



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

The Nordic-Baltic Region

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PRESIDENT'S Notes



Sigurborg Jónsdóttir, NBR president, Vice President of FIPLV, Iceland

As we embrace Summer and the chance to spend some leisure time with our family and friends recharging our batteries and just looking up from books and computer screens, I would like to look back at a very successful event celebrating languages in Reykjavík Iceland. Celebrating languages is something we do every day by just using language. But every so often it is good to meet up with colleagues and friends, exchange ideas and thoughts about language teaching and learning and get inspired. The Conference on the Future of Languages organized by STIL under the leadership of Hólmfríður Garðarsdóttir was just such an event. There were many inspiring talks on varied topics and the importance of indigenous languages was brought to our attention. There were so many very good presentations in different languages. It was an event that went as smoothly as could be imagined, thanks to the excellent organization of Hólmfríður and her team.

In this issue colleagues from the Nordic Baltic Region and FIPLV Executive will tell us about their experience of the conference and what they take away with them. Many are already inspired for the new school year. There will also be news about other interesting and important matters concerning languages in our region.

There are changes in the board of FIPLV-NBR. Sigurborg Jónsdóttir (President) and Egle Sleinotiene (Secretary) are stepping down from their position in the Executive. Kari Jukarainen has agreed to continue as Treasurer. I would like to take this opportunity to thank Egle for her dedication all these years, her expertise and support for languages, language teachers and to the FIPLV-NBR and best wishes for the future. And I wish Kari all the best as Treasurer.

The new Executive consists of Outi Vilkuna, Chair (Finland), Asterija Rudiene, Secretary (Lithuania) and Kari Jukarainen, Treasurer (Finland). Congratulations to you all.

Other Board members are Ene Peterson (Estonia), Þorbjörg Halldórsdóttir (Iceland), Alamante Meskauskiene (Lithuania), Anja Piezuch (Norway), Mia Smith (Sweden) and Inga Linde (Latvia).

I want to thank everyone I have met and worked with during my time with FIPLV-NBR. It has been an honour and a great pleasure. Wishing you all a wonderful Summer.



Outi VILKUNA, President elect of NBR, Chair of Suomen kieltenopettajien liitto SUKOL The Federation of Foreign Language Teachers in Finland SUKOL outi.vilkuna@sukol.fi

I live in Vantaa, but I have worked for the last 26 years as a language teacher at Kulosaari Secondary school in Helsinki, a private and dynamic establishment

with approx. 1200 student and 80 teachers and 20 of administrative and supportive staff. In our own educational institution, I am involved in, among other things, the development of CLIL teaching: for example, I have prepared the 8th-grade French geography material used in our educational institution and the English-language Health Education teaching material for high school. My everyday teaching job is multilingual every day. I have been the elected Union representative and Occupational health and safety representative of my own work community for almost 16 years, so I have become familiar with this side of the teaching profession also over the years, and through that I also have connections to OAJ, thde Trade Union of Education. For a couple of years, I also worked as the International coordinator of our establishment.

I started my teaching career in adult education as a part-time lesson teacher at Ressu evening high school. I supplemented my salary by working as a language teacher in civic colleges and by doing placements of different lengths in different educational institutions, from primary school to high school and adult education. So I do also understand well the difficulty of gathering income from several sources. I have also seen quite widely the field of language education. I have worked and still work, if the timing is suitable, as a guiding teacher for both native French as a foreign language teachers and Finnish French teachers. I also worked for several years as an instructor and examiner for IGCSE, AS and A-level exams approved by the Cambridge International Examinations Center. It brought with it a new perspective on assessment and experience in receiving oral exams. Among other things, I was involved in Kielitivoli (a government funded project to encourage a wider spectrum of early language learning) by starting a cooperation project with a local elementary school to promote functional language learning: our students wrote stories in collaboration, to which I added elements of story theater. Our final product was the Histoires expérimentales material published by OPH.

I have worked in SUKOL as a member of the board since 2015, as vice-chairman from 2017-2019 and as chairman from 2020. In the Helsinki kieltenopettajat ry and later in the Helsinki-Vantaa kieltenopettajat ry, as the name of the association is today, I was a regular or deputy member of the board from 2012 to 2020. As chairman of the board of Sukol-Palvelu Oy, SUKOL's service company, I started the reform of the national examinations.

Since 2020, I have also served on the board of the Helsinki teachers' association HOAY, 2020-2022 as a deputy member and from the beginning of 2022 as a full member, special areas interest monitoring working group and pedagogical working group.

I believe that I have a reasonably broad and diverse view of the state of language teaching and the contents of the necessary measures. I also know that nothing happens with just a few people, even though they can be the driving force.

Reflections on the FIPLV NBR Conference in Reykjavik



Terry Lamb, Terry Lamb, Professor of Languages and Interdisciplinary Pedagogy (University of Westminster, London), President of FIPLV.

Once again, STÍL, this time under the expert leadership of its President, Hólmfríður Garðarsdóttir, succeeded in organising a wonderful conference on behalf of the FIPLV Nordic-Baltic Region (NBR). This was Hólmfríður's final conference as President of STÍL and I was delighted for her that it was so successful and that all of her hard work paid off. Thank you, Hólmfríður, for all of your dedication to supporting language teachers.



I was honoured to be able to contribute to the official opening of the conference, along with Dr Jón Benediktsson, Rector of the University of Iceland, Hólmfríður herself, and, of course, Sigurborg Jónsdóttir, President of NBR and my dear colleague on the FIPLV Executive Committee, where she sits as Vice President. I had managed to get to know the wonderful venue, Veröld - House of Vigdís - the day before, when we spent the afternoon there in an FIPLV Executive Committee meeting attended by my fellow officers, discussing future ideas for the development of FIPLV. What a splendid venue! In my opening address, I mentioned how such a building, officially opened 2017, symbolised the extent to which language learning - at all levels and of all languages - should be valued, which is sadly not the case everywhere in the world. Its architecture provided a perfect location to encourage interaction and exchange, starting with the lecture theatre - the crimson-coloured heart of the building - to its excellent, well-resourced seminar rooms and public areas.



When I speak at our FIPLV events, I like to remind people of our responsibility to this world-wide organisation, founded in 1931 at its inaugural conference in the Sorbonne in Paris at the instigation of the Institut International de Coopération Intellectuelle, the predecessor of UNESCO, which in fact replaced it in 1946. FIPLV was thus born at a time of political unrest; indeed, the second conference was intended to take place in Vienna in 1934, but the political circumstances there meant that the secretariat was

moved from Vienna to London and the conference was postponed till 1937, once again in Paris. Our world in these early decades of the 21st century is similarly a challenging time for many, not only because of wars and the uprooting of huge numbers of people who are forced to flee their homes, but because we have experienced a global pandemic, which changed life as we knew it. This pandemic had also led to the delay of the NBR Conference originally planned for 2020.

Nevertheless, it was well worth the wait! The stimulating conference programme, aptly called *The Future of Languages*, consisted of papers presented by language practitioners and researchers from about 30 different countries. They explored a wide range of issues, all of which reflected our current constantly changing times: the need for language education to open minds and to work towards inclusion in our increasingly multilingual and plurilingual contexts; the ways in which we can support new arrivals to learn the languages used in their new schools, whilst building on their existing plurilingualism as a benefit for all as well as a crucial part of their identities; and, of course, to continue to embrace ever-changing technologies and to make them work for us. I was able to attend many of the sessions myself, always sorry that I had to miss parallel sessions, and would like to thank all of the presenters for their superb, professional presentations, all delivered with dedication. I would also like to thank Ofelia Garcia and Sarah Breslin, two of our plenary speakers, for reminding us that we need to put the learners at the heart of learning and that our teaching is indeed achieved by enabling learners to construct their own learning, using all of their existing knowledge and skills, including their plurilingual repertoires. The final plenary speaker, Johann Sandberg McGuinne, introduced the International Decade of Indigenous Languages 2022-2032, with a passionate, compelling call to value those languages which are endangered and which are, of course, intimately connected to identity.

The conference provided a wonderful opportunity to spend time with so many enthusiastic colleagues, including many old friends as well as new friends, some who had travelled great distances to be in Iceland. It was also heartening to meet new Presidents of a number of our member associations and to know that our Federation and its member associations are in safe hands. Thank you all for your commitment to our profession and to language learning more broadly.



The conference also gave the FIPLV Executive Committee the opportunity to meet with Board Members of IDV, der Internationale Deutschlehrerinnen-und Deutschelehrer Verband, and to discuss continuing cooperation. Thank you to them for supporting the conference with a number of presentations in German. Further, it was my pleasure to present the FIPLV International Award in person to ÖDaF, the Österreichischer Verband für Deutsch als Fremd- und Zweitsprache, represented by Sonja Winklbauer, who represents the Austrian association on the IDV Board.

