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# THE SKY IS THE LIMIT

## The Roadmap to Success in English

### Details:

<b>Date:</b>	February 2nd, 2023
<b>Location:</b>	<a href="#">Kolding Kommune Uddannelsescenter</a> Ågade 27 6000 Kolding Danmark  kuc@kolding.dk Telefon: 79 79 18 49

### Program:

12:30	Registration
13:00 - 13:30	Welcome and Keynote
13:30 - 13:45	Break
13:45 - 14:30	Workshop Round 1
14.30 - 15:00	Coffee Break
15.00 - 15:45	Workshop Round 2
15.45 - 17:00	Networking Event / Drinks & Bites



## Session Overview

Session Details	Speaker(s)
Keynote	Jasper Kok
<b>Workshop Round 1:</b>	
1. CLIL: Using Music and Films to Teach US History	Gitte Alstrup
2. Assessment for Better Learning	Nalan Atabek Ozgen Bagci
3. Research Insights - Interactive Workshop	Moderated by Jasper Kok
a. The development of written narrative skills among young language learners	Ching-Ni Hsieh and Michelle Kim
b. Development of speaking skills: Insights from EFL learners' performances in a picture narration task	Veronika Timpe-Laughlin and Jeremy Lee
c. Primary to secondary school transition: Views and voices from English teachers across three European contexts	Veronika Timpe-Laughlin and Shinhye Lee
4. Boosting Self-Efficacy through Differentiation in English Classes at Primary School	Martin Bredthauer Maria Rosing Møller Bonnie Maria Hansen
5. Supporting Motivation and Courage to Use Foreign Languages Using Games and Plays in Classroom	Paula Havukainen Satu Ihalainen
6. Integrating Oracy into the Primary Classroom	Alex Warren (Nat. Geo)



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<b>Workshop Round 2:</b>	
1. Integrating Internationalization into Your School System and Curriculum	Jasper Kok
2. Promoting Speaking Skills in the Primary Classroom	Nalan Atabek
3. Research Insights - Interactive Workshop  a. The development of written narrative skills among young language learners  b. Development of speaking skills: Insights from EFL learners' performances in a picture narration task  c. Primary to secondary school transition: Views and voices from English teachers across three European contexts	Moderated by Ozgen Bagci  Ching-Ni Hsieh and Michelle Kim  Veronika Timpe-Laughlin and Jeremy Lee  Veronika Timpe-Laughlin and Shinhye Lee
4. Empowering Secondary School Students: Get Them Talking	Gitte Alstrup
5. Supporting Motivation and Courage to Use Foreign Languages Using Games and Plays in Classroom	Paula Havukainen Satu Ihalainen
6. Bridging the Gap: Transition from Primary to Secondary Education	Bernardien van der Vorm - Nijhof, Pascalle Bobbink, Diana Menger



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## Session Descriptions

<b>Keynote</b>	
<b>Title:</b>	<b>Being a Teacher in a Global World</b>
<b>Description:</b>	Thoughtful, targeted, and ongoing teacher professional development is known to boost student outcomes and promote a growth mindset. To improve learning for every child and prepare them for the modern world, we need to move away from narrow approaches to professional development for teachers. Can we offer them opportunities that can have a powerful impact on learning and teaching?
<b>Speaker:</b>	<b>Jasper Kok</b> With my work as the managing director of a primary school board in the Netherlands, I'm responsible for the quality of education for over 1000 children in 9 schools. I have access to a broad international network and have coordinated successful KA1 and KA2 projects. I hold an MA degree in Educational Leadership.

## Workshop Round 1

<b>WR1 - 1</b>	
<b>Title:</b>	<b>CLIL: Using Music and Films to Teach US History</b>
<b>Description:</b>	<p>When teaching English as a foreign language in Denmark, it is with great emphasis on culture, history and social relations in the English speaking countries.</p> <p>Nevertheless, the challenge we all face when teaching history to teenagers is that history often and easily may become dusty and boring. Therefore, the simple question is; how can we make American history interesting for teenagers? How do we teach such important knowledge and make it part of the cultural luggage, which should guide future actors and decision makers in our society so they are aware of that and it will be part of their bearing background?</p> <p>Movies and music are a great way of transforming a potentially inanimate and distant knowledge into a close lively ambient experience. The knowledge that the movie aims at transmitting impressions to the viewer /student potentially with lower barriers and it sticks to the memory in connection with the emotions, images and colors that the movie has created.</p> <p>Movies and music also have a great way of enriching language comprehension. Movies and music expose learners to an authentic way of speaking English with a</p>



