



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

The Nordic-Baltic Region

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PRESIDENT's Note



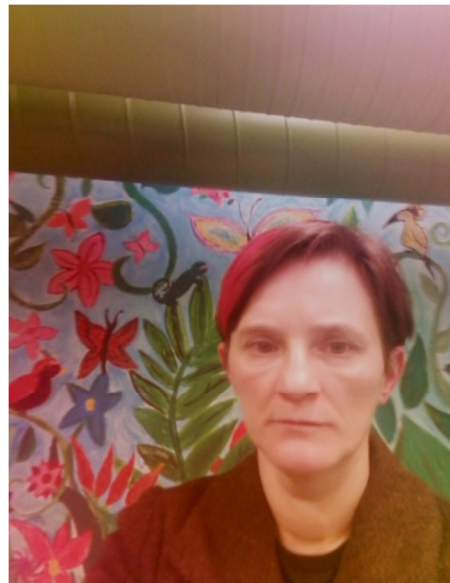
Sigurborg Jónsdóttir, Iceland

It's autumn now and we're well into the new school year. Both teachers and students have settled into a certain routine. It's a good time to look back at the summer activities of the Associations. All of kinds of interesting seminars and conferences have

taken place in our member countries since the NBR conference in Vilnius in June. The articles cover different approaches and techniques in language teaching, the challenges teachers face in their every day work, changes in the education systems. They also look to the future and how children can benefit even more if learning or at least encountering foreign languages at an early age. Encouraging a positive attitude from the start towards foreign languages will hopefully open their minds to learning different languages. We want our students to be able to use the languages they learn in order to communicate with others, use it for studies, work and travel not just as simply another subject completing all kinds of grammar exercises and gap sheets. The teachers are supposed to be using all kinds modern technology and media and the internet with all its wealth of information that can be a great asset and help. But we must bear in mind, no matter what language we teach, that languages only live if they are spoken in order to communicate with others.

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Some Insights to the Future of Foreign Languages Teaching in Finland (III)



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

The current Finnish Government Program entails 26 key projects, of which one is 'New Learning Environments and Digital Materials to Comprehensive Schools'. The

project's objectives include, for example, modernizing Finnish education in terms of pedagogy and the learning environment, improving learning results, and providing pupils with skills that respond to future needs. In order to accomplish this, the project divides into three themes. One of these is the government key project for languages, which focuses on increasing and diversifying language teaching by way of regional experiments. The aims of the project can be simplified to three main points of focus: integrating early language learning into Finnish education with a much wider scope than before, providing pupils with a wider language repertoire, and creating a welcoming and encouraging attitude towards foreign language learning. It is believed that by introducing foreign languages to children at a young age, they will have the courage to communicate even with limited vocabulary and skills. While efforts have been made to encourage and support pupils' development of oral skills in foreign languages, pupils may have felt that their oral skills are lacking. Together with new curricular elements in Finnish education, introducing languages at an early age is envisioned to be a solution to the issue. As to the general benefits of learning languages, knowledge of several languages has been shown to improve memory, strengthen multitasking skills, as well as prevent or delay Alzheimer's and dementia, to name but a few. The second and third points of focus are the diversification of language teaching and the promotion of the value of language learning. Diversification refers to offering teaching in various languages to ensure that pupils acquire a wide language repertoire in school. It is also closely related to providing pupils with an enhanced understanding of the value of language learning.

The Finnish education system provides its pupils with a language repertoire of at least three languages: the mother tongue, the second national language, and one other foreign language, which is usually English. Almost 80 % of Finns keep to these three languages. Statistics show that foreign language learning is becoming ever more centered around the three forementioned languages, and a common belief is that learning a foreign language other than English is no longer as advantageous as it might have been before, far be it a necessity. The dominance of English as the only foreign language that pupils learn is one of the key issues that these regional experiments try to tackle. Above text summary from

https://www.oph.fi/download/187642_Finland_invests_in_early_language_learning.pdf

Also see

http://www.oph.fi/download/146428_Finnish_Education_in_a_Nutshell.pdf and <https://valtioneuvosto.fi/en/sipila/gove> and Understandingrnrnt-programme.

