



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

The European Day of Languages celebrated Monday, September the 26th. It a day filled with all kinds of happy and exciting events. We do need to remember that all languages are equally important, whether small or large. They define us as human beings, representing our culture and values. Learning another language

opens so many doors and possibilities. Some of my German learning students got a chance to experience this, as a group of Hungarian students with teachers spent a whole week at our school. The students worked on different projects together and went on field trips. The exchange was between students of German. My students all agreed that the most interesting and rewarding part was getting to know and communicating with people their age. They discovered that they were not that different from each other. Now, they are not only motivated to learn more German, but also to visit countries they never thought of before.

Our September Newsletter, which I am happy to present to you, is full of interesting material. STIL from Iceland promotes the NBR Conference taking place in Reykjavík, 7. - 8. June 2023 together with other news. SUKOL informs us about the debate over the instruction of Swedish language (2nd national language) being taught in Finland. The Association of Estonian as a Second Language Teachers write about their summer school, as does the Estonian Association of Teachers of Russian as a Foreign Language. The Estonian Association of German Teachers features their „Schüler-Camp“. There is also an article about the Summer Seminar of the Estonian Teachers of English titled „Language learning: Focus on success“. The Latvian English Teachers Association writes about different activities, such as their Summer Seminar and the anniversary conference.

From Lithuania come valuable articles concerning projects Lithuanian Language Teachers' Association (LKPA) is involved, and good news that the former President of LKPA, prof. dr. Roma Kriaučiūnienė was elected to the Board and the Executive Committee of the European Language Council (ELC/ CEL) and will serve as vice-president for another term of office.

Happy reading everyone!



Estonia. Variety of Activities and Events

Deutschcamp in Kloogaranna 2022



Stefanie Rossmanith und Jörg Thelenberg beim Sonnenuntergang

Ein Deutschcamp im Wald? In den Ferien ... schon wieder Unterrichten – das macht ihr als Lehrer in Deutschland doch sowieso dauernd. Wo – in ESTLAND?

So oder so ähnlich reagierten unsere Bekannten und Kolleg:innen, wenn wir ihnen davon erzählten, was wir dieses Jahr am Anfang der bayerischen Sommerferien machen wollten. Das Camp und Estland hatten uns 2020 schon sehr gut gefallen, also fragten wir mal vorsichtig bei Katre an und erhielten sofort eine Zusage. Also nichts wie los. Da das Camp für uns sofort zu Ferienanfang beginnt, geht es diesmal mit dem Flugzeug nach Tallinn und dann mit Katre nach Kloogaranna. Wir freuten uns schon wieder auf das weiträumige Gelände, den Wald mit Blaubeeren und den genialen Strand, die „Villa Kunterbunt“ mit „unserm“ Dachzimmer inkl. rundem Fenster. Und natürlich wieder drei reichliche warme Mahlzeiten am Tag (Seufz!) ... mit den nun schon erwarteten Klassikern: Soljanka, Fischsuppe, Kefir und Milch zu jeder Mahlzeit, Grießschaum Creme, und natürlich Kohuke!



Ein großer Unterschied ist für uns, dass wir nicht mehr „nur“ für das Freizeitprogramm zuständig sind, sondern auch (wie unsere estnischen Kolleg:innen) eigene Sprachworkshops durchgeführt haben, die wirklich spannend waren, da wir den Lernstand und die Inhomogenität der Gruppen vorher ja nur erahnen konnten. Da das Programm unter dem Thema „Reisen“ steht, werden also Koffer gepackt, Reisevokabeln gelernt, Fahrkarten gekauft, Pass- und Zollkontrollen durchlaufen und dabei Hörverstehen und Aussprache optimiert, Daten und Zeiten geübt und die Lage und Bezeichnung von Ländern gelernt. Natürlich gibt es auch wieder die besonders für uns Nicht-Esten interessanten Anfangspräsentationen der Teilnehmer, das Sprachgeländespiel, bei dem z.B. diverse Rätsel und Puzzle zu lösen sind, ein Gedicht aufzusagen ist, die Teilnehmer:innen ihre Geschicklichkeit beweisen und ein kleines Werbevideo für ein Land drehen. Außerdem gibt es immer wieder Sportaktionen, Frühsport und wir gehen teilweise sogar mehrmals täglich an den herrlichen Strand, weil das Wetter einfach grandios ist.

Jeden Morgen und zwischendrin wird auch gesungen: das Lagerlied „Ferienzeit“, „Ein kleiner Matrose“, usw.



Auch die andere große Deutschaufgabe wartet auf uns, und wir betreuen diesmal sogar jeder unsere eigene Gruppe: Die Märchen-Theaterstücke, die die Schüler:innen einüben und am Abschlussabend darbieten. Die Herausforderungen sind vielfältig: zwei Märchen in ein Stück zu packen, deutsche Dialoge zu schreiben und zu lernen, Requisiten und Kostüme zu organisieren, Texte für routinierte und starke Sprecher:innen ebenso wie für Anfänger zu schreiben, an Ablauf, Lautstärke und Aussprache zu arbeiten ... Immer wieder setzen die Gruppen zusätzliche Proben an, und am Abschlussabend zeigt sich dann, dass es sich gelohnt hat.