	real time connection, with context enriched by immediate sensorial experience, rhythm, colors and a broader vocabulary as well as slang.
<b>Speaker(s):</b>	<p><b>Gitte Alstrup</b></p> <p>I am the Erasmus+ coordinator at a secondary school in Kolding, Denmark with a strong focus on internationalization. I have been teaching English at various levels for the past 20 years. Besides teaching English, I am teaching history, social science and Danish. Focal points of my teaching life have always been to generate intercultural understanding and classrooms with actively participating and confident students.</p>

<b>WR1 - 2</b>	
<b>Title:</b>	<b>Assessment for Better Learning</b>
<b>Description:</b>	<p>In most English classrooms, the gaps in students’ proficiency levels are too wide. Teachers run the risk that students start feeling lost and disengaged. It presents a challenge to teachers to meet the needs of the individual students and to create motivating learning opportunities for them. To effectively address students’ diverse educational needs, teachers must engage in good decision making.</p> <p>In this practice-oriented workshop, you will get the opportunity to work on a sample of large-scale assessment data to discover the ways of meaningful classroom implementations in light of the answers to the questions:</p> <ul style="list-style-type: none"> <li>• What is the role of assessment in learning? How can we link assessment to student learning?</li> <li>• How can I use the assessment data? How does it help me understand students’ progress?</li> <li>• What are the alternative ways to make use of the assessment data?</li> <li>• How do the descriptors of students’ ability help students themselves and parents understand students’ proficiency levels and progress?</li> </ul>
<b>Speaker(s):</b>	<p><b>Nalan Atabek</b></p> <p>Originally trained as an English teacher, I currently work as an Internationalization and Assessment Coordinator to create and/or find opportunities for primary schools so that they can be equipped with better language learning environments, global competencies, and wider International networks to learn with and from each other.</p> <p>I, also, facilitate workshops as an ETS-authorized teacher trainer for TOEFL Young Students Series. I work with administrative units of schools and English teachers in all K12 levels to cooperate over their English-language teaching programs, based on the valuable data collected from the assessments.</p>



	<p><b>Ozgen Bagci Cervo</b> Originally trained as an English teacher, I currently work as an educational consultant, teacher trainer, and ETS-authorized workshop facilitator for the TOEFL Young Students Series. I collaborate with schools and deliver training programs on assessment literacy and understanding assessment data to improve the quality of the English language programs.</p>
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<b>WR1 - 3</b>	
<b>Title:</b>	<b>Research Insights - Interactive Workshops</b>
<b>Description:</b>	<p><b>Research Study I:</b> The development of written narrative skills among young language learners</p> <p><b><i>Ching-Ni Hsieh and Michelle Kim</i></b></p> <p>Written narrative is a type of discourse that children are familiarized with from an early age. Young language learners typically start learning to tell stories by recounting personal experiences. This study explored the developmental patterns of young learners’ narrative writing skills by using an open-ended writing task where students were asked to describe a personal experience. The written responses were produced a group of primary- and secondary-level students from the Netherlands, Finland, and Denmark. The responses were analyzed on aspects of grammar, vocabulary, fluency, and idea development. Results showed that when the students became more proficient, they produced longer written narratives, had better language control, and created more elaborate, interconnected narrative descriptions. Findings of this study provide insights into the characteristics of young EFL learners’ narrative writing skills and yield meaningful implications that can facilitate effective teaching and assessment of young learners’ writing skills.</p> <p><b>Research Study II: <i>Development of speaking skills: Insights from EFL learners’ performances in a picture narration task</i></b></p> <p><b><i>Veronika Timpe-Laughlin and Jeremy Lee</i></b></p> <p>Although speaking skills are essential in English as a foreign language (EFL) teaching in primary and secondary schools, we only have limited insights into how young learners’ (YLS) speaking abilities in EFL develop over time. In this presentation, we will share findings from a study that examined oral responses to a picture narration task provided by approximately 500 YLS who learn EFL in primary and secondary-level schools in the Netherlands, Finland. and Denmark. We analyzed the responses for fluency and vocabulary across proficiency and grade levels. Findings showed that with increasing proficiency, YLS’ performances showed a higher degree of fluency and a wider range of vocabulary. However, the data also showed considerable variability at the class level and a backward trend in speaking development at the beginning of secondary-level education. We will discuss the implications for EFL instruction.</p>