All these key projects are only at their first steps and much debated. We will see first outcome of these only in a few years. An urgent issue to tackle tough is ensuring that throughout Finland there would be genuine possibility to study a wider range of Foreign Languages in face-to-face classrooms as it is an undeniable fact that students will drop out of Foreign Language Online courses that have been set up to cut costs of small teaching groups. At the raise of Mathematics and Sciences, the medium of Thought and Understanding that is Language and Foreign Languages, seems yet to be underestimated. This is also much debates in the new system of entry to universities where starting points are scarcely given for matriculation exam result(s) in Foreign Languages and thus do not encourage to study them apart from English which shouldn't nowadays even be considered a Foreign Language per se, it is rather a tool or Civilian skill.

The Federation of Foreign Language Teachers in Finland SUKOL has also responded to the demand of teacher training on the Early Onset Foreign Language Teaching organizing training conferences and there is more to come. The annual National Autumn Conference will be held in Turku on October 6th, 2018

https://www.sukol.fi/toiminta/koulutuskalenteri/sukolin_syyskoulutuspaivat_turku.40.html

SUKOL also follows closely the implementation of the National Matriculation Exam in English and Upper Secondary Education Reform

<https://www.ylioppilastutkinto.fi/en/matriculation-examination> "He who knows no foreign language, knows nothing of his own." Goethe.



News from Latvian Association of Teachers of English (LATE)



Nora Kalnača, LATE Board Member

The summer is just starting to show the first signs of going away in Latvia. All of us had a nice and long vacation but some of us also actually worked. The two biggest events in the sphere of English teaching in Latvia were the Summer School and LATE 26th Annual Conference, both in August; we are intending to hold a couple of events in the autumn as well.

LATE, in co-operation with the British Council, organised a residential summer school entitled "Coping with Competences", for English teachers, from 15 - 18 August at Priekuli Technical School. Chris Thorn from the UK and local lecturers shared their expertise and worked with 55 teachers to develop ideas and resources to use in their classrooms.



(photo by Robert Buckmaster)



(photo by Inga Linde)

The Latvian Ministry of Education is in the middle of a new curriculum reform project "School 2030". This summer school was designed to help teachers 'cope' with the new ideas behind the curriculum - the competences and transversal skills. The first two and a half days of the school consisted of workshops on a variety of topics. The remainder of the school was devoted to the project work.

The topics covered in the workshops were: The Competency-Based Curriculum; Developing Self-Regulated Learners; Creativity For Everyone; Engaging With Motivational Activities; Assessment For Learning; the 4Cs of Competence-based Teaching; Writing; Time to Think; ICT in English Language Teaching.



(photo by Robert Buckmaster)

Near the end of the summer school the participant teachers were asked to work in pairs to prepare lesson plans based on their chosen course books. If you are interested to see and download the lesson plans in pdf format, please visit our webpage www.late.lv .

Just a few days later, on 23rd and 24th August, we had our Annual Conference "Educating Today's Learners for the 21st Century World: Competence-based Teaching and Learning", which was held in Riga State Gymnasium No 1. It was attended by 140 English teachers and other educators. The conference guest speakers included Phil Warwick from Pearson, Sylvie Dolakova from the Czech Republic and Sarah Ellis, Examinations expert from Cambridge Assessment English.



(photo by Robert Buckmaster)

Various important topics were discussed: English amongst Dyslexic children (by Sylvie Dolakova), Digital Resources for Teachers and Children (by Sarah Ellis), and How to Bring Authenticity to Screenagers (by Phil Warwick) among them. Robert Buckmaster, LATE Vice-President, also made a presentation about Writing a Key Competency in the 21st Century. We were really delighted to have a colleague from Lithuania who participated both at Summer School and Conference.

Prof. Vita Kalnberzina's presentation about the English Olympiad results from the previous year was definitely involving. Last year the Ministry of Education gave the green light to have the English Olympiad for the senior students again after a number of years without it. Teachers thought it was simply unfair that students couldn't show their English skills and were very happy that the Olympiad restarted. The attendees were delighted to be able to put forward their suggestions about the topics as well as analyse the tasks.

