. We hope the experience you gain will help you better understand learning through the eyes of your students and will equip you with highly effective classroom practices.

Enjoy the conference and feel the passion for teaching! We love teaching English!

Sincerely,

Irina Pomazanovschi, META President

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Workshop

A carefully structured hands-on professional development activity which involves maximum audience participation; lasts for 80 minutes. Handouts are expected to be shared and audio-visual aids are encouraged to be used.

Demo-Lesson

An interactive lesson that was a hit among the students. It includes tasks, worksheets, projects, methods/techniques of work, evaluation stages, detailed lesson plan. (based on speaker's own experience)

Panel Discussion and Research-Oriented Presentation

Discussion presents your views on a topic and opens the floor for discussion to the audience. Research presentation is a talk with occasional reference to notes or a text, to discuss your work in relation to theory and/or practice. There are 4 to 5 speakers. Every speaker has 10-15 min for presentation and 10-5 min for questions from the audience.

Conference Agenda - “Advancing Excellence in English Language Teaching”

**Day 1 - Saturday
2 April, 2016**

9:00 -9:50	Registration (Medical College “R. Pacalo”, central block, 1 st floor – 28 Testimitanu street)
	Book Exhibition and Sale
10:00 – 11:10	Welcoming Words from the Official guests. James Pettit , USA Ambassador in Moldova Elena Cernei – Vice Minister, Ministry of Education of Republic of Moldova
	Official Opening of the Conference. (Festivity Hall) Awarding active FACE Clubbers and winners of META National Contest. Results of META remote-areas trainings. Outcomes of online META courses and future opportunities to grow professionally in the field of TEFL. Irina Pomazanovschi , META President; Larisa Guzun , META Executive Director;
	Welcoming Words. Ela Mikelson , APAO, USA Embassy in Moldova; Angela Gabureac – Head of the Foreign Languages Department, General Direction of Education, Chisinau
	Opening Concert - “Romanita” Folk Band Festivity Hall
11:10 – 11:50	Plenary Meeting (Festivity Hall) Guest Key-Note Speakers: Lou McLaughlin , IATEFL Associates' Representative. “Excellence Means Increasing Awareness of Beliefs and Practice.” (20 min) April Salerno , USA Fulbright Scholar . “The Key to Language Learning”(20 min)
12:00	Lunch (College Canteen 1 st floor)

Workshop	Workshop	Demo-Lessons	Workshop	Workshop
12:40 – 14:00				
Room 302	Room 306	Room 309	Room 310	Room "Aula C"
Child Development Stages and Characteristics Yasemin Islah, Turkey	How to Bring Global Education in EFL classrooms Dr. Daniela Munca-Aftenev, Moldova	How to Give a Successful Presentation Katrina Broughman, USA <u>Lesson 1</u> Courts and Trials: Witness for the Prosecution Oxana Korcevskaya, Rybnitsa, Moldova <u>Lesson 2</u>	Readers' Theatre for Everyone Dr. Lynn Zimmerman, USA	Reinforcing Teenagers' Speaking Skills in English. Marta Bujakowska, Poland
14:00 – 14:20				
Coffee break (College Canteen 1st floor)				
14:20 – 15:40				
Demo Lessons	Demo Lessons	Workshop	Workshop	Workshop
Room 306	Room 309	Room 302	Room "Aula C"	Room 310
<u>Lesson 1</u> Aiming for Accuracy, Fighting for Fluency Robert Hartigan Ireland (40 min) <u>Lesson 2</u> Sample demo class for the 9th form Victoria Mascaliuc, Moldova (40 min)	<u>Lesson 1</u> How to Write an Academic Abstract & Participate in International Conferences Julia Gall, USA (40 min) <u>Lesson 2</u> Tim's Ball is New (lesson for the 2nd graders) Daniela Murgulet, Balti, Moldova (40 min)	The Oldest Institution (based on local school curriculum) Olga Temnicova, Moldova	Songs and Music in English Language Teaching Elena Nadtocheva, Russia	Fluent Speech Characteristics of the English Language Liubovi Burla, Moldova

**Day 2 - Sunday
3 April, 2016**

	Workshop Room "Aula C"	Workshop Room 309	Workshop Room 306	Panel Discussion Room 302
9:30 - 10:50	Why Homework is Important? Lilia Isac, Moldova	Developing EFL Students' Conflict Resolution Skills through Games & Simulations Olga Morozan, Moldova	Meaningful teaching: interactive activities to strengthen students' motivation Oleseca Jechiu, Zimbreni, Moldova	Techniques for Productive Work with Large Groups Anna Gabur, Moldova
			Motivation and Interests for Reading Rodica Aculov, Moldova Developing Emotional Intelligence through TEFL Aikaterini Kantourou, Greece Advocating Translation Practices in the EFL Classroom Elena Varzari, Oxana Stanțieru, Moldova Promoting Learner Autonomy in Foreign Language Learning Aliona Podolean, Moldova	
Coffee Break (College Canteen 1 st floor)				
	Workshop Room 310	Workshop Room 302	Workshop Room "Aula C"	Demo - Lessons Room 309
11:20 - 12:40	Encouraging Students to Read Extensively Oxana Zefirova, Moldova	"Make the Impossible Possible" - Creativity in the EFL exam preparation classes Irimi-Renika Papakammenou, Greece	Effective Authentic Materials for Teaching Health Care Issues Viorica Cazac, Marcela Simanschi Moldova	To Be or Not To Be: That is the Role Play Robert Hartigan Ireland
			Developing Vocabulary in Classrooms Using Simple Tools Cristina Macaev, Moldova (40 min) Phonemic Awareness and Instruction Tools for Students who Face Learning Difficulties Elena Xidopolou Greece (40 min)	

