



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,

Welcome to the Autumn 2024 edition of the FIPLV Newsletter. With this issue, we are delighted to bring you highlights from recent events, insights from our members, and exciting updates from across our global FIPLV community.

In the current edition you can read about two prominent events that marked the Federation calendar this year. The FIPLV World Congress and NZALT Biennial Conference, held in Auckland, New Zealand, was a remarkable gathering of language educators from around the world. The event, hosted by the New Zealand Association of Language Teachers (NZALT) with the support of the Australian Federation of Modern Language Teachers Associations (AFMLTA), celebrated the past, embraced the present, and envisioned the future of language education. Its inspirational keynotes, diverse sessions, and rich cultural programme provided memorable experiences and facilitated the professional networking and connections among the participants.

In Europe, the 31st Annual International Conference of BETA (Bulgarian English Teachers' Association) in Shumen, Bulgaria, celebrated the power of regional collaboration. As the FIPLV Central and Eastern European Region (FIPLV-CEER) Congress, this event offered a platform for educators to explore challenges and innovations in language teaching, learning and research. Both events are featured in this issue through the reflections from participants on their professional and intercultural significance.

We are also delighted to include interviews with two of our member associations: [NZALT](#) and [AFMLTA](#). These Q&A features showcase their missions, initiatives, and the challenges they face in advancing language education. Both associations provide valuable and inspiring examples of how professional communities can foster collaboration and advocacy for languages and language education.

In addition, in this issue, you can find updates from the FIPLV Executive Committee, annual reports from member associations, and news from across our Federation.

Finally, as always, we invite you to participate in members' and partners' forthcoming events, to respond to their calls for papers, and share your experiences with us.

The approaching holiday season reminds us of the beauty of diversity and the importance of togetherness and peace. Whether celebrating Christmas, Hanukkah, Kwanzaa, or other festivals, this is a time to reflect on our shared values and the deep connections that bring us together.

Thank you for your dedication to multilingualism and the study of languages, and for being part of FIPLV – the only international multilingual association of teachers of languages!

Sylvia Velikova

Publications Officer of FIPLV

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FIPLV UPDATES

FIPLV World Assembly 2024

The 2nd Online FIPLV World Assembly was held on 14 June 2024, with the participation of FIPLV Executive Committee members and 15 representatives from member associations around the world. The assembly, chaired by Terry Lamb, FIPLV President, began with a welcome address and an introduction of the representatives. The proposed agenda was approved, and the President welcomed the new FIPLV member association, the Languages and Cultures Network for Australian Universities (LCNAU).

In his comments, Terry Lamb provided updates on several key issues, which included AIPLF's request for an update of the ECML online register of associations. He also reviewed the FIPLV Strategic Plan 2023-2024 and focused on such important items as membership, World Congresses, finances, and communication, and proposed continuing its development until 2025.

Juliet Kennedy, representing NZALT, shared an update on the 2024 FIPLV World Congress in Auckland, New Zealand, with over 400 delegates already registered and over 100 papers submitted. The assembly also discussed the successful proposal by IDV to host the 2027 FIPLV World Congress in Vienna, Austria, after a voting process.

FIPLV members also discussed membership matters, with LCNAU approved as a new member, and ADEREPELA's application for membership under review.

Additionally, the President highlighted the development of associate membership, which would provide new opportunities for partnerships and financial support.

A significant update was the approval to move the FIPLV World Congress 2030 to 2031, in celebration of FIPLV's centenary (FIPLV was founded in Paris in 1931). The assembly also addressed plans for future regional conferences, including the upcoming Central-Eastern European Region Conference in September 2024, organised by BETA in Bulgaria.

The Assembly concluded with a reminder for members to submit their annual reports and an update on the development of a new FIPLV website.

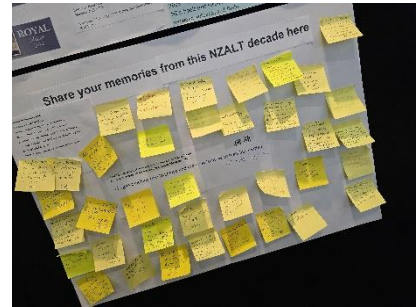
FIPLV World Congress, Auckland 2024

From 6 to 9 July 2024, Auckland welcomed language educators and researchers from around the world for the FIPLV World Congress and NZALT Biennial



Conference, organised by the New Zealand Association of Language Teachers (NZALT), with the support of the Australian Federation of Modern Language Teachers Associations (AFMLTA). This milestone event celebrated 50 years since the founding of the New Zealand Association of Language Teachers (NZALT).