I'd also like to thank both Sigurborg Jónsdóttir, FIPLV NBR President, and Eglė Šleimotienė, FIPLV NBR Secretary, for your long years of commitment to the region and beyond as you move on in life.

Our next FIPLV event will be the FIPLV World Congress next year in Auckland, New Zealand (6-9 July 2024), organised by the New Zealand Association of Language Teachers (NZALT) with the support of the Australian Federation of Modern Language Teachers Associations (AFMLTA) and, of course, FIPLV. Take a look at the short video on our website: <https://fiplv.com/> . I very much look forward to seeing some of you there.

Ein Erfahrungsbericht



Geraldo de Carvalho, Secretary General of FIPLV (Brasilien) with Claudia Ulrich Bilibien.

Vom 8. bis 9. Juni 2023 nahm ich als FIPLV-Generalsekretär an der NBR-Tagung in Reykjavik teil. Im Vorfeld der Tagung fand am 7. Juni eine FIPLV-Vorstandssitzung am Veranstaltungsort Veröld - House of Vigdís statt, der mich sehr beeindruckte. Der Blick von außen lässt nicht erahnen, welche beeindruckende architektonische Kunst sich im Inneren des Gebäudes verbirgt. Schon beim Betreten des Gebäudes empfängt den Besucher ein helles, harmonisches Ambiente aus Licht, weißen Wänden, brückenartigen Treppen (die sich zu kreuzen scheinen), Glasdächern und der kontrastierenden warmen roten Farbe einzelner

Wände. Dieser sehr positive erste Eindruck von den Räumlichkeiten – verbunden mit der perfekten Organisation der Tagung und der vorbildlichen Gastfreundschaft, die ich erfahren durfte – sorgte für sehr produktive, angenehme Tage im pittoresken Reykjavik.

Die beiden Konferenztage erwiesen sich als sehr produktiv mit vielen Begegnungen, die einen intensiven Gedanken- und Fachaustausch ermöglichten. Besonders hervorheben möchte ich die Arbeit in der deutschsprachigen Sektion, die dank des Engagements des isländischen Deutschlehrerverbandes und des IDV mit insgesamt 18 Beiträgen stark vertreten war. Neben didaktisch-methodischen Beiträgen umfasste die Sektion Beiträge aus 11 Ländern zur Sprachenpolitik, zum DaF-Unterricht, zu Projekten, Studien und zur Rolle der Sprachverbände. Die anschließenden Diskussionen in der Sektion waren äußerst fruchtbar und bestätigten oder widerlegten bzw. kritisch hinterfragten das Vorgetragene.

Sehr gelungen war die Planung des Abschlussvortrags der deutschsprachigen Sektion über die Rolle indigener Sprachen in Bolivien, der eine perfekte Brücke zur anschließenden Abschlussveranstaltung der Konferenz „The Future of Indigenous Languages: Introducing the International Decade of Indigenous Languages 2022 – 2032“ schlug.



Erwähnenswert ist auch die Verleihung des FIPLV International Award 2022 an den Österreichischen Verband für Deutsch als Fremdsprache/Zweitsprache (ÖDaF), die am zweiten Kongresstag vor dem ausgezeichneten Plenarvortrag von Sarah Breslin erfolgte. Der FIPLV International Award ist die höchste Auszeichnung des FIPLV und kann an FIPLV-Mitglieder verliehen werden, die sich durch außergewöhnliche Aktivitäten, Innovation und Talent in einem oder mehreren Bereichen des Sprachenlernens und -lehrens hervorgetan haben. Der ÖDaF wurde vom FIPLV-Mitgliedsverband IDV nominiert und in Reykjavik vom

ÖDaF-Vorstandsmitglied Sonja Winklbauer vertreten, die die Urkunde von FIPLV-Präsident Terry Lamb entgegennahm.

Abschließend möchte ich hinzufügen, dass mir die sanfte, melodische Stimme von Dr. Hólmfríður Garðarsdóttir, der Präsidentin von STÍL, noch lange in meinen Ohren nachhallen wird. Beeindruckt hat mich ihr großes Organisationstalent und u. a. die Art und Weise, wie sie die Teilnehmerinnen und Teilnehmer an den beiden Tagen souverän durch das Konferenzprogramm führte und uns allen jederzeit zur Verfügung stand. Herzlichen Dank!

ESTONIA: Exploring the Wonders of Iceland: My Impressions of the Conference "Future of languages"



Ene Peterson, Chair of the Board of the Estonian Association of Foreign Language Teachers

Iceland and Estonia: Two Different Chapters of a Captivating Book

As I embarked on my first visit to Iceland on June 7, I was filled with excitement and anticipation. With a two-day STIL /NBR/ FIPLV conference "Future of Languages" in Reykjavik and a day trip to the renowned Golden Circle for sightseeing. I was about to experience the captivating beauty of this unique country. Comparing Iceland, particularly Reykjavik, with Estonia, I found myself entranced by the contrasting weather and landscape.

Upon my arrival in Reykjavik, I was greeted by a city draped in rain, wind, and a chill in the air. It was a stark contrast to the weather in Estonia, where a

continental climate prevails with milder winters and warmer summers. While the weather may have initially dampened my spirits, it did not disappoint me because two exciting conference days with interesting programme, networking opportunities and a day trip awaited for me.

Despite the rain and cold, Reykjavik had its own charm when I explored the city in the evening on the day of arrival and between conference sessions. The city's colourful buildings, and unique architectural designs left an incredible impression.

A remarkable journey through the Golden Circle was organized for conference guests on June 10. As the sun made its appearance, I witnessed the true magnificence of Iceland's natural wonders. The landscape transitioned from volcanic fields to cascading waterfalls, from geothermal hot springs to the awe-inspiring Thingvellir National Park. The Golden Circle tour offered breathtaking views. Comparing the landscapes of Iceland and Estonia, it became evident that both countries possess their own unique allure. Estonia boasts picturesque forests, charming coastal areas, and enchanting medieval towns Tallinn, Tartu, Pärnu and Viljandi (once part of the Hanseatic League). Iceland, on the other hand, captivates with its dramatic volcanic landscapes, icy glaciers, hot springs and geothermal marvels, whale watching, puffins, horse riding and local cuisine. Each destination offers a distinct experience, leaving visitors with an insatiable desire to explore further.

But comparing Iceland and Estonia is like comparing two different chapters of a captivating book. With Iceland, I found myself immersed in the elements, battling the wind and rain, only to be rewarded with breathtaking sights and unforgettable memories. Four days is too short time to discover the hidden secrets of Iceland. To truly understand the wonders of Iceland, one must venture beyond the surface, explore its landscapes, and embrace the ever-changing weather that adds a touch of magic to this extraordinary country.

Being a member of the FIPLV and the Nordic-Baltic Region offers more possibilities for networking and sharing the best practices and experiences

The conference in Reykjavik provided an excellent opportunity for networking and exchanging ideas with professionals from various linguistic backgrounds. I represented the Estonian Association of Foreign Language Teachers (EAFLT) which was established in 2009. EAFLT became a member of the Nordic- Baltic

Region (NBR) in 2012, and a year later joined the world organization FIPLV (the Fédération Internationale des Professeurs de Langues Vivantes). It was a long process to found an umbrella organisation with downs and ups, hesitations and eagerness to work together. But we received encouragement, moral support and advice from the former LKPA president Eglė Šleinotienė; Raija Airio, former chair of NBR region of FIPLV 2008- 2010, president of SUKOL 2005-2007; Denis Cunningham, former Secretary-General of FIPLV Executive Committee,; Sigurborg Jónsdóttir, former President of the NBR, Vice-president of FIPLV, and Terry Lamb, President of FIPLV. No regrets and hesitations anymore, only readiness to collaborate and seek for new challenges.

Being a member of the international multilingual association of teachers of languages FIPLV, and the NBR, has widened the possibilities of Estonian foreign language teachers to meet colleagues from different countries, share the best experiences, discuss current practices, and create new ones together. Our representatives have participated and made presentations at the World Congress in Niagara Falls in 2015 and at the FIPLV Congress in Warsaw in 2022, the NBR2018 conference in Vilnius. In 2016 Estonia had a great honour to host NBR 2016 conference "The Language Teacher and Teaching at Crossroads". It was a great pleasure to meet colleagues from Austria, Australia, Brazil, Iceland, Finland, Bulgaria, and Hungary again in Reykjavik, and recall memories of the conference in Tallinn.

I have had possibility to participate and make presentations on the role of language teachers' networks and the developments of foreign language policy in Estonia at the FIPLV World Congresses in 2015 and 2022, NBR conferences in 2016 and 2018. In Reykjavik my presentation "How to make teacher professional development (TPD) effective and engaging" focused on the recent changes in the society, the roles and status of the teacher, and policy recommendations for the professional development of teachers in Estonia, and namely:

1. Help young teachers stay in school. 41% of teachers below the age of 35 do not plan to stay in teaching for more than five years.
2. Make the teaching career more attractive. Teaching has not yet become an attractive career option.