Die Teilnehmer:innen haben uns wieder begeistert, und wir sind uns auch dieses Mal einig: eine wirklich positive, sehr motivierte Gruppe, die auch miteinander insgesamt sehr nett umgehen. Wir erfahren wieder eine Menge über das Leben in Estland, sie geben uns eine Vokabelhausaufgabe mit wichtigen estnischen Vokabeln von „Marienkäfer“ über „Freund“, „Krankenhaus“ und „Eisenbahn“ bis hin zu „Orientierung“. Es ist schön und

beeindruckend zu sehen, wie sie mit uns in den Gruppen mindestens zwei, z.T. dreisprachig nahtlos wechselnd reden, erklären und üben, die (im Vergleich zum Estnischen wirklich überschaubar schwere) deutsche Sprache zu verwenden. Natürlich können wir auch wieder einige Fragen zu Deutschland und den Deutschen beantworten und unsere Neugierde zu Estland stillen. Mit den Kollg:innen Eve Zekker, Kalle Lina, und Katre Merilaid ist es dieses Jahr noch viel schöner – man kennt sich eben schon etwas besser, und wir haben wieder viel Spaß und bekommen unsere Fragen und Beobachtungen zu Dingen in Estland und zum Estnischen geduldig und humorvoll erklärt.



Und dann ist es auch schon wieder vorbei: Urkunden, Feedback, Abschluss, Aufräumen, Abreise ...Wieder vier gute Tage, für die wir uns hier ausdrücklich bedanken möchten. Und mal sehen, vielleicht klappt es ja mal wieder! Fotos: Kalle Lina, Estland

Estonian Association of Teachers of Russian as a Foreign Language: В Тарту за вдохновением



Aleksandra Novashevskaja, teacher of the Russian language at the Kallavere Secondary School, a board member of the Estonian Association of Teachers of Russian as a Foreign Language. Jelena

Panfilova, teacher of the Russian language at the Audentes Private School, a board member of the Estonian Association of Teachers of Russian as a Foreign Language.

По традиции новый учебный год начинается со встречи членов Общества учителей русского языка как иностранного в формате Летних дней. В этот раз мероприятие состоялось в студенческой столице Эстонии. Выбор в пользу Тарту не случаен — в 2022 году отмечается юбилей выдающегося семиотика и литературоведа Юрия Михайловича Лотмана, много лет работавшего в стенах Тартуского университета.

С экскурсии по лотмановским местам Летние дни и начались. Заведующая кафедрой русской литературы Тартуского университета, член правления Фонда Ю. М. Лотмана Любовь Николаевна Киселёва провела нам замечательную экскурсию по знаковым для ученого местам, рассказала о его жизни и становлении.

После экскурсии мы посетили Тартускую Вальдорфскую гимназию. Учитель истории Меэлис Сюгис познакомил нас с базовыми принципами вальдорфской педагогики, объяснил, как организуется учебная и внеурочная деятельность. Учитель русского языка Вайке Перлин провела для нас мастер-класс и показала, как по вальдорфской системе работать с лексикой, активно вовлекая учеников в учебный процесс и повышая мотивацию. Уже непривычно находиться в классах, где нет смарт-доски или планшетов, но тем ценнее перенимать опыт коллег, которые сознательно сводят на нет использование гаджетов на уроках, отдавая предпочтение естественному развитию ребенка и его творческому самовыражению.

Вечером состоялось небольшое собрание, на котором мы обсудили прошедший учебный год, составили планы на новый год, а также затронули тему предстоящего юбилея Общества. Кроме того, участников Летних дней ждала увлекательная викторина, посвященная Тарту, его достопримечательностям и известным людям города.

На второй день было запланировано посещение Национального архива. Здесь мы узнали о тонкостях реставрационных работ, познакомились с редкими и интересными изданиями. Музей Национального архива словно окунул нас в атмосферу прошлых веков.

Два дня в Тарту не только обогатили нас интеллектуально, но и дали столько энергии, что, кажется, нам хватит ее на весь учебный год.

Благодарим тартуских коллег Наталию Зинакову, Елену Караеву и Юлию Многолесову за сотрудничество и помощь в организации Летних дней.



Летняя школа Союза учителей эстонского языка как второго на острове Кихну



Ингрид Трезс, председатель правления Союза учителей эстонского языка как второго, координатор летней школы

С момента основания Союза было проведено множество традиционных мероприятий и совместных дел, направленных на системную и последовательную поддержку профессионального развития учителей.

Летняя школа, традиция проведения которой зародилась в 2001 году, была для педагогов всегда очень долгожданным событием, ведь вот-вот должны начаться летние каникулы, и впереди незабываемые дни сотрудничества с замечательными коллегами и насыщенные знаниями мастер-классы. Набор инструментов учителя пополнялся в разных местах Эстонии: Вихула, остров Кихну, Хийумаа, Пярну, Вярска и Вырумаа.

