

The Language Centre of the Estonian Academy of Security Sciences is hosting  
a one-day symposium

**“Creative and Innovative Language Teaching”**

February 12<sup>th</sup>, 2021

**Plenary sessions**

**Anton Malmi**

***„Some ways in which experimental phonetics can help to advance language teaching“***

*(University of Tartu, Department of Finno-Ugric Studies, Estonia)*

Phonetic sciences deal with speech: how it is produced, what is being produced and how it is received and perceived by other speakers. In my BA and MA research I've touched articulation (Malmi, 2016) and acoustic features of speech (Malmi, 2014, 2019). I've found that we tend to be unconsciously economic in how we talk and we have many ways to achieve intended segmental targets. Analyzing acoustic signal can be very resourceful as it contains a lot of information about the movement of articulators.

In my PhD studies I am working with Russian L1 speakers. I am testing the Second Language Speech Learning Theory (Flege, 1995) and the Perceptual Assimilation Model (Best, 1995) of speech by focusing my research on Estonian palatalization. These theories postulate that the experience that we have with the sounds of our native language shapes how we hear and produce our speech and learn other languages. The preliminary results of my research show that compared to Estonian speakers (Malmi & Lippus, 2019) Russian L1 speakers perceive Estonian palatalization but are unable to produce it in the correct context.

The knowledge of the ways in which children and adults learn and use their first and second language is important for effective language teaching. Experimental phonetics can help to advance speech therapy or language learning through real-time biofeedback on the movement of articulators or the acoustic and perceptual analysis of speech.

**Mark Curcher**

**“Critical Digital Pedagogy in a Time of Pandemic“**

*(Tampere University of Applied Sciences, Finland)*

Digitalisation in education has been both accelerated and amplified by the COVID-19 pandemic as educational institutions pivoted to online learning over the last year. Many educational futurists are claiming that education and learning is now permanently changed by the adoption of digital tools for emergency distance learning.

Although online and distance education has a well-documented history and a significant body of evidence-based literature, this is often overlooked, either deliberately or through ignorance, when institutions and teachers move to an online learning environment. This can lead to the rapid and uncritical adoption of both technologies and pedagogies which can not only be frustrating but in some cases damaging to educators and learners.

In this talk we will examine the need to step back and use the frame of critical digital pedagogy to guide our adoption of digital technologies in education. The aim is to start a conversation and raise awareness of critical issues in educational technology adoption.

**Liina Tammekänd**

**„Compiling and holding a 100% web-based ESP course“**

*(University of Tartu, College of Foreign Languages and Cultures, Estonia)*

Tasks of a foreign language teacher often include compiling and holding ESP courses. If the teacher has next to little exposure to the subject, compiling and teaching such a course might cause some anxiety. The need for a 100% web-based ESP course might cause even more confusion. Where to start if the last exposure to chemistry of physics, for example, was 20 years ago? What skills do learners need? How can these skills be taught/acquired online? These are the main questions an ESP teacher needs to ask before compiling a 100% web-based language course. I am discussing my personal experience of compiling e-courses for students of chemistry, physics and materials science and students of medicine.

## Presentations in English

**Tarmo Ahvenainen**

***„UniTandem, Online tandem for Finnish university students as part of KiVAKO project“***

*(Xamk, South-Eastern Finland University of Applied Sciences, Finland)*

KiVAKO, which is a three-year project funded by the Finnish Ministry of Education, involves language centres of eight Finnish research universities and 17 universities of applied sciences. The project aims to build a co-operation network that would enable students of all Finnish universities to study such languages online that their own university cannot provide (e.g. elementary Estonian or Korean or intermediate Spanish or Russian). One part of this project is to build an online tandem network, UniTandem. In tandem learning, two students of different mother tongues teach their mother tongues to each other, often in informal settings. In Unitandem, students search for partners in a purpose-built application, and after finding a partner, do activities online based on activity triggers that have been produced as part of KiVAKO project. The activity triggers are available in the Digicampus platform shared by all Finnish universities. Studying in Unintandem gives credit to the students for their degrees. All languages are possible.

This presentation shortly introduces the entire KiVAKO project, the working principles of UniTandem study, the function of the application, and examples of language-independent activity triggers.

**Roma Valiukienė**

***“Core methodological premises of task-based approach and its application in an online mode”***

*(Vilnius University, Lithuania)*

The presentation will take a practitioner’s look at the rationale for embracing and ways of adapting the task-based approach in the university setting. By following the principle ‘Uniformity in diversity’, Vilnius University Philology Department has streamlined teaching of conventional ESP courses and transformed them to

scenarios-based courses that combine academic and research English. The paradigm shift has required to upgrade course materials and methodology for both teaching and testing in order to bring them in line with the action-oriented approach. I assume my experience can be beneficial to those educators who are considering how to modify their courses to incorporate authenticity of teaching and learning materials, of roles and of situations.

