



# **MORE THAN ESP: EMPOWERING STUDENTS TO PROGRESS**

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**8-9 April 2021**  
**From the Classroom to the Workplace**

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**Anastasiia Nikulenko,**

Head of the Organizing Committee, Director of the Foreign Language Training Center, ITMO University, Russia

**Dear Participants!**

On behalf of the organising committee I am pleased to welcome you to the International Conference “More than ESP” 2021 held by ITMO University. We welcome guests and speakers from all over the world who come to share their knowledge and unique experience with the teaching community.

This conference is special because for the first time in its history it is held completely on a digital platform.

This year we will discuss the transition from the classroom to the workplace and how the skills we teach help our students be successful in their future careers.

To discuss this topic from different viewpoints, we invited students, teachers and employers and we prepared a lot of activities to cater to the interests of professionals from different spheres.

We look forward to seeing you all very soon!

**Welcome video**



# TYPES OF SESSIONS

**Keynote speech:** a 45-minute speech featuring a speaker selected by the program committee. The speech will be useful to all conference attendees regardless of the field of their academic interest.

**Panel Discussion:** a 1-hour panel with experts in a given topic sharing their knowledge and experience. Participants of each panel were invited by the program committee.

**Concurrent Session:** a 45-minute interactive hands-on session chosen from a pool of proposals submitted for the conference.

**Networking Session:** a 40-minute session where all the attendees have a chance to get to know each other, share contacts for further collaboration, and discuss the most interesting topics of the conference.

**Closing plenary:** a 45-minute speech featuring a speaker selected by the program committee. The speech will be useful to all conference attendees regardless of the field of their academic interest.

# SHORT PROGRAM

## April 8

**10:00 - 10:10 Opening Ceremony**

**10:10 - 10:55 Keynote Speech**

**10:55 - 12:10 Panel Discussion**

**12:10 - 13:10 Concurrent Sessions**

**13:10 - 13:55 Break**

**13:55 - 14:40 Networking Session**

**14:40 - 15:25 Keynote Speech**

## April 9

**10:00 - 10:05 Meet & Greet**

**10:05 - 10:50 Keynote Speech**

**10:50 - 11:50 Concurrent Sessions**

**11:50 - 13:00 Panel Discussion**

**13:00 - 13:10 Break**

**13:10 - 13:55 Concurrent Sessions**


**13:55 - 14:40 Closing Plenary**

**14:40 - 15:00 Closing Ceremony**

# PLATFORM OF THE CONFERENCE

Our main platform is Zoom. Some sessions are going to be typical Zoom Meetings where all attendees see each other and can turn mics and cams on. For some sessions we use Webinar enhancement. It is a more advanced version where attendees see only the presenter and their slides, can "raise a hand" and write to the chat box, but cannot turn a mic or a cam on. Webinars allow view-only attendees. You have the ability to interact via Q&A, Chat, and answer polling questions. The host can also unmute the attendees if they "raise a hand". Attendees in webinars can not rename themselves.

# HOW TO NAVIGATE THE PACK

The digital welcome pack is an interactive pdf-file which includes all the necessary links and information. All zoom links are attached to the session titles, simply click  on the title and you will be redirected to the zoom session. Each speaker's name is also a link that will redirect you to the page with their bio and picture.

## Follow us

 [ftc.itmo](https://ftc.itmo)

# DETAILED PROGRAM

**April 8, Thursday**

**10:00 - 10:10** **OPENING CEREMONY** 

**Anastasiia Nikulenko**, Head of the Organizing Committee,  
Director of the Foreign Language Training Center, ITMO University

**10:10 - 10:55** **KEYNOTE SPEECH** 

**Maryanna Phillips Koehring**, English language specialist, USA

## **A Look at the Multiple Intelligences: How I Can Prepare My Students for the Workplace**

Maryanna will be speaking on how students learn best, and how teachers can help facilitate their students' learning through the lens of multiple intelligences.

She will also be sharing tips on helping prepare your students for the workplace by helping them know and develop their multiple intelligences.

**10:55 - 12:10** **PANEL DISCUSSION** 

## **ESPections**

What English should be taught at university to prepare students for their future careers? This panel brings together representatives from the industry as well as students, teachers and ESP course designers to share their vision for university level General English and ESP courses. Expectations from employers, needs of students, and plans of teachers will be discussed.

