



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

# The Nordic-Baltic Region

## Electronic Newsletter No.1 (March 2019)

### PRESIDENT's Note



Sigurborg Jónsdóttir, Iceland

Spring is in the air and Easter just two weeks away. A lot has been happening in our different Associations and there is as usual plenty to read in this Newsletter. The article on two German teachers from Lithuania gives wonderful insights on how they see languages, language learning and teaching. The UN has declared 2019 as the International Year of Indigenous Languages and Finland reports on the very positive development of Sámi, the indigenous languages, while foreign languages are not doing so well. From Iceland we read about workshops organized together with the Institute of Vigdís Finnbogadóttir. Estonia tells us more about their participation in developing international exams. An exciting project. It would be really interesting to know, whether students in our area are taking internationally acknowledged language exams and if it is increasing. A certain proficiency level is not only necessary in order to study abroad but is often the key to getting the position the student is aiming at. Certification of one's language level is something of value and can make students see the sense in really applying themselves to language

learning. Europe and even the whole world is becoming more or less one market area or at least closely connected.

We will get a good chance to discuss all this, face to face 11. – 12. June 2020 at the next NBR Conference in Reykjavík, Iceland. The theme will be “The Future of Languages”. You are all warmly invited to join us there. Please spread the word of the Conference. We will soon be sending out calls for papers. There will be lectures, workshops, poster presentations and plenary talks.

## **ECML Programme Developments (Information from the European Language Gazette)**

**“Learning environments where modern languages flourish”: EOL tools and resources tested by 28 participants from 28 countries**



The key challenge of the project “Learning environments where modern languages flourish” (EOL) is to support schools that wish to establish language friendly learning environments which promote the exchange of related resources, research and practice. The project is supported by a European network of partner schools, with innovative approaches to establishing language friendly learning environments which promote the exchange of related resources, research and practice.

During the recent workshop (Graz, Austria, 7-8 March 2019) 28 participants from 28 countries had the opportunity to familiarise themselves with the holistic approach to language education that is at the heart of the EOL project and tested tools and resources developed in this context. EOL-Matrix: parameters which lead to learning environments where modern languages flourish.

One of the main project outputs is a matrix offering an overview over different fields and areas which might support schools in developing learning environments where modern languages flourish. The matrix matches 4 “environmental levels” (learner, class, schools, system) with 5 dimensions of language learning:

- Language and languages - Operational dimension;
- Valuing languages - Ethical dimension;
- Interculturality - Experience dimension;
- Enriching curricula - Curricula based dimension;
- Everyday languages - Existential dimension.

The tool should help schools to identify new opportunities for and through languages. The goal is modelling schools towards a language friendly learning environment. The matrix is a dynamic tool and has been tested and improved throughout the 4 years of the EOL project. It will be linked to a glossary and a series of tools and resources. All project outputs will be made freely available on the ECML website in the course of 2019.

## **"Action research communities for language teachers": webinar recording available on the project website**



The ECML project “Action research communities for language teachers” (ARC) has supported teachers in European classrooms in using action research as an essential tool for the development of reflective classroom practice - highlighting ways in which teachers can enhance their self-confidence and professionalism. The webinar (recorded on 25 January 2019) provides an insight into the

experiences gathered over the 3 years of the project (2016-2018) and the results achieved.

In the webinar ( <https://www.ecml.at/ECML-Programme/Programme2016-2019/Professionallearningcommunities/tabid/1868/language/en-GB/Default.aspx>)

the project team and colleagues involved in action research speak about their experiences with action research in national contexts, the resources they developed and addressed questions raised by participants:

- Christine Lechner, Pedagogical University, Austria, ARC - project framework;
- Angela Gallagher-Brett: SOAS, University of London, UK: "The ARC-Spiral";
- Inge Alfredson: Avedøre Lower Secondary School, Denmark: "The discovery of the intercultural dimension in English lessons through action research"
- Kenan Dikilitas: Bahçeşehir University Turkey: "Action Research at tertiary level: Field notes from a research mentor";
- Sunny Lau, Bishop's University, Canada: "Participatory action research: promotion of language teachers' self-efficacy and advocacy for socially just plurilingual pedagogy".