3 Provide more individualised support to students. Most teachers in Estonia teach in mixed-ability classrooms, with some gifted and talented students, some students who are falling behind in their subject and some students with special needs. Only 24,4% feel well-prepared for teaching in a in a mixed-ability setting. More training for developing advanced ICT skills (29.7%), along with teaching in multicultural / multilingual settings (15.7%) and teaching students with special needs is needed, (Policy Recommendations for the Professional development of Teachers and School Leaders in Estonia. September 2020 to August 2021; TALIS 2018: compare your country, <https://www.oecd.org/education/talis/talis-2018-compare-your-country.htm>)

There is the need to create conditions for the TPD at the state, regional and school /organization level. Apart from that I introduced possibilities of making TPD effective and engaging on the example of the activities of our association as a strategic partner of the Ministry of Education and Research. The teachers need support and recognition at school and outside school. Teachers' networks play an important role in the professional development of teachers encouraging teachers and helping them to become decision-makers and change agents. One of the focuses outlined in the Estonian government's action program for the education sector during the period of 2023- 2027 is the transitions to Estonian-medium education. The transition is set to begin in kindergarten and 1st and 4th grades in 2024, with the aim of completing the process by 2030. One of Ministry of Education and Research priorities 2022 -2024 is Succession and Sustainability in the Field of Education and Youth. Our Association works hand in hand with the Ministry of education and Research in two areas of activities.

Area 1 activities: Promoting collaboration among foreign language teachers and valuing the profession, emphasizing the importance of linguistic diversity, and supporting the professional development of language teachers, creating opportunities for sharing the best experiences of language teachers both in Estonia and outside Estonia.

Organization of autumn conferences, language fairs, involvement in European Social Fund projects , regional seminars, round-tables, collaboration with teacher training universities, organizing international conferences, participating in NBR /FIPLV conferences, school visits (workshops, observation of lessons)

Area 2 activities: Promoting multilingualism and facilitating the indissemiation of knowledge related to language learning possibilities, involvement in ECML, Erasmus + projects, involvement in CertiLingua programme.

2.1. Estonian foreign language teachers have the opportunity to participate in ECML programs and receive up-to-date information about participation opportunities through the contact person Kati Bakradze, a memeber of the Board of the EAFLT. /

2.2. Estonian language teachers are informed about the principles of the European Language Learning Framework, including updates, seminars of the Companion Volume in autumn 2022, and spring 2023. The Companion Volume has been translated into Estonian.

2.3. Involvement in CertiLingua programme, <https://www.certilingua.net> / CertiLingua is an internationally recognized quality certificate that originated in Germany. It verifies the learner's proficiency in two foreign languages at the B2 level.

2.4 ECML workshops „Supporting Multilingual Classrooms“were orgabzed in October 2022, <https://www.voorkeelteliit.eu/supporting-multilingual-classrooms-koolitusest> / and May 2023, <https://www.voorkeelteliit.eu/seminar-voorkeeleopetajatele-ja-aineopetajatele-teemal-supporting-multilingual-classroom>

May 2023), ECML training workshop „Setting up learnig environments where modern langauges flourish (22-23 September 2022 Tallinn),

<https://www.ecml.at/News3/TabId/643/ArtMID/2666/ArticleID/2786/Setting-up-learning-environments-where-modern-languages-flourish-ECML-training-workshop-Tallinn-22-23-September-2022.aspx>

The conference “Future of Languages”- a long-awaited, stimulating and thought-provoking event

The conference proved to be a stimulating and thought-provoking event thanks to the excellent organization by FIPLV Executive Committee, STIL (The Icelandic Association of Teachers of Languages) and the University of Iceland. The diverse range of plenary speakers and engaging sessions offered valuable insights into the ever-evolving field of language education.

Both days of the conference started with captivating plenary sessions, on the first day by Ofelia Garcia, PhD, who delved into the intricacies of bilingualism, plurilingualism, and translanguaging, and on the following day by Dr. Sarah Breslin from the European Centre for Modern Languages (ECML) who focused on the changing contexts and evolving competences required in today's language teaching landscape.

Throughout the conference, a diverse range of talks and stimulating discussions provided a valuable update on the latest research, ideas, and future developments in the multicultural world of languages. The programme was so tense that it was impossible to attend all talks and presentations I was interested in.

The Board of NBR met both on site and online after the reception on June 8. It was great to meet F2F a new generation of teachers from Norway, Sweden and Iceland representing their associations. We had a lively discussion and got an overview of the developments and worrying problems in language education in their countries and in Estonia, Finland and Lithuania as well. A new President (Outi Vilkuna, President of SUKOL), and a new Secretary (Asterija Rudiené from LKPA Lithuania) were elected. Kari Jukarainen from SUKOL Finland continues as Treasurer. It was a great pleasure to have Sigurborg as President of the NBR and Egle as Secretary for many, many years. Cordial thanks for your long-term support, encouragement, and advice!

The closing session of the conference centred around the future of indigenous languages, an issue of critical importance. Mr. Johan Sandberg McGuinne, a Swedish South Saami and Scottish Gaelic Indigenous scholar, language rights activist, and teacher, delivered a powerful presentation. His presentation left a lasting impression on me. I got to know about yoiking (traditional singing), the Saami people, the Saami languages, traditions, and the future of the Saami people in the context of global changes.

In conclusion, the conference in Reykjavik was a remarkable gathering that provided a platform for inspiring discussions, fresh perspectives, and the exchange of ideas. It offered participants an opportunity to reflect on the past, examine the present, and envision the future of language education.



Viron Suomen kielen Opettajien Seura 30 vuotta vanha.



Kristiine Saart (Tallinnan Yliopisto. Pääaine: viron filologia ja sivuaine: suomen kieli ja kulttuuri), Lisel Adelman (Tallinnan Yliopisto. Pääaine: viron filologia ja sivuaine: suomen kieli ja kulttuuri)

17. maaliskuuta juhlittiin Tallinnan yliopistossa Viron suomen kielen opettajien seuran 30. syntymäpäivää. Päivä oli tunnelmallinen ja tiukka – tehtiin esityksiä seuran menneisyydestä, nykyisyydestä ja tulevaisuudesta. Paikalle oli tullut niin seuran jäseniä kuin vieraita, mutta tunnelma oli kaikilla sama. Esityksistä ja keskusteluista kuulosti, että seura on ylpeä ja innostunut tehdystä työstä ja motivoitunut tehdä vielä enemmän. Myös oltiin kiitollisia Suomen Instituutin avusta. Mutta löytyy myös aiheita, mistä saa olla huolissaan – monet Viron suomen kielen opettajat vanhenevat ja uusia nuoria ei lisäännä riittävästi.

Seminaari loppui paneelikeskusteluun, jossa keskusteltiin suomen kielen opiskelun tilanteesta ja neuvoteltiin, miten mennä eteenpäin. Tärkein kysymys oli, että miksi ylipäätään pitäisi opiskella suomea. Lukion oppilas Marleen Mägi sanoi ensin, että mitä enemmän kieliä opiskelet, sitä enemmän osaat uusia kieliä. Hänestä on

suomen kieli myös hyvä vaihtoehto venäjälle. Suomen instituutin johtaja Hannele Valkeeniemi korosti meidän valtioiden suhteiden tärkeyttä. Yksikään valtio ei ole meille niin läheinen, kuin olemme toisillemme. "Kieli on meidän aisti, kieli on meidän identiteetti, kieli on se, joka muodostaa sitä, keitä olemme".

Valkeeniemen mukaan on Viron ja Suomen suhde erikoinen, koska meidän kielillä on sama vartalo, joten on ajattelullammekin sana vartalo. Niin kuin toisetkin esiintyjät sanoivat, kielten opiskelu auttaa ymmärtää maailmaa paremmin.

Valkeeniemi lisäsi, että suomen opiskelu auttaa virolaisia ymmärtämään myös itseään paremmin.

Yksi tärkeimmistä teemoista seminaarilla oli suomen kielen opiskelemisen suosio. Vuosikymmenien aikana on kiinnostus opiskeluun niin noussut kuin laskenut. Tällä hetkellä on kiinnostus aika vähäinen, vaikka Viron suomen kielen opettajien seura on tehnyt paljon töitä, että se muuttuisi. On hauskaa nähdä työn tuloksia – tällä lukuvuodella on lisääntynyt monta uutta lukiota, jotka haluavat aloittaa suomen kielen opettamisen. On myös positiivista, että Viron valtakunnallisessa opetussuunnitelmassa on suomen kielestä tullut samanarvoinen vieras kieli, se ei ole enää "muu kieli". "Suomen kieli ei ole muu kieli, se on meidän kieli!" sanoi seuran johdon jäsen Karola Velberg aiheen päätteeksi.