## **Participants**

**Ida Grbic Ivanovic**, Regional Business Development Manager,  
South Eastern Europe, Pearson

**Alexandra Kalyakina**, Inside sales specialist, Avnet, Russia

**Raquel Chalas**, Course Designer, FLTC Development Team,  
ITMO University, Russia

**Karina Mavletbaeva**, Food Technologist at Kombucha Hill  
Company, MA student, Faculty of Biotechnologies,  
ITMO University, Russia

**Aleksander Golets**, Project Manager, Luxoft, Russia

**Moderator: Svetlana Sultanova**, ITMO University, Russia

## 12:10 - 13:10 CONCURRENT SESSIONS

**Ludmila Gorodetskaya**, Senior ELT Consultant of Cambridge University Press in Moscow, Professor of Lomonosov Moscow State University, Russia

### **What do employers expect from our graduates and to what extent can we meet their needs?** ➡

This workshop is devoted to research based on employers' needs which was conducted at Cambridge and led to reformulation of educational goals and reconsidering programmes in many disciplines and at many universities. The workshop will overview this new well-developed system called Cambridge Life Competencies Framework (CLCF) which is often compared to CEFR but goes far beyond language skills and includes life-long training. The debate on how much language teachers should be involved in these revolutionary changes is still on. However, the workshop participants will see that CLCF does not contradict ELT approaches but supports them making classes closer to life thus motivating students. The examples of tasks from Cambridge University Press publications will be considered which allow to meet both goals: acquisition of language and life competencies leading to successful career development.

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**Bartłomiej Janiak**, Teacher Trainer and Senior Assessment Advisor with Pearson Central and Eastern Europe

### **"The single biggest problem in communication is the illusion that it has taken place"** George Bernard Shaw ➡

Effective communication resembles playing a tennis game. Majority of us know how to hold a tennis racket and hit the ball. However, these skills will not guarantee victory. It is quite difficult to endure the whole game, successfully fight back opponent's attacks, and serve a ball that the receiver is not able to reach. The real mastery occurs at the end. It takes great skills to approach the net and congratulate your opponent of the game regardless the score. There are unwritten rules in sport as well as in communication that are worth following.

The workshop puts emphasis on mastering effective communication aimed at not only winning the game but also building long-term relations based on mutual trust and respect.

**12:10 - 13:10 CONCURRENT SESSIONS**

**Maryanna Phillips Koehring**, English language specialist, USA

**How to Create Fresh, Meaningful, and Exciting New English Lessons: Reaching All Students to Prepare Them for the Workplace** ➡

We all have different gifts and talents. Maryanna will be presenting on the theory of Multiple Intelligences (MIs) which explores everyone's various strengths and weaknesses. For example, are your students smart musically? Kinesthetically? Artistically? Verbally? Mathematically? The list goes on. We will be looking at how teachers can develop their lesson plans to target any and all of these MIs. This ultimately will help students develop their own MIs making them better students and, ultimately, employees.

**Objectives:** Participants will learn about the Multiple Intelligences and gain understanding of developing a lesson around each MI.

**Outcome:** Participants will have fresh, new ideas for teaching lessons in the classroom.

**Izabela Bakota**, EFL Lecturer, Jagiellonian University, Poland

**Jolanta Rutkowska**, EFL University Lecturer, Jagiellonian University, Poland

**Teaching ESP through mediation** ➡

Learning a foreign language is more than just grammar or vocabulary. It is not enough to read or listen in order to understand. Nor is it enough to speak or write to get our message across. Even when we have mastered all these skills, misunderstanding can happen. In order to avoid miscommunication, we need to mediate. Both teachers and learners have to mediate in various areas and on various levels and professionals do so even more frequently in their international working environments. This session aims at reflecting on teaching mediation - one of the crucial soft skills - in an ESP class.



**12:10 - 13:10 CONCURRENT SESSIONS**

**Alexey Korenev**, Associate Professor, Lomonosov Moscow State University, Russia

**The ESP of ELT: Exploring the Language Teachers' Professional Communicative Competence** ↗

The speaker will present a model of language for specific purposes (LSP) of English language teaching. While issues of foreign language teaching methodology have received considerable attention in the publications on methodological aspects of teacher training, much less attention has been given to the development of the professional communicative competence of language teachers. The main aim of the presentation is to outline the model of the EFL-teachers' target language use both in and outside the classroom and a training programme based on this model. The implementation of appropriate teaching and assessment materials based on an empirically based and comprehensive model of language teacher education may have a considerable influence on the quality of teacher training and, in its turn, language teaching.

The speaker will also present a diagnostic assessment scale for trainee teachers' assessment at Moscow University. The scale includes a comprehensive set of descriptors to assess the communicative competence of trainee teachers during their teaching practice and microteaching sessions.

**Georgii Petrenko**, Senior Lecturer, Saint Petersburg State Electrotechnical University "LETI", Russia

**Developing a Successful Web Course: Keys to Interactivity** ↗

Target audience: the session will be useful primarily for ESP teachers, resource developers or methodologists, though employers interested in updating their corporate training policies, and students eager to contribute their opinions or feedback are also welcome.

**Objectives:**

- to share the experience of creating an award-winning web course “Professional Foreign Language” for students of engineering majors;
- to tell about teaching the course to students of the first fully online Master’s program in Russia at Perm National Research Polytechnic University in mixed mode (combining web resources and webinars);
- to suggest techniques for making a web course efficient, engaging and interactive;
- to demonstrate and try out some recipes of using traditional grammar and vocabulary games in the new online educational environment together with the audience.

**The participants will learn about:**

- some key challenges and solutions of web course development,
- the possibilities of mixed (webinar-web course) format,
- the methods of teaching a web course in an engaging way and making the content interactive,
- the new ways of using traditional resources for educative games in online format.