Lunch (College Canteen 1 st floor)				
Workshop	Research Oriented Presentations	Panel Discussion	Demo - Lessons	Workshop
Room 306	Room 309	Room 302	Room 310	Room "Aula C"
<p>Using Cuisenaire Rods in the EFL Classroom Nicholas, Huzieff English Language Fellow, USA</p>	<p>Peculiarities of Teaching Pronunciation in the Context of Language Didactics Alexei Chirdeachin, Moldova</p> <p>Teaching Connected Speech through Phonological Processes Olga Shchukina, Moldova</p> <p>Washback effect on teachers' teaching practices in EFL multi-exam preparation classes in Greece Irimi-Renika Papakammenou, Greece</p> <p>Teaching Speaking yet a Challenge for EFL School Teachers Dina Puiu, Moldova</p>	<p>Working With Mixed Level Groups Daria Prozorovschi, Moldova</p> <p>The Pestalozzi Programme Summer School 2015 - "Pedagogy makes the difference" Natalia Borta, Costesti-Ialoveni, Moldova</p> <p>Inspiring Teachers-Engaging Students-Improving Outcomes Through Online Tools For Educato Dumitru Grusca, Moldova</p> <p>Anti-Plagiarism: technical advice on how to properly cite a source Julia Gall, USA</p>	<p>Lesson 1 Teaching Young Learners Yasemin Islah, Turkey (40 min)</p> <p>Lesson 2 Advancing Reading and Comprehension Skills Through the Use of Songs Antigoni Melidonioti, Greece (40 min)</p>	<p>Teaching Speaking in the English Language Classroom Elena Nadtocheva, Russia</p>
13:10 - 14:30	Closing Ceremony. Awarding Certificates of Participation Festivity Hall – 1 st floor			
14:40 - 15:40				

META Conference Key-note Speakers 2016



Lou McLaughlin

IATEFL Associates' Representative
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Lou is a teacher trainer, academic advisor and Young Learners specialist. She holds a PhD in Applied Linguistics with a focus on young learner teachers and their cognitions. She has worked abroad in the UK, Turkey, Italy, Spain, Russia, Kazakhstan and China in the YL ELT area. At the moment she is based in Ireland working as an academic advisor to a number of ELT schools, works as a Distance DELTA local tutor for IH London & British Council and also tutors the IH London online Young Learner Centre Management Diploma Course for British Council managers. Lou has spoken at a number of international conferences on the topic of young learners, cognition, and teacher training. In addition she has had numerous articles published on the topics of Young Learners teaching and training. Lou is the founder and first President of ELT Ireland, which is the first association for English Language Teachers in Ireland, organizing seminars, conferences and training days around Ireland. She is also an IATEFL YLTSIG committee member. Lou is also a member of the IATEFL Board of Trustees as IATEFL Associates' Representative.

Advancing Excellence means increasing awareness of beliefs and practice.

Teacher cognition is defined as “what teachers know, believe and think” (Borg 2003:81). Teachers are no longer regarded as novices who



April Salerno

USA Fulbright Scholar
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April Salerno has got a PhD in Education from Virginia University in USA. Currently she is a Fulbright Scholar affiliated to State Pedagogical University “Ion Creanga”. She teaches at the faculty of foreign languages and has a master course in master program “Educational Leadership” which was initiated by META in collaboration with “I. Creanga” university. She is involved in many projects administered by META: discussion club for students, remote-areas training in the regions of Moldova for EFL teachers, contests, monthly university level vocational trainings, conversation hours with the students, etc.

The Key to Language Learning

This presentation will focus on a sometimes overlooked but essential component for language learning: meaningful interaction. We will briefly explore what relevant theorists have to say about interaction, and we will consider ways of increasing opportunities for interaction in the English as a foreign language classroom.

need to master a set of theories developed by experts, but are accepted as professional who construct their own personal theories of teaching (Fang, 1996; Richards, 1998; Borg, 2006). Teacher cognitions influence every aspect of a teacher’s working life: approaches to teaching, understanding the role of teacher and students, decision making when both planning and teaching, and responding to classroom context. If, in addition to this, we are demanding that our teachers strive towards excellent in all of these aspects of ELT, we then must ensure that there is an awareness of what that is and how that can be achieved within the realm of their own convictions, i.e. cognition.

Conference Venue

*College of Medicine and Pharmacy “R. Pacalo”, central block
28 Testimitanu street, Chisinau, Moldova*



Conference Sponsors and Supporters



Overview of Workshops Section



Daniela Aftenev-Munca

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Dr. Daniela Munca-Aftenev, a transformative leader in Moldovan cross-cultural education and exchange programs, with expertise in online project management, project-based inquiry, global classroom development, service-learning, alumni development, and ESL/EFL/ELL, as well as the go-to person for U.S. organizations such as the US Embassy, International Research and Exchanges Board (IREX), American Councils for International Education, International Education and Resource Network (iEARN) and other agencies wanting high-quality, creative, and impactful youth and teachers programs in Moldova.

How to bring global education in EFL classrooms

The workshop will present various opportunities for collaborative, world-wide community initiatives involving students, educators, and organizations from various English speaking countries. Participants will explore practical ideas for building education-related connections around the globe while supporting cultural awareness, recognition of diversity, and educational access for all.



Lilia Isac

Negureni, Moldova

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Lilia Isac graduated in 2003 "Ion Creanga" State University and in 2005 she received Master's Degree in Philology. Her teaching career started in 2004 at "Ginta Latina" Lyceum from Chisinau. From 2005 till present she is working as a teacher at "Theoretical Lyceum Negureni" in Telenesti.

Why Homework is Important?

Students are not excited about the homework they get because they are interested in other options that seem far more exciting. Some students think homework is a waste of time. Others understand the intrinsic value of homework and take responsibility for doing it correctly and handling it in on time. However, the majority of students are somewhere in between there extremes. The workshop is intended to show the importance of homework and some tips how to motivate students to do it.



Olga Moroza

Chisinau, Moldova

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Olga Moroza is currently Access Program Instructor and Coordinator, American Councils Moldova; Senior Lecturer, Pedagogy and Psychology Chair (Master Program), Institute of Educational Sciences ; iEARN Moldova Country Coordinator ; Member of Editorial Board of Modern Trends and Resources for Teachers of Foreign Languages, American Councils Moldova online journal. In 2010 started PhD Studies in Social Psychology; has got Post-Graduation Master Studies majoring in Social Psychology; graduated from "Ion Creanga" Pedagogical State University majoring in Social Psychology and English Language Teaching. She has 21 years of EFLT experience and 12 years of EFL teacher training experience. Ms. Moroza received E-teaching Scholarship Program "Teaching English Young Learners", University of Maryland, USA, 2011.