All project outputs (guide to action research applicable in different European settings, case studies and training modules) are in the process of finalisation and will be made available in the course of this year.

## Online Directory of Language Associations/ Organisations



This fully searchable directory

(<https://lacs.ecml.at/Newdirectory/tabid/3998/language/en-GB/Default.aspx>) is intended to facilitate collaboration between professionals from different language teacher associations and other language organisations, as well as across different languages, regions and countries. The directory can be used, for example, to find partners at national and international level for projects, events, competitions, to publicise your activities and publications, to campaign for languages or to seek sponsorship, etc.

The directory currently lists only a small proportion of the language associations and institutions - mainly based in Europe. If you wish your organisation to be added to the directory or to recommend other missing organisations/associations please contact us: [christian.friedrich@ecml.at](mailto:christian.friedrich@ecml.at)

## Professional Network Forum of the ECML



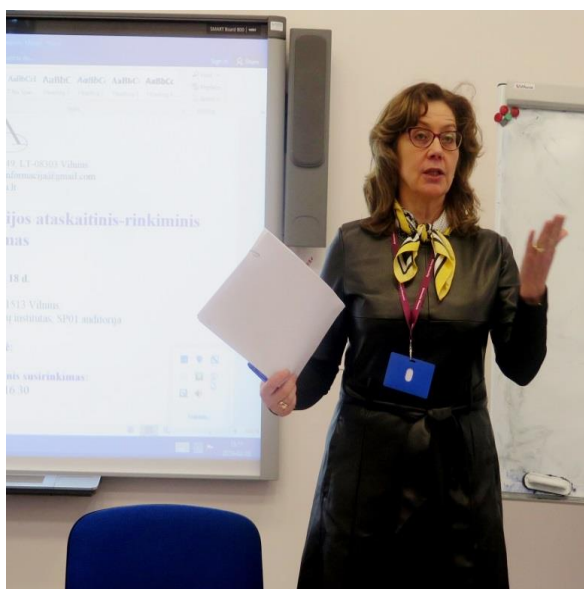
The Professional Network Forum of the ECML is comprised of international associations and institutions that share common values and have overlapping expertise in the field of language education and assessment. Under the auspices of the ECML, the members of the Forum share their know-how and work together on areas of common interest in the service of language education. Members of the Forum: ACTFL, AILA, ALTE, CEL/ELC, CercleS, EALTA,



EAQUALS, ECSPM, ECML/Council of Europe, EDiLiC, EFNIL, EPA, EUNIC, FIPLV, ICC, OLBI. Dedicated ECML web page:

<https://www.ecml.at/Aboutus/professionalnetworkforum/tabid/137/language/en-GB/Default.aspx>

## Challenging Events Organized by Language Teachers' Association of Lithuania



Roma Kriaučiūnienė, former president of LKPA.

On 18 March, 2019 Language Teachers' Association of Lithuania (LKPA) held their general annual meeting and elected their new Board and President of the association. Almantė Meškauskienė, deputy director of the Institute of Foreign Languages of Vytautas Magnus University was elected President of Language Teachers' Association of Lithuania (LKPA) for the period of three years. Almantė Meškauskienė has over 20 years of experience of teaching various English (ESP) courses at University level, has conducted numerous seminars and workshops, and discussions to English languages teachers of Lithuania, has delivered open language courses, has been an active member of the former LKPA Board and has contributed to LKPA'S activities a lot.

We wish our new President Almantė Meškauskienė success in leading Language Teachers' Association of Lithuania (LKPA), reassuring and maintaining its sustainability as well as opening new vistas and possibilities for its members!

As a former President of Language Teachers' Association of Lithuania (LKPA), I would like to thank you all for cooperation, for being together, for providing me the

opportunity to learn from you and grow. Being President was a challenging time but your friendship and support has made it easier. I truly appreciate and treasure those years of collaboration with you. I wish you all success in your personal and professional lives, great achievements for you and your associations!