We would like to express many thanks to our partners from the bookshops and publishers who kindly donated special prices of their books and other teaching materials for the conference attendees, and offered prizes from their stock for the raffle. We invite colleagues from other NBR countries to visit Latvia and attend more of our events. The next one is planned for 4th January. We look forward to seeing you, and we wish everyone a successful and healthy new school year.

Ein Franzose in Estland

Deutschlehrertreffen in Haapsalu und Schülercamp in Kloogaranna im Sommer 2018



Gael Frank. Deutschlehrer an Sekundarschulen Collège Romain-Rolland und Collège Louis-Paulhan, Sartrouville, Frankreich.

Jährlich findet das „Sommercamp“ der estnischen Deutschlehrer*innen statt. Vierzig Deutschlehrerinnen (und meistens nur ein Deutschlehrer!) kommen in einem anderen Ferienort in Estland zusammen. Diesen Sommer 2018 habe ich das Glück gehabt, vom Estnischen Deutschlehrerverband EDLV / ESÖS nahe des Kurortes Haapsalu, eine Stunde von Tallinn entfernt, freundlicherweise eingeladen zu werden.

Ich durfte bei allen Aktivitäten der Teilnehmer*innen mitmachen. Das Programm war sehr interessant. Als Geschenk des Goethe Institutes zum 25. Jubiläum des Verbandes hatten die Deutschlehrer Estlands eine Fortbildung bekommen: Ein Duett aus Deutschland, die „Erfindenker“ (Caroline Leuzinger und Fabio Niehaus), hat sowohl für qualitativ hochwertige Ausbildung als auch dabei für gute Stimmung gesorgt! Überschriften der Workshops waren „Mit Musik geht alles leichter“ und „Probier's mal mit Beweglichkeit“. Schwerpunkte waren Musik und Bewegung im Deutschunterricht. Wir haben rhythmisch getanzt und gesungen, uns

selbst Choreographien einfallen lassen, neue Impulse für unseren Unterricht gewonnen. Uns wurden Namen von Künstlern aus der jetzigen Musikszene gegeben, sowie praktische Ideen zum Einsatz ihrer Werke im Unterricht für Schüler jeglichen Alters. Wir haben viel mitgemacht und großen Spaß gehabt!

Neben dieser erfolgreichen Arbeit hatten wir auch ein erfreuliches Angebot an Erholungsmöglichkeiten. Das Ferienhaus verfügt über eine Sauna, wie es in Estland üblich ist. Die Interessierten konnten auch in der nahe gelegenen Ostsee baden. Der Gaumen wurde nicht vernachlässigt, denn am ersten Abend haben wir auch gegrillt! Die Wirtin des Ferienhauses war eine ausgezeichnete Köchin. Das marinierte Fleisch war köstlich, die Salate und Gemüse, die es begleiteten, waren auch ein Genuss. Neben den bereichernden Gesprächen, die mir die Möglichkeit gegeben haben, Deutschlehrkräfte in Estland kennenzulernen, habe ich auch mit den Anwesenden geschauspielert! Es ging um die Inszenierung des Märchens „Tischlein, deck dich!, der Goldesel und Knüppel aus dem Sack!“ Die Deutschlehrerinnen waren sehr gute Schauspielerinnen! Wir haben viel gelacht, vor allem beim Geschrei der Tiere!

Am letzten Tag leitete ich einen Workshop zum Thema „Im Gewitter der Rosen“ – Wege durch Leben und Werk von zehn deutschsprachigen Lyrikerinnen des 20. Jahrhunderts“.

Und ich hatte auch am Tag vor dem Anfang des Lehrercamps einen Tag am Deutschcamp der Schüler teilgenommen. Dreißig estnische Schüler hatten die Gelegenheit, an einem Camp teilzunehmen, das von ehrenamtlichen freiwilligen Lehrern organisiert wird. Ich hatte auch den Kindern das Märchen vorspielen lassen und wir hatten dabei großen Spaß! Für mich sehr aufschlussreich war auch zu beobachten, wie Caro und Fabio des Goethe Institutes bei den Kindern die erprobten Spiele und Techniken einsetzen, die sie uns Erwachsenen dann auch näher gebracht haben.