Developing EFL Students' Conflict Resolution Skills through Games & Simulations.

"Developing EFL Students' Conflict Resolution Skills through Games & Simulations" will offer teachers innovative solutions on how to raise EFL students' global awareness by empowering their conflict resolution and critical thinking skills through gamification approach. This way, by using a set of games and simulations, the English educators will get familiar with the instructive models on effective communication, and win-win perspectives to be successfully applied in the English learning environment.



Liubovi Burla

Chisinau, Moldova

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Ms. Burla is a university lecturer at Institute of Continuing Education in Chisinau, Moldova. She is a graduate of Moldova State University.

Fluent Speech Characteristics of the English Language

Pronunciation can be one of the most difficult parts of a language for learners to master and one of the least favorite topics for teachers to address in the classroom. Nevertheless, with careful preparation and integration, pronunciation can play an important role in supporting learners' overall communicative power. According to the recent researches there are such pronunciation phenomena which were not taught up till recent years in our country. The task is to broaden the curriculum and teach not only sounds, stress, reduction, but also rhythm, intonation features, fluent speech characteristics. Recent trend in pronunciation teaching claims that we should focus on teaching suprasegmentals rather than worry about the pronunciation of sounds. Some students, however, stress the value of detailed pronunciation instructions. But pronouncing every word correctly leads to poor pronunciation. Pronunciation mastery comes from stressing the right words - this is because English is a time-stressed language. The most important is to teach students hear and understand the language and this comes through the acquisition of fluent speech, which is also practiced at the listening comprehension lessons. Development in this area provides new stimulus for the experimental study of intonation in the English and Russian/Romanian languages.



Oxana Zefirova

Chisinau, Moldova

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Teacher of English at SelEng Studio Language Center in Chisinau, Moldova. She is getting ready to take her CELTA certificate in the near future. Ms. Zefirova is an enthusiastic teacher who is always learning and is ready to share successful practices.

Encouraging students to read extensively.

The workshop will consist of mostly practical activities that are aimed at raising senior students' interest in reading books in English.

The participants will get the answers to the following:

- how to select the right reading for pleasure,
- how to get students involved in what they are reading,
- how to motivate readers share their reading experiences,
- how to use book-based movies in encouraging students to read extensively.

All the activities offered have been successfully applied by the presenter while teaching English to teenagers.



Anna Gabur

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Techniques for Productive Work with Large Groups

Learning a foreign language is a difficult task that requires a lot of monitored practice and timely, appropriate feedback. This need, combined with the fact that no two students have exactly the same level, makes it difficult for teachers to engage everyone during a short, 45-minute class. During this workshop teachers will find out new, interactive activities that are appropriate for large groups, and will learn how to provide students with feedback under pressing time limits. Ways of dealing with disruptive or passive students, who can interfere with classroom activity, will also be discussed. Participants will benefit from an engaging, interactive session that will allow them to maximize the efficiency of their lessons and enhance student performance.



Marta Bujakowska

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Marta Bujakowska is a teacher trainer from Poland. She has a vast experience in teaching children of different ages and level. In 2015 she joined the team of international META webinar speakers and presented several online sessions within META online project.

Reinforcing Teenagers' Speaking Skills in English.

We often find it discouraging when our teenage learners are reluctant to speak in English. They need something to talk about, don't they? In this workshop I will encourage participants to speak and try out a number of activities which reinforce teenagers' speaking skills in English. I have

used all the activities with teenagers in my long experience of working with both monolingual and multilingual groups in Poland and abroad. They are either my own creations or adaptations of some other teachers' ideas; sometimes I even find it difficult to acknowledge their sources.



Irimi-Renika Papakammenou

Greece

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Irimi Papakammenou studied English Literature with English Language at the University of North Wales, Bangor and she has completed an Msc in TESOL at the University of Stirling. She is currently a final year PhD Candidate in Applied Linguistics at the Department of English Studies, University of Cyprus. Her research topic is about the influence of EFL exams on teachers' teaching practices in Greece. She is the owner of the Centre of Foreign Languages I. Papakammenou (a family business since 1974) for the last 16 years and the owner of C2learn.me site. Throughout her career she has performed various roles and responsibilities including the preparation and delivery of classroom and e-learning programs and managing and training the staff. Meanwhile she works as an oral examiner for foreign language certificates.

“Make the Impossible Possible” - Creativity in the EFL exam preparation classes.

This workshop draws on research-based best practices from the literature on the influence of exams on teaching and learning to help participants consider ways to apply new practices in their teaching. It can provide teachers, administrators, teacher trainers and material writers insights aiming at beneficial washback. This workshop introduces new methodologies such as forms of formative assessment and strategies for using technology to enhance learner autonomy in exam preparation classes. Led by Irimi Papakammenou both a researcher and teacher, this workshop introduces effective strategies to make exam classes fun and interesting for both teachers and students.



Robert Hartigan

Limerick, Ireland (Pearson)

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BA (English and History), CELTA, DELTA.

Robert went to the University of Limerick in Ireland, where he got a degree in English and History, and since then he has been teaching English for thirteen years and has worked with students from many countries, including Italy, France, Russia, Ukraine and Poland. Robert now lives in Kiev where he works as a methodologist with Pearson Education and has given seminars throughout Ukraine, Poland, Belarus and Georgia.

To Be or Not To Be: That is the Role Play.

Role plays are ideal activities for promoting more speaking among our students in these days of Communicative Language Teaching because they allow teachers to cover a large number of themes and language areas. As well as this, role plays allow more student participation; by being given a role, students find more freedom to speak out in class. Setting up role plays is key. From teacher input to student output, this seminar looks at ways of helping students to perform to their maximum, and looks in detail at the role of a teacher in each stage of the process.



