



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

The Nordic-Baltic Region

Electronic Newsletter No.1 (March 2018)

PRESIDENT's Note



Sigurborg Jónsdóttir, Iceland

Our first Newsletter this year greets you with Easter only a fortnight away. Everyone is busy working with their students and colleagues on different languages. I just read a very interesting article posted on the NBR Facebook from Culture Trip, by Eglė Šleimotienė our good Secretary, on all the ideas and possibilities free of charge on the Internet just waiting to be used. A welcome addition to what we already have access to. But it does not change the fact that we are alone, not interacting with other living beings. We must not forget, that languages live by being spoken and interacted in. This

week I witnessed it once again, as several French students on a study trip came to one of my German classes and my students could converse with them in a language foreign to all. It was a real eye opener for my students. It wasn't perfect or beautiful pronunciation but it was communication about what interested them. This is so important to keep in mind. If we can help them to positive and productive experiences when using a foreign language they usually only hear in class, it will encourage them to learn different languages, not just one or maybe two. What methods or Medias are other teachers and their students using? How do they get a feeling for the language being learned? That is one of the reason why I am so looking forward to the NBR Conference in Vilnius Lithuania 7-8 June. Apart from all the interesting and invigorating lectures, workshops and round table discussions, it is the exchange with Colleagues from other countries, learning from each other and with each other, filling us with new ideas, so that we come away with renewed energy and a spring in our step. Therefore, I warmly invite you all to come and participate. I know it will be a wonderful experience.

The FIPLV Nordic-Baltic Region (NBR) Conference 2018, 7 - 8 June, 2018

Vilnius, Lithuania.

**“Teaching and Learning Languages in the 21st
Century:**

Linguistic, Educational and Cultural Aspects”

Conference themes

Language Teacher Training and Development of Language Teachers' Competences

Language Teaching and Learning for New Generation Students

Teaching and Learning Less Widely Taught Languages

Multilingualism and Intercultural Communication

Linguistic Research (Cognitive Linguistics, Sociolinguistics, Pragmatics, Corpus Linguistics, etc.

Keynote Speakers



Thomas H. Bak – Professor, University of Edinburgh, UK.

Prof. Thomas H. Bak was born and raised in Cracow, Poland, Dr Thomas H. Bak studied medicine in Germany and Switzerland, obtaining his doctorate with a thesis on acute aphasia at the University of Freiburg. He worked clinically in psychiatry, neurology and neurosurgery in Basel, Bern, Berlin and Cambridge, where he established the Clinic for Disorders of Movement and Cognition (DMC). In 2006, he moved to Edinburgh where he continues to work on the interaction between motor and cognitive functions in patients with dementia. In recent years, Dr. Bak has also been working on the impact of language learning and bilingualism on cognitive functions across the lifespan and in brain diseases such as dementia and stroke. His studies include a wide range of populations, from students to elderly, from early childhood bilinguals to new languages learners, from Scotland, through Malta, Saudi Arabia and India to China and Singapore. Since 2010, he is also the president of the World Federation of Neurology Research Group on Aphasia, Dementia and Cognitive Disorders (WFN RG ADCD).



Manuel Célio Conceição – Professor, University of Algarve, Portugal.

Prof. MANUEL CÉLIO CONCEIÇÃO, President *ex officio* of the Conseil Européen pour les Langues / European Language Council (CEL/ELC), professor of Language Sciences and researcher at the University of Algarve, Faro, Portugal. Dean of the Faculty of Human

and Social Sciences of the University of Algarve. He is an expert and member of a number of international projects on multilingualism and language policy. He was awarded the Order of Arts and Letters from the Ministry of Culture and Communication of France (2013). Research interests: linguistics (lexicology, terminology), multilingualism and language diversity, language policies, language teaching and learning, intercultural communication and languages.



Rob Dean - an independent international teacher trainer and academic consultant, Pearson, UK.

Rob has been involved in ELT as a teacher, director of studies and teacher trainer since 1994. During this time, he has taught a wide variety of ages and levels in numerous countries in Europe and South East Asia, and is currently based in Poland. Rob has taught a wide variety of course types, from primary to adult, including exam preparation, EAP and English for business and professional purposes. He has numerous interest areas within the world of ELT, including teaching young learners, teaching with technology, language and culture and task based learning. Rob now works as an independent international teacher trainer and academic consultant, and travels widely delivering talks, workshops and seminars as well as online webinars - to teachers all over the world. Over the years, Rob Dean has covered a wide range of topic areas including methodology, language, practical teaching ideas, classroom management, motivation of learners and blended learning to name but a few.