	<p><b>Research Study III: Primary to secondary school transition: Views and voices from English teachers across three European contexts</b></p> <p><b>Veronika Timpe-Laughlin and Shinhye Lee</b></p> <p>Transitioning from primary to secondary schools is a recurring challenge across Europe (Nikolov, 2009). However, how teachers support the transition of young language learners has received limited consideration in research. In this presentation, we report how English teachers in the Netherlands, Finland, and Denmark perceive the transition and deal with newly arriving learners in 7<sup>th</sup> grade (the first grade in secondary education). We gathered eight English teachers' views about transition-related issues specific to their local contexts. Findings indicate that teachers struggle with similar challenges in their 7<sup>th</sup> grade classrooms; namely, students' diverse English proficiency and varying levels of confidence in learning English. In tackling the diversity, teachers shared varied approaches to creating a unified, motivated group of learners. We conclude the presentation with a discussion of their practices.</p>
<b>Speaker(s):</b>	<p><b>Ching-Ni Hsieh (Ph.D., Michigan State University, USA)</b> is a Research Scientist in the Center for Language Education and Assessment Research at Educational Testing Service (ETS). Her research focuses on assessing young language learners, speaking assessment, score mapping and standard-setting, test use and interpretation, and automated speech scoring and feedback. Her work has been published in peer-reviewed journals such as <i>Language Testing</i>, <i>Language Assessment Quarterly</i>, <i>Language, Culture and Curriculum</i>, <i>CALICO Journal</i>, and <i>Chinese/English Journal of Educational Measurement and Evaluation</i>.</p> <p><b>Michelle Kim</b> is a Research Associate in the Research &amp; Development division at ETS. She received an M.A. in applied linguistics from Teachers College, Columbia University in 2017. While working on her master's, she taught adult English language learners in the Community English Program at Teachers College. She also received a B.A. in early childhood education from Montclair State University in 2015. Prior to working at ETS, Kim worked as a test developer at Second Language Testing where she developed test items for the Global Test of English Communication.</p> <p><b>Veronika Timpe-Laughlin (Ph.D., TU Dortmund University, Germany)</b> is a Senior Research Scientist in the Center for Language Education and Assessment Research at Educational Testing Service (ETS). At ETS, she has been coordinating the research around the TOEFL® Young Student Series. Her research interests include pragmatics and interaction, task-based language teaching, and technology in L2 instruction and assessment for both young and adult learners. Veronika's work was recently published in <i>Language Teaching</i>, <i>Journal of Pragmatics</i>, and <i>Computer Assisted Language Learning (CALL)</i> and she is the editor of the 2021 Special Issue in <i>Language Testing on Assessing Young Foreign Language Learners</i>.</p>