Kiinnostus suomen kieltä kohtaan voisi kuitenkin olla suurempi yliopistoissa ja ammatillisissa oppilaitoksissa. Esimerkiksi me, Tallinnan Yliopiston opiskelijat, huomaamme, että syy voi olla tietämättömyys. Koska suomea ei voi opiskella pääaineena, sitten opiskelijat eivät ole tietoisia mahdollisuudesta opiskella suomea sivuaineena ja vapaa aineena. Myös opiskelijoiden motivaatio on ongelma, sillä ei tiedetä, millaisia mahdollisuuksia suomen kieli voi tarjota työmarkkinoilla. Todellisuudessa kieli avaa ihmiselle täysin uuden maailman, jonka tuntemisella on suuri arvo elämässä. Kielen opiskelun lisäksi on tärkeää olla kiinnostunut jatkamaan opintoja suomen kielen opettajan ammatissa, jotta opettajia olisi tulevaisuudessa enemmän. Suomen kielen oppimisen ja suosion tulevaisuudessa voivat taata vain nuoret ja innostuneet opettajat, jotka osaavat opettaa hyvin ja motivoida opiskelijoita.

Maailma ja tekniikka muuttuvat nopeasti, joten muutoksia tapahtuu myös opetuksessa ja opettajan työssä. Digitaalisista työkaluista on tullut arkipäiväinen elämän osa, joten ne yhdistetään myös opetukseen. Niiden avulla voi muuttaa kielten oppimisen monipuolisemmaksi ja löytää erilaisia tapoja, että harjoitella

kieltä. Olemme opiskelijoina myös suomen kielen luennoilla tunteneet, että digitaalinen maailma tekee oppimisen paljon tehokkaammaksi ja jännittävämmäksi. Digitaalisten työkalujen käyttö on nykyään tavallista luennoissa ja itsenäisessä opiskelussa. Kaikkien nykyisten ja tulevien opettajien tulee ottaa tämä näkökulma huomioon.

Yhteenvetona voisi sanoa, että suomen kieli on meille tärkeä ja sen todistaminen vaatii vaivaa. On tarpeen luoda uusia ja mielenkiintoisia opetusmateriaaleja sekä löytää tapoja, että opiskelijat arvostaisivat kielten osaamista enemmän. Viron suomen kielen opettajien seuran seminaaripäivä päättyi toiveikkaasti. Uutta motivaatiota jatkuu pitkään ja toivottavasti suomen kielen opiskelu muuttuu Virossa vielä enemmän suosituimmaksi.

GREETINGS from LITHUANIA: Valuable Events



Almantė Meškauskienė, President of LKPA.

6-10 June, the blended intensive program (BIP) "LANGUAGES IN HIGHER EDUCATION: PLURILINGUAL APPROACHES AND INFORMAL LEARNING FORMATS" organized by the Institute of foreign languages and Faculty of humanities at Vytautas Magnus University and Transform4Europe Alliance team took place. The program was attended by 22 participants from various European countries: Poland, Germany, Estonia, Spain, Bulgaria, France, Sweden, Azerbaijan, Slovenia and the Czech Republic. They listened to presentations related to multilingualism, non-formal language teaching, discussed various formats of language teaching and shared experiences, and got acquainted with the activities of the Goethe Institute, the Ukrainian Center, and the Center for the Cultures of Various Nations.



The Institute of Foreign Languages of Vytautas Magnus University (VMU IFL), in cooperation with the Language Teachers' Association of Lithuania, organized the 7th International Scientific Conference "Sustainable Multilingualism" (Lith. Darnioji daugiakalbystė). The conference was held on June 9-10, 2023 in Kaunas.

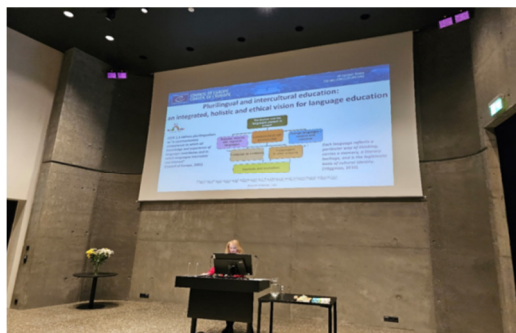
"Sustainable Multilingualism 2023" aimed at bringing together researchers, language policymakers, language teaching professionals and students and all the interested in the discussion on preserving and nurturing multilingualism. Scholars were invited to present their research on the topics related to Multilingualism in society, Language education in multilingual and multicultural settings, Multilingualism in (professional) practice and Contemporary Lithuanian language studies. Presentation session languages were: English, French, German, Italian, Latvian, Lithuanian, Spanish, Ukrainian. One and a half hundred multilingual researchers, scientists and students from 21 countries such as Czech Republic, Estonia, Latvia, Poland, Italy, Spain, Canada, Portugal, Switzerland, Germany and others participated in the conference. In total there were 84 presentations and one round table discussion on the topic "The importance of multilingual methods for the development of competence of higher education pedagogues".

Plenary speakers of the conference, world-renowned researchers, presented their latest research on the challenges of language learning and translation and the future of a multilingual world. This year's conference program includes four plenary presentations by: Aukse Balčytienė, a Professor of Journalism in the Department of Public Communications in Vytautas Magnus University Kaunas, Lithuania. Her research interests are in media policy, political and journalism cultures, media system change and comparative studies, media and information literacy, European public sphere and Central and Eastern European Studies. François Grin, a Full Professor in economics at the Faculty of Translation and Interpreting of the University of Geneva and the Director of the Observatory on Economy, Languages and Training. Prof. Grin specialises in language economics, education economics, and the evaluation of public policies in these fields. Enrica Piccardo, a Professor of Applied Linguistics and Language Education at OISE - University of Toronto and the Head of the Centre for Educational research in Languages and Literacies. She has extensive international experience in second/foreign language education research, teacher development and teaching of multiple languages. Maria Teresa Zanola, a Full Professor of French Linguistics. She is rewarded as Officier dans l'Ordre des Arts et des Lettres at the French Ministry of Culture. Prof. Zanola is a highly qualified expert in specialised languages and terminologies in diachronic and comparative perspective and an internationally recognised specialist in language policies in Higher Education.

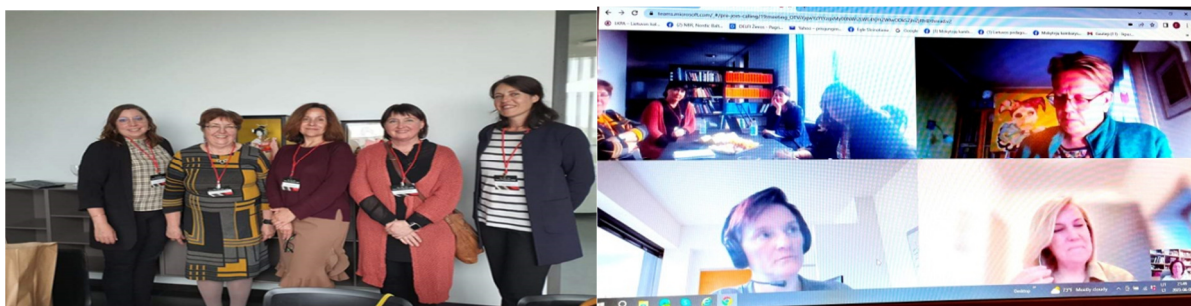




8-9 June, the president of the Language Teachers' Association of Lithuanian **Almantė Meškauskienė** participated in the conference "Future of Languages" in Reykjavik, Iceland, organized by FIPLV and the Baltic region, where she delivered the presentation prepared together with the colleague Assoc. prof. **Vilma Bijeikienė**, "Multifaceted approach to the development of plurilingual competences at a university language institute".



During the conference, "Future of Languages" in Reykjavik, 7th June, there was a meeting of the Nordic and Baltic region leaders' council, which was attended by the President of Language Teachers' association of Lithuania Almantė Meškauskienė together with colleagues Mia Smith from Sweden, Ene Peterson from Estonia, Sigurborg Jónsdóttir and Þorbjörg Halldórsdóttir from Iceland, and Anja Pietzuch, representative of Norwegian linguists. Since the representatives of several countries could not participate due to busyness in their countries, Outi Vilkkuna and Kari Jukarainen, Finnish representatives, Eglė Šleinotienė and Asterija Rudienė, Lithuanian representatives connected remotely. A new council was elected during the meeting. In addition, the situation of language teaching/learning in the Nordic and Baltic countries was presented.



Prof. Nemira Mačianskienė, Vytautas Magnus University, The LKPA "Baltic Philologist Coffret" winner.

