



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

# NEWSLETTER

of

*the Fédération Internationale des Professeurs de Langues Vivantes*

**(FIPLV)**

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# EDITOR'S WELCOME

Dear FIPLV members and colleagues around the world,

We are happy to share with you the March issue of the FIPLV newsletter that brings you stories, news and updates from members and partners of the *Fédération Internationale des Professeurs de Langues Vivantes* (FIPLV).

As you read this issue, preparations are in full swing for the FIPLV Nordic-Baltic Region Conference to be held from 8 to 9 June 2023 in Reykjavik, Iceland. The draft programme for the event has now been released and is available on the conference [website](#). If you have not already done so, check out the diverse line-up of speakers, sessions and events, and join us in Reykjavik to explore practical ideas and theoretical perspectives under the special theme of the *Future of Languages*.

As usual, we start with updates from the FIPLV Executive Committee and this time the focus is on our first meeting of the year. We continue with an Invitation to the FIPLV World Assembly, which will take place online in May 2023, circulated via email to all FIPLV members by the FIPLV Secretary-General Geraldo de Carvalho.

There are four contributions from FIPLV members to this issue of the newsletter. The inspirational news and reports on innovative ideas, significant events and national policy developments in language education come from: the Association of Teachers of Estonian as a Second Language as a member of [Eesti Võõrkeeleõpetajate Liit](#) (EVÕL); [Der Internationale Deutschlehrerinnen- und Deutschlehrerverband e. V.](#) (IDV); [Internacia Ligo de Esperantistaj Instruistoj](#) (ILEI); [Vereniging van Leraren in Levende Talen](#) (VLLT).

Next, this edition introduces you to the declaration on fundamental rights of Ukrainian children released by the Council of Europe, in which FIPLV enjoys NGO status – the Conference of INGOs of the Council of Europe and its Civil Society Committee on the Rights of the Child.

You will also read the latest news from two projects that FIPLV has been associated with – [Open Accessible Summaries in Language Studies](#) (OASIS) and the [Lingu@Num Project](#). In keeping with its aim – to promote plurilingualism and multilingualism – FIPLV has participated in and supported a variety of [current](#) and [past](#) multilingual projects, thus also providing its members with opportunities to benefit from the experiences, resources and expertise of a range of research and development initiatives.

This issue concludes with news about forthcoming events in the world of languages and the guidelines for contributions to the next editions of the FIPLV newsletter.

Thank you for reading!

As always, your feedback and submissions are most welcome.

Sylvia Velikova (on behalf of FIPLV Executive Committee)

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# FIPLV UPDATES

## Highlights from the meetings of the FIPLV Executive Committee

### FIPLV Executive Committee Meeting

#### Utrecht, the Netherlands

**20 – 22 January 2023**

The FIPLV Executive Committee started the new year off with its first meeting which was held in-person from 20 to 22 January 2023 in Utrecht, the Netherlands. The visit to Utrecht was kindly organised and hosted by Judith Richters (the FIPLV Treasurer). The meeting of the Executive Committee was chaired by Terry Lamb (President of FIPLV), and minutes were taken by Geraldo de Carvalho (Secretary-General). It was also attended by Sigurborg Jónsdóttir (Vice-President) and Sylvia Velikova (Publications Officer). A primary goal was to discuss in detail the current FIPLV Statutes and to propose amendments to be considered and ratified by FIPLV members during the World Assembly on 26 May 2023. The Strategic Plan for the period 2023 – 2024 was also produced in its first draft during the meeting. Among the items on the agenda were: the World Congress 2024 (Auckland, New Zealand), in partnership with the New Zealand Association of Language Teachers (NZALT); the FIPLV Nordic-Baltic Region Conference 2023 (the provisional conference programme, the IDT 2025 information stand in Reykjavik, and a series of upcoming meetings during FIPLV-NBR 2023 - the meeting of the FIPLV Executive Committee; the meeting with representatives of FIPLV member associations attending the event; the meeting between the board members of the international association

of German teachers – IDV (Der Internationale Deutschlehrerinnen- und Deutschlehrerverband) and the FIPLV Executive Committee. Another important item in the discussions was the FIPLV online World Assembly in May 2023 and its agenda. Additionally, the agenda focused on matters relating to the FIPLV newsletter, finances, publicity material, member associations’ annual reports, and the ECML calendar. The next FIPLV Executive Committee meeting will be held online on 12 May 2023 at 16:00 GMT. The Secretary-General of FIPLV, Geraldo de Carvalho, has already sent detailed minutes of the meeting in Utrecht to all member associations by email.

