



International Federation of Language Teacher Associations  
Fédération Internationale des Professeurs de Langues Vivantes

# The Nordic-Baltic Region

## Electronic Newsletter No.2 (June 2017)

### PRESIDENT's Note



Sigurborg Jónsdóttir, Iceland

The school year is almost over and the summer holidays waiting just around the corner. We look back and reflect on what went well and what might we do better. This is where the Associations in each country come in with their various offers of seminars and conferences on actual topics. But all with the same aim, to help teachers continue their professional development, keep up with the latest research and to offer them a platform to exchange their ideas and experience on best practice and discuss different teaching and learning approaches.

One of the main event is the NBR Conference taking place every second year in one of the NBR countries. The last one was 2016 in Tallinn Estonia and a great success. The

next one will take place June 7. - 8, 2018 in Lithuania. So jot down the dates in your notebooks. It will be an enriching experience, not only listening to interesting lectures and participating in workshops, but meeting colleagues from different countries and sharing experience and ideas across borders.

We aim at continuing to publish two newsletters each term, one early in the autumn the second one end of term. For now I wish you all happy holidays and good reading.

## FIPLV News Update June 2017



Professor Terry Lamb, Fellow of the Royal Society of Arts, Secretary General and former President, FIPLV (Fédération Internationale des Professeurs de Langues Vivantes), Editor, International Journal of Innovation in Language Learning and Teaching

We are regularly using the FIPLV website ([fiplv.com](http://fiplv.com)) as well as our Twitter (@fiplv) and Facebook accounts to share information on associations and their activities, as well as about research into the importance of multilingualism, and policy and practice issues at local, national and international levels. We would urge you to inform your members of this as classroom teachers have informed us that they appreciate it.

Furthermore, many of our member associations say that membership of FIPLV is important to teachers and other language professionals in their contexts, as it connects them to a world-wide network of teachers of many languages, raises the global profile of their work, supports them in making a case for language learning in their own countries, and enables them to showcase their own innovations. It also brings the high status of being able to say they are part of an international NGO with direct contact to

and influence at UNESCO and the Council of Europe, as well as close connections to the European Union. Many member associations add this to the list of benefits for teachers when encouraging them to join their national association or international federation; and of course it comes with no additional time demands on you.

We hope that your national and international conferences and events are going well this year. We do look out for them and try to follow and share on Twitter and Facebook so that more people can benefit from them even if they can't attend. Please remember to send us information about all of your events, especially those that could be attended by people from other countries. We are very happy when we are able to disseminate conference dates and calls for proposals through our website and social media, knowing that they do attract the attention of people who otherwise would not know about them.

This year we were particularly pleased to be represented by our President, Paolo Balboni, at the conference of our new member association, the Slovene Association of Teachers of Languages for Specific Purposes, where Paolo did a keynote presentation. Please take a look at the conference website, where you will get an overview of the programme and be able to read the abstracts. It may give you some ideas for your own events: <http://www.sdutsj.edus.si/englishconference2017.html>.

We are rapidly approaching the launch of our newest FIPLV Region, the East European Region (EER). This will take place at a major conference in Varna, on the beautiful BlackSea coast of Bulgaria, 22-25 June 2017. The organising team from BETA has worked tirelessly to organise what promises to be an excellent conference; proposals were submitted for presentations in five languages and there will also be plenary presentations in a range of languages, thanks to support from our members such as IDV and MAPRYAL. We thank all of you for supporting this and look forward to seeing some of you soon. Please take a look at the website: <http://www.beta-iatefl.org/annualconference/conference-call/>. We will also be holding the Executive Committee and World Council meetings there prior to the conference. If you are unable to attend but are interested in learning more about how to get involved with the EER, please contact me or the FIPLV Honorary Treasurer, Sylvia Velikova.