The organising team, led by Martin East and Constanza Tolosa, facilitated an impressive, diverse and inspiring programme under the theme *Honoring the past, embracing the present, shaping the future of language teaching*. Their meticulous planning and vision created an event that celebrated NZALT's rich history, addressed contemporary challenges and explored future opportunities in language education.

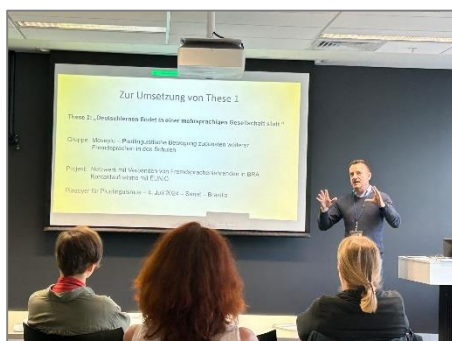


The opening ceremony was a vibrant event with a performance of song and dance by young people representing indigenous communities from the region, which set the tone for the rest of the conference, throughout which we were aware of the rich, multilingual and multicultural history of New Zealand. A special highlight of the ceremony was the address by Dr Melenaita Taumoefolau, a Senior Lecturer in the School of Māori Studies and Pacific Studies at the University of Auckland. The programme featured four keynote speakers. Professor Hēmi Whaanga opened the event with a powerful talk on the preservation and future of languages. Professor Anne-Marie Morgan and Andrew Scrimgeour shared insights on global challenges in language education and its transformative potential for a harmonious future.



Professor Terry Lamb concluded with an inspiring talk on the critical role of language education in promoting democratic culture through the lens of the holistic Recommendation from the Council of Europe on the importance of plurilingual and intercultural education for democratic culture.

Geraldo de Carvalho, FIPLV Secretary-General, and Sylvia Velikova, FIPLV Publications Officer, also participated as speakers in the congress. In addition to attending the Immersion Day on 6 July, Geraldo de Carvalho delivered a presentation in the German section on 8 July, titled *Best-Practice-Beispiele zur Umsetzung der Wiener Thesen in Brasilien*, which focused on the implementation of the Vienna



Theses in Brazil. Sylvia Velikova shared her ideas on *Fostering linguistic diversity in English language teacher education* in a talk, which emphasised the importance of linguistic and cultural diversity in (English) language teacher education.



A significant event at the Congress was the FIPLV member associations representatives' meeting held on 7 July. Representatives discussed challenges faced by language teacher associations and explored ideas for a joint project to be launched 2025. The FIPLV President, Terry Lamb, chaired the meeting which was attended by Albena Stefanova (BETA, Bulgaria), Annabelle Sinclair (NZALT, New Zealand), Denis Cunningham (FIPLV Honorary Counselor, Australia), Geraldo de Carvalho (FIPLV Secretary-General), Gillian Cordy (AFMLTA, Australia), Jan Robertson (NZALT lifetime member and former FIPLV Treasurer General, New Zealand), Juliet Kennedy (NZALT, New Zealand), Miyako Matsui (AFMLTA, Australia), Monika Janicka (IDV, Poland), Sylvia Velikova (FIPLV Publications Officer), Veska Jónsdóttir (STÍL, Iceland). During a special ceremony, Andrew



Scrimgeour (AFMLTA) and the Polish German Teachers Association (IDV) were presented with the FIPLV International Award for 2023 in honour of their outstanding contributions to languages and language education.



The next FIPLV World Congress was announced for July 2027 at the University of Vienna. It will be hosted by ÖDaF/IDV. Terry Lamb and Geraldo de Carvalho will act as key coordinators on behalf of FIPLV for this event.