**13:10 - 13:55 BREAK**

**13:55 - 14:40 NETWORKING\***

English for Specific Purposes ➞

English as a Medium of Instruction ➞

English for Academic purposes ➞

Digital Learning ➞

Teacher Development ➞

\* Networking sessions will not be recorded

**14:40 - 15:25 KEYNOTE SPEECH** ➞

**Ben Goldstein**, Teacher trainer & materials writer, Cambridge University Press, UK

**"The great reset": obstacle or opportunity?**

Without warning the pandemic has changed how all of us operate. But what will happen post-lockdown? How will we transition back to the classroom, physical or otherwise? Will this result in a "great reset", as some are predicting, and should we see that construct as an obstacle or an opportunity? Basing my arguments on teachers' own testimonies, from the language classroom and beyond, I hope to draw some important conclusions for our profession in these troubling times.

**April 9, Friday**

**10:00 - 10:05 MEET & GREET** ➞

**10:05 - 10:50 KEYNOTE SPEECH** ➞

**Dorothy Zemach**, ELT teacher trainer, textbook author & editor Macmillan Education, USA

**But What Does This Have To Do With Real Life?**

When we teach, we prepare learners for the upcoming task, the end-of-lesson assignment, the end-of-term test, the next year, future studies... and yet they still want to know what value our lessons have for their lives. And so they should! This presentation highlights strategies for connecting textbook exercises to "the real world," to help students recognize the relevance and importance of the work they're doing.

## 10:50 – 11:50 CONCURRENT SESSIONS

**Elena Belyaeva**, Senior Lecturer, Saint Petersburg State University, Russia Cambridge University Press representative

### **EAP for Year 1 university students: rationale, syllabus, methodology, resources and assessment (St Petersburg State University, Faculty of Liberal Arts and Sciences)** ➔

English for Academic Purposes has been recently neglected by the local professional community of university teachers of English in favour of English for Specific Purposes in Russian higher education. However, English is primarily taught during the first 2 university years curriculum, when most students are not developmentally ready for ESP yet, hence, we would like to re-emphasize the strategic role of EAP and its pedagogic value. The goal of this workshop is to study the case of English for Academic Purposes course for the first-year students of the Faculty of Liberal Arts and Sciences. Workshop participants will be introduced to the EAP course syllabus statement, including the writing prompts, classroom techniques and assessment practice. Interactive activities will focus on the suggested multimedia resources: Final Draft 3 and 4 (CUP) and Grammar and Beyond 4 (CUP), extensively used as the core coursebooks for the EAP university course for 2 academic years ensuring quite impressive learning outcomes (student academic writing samples will be available for the workshop participants). EAP course is effectively enabling students to develop the analytical skills of summarizing, comparing and contrasting, identifying causes and effects, identifying problems and suggesting solutions, building an argument, persuasive writing and describing infographics. All the above mentioned skills are highly likely to be required in the students' further education and future careers, enabling and empowering them to be more competitive on the job market and in their future workplace.

**10:50 – 11:50 CONCURRENT SESSIONS**

**Daniel Muszynski**, Marketing Category Manager, Pearson

**The Assessment Journey – solutions that support learning, celebrate success and prove language ability** ↗

Where learning happens, so does assessment. Evaluation, feedback and – most importantly – awareness of one’s progress, success, but also of failure and room for improvement are key to language skills development. Modern education changes to adapt to fast-evolving reality. Pearson keeps up with the pace by combining science with language expertise and years of experience to deliver complete teaching, learning, measurement and assessment solutions. In this session we will take a look at Pearson English Assessment portfolio and the ways in which it addresses the needs of educators, learners and institutions at various stages of the learning journey.

**Raquel Chalas, Aleksandra Nikitina, Dariia Sevzikhanova, Aleksandra Shparberg**, FLTC course development team, ITMO University, Russia

**Approaching ESP materials design** ↗

One of the main issues that many ESP teachers and course creators face is the lack of materials available, especially those that would meet their students’ needs and expectations. In this session, we will have a look at the way teaching materials can be created using videos and written texts that any teacher can find online. We will consider materials adaptation to different students’ groups, the choice of the target language from the material given and the transition from reading and listening through the practice to students successfully performing the communicative task. We will discuss how to solve the problems listed above, try to create effective activities using the materials provided by the instructors, and analyze the activities that have been already created. This event is for everyone who is interested in creating their own materials for ESP courses. As a result of the session, participants will take away ideas and tips for ESP materials development.

**10:50 - 11:50 CONCURRENT SESSIONS**

**Joseph Taylor**, English Teacher, ITMO University, Russia

**Combining Language and Profession: Online ESP Course for Ecology Students** ↗

This session will provide an overview of an online ESP course for Third-Year Ecology majors at ITMO University conducted in the Fall 2020 term. The session will include a brief history of this course's development to show how the materials have evolved over three iterations of the course to be more relevant to student needs. The course design and planning process will be examined as well, so that session participants can understand the details of creating an ESP course. Session participants will receive a plan for creating an ESP course that combines both language and professional skills, a sample course syllabus, as well as tips for working with experts who can be involved in a course as guest speakers or in other roles. This session is for those who are currently teaching a university ESP course for students of any major discipline, as well as for those interested in creating their own courses.