In April, I was invited to a meeting of the Executive Committee (Vorstand) of our member association IDV (Internationale Deutschlehrerinnen-und Deutschlehrerverband) in Newcastle, England. This provided an enjoyable opportunity to discuss further collaborations between FIPLV and IDV and for me to gain a deeper understanding of this wonderful association and I thank the Executive for their kind invitation and warm welcome. Amongst our wide-ranging discussions, one area was particularly interesting and of relevance to all, namely that IDV really appreciated their membership of an international organisation with such close links to UNESCO and other international

organisations. As a result of this, we will do more to inform you more directly of opportunities for you to engage directly with these organisations. There are many ways in which we can collaborate with and support our international unilingual member associations/federations as our work with IDV is demonstrating, so please get in touch with any ideas you may have.

Once again we have continued to be actively involved with the Council of Europe and the European Union, whilst also maintaining our contact with UNESCO. Thank you to those who returned comments on the proposed changes to the Council of Europe's Common European Framework of Reference for Languages (CEFR). We are pleased to make it possible for your voices to be heard in such significant developments. We have also had a number of involvements with the European Centre for Modern Languages of the Council of Europe. FIPLV Vice President, Judith Richters and I participated in a one day colloquium in Graz, entitled "Ensuring quality in language testing and assessment: the contribution of the Common European Framework of Reference (CEFR)". This was livestreamed but if you missed it, you will find videos, presentations, and photos in ECML's European Language Gazette Issue Number 35:

<http://www.ecml.at/Resources/Newsletter/Gazette35/tabid/2978/Default.aspx>.

This event was followed by a meeting of the Professional Network Forum, a group of international NGOs that have signed Memoranda of Understanding with ECML and of which FIPLV was one of the founding partners. For further information from the ECML, please always check the European Language Gazette that can be found on the ECML website. Issue 36 can now be found here:

<http://www.ecml.at/Resources/Newsletter/tabid/1385/language/en-GB/Default.aspx>.

We will continue to announce through our website and social media when they are published.

In May, I was once again invited by ECML to moderate the meeting of ECML National Contact Points and National Nominating Authorities. This is always an excellent opportunity to meet with key representatives of all of the ECML Member States and to remind them of the importance of Language Teacher Associations in their national contexts. They are aware of your associations and would be very happy to hear from you (if your country is an ECML member); you can find their contact details here:

<http://www.ecml.at/Aboutus/MemberStateRepresentation/tabid/1255/language/en-GB/Default.aspx>. I also spoke to them about ways in which they can collaborate with you on mediation events and other activities and introduced them to the searchable online Directory of language associations/organisations that was developed by our project LACS (Language Associations and Collaborative Support). I would recommend that you take a look at the tools that were produced in this project and let me know if you wish to add any other organisations/associations to the Directory: <http://lacs.ecml.at>. I am sure

that many will still be missing and we would like to make it as comprehensive as possible I would also remind you of the mediation tool on the same page that will help you all to use ECML materials in your own contexts. These are valuable and very practical resources and we encourage you to share them with your members on your websites and through your communications. Also in relation to ECML, Judith Richters, our Vice President, was invited to participate in a think tank in Graz and will be joining a project that focuses on the language of schooling. More information on this at a later date.

I am pleased to inform you that the Supporting Multilingual Classrooms consultancy, which I am coordinating with Brigitte Gerber from the University of Geneva, has been extended once more and this year we have been carrying out workshops in nine countries. This is funded jointly by the ECML of the Council of Europe and the European Commission and involves tailor-made workshops in European countries who have applied for such support. You will see more about this here:

<http://www.ecml.at/TrainingConsultancy/Multilingualclassrooms/tabid/1816/Default.aspx>

On this page you will also find a link to an online seminar that was led by Sarah Breslin, Executive Director of ECML and myself in February, which will give you a flavour of the focus of these workshops and the materials that are available to you and your members free of charge.

Our other engagement with the European Union includes our membership of the European Civil Society Platform for Multilingualism (ECSPM), a major new alliance which will provide policy briefings with which to advise the European Commission and EU Member States. Please take a look at the website of ECSPM: <http://ecspm.org>. With this, FIPLV's advocacy of language teaching is further extended to the European Commission. Also, we were once again invited to attend the Stakeholder Forum of the EU funded MIME project (exploring Mobility and Inclusion in Multilingual Europe). This time it will take place in Riga so we have invited our Latvian member association to represent us there. We do occasionally have such opportunities for you to represent FIPLV, so please look out for our emails.