Heartfelt thanks go to Martin East, Constanza Tolosa, and the entire organizing team for their exceptional efforts in making this conference a powerful example of professional networking and collaboration, which brought together language educators from around the world to reflect on past achievements, engage in current initiatives, and address the challenges facing the global language teaching community.

[Find out more](#)

Highlights from the meetings of the FIPLV Executive Committee

FIPLV Executive Committee Meeting

Auckland/New Zealand, 5 July 2024 (13:00-16:00)

The FIPLV Executive Committee meeting in Auckland on 5 July 2024 began with a welcome and expressions of gratitude to the Vice-President and Treasurer General for opting not to attend the World Congress in person to reduce financial costs. Special thanks were given to NZALT for sponsoring the President's trip and to Werther Institut for partially sponsoring the Secretary-General's attendance. The proposed agenda was approved, with the addition of the item "Finances."

The minutes of previous meetings were reviewed, and updates were provided on several ongoing initiatives. The FIPLV newsletter will be published three times a year: in a Spring, an Autumn, and a Winter issue. A brief for the FIPLV website will be sent to associations, requesting their feedback and suggestions for possible designers.

Regarding the FIPLV Western European Region, potential associations for the board were discussed, including ALL, ANILS, Levende Talen, AIPLF, and APLV. Terry Lamb will contact them for further discussions. Additionally, a review of the membership fees was planned, with the establishment of an ad hoc committee.

FIPLV Executive Committee Meeting

Online Meeting, 2 October 2024 (16:00-17:50)

The FIPLV Executive Committee held an online meeting, chaired by Terry Lamb, on 2 October 2024. The minutes from the 5 July meeting in Auckland were reviewed, and key follow-up actions were discussed. A proposed brief for the FIPLV website

modernisation has not yet been finalised, and all ExCo members were asked to submit suggestions for the next meeting. The Secretary-General also drafted an email for the establishment of an ad hoc committee on membership fees, which will include volunteers from member associations.

In follow-up to the 2024 World Congress, the committee reviewed the members' meeting held in Auckland, where challenges faced by associations were discussed. A framework for a collaborative project, aimed at creating a position paper with recommendations, will be developed in an online meeting in January 2025. This will be informed by responses to FIPLV's global survey on language education.

The committee also reviewed the current Strategic Plan for 2023-2024, which will be updated for the 2025-2027 period during the next Executive Committee meeting. All members were encouraged to provide feedback and suggest changes.

FIPLV members' annual reports

All the reports received from FIPLV member associations have been made available on the FIPLV website. These activity summaries from 2023 provide useful ideas and opportunities for other associations to explore. Furthermore, they highlight the diversity of languages within our multilingual federation, as the reports are presented in a variety of languages.

[Find out more](#)

Q&A: Meet NZALT – New Zealand Association of Language Teachers / Te Rōpū Kaiwhakaako Reo o Aotearoa



A conversation with **Juliet Kennedy**,
President of NZALT, hosted by
Sylvia Velikova, FIPLV Publications Officer

S: Hello Juliet, please introduce yourself and your team.

J: Kia ora, my name is Juliet Kennedy. I am the current president of NZALT – the New Zealand Association of Language Teachers. We have around 500 members and a wide range of stakeholders who have an interest in language education in Aotearoa New Zealand

S: What is the mission of NZALT? What do you believe in?

J: We very much believe that language teaching is hugely important and valuable in our world – as learning languages fosters peace, respect, empathy, tolerance, and curiosity. We also believe that to be excellent language teachers we need to support each other and help each other as a community. Here are our aims and objectives as per our constitution.

- to promote the learning and teaching in New Zealand of languages other than English;
- to represent the interests of New Zealand teachers of international and classical languages to Government, and at national and international gatherings and conferences;
- to lend support to the activities of all language teacher associations and language teachers in New Zealand, both nationally and regionally, including teachers of international and classical languages, Māori, English to Speakers of Other Languages and Community Languages.

S: What does NZALT do to support language teachers and their professional development?