## Invitation to the online FIPLV World Assembly

Juiz de Fora, 26 February 2023

(email communication)

Dear representatives of the FIPLV member associations

On behalf of the FIPLV Executive Committee, I cordially invite you to take part in the World Assembly of the FIPLV – *Fédération Internationale des Professeurs de Langues Vivantes*, which will be held online on the **26th of May 2023** and will last 90 minutes from **20:00 GMT to 21:30 GMT**. The choice of this time is intended to allow representatives of all member associations all around the world to participate in the Assembly and vote.

According to Article 6.4 of the Statutes, “each member association excluding associate members has one vote”. In this sense, if more than 1 representative of the association wishes to participate in the Assembly, together they will have only 1 vote. “Executive Officers and Regional Representatives may vote only if delegated by their respective member associations.”

In order to prepare for the online World Assembly, the FIPLV Executive Committee needs your representative’s registration **by 15 May 2023 at the latest**. Please fill in the Google form provided for this purpose, which can be found here:

[https://docs.google.com/forms/d/1po0ouVAS4a6dt4rELZI-SKrESkrApT\\_Gego76z7cVXo/edit](https://docs.google.com/forms/d/1po0ouVAS4a6dt4rELZI-SKrESkrApT_Gego76z7cVXo/edit)

We will confirm your registration by 20.05.2023 and send the internet link to attend the World Assembly.

The preliminary agenda of the meeting consists of following items:

1. Approval of the Statutes (see attached)
2. Approval of the Strategic Plan 2023-2024 (see attached)
3. Finances
4. World Congress 2024
5. Election committee for 2024, online voting

The Statutes of the FIPLV need to be updated in order to simplify certain points and to adapt them to modern times and to changed circumstances. In this sense, the Statutes have been carefully reviewed and amendments have been made. In accordance with Article 11 of the Federation's Statutes, you will find attached two documents: the first (Doc. 1) contains the revised Statutes; the second (Doc. 2) contains the old and new versions side by side, with the changes made visible.

You will also find attached the preliminary version of the FIPLV Strategic Plan 2023-2024 (Doc. 3). The final version will be sent to all members prior to the World Assembly.

Geraldo de Carvalho  
FIPLV Secretary-General



## NEWS FROM MEMBERS OF FIPLV

### News from Association of Teachers of Estonian as a Second Language (EVÕL, Estonia)



By **Ly Leedu**, Multilingua Language School, Methodologist and Estonian language teacher

#### **Language practice in the open air, amongst real life and real people**

#### **Actionbound Multilingua Old Town Orienteering Learning Game – to whom and why?**

Multilingua’s Old Town game integrates many things: learning a foreign language, the curriculum theme “local natural objects and attractions”, learning about the Old Town of Tallinn, which is in the UNESCO’s cultural heritage list. The game also develops digital competence of learners – the use of technology for language learning purposes. The Actionbound phone app is used to find answers to various questions and tasks. The bonus is exercise and language practice in the fresh air, amongst real life and people.

The Old Town Orienteering Learning Game is designed for language learners at B1-B2 levels. With the help of the app and guidance, a route of about 4 kilometres in length is completed. There are a total of 22 checkpoints on the route. The author

of the game is the Multilingua Language School Methodologist and Estonian teacher Ly Leedu.

### **How can you learn the language while walking in the Old Town?**

To start the game, you need to download the Actionbound app on your phone, then start looking for objects with hints, such as: “There are 101 important and high-paid people working there. A beautiful ‘tall boy’, Hermann, stands next to this house”. It is easy, even for a language student, because of course it is Riigikogu (the Parliament), next to which stands the tower named Pikk Hermann. “Blue and white. 100,000 lakes. Moomins. Find the embassy of this country!” Such a clue sounds much more exciting than “Next go to the embassy of Finland!” Using the phone makes it easier to look for and arrive at the right places, as it shows in great detail how many metres there are still to go.

What places should the language learners’ route of the Old Town cover? What questions can be asked so that answers can be found on the information boards attached to the houses at any time you wish to walk the route. Our groups usually consist of learners from very different backgrounds, some have lived in Estonia for less than a year, others have lived here their whole lives. What questions would be interesting, humorous, and understandable to all of them? What questions motivate language learners, and which ones develop their language skills?