APATCHE or Adding Plurilingual Approaches to language Teacher Competences in Higher Education is the ERASMUS + STRATEGIC PARTNERSHIPS project (code:

2021-1-LT01-KA220-HED-000030285), coordinated by Vytautas Magnus University (Lithuania) and implemented in partnership with University of Antwerp (Belgium), University of Sacred Heart (Italy), University of Algarv (Portugal) and University of Warsaw (Poland).

The APATCHE project is grounded in a clear need, in the partners' institutions and all over Europe, to develop the plurilingual competence of HE staff, in order to prepare universities in Europe for the challenges of

(a) increasingly international student audiences;

(b) the increasing weight of the dominant Anglo-American monolingual view on science which isolates scientific knowledge from Europe's multilingual diversity;

(c) the need to foster and develop a multilingual, multicultural ethos in our students, as a prerequisite for the EU's diversity and inclusion policies.

The aim of the APATCHE project is to raise awareness of the importance plurilingual approaches to language learning and teaching (approaches that value all languages present in the increasingly multilingual international classroom in higher education (HE) as a single, comprehensive set of competences) and to provide the necessary means of introducing them in HE all over Europe.

The project aims at Adding Plurilingual Approaches to HE, by producing a set of Project Results (or Outcomes):

(1) Developing a descriptive scale of plurilingual competence (knowledge, attitudes and values, skills) specifically for HE, usable as learning outcomes. The scale will be published on the APATCHE webpage and disseminated through relevant networks.

□ (2) Developing didactic materials for teachers in HE to acquaint themselves with plurilingual competence in the form of a multilingual three-part open online training course, answering three central questions: what is it? (4h. Module 1); why is it needed in HE? (2h. Module 2); and how can we implement it? (6h. Module 3) and to familiarize themselves with the necessary skills and attitudes and with possible educational scenarios to implement successful plurilingual approaches.

The APATCHE project target group, in the partner institutions which we consider to be a laboratory for further implementation of plurilingual approaches in HE throughout Europe, is composed of:

□ (1) a primary target group, i.e., language teachers in HE, for whom we will provide state-of-the-art publications usable in the HE classroom, curriculum recommendations, a descriptive scale of plurilingual competence usable as learning outcomes, and an open online training course. Although primarily aimed at language teachers, this target group includes all teachers in HE, of whatever knowledge domain, confronted with various languages in the internationalized, multilingual classroom;

□ (2) our secondary target group, specifically with regard to the policy and curriculum recommendations we shall produce, comprises HE curriculum and policymakers, at the institutional level (rectors, deans, presidents of curriculum commissions), as well as in local, national and European educational politics;

□ (3) Finally, we firmly believe that an indirect impact of the program in the long-term may be that language students in HE that will have been confronted with more efficient and motivating plurilingual approaches during their training, may consequently adopt these in their own future teacher careers, rather than repeat the monolingual approaches they are learning today.

This way, the project tackles tomorrow's need for teacher training at its source, i.e., by having pre-service teachers profit, for their future careers, from the training provided to their trainers.



Current News about Language Matriculation Exams in Finland



Anna Halme, SUKOL Executive Director.

At the spring meeting of the language committee of the University Examination Board, SUKOL and language associations, the discussion took place, among other things, about the evaluation of essays, language test days and demonstrating oral language skills.

At the beginning of the meeting, we heard current issues about matriculation and the continuous development of exams. Finally, the language associations had the opportunity to give feedback on the spring exams. Many associations had already sent their feedback to the section in their own language.

Current matriculation exam

There were 45,600 students in the spring 2023 exams. This spring, a digital, updatable yo-certificate has been introduced, which facilitates electronic transactions. The certificate contains the performance data on the date of signing from the matriculation examination register and name data from the population information system. A digital certificate is safer than a paper one – for example, it cannot be lost, but it can always be retrieved from Opintopolu. However, those who have completed a high school diploma will continue to receive a paper certificate.

The new degree structure has been in use since spring 2022. The new thing is that you can take part in the exams of both syllabuses of the same subject already during the completion of your degree. However, only the exam of the

second syllabus can be included in the degree. In addition to the five exams required for the degree, the examinee can take one or more other exams. After the extension of compulsory education, it was possible to participate in five exams free of charge.

Secretary General Tiina Tähkä said that the board was concerned that writing short English would become more common alongside or instead of the long syllabus. This would take the resources of teachers and the board and possibly further reduce participation in other language tests. Tähkä praised the universities' student selection project's new certificate selection proposal, where short English scores are lower than other language tests. In his opinion, this is the right signal to the test takers as well, because good English language skills are needed everywhere and rewarding underperformance is not reasonable.

Tähkä presented statistics on the subject choices of the yo degree. It must be remembered that the statistics only describe the exams completed in the matriculation examination - the degree can be supplemented later with exams in different subjects and courses. Almost all examinees complete a long English course in their degree, but a higher proportion than before do not complete it. From almost 96 percent in 2018, the share of long English writers has dropped to just under 93 percent by 2022. Only a few examinees take other long foreign languages in their degree. There is a great increase in the completion of long Russian, but there are native language tests and the number of writers is still less than two percent. The number of people taking long German has decreased from just under four percent in 2008 to just over one percent in 2022.

Completion of short foreign languages has also decreased - except for short English, which has increased. Italian, Portuguese, Latin and Sami languages are taught very little. A long downward trend can be observed in the statistics of other domestic and foreign languages other than English. In 2022, the completion of a second domestic was the lowest in all subjects except medium-length Finnish: the completion of long-term Finnish has decreased and the medium-length has increased.

A speaking subtest and the Abitti application are planned

Tähkä said that the Matriculation Examination Board will once again prepare a proposal for a four-year matriculation examination development and

implementation plan, which will be approved by the Ministry of Education and Culture. The monitoring group for the development of the Matriculation Examination works to support the preparation.

According to Tähkä, one of the goals of the next four-year period is the promotion of the speaking sub-exam, in which language teachers are a key stakeholder group. The speaking subtest would be necessary so that the language tests correspond better to the objectives of the basics of the upper secondary school curriculum. However, the development of a partial exam can start very slowly and in stages. The share of speaking in the total score will initially be very small. The evaluation resource will not increase from the current one, and that must be taken into account. In any case, the development of a partial exam requires separate resources for information and teacher training, among other things. A set of criteria must be drawn up for different languages and examples and landmark achievements must be collected. The examination system must also be developed to support oral performances.

The representatives of the language associations asked whether the speaking test would be included in the six hours or whether there would be a separate oral test in the degree. Tähkä stated that the language committee cannot take a position on detailed questions, but his view is that even if the partial exam is part of another language exam, it could have its own separate, more precisely defined completion time. "It hasn't been that long since we thought about the same thing in terms of listening comprehension," Tähkä said. We have to think about what makes sense from the point of view of high school arrangements and exams. In the pilot performances of the DigiTala project, demonstrating oral language skills even in a large hall has worked well, being a speech supporter has not interfered and the performances have been collected.

Abitt must be developed so that the matriculation examination can continue to be carried out digitally. Information technology develops rapidly, and the current Abitti works on fewer and fewer devices. We need to get rid of USB sticks, and the goal is for the new Abitti application to be in use by high schools and high schools by 2025. Renewing Abitti requires separate funding.

Updated review criteria

Pasi Pirttisaari, who is the chairman of the German section and one of the vice-chairmen of the language committee, spoke about the continuous development and especially the updated evaluation criteria for the long syllabus writing task of a foreign language and a second domestic language. The language committee's job is to receive feedback, work on it and continuously develop the tests. In addition to feedback, research data is used in the development.

The updated evaluation criteria for the long syllabus writing assignment will come into effect in the fall of 2023. Pirttisaari stated that the criteria make the evaluation consistent. In the past, there were more than 30 possible points, in the new set of criteria only 10. Correctness is divided into two columns in the evaluation table. Communication skills are still the main criterion. Landmarks are coming, which will be updated on the landmark materials page before the autumn exam session. SUKOL organizes training especially for German, Swedish and French teachers on September 5. (sukol.fi/koulutus), and language associations have also organized or planned their own trainings. Pirttisaari emphasized that the reform is not intended to tighten or soften the assessment and that there will be no similar set of criteria for medium and short languages in the near future.

The background of the new scale is a process that lasted a couple of years. Pirttisaari said that the criteria were tested in such a way that the performances of all the examinees of the three examination rounds were mechanically changed to conform to the new scoring and after that the effect of the change on the grade distribution was studied. It was concluded that there is no essential change, but that the degree works in the same way as before. A group of censors has also tested the criteria by "experimentally evaluating" essays and giving feedback, which was used in the development of the criteria.