Terry Lamb - Professor, 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, UK.

Terry spent 16 years teaching languages (French, German, Spanish, Turkish) in secondary schools in London and Derbyshire, before moving into higher education, first at the University of Nottingham and then, until 2016, at the University of Sheffield. He has also carried out advisory work, taught English in Poland and Turkey, and been a consultant to the Ministry of Education in Malaysia on the 'Learning how to Learn' curriculum development project. He is an official EU Expert on Intercultural Education, and in this capacity he has worked as a consultant to the Ministry of Youth, Education and Sport, Czech Republic, on projects relating to the development of a European dimension in the curriculum and to the development of positive attitudes towards the Roma population. More recently he was invited to join the Multilingualism Expert Group of the European Civil Society Platform for Multilingualism. He has worked on many other projects, including several at the European Centre for Modern Languages in Graz. One of these is the Training and Consultancy activity, Supporting Multilingual Classrooms, which is co-funded by the Council of Europe and the European Commission.

He has had major roles in the development of language policy nationally and internationally. He is former President of the Association for Language Learning, was a member of the UK government's National Languages Steering Group and a governor of CILT, the National Centre for Languages. In 2008 he was appointed Chair of the Languages Diploma Development Partnership by the then Secretary of State for Education, Ed Balls. He is also former President and current Secretary General of FIPLV, the Fédération Internationale des Professeurs de Langues Vivantes, which enjoys NGO status with both UNESCO and the Council of Europe.

In 2009, he was awarded the title Chevalier dans l'Ordre des Palmes Académiques by the French prime minister for services to languages and European culture, in particular French. He was also a Fellow of the Royal Society of Arts.

In 2007 he co-founded the international journal, *Innovation in Language Learning and Teaching* (published by Taylor and Francis), which he continues to edit.



Georg Lind - Professor Emeritus, University of Konstanz, Germany.

Professor Georg Lind was an adjunct professor of psychology at the University of Konstanz until 2012. He was also visiting professor at the University of Illinois, the Universidad de Monterrey, Mexico, and Humboldt University, Germany.

Now he is a free-lance writer, curriculum-designer, instructor, speaker, trainer, policy-advisor. Since 1973 he has been involved in research on, and teaching of, moral-democratic competence. His main work area is moral (-democratic) competence, that is the ability to solve problems and conflicts on the basis of moral principles through thinking and discussion instead of through violence, deceit, and power. 40 years ago, he designed the first objective measurement of moral competence, the Moral Competence Test (MCT), which has been translated and validated in 39 languages, and is used world-wide in research and program evaluation. The MCT is the first objective test of cognitive-structural properties of moral behaviour, which could before only be measured with subjective clinical interview methods.

20 years ago G. Lind also developed a very versatile and effective method for fostering moral competence, the Konstanzer Methode der Dilemma-Diskussion (KMDD)[®], which is used in many countries. Recently he has designed a training and certification program for "KMDD-Teachers," which he offers in many countries: Brazil, Chile, Columbia, Germany, Mexico, Poland, Switzerland, Turkey and in China. He is teaching workshops and certifies teachers and professors in many countries. More information could be found on his web-site: <http://www.uni-konstanz.de/ag-moral/> and in his book "Moral ist lehrbar" (3rd edition. Logos publisher, Berlin) and in its extended version translated in English How to Teach Morality, published in 2016. Prof. G. Lind's newest endeavour involves the organisation of Discussion Theatre, a new form of theatre aligned with the moral ideal of a democratic way of life. His play called "Speaking & Listening" basically is an adaptation of the Konstanz Method of Dilemma Discussion for the public space. The premier in the Frauenkirche of Dresden on June 21, 2017, was successful. Prof. Georg Lind also maintains a website on moral and democratic competence education: <http://www.uni-konstanz.de/ag-moral>



Steve Mann - Associate Professor, Centre for Applied Linguistics, University of Warwick, UK .