	<p><b>Jeremy Lee</b> is a Research Project Manager in the Center for Language Education and Assessment Research at Educational Testing Service (ETS). He has worked on projects involved in test validation, teacher training courses, test washback, learning platforms for formative assessment, efficient assessments, and assessment literacy. He is currently pursuing a Ph.D. in Learning Science at Rutgers University, and his research interests include formative assessment, assessing multilingual learners in STEM, scaffolding and accommodations, and logfile analyses in educational environments.</p> <p><b>Shinhye Lee</b> is an Associate Research Scientist in the Center for Language Education and Assessment Research at Educational Testing Service (ETS). Her work at ETS spans from supporting ETS’s flagship assessments (e.g., TOEFL, TOEIC family of assessments) to conducting foundational research on innovative task design and delivery. Her specific research interests include speaking assessment, test-taker cognition and response processes, and young language learners. Her work has been published in peer-reviewed journals such as <i>Language Testing</i>, <i>TESOL Quarterly</i>, <i>Bilingualism: Language and Cognition</i>, and <i>Computer Assisted Language Learning</i>.</p>
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<b>WR1 - 4</b>	
<b>Title:</b>	<b>Boosting Self-Efficacy through Differentiation in English Classes at Primary School</b>
<b>Description:</b>	<p>How can we boost learners’ self-efficacy in English classes through differentiation while creating a positive and meaningful path for each learner in a classroom filled with students with different backgrounds and academic levels? In this talk, we will share our experiences on differentiation and learner autonomy from a Danish perspective.</p> <p>As English teachers in a primary school in Denmark, our main goal is to create an engaging and positive learning environment where our students feel safe and motivated to learn. However, these good intentions often can fall short in a classroom filled with students with different backgrounds and academic levels.</p> <p>Self-efficacy, learners’ belief in themselves that they can learn and improve, has an essential role in the Danish curriculum. We try to boost our learners’ self-efficacy and autonomy through differentiation, which is often challenging, but necessary to make a positive and meaningful learning path for each learner.</p> <p>In this talk, we wish to inspire fellow teachers to experiment with a more open and engaging English classroom, where learners have an active role in their learning process. We will share our experiences, key takeaways, and best practices inspired</p>



	by our participation in the international Erasmus KA2 project, iBuild IT, (2020-1-NL01-KA226-SCH-083132).
<b>Speaker(s):</b>	<p><b>Speaker I:</b> Maria Rosing Møller</p> <p>I am a teacher, working at a primary school in Kolding, Denmark. I am very passionate about teaching English, always looking for ways to improve my teaching to meet the needs of my English learners. That is why I am also currently taking part in the iBuild IT project through Erasmus+.</p> <p><b>Speaker II:</b> Bonnie Maria Hansen</p> <p>I am a teacher at a primary school in Denmark. I like participating in international projects and using inspiration to develop my teaching. I like to inspire my students to have an active role in the lessons and I try to meet each student at their own academic level.</p> <p><b>Speaker III: Martin Bredthaur</b></p> <p>Martin Bredthauer is the headmaster at Vester Nebel Skole, a primary school in the municipality of Kolding in Denmark. After attaining a teacher's degree in 1996, he has continuously worked at primary and lower secondary schools as a teacher and in the last 14 years as a headmaster.</p>

<b>WR1 - 5</b>	
<b>Title:</b>	<b>Supporting Motivation and Courage to Use Foreign Languages Using Games and Plays in Classroom</b>
<b>Description:</b>	<p>In secondary school, teaching can easily be textbook-oriented and teacher-led, and students may be less motivated than in primary school.</p> <p>So how can we support a child's language awareness and boost the courage to use foreign languages using games and plays in the classroom?</p> <p>With the help of iBuild IT Erasmus+ project (2020-1-NL01-KA226-SCH-083132), we have been able to increase cooperation between primary and secondary school teachers and we are looking at how to maintain and boost students' enthusiasm, motivation and courage across the transition from primary to secondary school.</p>



	<p>For this workshop, we have a collection of self-tested and proven games that support language learning and other skills we consider important in the Finnish education system. For these games, we have already prepared differentiation models according to both skill and age levels. The workshop is mainly targeted at primary school teachers, but the games prove useful also in secondary school through differentiation.</p>
<b>Speaker(s):</b>	<p><b>Paula Havukainen &amp; Satu Ihalainen</b></p> <p><b>Paula Havukainen</b> Master of Education. Primary school teacher specialized in early years education in primary school. I'm interested in early English language teaching. I work as a primary school teacher in grade 2 and teach English in primary school to other classes.</p> <p><b>Satu Ihalainen</b> Master of Arts teaching English and Swedish at Kimpinen Secondary School in Lappeenranta. My job also involves teaching Swedish basics to 6th graders in primary school.</p>