С 28 по 30 июня, после долгого перерыва, на острове Кихну, который был для многих ещё незнаком, прошла традиционная летняя школа. Кихну – шестой по величине остров Эстонии. На острове четыре деревни. На Кихну можно добраться самолетом, кораблем, а зимой по ледяной дороге. Целью летней школы было знакомство с традиционной культурой Кихну, которая внесена во Всемирный список устного и духовного наследия ЮНЕСКО, но самым важным было снова собраться вместе, чтобы возобновить старые

знакомства, найти новых подруг среди коллег. Именно подруг, потому что в этот раз участвовали только женщины.

С материка на остров

Все, кто организовывал летнюю школу, знают, что основа успеха — тщательная подготовка. Всегда тревожно, дойдёт ли транспорт до места назначения, одинаково ли участники поняли информацию, насколько участники подходят друг другу, будут ли они довольны программой и т. д. На ум приходят всевозможные вопросы. Путешествие с материка на остров проходило через разные города: из Нарвы через Силламяэ, Йыхви, Кохтла-Ярве, Азери, Таллинн и Пярну. Когда все участники удобно расположились в автобусе, начался первый небольшой мозговой штурм - автобусная викторина, подготовленная членом союза Валентиной Лимоновой. Викторина состояла из 10 связанных с летней школой вопросов с вариантами ответов. Был дан строгий наказ не пользоваться услугами доктора Google, хотя правильные ответы и невозможно было напрямую найти в интернете. Учителя с азартом вспоминали или придумывали ответы, потом обсуждали друг с другом разные варианты. Любопытство было невероятным, напряжение держалось до самого вечера, пока не были объявлены правильные ответы.

На Кихну в порту Суару нас встретила улыбчивая кихнуская Маре, которая проводила нас к месту размещения на хутор Раннику, который стал нашим домом на ближайшие дни. Вечером состоялись увлекательные мастер-классы от коллеги коллеге. Старт мастер-классам дала Валентина Лимонова, которая представила различные игры-знакомства. «Давай познакомимся!» - это обязательная часть первого занятия, когда ученики еще не знакомы друг с другом, и именно через игровую деятельность происходит знакомство и снимается напряжение, вызванное новой обстановкой. Любовь Богданова поделилась интересными рабочими листами и рассказала, как она преподаёт тему сортировки мусора в классе для детей с особыми образовательными потребностями. Ольга Орленко подготовила и передала всем участникам тесты по чтению и грамматике на уровень B2 на тему «Успешный человек». Регина Каплина и Анна Метсис рассказали об использовании игровых песен в изучении языка и показали, как песни могут способствовать овладению языком. Урок эстонского языка не обязательно должен быть просто скучной зубрежкой слов и изучением скучной грамматики, на этом уроке не

обязательно быть поэтом, но каждый может раскрыть свой поэтический талант именно при изучении языка. Оксана Мейпалу предложила коллегам написать классическое семистрочное стихотворение – диамант под названием «Летняя школа». Если вы хотите узнать спонтанное мнение участников о летней школе, попросите их написать диамант. Все стихи были прочитаны вслух, и все они были очень душевными. Кроме того, Оксана рассказала увлекательную историю о значении СИНКВЕЙНА, или алмазного стихотворения. Новые члены союза, Яника Линдпере и Елена Сутенкова, познакомили с замечательной инициативой, появившейся в их учебном заведении – празднике песни и танца в начальной школе. Мы узнали, что дети выбирают одну песню или танец, разучивают их и усердно репетируют, а потом проходит мероприятие, где группы со всей школы соревнуются друг с другом и выполняют интересные задания на знание Эстонии. Ингуна Йоанди, Наталья Захарова и Алена Кордончук не позволили участникам присесть и дать отдых ногам, а заставили всех двигаться и общаться друг с другом с помощью различных активных методов обучения.

Было так приятно наблюдать, как, несмотря на долгую утомительную дорогу и изнуряюще знойный летний день, у всех горели глаза, каждый был готов действовать и активно участвовать в обучающих играх. После мастер-классов все, у кого ещё остались силы, могли проветриться, прокатившись на велосипеде и исследуя остров, или искупаться в прохладной морской воде.

День на Кихну

Кихну – это еда, культура, люди, достопримечательности – мы приехали познакомиться со всем этим. На второй день Уйы-Мату Маре познакомила нас с островной жизнью. Школа и церковь – самые важные здания для кихнусцев. Мы посетили музей, расположенный в старом здании школы, где мы как туристы получили полное представление о жизни острова, а для кихнусцев это ещё и важное место встреч. Увлекательные рассказы кихнуской Маре продолжались и в церкви, и возле маяка, и по дороге на хутор Раннику.

После большой и познавательной экскурсии по острову наши мастер-классы продолжились. Мы убедились, что «Эстонская игра» как метод обучения на свежем воздухе очень увлекательна. Ли Лезду и Анника Бауэр разбили участников на команды, и игра началась. Сначала нужно было угадать

значение кихнуских слов, например, таких как *väljaküek*, *laupasõ tegemine* и *pastlatelegramm*. Затем команды вспоминали названия эстонских островов; названия деревень на Кихну, самое высокое место и девиз острова; сочиняли акrostих (начальные буквы строк образовали слово - Кихну) и рифмованное стихотворение об острове; заполняли пропуски в тексте про традиционную еду островитян и многое другое. Выполнение заданий расширило кругозор и сплотило участников как внутри команд, так и во всей группе.