Lynn Zimmerman

USA Fulbright Scholar affiliated to IRIM in Chisinau

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Lynn W. Zimmerman, PhD, is Professor Emerita from Purdue University Calumet where she taught educational foundations and English as a Second Language methodology courses to pre-service and in-service teachers. Her experience with TEFL (Teaching English as Foreign Language) began when she served as a Peace Corps volunteer in Poland, 1992-1994. She was also a Fulbright Teaching Scholar in Poland in 2009. Most recently she served as an English Language Fellow in Albania, 2014-2015 and as a Fulbright Scholar in Belarus, Fall 2015. Currently, she is a Fulbright Scholar affiliated with the International Relations Institute of Moldova, in Chisinau, Moldova.

Readers' Theatre for Everyone

Readers' theatre is a semi-structured group activity that gives students the opportunity to practice all skill areas. In this workshop, we will look at several ways in which readers' theatre can be used in the English classroom and how it can be adapted for all age and proficiency levels.



Yasemin Islah

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Yasemin Islah is an English teacher, freelance teacher trainer - consultant and preschool ESL program coordinator. She is currently working as an English teacher at KALEV Primary School in Istanbul, Turkey. After her 9 year career as an English teacher, she decided to share her experiences with teachers who teach young learners. She is also giving seminars to English teachers on behalf of Nüans Publishing. She is writing on her

blog yaseminislah.com

Child Development Stages and Characteristics.

Child development refers to how a child becomes able to do more complex things as they get older. It is different from 'growth' as it only refers to child's physical improvement. When we talk about development, we're talking about developing skills like: Gross and fine motor, language, cognitive and social skills. In this session, the speaker will talk about development stages and characteristics of children between ages 6 and 10. From kindergarten to 5th grade it is important to know the students' needs and how to react towards them. When teachers know their students' development stages and their most common characteristics, planning the lessons turns into a natural and easy process as knowing these elements let the teachers spice their lessons up according to their students' needs. Also, the relationship between the teacher and the students gets affected in a positive way as teachers realize how to communicate with children of all ages has its own ways.

While introducing each age group's characteristics, the speaker will also give some real life situations and how to react to them according to children's need and style of communication. Also, besides explaining each stage of childhood, the speaker will also explain what to do during English lessons under the influence of child development elements.



Viorica Cazac, Marcela Simanschi

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Viorica Cazac is a PhD student at UPS "Ion Creanga"; MA EP, university lecturer at State University of Medicine and Pharmacy "Nicolae Testemitanu", editor at the International medical magazine "Medicus", author of articles and conference presenter.

Marcela Simanschi PhD candidate, lecturer at State University of Medicine and Pharmacy "N. Testemitanu" for 15 years. She teaches medical students from different faculties: General Medicine, Public Health, Pharmacy and Stomatology.



Effective Authentic materials for teaching health care issues.

In the international attempt "to activate" appropriate strategies for ESL learning, there is a great emphasis upon the authenticity in teaching practice, that will help students cope with target /social situations and task demands. Authentic materials can serve as effective, interesting and motivating tools for teaching real-life situations. In this practical session, we will present some practical ideas on how to determine, carefully choose, conduct and fully exploit activities for English, oriented toward a specific healthcare field. The objectives of the study are to enhance students' communicative skills in different social conditions and to promote positive learner behavior in healthcare-related issues.



Olga Temnicova

"Liviu Deleanu" lyceum

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Ms. Temnicova is a member of the Administrative Board of the English Teachers' Association, an experienced practitioner, an enthusiastic English teacher with superior degree and teaching experience for more than 20 years. Currently she is working at "L. Deleanu" lyceum and helps META train teachers in remote-areas of Moldova.

The Oldest Institution (based on local curriculum)

The lesson is based on the topic given in the textbooks for the 10th form. It combines revision of the "family" and "monarchy" vocabulary and the additional information on civilization topic "Royalty in the UK". The workshop was a great hit among students and young teachers. The presenter is ready to share her experience and the most successful activities.



Nicholas, Huzieff

English Language Fellow, USA

Affiliated to 'Alec Russo' Balti State University in Moldova

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I am originally from the Bay Area in California. I hold a Masters in TESOL specializing in Curriculum Development from The New School in New York and received my CELTA

from The British Council in 2012. I began teaching EFL in Kyiv, Ukraine in 2007 and later went on to teach young men in Jeddah, Saudi Arabia a few years later. I returned to Kyiv in 2011 to continue teaching at a private international school and worked as a Business English teacher as well as a private tutor. In 2014, I was selected as an EL Fellow and began teaching and training teachers in Moldova at 'Alec Russo' Balti State University and have continued doing so. I really enjoy training English teachers as well as putting together community service projects alongside the in-country PCVs and Fulbrighters. I have a wonderful wife named Maria and two little princesses: Margarita is six, and Emilia two.

Using Cuisenaire Rods in the EFL Classroom.

'Variety is the spice of life' and adding variety to lessons is what helps us English language teachers to avoid monotony and to keep things interesting in the English language classroom. Cuisenaire rods have time and again proved a welcome addition to carrying out a lesson. The celebrated figure associated with these colorful blocks of wood/plastic is Caleb Gattegno, a Belgian educator who used them as part of his 'Silent Way' approach. He believed that language learning was a... "process that is self-initiated and self-directed... hence the teacher's role is that of a technician or facilitator" (Thornbury 2006, 205). Originally designed for teaching certain areas in mathematics, Cuisenaire Rods later proved useful for a wide range of activities in the English language classroom. In my own classroom they have proved to be a wonderful and versatile classroom tool and one's imagination is all that is needed when using them with one's learners. First, a short history of Cuisenaire rods will be presented followed by practical activities and possible approaches in using them in order to help beginner through advanced English learners in your English language classrooms.



Elena Nadtocheva

Russia, Yekaterinburg, Ural State Pedagogical University

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Elena Nadtocheva has got a PhD, Assistant Professor at the Institute of Foreign Languages of the Ural State Pedagogical University; IVLP 2012 alumna, British Council teacher trainer in the Ural Region, President of the Ural English Language Teachers' Association. Her primary areas of interest include teaching young learners and intercultural communication.