Steve Mann (Associate Professor) currently works at the Centre for Applied Linguistics at the University of Warwick. He previously lectured at both Aston University and the University of Birmingham. He has experience in Hong Kong, Japan and Europe in both English language teaching and teacher development. Steve supervises a research group of PhD students who are investigating teachers' education and development. The group's work considers aspects of teacher development, teacher beliefs and the development of knowledge, the first year of teaching, reflective practice, mentoring, blended learning, and the use of technology in teacher development. He has published various books including 'Innovations in Pre-service Teacher Education'(British Council). His most recent books are 'The Research Interview: Reflexivity and Reflective Practice in Research Processes' (Palgrave) and Reflective Practice in English Language Teaching: Research-Based Principles and Practices' (Routledge).



Iveta Vītola - Pearson Central Europe Representative Office in the Baltics, Regional Manager for the Baltics, Latvia.

Iveta Vītola is an English graduate from University of Latvia, has master's degree in Education management and Business management. She has been involved in ELT as a teacher, ELT specialist and teacher trainer since 1995. Iveta has worked with students of different age groups, from pre-primary to adult, including exam preparation and Business English course. Currently Iveta works for Pearson, world's leading education company, representing Pearson in the Baltics, assisting specialists in the field of ELT, Qualifications and professional development, assessment and testing, providing workshops and teacher training seminars and organising different initiatives to make sure teachers have access to fresh course materials, methodology ideas and top teaching tips, including training in latest digital solutions for the English classroom.



Harun Serpil - PhD, University of Anadolu, Turkey.

Dr. Harun Serpil currently works as the official interpreter and PA for the Rector of Anadolu University in Turkey. He graduated from the Teaching English as a Foreign Language (TEFL) Program of Anadolu University School of Education, Turkey in 1996, and went on to get his MA degree in TEFL from Bilkent University, Turkey in 2000. He was a visiting Erasmus scholar at The Estonian Aviation Academy in May 2014 and at Stellenbosch University in 2017. He was awarded his Ph.D. by Department of Curriculum & Instruction with a minor in Second Language Acquisition (SLA) at the University of Wisconsin-Madison in 2016. Dr. Serpil has 21 years of experience in language teaching, testing and curriculum design at the university freshman level. Among his research interests are symbolic interactionism, deep education, phenomenology, Freirian critical pedagogy, transdisciplinary/transformational education, intercultural/multicultural education, culturally relevant pedagogy, culturally responsive teaching, and language teacher education.

Detailed conference information is available here:

<http://www.conference.uki.vu.lt/>

Conference information and materials were produced and presented by LKPA Team members: Roma Kriauciūnienė, Evelina Jaleniauskiene, Olga Medvedeva, Irena Navickienė, Eglė Šleinotiene, Inga Stirblytė, Ilona Ružaitė and Lina Bikelytė.





Additional information about LITHUANIA:

WIKIPEDIA: <https://en.wikipedia.org/wiki/Lithuania>

BRITANNICA: <https://www.britannica.com/place/Lithuania>

7 Facts about Lithuania: <https://www.youtube.com/watch?v=waUTMGGeZM4>

Lithuania. Real is Beautiful: <https://www.youtube.com/watch?v=xn3vpW4gv1s>

Vilnius, Lithuania, tourist attractions and things to do:

<https://www.youtube.com/watch?v=ssA07U29H5Q>

American Tries Lithuanian Food + Learns About Culture:

<https://www.youtube.com/watch?v=IV9sUvFdlik>

What Is Life Really Like In Lithuania?:

https://www.youtube.com/watch?v=y_4Xl9cfG3s

Some Insights to the Future of Foreign Languages Teaching in Finland. Part III



Outi VILKUNA, The Federation of Foreign Language Teachers in Finland SUKOL,
Member of the Board. https://www.sukol.fi/in_english

In 2016, 71.4 per cent of the Finnish population aged 15 or over had a post-comprehensive qualification. Vocational upper secondary qualifications constituted the largest number of qualifications. The age structure of the population is predicted to change with the proportion of older people growing in relation to younger age bands. The number of people aged over 64 is predicted to grow by more than 320,000 from the current figure. Within the same period, the number of children starting comprehensive school is predicted to fall by 5 per cent (3,000 children). In 2016, 71.4 per cent (3.3 million) of the Finnish population aged 15 or over had a post-comprehensive qualification. Vocational upper secondary qualifications constituted the largest number of qualifications. For one in three Finns, the highest completed qualification was a vocational upper secondary qualification. Just under 10 per cent of Finns aged 15 or over had a Master's degree from a university. About 35,000 people, equivalent to one per cent of the population, had a doctorate. One in two people aged over 65 did not have a post-comprehensive qualification in 2016. There has been no significant change in younger age groups over the past few years - about 15 per cent of people aged between