Заключительный мастер-класс от коллеги коллеге дала Малль Пести, автор нескольких учебников по эстонскому языку как второму, она провела различные языковые игры, активизирующие общение.

А вечером пришло время под руководством кихнуских детей разучить кихнуские танцы и встретиться с легендарной народной певицей и автором почти 400 песен - кихнуской Вирве, чьи простодушные истории слушали с нескрываемым интересом.

Путь домой

На третий день летней школы было жалко покидать полюбившийся нам остров, но впереди еще ждал Пярну. В музее Койдулы нас встретил Эльмар Тринк, который провел нам обстоятельную экскурсию по музею и проверил, умеем ли мы считать на счётах. Мы с любопытством рассматривали музейные экспонаты, посмотрели фильм о жизни Соловья с Эмайыги и спели «*Meil aiääärne tänavas*» на сцене под открытым небом.

Дорога домой прошла в весёлой и плодотворной атмосфере сотрудничества. На пароме сами собой начались новые мастер-классы: все щедро делились друг с другом своими учительскими секретами. В автобусе каждый желающий получил доступ к открытому микрофону для обмена опытом. Всю дорогу домой общались, находили единомышленников, обменивались контактами.

Мы благодарим министерство образования и науки за поддержку, ведь летняя школа Союза оправдала ожидания участников во много раз больше, чем предполагалось.

Хотелось бы выразить благодарность Маре Мятас, которая помогла в подготовке программы посещения острова Кихну, и чьи увлекательные рассказы о жизни на острове позволили нам лучше понять культуру Кихну.

Союз учителей эстонского языка как второго продолжит поддерживать профессиональное развитие своих членов с помощью клубов общения, семинаров и летних школ.



EATE SUMMER SEMINAR "LANGUAGE LEARNING: FOCUS ON SUCCESS"



Ilmar Anvelt, EATE Committee member

This year the Summer Seminar of the Estonian Association of Teachers of English was held in Pärnu on 23-24 August. As renovation at our usual venue, the Pärnu College of the University of Tartu, had finished, we could organise our event there again, using their lecture rooms and the computer class.

We were happy to have all the presenters present in person this time; this enabled the participants to ask questions and have discussions. In addition to speakers from local schools and universities, we had presenters from several publishing houses – Oxford University Press, Express Publishing, MacMillan, etc. – and two English Language Fellows from the US who will be working in Tallinn and Narva in the new academic year.

Book sales were arranged by our long-term partners – Allecto bookstore from Tallinn and Studium publishers from Tartu.

On their feedback sheets, the participants listed several topics they would like to hear about in the future, for example CLIL, flipped classroom, teaching students with special needs, intercultural communication and multiculturalism, ways to avoid teacher burnout, exchange programmes, games and interactive tasks, discipline issues in class.





This time, the members received even two news issue of our magazine OPEN!, as due to the corona virus, we could not have our ordinary autumn event but still prepared an issue of the magazine. The magazines include articles from both local and international authors about teaching methodology, history of English studies in Estonia, interviews with our experienced educators and guest lecturers working in Estonia.

As usual, the event ended with a lottery. Overall, participants were happy with the event and want EATE to carry on organising summer seminars in Pärnu and other events.

STÍL (Association of Language Teachers), Iceland Informs



Hólmfríður Garðarsdóttir, President of STÍL

The most important information from Reykjavík, Iceland this fall concerns the NBR/FIPLV conference Future of languages. We hereby confirm that it is scheduled for 8 - 9 June 2023. Deadline for abstract submission is 1 November 2022. Please mail the title, your name, affiliation, e-mail, and a 200 word abstract, to: infovigdis@hi.is (subject line: NBR abstract).

The draft program is available on
<https://vigdis.hi.is/en/events/fiplv-nbr-conference/>

Invited guest speakers are Dr. Ofelia García (<http://ofeliagarcia.org>)
and Ms. Sara Breslin (<https://www.ecml.at>).

Please observe that already submitted abstracts and paid registration fees are still valid for the 2023 conference.

We are expecting one hundred international participants from our extended community of active teachers and researchers in the field of language education, as well as numerous local language teachers and researchers. Please keep in mind that tourism has increased lately so taking care of housing in Reykjavík well in advance is advised. For more on that topic see <https://visitreykjavik.is/where-to-stay>

The program will consist of theoretical and practical presentations as we join forces to learn from each other's experiences and practices, while simultaneously gaining knowledge about future perspectives and challenges. Through open lectures, topic-based panels and workshops, and poster presentations, all interested will be able to select the activities that most correspond to their personal and/or professional interests. A wonderful venue for social gatherings will be open to all participants both inside and outside the conference venue in "Veröld - the house of Vigdís", at the University of Iceland.

For a photo: https://www.hi.is/verold_hus_vigdisar

The central aim of the conference is to offer teachers of languages and others interested a chance to consider the future of languages, language learning and teaching. Furthermore, it will offer a fantastic opportunity for collaboration between otherwise relatively small and isolated teachers associations. We truly

believe that sharing research-based expertise with practical input from enthusiastic and dedicated educators from different educational surroundings and levels, such as primary- and secondary schools, community centres and higher education institutions, will contribute to the advancement and deeper understanding of the tasks and challenges ahead.