Songs and Music in ELT.

This workshop will focus on a range of different motivating ways of using music and song in the English language classroom. In particular, the workshop will concentrate on using music and songs in developing learners' creativity and going beyond the initial text level to deeper language work. Participants will be engaged in hands-on activities, which relate to different learning styles, and discuss and evaluate for themselves their suitability for their own teaching contexts. Through this process, participants will learn how to integrate songs into their teaching in a natural way based on engaging content that will increase learners' motivation.

Teaching speaking at the English lessons.

This workshop aims to explore the topic of teaching speaking through participation in speaking tasks that explore the topic of speaking. The workshop will allow participants to take part in speaking activities and compare real speaking with typical classroom speaking. The attendees will also participate in demonstration of a teacher exploiting pair work and group work in order to maximize pupil interaction. We will examine how to inject more speaking at every stage of the lesson and participants will prepare and peer teach a speaking activity.



Olesea Jechiu

Zimbreni village, Ialoveni district, Theoretical Lyceum from Zimbreni
oleseajechiu@yahoo.com

Olesea Jechoi is an active member of META. In 2006 she graduated from Moldova State University; in 2006-2016 became an English teacher in the Theoretical Lyceum from Zimbreni, Ialoveni; in 2010- obtained the second pedagogical degree; in 2015-2016- I-Engage Project participant. She is highly motivated and interested in educational innovations.

Meaningful teaching: Interactive activities to strengthen students' motivation.

In the modern digitalized era, with lots of stimuli around, students appear to be absorbed by all of them, lacking proper interest and enthusiasm.

As Macmillan English Dictionary states, the "feeling of enthusiasm that makes you determined to do something's called motivation.

The workshop aims to outline the two types of motivation and their importance in building a well-determined learning process. Participants will take part in challenging activities, identify factors that increase students' motivation, find out tips for engaging students and share ideas on how better motivate them.

Overview of Demo-Lessons

Julia Gall

Fulbright Scholar, USA
juliaagall@gmail.com



Ms.Gall has got Bachelor's of Arts Degree in Neuroscience from Wellesley College, and a Master of Science in Public Health from Johns Hopkins Bloomberg School of Public Health. Currently she is doing a research in Moldova, is affiliated to Medical University in Chisinau. She is ETRC FACE Club facilitator and runs discussions in English with secondary and high school students every week. In 2016 she shared her experience with university level English teachers within META Trainings for lecturers.

How to Write an Academic Abstract & Participate in International Conferences

Abstracts are brief summaries of research and academic papers, and are often used for publications and participating in conferences. In this interactive seminar, participants will discuss the importance of writing academic abstracts, how participants can use them to participate in international conferences, and what the proper technique is for writing an academic abstract. Participants will also practice writing their own academic abstracts with guidance from presenter and published academic author, Julia Gall.



Cristina Macaev

Chisinau, Moldova

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Macaev Cristina, teacher of English and German, II degree, 14 years experience in Teaching both languages, at the moment a teacher of English at Elena Alistar high school, Master degree in Intercultural Communication, ambitious, self- motivated, and like to discover new methods and techniques in teaching the new languages.

Developing Vocabulary in the Classroom Using Simple Tools.

Daily we face the problem of lack of words while discussing the subjects as common so provided by the textbooks. We make our students learn by heart the words but they need some more efficient ways to improve and enlarge their vocabulary. we can use a variety of modern tools to help our students and enrich their vision upon culture, environmental problems, daily met situations by teaching the to talk fluent upon the topics from different domains as geography, economy, biology, history and even mathematic; to encourage them using the phrases, phrasal verbs, idioms or even proverbs while expressing their opinion . So I would like to make a short demo lesson during which we can teach our students to cooperate with useful vocabulary.



Robert Hartigan

Limerick, Ireland (Pearson)

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BA (English and History), CELTA, DELTA.

Robert went to the University of Limerick in Ireland, where he got a degree in English and History, and since then he has been teaching English for thirteen years and has worked with students from many countries, including Italy, France, Russia, Ukraine and Poland. Robert now lives in Kiev where he works as a methodologist with Pearson Education and has given

seminars throughout Ukraine, Poland, Belarus and Georgia.

Aiming for Accuracy, Fighting for Fluency.

Accuracy and fluency are two key aspects of the speaking skill. Should speaking tasks always be aimed at either accuracy at the expense of fluency or vice versa? This seminar will look at what exactly the characteristics of both an accurate and fluent speaker are, as well as ways of working on both in class simultaneously. A step-by-step approach from teachers is ideal, and this seminar will include practical examples of helping students achieve their speaking goals.



Oxana Korchevskaya,

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Courts and Trials: Witness for the Prosecution

In today's class teachers try to find tools that will provide their students with the ability to solve complex problems. This lesson is aimed at developing students' abilities to identify the materials they are working with, analyze their characteristics, and consider similarities and differences between them. So, all the materials that the students work with during the class are organized in different graphic forms, i.e. maps, charts and clusters. The use of graphic organizers will help the learners

to develop their critical thinking skills; moreover such visual forms of presentation of ideas will help them in organizing and recalling of information.

The article deals with the tasks the purpose of which is to develop students' communicative competences through speaking, writing and listening. The lesson includes vocabulary work, watching video and analyzing the information. The class begins with the discussion upon legal procedures in the USA and the participants of the trial. Then students work on defining and applying the topical vocabulary which is followed by discussion on the plot of the "Witness for the Prosecution".



Elena Xidopolou

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Elena Xidopoulou has been teaching English for 20 years. During the last 6 years she has been conducting seminars to EFL /ESL teachers concerning the differentiated instruction of students with Learning Difficulties, throughout Greece and has been writing EFL books, as well. Her area of interest has been the instruction of Reading and Writing to mainstream classes and also to classes with students who face LDs. Elena noticed that Phonemic Awareness is of tremendous importance especially to students with SpLDs. In order to help these students work wonders, she started designing her own educational material and informal evaluation tools in order to assess the students' performance and adhere to the principles of differentiated approach to teaching. She has also been teaching students who are across the Autism Spectrum and students with ADHD and because in Greece there are no such subjects in universities that can cover the practical issues / difficulties of instruction to such students. She would like to be able to teach as many English teachers as possible as to what is the most effective, explicit and step-by-step way of delivering knowledge to these students.