Most of the questions in the game are multiple choice questions, such as “When did the Estonian War of Independence take place?” or “What was located in the Horse Mill before the World War II?” You can choose between three answers. The

answers can be found in the city environment. Some important years must also be searched: “When was the Tallinn City Pharmacy established?”. Some questions are tricky, e.g. “What is not located...” to train participants’ attention. It takes about 1.5-2 hours to complete the game.

The players will also get motivation from being praised for finding the checkpoints. Since there are 22 of these points, finding a different motivational quote for each of them was quite a challenge: “Well done!”, “Great!”, “You’re so smart!”.

Actionbound can be played individually, in pairs or in a group. There is also no lack of competitive moments, because students get points for finding the right places and giving the right answer.

Actionbound allows you to guide players through known tourist traps and discover hidden treasures. The game teaches you to see and notice things. However, players practise a foreign language directly by searching information from the information boards in the language relevant to the game’s questions. When a teacher takes part in the game, learners can also speak in the language they learn, when moving from one point to another.

### **Different languages**

The original version of the Old Town game was created in Estonian. When translating the game into English, it had to be adapted a little as teachers had to use the information boards which were in English. For example, when some jokes could not be translated, a different option was found. When it came to the game

in Russian, the problem arose that almost all information boards in the Old Town of Tallinn are only in Estonian and English. The only information boards in Russian are next to the gates of the Old Town – this is what became the theme of the new game “The Gates of Old Town.” It is currently available in Estonian, Russian, English and Spanish. Playing the game in Spanish, mediation skills must be used because the hints and questions are in Spanish, but information must be searched in Estonian, Russian or English. While the game was originally intended for adult language learners, it is now also used by general education schools in Tallinn and guests of Estonia.

### **Plans for the future**

The plans are to make a B2-C1-level game for advanced students and after that an A2-level game for beginners. The routes are different, the places and questions are also different, and the language differs in terms of the level. A2-level players start looking for answers to simple questions, such as when the Maiasmoka cafe was opened, which streets come to Town Hall Square, or whether the deer sculpture on Nunne Street looks towards Town Hall Square or the Baltic Railway Station. However, high-level players are faced with questions in the passive voice, they need to understand the word “water spit” and figure out which Estonian cities have been named on the flags on the Olde Hansa house. What cities are Fellin, Pernau, Reval and Dorpat? There is also a plan to translate and customise the game into German.

### **How, with whom and when can you use the game?**

There are several possibilities – Estonian language learners can go on the route during the class with their teacher and group, later they can repeat the same route with their families or friends on a beautiful day at the appropriate time. You do not have to book anything, and the game is free of charge. Download the app, scan the QR code or search for the game and start!

*In 2022, Multilingua Language Centre won the competition “The Foreign Language Act of the Year” in Estonia and was awarded the European Commission European Language Learning Label with the project “Multilingua Old Town Game.” The Commission recognised the way in which language learning is taken into an old-town environment and links it to the cultural context in which learners have found themselves. The project meets the criteria of multilingualism. In addition, the Commission recognises the future plans of the game’s creators to develop the game into new languages and different levels. It is a complete product with strong links to language and culture that has already been implemented and embraced by users.*





## News from IDV

By **Monika Janicka**, Vizepräsidentin des Internationalen Deutschlehrerinnen- und Deutschlehrerverbandes (IDV e.V.)

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### **Deutsch als Fremdsprache in Afrika – Die erste Kontinentaltagung**

Laut der neusten Datenerhebung des Auswärtigen Amtes der Bundesrepublik Deutschland steigt auf dem afrikanischen Kontinent kontinuierlich das Interesse an Deutsch. Die Zahl derjenigen, die Deutsch lernen, betrug im Jahre 2020 10,6% aller Deutschlernenden weltweit.

In Kenia z. B. hat Deutsch eine besondere Position. Da für viele Kenianer Deutschland ein attraktiver Studien- und Wissenschaftsort ist, steigt die Motivation zum Deutschlernen rapide. Die Zahl der Deutschlernenden an Schulen ist innerhalb von fünf Jahren (2015 – 2020) von 2.536 auf 10.000 angestiegen. Auch in anderen Bildungskontexten lässt sich ein Zuwachs der Deutschlernenden beobachten. Ein Problem, mit dem sich das kenianische Bildungssystem messen muss, bleibt der akute Lehrkräftemangel (vgl. Deutsch als Fremdsprache weltweit. Datenerhebung 2020. Auswärtiges Amt).