The preparatory team and board of STÍL are committed to offer an up-to-date and interesting two-day conference followed by a day trip of tree planting to recompensate for our air travels.

While in Reykjavík make sure to visit the University of Iceland's Vigdís Finnbogadóttir Institute of Foreign Languages Living Language Lab, hosted under the auspice of UNESCO and located at the conference venue, where guests can „explore some of the many languages spoken in the world today and learn about the life-cycles of languages.“

In The Living Language Lab, guests get a chance to glimpse into the world of languages and get to know some of the many languages spoken in the world today. The Living Language Lab provides a cross-section of the vast language spectrum of the Earth from the biggest world-languages with hundreds of millions of speakers to small and endangered ones.

We learn about the many sides of languages with the help of interactive multimedia and virtual reality and hear the voices of the various languages spoken in Iceland today.

We get an overview of how languages have developed alongside human history for more than 300,000 years and how they have spread and travelled across the globe.

Finally, we get acquainted with the life-cycle of languages which, like other living organisms, are born and develop before finally dying out. We also consider how it is possible to conserve languages so they can prosper for years to come.

Other activities on language enthusiast's agenda in the fall of 2022 are:

1) Firstly, in collaboration with the University of Iceland's Vigdís Finnbogadóttir Institute of Foreign Languages, and support from the Ministry of Education, the association is celebrating the European Day of Languages on 26 September. Birgit Henriksen, from the University of Copenhagen, presents her book *Hvorfor gør jeg det, jeg gør?* (2020) and discusses why teachers do what they do. Her emphasis is on teacher's responsibility to re-evaluate own teaching practices as a premise for further developing their teaching methods. Following her intervention examples of good practices are introduced. On one hand, Ármann Halldórsson discusses contemporary challenges when teaching English to near bilingual secondary-/college- level students. On the other, Ragnheiður Kristinsdóttir discusses motivation and the need to utilize a multiplicity of methods to engage today's learners of languages.

For more information (in Icelandic) see:

https://www.hi.is/vidburdir/evropski_tungumaladagurinn_1

2) Furthermore, we continue to offer monthly workshops open to all active and curious language teacher. Each session, organized on Saturday mornings from 10 - 12 o'clock, is promoted as an integral part of teacher's continuous education and as a practical contribution to language learning and teaching on the island. The October workshop will be dedicated to the teaching of Icelandic as a foreign language, an urgent topic given the unexpected influx of foreign nationals to the island in the last few years. Following, the workshop in November will focus the constant demand on teachers to follow up on new virtual language teaching tools and to keep up with the latest trends to then up-date teaching practices and stay tuned.



The Federation of Foreign Language Teachers in Finland SUKOL - Autumn Greetings



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

The debate over the instruction of Swedish language (2nd national language) has resurfaced as schools opened their doors after summer holidays. The main reason for this is that the next Finnish parliamentary election will be held on 2 April 2023 and will elect members of parliament for 2023-2027.

When a child is born in Finland, the parents can choose for themselves which language is officially registered as the child's mother tongue. Bilingual families often register their children as Swedish-speaking and later put them in Swedish-language school. The reason for this is partly strategic and the choice is made to strengthen the child's future language skills. Since Finnish generally dominates in society, it is in many ways an easier language for children to maintain and develop knowledge in, even when schooling takes place in Swedish.

The compulsory school curriculum is prepared by the State Board of Education, and the Swedish-language teaching is identical to the Finnish one. The only significant difference is the reverse language studies: Finnish Swedes learn Finnish from first (A1) or third grade (A2) and Finnish-speaking pupils have lessons in Swedish from fifth or sixth grade (B1). The language lessons are compulsory, which is criticized by Finns living in entirely Finnish-speaking areas. Pakkoruotsi ("compulsory Swedish") is debated at regular intervals in the

Parliament, but language teaching is still part of the curriculum, mainly due to the Swedish status as a national language. The autonomous Åland is the only exception to the rule. All teaching from children's pedagogy to university studies is available in Swedish in Finland.

In 2016 the allocation of hours for teaching Swedish as B1 was rearranged so that 2 courses were shifted from grades 7-9 to grade 6. This led to a situation where some larger cities for example decide to add 1-2 extra courses to grades 7-9 thus resulting in students getting unequal amount of teaching. Also, as a national test in Swedish is required when applying to state functions, there was great concern that these decisions would favor some and put others in less favorable position and possibility to acquire the requested level in Swedish language.

In autumn 2021 SUKOL together with the organisation Svenska Nu conducted a study on the teaching of the Swedish language in primary and secondary schools. The study was published in late 2021 and referred to it was referred to in the statements given to the media and the Ministry of Education. SUKOL also took part in June 2022 to a seminar on the National language strategy. This strategy <https://okm.fi/en/project?tunnus=OKM035:00/2022> contains several entities and measures that strengthen the learning of a second domestic language, the implementation of which is the responsibility of the Ministry of Education and Culture. Some of the measures concern how to motivate to study another domestic language and make studying meaningful.