Phonemic Awareness and Instruction tools for students who face learning difficulties.

I have been teaching English for the past 20 years and what I find really challenging and demanding at the same time, is the specific instruction that students who have SpLDs (Specific learning difficulties) concerning the instruction of reading and writing. This is the so-called Differentiated Teaching. Most teachers seem confused as to where to begin from, what exactly to teach, how and why. The demo lesson which I am planning to deliver to all participants will emphasize this practical aspect of teaching and also the aspect of future assessment.



Victoria Mascaliuc

Balti, Moldova

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Victoria Mascaliuc holds a MA in Philology, and has completed her PhD studies, doing research on the etymology and semantics of the verbal nouns. She is teaching Practical English, Translation and Theoretical Grammar at Alecu Russo State University of Balti. Her research interests also lie with ELT Methodology, and namely implementing web tools in teaching English. She is active member of 'English Debate Club' project and coordinator of Web Support and Demo Classes Project. Currently she is working on creating activities on different modes of learning.

Demo class for the 9th form.

This is a lesson for the 9th form pupils. It focuses on the modern approach to teaching integrated grammar.



Antigoni Melidonioti

Greece, Neapoli Kozanis

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Antigone Melidonioti has been teaching English for the past 15 years, and has been a private school owner for the past 5. She is constantly trying to become better and make her English lessons less boring, more diverse, more challenging; therefore, worth remembering. A lot of her teaching is based a lot of my teaching on songs, since children love music, love singing and they don't consider it a task.

She studied Law and was a leader, trainer and project manager on Erasmus + programs (Euro-Mediterranean intercultural exchange programs) in the past, but decided to fully engage herself in English teaching. She speaks French, German, English and Spanish apart from her mother tongue (Greek).

Advancing reading and comprehension skills through the use of songs.

Furthering the use of well-known songs to support the reading procedure as well as grammatical terms and therefore comprehension skills. Listening to a song is not just about "filling gaps". It can be transformed into a complete set of exercises from the use of phonics and word families and picture stories to reading comprehension, cloze and open discussion topics. A more interactive way to boost the proper use of grammar and collocations as well as to ameliorate pronunciation effortlessly.

Suitable for all levels according to the class's or the individual's needs.



Yasemin Islah

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Yasemin Islah is an English teacher, freelance teacher trainer - consultant and preschool ESL program coordinator. She is currently working as an English teacher at KALEV Primary School in Istanbul, Turkey. After her 9 year career as an English teacher, she decided to share her experiences with teachers who teach young learners. She is also giving seminars to English teachers on behalf of Nüans Publishing. She is writing on her blog yaseminislah.com

Teaching Young Learners.

This lesson will focus on ways to engage young learners to have fun and at the same time learn vocabulary and some basic sentences. It's intended for the teachers who work with children between ages 6 and 10. It is going to be an interactive lesson in which the speaker and attendees will create a natural classroom environment. It is aimed to create a fun atmosphere for young learners by using flashcard games and technology integration.

Katrina Broughman

Peace Corp. Volunteer, USA

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From the mountains of Rockbridge County, Virginia (VA), Katrina Broughman is a Peace Corps Volunteer in Moldova serving from 2015 to 2017. She is an English Educator (EE) working in Corlateni, a village near Balti in the raion Riscani. Before Peace Corps, she was an environmental instructor at Boxerwood Nature Center in Lexington, VA, a piano teacher in Staunton, VA, and a program leader with the Boys and Girls Club in Waynesboro, VA, among other jobs. Her license to teach is in English Language Arts and Literature Secondary Level (6-12) in Virginia. She graduated in 2013 from Mary Baldwin College in Staunton, VA, and has a

B.A. in Sociology and English with minors in Education and Peacemaking and Conflict Resolution. At heart, she is a passionate environmentalist. She is also a musician.

How to Give a Successful Presentation

Educators often give presentations to their peers and colleagues, whether for a conference, seminar, or symposium. Furthermore, teachers regularly create presentations for students in the classroom. However, we see many presentations with spelling errors, grammatical mistakes, heavy texts, hard to read fonts, unrelated information, and unclear colors. Or, text will be read word-for-word from the slide instead of interaction with the audience. My presentation will be about how to create a productive, efficient presentation (Powerpoint or otherwise) - and what to avoid - in any setting one is required to present.



Daniela Murgulet

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Association "Continuing Education Center", and G.C. Lyceum

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Daniela Murgulet is a university lecturer: taught English courses at A. Russo Balti State University (2001-2011). FELT School project coordinator: developed ELT resources for primary learners, published a series of 31 flashcard sets for the 2nd form pupils, piloted a series of flashcards at G.

Cosbuc High-school, Balti (september - december 2015), organised teacher trainings and summer schools in ELT (2012-2015);

English Lesson in the 2nd form, Module 2 Lesson 1: Tim's Ball is New.

The lesson involves teaching the vocabulary using the flashcard sets "Toys. Teacher's Set" and "Toys. Pupil's Set" to involve the pupils in interactive learning activities starting with TPR and visualization techniques. It proceeds to teaching the possessive case using flashcard based speaking activities, followed by exercises aimed to raise pupil's awareness about the symbols of phonetic script. In order to evaluate the results of this lesson, two groups of pupils have participated in oral evaluations which were documented by video recordings. Analysing the correct answers of the pupils from both groups, we can point out the benefits of integrating the flashcards along with the course textbook to meet the course requirements and the pupil's needs.