Das alles ist entstanden, weil ich vor drei Jahren am DACHL-Seminar teilgenommen habe. Ich hatte mich damals schon mit dem Kollegen Kalle Lina aus Estland gut verstanden, von ihm ein paar Brocken Estnisch gelernt, weil mir die Sprache so exotisch vorkam, dass ich sie mir ein bisschen aneignen wollte! Und letztes Jahr, im Sommer 2017, haben wir uns auf der Internationalen Deutschlehrertagung IDT in Freiburg in der Schweiz wieder gesehen und die Präsidentin des EDLV, Signe Ilmjärv, hat dem zugestimmt, dass ich dieses Jahr

teilnehmen darf! Somit wird dem Motto der IDT „Brücken gestalten - mit Deutsch verbinden“ total und ganz entsprochen!

Die Lehrerfortbildung, an der ich teilgenommen habe, war für meinen Unterricht sehr lehrreich. Ich schließe mit einer Anregung ab, die sehr wichtig zu sein scheint, mit der ich aber Schwierigkeiten haben werde: Die Lektoren haben darauf sehr insistiert, dass den Schülern kein geschriebener Text überreicht wird, wenn die Aktivität darauf zielt, dass sie singen oder sprechen und sich mündlich ausdrücken sollen. Wenn die Anzahl an Kanälen, durch welche die Schüler Zugang zum Inhalt haben, reduziert wird, wird somit automatisch die Aufmerksamkeit auf die verfügbaren Mittel größer!



Eigenen Rap vortragen



Proben



Schüler in Aktion.

NEWS from STIL - September 2018

Interview with Petrína Rós Karlsdóttir following the Day of European Languages under the heading : Knowledge of languages opens doors.

During the last few years there have been cut backs in foreign language education in secondary schools in Iceland, mostly due to the fact that instead of four years the secondary schools are now three years. Surprising as there is a huge growth in tourism and we have never had more foreign children living in Iceland needing to learn the language as a second language.

Petrina discusses the celebrations in schools on the 26th as language teachers in Iceland are ambitious on behalf of their subject and doing a very good job. Teachers see a growing gap between the level pupils in secondary schools can achieve and what level is needed at university, especially in English. Danish, the most commonly taught and learned Scandinavian language has also had its share of cuts.

Petrina talks about the need to increase language learning from early primary school, as the world is getting smaller and we need to be able to communicate. But also to open up to further foreign languages. Many pupils believe that they are very good in English, but it's more the every day language and often lack the theoretical side of it.

In the part titled „Frábært að kveikja neistann“ = great to be able to ignite the spark“ Petrina talks about her own experience of languages, how she has profited in different ways and that she has some knowledge in ten foreign languages, i.e. French, English, Danish, Spanish, Armenian, Greek, Provençal, Italian, Latin and Arabic. Languages open up new dimensions and seeing people light up, when they are able to use languages and continue learning them is a wonderful reward. She also mentions the importance of being able to interpret facial expressions, tone of voice and body language.

Tungumálakunnátta opnar dyr

Prengt hefur að mikilvægri tungumálakennslu í framhaldsskólum, segir formaður STÍL, Petrína Rós Karlsdóttir. Evrópski tungumáladagurinn var í síðastliðinni viku.

Sigurður Bogi Sævarsson
sbs@mbl.is

Kunnátta í erlendum tungumálum er mikilvæg bæði vegna legu landsins og þess að við lifum á tímum alþjóðavæðingar. Aldrei hafa fleiri erlendir ferðamenn sótt landið okkar heim og þörf fyrir tungumálakunnátta því mikil. Erlend börn í skólum landsins hafa aldrei verið fleiri og þrýtt að kenna þeim íslensku sem annað mál," segir Petrína Rós Karlsdóttir, formaður STÍL. Samtaka tungumálakennara á Íslandi.

Prengir að náminu

Á miðvikudag í sl. viku, 26. september var *Evrópski tungumáladagurinn*. Af því tilefni var bryðað upp á ýmsu í skólum landsins. Þar segir Petrína að unnið sé gott starf af tungumálakennurum sem hafi mikinn metnað. Því sé þó ekki að neita að þrengt hafi að tungumálanámi í framhaldsskólum, með styttingu náms til stúdentsprófs úr fjórum árum í þrjú.