Photographs by Eglė Šleinotienė :



# **Almantė Meškauskienė-Newly Elected President of LKPA**



Almantė Meškauskienė, President of Language Teachers Association of Lithuania, Deputy Director of the Institute of Foreign Languages at Vytautas Magnus University.

**1996 - Bachelor's Degree in English language and literature at Vytautas Magnus University,**

**1998 - Master's degree in English linguistics,**

**2001- KTU Faculty of Social Sciences - Studies of economics and business fundamentals with teacher's degree diploma**

**Twenty-one-year experience in teaching general English and ESP for students of Information Technology, Fundamental Sciences, Design and Architecture and Chemistry.**

**From September 1998 to 2006 - English assistant at KTU. From 2006 - to 2015 English lecturer at KTU. Since 2007 until 2009 - Translator of technical texts at Lithuanian Energy Institute.**

**From September 2015 until now Deputy Director of the Institute of Foreign Languages and lecturer of English at Vytautas Magnus University. Member of the Board of the Institute of Foreign Languages. As a lecturer responsible for teaching general English and ESP at various levels, preparing tests and teaching materials for classroom and virtual lectures, and participating in projects, testing (certified PTE tester), in-service training, and conducting courses for university lecturers, staff and public representatives. As Deputy Director responsible for organizing and ensuring the work of the unit, co-operation with schools, coordinating communication with students, organizing lectures, consultations, conducting competitions for pupils, organizing meetings with students, organizing events with university graduates, employers and delivering public lectures for the public, discussions and seminars, coordinating the activities of students who perform study practice at IFL, selection of university students for bilateral exchange studies.**



**Scientific activity:** member of the Organizing Committee of the International Conference "Sustainable Multilingualism // Darnioji daugiakalbystė", member of the Certification commission of study subjects' for distance learning, member of the cluster "Improvement of Multilingualism Competence", reviewer of scientific articles in the "Sustainable Multilingualism // Darnioji daugiakalbystė";

**Membership:** member of the Lithuanian Association of Language Teachers since 2015, Member of the Council since 2016

**International Cooperation Activity:** CLIL course for Pavlodar Institute Teachers and Students and IELTS course for Pavlodar Institute Teachers at Pavlodar State Pedagogical University, 11-29 April, 2016; delivering lectures at York University 06 - 10 March, 2017; Erasmus + Strategic Partnership Project FAB - Formative Assessment Benchmarking for Foreign Language Learning & Teaching in Higher Education 2015 - 2018 1-PL01-KA203-016474.



## **Public Service Language Centre Celebrating Centenary (50+50)!**



Audronė Auškelienė, PSLC Director, LKPA vice president, treasurer

Born almost on the same day, two professional German language experts, two outstanding teacher trainers and charismatic personalities combine professional career and family happiness.



R. Sarnickienė and R. Mačiutienė

at the PSLC anniversary (photo by M. Juknevičiūtė, 2018, Vilnius)

Born almost on the same day (just 2 days difference), two friends and colleagues, two professional German language teaching and examination experts, outstanding teacher trainers and charismatic personalities, happily married wives and loving mothers creatively combine professional career and happy family life. In April 2019 both Ramunė Sarnickienė and Regina Mačiutienė are celebrating their 50th anniversaries, and to the Public Service Language Centre it is a double celebration – a Centenary 50+50!

Ramunė Sarnickienė and Regina Mačiutienė are the „core“ of German language teaching at the Public Service Language Centre (PSLC), which is the founder of the Language Teachers' Association of Lithuania in charge of the bookkeeping and finances of the Association since the very beginning when it was founded in 2006. For their rich German language teaching experience and professional expertise both ladies could be easily granted the name of German language teaching „benchmarks“ in Lithuania. If you contacted Goethe Institut staff in Vilnius and asked them for two references of top German language experts, the two names would undoubtedly be Ramunė Sarnickienė and Regina Mačiutienė.