On behalf of FIPLV Executive, I thank you for all of your hard work in the name of language learning and teaching and for the time you dedicate, often unpaid, to the professional development of others. It is the opportunity to meet people like you that helps me to continue in this role, despite all of the demands on our time. In the challenging world we live in, it is more and more important to bring people together in the task of opening minds to other languages and cultures and to contributing to a more peaceful future.

# ESTONIA:

## NATIONAL EXAMS IN FOREIGN LANGUAGES



Kati Bakradze and Ilmar Anvelt (Estonian Association of Teachers of English Board members).

The history of taking national examinations in Estonia is not very long - national examinations for school leavers have been organised by the state for approximately 15 years. Even though the format has mainly stayed the same, some factors and elements within the examination itself have changed.

To complete secondary education, students must take three national exams in Estonia - in Estonian, mathematics and a foreign language (English, German, French or Russian). In German, French and Russian, they can take international exams at B1 and B2 levels (French - DELF, German - Goethe Zertifikat, Russian - ТРКИ). The large majority, however, opt for English, and the materials for the English exam are compiled locally, although in recent years an increasing number of students have preferred to take international English examinations (TOEFL, IELTS, CAE) in order to achieve C-levels of the CERF-system of language levels.

The English exam consists of two parts - written and oral - and lasts for approximately 235 minutes in total (the written part 225 minutes, the oral part 15 minutes). The tasks at the written exam include a writing part, a listening comprehension test, and a reading test. The writing part consists of two pieces of writing - a shorter one which is a formal letter on a specified topic (a letter of enquiry, a letter of complaint, or a job application), and a longer one which is either a report or an essay. In the coming years,

an overview or an article may be additionally included in the list. The listening comprehension test consists of five listening tasks where the first listening task is at B1 level and played only once, the other four are at B2 level and repeated twice. The reading test includes not only reading comprehension but also grammar elements like word formation, tenses, etc.

At the oral exam, the students have to describe, compare or contrast pictures and present a monologue on a given theme. They also have to answer spontaneously to the examiner's questions. The students who achieve 50-74% of the maximum pass the exam at B1 level; those who score 75-100%, at B2 level. The students who get 49 points or less receive a "no level" note on the certificate.

The Estonian Association of Teachers of English has regularly discussed the exam results at its Summer Seminars and published articles on mistakes in examination papers in the Association's magazine OPEN!

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## LANGUAGES IN NORWAY



Tina Louise Buckholm, Norway

According to the new Framework Plan for Kindergarten foreign languages may be introduced in pre-school. Our centre has developed resources that can be downloaded from our site: <http://fremmedspraksenteret.no/index.php?ID=16978>.

In the Norwegian National Curriculum there is one curriculum for English and one for (other) foreign languages (in Sweden called „moderna språk“). It is up to the school owner (municipality: primary and lower secondary school / county council: upper secondary school) to decide which foreign languages they want to offer. Today approx. 12-15 different languages are offered in Norwegian schools, but students can choose between 40 languages (many migrant languages) if they are willing/able to pass the exam without any form of teaching. („privatisteksamen“). Swedish and Danish are not considered foreign languages.

English is mandatory from the first grade and throughout the lower secondary education. In upper secondary education students may stop learning English after one year (students choosing general studies) or after 2 years if they are in the vocational education program.

In lower secondary school the pupils choose whether they want to learn a foreign language (the schools have to offer at least one of the following languages: Level I of Spanish, German, French or Russian) or another subject.

In the school year 2016/2017 78 % of the pupils on this level chose a foreign language. Alternatives to foreign languages are in-depth studies in Norwegian, English or Mathematics or preparation for working-life.

Students following a vocational education program will normally not have a foreign language whereas students who have chosen a general study program must choose either to continue with the same language to level II or start with a new language on level I.

You will find a yearly analysis of the status of English and foreign languages in a) lower secondary school b) upper secondary school and c) in universities and university colleges on our web site: <http://fremmedspraksenteret.no/index.php?ID=13790>.