In the budget for 2023 <https://vm.fi/en/-/10616/government-budget-proposal-for-2023-secures-purchasing-power-compensates-price-hike-in-electricity-and-strengthens-conditions-for-sustainable-growth> there is proposal of adding one course of Swedish language to grades 7-9. The government's decision to increase the study of the B1 language in basic education is based on the national language strategy created by the government during this term and the concern about the narrowing of the language reserve. According to the statistics of the Board of Education, in 2019, less than one percent of students in Finnish-speaking schools studied another language, such as English or German, as a B1 language.

Earlier in the spring, it was decided that the government would not promote the registration of the government's program that the second domestic language

would be restored as a compulsory subject in matriculation exams. Adding one course of compulsory B1 language is a similar time division decision as, for example, the addition of the A1 language that entered into force in 2020.

The reform of the B1 language is supposed to enter into force in autumn 2024 at the latest.

At the same time there is growing concern on maintaining versatile foreign languages studying at all levels.

National minimum time allocation sample of subjects (annual weekly lessons¹)

Forms	1-2	3-6	7-9	Total
Mother tongue & literature	14	18	10	42
Mathematics	6	15	11	32
A language (1st foreign language)	2	9	7	18
B language (2nd national language)	–	2	4	6

Forms	1-6	7-9	Total
Environment and science	14	17	31
History & civics	5	7	12
Arts, crafts & sports			62
¹ Total annual no of les			224



News from Latvian Association of Teachers of English (LATE)



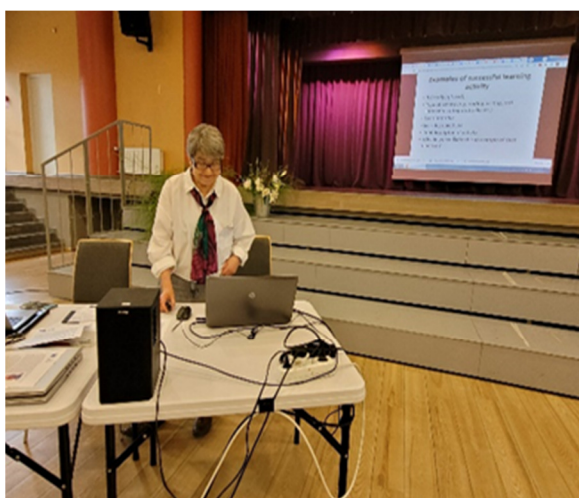
Ina Andīņa and Rita Skara-Mincāne, Board Members of LATE

ECML ICT_REV Workshop 2022

June 2022 was very busy for the ELT teachers of Latvia as the ECML workshop Online Technology "Use of ICT in Support of Language Teaching and Learning" was held in cooperation with the Latvian Association of Teachers of English (LATE) from 21st -22nd June, 2022 in Latvia.



The workshop was conducted by ECML experts, Sarah Heiser (UK) and Joseph Hopkins (Spain), and the 21 project participants, the majority of whom were teacher trainers and EFL methodological board leaders from all over Latvia, actively participated in the event.



The workshop provided invaluable insight into the ECML's resources and there was a great balance between theory and practice during the event. Project participants praised the ECML experts' professionalism and work and said that

the knowledge and skills gained during the course were very useful and applicable for teachers in Latvia. The participants worked out a set of activities on implementing ICT in language teaching and learning that could be adapted to the needs of Latvian EFL teachers and presented their knowledge and skills at the 30th LATE Annual conference.

LATE's 30th Anniversary Conference

"30 Years Together. Looking Backwards. Looking Forwards."

The summer of 2022 has been remarkable for the entire LATE family of 231 members because of the 30th anniversary. The annual conference "30 years together. Looking backwards. Looking forwards" took place on 17th-18th August at Jaunmārupe Elementary School. It was a fascinating networking possibility to spend two days with our colleagues, meeting old friends and making new friends, in addition to getting a good professional start to the upcoming school year.



The conference was opened by Paul Brummell CMG, British Ambassador to Latvia, giving a thought provoking welcome speech, Mārtiņš Bojārs, Vice-Chairman of the Mārupe Municipality Council and Iveta Timule the headmaster of Jaunmārupe Elementary School welcoming EFL teachers and Inga Linde, the president of LATE providing a quick insight into the latest news of LATE.

The conference began with a plenary session by Iris Willey, Cultural Affairs Officer and Robert Leier, English Language Fellow U.S. Embassy Riga. Their plenary session "Looking Forward with LATE: The Importance of Cultural Exchanges in Learning Languages" dealt with the role that English language learning has played in the U.S. - Latvia relationship (which celebrated 100 years this year). Iris Willey presented the opportunities for EFL teachers offered by the US Embassy and Robert Leier shared his learnings from experiences in English education from across the globe.

It was exciting to listen to the participants of two ECML project workshops "ICT-REV" and "RELANG 2022" that took place in Latvia in June 2022, sharing ideas, tools, created tasks and web page addresses that EFL teachers can use. We were also glad that our cooperation partners from the British Council "PRELIM2" project, Harmi Bains and Sally Mitchell from West London English School could attend the conference and after several months of online cooperation, teachers could meet and communicate with them face-to-face.