Das steigende Interesse an der deutschen Sprache war für den IDV-Vorstand ein Anlass, die Deutschlehrenden in Afrika in den Fokus zu rücken. Vom 01.03. bis zum 03.03.2023 fand in Nairobi die Vorstandssitzung des IDV statt, im Rahmen derer ein Treffen mit kenianischen Deutschlehrkräften, die an einer näheren Zusammenarbeit mit dem IDV interessiert waren, stattgefunden hat. Ziel des Besuches in Kenia war es, nicht nur den Kenianischen Deutschlehrerverband zu aktivieren, sondern auch am 4. März 2023 die erste Kontinentaltagung für

Deutschlehrkräfte in Afrika durchzuführen. Die Hauptorganisation der Konferenz lag bei Alet Conradie vom Südafrikanischen Deutschlehrerverband, mit Unterstützung von Alexis Ngatcha aus Kamerun und Mohamad Satour aus Marokko. Die Konferenz, die Vorträge von Prof. Hans-Jürgen Krumm und Prof. Ngatcha sowie drei Workshops zur Methodik und Didaktik von DaF umfasste, wurde technisch vom Goethe-Institut in Nairobi begleitet. Von großem Erfolg der Veranstaltung zeugen nicht nur über 250 Teilnehmende, die sich online zugeschaltet haben, sondern auch die Danksagungen, die der IDV-Vorstand nach der Konferenz erhielt: „Das war die beste Tagung in meinem Leben“, „Das ist für mich eine große Ehre, an dieser ersten Online-Afrikatagung teilzunehmen. Ich freue mich sehr auf das nächste gemeinsame Projekt. Vielen Dank fürs wunderbare Seminar.“

In Zukunft sind weitere Kontinentaltagungen geplant.

\* \* \*

## **German as a Foreign Language in Africa: The First Continental Congress**

According to the latest data estimation of the German Ministry of Foreign Affairs, the interest in learning German is constantly increasing on the African Continent. In fact, 10,6% of the global number of German learners live in Africa.

In Kenya, for example, German has a special status. Due to the fact, that Germany, for people living in Kenya, is an attractive place for study and research, their motivation to learn German is high. The number of German learners at schools increased from 2.536 to 10.000 only within five years (2015 – 2020). Other

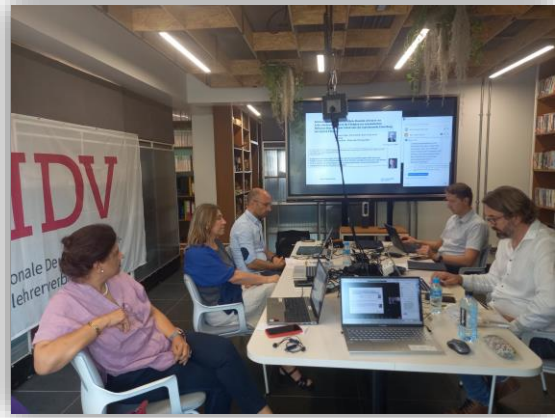


educational institutions have also recorded a similar growth of learner numbers. However, the Kenyan educational system faces the problem of a severe shortage of German teachers (cited: Deutsch als Fremdsprache weltweit. Datenerhebung 2020. Auswärtiges Amt).

For the Executive Committee of IDV, the growing interest in the German language was the main reason why they made it a priority to work with German teachers in Africa. From 1 – 3 March 2023, a meeting of the ExCo took place in Nairobi. This was an opportunity to meet Kenyan teachers of German, who were interested in enhancing the cooperation with the International German Teachers Association. The goal of the meeting was to stimulate the active professional involvement of the German teachers in Kenya, as well as to organize the first Continental Congress of German teachers in Africa on the 4<sup>th</sup> March 2023. Responsible for the organisation was Alet Conradie from the South African German Teachers Association, with the support of Prof. Alexis Ngatcha from Cameroon and Mohamad Satour from Morocco. The conference included lectures from Prof. Hans-Jürgen Krumm and Prof. Ngatcha, as well as three methodological workshops for German teachers. The online conference was supported by Goethe Institute in Nairobi.

The success of the conference was evidenced by the number of participants (more than 250 German teachers took part online) and by the enthusiastic comments and congratulations from them: “This was the best conference in my life” or “It was a great honour, to participate in the first online African congress. I am looking forward to the next common project. Thank you very much for the prodigious seminary” [translated by MJ].