„Með styttra námi læra nemendur minna í tungumálunum og ekki nægjanlega mikið til þess að geta hafið t.d. háskólanám þar sem gerð er mikil krafa um tungumálakunnátta. Því þurfa þeir sem hyggja á frekara nám að brúa bilið og fara í nám til dæmis erlendis áður en háskólanám hefst. Mikið af námssefni í háskólum er á ensku og því eru miklar kröfur um enskukunnátta, sem verður að dýpka," segir Petrína. Hún vekur svo athygli á því að dönskukennsla hafi að stórum hluta verið færð úr framhaldsskólum niður á grunnskólastigið og hafi ekki sama vægi og áður. Það sé miður, kunnátta í Norðurlandamálum sé mikilvæg fyrir Íslendinga sem sækja svo margt til nágrannaþjóðanna.

Heimurinn hefur minnkað

„Það er mikilvægt að efla tungumálakennslu á öllum skólastigum, segir Petrína. Rannsóknir sýni að börn séu móttækileg til að hefja tungumálanám sjö ára. Við á Norðurlöndum byrjar enskunám þegar þau eru á þeim aldri. Einnig verði að horfa til leikskólans þar sem engin eiginleg tungumálakennsla sé. Reynt sé stýðja við íslensku sem annað mál í þeim skólum þar sem er



Morgunblaðið/Árni Sæberg

Kennari Eftir því sem maður lærir fleiri tungumál er auðveldara að læra önnur, segir Petrína Rós Karlsdóttir.



Morgunblaðið/Árni Sæberg

Fjölmenningarganga Fólki af erlendum uppruna er um tundi hluti þeirra sem Ísland byggja. Það gerir kunnátta í erlendum málum mikilvæga.



Morgunblaðið/Sigurður Bogi

Kaupmannahöfn Kunnátta í dönsku er mikilvæg fyrir Íslendinga sem sækja margt til nágrannaþjóðanna og þar er tungumálakunnátta lykill alls.

sumir segja að öll sérkenni séu að þurrkast út. Þetta er nú samt ekki svona einfalt. Nú er kinnverskir ferðamenn áberandi um allan heim. Þeir aðlaga sig sjáldnast að því landi sem þeir sækja heim og eru stundum ekki mælendi á neitt tungumál nema sitt eigið," segir Petrína.

Nemendur kunna bóensku

Menntaskólinn við Hamrahlið er eini framhaldsskóli landsins þar sem nemendur geti valið að nema önnur tungumál en hin hefðbundnu; það er dönsku, ensku, þýsku, frönsku og spænsku. Sjálf segist Petrína sjá fyrir sér að í framtíðinni geti nemendur valið að nema t.d. pólsku, kínversku, arabísku, rússnesku eða önnur mál, í námi sem sé skipulagt fyrir alla framhaldsskóla í samvinnu við til dæmis tungumálamiðstöð Háskóla Íslands. Áð hinu leyttinu sýni nýjustu rannsóknir við HÍ að enska er ekki lengur erlent tungumál nemenda þar; svo tóm er hún þeim. Nemendur trúa því hins vegar, segir Petrína, að þeir kunni meira í ensku en þeir raunverulega gera.

„Enskukennarar tala um bóensku. Nemendur vantar fjölbreyttara námsnið og það er mikilvægt því námssefni við háskólana er á ensku og ungt fólk þarf því að fá kennslu í fröðilegri ensku," segir Petrína og heldur áfram: „Öft er sagt að það sé auðvelt að læra þýsku af því hún hafi sömu málfræði og íslenska. Aðrir segja ef þú lærir frönsku sértu kominn með málfræði allra rómanskra mála. Svona má áfram telja. Því segi ég við krakkana að þeir eigi einfaldlega að eita drama og láta ekki aðra teyma sig áfram. Tungumálakunnátta opnar alltaf dyr.“

HEFUR SKAÐ SÉR TÆKIFÆRI MED FRÖNSKUNNI

Frábært að kveikja neistann

Petrína Rós Karlsdóttir hefur lengi starfað við Menntaskólann við Sund í Reykjavík og kennir þar frönsku. Hún segir forvitni og áhuga á því að kynna öðrum menningarheimi og hugsunarhætti hafa ráðið því að hún valdi frönskuna. Til Frakklands fór hún innan við tvítugt og lítur meira og minna á Frakkland og franska tungu sem sitt annað fóturland og móðurmál.