**Ahdie Tahamtani**, MA student, Allameh Tabatabai University, Iran  
**Masoomeh Estaji**, Associate Professor of Applied Linguistics, Allameh Tabatabai University, Iran

**On Grammatical Metaphors: A Corpus-Based Reflection on the Academic Texts Written in the Field of Environmental Management** ↗

In the current study, attempts were made to analyze different types of Grammatical Metaphors (GMs) used in academic papers published in top-tiered journals in the field of Environmental Management. To this end, a corpus-based analysis based on the two theoretical models of Martin et al. (1997) and Liardet (2014) was run. Through two stages of manual analysis and concordancers, 10 recent academic articles entailing 132490 words published in two prestigious journals were precisely scrutinized. The results yielded that through the whole IMRaD sections of the articles, among all types of ideational GMs, material processes were the most frequent types. The second and the third ranks would apply to the relational and mental categories respectively. Regarding the use of interpersonal GMs, objective expanding metaphors were the highest in number. In contrast, subjective interpersonal metaphors either expanding or contracting, were the least significant. Hence, the application of ideational GMs is context-embedded, and that the more technical they are, the least frequent they become.

**11:50 - 13:00** **PANEL DISCUSSION** 

**Making the Switch: Lessons Learned from the Pandemic**

This panel discussion explores the switch to online learning that took place globally in March 2020, and which evolved over the last year to a mixture of online, hybrid, offline and blended learning. Each panelist will share their experiences with the shift, what they learned about online learning, what worked best, and how their approaches to English language teaching will change in the future based on this immersion into the digital world.

**Participants**

**Olga Echevskaya**, Lead Analyst, Internationalization Department, ITMO University, Russia

**Antonina Puchkovskaia**, Head of Digital Humanities Lab, ITMO University, Russia

**Nadezhda Marugina**, Associate Professor, PhD, Tomsk State University, Russia

**Laine Shaublin**, English Teacher, ITMO University, Russia

**Elis Kakouli Constantinou**, English Instructor, PhD, Cyprus University of Technology, Greece

**Moderator: Maryam Reyhani**, ITMO University, Russia

**13:00 - 13:10** **BREAK**

**13:10 - 13:55** **CONCURRENT SESSIONS**

**Inna Anokhina**, English teacher, ITMO University, Russia

**Iuliia Sazanovich**, English teacher, ITMO University, Russia

**Vision and mission statements to hone research projects** 

Profit and nonprofit organizations declare their values and goals through vision and mission statements to have their staff and partners informed, as well as businesses promote and advertise their goods and services. A modern researcher is required to possess a developed competence to present their projects and ideas to a diverse audience. Young specialists tend to more eagerly and successfully communicate with professionals, who can seize the meaning at once. Still, scientists have to go beyond their community borders, for example, applying for grants and reasoning their research is worth funding. It means a project needs describing in an appealing, meaningful and understandable format. A necessity to translate and promote research initiatives to non-specialists challenges young researchers. The workshop is aimed at sharing hands-on teaching materials and teaching tips.

**13:10 - 13:55 CONCURRENT SESSIONS**

**Evgeniia Zimina**, Associate Professor, Kostroma State University, Russia

**To Personalise or Not To Personalise: Not a Question Any Longer** 

For higher educational institutions, the year 2020 will forever be associated with two major events: the necessity to develop personalised learning pathways for students and the COVID-related lockdown. In March 2020, it seemed impossible that the swift transition to remote learning and the personalised approach could ever work together. After the first weeks of uploading materials to the university LMEs and setting tests to check knowledge, language instructors understood that it was no longer possible to continue like, especially in the subjects that require communication and discussion. Teachers had to think about something that would be simple to do, personalised, effective and lively. The session is aimed at university teaching staff who would like to know more about interactive remote language-learning activities that involve both individualised tasks and teamwork. These activities are based not only on cutting-edge technologies, but also on traditional methods integrated into language-learning platforms. Session participants will be able to take away particular remote activities they will be able to use on a variety of platforms and in various teaching situations.

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**Maria Nemets**, Tutor, ITMO University, Russia

**English for Medical Students and Healthcare Providers: a way to improve healthcare system. Better communication leads to better outcomes** 

Communication with patients is one of the core skills of doctors' competency that can significantly improve outcomes of treatment (establishing a good rapport helps to get information necessary for diagnosing, to encourage patients to bring up issues that bother them, to ease patients' anxiety and reduce their bereavement). This skill must be trained not by trail-and-error method only but in a classroom as well. These trainings are underrated in most universities. As a result, an average medical student doesn't have enough opportunities to acquire theoretical and practical knowledge on the issue. We may help our students to acquire theory and give them a chance to practise during our English lessons. Target audience: teachers of English for Medical Students and healthcare providers of all fields of interest.