20 and 49 have not had a post-comprehensive qualification.

http://www.oph.fi/english/current_issues/101/0/statistics_of_the_month_age_structure_and_educational_level_of_the_population

To respond to the demand of qualified and skilled workforce able to tackle the challenges of future in work life there has been a number of projects and development areas launched. From the beginning of 2018 the Vocational Education Reform has been given a go <http://minedu.fi/en/reform-of-vocational-upper-secondary-education> but unfortunately it has not improved the learning and teaching of Foreign Languages in Vocational Training.

The National Agency for Education has granted a total of EUR 4,014,000 in special assistance to 96 different projects carried out by providers of basic education to develop, increase and introduce language teaching earlier in early childhood education, preschool education and basic education. Advancing the start of language teaching is part of the Government's key project for reforming the comprehensive school. The purpose is to extend the range of languages offered by introducing the first foreign languages earlier or by diversifying the languages offered to languages previously unavailable in the area. http://minedu.fi/en/artikkeli/-/asset_publisher/kieltenopetus-alkamaan-jo-ensimmaiselta-luokalta-ja-varhaiskasvatuksesta-nelja-miljoonaa-avustuksia-kunnille

It has however not been stated in the rules for application of these projects that the early onset Language Teaching should be given by qualified Foreign Language teachers and thus the carrying out of these projects is left entirely for the local educational administration to decide as well as the choice for the early onset A1 Foreign Language. There is reasonable doubt that the early onset Foreign Language Teaching will not enable students linguistic competences if not provided by subject teachers. There has been programmes gathered hastily to give primary school teachers administrative competence to teach Foreign Languages. This can also be seen as a medium to save on cost of teaching.

The government hopes to achieve longer work careers and flexible study paths for higher education. Higher education institutions will reform their student selection processes in order to decrease the number of gap years after upper secondary education and to encourage students to begin their studies earlier. The intention is to increase the significance of matriculation examination results in student selections. The Federation of Foreign Languages Teachers in Finland SUKOL has emphasized on the value of foreign languages studies in upper secondary to be valued when applying for higher education.

"He who knows no foreign language, knows nothing of his own." Goethe.

NEWS from STIL - March 2018



Petrina Rós Karlsdóttir, President of STÍL

These days STIL is organizing the *General Assembly* on the 5th April.

Since the Ministry of Education has cut all the financial support on 2016 to Associations this is directly influencing all our activities although we are collaborating with diverse organisations to improving the teaching of foreign languages in the best way we can by organizing seminars etc.

STIL will be attending the FIPLV- NBR Conference 2018, June 7 -8 in Vilnius, Lithuania. <http://www.conference.uki.vu.lt> . We would like to give some workshop about German and French teaching in a new system of upper secondary school. At the same period there will be our summer training seminar on 7. - 8. June 2018 held here in Iceland, ECML Workshop on ARC (Action research communities for language teachers), also conducted by Brynhildur Anna Ragnarsdottir, former president of STIL:

The title is "Intercultural learning in the language classroom: back to the Roots & into the future." From roots to the future: Comparative learning in the classroom". Lectures and workshop management will be conducted in Icelandic, English and German.

Hopefully this will be a great opportunity for teachers who teach in different languages to join a single project that concerns stands on its own level.

Best wishes and looking forward meeting you in Vilnius.



Dr. Roma Kriaučiūnienė, President of LKPA; Evelina Jaleniauskiene, member of the Council of the Language Teachers' Association of Lithuania, lecturer of English, Kaunas University of Technology.

Use of Corpora in Teaching Foreign Languages and Tech Tools for Language Teachers

On February 2, 2018, an incredibly large group of language educators gathered to participate in two practical workshops organized by the Institute of Foreign Languages of the Faculty of Philology of Vilnius University and the Lithuanian Language Teachers' Association on new and effective language teaching / learning methods.

The seminar "Use of Corpora in Teaching Foreign Languages" was delivered by Assoc. Prof. Dr. Lina Bikelienė (Institute of Foreign Languages of the Faculty of Philology, Vilnius University), who explained in a detailed way and demonstrated to the participants various possibilities of the use of corpora in foreign language teaching / learning process.