IDV plans further continental conferences in the future.



## News from ILEI

By **Ilona Koutny**, Director of Interlinguistic Studies, AMU, representative of ILEI (Internacia Ligo de Esperantistaj Instruistoj) to FIPLV

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### **Teaching international communication in an international language.**

#### **A university program in interlinguistics using Esperanto**

The goal of foreign language teaching is to develop learners' communicative competence. They will usually aspire to use the target language with native speakers, and therefore attempt to adapt to their linguistic and cultural norms. On the other hand, ELF (English as Lingua Franca) is often used for international communication and its norms are less fixed, subject to negotiation according to the situation and the partners involved.

An alternative lingua franca, Esperanto, was created in 1887 for international communication between people speaking different mother tongues (see also the report of Alessandra Madella in the December 2022 Newsletter of FIPLV). Many years of experience have proven the suitability of Esperanto for this purpose. It is spoken in many countries, and the Internet dramatically increased the scale of its international use. Esperanto performs well in both social and professional contacts and can also be used as a cultural intermediary, as in literary translation through Esperanto.

Esperanto has a significant propaedeutic value as a first foreign language, especially, although not only, for learning Romance languages as borne out by

several practical experiments. It is particularly useful for developing language awareness – as attested by the *Springboard* project in Great Britain. This is due to its transparent, regular and flexible grammar and its productive word formation. It makes intercultural contacts possible after a relatively short learning period, so it can contribute to cultural exchanges between learners.

Esperanto, Esperantology and the related field of interlinguistics (encompassing both international communication and its optimization through the use of planned languages) are also taught at some universities in the Netherlands, Germany, France and China, among others. The comprehensive 3-year postgraduate program in **Interlinguistic Studies** at Adam Mickiewicz University (AMU) in Poznań, Poland, has successfully functioned for 25 years with an international group of instructors and students (at present, 21 students from 10 countries): see <https://esfconnected.org/2021/07/09/interlingvistikaj-studoj/>. The program also works with the International League of Esperanto-speaking Teachers (ILEI) and edukado.net (a portal for teachers of Esperanto) for its third-year specialization in **teacher training**. The next training will take place in 2023/24 (<https://edukado.net/novajhoj?id=888>).

A **new on-site master degree program in interlinguistics** began in the academic year 2022/23 at AMU in the framework of the major program *Linguistics and Information Management* in the Faculty of Modern Languages and Literatures. The specialization is open to both Polish and international students. The unique two-year degree program has the goal of preparing young people for international

collaboration through the international language Esperanto with competences in linguistics, languages, intercultural communication and digital humanities.

The courses are mainly taught in Esperanto. These include language typology, language policy, intercultural communication as well as Esperanto linguistics and culture. Courses taught in English include digital humanities. A course on translation between English and Esperanto is also included. The recruitment for 2023/24 will be open from 01 June 2023. More information can be found on the following websites: <https://kml.amu.edu.pl/en/interlinguistics/>  
[http://interl.home.amu.edu.pl/interlingvistiko/magistraj\\_apr22.html](http://interl.home.amu.edu.pl/interlingvistiko/magistraj_apr22.html)



Vice-rector prof. Rafał Witkowski of AMU (first on left) receives Chinese students who completed their bachelor studies in Zaozhuang, China, in the office of the Rector. Program Director, prof. Ilona Koutny is in the middle.

## News from Levende Talen (VLLT)

### **Dutch teachers participate in discussions about government policy**

#### **The role of the Association of Language Teachers in the Netherlands**

*This article is about government-initiated professional innovation and about how the Dutch Association of Teachers of Modern Languages (VLLT), with the support of the government, is doing its best to give teachers a voice in the discussion on national government policy.*

The Netherlands is updating its language teaching in secondary education. Society is rapidly changing; new techniques are being introduced. This requires education that moves along with it and this is why education must be periodically recalibrated. In the Netherlands, special teams are involved in the reassessment of language teaching of both the mother tongue and foreign languages. These teams consist of teachers, subject experts, and curriculum experts. The idea is to update – in a limited number of development sessions – the knowledge, insights and skills that students should have at least at the end of their secondary education. These two teams are also considering whether and, if so, what consequences this update should have for the exam program. There is one team for the Dutch mother tongue and one team for 10 (foreign) languages that can be examined in secondary education: English, German, French, Spanish, Italian, Russian, Arabic, Turkish, Chinese and Frisian (which is not a foreign language but a national language). The results of each of the four development sessions are provided with feedback by a

so-called advisory circle. In these circles, besides teachers, other specialist expertise is represented.