The grading instructions have been published on the Regulations and Instructions page of the Student Examination Board. Pirttisaari also highlighted other updated grading guidelines, such as the fact that if the length of the writing assignment does not exceed the number of marks, the assignment has not been fully complied with, so it is not possible to get the highest marks for the test. A limit of 100 characters has been defined between the 50 and 150 character limit for open-ended answers, with the aim of reducing the answers to the

essentials. The authors of the exam choose which number of marks are used in which task, and take into account that the answer must be written in the examinee's own words. The test taker still has to make sure that the answer stays within the mark limit. Pirttisaari said that exceeding the number of tokens has decreased considerably. In the spring 2023 exams for language subjects, the passings were isolated cases. Naturally, the highest number of crossings was in long English, which is carried out significantly more than other language courses, but even in that there were less than 40 mark crossings in all exam tasks and all tests.

Discussion about the new criteria and the situation of another domestic

The updated assessment criteria for the long syllabus writing task sparked a lot of discussion and feedback from language associations. Especially the writers of another domestic language were taken care of.

Finnish Swedish teachers' representatives Eija Heikkala and Sanna Huuskonen told about teacher comments, according to which it seems that you can only reach more than 90 points with a native-like, almost perfect and really nuanced text. In English, the target level is higher than in other languages, but the long syllabus table shared by the languages may guide teachers to evaluate the performances of other languages according to the English standard. The fear is that the number of Swedish writers will further decrease. "The disaster of 2016 has weakened the knowledge of Swedish," Heikkala said, referring to the early introduction of B1 Swedish and the reduction of middle school hours. The majority of those entering upper secondary school have rather weak skills in B1 Swedish, so reaching the target level during upper secondary school is challenging. However, experts in domestic languages are needed in postgraduate studies and in working life.

Raili Hildén and Marita Härmälä from the Swedish department stated that Swedish skills have already differed strongly in primary education and the differences remain until the end of upper secondary school. Hildén reminded that the scale of long syllabuses is not absolute, but must be interpreted against the objectives of the syllabus. Long Swedish has a different target level than long English, and therefore you can reach 94 points in Swedish with less knowledge.

Pasi Pirttisaari pointed out that it is worth getting to know the landmark materials that are updated on the YTL website before the autumn exam. Reading landmark materials and criteria sets in parallel helps to notice what is required for which score in which syllabus.

The effects of placement of exam dates

Tiina Tähkä said that the board had received requests, especially from German and French teachers, to test the long and short English syllabus on one exam day and organize exams for other languages on the second day. One reason is that many test-takers choose to repeat the long English test instead of taking the other A-language test. Tähkä asked how the representatives of the language associations thought the proposal sounded.

Johanna Snellman of Finland's German teachers answered that it has been found that repeating English has become more common, and this leads to, for example, long German not being completed at all or changing to short. Eija Raitala of the Finnish French Teachers' Association said that there has not been much discussion about this topic among French teachers. However, any way to motivate yourself to write more long languages is welcome. The latest problem is the free of charge for five subjects, which leads to the omission of additional languages. Could this be solved, for example, by distributing scholarships to language writers? The reason behind the no-fee is the extension of compulsory education to the second level and the political debate about the costs of the reform. Tähkä said that with the structure of five free subjects, the aim was to secure the completion of the degree for everyone, but not to give examinees an open thorn.

Tähkä stated that it is not easy to add test days to the degree, because, for example, OAJ opposes increasing the supervision obligation. If the language exam dates were rearranged so that English would be on one day and all other languages on another, there could be a risk that the completion of two short languages would decrease even more. Marja Sallila from Finland's English teachers said that the association has no position on this. All reforms must be carefully considered, because it is important that the position of short languages is not weakened.

Spring 2023 exams

At the event, exam-specific feedback and the scoring of this spring's assignments were also reviewed. Everyone's common concern about the decline of the Finnish language was noted, which does not only concern Kokelians with an immigrant background.

Raili Hildén stated that the sensors try to understand "bad Finnish", because it is known that an increasing number of the test takers are non-native speakers. Vocabulary deficiencies, however, hinder the performance of open tasks even by native Finnish speakers. Johanna Snellman mentioned that some of the test takers are unfamiliar with terms such as handlebar and ski pole. Various comprehension disorders are also common, and difficulties can be caused by, for example, long words in the German test. For the short language test, German teachers would like everyday language, fun and relaxation, because the message about the need for German in commercial fields is getting through to the youth. There are interested German students, but the reputation of the matriculation exam is not always motivating. For example, in this spring's exam, forgetting one letter n in the middle of the word Orangensaft meant losing points. "As a linguist, of course I understand this, but small accuracy decreases the motivation to participate," Snellman said. He hoped that at the latest in the oral sub-examination, the brave but not quite accurate communicators would get their reward.

Tiina Tähkä said that often small tasks do not get intermediate points but either full or zero because of the reliability principle. Test validity refers to whether the test measures what it is intended to, and reliability refers to whether the same items are scored in the same way. In the high school course exams, you can reward all your skills, but in the degree you have to invest in the preparation of the tasks and keep the scoring unequivocal. Raili Hildén stressed the same: in exams like the matriculation examination, the leading principle is reliability, i.e. treating all examinees in the same way.

Tähkä stated that the expertise of subject teacher associations is important to the board. He regretted that it is often not possible to respond to feedback other than just saying thank you. Due to exam secrecy, no promises can be made about future exams, and the degree is a slow ship to turn, but all feedback is taken into account. The spring meeting was organized remotely on May 30, 2023.

We Salute you from Reykjavík, Iceland



STÍL – SAMTÖK
TUNGUMÁLAKENNARA
Á ÍSLANDI



Dr. Hólmfríður Garðarsdóttir, President of STÍL

Around 180 people - from all around the globe - came together at the University of Iceland, Faculty of Languages and Cultures, 8-9 June 2023, to discuss the future of languages. Guest speakers Dr. Ofelia García, Dr. Sarah Breslin and Johan Sandberg McGuinne set the stage, each from a different perspective. Dr. García emphasised the topic of „translanguaging”, Dr. Breslin the new project vision of the European Centre of Modern Languages (ECML), in Graz, while Mr. Sandberg educated participants on Saami cultures and languages. Deliberations were fruitful, friendly, and particularly constructive and forward looking.

On behalf of the organizers, the Association of Languages Teachers in Iceland (STÍL), I thank you all for sharing your expertise, your insights, and experiences. We cherish the multiple inputs and will continue to access, discuss, and put into practice some of the valuable recommendations shared during these rainy days in Reykjavík, Iceland.



The future of Languages - A Fresh and Inspiring Start to the Summer of 2023

Few Words from the New President of STÍL.



Þorbjörg Halldórsdóttir, Ísbrú Félag kennara sem kenna íslensku sem annað tungumál.
(Association of teachers of Icelandic as a Second Language)

The conference Future of Languages in Reykjavík was an excellent start of the summer for me. The atmosphere in Vigdis's house was lively and the passion for languages in all their complexity and diversity was evident. Many people took part in organizing the event but Hólmfríður Garðarsdóttir, now former president of STÍL - the Association of Language Teachers in Iceland held the reins and I must say she really did a wonderful job. I want to thank Hólmfríður for being dedicated to the project and operating it so smoothly. It was not easy, especially in regards to how long the process got prolonged due to the Covid-situation. I also wish to thank everyone else who took part in preparing and working at the conference. Without them the event would not have been such a huge success.

For me the most memorable lectures at the conference were the ones from the guest speakers Dr. Ofelia Garcia and Dr. Sara Breslin and the closing lecture by Johan Sandberg McGuinne.

Garcia's lecture on bilingualism, plurilingualism and translanguaging, their differences and consequences for teaching, was inspiring and thought provoking.

She gave a fresh perspective on how we teachers can truly value and be sensitive towards our students' backgrounds, languages, cultures and experiences. Garcia's lecture has inspired me to explore the pedagogy of translanguaging further.

Sara Breslin introduced to us the world of ECML and like Garcia's talk Breslin's lecture left me wanting to dig further. I attended a meeting later where Breslin gave an overview on how language professionals from different countries in Europe can get involved in and/or propose projects. This information was valuable for me as the new president of STÍL. I will definitely encourage all language teachers and other language professionals in Iceland to consider applying for a grant from ECML. Their vision is all about promoting excellence in language education and linguistic and cultural diversity and this resonates with STÍL's aims.

Johan Sandberg McGuinne was probably the most passionate speaker of the conference giving us an insight into the Saami culture of the Indigenous people in Sápmi. Without going into detail he had the whole hall of around 200 people yoiking as well as bringing tears to our eyes with the story of how his people were once treated. A whole generation was not allowed to speak the language of their heart. The times are different now but it is still a challenge for Johan and other Saami activists to find ways to carry on their cultural and linguistic heritage to future generations of Saami people. Indigenous Languages will be given extra focus in the next decade as it is the International Decade of Indigenous Languages 2022-2032.