„Mér finnst sem tungumál opni fólki nýjar viddir. Það er frábært að kveikja neistann hjá fólki sem heldur svo áfram og lærir tungumálið enn betur. Sjálf hef ég líka skapað mér tækifæri með tungumálakunnátta, sérstaklega með frönskunni. Starfa sem þjóandi,

frönskukennari, tulkur og leiðsögumaður og hef einnig verið með námskeið," tiltekur Petrína sem segist hafa mikinn áhuga á öllum menningarheimum.

„Ég hef einhverja kunnátta í tíu málum, það er frönsku, ensku, dönsku, spænsku, armensku, grísku, próvensölsku, ítölsku, latínu og arabísku. Aðeins um helming þessara tungumála hef ég þó lært formlega í skóla," segir Petrína. „Samt er það nú svo að þegar ég sit í lest í mjög fjárlagu landi, þar sem ég skil ekki málið, þá fylgist ég vel með fólki og get oft greint hvað verið er að tala um. Svipbrigði, raddbæiting og líkamstjáning er öflugt tungumál sem fólk getur fleytt sér langt á.“



LITHUANIA: European Year of Cultural Heritage 2018 label awarded to European Day of Languages



Audronė Auškeliienė, Director of Public Service Language Centre, Vice-president of Association of Language Teachers of Lithuania

On 26 September Public Service Language Centre together with the Association of Language Teachers of Lithuania commemorated The European Day of Languages that has been celebrated every year throughout Europe since 2001, when it was proclaimed by the Council of Europe at the end of the European Year of Languages. It aims to promote multilingualism across Europe, nourishing tolerance among cultures and encouraging language learning at school, university and lifelong.

The European Day of Languages 2018 in Lithuania was a chain of events, such as opening of the exhibition of children's paintings "Multilingualism in a painting", the Workshops of Languages, and the Quiz of languages, which took place in various places of Vilnius city. All these events of the European Day of Languages have been awarded the European Year of Cultural Heritage 2018 (EYCH) label.

The Exhibition of children's paintings opened the European Day of Languages in the morning of the 26 September and was welcomed by Viktoras Pranckietis, the Speaker of the Parliament of the Republic of Lithuania, who awarded the winners and the laureates of the paintings' contest, presented a huge cake for the participants of the event and after the treat invited all on the excursion in the Parliament Building.



Another exciting experience was Workshops of Languages where children and adults were invited "on a date" with less widely used languages. This year the participants "dated" with Czech, Hungarian, Greek and Turkish languages. The Workshops of Languages were run by the foreign diplomatic missions residing in Lithuania.

In the afternoon the Final of the Quiz of Languages "Language Maze 2018" took place in Vilnius Town Hall. 13 teams of sixteen-year-old teens from 10 different towns of Lithuania met in the Town Hall and competed for the Grand Prix of the contest - a trip to the European Parliament in Strasburg. This Prize was offered by the Member of European Parliament Petras Auštrevičius. This year the team from Kaunas Vytautas Magnus Gymnasium won the contest and have started planning their trip to the European Parliament.





Public Service Language Centre together with the Association of Language Teachers of Lithuania have been organizing the events of the European Day of Languages since 2010. By commemorating the European Day of Languages, it is being sought to nourish various languages and cultures and encourage learning languages, especially less widely used ones. Other partners of the European Day of Languages are Directorate-General for Translation of the European Commission, the Ministry of Education and Science of the Republic of Lithuania and the Lithuanian Children and Youth Centre.