Hannah Shipman, a lecturer of the Institute of Foreign Languages at the Faculty of Philology, Vilnius University, introduced interactive language teaching tools during the seminar "Tech Tools for Language Teachers", and demonstrated various ways of using them in language teaching/ learning process.

The seminars took place at the VU Information Technology Application Center, therefore, participants could test practically how to use corpora for the search of different linguistic items to be introduced and explained to students during language

classes as well as tried different technological tools to be applied for language teaching.

Participants of the seminars received competent answers to the questions they were interested in, learned how to prepare tasks for various foreign languages lectures using different computer programs and databases.



Media Education: Necessity and Perspectives

On March 6, 2018 Prof. dr. Danutė Balšaitytė from the Institute of Foreign Languages of the Faculty of Philology, Vilnius University conducted a seminar on "Media education: necessity and perspectives" for language educators. The seminar was organized by the Institute of Foreign Languages of the Faculty of Philology of Vilnius University and Lithuanian Language Teachers' Association.

The importance of public education in the field of media seminar was discussed during the seminar alongside other relevant issues for contemporary societies such as, how our opinion is shaped by the media, what we should know, so that we are not deceived by the creators of the news, how to separate true information from fake news. "Media literacy is associated not only with the proper use of digital technologies, but also with the critical perception of the content of media texts, as well as the ability to create high-quality, contemporary media texts in various communication spheres, analyze and interpret them. Media is currently playing an important role in the life of modern society. In many countries of the world, pupils' media literacy is being developed at schools, high-level media specialists are being trained at universities, media educators, and media centers are being set up in different cities of the world," said Prof. Dr D. Balšaitytė.

During the discussion, the participants of the seminar agreed that media has become an integral part of our lives, it is important to develop students' media literacy, their ability to orient themselves in the world of media culture, to master media language, to be able to analyze, interpret and create high-quality media texts.



Seminar "Google Docs are Everyday Tools That Have Almost Endless Possibilities"

The seminar was organized by the Language Teachers' Association of Lithuania and Institute of Foreign Languages of Faculty of Philology, Vilnius University to introduce language educators with various practical ways on how to use Google Docs to organize modern and attractive learning environments for students in language classes.

The seminar was conducted by Evelina Jaleniauskiene, Tatjana Vėžytė and Regina Petrylaitė (members of the Language Teachers' Association of Lithuania, lecturers of English, Kaunas University of Technology).

Evelina Jaleniauskiene together with her 5 students from the Faculty of Informatics (Kaunas University of Technology) attended the international competition

"International Online ESP Challenge" on 01-22 March 2018.

It was organized by Tomsk Polytechnic University, which is one of the leading universities in Russia. Students were tested on their specialist vocabulary, writing skills and presentation skills. The presentations they were delivering were prepared during the English module at the university. One of her students Marius Borovikovas won the third place among 268 participants.

On April 24-28, 2017 Evelina Jaleniauskiene participated in the training week for language educators from various European universities **Beyond English: Multilingualism and its Challenges**. She was invited to deliver the presentation "Re-envisioning Foreign Language Education as a Discipline in Higher Education".

On June 26-27, 2017 Evelina Jaleniauskiene together with Tatjana Vezyte conducted the seminar during summer school "Educational Technologies and the Development of the Most Important 21st Century Skills in English Classes". It was organized by Kaunas University of Technology and its Center of Educational Competence. The aim was to introduce language teachers with modern educational technologies and possibilities to couple foreign language learning with the development of the most important 21st century skills.

All language educators are invited to find out about the recent updates to Common European Framework of Reference for Languages published in "The CEFR Companion Volume and Practical Considerations for Implementation"

(<https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/168074a4e2>) in September, 2017. Learning languages through action-based approach or by involving learners in purposeful tasks is highlighted. Language is not seen as an abstract thing to be learnt because one day learners will use it. Language learning is not reduced to the development of four traditional skills. The concept of mediation is expanded and the importance of mediation activities and strategies explained.

A possibility to find out about all updates exists by registering to the seminar "The CEFR Companion Volume and Practical Considerations for Implementation" organized by The Education Policy Division of the Council of Europe on 30 January 2018

(<https://www.coe.int/en/web/education/-/a-webinar-on-the-cefr-companion-volume-and-practical-considerations-for-implementation->).