Many other speakers left me with my brain full of new information and ideas. I really must say that I choose to be optimistic about the future of languages and a multilingual world while there are so many creative, intelligent and dedicated language professionals out there. I look forward to working with STÍL, NBR and FIPLV for the next couple of years as the new president of STÍL.

International Decade of Indigenous Languages 2022-2032



Sofiya Zahova, director of Vigdís Int. Centre.

The Future of Languages conference had a closing session devoted to the International Decade of Indigenous Languages 2022-2032, a UN initiative that aims to support, preserve and revitalise indigenous languages and improve the life of the communities that speak them. On this occasion, the Vigdís International Centre for Multilingualism and Intercultural Understanding hosted a keynote talk by Johan Sandberg McGuinne, Sámi poet, teacher, translator and researcher. Johan spoke about the Sámi people and how their own language was taken from them due to the century-old colonisation practices. He also shared his experiences in teaching Sámi languages to students of different age groups and how effective poetry and yoking could be in language revitalisation and learning. Conference participants had the opportunity to engage in a discussion and were asked to consider raising awareness among students about indigenous, minority and small languages, and spread the word about the Decade.

The global website of the International Decade of Indigenous Languages 2022-2032 - <https://idil2022-2032.org/>

The Icelandic webpage devoted to the Decade - <https://vigdis.hi.is/idil-2022-2032/>

Rapport de l'association des enseignants de français en Islande



Rósa Elín Davíðsdóttir

Lors de la conférence « Future of languages », organisée par STÍL / NBR et FIPLV le 8 et le 9 juin 2023, une session était consacrée à l'enseignement du français en Islande avec la participation de membres de l'Association des enseignants de français en Islande. Eyjólfur Már Sigurðsson, directeur du Centre des langues à l'Université d'Islande était modérateur de la session.



Jóhanna Björk Guðjónsdóttir et Margrét Helga Hjartardóttir, enseignantes de français au lycée Kvennó (Kvennaskólinn í Reykjavík), ont présenté leur approche pour enseigner la prononciation du français, qui se relève souvent être un défi pour les locuteurs islandais lorsqu'ils commencent à apprendre le français. Elles ont partagé des devoirs des étudiants en forme de présentations vidéo courtes qui permettent aux étudiantes de s'entraîner et appliquer ce qu'ils ont appris en phonétique.



Sigríður Anna Guðbrandsdóttir, enseignante au lycée MH (Menntaskólinn við Hamrahlíð) a partagé son expérience du projet pédagogique intitulé « L'immeuble » dans lequel les élèves, se créent une identité fictive dans un univers fictif calqué sur quelque chose de réel, ici un immeuble et ses habitants (voir par ex. <https://bop.fipf.org/simuler-la-vie-dun-immeuble/>).

Rósa Elín Davíðsdóttir, enseignante à l'Université d'Islande et rédactrice en chef de Lexia, un nouveau dictionnaire islandais-français en ligne (<https://lexia.hi.is/fr/>), a présenté quelques défis liés aux besoins des utilisateurs islandais que l'équipe rédactionnel a dû relever en montrant quelques exemples de comment le dictionnaire peut servir aux étudiants pour la production écrite en français. Ce dictionnaire de 50 mille entrées est à la fois destiné aux Islandais en tant que dictionnaire de production et aux francophones comme dictionnaire de compréhension. De plus, le dictionnaire est un outil important pour tous ceux qui sont amenés à traduire entre l'islandais et le français.

Pour les enseignants du français en Islande, c'était une expérience riche de pouvoir se réunir autour des questions et défis propres à l'enseignement du français en Islande d'échanger avec des collègues qui enseignent le français dans d'autres pays. De plus, nous avons eu l'occasion d'écouter de nombreuses présentations intéressantes en anglais présentant d'autres défis et enjeux concernant l'enseignement des langues étrangères. Ici, nous pouvons mentionner par exemple notamment la présentation « key note » de Dr. Ofelia García sur le bilinguisme, plurilinguisme et le « translanguaging » et les conséquences sur l'enseignement des langues ainsi que la présentation de Mia Smith de la part de l'association des enseignants de langues en Suède sur l'enseignement en ligne et les compétences nécessaires pour le cours de langue en ligne et celle de Pasi

Puranen, du Centre universitaire des langues, d'Aalto University sur les ressources en ligne des langues étrangères dans l'enseignement supérieur en Finlande.

En effet, avec des nouvelles technologies, arrivent d'autres enjeux et aussi occasions pour les enseignants. En somme, un véritable plaisir pour se retrouver « en présentiel » pour échanger au sujet de l'enseignement des langues, un sujet qui nous passionne tous et qui nous réunit.

Deutschlehrerverband Island zur Konferenz Zukunft der Sprachen

The article is presented by Von Oddný G. Sverrisdóttir, Katrín Högnadóttir und Vanessa Isenmann

Die Konferenz "Zukunft der Sprachen", die vom 8. bis 9. Juni 2023 an der Universität Island in Reykjavík stattfand, brachte Sprachlehrende, Wissenschaftler:innen und andere Fachleute aus verschiedenen Bereichen zusammen. Für uns Mitglieder des isländischen Deutschlehrerverbandes (Félag Þýzkukennara) bot die Konferenz eine hervorragende Plattform zum Austausch von Erfahrungen, Wissen und Ideen insbesondere im Bereich Deutsch als Fremdsprache. Vor allem den Austausch mit internationalen Kolleg:innen empfanden wir als besonders fruchtbar und gewinnbringend, da wir dadurch wertvolle Erkenntnisse und neue Denkanstöße erhalten haben. Darüber hinaus hat uns das vielfältige Angebot an Präsentationen und Diskussionen neue Perspektiven auf Methoden des Sprachunterrichts, die Bedeutung kultureller Kompetenz und die potenziellen Auswirkungen von Sprachpädagog:innen und -verbänden auf die Gesellschaft eröffnet.

Als Mitglieder des isländischen Deutschlehrerverbandes nahmen wir hauptsächlich an den deutschen Sektionen teil, die im Konferenzraum "Heimat der Sprachen" (Heimasvæði Tungumála) stattfanden. Insgesamt gab es 18 Präsentationen in sechs deutschen Sektionen. Es war sehr erfreulich, so viele Teilnehmende in den kraftvollen deutschen Sektionen zu erleben. Dabei wurde eine vielfältige Bandbreite theoretischer und praktischer Themen rund um das Unterrichten und Arbeiten mit Deutsch als Fremdsprache diskutiert. Die Themen umfassten Beschreibungen von Studien- und Unterrichtssituationen an verschiedenen

Universitäten sowie Einblicke in die Sprachenpolitik verschiedener Länder und die daraus resultierenden Konsequenzen für den Deutsch als Fremdsprache Unterricht. Oddný G. Sverrisdóttir gab beispielsweise einen Einblick in die aktuelle Unterrichts- und Studiensituation des Faches Deutsch an der Universität Island und berichtete unter anderem, dass im Herbst 2023 eine Neuerung im Fach Deutsch begrüßt werden kann, da der Diplomstudiengang (60 ECTS) nun auch als Fernstudium angeboten wird. Oddný erörterte ferner die Entwicklung und Stellung des Faches Deutsch in der Schule. Anhand von Zahlen aus den Jahren 2003 bis 2019 kann eine deutliche sinkende Tendenz festgestellt werden, was die Anzahl der Schüler: innen betrifft, die Deutsch in der Schule wählen.

Des Weiteren wurden in der deutschen Sektion verschiedene Forschungs- und Unterrichtsprojekte vorgestellt. Vanessa Isenmann präsentierte erste Ergebnisse einer Langzeitstudie zu Motivation und Einstellungen isländischer Studierender hinsichtlich der Fremdsprache Deutsch zu Beginn ihres Deutschstudiums. Die Studie ist Teil eines internationalen Forschungsprojekts in den skandinavischen und baltischen Ländern mit dem Titel UniStart Deutsch@NBL. Ziel des Forschungsprojektes ist es, über 10 Jahre den Status der Studienfächer Deutsch und Germanistik zu erfassen. Dabei sollen einerseits Motivation und Einstellungen von Studierenden zur deutschen Sprache untersucht werden und andererseits eine realistische Einschätzung der Deutschkenntnisse der Studierenden zu Beginn ihres Deutschstudiums vorgenommen werden. Die ersten Ergebnisse der isländischen Motivationsstudie deuten darauf hin, dass isländische Studierende im Fach Deutsch überwiegend intrinsisch motiviert sind, Deutsch zu lernen. Einer der wichtigsten Faktoren für die Studierenden im Fach Deutsch an der Universität Islands ist dabei ihr generelles Interesse an deutscher Kultur, Literatur, Musik und Kunst. Kommerzielle Faktoren wie zum Beispiel wirtschaftliche Beziehungen zwischen Deutschland und Island spielen hingegen eine eher untergeordnete Rolle.