Do you know which level according to the European Framework of Reference they reach?

In Norway the levels of teaching English or a foreign language are not directly related to the CEFR. We are, however, just now starting a revision of the national curriculum, and it will be interesting to see if Norway will choose to connect the language curricula closer to the CEFR than we have in the present curricula.

## NEWS from STIL, ICELAND



Petrina Rós Karlsdóttir, President of STÍL

The main news from Iceland is the opening of Veröld - hús Vigdísar and the Inauguration of the Vigdís International Centre for Multilingualism and Intercultural Understanding, April 20th. There was a inaugural program all day under the title "Languages open up worlds" among the speakers where the actual president of Iceland M. Guðni Th. Jóhannesson and of course Mme Vigdís Finnbogadóttir, former president and the UNESCO Goodwill Ambassador for Languages and everyone was welcome.

The World Language Centre is a building of a 3000m<sup>2</sup> building of the Vigdís Finnbogadóttir Institute's activities and situated on the University campus in the heart of Reykjavík. In the center will be facilities for the following activities: Languages and Cultural Database, Language Library and Resource Centre, Vigdís Auditorium, A Lecture Hall in honor of Vigdís's contribution. The Vigdís Finnbogadóttir Institute of Foreign Languages is a research institute working within the Faculty of Humanities at the University of Iceland. The Institute is a research center for scholars who teach modern languages and cultures, the classical languages, and translation studies. This changes radically the situation for language learning, teaching, translating and interpreting. More detailed information is available on Facebook: [www.facebook.com/stofnunvf/?fref=ts](https://www.facebook.com/stofnunvf/?fref=ts).



**Meanwhile the politics of the Icelandic Authorities are restricting the language teaching in Iceland. Fortunately at that occasion the undersigned president of STIL was interviewed By the National radio to talk about the current position of foreign languages teaching in Iceland and also about language teachers who have influenced you in the real life. This discussion got the ears of the Parliament and the Minister of Culture and Education at least said it was time to reconsider the teaching, whatever that means.**

As we have explained before there are a lot of changes going on in the curriculum in Iceland, mainly the upper secondary school, which is now three years instead of four years. This affects the teaching to conform to the European portfolio so we will for the 3rd language just get to the level of A1 and the beginning of A2. But the authorities want to combine different upper secondary schools, even privatize state schools without consulting either teachers, schools, students or parents and cause a lot of damage. We only want authorities to be professional and to consult those working in the field.

All the associations of language teachers are organizing summer courses and conferences. The president of STIL and the president of The Association of Danish Teachers are participating in a conference Nordand 13: Individual and social perspective in the Nordic languages as a second language 7-9.6.2017 at the University of Vaasa, Finland. (<http://www.uva.fi/sv/sites/nordand/>).

The next training seminar of STIL will take place 9. -10.8. in Iceland on a different theme than we mentioned before. "Developing theme-based lessons in foreign language teaching and improving students' oral language by Carol NUMRICH, Columbia University.



Profile: Dr. Carol Numrich has been a member of the full-time faculty at the American Language Program, Columbia University since 1988. As Senior Lecturer at the ALP, over the years, she has led many teaching teams in the ALP's Intensive Program, taught many part-time English courses at the university and traveled internationally to train and consult with language teachers. From 1993 to 1996, Numrich was Visiting Professor at Columbia's Teachers College, where she directed the M.A. Program in TESOL and taught graduate courses in pedagogy. She helped to develop and coordinate the International Teaching Assistant Program at Columbia, in which she taught doctoral students in the sciences for several years. She also helped design the summer TESOL Certificate Program, in which she taught two courses of the required courses. Numrich has chaired and helped organize several committees for TESOL as well as co-edited a

column from the TESOL Journal. She is the author of *Face the Issues, Consider the Issues, Raise the Issues, Tuning In* as well as the co-editor for the *NorthStar* (Pearson Longman), which is now in its 3rd edition. Numrich holds an Ed.D. and M.A. from Teachers College, Columbia University and a B.A. from S.U.N.Y at Buffalo.