VLLT has nominated people for the teams and the advisory circles. All nominations have been approved. The association has received a subsidy from the Dutch Ministry of Education to involve its members as much as possible in this update. To this end, the association disseminates information among its members through its magazines and social media; organizes regional meetings in which feedback is collected on intermediate products; and holds conferences in which ample attention is paid to educational innovation. Throughout the process, VLLT remains in contact with the Dutch Ministry of Education and with institutions that have a specific task in the updating process, such as SLO (the national expertise center for curriculum development), Cito (Center for test development) and CvTE (the national Board for Tests and Examinations). Partly thanks to the subsidy from the Dutch government, VLLT helps to develop education that meets the requirements of today's society and that can count on support through the active involvement of teachers. Through its subsidy the government has in no way purchased the consent of teachers to participate in this updating process. On the contrary, it has created the conditions for teachers to actively think about changes that will have an impact on their teaching practices.

For more information, please contact the VLLT board secretary:  
[secretaris@levendetalen.nl](mailto:secretaris@levendetalen.nl)

# FIPLV STRATEGIC PARTNERS: PUBLICATIONS AND POLICY DEVELOPMENTS



CONFERENCE OF INGOs  
OF THE COUNCIL OF EUROPE

CONFERENCE DES OING DU  
CONSEIL DE L'EUROPE

## CONFERENCE OF INGOS DECLARATION ON THE RIGHTS OF UKRAINIAN CHILDREN / DECLARATION DE LA CONFERENCE DES OING SUR LES DROITS DES ENFANTS UKRAINIENS

The Conference of INGOs and its Civil Society Committee on the Rights of the Child have released a declaration, together with an explanatory memorandum, regarding the fundamental rights of Ukrainian children in Ukraine, in migration, and those who live in Russia.

[Find out more](#)





Open Accessible Summaries In Language Studies

## OPEN ACCESSIBLE SUMMARIES IN LANGUAGE STUDIES (OASIS) PROJECT

### New email service by OASIS Database

The [OASIS database](#) aims to make research in language studies more accessible to practitioners, such as teachers and curriculum developers. We currently have over 1350 one-page summaries written in non-technical language freely available on the website. We add new summaries every week, including summaries of **all** new research articles appearing in *Language Learning*, *TESOL Quarterly*, *The Modern Language Journal*, and *Studies in Second Language Acquisition*.

To make it even easier to keep up with the latest research, you will now be able to [sign up](#) to an automated weekly email containing links to new summaries. We provide two options:

1) Sign up to **all summaries**. Every week you will receive an email with links to all new summaries. We recommend this option if you have wide-ranging interests or are interested in all new language-related research

OR

2) Subscribe to **keywords that match your interests**. Every week you will receive an email with links to all new summaries that match your selected keywords.

Sign up here:

<https://subscriptions.oasis-database.org/>

[Find out more](#)



**LINGU@NUM PROJECT**

**Lingu@num**

**Teaching and Learning Languages Online**

**Using Digital Tasks**

With the widespread presence of digital technology and content in every aspect of life, personal, educational and professional, and the ubiquitous nature of digital media, knowing how to use and manage these technologies, but above all how to participate online in a competent, efficient, safe, informed, ethical, responsible and critical way, has become both a societal and educational priority.

Indeed, developing digital literacy and, more recently, digital citizenship has become one of the objectives promoted by the major international organisations (especially the Council of Europe) involved in the education sector, including in language teaching and learning. However, recent studies show that teachers do feel a need for pedagogical training in the field of digital language education. The Lingu@num project addresses the significant need for language teachers to receive training on how to teach with technologies. Although the number of training courses in this field has increased in recent months, the offers often focus on specific digital tools or are limited to set activities aimed at developing a particular language skill. Lingu@num, an Erasmus+ strategic partnership project, focuses on pedagogical aspects: it provides training modules specifically aimed at language teachers which explain how to design and implement task-based language learning units that incorporate the use of digital technology.