## Ramunė Sarnickienė



Ramunė

Sarnickienė teaching German at the Public Service Language Centre (photographer M. Juknevičiūtė, 2019, Vilnius)

Ramunė Sarnickienė, Deputy Director at the Public Service Language Centre (PSLC) in charge of German language teaching and international Goethe Institut (GI) examinations is the chief examiner and a teacher trainer both within the PSLC and on the national level. Holding awards from the Minister of Education and Science of the Republic of Lithuania for her merits promoting German language teaching in Lithuania, Ramunė is an active member at the Association of German Language Teachers of Lithuania and annually contributes to the National German language Olympiad for school children of Lithuania.

Ramunė was born on 19 April 1969 in Vilnius. After graduating from Vilnius University with the Master Degree of German Philology for several years she worked as a German language teacher with young learners, and later started teaching German language to adult professionals at the PSLC where she has been working for around two decades.

Since 2001 Ramunė Sarnickienė has been working as the head expert of the GI examination team, training teachers of German language. Due to professional expertise of the German language teachers' and examiners' team as well as successful cooperation with the Goethe Institut, in 2012 the PSLC was issued the license empowering the institution to administrate international GI examinations.

Constantly upgrading her professional competences as a German language teacher and examiner and acquiring necessary leadership skills as a teacher trainer Ramunė has prepared a highly professional team of German language experts - teachers and examiners - who offer their top-level services both at the PSLC and nationally.

Ramunė is happily married and has two adult daughters. Below she is sharing life memories and giving recommendations on how to learn a foreign language:

#### Life memory

„The most memorable date for me is the night of 13 January 1991. I was in my final year at University, and as all students those days I was engaged in political events of Lithuania, the country that had just reestablished its independence from the Soviet Russia. It was a really exciting and moving time. On that night we headed towards the Parliament with a strong intuition that it was the place of major importance which was under threat. We were standing there and waiting... I am not sure if we could have been of any use as protectors, but those hours, that atmosphere and understanding that we were taking part in the history, will never be forgotten.”

#### How to learn a foreign language

„While learning a foreign language you need to „immerse“ into it, i.e. try to read as much as you can in this language, practise the language in everyday life situations, and naturally listen this language spoken. I strongly believe that the more you practise listening the better speaking skills you acquire. And sure, it goes without saying, that learning should be fun.”

## Regina Mačiuitienė



Regina Mačiuitienė teaching German at the Public Service Language Centre (photographer M. Juknevičiūtė, 2019, Vilnius)

Regina Mačiuitienė, German language teacher and examiner at the Public Service Language Centre (PSLC), was born on 17 April 1969 in Rokiškis, Lithuania. After graduating from Vilnius University with the Master Degree of German Philology for several years she taught German language at the Faculty of Economics and Communication at Vilnius University. Later she started working at the Goethe Institut (GI) as the coordinator for German language teaching and international examinations where she promoted GI examinations and strengthened trans-institutional cooperation between GI and PSLC.

Regina has been holding a license of GI examiner since 2001 and has been constantly upgrading her professional competences as a German language teacher and examiner and acquiring necessary leadership skills as a teacher trainer at the PSLC.

In 2008 Regina defended her Master Thesis in Educology on the topic „Non Formal Adult Language Learning“. The results of her research indicate that the dominating purpose of language learning is to improve foreign language communication skills. Learning another language might be influenced by various instrumental and integrational motivation factors. The quality of non-formal language education depends on social and psychological factors. According to her survey results, the attitude towards an unfamiliar country, learning motivation and independent learning may be interrelated. To ensure successful learning process the teacher needs to provide efficient social and psychological learning conditions and assist the learners while discovering their individual learning styles.

Regina is happily married and has three children. Below she is sharing life memories and giving recommendations on how to learn a foreign language:

### Life memory

„On 11 March 1990 Lithuania reestablished its independence from the Soviet Russia. At that time I was in Eastern Germany studying German language as an exchange student. The news then were brief and unexpected, the students' and teachers' congratulations sounded careful, but my



great joy that I am returning to free Lithuania celebrated a victory over the Western pragmatism.”

## How to learn a foreign language

Language cannot be separated from the country. Learning a language is moving step by step towards the culture of the country, learning about its politics, economics... While learning a language we are also learning new rules of communication and cooperation. It is extremely exciting and useful.