Another strengthened pillar in the course now is more focused attention to mediation activities and strategies as outlined in the updated CEFR Companion Volume. Since the desire to move to needs-based and real-life tasks has been hastened by the pandemic when teaching moved to a full time online mode, this presentation overviews the range and specifics of purposefully selected and proficiency oriented activities currently applied.

**Maia Boltovsky, Aigi Piirimees**

***„Comprehending contemporary learning paradigm in the Chair of Foreign languages of the EMA – who establishes values in the classroom?“***

*(Estonian Military Academy, Estonia)*

Today, the Estonian education system talks about lifelong learning, and the aim of education is to prepare self-guided learners. Major social changes also require changes in the philosophies of learning and teaching, the teacher and learner's perceptions of learning and teaching, the role of the learner and teacher in these processes. The teacher's teaching style and the learner's learning style are directly related to their understanding of the nature of learning.

Educational researchers from Tartu University and Tallinn University have developed a contemporary learning concept (NÕK) model that deals with management and school culture, learning environment, teacher training, the content of and approaches to learning. The model also depicts the learning objectives and the more general social aims of learning.

The presentation focuses on a study conducted among the lecturers of the Estonian Military Academy chair of foreign languages, which aimed to establish the faculty's understanding of NÕK and the applicability of its principles in their daily work. We also examined the perceptions of learners of different nationalities and cultural backgrounds who are used to traditional learning environments. This in a situation where they have to adapt to a learning environment where the principles of NÕK are applied. In our report, we will also address the possible conflict of values in the learning environment.

**Marju Taukar**

**„Virtual reality tasks in LSP course“**

*(Language Centre of the Estonian Academy of Security Sciences, Estonia)*

In my talk I will briefly cover the the possibilities of creating VR tasks for language learning in Estonian Academy of Security Sciences, from distance learning options to real time virtual excercies. I will also cover the issues that need to be addressed when planning such tasks. Finally, I will introduce a real time interactive task we created for CLIL class in misdemeanor proceedings and a simpler XVR video based task for rescuers LSP class.

## Presentations in Estonian

**Ly Leedu, Annika Bauer**

**„Keeletasemepõhised otsimismängud Eesti Rahvusraamatukogus“**

*(Multilingua Keelekeskus, Tallinn)*

Ettekandes tutvustame Multilingua Keelekeskuse ja Eesti Rahvusraamatukogu koostöös valminud aardejahi formaadis otsimismänge “Kes otsib, see leiab”. Need on välja töötatud neljale keeletasemele (A2, B1, B2, C1) ja mõeldud eelkõige muukeelsetele täiskasvanutele. Otsimismäng võimaldab infootsingut, kuulamist, rääkimist, arendab sõnavara, koostööoskust ja digipädevust.

Otsimismäng sobib õpetajatele, kes soovivad kasutada aktiivõppemeetodeid ning viia oma 10–25-liikmelise grupi õppekäigule Eesti rahvusraamatukokku. 4–5-liikmelistes rühmades õpivad osalejad tundma ja kasutama rahvusraamatukogus pakutavaid teenuseid, samuti tutvuvad nad hoones leiduva rikkaliku kunsti- ja kirjanduskoguga.

Mäng lihtsustab õpetaja tööd, sest lisaks raamatukogus toimuvale otsimismängule kuuluvad paketti ka vastavale keeletasemele mõeldud külastuseelsed ja -järgsed ülesanded, mis saadetakse õpetajale grupi registreerimisel.

**Tiina Rüütmaa, Merilin Aruvee, Lea Nilson ja Victoria Parmas**

**„Märkamatu keeleõppe ELU projekt“**

*(Tallinna Ülikool)*

Keeleõpet nähakse sageli vaid formaalses perspektiivis, ent sageli on tõhusam just mitteformaalne keeleõpe (Krashen 1983). Juhtimaks tähelepanu mitteformaalse keeleõppe võimalustele kavandasime Tallinna ülikoolis märkamatu keeleõppe projekti, mille eesmärk oli laiendada teadmisi keeleõppest ning levitada nüüdisaegse keeleõppe meetodeid ja seisukohti. Ühtlasi püüdsime tekitada suuremat huvi eesti keele kui teise keele õpetaja kutse vastu.

Kursuseformaat ELU ehk erialasid lõimiv uuendus on vabaaine, mille eesmärk on tuua kokku mitmesuguse erialase taustaga üliõpilased ja lasta neil jõuda omal käel kursuse üldise eesmärgini (vt [elu.tlu.ee](http://elu.tlu.ee)).

2019/2020 õa sügissemestril käivitunud ELU projekt „Märkamatu keeleõpe“ tõi kokku 18 üliõpilast 12 erialalt. Projektis osalenuil puudus varasem otsene kokkupuude

keele õpetamisega. Moodustati kolm gruppi ning asuti leidma viise, kuidas huvitegevusekäigus märkamatu keelt omandada. Ülesande lähtekohaks oli LAK-õpe (Asser jt 2010) ja nüüdisaegsed keeleõppekäsitused (Krashen 1983). Kõik kolm gruppi valisid projekti eesmärkide saavutamiseks kasutatäitmisemeetodi (TPR) (Asher 1969), millest lähtuvalt valmistati ette kolm eriilmelist märkamatu keeleõppe tundi.