Objectives: participants will learn data on the issue from medical students' perspective, get acquainted with the sources of inspiration, materials for theory and practice, discuss encounters students may face at their workplace, consider language items required.

Outcomes: new ideas, means, tips for teaching and activities to practise in a classroom.

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**Nadezhda Volkova**, Senior teacher, Russian Presidential Academy of National Economy and Public Administration, Russia

### **Adapting ESP Management to the 21st century skillset**

The target audience for the session are teachers of English to 3-4 year students who major in Management or Economics. This session aims to give instruction on how an ESP course can equip students of management with the skills they need to succeed highlighting project work as a learning tool. Teaching ESP now requires more than just teaching vocabulary for a specific area: the students would like their course to give them some hands-on training in skills relevant for their future, problem-solving, analytical thinking, teamwork and presentation skills are among the most to be sought after. Thus the challenge ESP teachers are facing is how to make the language course live up to both students' expectations and the challenges the modern workplace presents. The participants will explore how a business idea project work could be incorporated into an ESP course to make it an effective practical tool for applying both language, content and professional skills learned. The aims of the project, its correspondence with the syllabus, the stages of the project work, the supposed outcomes and the assessment criteria will become the primary focus of the session.

**13:10 - 13:55 CONCURRENT SESSIONS**

**Elizaveta Shikhova**, English teacher, ITMO University, Russia

**Python for language teaching: Creating your own digital educational game** 

Quest-Based Learning is a multidisciplinary transformative type of learning, it is designed to focus on a deep exploration of content through design thinking and play. Four essential parts constitute the framework of QBL - play, digital narrative, puzzles, and cultural heritage engagement. I believe that incorporating puzzle enriched games, game design and play in the classroom can help educators and learners collaborate with each other, design solutions to problems, be constantly and appropriately challenged, and feel safe enough to take intellectual risks in order to learn deeply. Quest-Based Learning uses spatial exploration and puzzle-solving to promote and facilitate cognition and metacognitive skills, as well as the development of perceptual, and behavioural skills. Quest-Based Learning relies on virtual reality to produce immersive experience, that greatly contribute to learners' motivation.

**13:55 - 14:40 CLOSING PLENARY** 

**Tord Talmo**, Associate Professor, Norwegian University of Science and Technology, Norway

**14:40 - 15:00 CLOSING CEREMONY** 

**LOST AND FOUND**

You are always welcome to the virtual lobby with any inquiries!



# SPEAKERS



**Maryanna Phillips Koehring, Business Owner,  
English for the Job, LLC English Language Specialist, USA**

Maryanna Koehring has a Master of Arts in Teaching English as a Foreign Language from World Learning's School for International Training. After 20 years of teaching and training, she launched her own business, English for the Job. Maryanna specializes in curriculum development and instruction for English for Specific Purposes. Her major clients are US Embassies and Consulates including those in Amman, Dubai, Abu Dhabi, Bamako, Banjul, Dar es Salaam, Freetown, Dakar, and Tbilisi. She currently resides in Amman, Jordan with her husband and three teenage children.



**Ida Grbić Ivanović, Regional Business Development Manager,  
Career-Focused Education, Pearson, Croatia**

Ida Grbić Ivanović has been part of the Pearson family for 13 years and she is based in Zagreb, Croatia. She is a teacher of English and French language and literature and is always a teacher at heart. She holds a master in European studies. In her time in Pearson, she has worked in ELT, Assessment and Qualifications. In recent years, she has dedicated a lot of her time in developing Career Focused Education through international vocational qualifications (BTEC). She has been working closely with colleges in South Eastern Europe looking for opportunities to offer their students meaningful and relevant education that gives them real employment opportunities in the fast-changing world.



**Alexandra Kalyakina, Inside sales specialist, Avnet, Russia**

Alexandra Kalyana graduated from St. Petersburg State University of Telecommunications. Since studying at university, Alexandra worked in technical companies, first in technical marketing and now her career continues at Avnet, a global distributor of electronic components. Alexandra's first foreign language is German, she also speaks fluent English and Spanish. So despite working in the technical industry she has a certain passion for languages, they always help her move forward professionally.



**Karina Mavletbaeva, Food Technologist at Kombucha Hill Company, MA student, Faculty of Biotechnologies, ITMO University, Russia**

Karina Mavletbaeva graduated from ITMO University. The main area of her research is using the symbiotic culture of bacteria and yeasts for making fermented food products. She has been studying kombucha for 2 years and has defended a diploma about it for an ITMO bachelor degree. Three years ago she founded a student cultural club «Intelligentsia», which main goal is to organize cultural leisure for ITMO students and staff.

As a food technologist at Kombucha Hill company she is in charge of controlling all stages of processing from raw materials through to the finished product and preparing new flavors of kombucha for release.



**Ludmila Gorodetskaya, Professor of Lomonosov Moscow State University, Senior ELT Consultant of Cambridge University Press in Moscow, Russia**

Senior ELT Consultant at Cambridge University Press Russia, professor at Lomonosov Moscow State University, Faculty of Foreign Languages and Area Studies. Ludmila took part in many international ELT conferences, has conducted a number of live and online teacher development and research training as well as courses for school students preparing for Olympiads and exams in English, has been judging a number of university and secondary school students' competitions in the English language. Candidate of Philology and Doctor of Cultural Studies, Ludmila has published a wide range of papers in English and Russian.