<b>WR1 - 6</b>	
<b>Title:</b>	<b>Integrating Oracy into the Primary Classroom</b>
<b>Description:</b>	<p>In recent years there has been a growing buzz around the need to develop our students' oracy skills. But what exactly is oracy and why is it such an important skill to develop? With examples from NGL's Our World series, in this presentation, I'll answer these questions before looking at how we can integrate oracy skills into the classroom and support our learners in becoming great speakers and good listeners.</p>
<b>Speaker(s):</b>	<p><b>Alex Warren</b> Alex Warren is a DELTA trained teacher trainer with over 17 years' experience of working in ELT as a teacher, teacher trainer and academic director. He has presented and run workshops and webinars on a wide range of topics in over 35 countries throughout Europe, Africa, the Middle East and Latin America. Alex is currently the Senior ELT Academic Consultant for National Geographic Learning.</p>



## Workshop Round 2

WR2 - 1	
<b>Title:</b>	<b>Integrating Internationalization into Your School System and Curriculum</b>
<b>Description:</b>	<p>It is important that internationalization becomes an integral part of education and thus the curriculum. It is not an extra activity, internationalization needs to serve as the mindset of teachers and headteachers working within the schools. For example, when organizing a project, giving lessons or buying materials internationalization must always be on your mind. This way, it automatically becomes part of your organization, opening up a world of opportunities and broadening the perspective of children, their parents and teachers.</p> <p>In this session, project coordinator Jasper Kok will offer insights from the daily practice and you'll learn what internationalization can bring to you and/or your school.</p>
<b>Speaker(s):</b>	<p><b>Jasper Kok:</b></p> <p>With my work as the managing director of a primary school board in the Netherlands, I'm responsible for the quality of education for over 1000 children in 9 schools. I have access to a broad international network and have coordinated successful KA1 and KA2 projects. I hold an MA degree in Educational Leadership.</p>

WR2 - 2	
<b>Title:</b>	<b>Promoting Speaking Skills in the Primary Classroom</b>
<b>Description:</b>	<ol style="list-style-type: none"><li>1. What kind of communication skills should our students possess when they finish primary school education?</li><li>2. As teachers, how can we help them improve these skills and boost their performances?</li><li>3. How can we give our students meaningful feedback for broader opportunities for success — not only in the classroom but also in the world he or she will grow up in?</li></ol> <p>In this practical and interactive session, we will discuss the answers to these questions and share innovative ways and sample activities to improve our students' speaking skills across different age groups and proficiency levels.</p>
<b>Speaker(s):</b>	<p><b>Nalan Atabek</b></p> <p>Originally trained as an English teacher, I currently work as an Internationalization and Assessment Coordinator to create and/or find opportunities for primary schools so that</p>



	<p>they can be equipped with better language learning environments, global competencies, and wider International networks to learn with and from each other.</p> <p>I, also, facilitate workshops as an ETS-authorized teacher trainer for TOEFL Young Students Series. I work with administrative units of schools and English teachers in all K12 levels to cooperate over their English-language teaching programs, based on the valuable data collected from the assessments.</p>
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<b>WR2 - 3</b>	
<b>Title:</b>	<b>Research Insights - Interactive Workshops</b>
<b>Description:</b>	<p><b>Research Study I:</b> The development of written narrative skills among young language learners</p> <p><b><i>Ching-Ni Hsieh and Michelle Kim</i></b></p> <p>Written narrative is a type of discourse that children are familiarized with from an early age. Young language learners typically start learning to tell stories by recounting personal experiences. This study explored the developmental patterns of young learners’ narrative writing skills by using an open-ended writing task where students were asked to describe a personal experience. The written responses were produced a group of primary- and secondary-level students from the Netherlands, Finland, and Denmark. The responses were analyzed on aspects of grammar, vocabulary, fluency, and idea development. Results showed that when the students became more proficient, they produced longer written narratives, had better language control, and created more elaborate, interconnected narrative descriptions. Findings of this study provide insights into the characteristics of young EFL learners’ narrative writing skills and yield meaningful implications that can facilitate effective teaching and assessment of young learners’ writing skills.</p> <p><b>Research Study II: <i>Development of speaking skills: Insights from EFL learners’ performances in a picture narration task</i></b></p> <p><b><i>Veronika Timpe-Laughlin and Jeremy Lee</i></b></p> <p>Although speaking skills are essential in English as a foreign language (EFL) teaching in primary and secondary schools, we only have limited insights into how young learners’ (YLS) speaking abilities in EFL develop over time. In this presentation, we will share findings from a study that examined oral responses to a picture narration task provided by approximately 500 YLS who learn EFL in primary and secondary-level schools in the Netherlands, Finland. and Denmark. We analyzed the responses for fluency and vocabulary across proficiency and grade levels. Findings showed that with increasing proficiency, YLS’ performances showed a higher degree of fluency and a wider range of</p>