## **THE FIPLV NORDIC-BALTIC REGION (NBR) CONFERENCE 2018**



Eglė Šleiniotienė, Honorary president of LKPA, FIPLV NBR Secretary

### **THE FIPLV NORDIC-BALTIC REGION (NBR) CONFERENCE 2018**

**June 7-8,  
VILNIUS, LITHUANIA**

**Teaching and Learning Languages in the 21st  
Century: Linguistic, Educational and Cultural  
Aspects**

**Organizers**  
**Language Teachers' Association of Lithuania (LKPA),**  
**in collaboration with Institute of Foreign Languages of Vilnius**  
**University.**

More information will soon be available on:

<http://www.lkpa.vdu.lt/category/conferences/>

&

<http://www.uki.vu.lt/en/research/conferences-and-seminars>



# LANGUAGE TEACHER DEVELOPMENT in LITHUANIA

## Annual Meeting of Lithuanian Language Teachers' Association 2017



Dr. Roma Kriaučiūnienė, President of LKPA

Annual meeting of Lithuanian Language Teachers' Association was held on 24 March, 2017 at the premises of Institute of Foreign Languages of Vilnius University, which was attended by the representatives of the collective members of LKPA: Vilnius University, Vytautas Magnus University, Kaunas University of Technology, Klaipeda University, Vilnius College and the Public Service Language Center, 47 individual members of LKPA.

Agenda of the meeting consisted of two parts: the first session included presentations on the issues of language assessment and psycholinguistic aspects of learning and acquiring languages, and the second part was devoted to reports on LKPA activities in 2016 delivered by LKPA president and vice presidents, and LKPA Board members.

The first speaker in the first part of the meeting was dr. Rita Juknevičienė, the lecturer of the Department of English of Faculty of Philology, who made a presentation on the topic of: "Relating language examinations to the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)". The second guest speaker was professor dr. Albinas Bagdonas from the Department of Psychology of the Faculty of Philosophy, who delivered a talk on the subject of: "Language and Speech: cause, effect or a by-product of brain evolution".

The second part of the meeting included a number of important issues. First, attention was focused on the activities of LKPA in 2016. The presentations were made by LKPA President Roma Kriauciūnienė and vice presidents of LKPA: Audronė Auškelienė (responsible for the Treasury), Irena Navickienė, Juratė Patackaitė and members of the Board: Vida Jonaitienė, Evelina Jaleniauskiene, Inga Savickeinė, Olga Medvedeva. The participants of the meeting discussed strategic guidelines and future plans of LKPA, carried out a survey on the activities of LKPA, as well as discussed proposals for the LKPA action plan of 2017- 2018.

During the meeting two new members were elected to the Board of LKPA to fill the existing vacancies. The newly elected Board members were: Almantė Meškauskienė (Vytautas Magnus University) and Daiva Jakavonytė-Staškuvienė (Lithuanian University of Educational Sciences).

We thanked all those who worked hard and contributed enormously to the success of the association and handed letters of gratitude to the most efficient and devoted members of LKPA.

## ***The Baltic Philologist Coffret Award Ceremony***



Audronė Auškelienė, Treasurer, and Juratė Patackaitė, Vice President of LKPA

On 24 March, 2017 Language Teachers' Association of Lithuania (LKPA) organized the traditional annual event "The Baltic Philologist Coffret" award ceremony to award the members of the association for the most prominent contribution and activities, for fostering and ensuring the continuity of the Baltic culture, promoting multilingualism and multiculturalism in the year of 2016.

Every year in March the Baltic Philologist Coffret is given to meritorious members of the association or organizations in accordance with certain pre-specified criteria. The Baltic philologist is a professional, ethical, and enterprising educator. The Baltic Philologist Coffret is attributed to an educator (or an organization) who is fostering and ensuring the continuity of the Baltic culture. The award itself is a medium-sized wooden coffret with special decoration motifs that reflect the diversity of peoples and languages, prominent personalities and their works. With the account of the year of nomination, eminent writers and linguists born that year are recollected and their names and the most significant works are inscribed on the sides of the locker. In 2016, the following writers were chosen: J.Grušas (115 year anniversary) and M.Proust (145 year anniversary).