**Raquel Chalas, Course Designer, FLTC Development Team, ITMO University, Russia**

Raquel Chalas has been in the education field for 13 years as a teacher, instructional designer and consultant. She currently develops English for Specific Purposes courses for ITMO University. She also collaborates with schools and teachers in the Caribbean to incorporate technology and inclusive practices as she holds a master's degree in Management of Special Education. Her experiences in the US, UK, Caribbean and Russia have helped her acquire skills in educational technology, creative problem solving and inclusive education.



**Bartłomiej Janiak, Teacher Trainer and Senior Assessment Advisor with Pearson Central and Eastern Europe**

Bartek has worked in the field of education for more than 10 years, following successfully graduating from the University of Lodz in the faculty of English language teaching. Following graduation, Bartek started his career as ELT Representative, subsequently moving on to his present position as Teacher Trainer and Senior Assessment Advisor with Pearson Central and Eastern Europe. Due to Bartek's interest in the professional and personal development of human beings, Bartek completed additional studies at Kozminski University for Professional Coaching: methods and practice. He has since gone on to present and run workshops at numerous educational and business events. His main interests are in the field of change management, emotional intelligence, creativity, communication, and professional burnout.



**Izabela Bakota, EFL Lecturer, Jagiellonian University, Poland**

Izabela Bakota, a lecturer and Director of Studies at Jagiellonian Language Centre, Jagiellonian University in Krakow. She teaches Academic English and English for Specific Purposes, specializing in Legal English and Business English. Apart from teaching, she develops materials for teachers and is a certified translator. She is constantly searching for new methods of implementing communicative approach in teaching English.



**Jolanta Rutkowska, EFL University Lecturer,  
Jagiellonian University, Poland**

Jolanta Rutkowska is an EFL lecturer at Jagiellonian Language Centre at the Jagiellonian University in Cracow, Poland. Jolanta teaches General English, ESP and EAP. Professionally she is interested in CLIL, cross-cultural communication, mediation and fostering Students' autonomy. As of January 2021 Jolanta is also the Head of International Cooperation at Jagiellonian Language Centre.



**Alexey Korenev, Associate Professor, Lomonosov Moscow State  
University, Russia**

Alexey Korenev is an associate professor at the department of language teaching at the Faculty of Foreign Languages and Area Studies (FFLAS) of Lomonosov Moscow State University (MSU) and the Academic Director of London Gates Education Group. He graduated from MSU in 2009 and continued his education at Hokkaido University (2009-2010) and FFLAS (2010-2012), where he completed his PhD in language teaching in 2012. His major research areas are language testing and internationalization of higher education. Alexey won the Russian Presidential Scholarship in 2008 and 2011 and the Trinity College London Teacher Trainer scholarship in 2014. He has more than 35 publications in Russian and international journals. He is a co-editor of the Moscow University Young Researcher Journal: Cultures, Languages and Area Studies. Alexey Korenev launched the 'Language Teachers' Target Language' project in 2013 with the aim of creating new teaching and testing materials for trainee EFL teachers at Moscow University, and has focused on this research project since then. Alexey Korenev has also conducted training events for in-service teachers in Russia, the UK, France, Belgium, Spain, Italy, Israel, Hungary, Cyprus and Latvia. Alexey has presented at numerous international conferences, including IATEFL and EALTA.



**Georgii Petrenko, Senior Lecturer, Saint Petersburg State Electrotechnical University "LETI", Russia**

Georgii Petrenko works at the Department of Foreign Languages (SPbSETU "LETI"), teaching technical faculty students and prospective linguists general English, technical English (EPL), German, Translation, Speaking and Phonetics. In 2020 together with a colleague he created a web course called Professional Foreign Language that was chosen the best web course in students' opinion at the EdCrunch all-Russian competition.



**Ben Goldstein, Teacher trainer & materials writer, Cambridge University Press, UK**

Ben Goldstein is a teacher, teacher trainer, materials writer and international conference speaker. He has taught English for over twenty-five years in the UK, Spain and Hong Kong. He currently teaches on The New School's online MATESOL program (New York). He has co-authored the secondary coursebook series Eyes Open and the adult series English Unlimited and Evolve as well as the teachers' methodology handbooks. Working with Images and Language Learning with Digital Video - all published by Cambridge University Press. His main interests lie in intercultural and identity issues, visual literacy and English as an International Language.