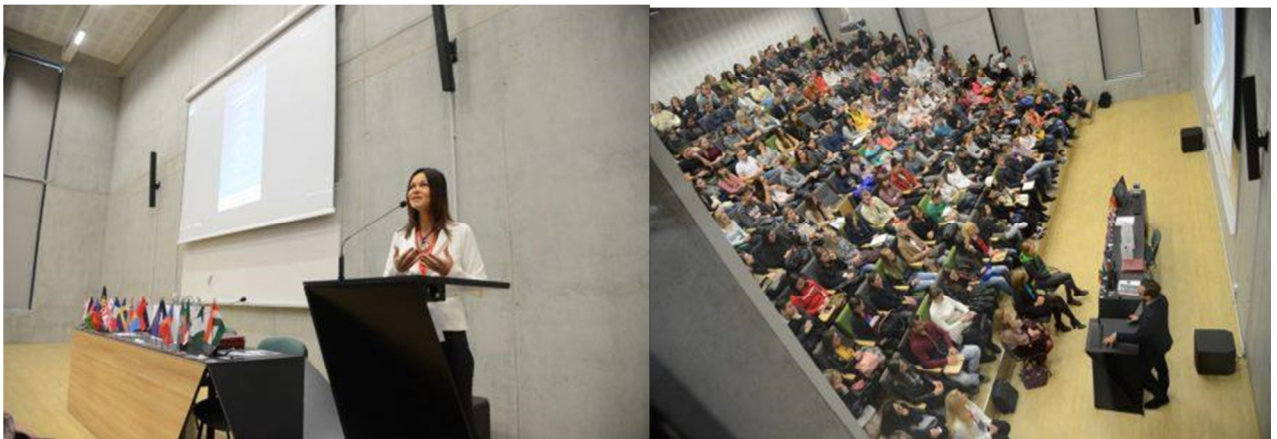
European Day of Languages in Kaunas



Almantė Meškauskienė. Deputy Director of Foreign Languages Institute,
Vytautas Magnus University

As is our tradition, at the end of September the Institute of Foreign Languages, an active member of LKPA, invited VMU and the community of the city of Kaunas to celebrate European Day of Languages. This year's events, which aimed to involve university and middle school students, was held on Thursday, the 27th of September, at the VMU Multifunctional Centre. Continuing last year's initiative to open up the multilingual world of business to our students, they were invited to meetings with representatives from international companies.

The event was opened by the director of the Institute of Foreign Languages assoc. prof. Vilma Bijeikienė who emphasised the knowledge of languages in today's labour market and the need to be able to speak more than one foreign language. She compared language knowledge with the breathing as you cannot do without one and the other in our modern world because both have vital importance. After the opening, the participants were invited to the lecture delivered by the representative of "Kaunas INN", head of Business Department, Municipality of Kaunas, Tadas Stankevičius who presented multilingual perspectives of Kaunas city.



This year JSC "Hegelmann Transporte", JSC Cocnizant Technology Solutions Lithuania, JSC "Intermedix Lithuania", JSC KESKO Senukai Lithuania", Lowyers' professional union Magnusson & Co., JSC "Runway Lithuania", JSC "Transcom Worldwide Vilnius" not only presented their companies and activities carried by them during the fair, but also offered the opportunity to test the students' foreign language competence in job interview simulation in English, Danish, Norwegian, Russian and German.



European Day of Languages 2018. Useful Materials

Throughout Europe, 800 million Europeans are represented in the Council of Europe's 47 member states and all are encouraged to discover more languages at any age, as part of or alongside their studies. This stems from the Council of Europe's conviction that linguistic diversity is a tool for achieving greater intercultural understanding and a key element in the rich cultural heritage of our continent. Therefore, the Council of Europe, in Strasbourg, promotes plurilingualism in the whole of Europe.

At the Council of Europe's initiative, the European Day of Languages has been celebrated every year since 2001 on 26 September.

Mother Tongues will mark European Day of Languages with a week-long celebration of multilingualism, with events in Dún Laoghaire, Clones, Lucan, Dublin and Brussels. We recommend you to visit the web site:

<https://mothertongues.ie/2018/09/24/european-day-of-language-2018/>

European Languages Day information from the BBC

<http://www.bbc.co.uk/languages/edl/>

Lithuania: European Day of Languages 2018. Job Interview Simulation

<http://www.vdu.lt/en/european-day-of-languages-2018-job-interview-simulation/>

European Language Day: Which country speaks the most foreign languages? Euronews Answers

<https://www.euronews.com/2018/09/26/european-language-day-which-country-speaks-the-most-foreign-languages-euronews-answers>

European Day of Languages at VGTU, Lithuania

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