	<p>vocabulary. However, the data also showed considerable variability at the class level and a backward trend in speaking development at the beginning of secondary-level education. We will discuss the implications for EFL instruction.</p> <p><b>Research Study III: Primary to secondary school transition: Views and voices from English teachers across three European contexts</b></p> <p><b>Veronika Timpe-Laughlin and Shinhye Lee</b></p> <p>Transitioning from primary to secondary schools is a recurring challenge across Europe (Nikolov, 2009). However, how teachers support the transition of young language learners has received limited consideration in research. In this presentation, we report how English teachers in the Netherlands, Finland, and Denmark perceive the transition and deal with newly arriving learners in 7<sup>th</sup> grade (the first grade in secondary education). We gathered eight English teachers' views about transition-related issues specific to their local contexts. Findings indicate that teachers struggle with similar challenges in their 7<sup>th</sup> grade classrooms; namely, students' diverse English proficiency and varying levels of confidence in learning English. In tackling the diversity, teachers shared varied approaches to creating a unified, motivated group of learners. We conclude the presentation with a discussion of their practices.</p>
<p><b>Speaker(s):</b></p>	<p><b>Ching-Ni Hsieh (Ph.D., Michigan State University, USA)</b> is a Research Scientist in the Center for Language Education and Assessment Research at Educational Testing Service (ETS). Her research focuses on assessing young language learners, speaking assessment, score mapping and standard-setting, test use and interpretation, and automated speech scoring and feedback. Her work has been published in peer-reviewed journals such as <i>Language Testing</i>, <i>Language Assessment Quarterly</i>, <i>Language, Culture and Curriculum</i>, <i>CALICO Journal</i>, and <i>Chinese/English Journal of Educational Measurement and Evaluation</i>.</p> <p><b>Michelle Kim</b> is a Research Associate in the Research &amp; Development division at ETS. She received an M.A. in applied linguistics from Teachers College, Columbia University in 2017. While working on her master's, she taught adult English language learners in the Community English Program at Teachers College. She also received a B.A. in early childhood education from Montclair State University in 2015. Prior to working at ETS, Kim worked as a test developer at Second Language Testing where she developed test items for the Global Test of English Communication.</p> <p><b>Veronika Timpe-Laughlin (Ph.D., TU Dortmund University, Germany)</b> is a Senior Research Scientist in the Center for Language Education and Assessment Research at Educational Testing Service (ETS). At ETS, she has been coordinating the research around the TOEFL® Young Student Series. Her research interests include pragmatics and interaction, task-based language teaching, and technology in L2 instruction and assessment for both young and adult learners. Veronika's work was recently published in <i>Language Teaching</i>, <i>Journal of Pragmatics</i>, and <i>Computer Assisted Language Learning</i></p>