**Dorothy Zemach, ELT teacher trainer, textbook author & editor Macmillan Education, USA**

Dorothy Zemach taught English, French, and Japanese for over 25 years in Asia, Africa, and the US. She holds an MA in TESL from the School for International Training in Vermont, USA. An author of over 20 textbooks, she now concentrates on writing and editing English language teaching materials and conducting teacher training workshops. Her areas of specialty and interest are teaching writing, teaching reading, business English, academic English, testing, and humor. She is a frequent plenary speaker at international conferences, and even in 2021 she is not tired of Zoom yet. Her personal website is <http://dorothyzemach.com>



**Elena Belyaeva, Senior Lecturer, Saint Petersburg State University, Russia**

Elena Belyaeva has got a degree in philology (St Petersburg State University, 1987), an MA in Applied English Linguistics (Birmingham University, UK, 1996), taught PhD in Policy in Higher Education (Lancaster University, UK, 2001), PhD in Education (Moscow State University, 2006), a Fulbright Hubert Humphrey Fellowship (Boston University, USA, 2007) with an extensive experience in teaching GE/EAP/ESP, teacher training and education, course development and syllabus design, language and assessment and ELT management in the state and private education sectors. Currently works at St Petersburg State University, Liberal Arts and Sciences Faculty (Smolny). She is a regular speaker and session leader at national and international conferences and forums and has a number of publications. The wide range of her professional interests includes ELT training and consulting, language teacher education, training and development, university teaching and assessment, EAP and ESP issues, linguistic auditing, academic writing and EMI in Higher Education.



**Daniel Muszynski, Marketing Category Manager, Pearson**

English Philology graduate at the University of Silesia with over 15 years of experience in ELT as a teacher, ELT consultant and teacher trainer. Most recently engaged in marketing, but never leaving the world of English teaching and assessment. Privately an advocate of words, who enjoys a good book and quality language, and an enthusiast of photography.





**Raquel Chalas, Aleksandra Nikitina, Dariia Sevzikhanova and Aleksandra Shparberg** are members of ITMO Foreign Language Training Center **Development Team**. The team is in charge of conducting needs analysis and designing the special courses (ESP, EAP, EMI) for the students and university staff and developing materials for these courses, including detailed lesson plans, tasks and content for the Moodle platform. Over 2 years of existence, the team has developed among others, ESP courses for ITMO students majoring in Design, Information Security and Infocommunication technologies, a new basic course in Academic writing, an EMI teacher training course, and renewed a pack of assessment materials and procedures.



**Joseph Taylor, English Teacher, ITMO University, Russia**

Joseph Taylor is an EFL teacher from the United States who currently works at the Foreign Language Training Center at ITMO University. He has taught in various contexts, from group to individual lessons, including young learners, students, and adults. He especially enjoys teaching and designing ESP courses, and helping students improve their spoken and written communication skills. Joseph also has experience in preparing assessment materials, as well as in teacher education. He served as the Professional Development Coordinator for FLTC from 2019–2020.



**Elizaveta Shikhova, English teacher, ITMO University, Russia**

Elizaveta’s research focuses on investigating how incorporating games, game design and play in the classroom can contribute to learners’ motivation, facilitate cognition and metacognitive skills, as well as the development of perceptual, and behavioural skills. She has presented at both Russian and international conferences to name a few: Visual Arts Creation in Language Education Conference (VACLE) (Malta, Valetta); Language Teaching Tomorrow Conference (Finland, Tampere, Jyväskylä). She took part in the Panel Discussion “Digital tools for ESP teaching: lifehacks and best practices” at the “More than ESP” Conference in 2019 at ITMO University and is also a part of the Digital Competences for Language Teaching (DC4LT) Erasmus+ project which aims at improving digital literacy and empowering language teachers of all levels.

Elizaveta received her MA from Saint-Petersburg State University, where she studied Classical, Byzantine and Modern Greek Philology, she then deepened her knowledge in pedagogy with two Graduate Diplomas in Education: "Pedagogy and Methodology of Further Education" and "English Teacher in Vocational Education".



**Olga Echevskaya, Lead Analyst, Internationalization Department, ITMO University, Russia**

Olga Echevskaya graduated from Novosibirsk State University, got her Master's degree at Central European University (CEU) in Warsaw, successfully completed a modular PhD program at CEU in Budapest, and finally received her Candidate's degree in Sociology back in Russia. She has been teaching in Russian universities and within international educational programs for 20 years now. Since 2015, she is actively involved in online education as creator and producer of massive open online courses (MOOCs). She co-authored the online specialization on Data analysis which is offered on Coursera and attracted more than 10 thousand learners. Her main interest and passion is to create meaningful and engaging online content, to make it work in online and blended forms, and therefore to make good quality education more attractive and accessible to everyone.



**Antonina Puchkovskaia, Head of Digital Humanities Lab, ITMO University, Russia**

Antonina Puchkovskaia works as an Associate Professor at ITMO University in Saint-Petersburg (Russia). She is a director of the International DH Center and an academic leader of MSc "Data, Culture and Visualization". She is also one of the 2018-19 Willard McCarty's Fellowship holder at the DH Department at King's College London.