## L'Association lituanienne des professeurs de français



Jurgita Kimbirauskienė, présidente de l'Association lituanienne des professeurs de français (ALPF)

L'Association lituanienne des professeurs de français fondée le 12 décembre 1989, membre d'une fédération internationale des professeurs de français depuis le 27 juin 1990, relie les spécialistes de la langue française enseignant à tous les niveaux aux établissements éducatifs.

Les objectifs de l'Association sont de donner aux professeurs la possibilité d'échange de l'expérience ; d'avoir les formations pédagogiques et didactiques ; de promouvoir le français, la littérature et la culture française en Lituanie; et de présenter les nouvelles technologies pour enseigner le français.

Le bureau de l'association qui compte 5 membres bénévoles organise la conférence annuelle des professeurs, où l'on discute des activités, des problèmes et des particularités de l'enseignement du français. Les représentants de Seimas, de l'Ambassade de France en Lituanie, de l'Institut

français, de l'Ambassade du Canada, du ministère d'éducation et d'enseignement et des associations des langues y sont invités.



Le congrès international 2018 "F(f)rancophonie durable : le rôle de l'enseignant" à Lietuvos Seimas (membres du bureau de l'ALPF)

L'Université d'été organisé par l'association depuis 2016 attire par son actualité et un vif intérêt des professeurs lituaniens.



L'Université d'été 2018 à Palanga



L'Olympiade nationale de français 2019 à Palanga.

L'Association des professeurs de français avec l'Institut français de Lituanie, avec le Ministère de l'éducation, des sciences et des sports, le Centre de l'éducation non formelle pour les élèves et les autres partenaires, organise les Olympiades nationales et les concours de la langue française, l'association prend part aussi dans

l'organisation de Camp d'été et de festival de la chanson française « L'amour change le monde » et des événements dédiés à la langue française et à la journée internationale de la Francophonie.

Afin de promouvoir l'enseignement et l'apprentissage du français et renforcer les contacts entre les trois pays baltes, les associations des professeurs de français en Lituanie, en Lettonie et en Estonie ont pris l'initiative d'élargir la tradition des olympiades de français en niveau interbaltique.

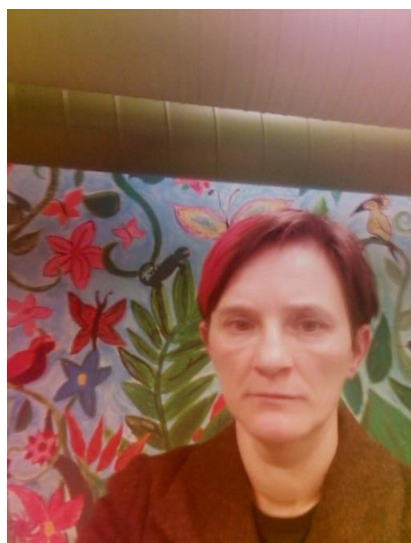
L'Olympiade interbaltique de français sera organisée chaque année au mois de mars, après les finales de niveau national. Chaque pays envoie 5 élèves gagnants de l'Olympiade nationale de français du niveau B2. Selon le règlement, il y aura 15 participants au total (5 participants de chaque pays) qui apprennent le français au niveau B2.

Cette année, le 30 mars, l'Olympiade interbaltique aura lieu en Estonie, organisé par l'Université de Tallinn et l'Association des professeurs de français d'Estonie avec la participation des partenaires nationaux et des associations des professeurs de français de Lituanie et de Lettonie.

Les gagnants de l'Olympiade nationale ont obtenu la possibilité de représenter la Lituanie dans la première Olympiade interbaltique de français.

Dans son propre site <https://alpfi-lituanie.org> et la page Facebook l'association publie ses activités.

## Greetings from Finland



Outi VILKUNA, The Federation of Foreign Language Teachers in Finland SUKOL, Member of the Board. [https://www.sukol.fi/in\\_english](https://www.sukol.fi/in_english)

The number of pupils studying in the indigenous Sámi languages is increasing. The number of both pupils receiving instruction in Sámi and pupils studying Sámi as a voluntary foreign language in basic education has increased in the early part of the 2000s. Now there are pupils studying in Sámi also in Helsinki.