Photographs: Participants of the LKPA events in Lithuania.



20th anniversary of the European Charter for Regional or Minority Languages

On 1 March 1998, the European Charter for Regional or Minority Languages (ECRML) entered into force, becoming the only legally binding instrument worldwide dedicated to the protection and promotion of such languages.

<https://www.coe.int/en/web/european-charter-regional-or-minority-languages/20th-anniversary>

News from Latvian Association of Teachers of English (LATE)



Nora Kalnača, Member of the Board

Although the winter does not seem to be leaving Latvia and the weather is still freezing, the spring had officially arrived with snowdrops in full bloom, and we are experiencing quite a lot of events in the English methodology sphere as well. The new Board has started a lot of changes, several methodological seminars to start with.

LATE held its first January Seminar: Innovative Teaching Methods to Promote a Contemporary Learning Process at Riga State Gymnasium No 1, Raina Bulvaris 8 on the 6th January 2018.



The topics of discussion were the following:

Assessing Student Skills in Reading, Listening, Language Use, Writing and Speaking (strong/weak areas in candidates' performances, writing and speaking assessment criteria and prepare for the exam). Speakers: Lidija Mitrofanova and Tatiana Kunda;

SMART Goal setting (how to boost students' motivation and achievement by showing how to set SMART goals for themselves as English learners). Speaker: James Egerton;

From Stimulation to Case Studies (to raise awareness of current demands of educational settings and explore the possibilities of the resources available for enhancing learning outside traditional classroom settings). Speaker: Janis Zeimanis;

An American Perspective (a comparison and contrast of teaching methods and pedagogy from an outsider's perspective with ideas for engaging with students). Speaker: Jeff Grinvalds (the USA);

Language Awareness for Teachers (a number of features of English grammar, with a detailed look at nouns and article use). Speaker: Robert Buckmaster.

We were delighted to receive very positive feedback about the seminar, as there had been some lack of events from our side during the school year, and LATE is definitely heading to continue organising them in the future.

There has also been one more webinar by James Egerton about Riveting Revision + Overcoming Exam Anxiety. The popularity of both webinars (the first was in October 2017) lead to think that we have to have more online events as not all members and other teachers interested in them could attend the events in person. The event was quite a demand. If the teachers in other countries are willing to participate, please see our website for further information.

One more event to have been organised was The Development and Assessment of Writing Skills at Secondary Level held on 8th February at Riga Teika Secondary School.



The seminar was aimed at English teachers who want to understand the principles of writing assessment and acquire the necessary knowledge to work with writing literacy, so that they could develop tests and apply criteria for writing assessment.

We will also be holding our annual conference in August, and I will be giving information about it in the following newsletter.

We would like to wish a fruitful work to finish the school year, and I hope to see many teachers and other colleagues in the conference in Vilnius in June.

EASTER in EUROPEAN LANGUAGES:

<https://jakubmarian.com/easter-in-european-languages-map/>

<https://www.omniglot.com/language/phrases/easter.htm>

<https://www.indifferentlanguages.com/words/easter>



USEFUL INFORMATION FROM FIPLV



Terry Lamb

FIPLV Secretary General

2017 FIPLV INTERNATIONAL AWARD

Call For Nominations

I hereby call for nominations for the 2017 FIPLV International Award.

- **About the FIPLV International Award**

The FIPLV International Award is FIPLV's highest distinction - in addition to the title of Honorary FIPLV Counsellor, which is reserved for (former) members of the FIPLV Executive - and can be awarded to FIPLV members who distinguish or have distinguished themselves by being exceptionally active, innovative, valuable, talented, in one or more fields of language learning and language teaching. The FIPLV International Award consists of a Certificate of Honour and publication on the FIPLV website of the candidate's citation with a picture and congratulations by the FIPLV Executive Committee.

• **Applications for the FIPLV International Award**

Member associations of FIPLV, who have paid their FIPLV membership fee for (2016 or) the current year, may recommend one candidate per year for the FIPLV International Award. Candidates must be members of the nominating FIPLV member association. Applications for the Award should be made on the appropriate form (see end of this document) and sent as an attachment by email to FIPLV Secretary General, Terry Lamb. Applications should contain a description of the candidate (personal data, affiliation, education, field, etc), reasons for recommendation, a list of main publications by the candidate (if applicable) and an excellent quality electronic picture in .jpg format. Two members of the FIPLV member association must sign the application, one of these being the President.