The Baltic Philologist Coffret was awarded to one of the selected candidates, Vice-president of LKPA Irena Navickienė, Head of the Language Teaching centre of the Professional Competence Development Institute at Lithuanian University of Educational Sciences who has been one of the most active members of LKPA and who contributed a lot to the organization of conferences, seminars and other important events and activities for language teachers. The other coffret was awarded to Jūratė Matulionienė, the former lecturer of the English language of the Institute of Foreign Languages of Vytautas Magnus University who has left to the UK Boston and started a Language School there to teach Lithuanian immigrants' children English and Lithuanian languages and to promote the Lithuanian language and culture among the Lithuanian diaspora in the UK.



Photographs of Irena Navickienė (left) and Jūratė Matulionienė

The honorary president Eglė Šeinotienė was awarded with letters of gratitude issued by the Seimas of the Lithuanian Republic (the Parliament) and FILPV NBR President for her successful leadership of LKPA since its foundation in 2006. H.E. Ambassador of the Republic of Latvia Mr. Einars Semanis, as well as representatives of the Embassy of France, the Ministry of Education and Science, members of the Seimas of the Republic of Lithuania, the chair of the Lithuanian State Language Commission were among other important guests as well as members of LKPA who attended the event. Vilnius University folklore music and dance ensemble "Ratilio" programme and an introductory excursion at the newly renovated M. Mažvydas National Library of Lithuania were appreciated by the participants at the end of the event.





**11th Conference of the Lithuanian Language Teachers' Association, the 4th " (VMU) Biennial International Conference "Sustainable Multilingualism"**



Vilma Bijekiene, Director Institute of Foreign Languages (IFL) of Vytautas Magnus University (VMU), a founder of LKPA.

**Institute of Foreign Languages (IFL) of Vytautas Magnus University (VMU) successfully carries out its mission to provide efficient foreign language teaching, offering the broadest range of languages in Lithuania (currently 30 languages on offer), and also to perform research in plurilingual competence development and disseminating the scientific research internationally.**

**The 4th biennial international conference "Sustainable Multilingualism", which was organized by IFL on 26-27 May 2017 (11th conference of the Lithuanian Language**

Teachers' Association, with VMU as one of its founders) rallied over one hundred of researchers and language teaching professionals from over twenty countries of the world for discussion on individual plurilingualism and societal multilingualism in higher education. This year's conference was exceptional in its focus on language preservation, linguistic human rights, minority language teaching and learning, challenges for culture and identity and continuing discussions on major issues in higher education language policy and language education in multilingual and multicultural learning space.

The conference was honoured by world famous researchers and fighters for linguistic human rights - prof. ROBERT PHILLIPSON - the author of books on linguistic imperialism, challenges for language policy and language, who gave a plenary presentation "Linguistic challenges in global and regional integration" and prof. TOVE SKUTNABB-KANGAS - researcher into linguistic human rights, linguistic genocide and crimes against humanity in the education of Indigenous/ tribal/ minority/ minoritised children, linguicism (linguistically argued racism), mother-tongue-based multilingual education, linguistic imperialism and the subtractive spread of English, support for endangered languages, and the relationship between biodiversity and linguistic diversity. She gave a plenary presentation "Linguistic diversity, language rights and language ecology."

President of the European Language Council / Conseil européen pour les langues (CEL/ELC) MANUEL CÉLIO CONCEIÇÃO, professor of French linguistics at the University of Algarve, Portugal, researcher in language policy, intercultural communication, multilingualism in higher education, terminology and professional communication in the area of language studies and literature gave a plenary presentation "Higher Education Linguistic Landscape and Societal Challenges: Sustainable Perspectives for Real Evidences". President of International Association of Multilingualism (IAM) and the General Editor of the International Journal of Bilingual Education and Bilingualism, JEAN-MARC DEWAELE, professor of Applied Linguistics and Multilingualism at Birkbeck College, University of London, United Kingdom, discussed the development of sociopragmatic and sociocultural competence as well as the effect of emotional acculturation to a new language and culture in his plenary speech "Communicating Emotions in a Foreign Language".