Sámi can be the language of instruction, or pupils can study Sámi as mother tongue and literature or as a voluntary foreign language. According to legislation, pupils living in the Sámi home area who are proficient in Sámi, shall be given instruction mainly in Sámi. The Sámi home area in the Finnish Lapland includes the municipalities of Utsjoki, Inari and Enontekiö, as well as Vuotso, which is located in the northern part of the municipality of Sodankylä. Three Sámi languages are spoken in Finland: Northern Sámi, Inari Sámi and Skolt Sámi.

Between years 2006 and 2016 no pupils outside the Sámi home area received instruction in Sámi. This, even though the majority of Sámi children and adolescents nowadays live in other parts of Finland. The situation is slowly changing: for example, the Pasila primary school in Helsinki has offered classes taught bilingually in Sámi and Finnish since August 2018.

One factor affecting the possibility to study Sámi outside the Sámi home area is whether distance learning is available. In May 2018, the Ministry of Education and Culture granted funding to the municipality of Utsjoki until the end of 2020, for a project promoting remote access to study Sámi.

UN has declared 2019 as the International Year of Indigenous Languages. The Sámi National Day is on 6 February.

#### 2019 UN International Year of Indigenous Languages

The Federation of Foreign Language Teachers in Finland has published its' goals for the parliamentary elections coming up later in spring 2019.

The association demands equal rights and possibilities to all students (lower and upper secondary, vocational education and higher studies) to study foreign languages regardless of their place of residence. High quality language teaching also requires enough funding at all levels of education.

SUKOL eduskuntavaalitavoitteet (only in Finnish)

Here You can find statistics on Foreign Languages studied at grades 1 – 6 and 7 – 9 from 2017.



In 2017 almost all (99,4%) of students in grades 7-9 studied A-English (as that is mainly the language offered as A1-language). Optional B2-English has not been that popular.

In 2017 German was the most popular B2-language in grades 7-9 with 5,3% of all students in that age group compared to 2,7% studying French and 2,0% studying Spanish. There were in total 19 873 students in grades 7 - 9 studying a B2-language in Finland.

Almost all students completing upper secondary studies have had English as A-language compared to 8,3% taking the matriculation examination in A-Swedish, 5,6% in A-Finnish and 2,5% in A-German. There were only 5 335 students taking the matriculation examination in another Foreign Language besides English.

These figures are most alarming and the association is campaigning at all fronts to raise awareness on the importance of keeping our foreign languages competence as high as possible and ensuring the availability of quality teaching throughout the nation.

## ESTONIA:

### Work on Project Promoting Languages



Ene Peterson, Chair of Estonian Association of Foreign Language Teachers.

I am privileged to introduce an unusual and a challenging project funded by European Social Fund. The project started on 1 October 2017 and lasts until 30 September 2020. We have a project information on our website (in Estonian). To get an information

what is this project all about read below. Project website:

<http://www.voorkeelteliit.eu/programmidprojektid>

During the following year and a half, at least 100 students acquiring the qualification of a foreign language teacher (whether majoring or minoring in the speciality) and practising teachers of English, French, German and Russian have the opportunity, when passing an internationally recognized language examination at the level B2, C1 or C2, to get reimbursed for the examination fee.

Internationally recognized English language examinations include: Cambridge English Qualifications (B2 First, C1 Advanced, C2 Proficiency); The International English Language Testing System (IELTS) (at least band 5.5 on the 9-band scale); Test of English as a Foreign Language (TOEFL) iBT (at least 72 points on the 120-point scale); PearsonTest of English General (Level 3 – B2, Level 4 – C1, Level 5 – C2).

You can find additional information here: E. Peterson. 2018. Raise Your Language Level: A Challenge or an Opportunity? Open! The EATE Journal. Issue No 53, August 2018, p. 1-2, <https://issuu.com/kat3z/docs/open-53-2018>.

## NEWS from STIL - March 2019



Petrina Rós Karlsdóttir, President of STÍL

STIL has been organizing in cooperation with The Vigdís Finnbogadóttir Institute of Foreign Languages Workshops in language teaching. Teachers' workshops are collaborative projects between the Vigdís Finnbogadóttir Institute and the Language Teachers Association in Iceland – STÍL.