Zusammenfassend lässt sich sagen, dass die Konferenz „Zukunft der Sprachen“ für uns Mitglieder des Deutschlehrerverbandes eine gelungene Veranstaltung war, die zum Nachdenken angeregt und uns zu neuen Ideen inspiriert hat. Die aus der Konferenz gewonnenen Erkenntnisse werden zweifellos Einfluss auf die Arbeit von Lehrenden, Forschenden und Verbänden haben und zur Weiterentwicklung der Sprachbildung und ihrer Auswirkungen auf die Gesellschaft beitragen.



Zukunft der Sprachen - Framtíð tungumála

Konferenz vom 8.-9. Juni an der Universität in Island



Harpa Sveinsdóttir, Deutschlehrerin Menntaskólinn Akureyri (Gymnasium Akureyri)

Die Konferenz war gut organisiert, die Atmosphäre locker und lustig und Hólfríður Garðardóttir, die Präsidentin von STÍL, dem Verband der Sprachenlehrer in Island, hat das Ganze mit Humor und Herzlichkeit umwickelt. Keine technischen Probleme. Nachteile waren knappe Zeiten und dichtes Programm bei den Sessionen, auf jeden Fall bei der deutschen Abteilung, und von daher wurde manchmal sehr schnell gesprochen! Die Kaffeepausen waren auch gut mit leckeren Häppchen und interessanten Gesprächen.

Die Vorträge von Ofelia García und Johan Sandberg McGuinne waren für mich die Highlights. Nicht unbedingt für mich als Deutschlehrerin für Anfänger im isländischen Gymnasium, sondern eher für mich als Muttersprachenlehrerin, das sind wir doch alle, oder? Johans Vortrag hat mich besonders berührt.

Im Bereich Deutsch gab es 18 verschiedene Präsentationen, die beeindruckend oder auch praktisch waren. Hier ein paar Beispiele.

Johanna Sobranska aus Polen - Förderung von sprachlich begabten Schülern im Fremdsprachenunterricht - Schwierigkeiten und Grenzen. War sehr interessant und relevant und etwas, was man nicht genug berücksichtigt.

Anja Pietzuch aus Norwegen - ein Nordplus-Projekt in Dänemark, Estland und Norwegen. Praktisch, lustig und vor allem ganz gute Ideen.

Ana R. Calero Valera aus Spanien - ein Projekt für den Literaturunterricht. Praktisch und gut aufs Gymnasium in Island übertragbar.

Felix Plüm aus Thailand - Suchen, schreiben, posten - ein Instagram-Projekt. Eine sehr gute Idee im Unterricht und gut ausgeführt. Die Idee stammt aus der IDT in Wien 2022.

Irena Horvatić Bilić aus Kroatien - Sprachenpolitisches Agieren von Fremdsprachenlehrkräften als Weg zur Förderung des Fremdsprachenlernens. Ein sehr interessantes Thema der Sprachenpolitik und passt gut zu isländischen Verhältnissen.

Klaus Geyer aus Dänemark und Vanessa Isenmann aus Island über UniStart Deutsch@NBL - eine interessante Studie über Lernmotivation und Spracheinstellungen. Warum wollen die Studierenden Deutsch studieren?

Anna Jaroszevska aus Polen - Die Dynamik der Rollen, Aufgaben und beruflichen Kompetenzen von Sprachlehrern in den neuen Umständen der europäischen Bildung. Eine tolle Präsentation und sehr erwägenswert für mich als Lehrerin. In Polen gibt es jetzt neue Herausforderungen wegen des Krieges in der Ukraine, was die Lehrkräfte sehr herausfordert.



News from Spanish Teachers Association in Iceland



*Sigríður Guðmundsdóttir, MA Spanish and Spanish teacher
at FSU, upper secondary school, Selfoss, Iceland .*

The 2023 FIPLV / NBR Conference: Future of Languages held at the University of Iceland's Language Centre Veröld, hús Vigdísar, June 8-9, was a truly welcome event. With an attendance of nearly two hundred participants and around seventy sessions to choose from in five different halls it was a true feast for linguists and language teachers alike. A conference dedicated to the field of languages, linguistics, language policy, language diversity and the different challenges met and methods used in the classroom.

Dr. Ofelia Garcia, guest speaker at the plenary session, instructed us on translanguaging, a concept hitherto unknown to me conscientiously but most definitely quite familiar in practice. I must say that it gave many of us good food for thought on how to incorporate all the linguistic skills of our students into the classroom in the future.

Coming from a very small language community myself I found talks given on linguistic diversity and minority languages of particular interest. The Spanish Teacher Association in Iceland (AIPE) chaired a fascinating lecture by Matteo Santipolo on the language diversity of Italy and a very enlightening presentation by Sofiya Zahova about learning materials in the Romani languages in the Nordic countries.

Hamsvahini Sing and Aditya Divya Sing gave a talk on foreign language learning in a multilingual classroom in India, providing us with a most interesting insight into the linguistic diversity of Indian language students. Last, but not least, the closing speaker Johan Sandbert McGuinne with his masterful yoiking gave us valuable understanding of the Saami culture and language.

To sum up the experience, I dare say there were several very interesting presentations on research outcomes on techniques and methods in the classroom that can be useful in practice. Moreover, it was incredibly invigorating to meet with all the colleagues and researchers from around the world. Among my fellow Icelandic colleagues the consensus was that the conference was quite diverse, encompassing a larger geographical region than expected. The future of languages is brighter than many of us dared hope and I really look forward to future conferences.

On the Future of Languages Conference in Reyjavík.



Katherine Louise Þóra Stokke, Chair of FEKI (Association of English teachers in Iceland - ATEI)

Members of FEKÍ enjoyed welcoming colleagues from around Europe to Iceland and participating in insightful discussions about the future of languages and language teaching. One of the themes we appreciated as English teachers was the role of English in the current conversation. English is a lingua franca in Europe, but we understand the need for encouraging the learning of other additional languages. Discussions revolved around strategies for creating inclusive language classrooms that celebrate linguistic diversity while empowering learners to communicate effectively in English, ultimately fostering a broader understanding and appreciation of other cultures. Another important theme was the emphasis on digital citizenship through language education. The conference's international nature proved to be a true asset. Engaging in meaningful conversations with professionals facing similar challenges but situated in different linguistic and cultural contexts was both inspiring and enlightening. These interactions fostered a sense of unity and collaboration among attendees, transcending borders and reinforcing the importance of multilingualism in today's interconnected world.

Greetings from The Language Teachers' Association of Sweden

Language Teachers' Conference and 85th Anniversary Celebrations



Mia Smith

In March 2023, language teachers, university researchers and other participants from around the country gathered in Gothenburg on the Swedish west coast for the annual language teachers' conference, this time named "Languages for Life". The visitors/participants took part in two days of debates, lectures, and workshops and got the opportunity to browse a number of teaching materials, classroom literature and textbooks by the major Swedish publishing houses. Alongside this, participants were able to discuss teaching methodology and share and exchange experience in many different forums, both in formal and informal settings.

As a part of the conference a celebratory dinner was held, where we celebrated the 85th anniversary of Språklärarnas riksförbund, The Language Teachers' Association of Sweden. Two new honorary members were also announced during the congress: Birgitta Milbrink and Anna Ekström. Birgitta is a long time member of the board of the local association in Uppsala, as well as the board of the National Association. Anna Ekström is the former director-general of the National Agency for Education and former Minister of Education. The annual general meeting of the Association culminated in a new board being elected, with board members from all parts of our wide-spread country.



Report from the Swedish Schools Inspectorate

The Swedish Schools Inspectorate conducts inspections of various kinds, some of which examine certain aspects of the educational system here in Sweden. In December 2022, a report was published based on an inspection concerning the teaching of modern languages (German, French and Spanish) in years 8 and 9 in Swedish schools. The report's authors focused on the amount of target language used in the classroom, as well as the prerequisites for language education. 34 schools were subject to the inspection and the report will hopefully be a tool for teachers when debating prerequisites with school leadership. The results of the report are somewhat discouraging, as no clear improvement can be seen since the last report, published ten years ago, but it is important to mention that the authors highlighted a great many positive examples of successful language teaching and how school leadership teams can ensure language teachers are given the prerequisites they need to support their students in learning.

Our association has been in close cooperation with the Schools Inspectorate regarding this report and members have been able to discuss the results with the authors earlier in a webinar but also during a seminar at the language teachers' conference "Languages for Life".

The full report can be read online, unfortunately only in Swedish.



*May your holidays be happy days,
filled with love and laughter.
And may each day bring joy your way,
in the year that follows after!
Thanks for being a wonderful teacher.*

The Electronic Newsletter is issued by:

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NBR Secretary Eglė Šleiniotienė, Lithuania; NBR Secretary elect Asterija Rudiene

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