Overview of Research-Oriented Presentations



Olga Shchukina

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PHD, Associate professor. At present time works as the head of the English Philology Department, at Philological Faculty, at Tiraspol University. Professional carrier began at 1997 as a university lecturer after graduating from Tiraspol University. From 2002 to 2005 had a postgraduate course at the philological faculty of Moscow State University. Spheres of scientific research – English phonetics, Methods of teaching foreign languages.

Teaching Connected Speech through Phonological Processes.

In order to teach English language learners speak smoothly, it is necessary to deal with some rules concerning adjustments in connected speech. The following processes should be highlighted in the teaching process: consonant-to-vowel linking, vowel-to-vowel linking, consonant assimilation, palatalization, nasalization, reduction, elision, and insertion. This information should be skillfully combined with lexical and grammatical material, basing on the context. Teacher's task is to create and use appropriate communicative practice for the connected speech features. These features will help learners to combine sounds into words, words into phrases, phrases into text. Thus, teaching connected speech is of primary importance for executing speech communicative process.



Irini-Renika Papakammenou

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Irini Papakammenou studied English Literature with English Language at the University of North Wales, Bangor and she has completed an Msc in TESOL at the University of Stirling. She is currently a final year PhD Candidate in Applied Linguistics at the Department of English Studies, University of Cyprus. Her research topic is about the influence of EFL exams on teachers' teaching practices in Greece. She is the owner of the Centre of Foreign Languages I. Papakammenou (a family business since 1974) for the last 16 years and the owner of C2learn.me site. Throughout her career she has performed various roles and responsibilities including the preparation and delivery of classroom and e-learning programs and managing and training the staff. Meanwhile she works as an oral examiner for foreign language certificates.

Washback effect on teachers' teaching practices in EFL multi-exam preparation classes in Greece

A research on Greek multi-exam classes, focusing on the teaching practices, has revealed significant results on how teachers manage such classes. Results on the influence of exams on teaching strategies, activities and tasks and the factors that influence teachers' teaching practices throughout the preparation year contribute a teacher's voice providing valuable information regarding the role of teachers in reforming testing and enhancing classroom

practices. This research presentation aims at providing teachers, administrators, teacher trainers, material writers and test constructors insights aiming at beneficial washback and suggest new methodologies to teachers and possible ways to cope with the demands that exams create.



Alexei Chirdeachin

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PhD, As.Prof. Free International University of Moldova, Chisinau

Peculiarities of Teaching Pronunciation in the Context of Language Didactics.

Teaching a language means developing communication skills based on language material related to pronunciation, grammar, vocabulary and spelling. The pronunciation is of primary importance because after birth the sounds are to be acquired before words and phrases. The phoneme is the minimal language unit. Didactically the lack of pronunciation skills acquisition may not only cause a strange "accent" but also be an obstacle in learning grammar, vocabulary and spelling. From this point of view, our paper addresses the issue of teaching pronunciation and that of dealing with grammar, vocabulary and spelling mistakes caused by the lack of pronunciation skills acquisition.

Overview of Panel Discussions



Rodica Aculov

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Motivation and Interest for Reading.

Motivation is really important but what we do in order to get our students interested in our lessons and especially involve them in reading. Firstly, we should have another approach do not start from what we want but from what they want and what are their interests. Secondly, teachers should be attentive not to choose a too difficult book that will diminish their interests. Thirdly, be open for discussion and create interesting tasks that will be relevant and proper to their level. Finally the teachers should show the direction to their students but the path will be taken by them in accordance to their interests and knowledge.



Aikaterini Kantourou

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Aikaterini Kantourou has graduated from the School of Philosophy of the University of Athens in Greece and been awarded a BA in Greek and English Language and Literature. She has been working on developing Emotional

Intelligence through TEFL on her MA in TESOL. She has been awarded the CELTA Certificate and is currently working on the DELTA Diploma. She has been teaching English as a foreign language in Greek State schools and also been working as a Director of Studies in UK schools. Also she has graduated from the Theatre of Changes Drama School and been teaching English through Drama. She has attended Creative Writing workshops and has been writing articles and poems in Greek and English.

Developing Emotional Intelligence through TEFL.

Developing Emotional Intelligence through English Language Teaching. Investing in E.Q. (Emotional Quotient) and its motivational role in learning English. EET/EEL (Emotional English Teaching/Learning) : a new teaching trend or a panacea for a better world?



Natalia Borta

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The Pestalozzi Programme Summer School 2015 -“Pedagogy makes the difference”

The Pestalozzi Programme Summer School 2015 entitled “Pedagogy makes the difference” looked at the core of what being a teacher means: our pedagogy, what we feel and think about the relation we have with education, with knowledge, with school and above all with the learners. The Summer School lasted full eight days and participants had the opportunity to choose their own learning curriculum of about 60 hours covering obligatory common activities and a range of thematic modules in English, German and French. A common backbone (about 25-30 hours) of activities throughout the eight days allowed all participants to work together as a group, to learn together and to exchange ideas and experiences. This obligatory part for all participants comprises a variety of types of activities: reflection groups, Socratic walks, "Open Space" discussions, statements series, debates, project work, evaluation, etc. Education professionals from across Europe were invited to participate in this training opportunity organised by the Pestalozzi Programme of the Council of Europe and the Academy of Bad Wildbad.



Aliona Podolean

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Promoting Learner Autonomy in Foreign Language Learning.

The presentation touches upon a key theme in the field of foreign language learning, i.e. learner autonomy. The special focus is paid to the definition of learner autonomy, its aspects, degrees, as well as abilities-indicators of learner autonomy. The study also sheds light on the activities and strategies that encourage autonomy. In addition, it presents the challenges that hinder the development of learner autonomy.



Daria Prozorovschi

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Prozorovschi Daria is currently a teacher in Theoretical Lyceum “Mihai Eminescu” in Hincesti town and she is successfully using online educational tools and team building activities when teaching her students. She recently graduated from Access Program as Access Teacher and is an active participant of the iEngage program aimed “to support alumni initiatives that promote shared values and innovative solutions to global challenges”.

Working With Mixed Level Groups.

How to teach the mixed-level students and ensure learning? How to make sure that they all have the possibility to learn? I do not intend to offer solutions. I simply want to share some techniques and handouts that worked with my students.