There have already been 2 workshops, one in November. The subject of the workshop was "Teaching Writing in Secondary School" by Dr Patricia Prinz from Ireland.

This workshop provided an overview of concepts teachers in secondary school to incorporate into their upper level language classes to help students preparing for university writing tasks.

Another workshop was in February directed by Ármann Halldórsson, M.Ed. Teacher of English and Philosophy in Upper Secondary School VERSLO.

Workshop: Lectio divina: Ármann introduced methods for working with texts that come from liturgy (mainly Christians). The methods were on the one hand lectio divina and on the other hand the Florilegium. The idea was to download from Harry Potter and the Sacred Text, using these techniques on secular texts. Participants will be asked to include phrases from literary works that are dear to them to make the Florilegium. These methods are more suitable for work at upper levels of language learning, but it may also be exciting to consider various possibilities for adaptation. This approach is in the spirit of the "slow" movement.

The Third one this winter will be in the end of April will directed by Asta Ingibjartsdóttir, an assistant professor in French at the University of Iceland's Department of Language and Culture.

This workshop gives language teachers the opportunity to get acquainted with the use of drama in the spoken language.

STIL just started the committee of organization for the next NBR 2020 Congress with the Association's members.

## USEFUL VIDEO PROGRAMMES/MATERIALS to TEACH LANGUAGES

Ben Goldstein - A history of video in ELT:

<https://www.teachingenglish.org.uk/article/ben-goldstein-a-history-video-elt>

Teach and Learn with these 7 Resources for Language Teaching Videos:

<https://www.fluentu.com/blog/educator/language-teaching-videos/>

Video for the English classroom:

<https://www.teachingenglish.org.uk/article/video-english-classroom>

25 Ways to Say "NO" in English: Advanced Vocabulary Lesson

[https://www.youtube.com/watch?v=0\\_uCttX-tg](https://www.youtube.com/watch?v=0_uCttX-tg)

How to Stop Translating in Your Head and Start Thinking in English Like a Native:

[https://www.youtube.com/watch?v=FUW\\_FN8uzyO](https://www.youtube.com/watch?v=FUW_FN8uzyO)

Learn English With Movies Using This Movie Technique:

<https://www.youtube.com/watch?v=791cOfTEkEc>

Your body language may shape who you are | Amy Cuddy

<https://www.youtube.com/watch?v=Ks-Mh1QhMc>

Ways to Improve English Listening Skills and Understand Native Speakers:

<https://www.youtube.com/watch?v=W59Abl7kcp0>

If your life is your biggest project, why not design it? | Ayse Birsel:

<https://www.youtube.com/watch?v=-p87nJ4XQHY>

Skills Every Child Will Need to Succeed in 21st century

[https://www.youtube.com/watch?v=z\\_1Zv\\_ECy0g](https://www.youtube.com/watch?v=z_1Zv_ECy0g)

Creative and active teaching and learning: Dr. John Zubizarreta

<https://www.youtube.com/watch?v=V3QfhMX5ESU>

Building a Better Teacher

<https://www.youtube.com/watch?v=agkDTfibV1Q>

How schools can stop teaching and start learning:

<https://www.youtube.com/watch?v=Ho1i9cn7J6c>

Can teachers change the world? | Austėja Landsbergienė:

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

What else do we learn when we're learning:

<https://www.youtube.com/watch?v=erVBdrhYw1U>

VOCABULARY: Using the suffixes -tion, -sion and -tation:

<https://www.youtube.com/user/bbclearningenglish>



English Pronunciation Lesson | -TION suffix:

<https://www.youtube.com/watch?v=xpvpJ8EtXOA>

Computers and learner autonomy: trends and issues:

<https://www.teachingenglish.org.uk/article/computers-learner-autonomy-trends-issues>

1829 FREE ESL classroom posters worksheets

[https://en.islcollective.com/resources/search\\_result?Material\\_Type=classroom+posters](https://en.islcollective.com/resources/search_result?Material_Type=classroom+posters)



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