• **The FIPLV International Award Ceremony**

During the annual meeting of the FIPLV World Council, applications will be discussed and upon endorsement by the Executive Committee and members of the World Council, the distinction will be awarded to candidates. If possible, a member of the Executive Committee or World Council will present the FIPLV International Award during a ceremony. Applications are invited for consideration during the next meeting of the FIPLV World Council later in 2018.

Member associations are kindly requested to nominate candidates for the FIPLV International Award and must ensure that the full documentation reaches the Secretary General by 25 May 2018. Receipt of nominations will be acknowledged.

Please note that only one nomination from each paid up FIPLV member association will be considered. Nominations must arrive by 25 May 2018 to: Terry Lamb:

t.lamb1@westminster.ac.uk

INTERNATIONAL AWARD of the Fédération Internationale des Professeurs de Langues Vivantes (FIPLV International Award)

A Criteria

1 This Award is made in recognition of exceptional and outstanding contributions to language teaching and learning over an extended period.

2 An exceptional and outstanding contribution is to be regarded as one that has significantly influenced: the pattern and/or quality of language teaching and learning in some beneficial way; the implementation and/or retention of language policy or linguistic rights; or the retention or revitalisation of endangered languages.

3 The recipient will be or will have been actively involved in the work of the nominating association or federation.

B Nomination and Approval Procedures

1 Each FIPLV member association will appoint an Award Nominating Committee, for example consisting of its President and two members of its Committee/Board, one of whom will be named as convener. This may be in line with normal procedures of specific FIPLV member associations, where processes are in place to formally recognise excellence.

2 Strict confidentiality may be observed throughout the nominating procedure with the name of the nominee, the deliberations of the relevant committees, and the details of the nomination being divulged on a need-to-know basis only to persons immediately involved in making and considering the nomination. If a nominee is normally a member of one of the committees charged with considering the nominations, that person should not be included in the meeting. Any breach of the process may, at the discretion of the nominating member association or the FIPLV World Council, disqualify the nomination.

3 Nominations must be made by the President and seconded by another member of the Committee/Board of the FIPLV member association. They must be signed by the President of the nominating association or, in the event of the President being nominated, by the relevant Vice-President.

4 The nomination must contain the following information:

- the full name, postal and email addresses, and telephone number of the nominee

- the reasons that justify an award being made
- an outline of the nominee's career with particular reference to personal contributions as specified in the criteria (no more than 2 pages)
- a proposed citation containing no more than 300 words
- a quality photo in jpg. format

5 The nomination must be submitted to the FIPLV Secretary General electronically. The FIPLV Secretary General will send a copy to each member of the FIPLV Executive and World Council.

6 The FIPLV World Council will assess the nomination against the criteria laid down in these rules and either approve or reject the award according to normal voting procedures of the FIPLV World Council. The FIPLV Secretary General will notify the FIPLV member association accordingly.

7 The FIPLV member association will notify the awardee, offer the citation for approval, and consult the awardee on the presentation arrangements. If changes are requested to the citation by the awardee, they must be approved by the FIPLV member association. Thereafter the FIPLV President will prepare the citation and certificate.

8 Presentation of an award is irrevocable.

C Presentation

1 When an award is approved by the FIPLV World Council, it must be presented in person to the awardee, to a person nominated by the awardee to act as proxy, or to a close family member of an awardee or other person as approved by the FIPLV member association where the award is made posthumously. Wherever possible, a member of the FIPLV Executive Committee or World Council will present the Award. If this is not possible, the President of the FIPLV member association will be contacted to identify an appropriate person to confer the Award.

2 An award will generally be presented at a special public session of the next available event of FIPLV or the FIPLV member association after the FIPLV World Council meeting at which it has been confirmed. The FIPLV President or the person delegated to present the Award will read the citation prior to presenting the Award. The press and media should be invited to be present.

EASTER CUSTOMS and TRADITIONS IN EUROPE:

<https://www.thespruce.com/how-eastern-europeans-celebrate-easter-1136429>

<http://easter.fundootimes.com/easter-across-the-world/easter-europe.html>

https://en.wikipedia.org/wiki/Easter_customs

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