Pearson Regional Manager for the Baltics Iveta Vītola and teachers of LATE shared their experience about their work at the Pearson/ LATE "Reading Circle" project, the main aim of which is to create a classroom culture that fosters reading motivation and promotes students' reading skills. This school year it will be the 4th year of the project and it is growing as we are going to have seven Reading Circles for Grades 3, 4, 6, 7, 8, 10, and 11. During the school year senior students have the chance to read 4-8 Pearson Graded Readers and Young Learners 6 Disney Kids Readers. The teachers can work creatively using project work, portfolios or use the accessible teachers' resources online and on Pearson English Portal.



LATE is grateful for the long-term successful cooperation with the representatives of publishers such as Oxford University Press, Pearson, Express Publishing, Jānis Roze bookshop and lately also National Geographics Learning, Macmillan Education and bookshop Krisostomus. We were glad to hear our local representatives Dace Miška (OUP), Iveta Vītola (Pearson) and Tatjana Ginzburg (Express Publishing) informing about the news from the publishers.



LATE was glad to welcome also our guest speakers elaborating on many essential and up-to-date topics such as "Teaching in 21st Century", "Teaching SMART with technology and "Changing with the times" by Anna Kolbuszewska (Pearson). Fiona Mauchline (Macmillan Education) gave a speech on "Quantum ELT and how to use engaging and collaborative projects, and Violeta Liudvinoviciene (Bookshop Krisostomus/National Geographic Learning) spoke about the connections in the English language learning between living, teaching and creating.

LATE is also proud of our local speakers presenting at LATE events. Some of our long term partners are Tatjana Kunda from the National Centre for Education, who presented the results of the centralized English exam and highlighted the new developments in context of the new curriculum reform, our vice-president of LATE, Robert Buckmaster, elaborated on the best ways to teach Advanced Learners, which due to the introduction of the new competency based curriculum have caused a lot unanswered questions, and the EFL teachers (ex-university lecturers) Inta Augustāne and Rita Skara -Mincāne, spoke about various strategies for and the importance of giving and receiving feedback



We were very happy to welcome Anita Auziņa (University of Latvia) who spoke about "English Language Learners' Well-being Online and How to Promote Digital Citizenship Skills in English Lessons" as well as the University of Latvia graduates Ilona Ceļmalniece and Ivars Domoniks Zeps who introduced the in-service teachers to their well-developed research. Our LATE members Inguna Melne shared her experience on teacher cooperation, Andrew Doxsey spoke about "raising student performance from a UK teacher's experience" and Diana Bolgare elaborated on "English Through Drama using language games and techniques for elementary and intermediate level students".



The first day of the conference finished with a noteworthy reception where people who have greatly influenced the development of LATE were warmly welcomed and congratulated, such as the founder and the first president of LATE Silvija Kārkliņa and our ex-presidents Ināra Dimpere, Beāte Kaupasa and

Silvija Andernovics (in absentia). The evening was spent under the wonderful tunes of an accordion, and a delicious hand-crafted celebration cake.

Although the conference was very intense, the Board of LATE can conclude that this has been a very professionally rich year full of various events and project for teachers and students, and EFL professionals are happy after two years of online conferences to come together, meet colleagues, gain new ideas and inspiration for the next school year, and create new networks. We are happy that not only EFL teachers, but also University lecturers and graduate students are joining LATE more and more, and we can create a natural community of language teaching professionals.

NEWS from Language Teachers' Association of LITHUANIA (LKPA)



On 20 September 2022 the director of the Institute of Foreign Languages of the Faculty of Philology of Vilnius University (Lithuania), a current member of the Lithuanian Language Teachers' Association (LKPA), the former President of LKPA, prof. dr. Roma Kriauciūnienė was elected to the Board and the Executive

Committee of the European Language Council (ELC/ CEL) and will serve as Vice-President for another term of office.

The main aim of the European Language Council is to actively promote European cooperation between institutions of higher education in the area of languages. More information about the European Language Council ELC/ CEL could be found at: <https://www.celelc.org/>

<https://www.facebook.com/europeanlanguagecouncil>

Lithuanian Language to Ukrainian Schoolchildren is their WINDOW TO LITHUANIA - a Project Run by the Association of Language Teachers of Lithuania



Audronė Auškelienė, Director of VIKC, Vice-president of Association of Language Teachers of Lithuania LKPA, Project Coordinator.

Due to Russia's barbaric military attack in Ukraine since February 2022 thousands of Ukrainian families have been seeking shelter and refuge in Lithuania. Most of the families with children have settled in bigger towns - Vilnius, Kaunas and Klaipėda. Over 50 thousand Ukrainian refugees have been registered in Lithuania, 20 thousand of them are under the age of 18. According to the data provided by the municipalities of the three major towns, most of the

children choose Russian schools, because Ukrainian language is similar to Russian language and the vast majority of Ukrainians can speak Russian.

Language is the key tool for socialization and building fellowship ties. Without language one can hardly develop social networks or integrate into Lithuanian community as language is a sort of a window to Lithuania. Therefore, Ukrainian children's quality of life as well as their psychological welfare are closely connected with their level of Lithuanian language.