	<p>(CALL) and she is the editor of the 2021 Special Issue in <i>Language Testing</i> on Assessing Young Foreign Language Learners.</p> <p><b>Jeremy Lee</b> is a Research Project Manager in the Center for Language Education and Assessment Research at Educational Testing Service (ETS). He has worked on projects involved in test validation, teacher training courses, test washback, learning platforms for formative assessment, efficient assessments, and assessment literacy. He is currently pursuing a Ph.D. in Learning Science at Rutgers University, and his research interests include formative assessment, assessing multilingual learners in STEM, scaffolding and accommodations, and logfile analyses in educational environments.</p> <p><b>Shinhye Lee</b> is an Associate Research Scientist in the Center for Language Education and Assessment Research at Educational Testing Service (ETS). Her work at ETS spans from supporting ETS’s flagship assessments (e.g., TOEFL, TOEIC family of assessments) to conducting foundational research on innovative task design and delivery. Her specific research interests include speaking assessment, test-taker cognition and response processes, and young language learners. Her work has been published in peer-reviewed journals such as <i>Language Testing</i>, <i>TESOL Quarterly</i>, <i>Bilingualism: Language and Cognition</i>, and <i>Computer Assisted Language Learning</i>.</p>
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<b>WR2 - 4</b>	
<b>Title:</b>	<b>Get Them Talking!</b> Empowering Secondary School Students in oracy
<b>Description:</b>	<p>We know that most of our teenage secondary English learners are quite capable of speaking and understanding English. Yet, sometimes we struggle to get them talking in the English classroom.</p> <p>So, what keeps them from speaking English in our classrooms and how do we get them talking and interested?</p> <p>This workshop will stimulate an interactive discussion of oracy challenges and provide ideas and material for teaching secondary English.</p>
<b>Speaker(s):</b>	<p><b>Gitte Alstrup</b></p> <p>I am the Erasmus+ coordinator at a secondary school in Kolding, Denmark with a strong focus on internationalization. I have been teaching English at various levels for the past 20 years. Besides teaching English, I am teaching history, social science and Danish. Focal points of my teaching life have always been to generate intercultural understanding and classrooms with actively participating and confident students.</p>



<b>WR2 - 5</b>	
<b>Title:</b>	<b>Supporting Motivation and Courage to Use Foreign Languages Using Games and Plays in Classroom</b>
<b>Description:</b>	<p>In secondary school, teaching can easily be textbook-oriented and teacher-led, and students may be less motivated than in primary school.</p> <p>So how can we support a child's language awareness and boost the courage to use foreign languages using games and plays in the classroom?</p> <p>With the help of iBuild IT Erasmus+ project (2020-1-NL01-KA226-SCH-083132), we have been able to increase cooperation between primary and secondary school teachers and we are looking at how to maintain and boost students' enthusiasm, motivation and courage across the transition from primary to secondary school.</p> <p>For this workshop, we have a collection of self-tested and proven games that support language learning and other skills we consider important in the Finnish education system. For these games, we have already prepared differentiation models according to both skill and age levels. The workshop is mainly targeted at primary school teachers, but the games prove useful also in secondary school through differentiation.</p>
<b>Speaker(s):</b>	<p><b>Paula Havukainen &amp; Satu Ihalainen</b></p> <p><b>Paula Havukainen</b> Master of Education. Primary school teacher specialized in early years education in primary school. I'm interested in early English language teaching. I work as a primary school teacher in grade 2 and teach English in primary school to other classes.</p> <p><b>Satu Ihalainen</b> Master of Arts teaching English and Swedish at Kimpinen Secondary School in Lappeenranta. My job also involves teaching Swedish basics to 6th graders in primary school.</p>



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<b>WR2 - 6</b>	
<b>Title:</b>	<b>Bridging the Gap: Transition from Primary to Secondary Education</b>
<b>Description:</b>	<p>In recent years, the learning gap that exists between primary and secondary education in English has attracted more attention. Students come into secondary schools with a wide variety of knowledge and skills. For a couple of years, we have been working on tackling this problem, using a number of different tools. In the iBUILD-IT project, primary and secondary schools in Goor and Diepenheim have been working together to find solutions and developing long term strategies for the benefit of our students. In this workshop we will share some of our ideas and long term plans on making the transition smoother for our students.</p>
<b>Speaker(s):</b>	<p><b>Bernardien van der Vorm - Nijhof, Pascale Bobbink and Diana Menger</b></p> <p>My name is Bernardien van der Vorm, 40 years old and I have been working for the Opo Hof van Twente board since 2004. I have been working at Obs Stedeke since 2009, first as a teacher and since 2018 as headteacher. As a little girl, I already knew I wanted to go into education, and say it yourself, we have the most beautiful profession in the world, don't we?</p> <p>Within education, there is a lot of room for creativity. Here, you have the opportunity to plan your own day and prepare your lessons. In designing the lessons, there is plenty of room for creativity and your own input. You can therefore express a lot of yourself in this profession.</p> <p>Pascale has been a teacher at OBS Stedeke primary school in Diepenheim (NL) teaching 5th grade for 4 years and Diana Menger has been an English teacher at SG De Waerdenborch in Goor (NL) for 23 years. Both are taking part in the Erasmus+ iBuildit project</p>