The first module (available in English, German and French) enables language teachers and their trainers to familiarise themselves with the project's approach (namely the socio-interactional approach) and with real-world tasks. This perspective is in line with the action-oriented approach and further extends the typology of tasks established by the European Framework of Reference for Languages and by specialists in applied linguistics. These tasks are carried out on participative and collaborative websites (e.g. discussion forums, wikis, etc.) and allow learners to experience authentic communication, all the while developing their language and (inter)cultural competences as well as their digital literacy/citizenship and a critical perspective on the use of digital technology.

The second module provides training in the design and implementation of tasks, including real-world tasks for in-class activities. The focus is placed on pedagogical considerations when developing these tasks. These tasks include activities such as posting comments or a question on a discussion forum, leaving a review on a consumer site, posting a story or joining a conversation on a social media platform, posting a video tutorial on a video-hosting platform, contributing to a wiki, etc.

This section is complemented by a catalogue of real-word tasks for levels A2 upwards available in English, German and French but which can be adapted to many different languages. These task sheets illustrate what is presented in the training modules and are concrete examples of tasks with possible scenarios for their implementation. They particularly address the need of teachers who are looking for pedagogical units, which can be easily adapted to their own teaching context.

Finally, in order to directly address the needs of language learners at university or secondary school levels, the project also includes a guide showing them how they can contribute to participatory websites in the target language outside the language classroom. It highlights how this communication experience can help them to develop their language skills as well as their digital literacy and citizenship. The guide also includes a set of activity sheets learners can explore to find out concrete examples they can undertake.

The project targets an audience which includes the following groups:

- higher education and secondary school language teachers;

- (university) trainers of language teachers, who will be able to incorporate the project training modules in their own training content,
- language learners at university or secondary school levels.

As an Erasmus+ strategic partnership, the project brings together specialists from various European institutions who work collaboratively and bring complementarity in expertise. They include researchers and practitioners in the field of language pedagogy and applied linguistics who are experts in task-based approaches, the use of digital technology for language teaching and learning, digital literacy/citizenship, language teacher training and language teaching and learning in higher education (in the context of language centres in particular) and at secondary school level. The project promotes a critical and responsible use of digital technology, which is also advocated in the training modules for teachers and the learner guide.

All the project outputs will be freely accessible online by the end of April 2023, but we invite you to access the material already available by visiting the project website: [www.linguanum.eu](http://www.linguanum.eu)

# FORTHCOMING EVENTS

## FUTURE OF LANGUAGES FIPLV-NBR CONFERENCE 2023



Conference theme: *Future of Languages*

Date: 8–9 June 2023

Venue: Veröld - House of Vigdís, University of Iceland, Reykjavík

Organiser: STÍL & VFI

Deadline for abstract submission: 1<sup>st</sup> November 2022

Please note that:

- Accepted abstracts are still valid
- Paid participation fees are still valid

Preliminary program at: <https://vigdis.hi.is/en/events/fiplv-nbr-conference/>

Contact: [infovigdis@hi.is](mailto:infovigdis@hi.is)

All engaged language teachers, instructors, academics, and researchers in the field of language learning and teaching, are welcome to attend.

[Find out more](#)

## FIPLV WORLD CONGRESS 2024

The next FIPLV World Congress will be held from 6 – 9 July 2024 in Auckland, New Zealand. The event will be hosted by the New Zealand Association of Language Teachers (NZALT) and jointly organised with the Australian Federation of Modern Language Teachers Associations (AFMLTA), bringing the FIPLV World Congress to the region for the first time since 1988, when it took place in Canberra, Australia.

The conference is scheduled to run from the late afternoon of Saturday 6th July 2024 (official opening) to Tuesday afternoon, 9th July 2024 and will be held in the spectacular [Owen G Glenn Building](#) in Auckland.

Our thanks go to Professor Martin East, former President and current Vice-President/Treasurer of NZALT, for his commitment to bringing the FIPLV World Congress to New Zealand and for achieving this in 2024, when NZALT will celebrate its 50th anniversary.

Further information will be provided soon but please make a note of these dates in your diaries and consider organising your holidays around them. As an appetizer, please take a look at the short video produced by NZALT when they received the news that they had been selected: <https://fiplv.com>

All good wishes,

Professor Terry Lamb, President of FIPLV

**3<sup>RD</sup> INTERNATIONAL CONFERENCE OF THE SLOVENE  
ASSOCIATION OF LSP TEACHERS 2023 / 3. MEDNARODNA  
KONFERENCA SLOVENSKEGA DRUŠTVA UČITELJEV TUJEGA  
STROKOVNEGA JEZIKA 2023**



Conference theme: *Languages for Specific Purposes: Opportunities and Challenges of Teaching and Research*

Date: 18 – 20 May 2023

Venue: Rimske Terme Thermal Resort, Slovenia

Organiser: The Slovene Association of LSP Teachers (SDUTSJ)



The selected articles based on the contributions presented at the conference will be published in the Association's online journal **Scripta Manent** (indexed in MLA, Erih+, DOAJ in LLBA) and in the conference proceedings in series **Inter Alia**.