Üks gruppideest korraldas lasteaias judotunde, teine pidas Erasmuse tudengitele kokandustunni ning kolmas viis läbi eestikeelseid korvpallitunde Audentese IB-õppe õpilastele. Tegevuste käigus korraldati valitud sõnu ja fraase; kasutati mitut tajukanalit, nt kehakeelt ja näitvahendeid. Grupid saavutasid eesmärgi: paranes õpilaste eesti keele oskus ning kasvas huvi eesti keele vastu. Täituse ka kursuse eesmärk: üliõpilased said teadlikumaks keeleõppe mitteformaalsetest viisidest.

Ettekanne tutvustab eelpool mainitud kolme grupi töö tulemusi, valminud voldikut ja videomaterjali.

### **Kirjandus**

Asher, James. 1969. The Total Physical Response Approach to Second Language Learning. – Modern Language Journal, 53, 1

Asser, Hiie; Marsh, David; Martín, María Jesús Frigols; Mehisto, Peeter; Völlli, Kai. 2010. Lõimitud aine-ja keeleõpe. Tlk Helen Haav ja Vaike Seppel. Tallinn.

Krashen, Stephen D; Terrell, Tracy D. 1983. The Natural Approach: Language Acquisition in the Classroom. Hayward: Alemany Press.

### **Ingrid Prees**

#### **„Aktiivõppemeetodid, mis tekitavad hasarti ja toovad sära silma“**

*(Tallinn Tehnikaülikooli Virumaa kolledž)*

Tänapäeva õppurid soovivad vaatamata eale omandada teadmisi erineval viisil. Aktiivõppemeetodid nõuavad õpetajalt põhjalikumat ettevalmistust, kuid võimaldavad õppijail läheneda õpitavale loovalt ja suunata neid iseseisvalt mõtlema, arendada koostööoskusi ning mis peamine – tekitavad huvi aine vastu.

Töötoas teeme läbi mõned aktiivõppemeetodid, mida kasutasin oma vene keelt kõnelevate üliõpilastega eesti keele tunnis. Jagan oma kogemust rühmade moodustamisel. Traditsiooniline rühmade moodustamise viis võib mõnikord alt vedada, aga kuidas moodustada rühmi või paare nii, et see oleks kõigile nähtav ja taganemisteed poleks. Seekord tuleb õppureid lihtsalt leppida sellega, et rühmad on nii nagu nad arvuti poolt loodud sai. Näitan põnevat veebilehte, kus seda paari klikiga saab teha.

Kui rühmad on moodustatud, siis algab hasartitekitav mäng „Trips-traps-trull“, mis arendab nii koostööoskuseid, mõtlemist kui ka loovust ja silmaringi. Näitan, kuidas

paari klikiga koostada ühtedest ja samadest sõnadest erinevaid ülesandeid, mida saab lahendada nii paberil kui ka interaktiivselt. Lisaks jagan paar sõnavara õpetamise ideed.

## Kaire Viil

### **„Kuidas coachingu oskused aitavad erialakeele õpetamisel?“**

(Tallinna Tehnikaülikool)

- Milliseid *coachiva* keeleõppe põhimõtteid võiks kasutada õpperühma juhendades?
- Miks sobib *coachiv* keeleõpe justnimelt erialakeele kursusele?
- Milliseid oskusi *coachiv* keeleõpe veel arendab?

*Coachiva* keeleõppe võtteid saab kasutada ka õpperühmas. Kindlasti on paljud keeleõpetajad püstitanud kursuse või õppetunni alguses eesmärged, mõelnud läbi elluviimise etapid ning nende saavutamist seiranud. Me ei mõtlegi igapäevaselt, et tegemist on kujundava hindamise või *coachinguga*. Eesmärkide seadmine, ise õppematerjali valimine ja koolitajaga võrdväärne olemine suurendab õppija vastutust ning motivatsiooni.

*Coachiv* keeleõpe pole ainult juhtidele või edasijõudnud õppijatele. Milline keeleõppija vaimustub, kui ta peab järjekordselt kõnelema külalastatud vaatamisväärsustest või olmeteemadel? Täiskasvanuõppes on oluline, et õpitud saaks kohe päriselus kasutada. *Coachiva* keeleõppe puhul ei saa õpetaja olla mugavustsoonis ega eriti õpikuid kasutada. Nii juhendaja kui õppija on oma ala eksperdid ning õpivad teineteiselt palju juurde. Tunnis tegeletakse nende oskuste arendamisega, mida on vaja kindlasti selgeks saada. Kuidas õpetada nii, et “õpetatakse” minimaalselt?

Ettekandes käsitletakse *coachiva* keeleõppe töövõtteid, mida on tõhus kasutada nii tundides kui igapäevaelus enesearendamisel.