This served as an incentive for the Association of Language Teachers of Lithuania to prepare an application for the project "Langas į Lietuvą" ("Window to Lithuania"), which has recently started in Lithuania.

The project "Langas į Lietuvą" targets at the online Lithuanian language lessons to Ukrainian refugees' children who in September started attending Lithuanian schools. The Lithuanian language lessons will be tailored according to the students' needs: age, abilities and interests and will cover topics as "It's Me", "My Country", "My Native Town", "Colours", "Food", "Shopping", "My school", "Human Body", "Clothes", "Family", "Home", "Hobbies and interests", "Travelling", "Museums", "National days" etc. and coordinated by Lithuanian language teacher-trainer, active member of the Association of Language Teachers of Lithuania, Daiva Stasiulionienė.

150 Ukrainian children aged 13-18 will learn Lithuanian language online and the rest of Ukrainians and their teachers of Lithuanian language will be able to access materials and recommendation on teaching Lithuanian language to Ukrainian children that will be developed by the Lithuanian language teaching experts during the project. The project coordinator and administrating team is Public Service Language Centre, institutional member of the Association of Language Teachers of Lithuania.



Daiva Staliulioniene, Coordinator of the project.

What do we Know about the Ukrainian Language?

The Ukrainian language is one of the most widely spoken languages in the world, and by the number of speakers, it is the 26th in the world. It is native to 37 million people and second native to another 15 million. The modern Ukrainian language has three main dialects: northern, southwestern and southeastern.

What is the Ukrainian Language?

<https://ukrainer.net/what-is-the-ukrainian-language/>

The Alphabet

https://www.youtube.com/watch?v=s5j_gbC5ahA

The Ukrainian Language (WIKI)

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

How Similar are the Ukrainian and Russian Languages?

<https://greekreporter.com/2022/02/22/russian-ukrainian-languages/>

UKRAINIAN LANGUAGE: INTERESTING FACTS & RESOURCES

<https://blog.languagelizard.com/2022/06/17/ukrainian-language-interesting-facts-resources/>

Intensive workshops at Vilnius University



Prof. Dr. Roma Kriaučiūnienė, former president of LKPA, Institute of Foreign Languages, Faculty of Philology, Vilnius University

The seventh series of workshops 'University Language Teaching, Learning, and Assessment within the Context of the CEFR Companion Volume: implementing changes in university language teaching and assessment' with an expert from the University of Göttingen (Germany) Dr. Johann Fischer took place on 31 August - 2 September 2022 at the Institute of Foreign Languages of the Faculty of Philology of Vilnius University (Lithuania). This time we reflected upon our experience of the implementation of Action-oriented and Task-based approaches in our courses 'English for Academic Purposes and Research' since 2019. This course is delivered to students of BA study programmes of Vilnius University at C1 and B2 levels. The lecturers revised the exam materials and shared their views on their improvement. Under the professional guidance of Dr. J. Fischer and working in close collaboration, the lecturers of the institute developed the quality assurance guidelines and drafted a mission statement for the Institute of Foreign Languages. Two days of intensive workshops have been a particularly fruitful and beneficial experience for all the participants. We are grateful to Dr. J. Fischer for his professional guidance and support.





SURVEY. The EU-funded APATCHE Project

(Erasmus+ Key Action 220, Grant Number 2021-1-LT01-KA220-HED-000030285)



Prof. Nemira Mačianskiene, Vytautas Magnus University (Kaunas, Lithuania), Editor-in-Chief of the scientific journal Sustainable Multilingualism.

You are cordially invited to participate in a Europe-wide survey study on language use and awareness in higher education (HE) in Europe and beyond, and on the self-perceived knowledge, skills and attitudes of HE teachers with regard to plurilingual approaches to language teaching and learning in HE. This survey is part of the EU-funded APATCHE project (Erasmus+ Key Action 220, Grant Number 2021-1-LT01-KA220-HED- 000030285).

Your participation will contribute to a unique empirical dataset and is essential to our understanding of language use and awareness in HE in Europe. It will help us develop the APATCHE online training programme on plurilingual approaches to

language teaching and learning in higher education, catering for the training needs of HE teachers. Completing the survey will take appr. 12 minutes of your time.

Please go to

https://uantwerpen.eu.qualtrics.com/jfe/form/SV_3DFROFsdzW6ENSK , no later than October 15, 2022 and help us improve higher education in Europe.

For any questions, feel free to visit the APATCHE website (www.apatche.eu) or social media pages (www.facebook.com/APATCHEproject), or to contact prof. dr. Kris Peeters, University of Antwerp (APATCHE survey coordinator) at kris.peeters@uantwerpen.be or prof. dr. Nemira Mačianskienė, Vytautas Magnus University (APATCHE project coordinator), at nemira.macianskiene@vdu.lt .

We value your opinion. As we are distributing this information across networks and national and international contacts, you may have received it more than once. If that is the case, we apologize for any inconvenience.



Electronic Newsletter is issued by:

NBR President Sigurborg Jónsdóttir, Iceland;

NBR Secretary Eglė Šleinotienė, Lithuania;

Photographs used are from Association's archives and free on-line resources.