Research findings on various topics were presented and discussed in parallel sessions: migration and language policy, bilingualism and multilingualism, issues in language policy in Ukraine, Hungary, Spain, Slovenia, Bangladesh and India; language education in multilingual and multicultural space in Lithuania, issues in minority language teaching/ learning and less widely taught and spoken languages such as Valencian, Welsh, language of Hungarian minority in Ukraine, Lithuanian as a foreign language, use of Samogitian dialect for preservation of identity, hybridity and belonging to Greek Cypriot community in London. Language teacher education problems were also discussed by presenters from

Trinidad and Tobago, Turkey, Sweden and Lithuania, as well as development of plurilingual competence in formal, non-formal and informal ways, issues of translation in multilingual environment. Problems of the use of various languages in literary texts were analyzed from a historical perspective, multilingualism in European literature, languages and literatures in Scotland were presented. Parallel sessions were held in Lithuanian, French, German and English languages.

127 registered participants – researchers and higher education language professionals – represented 24 countries of the world: Bangladesh, Belgium, Byelorussia, Bulgaria, the Czech Republic, Denmark, France, Germany, Hungary, India, Italy, Latvia, Lithuania, Kazakhstan, Poland, Russia, Slovenia, Spain, Sweden, Trinidad and Tobago, Turkey, Ukraine, United Arab Emirates, United Kingdom. 87 presentations were given during the two days of the conference: 60 oral, 12 virtual and 15 poster presentations.

The highest outcome of the conference, though, was expressed not in numbers but in the synergy which was sparked when the issue of multilingualism was viewed from different perspectives by presenters from various cultures, sharing their experience and ideas, attitudes and solutions to problems, expanding the networks of like-minded people, foreseeing common future research and projects. It is the joy of communication that is the highest value such events as international conferences can bring about.

More information is available here: <http://uki.vdu.lt/darnioji-daugiakalbyste-2017/>





## Teacher Training in Summer in Palanga



Audronė Auškelienė, LKPA Treasurer, Director of the PSLC

Public Service Language Centre (Lithuania), one of LKPA founders, started a tradition to organise a Teacher training programme "Technology and the Classroom 2017" at the resort Palanga in Lithuania. This year from 19 to 23 June teachers from primary schools and progymnasiums, from 26 to 30 June gymnasium teachers will come to a centre of sports and rehabilitation "Pusynas" in Palanga to empower themselves with knowledge of media and information literacy to make lessons more attractive by using the daily devices such as computers, tablets, smart phones for groupwork, tracking student performance, evaluation, cooperation with parents. They will gain practical technological skills to improve students' language activities teaching vocabulary,

grammar, group and project work, learn about mobile learning opportunities and create class social networks.

In 2016 65 English teachers from primary and basic schools, gymnasiums, youth schools, vocational schools, Vilnius university, Language schools, including 23 English teachers from ethnic minority schools were trained for 5 days by the British lecturers Russell Stannard, Pete Sharma and Nik Peachey. Each lecturer gave 4 talks either general or in workshops. For some talks 65 teachers were divided into focus groups according to the forms they taught: primary (32 teachers) and secondary (33 teachers). The teachers learned to use Google forms for creating quizzes, tests, making feedback charts, to make videos and post them on YouTube, make use of YouTube Channel to practise speaking, listening skills, grammar structures. Edmodo allowed teachers to blend learning, increase opportunities for collaboration, share materials, set up assignments, quizzes and and even post lesson materials for the students to reach them even at home. They were also taught to build more collaboration and sharing into the students' learning by grouping students together, working away from the classroom, sharing and collaborating easily, to create formative assessments both individually and in groups by using SnagIT and JING tools.

This year Nik Peachey who won ELTons Innovation Award by the British Council in 2016 Teacher Resources is going to teach about exploiting video, graphics, images, text and audio, LKPA Board member Evelina Jaleniauskiene from Kaunas Technological University will teach using Google Apps, Chrome extensions, mind mapping tools, language arts tools, infographic makers, word clouds, animated presentations, interactive timelines, discussion boards, quiz makers, avatars, meme creators, QR readers.