Julia Gall

Fulbright Scholar, USA
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Ms.Gall has got Bachelor's of Arts Degree in Neuroscience from Wellesley College, and a Master of Science in Public Health from Johns Hopkins Bloomberg School of Public Health. Currently she is doing a research in Moldova, is affiliated to Medical University in Chisinau. She is ETRC FACE Club facilitator and runs discussions in English with secondary and high school students every week. In 2016 she shared her experience with university level English teachers within META Trainings for lecturers.

Anti-Plagiarism: technical advice on how to properly cite a source

An often neglected skill within academic writing is knowing how to properly cite and reference sources. The following presentation will explain the importance of referencing, while also offering concrete guidance on how to cite sources. Finally, the presentation will also provide advice on how teachers can identify plagiarism, including online tools and resources.

Dumitru Grusca



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D. Grusca is an English teacher since 2000. He graduated from Balti State University “Alecu. Russo” Balti, Republic of Moldova. My title of qualification awarded is teacher of German language and literature and English language. In 2007 he was conferred the 2nd degree and 2012 had it confirmed. He continued his professional development using his knowledge of team-teaching in practice together with American partner J.

Mauck from Peace Corps. The skills acquired in that period helped him to teach English in teams with Moldovan teacher during the professional training for English teachers for primary level FELT School in 2014 in Balti and in Falestii Noi in 2015 he also participated in EFL Blogging School and since March 2015 became the member of the great family of eTwinning Plus. From June 2015 till now he participates in the I-ENGAGE MOLDOVA project, and does not miss any opportunity for professional growth.

Inspiring Teachers-Engaging Students-Improving Outcomes Through Online Tools For Educators

The best learning happens when students are engaged and everyone participates in the teaching-learning-evaluation process. Due to it, teachers are in constant search for online tools that can make their classrooms more engaging, more dynamic, richer, and more fulfilling, and improve outcomes. The main problem is that teachers always ask themselves, how to choose the right online learning tool to achieve their goal at the lesson. Because technology tools in e-learning offer a lot of interesting and effective tools, such as blogs, discussion boards, chat rooms, e-mails, Twitter, Wikis, game-based learning, virtual learning environments, and a variety of other Internet-based Web 2.0 utilities, etc. They add value to education, develop students' speaking, writing skills, creativity and critical thinking. That's why teachers, who choose a relevant technology tools for his lesson, can make magic in the classroom.



Elena Varzari, Oxana Stanțieru

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Elena Varzari, Senior Lecturer, Alecu Russo Bălți State University, Faculty of Letters, English and German Philology Department. Her research interests lie within the area of Pragmatics and EFL Methodology. Her teaching interests at undergraduate and postgraduate levels include General English, EFL Methodology, and Applied English. She is the head of the British Culture Centre (Bălți branch), and is actively involved in the organization of trainings, seminars, and workshops for English language teachers from Moldova, Turkey (DICLE University, Diyarbakir) and Greece (City College- University of Sheffield, International Faculty, Thessaloniki). Main publications: co-author of 3 textbooks for university students, 4 collections of short stories with activities, and the author of more than 42 academic articles. She is alumna of the Fulbright Exchange programme (1998- New York University; 2006- Indiana University, USA). She pays great attention to her continuing professional development attending numerous national and international conferences, trainings and workshops in England (Cambridge University, Girton College - 2005; Sweden (KTH -Royal Institute of Technology, Stockholm – 2011); Turkey (DICLE University – 2013); Greece (ATEI- Techonological Educational Institution of Thessaloniki- 2015).

Oxana Stanțieru, University Lecturer, MA in Philology, Alecu Russo Bălți State University, Faculty of Letters, English and German Philology Department. She teaches General English (Reading Comprehension, Grammar, Writing, and Vocabulary), American Literature, Anglophone Fiction and Applied English to Computer Science students. Her research interests lie within the area of Literary Theory and Criticism, Literary Communication and Applied English. She is the co-author of a textbook, the author of a collection of short stories with activities, and of more than 16 academic articles. She actively participates in national and international conferences.

Advocating Translation Practices in the EFL Classroom.

The place and role of translation arouses a lot of discussion in contemporary didactics, as for quite a long time it has had little place within the FL classroom. It has been proved that translation has numerous positive effects, such as encouraging learning, practicing and reinforcing the learnt material, diagnosing existing problems, and, eventually, testing learners' proficiency. Moreover, translation allows students to add newly acquired knowledge to the existing one. It enhances language consciousness, emphasizes both the similarities and resemblances between the new and existing language repertoire, and facilitates classroom organization and control. That is why, perhaps, FL teachers cannot prevent their students from translating. Translation, if not overused, does not hinder effective language use.



Dina Puiu
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Teaching Speaking yet a Challenge for EFL School Teachers.

Speaking is the most important skill students would like to acquire in English as a foreign language learning. They measure their success in learning the language in terms of the ability to carry out a conversation. Despite its importance, teaching speaking is less practised into the classroom and it still remains a challenge for many English school teachers. This discussion aims at providing some suggestions in teaching speaking by means of interaction, an important strategy applied during some real-life authentic activities that offer students the opportunity to communicate in the classroom and outside it.

META : love teaching English

International Annual English Language Teaching Conference

”Advancing Excellence in English language Teaching”

April 2nd & 3rd, 2016

Dear English Teachers,

Moldova English Teachers’ Association, is an Association which was created by an enthusiastic team of English teachers from around the country and aims at helping English teachers from all over the country in polishing and improving the quality of teaching during their classes.

META is always ready to help you with a piece of advice, with an expert’s opinion in any matters and with a presentation/seminar/workshop that you would help you in the design of your class and in achieving high results with your students.

META has developed a series of projects that have been implemented with the help of many contributors as you. This is one more proof that together we can make the quality of our classes better and lots of other projects come true.

To support our activities, all you have to do is just contact us and share ideas that you have about future projects that can be implemented in your institution.

Let’s start making the schools a better and greater place for our FUTURE!

Sincerely,

META Administrative Board Members