Conference email: [sdutsj.conference@gmail.com](mailto:sdutsj.conference@gmail.com)

Conference website: <http://sdutsjconference.splet.arnes.si>

[Find out more](#)

## SECOND LANGUAGE LEARNING AND TEACHING: TAKING STOCK AND LOOKING AHEAD (SSLT 2023), KALISZ, 15-17 MAY, 2023



Conference theme: *Second Language Learning and Teaching: Taking Stock and Looking Ahead. Celebrating the success of the journal Studies in Second Language Learning and Teaching*

Date: 15 – 17 May, 2023

Venue: Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, 62-800 Kalisz, Poland, ul. Nowy Świat 28-30

Organiser: Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz, Poland.

After the conference selected papers will be published in one or more peer-reviewed volumes (e.g., Springer) or the journal Konin Language Studies. Some papers will also be chosen for a special issue of Studies in Second Language Learning and Teaching. Further information about the publication as well as the submission guidelines will be sent after the conference.

Deadline for abstract submission: February 28th, 2023.

Conference email: [ssl2023@gmail.com](mailto:ssl2023@gmail.com)

Conference website: <https://sites.google.com/view/ssl2023>

[Find out more](#)

## SEMMELWEIS MEDICAL LINGUISTICS CONFERENCE 2023 – **3<sup>RD</sup> CALL FOR PAPERS**



Conference theme: *Impact of Sociocultural Factors on Health Communication*  
*Hybrid Conference*

Date: 2 – 3 June 2023

Venue: Semmelweis University

Organiser: Semmelweis University, Department of Languages for Specific Purposes,  
Budapest, Hungary

Contact: [smlc2023@semmelweis-univ.hu](mailto:smlc2023@semmelweis-univ.hu)

Website: <https://semmelweis.hu/szaknyelv/en/smlc2023/>

[Find out more](#)

## 30<sup>TH</sup> BETA-IATEFL ANNUAL INTERNATIONAL CONFERENCE (HYBRID MODE)



Conference theme: A jubilee: the past, present and future of ELT

The conference aims to inspire and motivate teachers to make the most of the teaching and learning contexts they work in, and to exploit the potential of various innovative and collaborative practices in all areas of ELT and ESP in particular. We would like to offer you the opportunity to share your experience, expertise and insights into the fascinating world of language teaching and research. Areas of

interest include, but are not limited to *Teaching Young Learners and Teenagers; Teaching ESP; Teacher Education and Development; Bilingual Education; Literature, Media & Cultural Studies in ELT; Global Issues; Content and Language Integrated Learning; Blended Learning; Applied linguistics; Research; Testing, Evaluation and Assessment.*

Date: 9 – 10 September 2023

Venue: University of National and World Economy, Sofia, Bulgaria

Speaker proposal deadline: 30 June 2023

For speaker proposal forms, fees and accommodation visit

<https://forms.gle/SZqNQWAB1heP9XUG9>

Website: <http://www.beta-iatefl.org>

Contact: [beta.iatefl@gmail.com](mailto:beta.iatefl@gmail.com)

# Writing for FIPLV Newsletter

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We would be pleased to receive any news of past events, future events, conference calls, conference reports, other languages-related activities, information about non-commercial resources, curriculum developments, policy involvements, awards, etc. Photos are also welcome.

## Notes for Contributors

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- The length of your article may vary: short contributions of 300 – 800 words are as good as long ones.
- Text of the article: Calibri, 14 points, with 1.5 spacing.
- Headings and subheading: Calibri, 20 points, bold, centred; first letter capitalised.
- Tables, figures or diagrams should be numbered accordingly and included in the relevant part of the text. Each should have an explanatory caption.
- Send us your article in MS Word format.
- Please, check the deadlines of the forthcoming issues and submit your contribution by the respective date:
  1. March Issue – due 28 February
  2. June Issue – due 31 May
  3. September Issue – due 31 August
  4. December Issue – due 30 November
- We are looking forward to your contributions.

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