**Nadezhda Marugina, Associate Professor, PhD, Tomsk State University, Russia**

Nadezhda Marugina is an Associate Professor at Tomsk State University, where she teaches courses on Linguistics, Discourse Analysis, Translation and Simultaneous Interpreting to students of the Faculty of Foreign Languages. She graduated from Tomsk State Pedagogical Institute in 1994 specializing in teaching English and German. After graduation she worked as a teacher of English and conducted research on cognitive metaphor in literary discourse and translation modeling. After receiving the degree she was involved in some international projects, which launched her career as an interpreter. For 4 years she was coordinating the work of the Center for Translation and Interpreting. She is currently managing Mater's Program in Linguistics (Professional Translation and Interpreting) at Tomsk State University.



**Elis Kakoulli Constantinou, English Instructor, Cyprus University of Technology, Greece**

Elis Kakoulli Constantinou holds a PhD specializing in English for Specific Purposes (ESP) Teacher Education (Cyprus University of Technology, Cyprus), an MA in Applied Linguistics (University of Essex, UK) and a BA in English Language and Literature (National and Kapodistrian University of Athens, Greece). She is an English instructor at the Cyprus University of Technology Language Centre. She is also a teacher trainer for the Cyprus Pedagogical Institute of the Ministry of Education, Culture, Sports and Youth, training teachers of public secondary education on issues related to teaching methodology and the use of technology in the teaching practice. Her research focuses on ESP, Teacher Education, Curriculum Development, Teaching Methodology, Technology Enhanced Language Learning. She has participated in research programmes, such as DC4LT (2018-2021) and DE-TEL (2019-2022). She is a co-editor of the volumes Professional Development in CALL: A selection of papers (2019) and ESP teaching and teacher education: current theories and practices (2019), and Tertiary Education Language Learning: a collection of research (in press). She is a member of various professional organisations and a former Secretary of the EuroCALL Teacher Education SIG.



**Inna Anokhina, English teacher, ITMO University, Russia**

Inna Anokhina is an English teacher at Foreign Languages Teaching Center at ITMO. She teaches bachelors, masters and postgrads. Her responsibility is the ESP course for Refrigeration Engineering and Cryogenics students. Inna is a director of Academic Writing Lab (AWL) so she provides consultations for students and faculty, develops teaching materials and runs workshops.



**Luliia A. Sazanovich, English teacher, ITMO University, Russia**

Luliia A. Sazanovich is an English language teacher at the Foreign Language Teaching Center (FLTC) and a coordinator of the Academic Writing Lab (AWL) at ITMO University. Luliia teaches courses in General English, English for Specific Purposes, Academic and Scientific Writing. She has extensive experience of developing ESP courses and teaching materials. Her professional and research interests include academic writing, ESP, ESL methodology, linguistics, translation and interpreting, and cross-cultural communication.



**Nadezhda Volkova, Senior teacher, Russian Presidential Academy of National Economy and Public Administration, Russia**

Nadezhda Volkova, an English language teacher with 13 years of experience in teaching Business English and ESP (TKT, TKT CLIL, Business English Teaching by International House London), member of Changellenge Professors Club, a national case league. After graduating from Moscow State Linguistic University in 2007 taught Business English and ESP Management at the State University of Management. Since 2016 has been teaching at the Russian Presidential Academy of National Economy and Public Administration (RANEPА) where has been focusing on incorporating project work into the ESP course.

Nadezhda Volkova has been an organiser, facilitator and supervisor of EnMan Business Idea Project – a research project carried out by the 3-year students of the Faculty of Engineering Management at RANEPa, as well as case battles and student conferences. In 2018 Nadezhda took part in McMillan's international conference «ELT Upgrade: Practices and Innovations» giving a session on task-based learning which received positive response.

Nadezhda's professional interests are ESL and Business English teaching, project work, task-based and blended learning



**Tord Talmo, Associate Professor, Norwegian University of Science and Technology, Norway**

Associate professor Tord Talmo has been employed at the largest university in Norway, Norwegian University of Science and Technology (NTNU) since 2003. He holds a master degree in Norwegian, as well as a bachelor in History. Talmo lectures over languages, literature and social sciences.

Tord Talmo has been involved in several projects through the DEEL Research Unit, like Do-It, Done-It, IQSim, W-Tech and iLike. Currently Talmo is working in the DC4LT-project, aiming at mapping the ICT-skills amongst language trainers and designs courses and collaborative areas in order to enhance these, as well as other projects utilizing especially handheld devices. During the next three years Talmo is specializing towards Language training, New Learning Environments and methodology and application of Educational Technology being used in class. Talmo has published more than 45 papers within his area of expertise since 2007.

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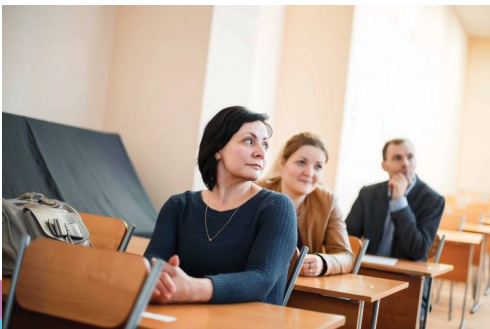
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### About the author

**Yulia Balabanova**, teacher trainer, materials developer, English and Russian as a Foreign Language teacher, ITMO University

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