J: We have a number of initiatives and projects that we run. Many of these initiatives are made possible through funding for subject associations from the Ministry of Education via a programme called NEX – Networks of Expertise supporting organisations led by teachers for teachers. Some of our initiatives include:

- ✓ regional clusters (a locally led group which meets once a term to support each other with ideas, resources, marking, student projects, curriculum etc)
- ✓ a biennial International conference, such as the conference co-hosted with FIPLV earlier this year
- ✓ biennial regional 1-day mini conferences - LangSem, usually with local teacher presenters

- ✓ *Exploring Effective Practice* (EEP) awards which pay for travel and relief teaching costs for teachers to visit other teachers of their language in different parts of the country to observe, share and gather ideas and resource and develop connections

- ✓ provide an *NZALT Coordinator* – who is available to answer questions or support individual teachers via email and phone

- ✓ projects to support new developments within our national curriculum - for example, this year we have run regional marking days to enable teachers to get together to mark our new national assessments for Learning Languages

- ✓ supporting individual language projects, for example helping to fund New Zealand Sign language teachers to attend their national conference

- ✓ supporting community language programmes with human and financial resources

- ✓ advocacy about the importance of learning languages at regional and national level.

S: Please describe the three biggest challenges NZALT is facing today.

J: I will just describe one in depth! Lack of understanding at government and wider society level of the importance of learning languages other than English - New Zealand has no compulsory learning of languages other than English in its mainstream English-medium schools which means that language education and having students interested in learning languages is entirely reliant on the teachers being enthusiastic, making it fun, and desirable to begin and continue learning a language. We have to compete with other subjects which are deemed as being more important or valuable than learning languages. We would like to see a

national language policy which supports the learning of te reo Māori, the maintenance of community languages and to mandate learning languages throughout primary and secondary education.

S: How important is FIPLV membership to you? What are the main benefits from your engagement with FIPLV? What could FIPLV do for your association?

J: We very much appreciate being part of FIPLV – as a geographically isolated community we really enjoy being part of something bigger, connecting with like-minded colleagues around the world who share the same profession and belief in the importance of learning a language. We are keen to exchange and share more, potentially we could connect more on a classroom level so that teachers in different countries could have virtual exchanges with teachers in New Zealand and continue supporting each other on the big picture issues as well. We would love to hear from any members keen to connect.

S: What do you think is the future of language learning and teaching? And for language teacher associations?

J: I think the language teaching community will need to continue to work together to get education systems to see its importance and benefits to young people and society. We will definitely need to embrace but also work out how to manage the ethical and logistical sides of AI and digital tools in education - finding the benefits but not letting it take us over. As for language teacher associations – we need to stick together to support each other and keep our profession alive and thriving –

no one else is going to do it for us so we have to work together as a tightly knit community.

S: Is there anything else you would like to share with our readers?

J: Please get in touch, we would love to welcome you here in Aotearoa New Zealand virtually or in person!

Q&A: Meet AFMLTA – the Australian Federation of Modern Language Teachers Associations



A conversation with **Gillian Cordy**,
President of AFMLTA, hosted by
Sylvia Velikova, FIPLV Publications Officer

S: Hello Gillian, please introduce yourself and your team.

G: The Australian Federation of Modern Language Teachers Associations ([AFMLTA](#)) is the peak body representing teachers of languages in the pre-school, primary, secondary, tertiary and community school sectors. We have a membership of over 3500 teachers across the nation, as the umbrella association for languages teacher associations in all eight Australian states and territories.



The AFMLTA has 8 Executive Officers: Gillian Cordy (President), Miyako Matsui (President Elect), Anne-Marie Morgan (Vice President, Acting Babel Editor), Candice Slingerland (Secretary), Kylie Farmer (Treasurer), Amanda Pentti (Information Officer), Kelsey Cooper (Promotions Officer).



S: What is the mission of AFMLTA? What do you believe in?

G: Our mission is to provide vision, leadership, representation, advocacy and support for quality teaching and learning of languages.

We believe in an Australia that embraces its plurilingual context and values the languages and cultures of all Australians and their entitlement to further languages education and the benefits this brings to our world.

We advocate for the importance of languages learning in all sectors (e.g. preschool, primary, secondary, tertiary, community language school) as a national representative association to the Australian Government.

S: What does AFMLTA do to support language teachers and their professional development?

G: AFMLTA hosts a biennial international conference for teachers of languages.

This event regularly sees international, national and local speakers present on topics relevant to teachers of languages at all levels. The next conference will be held in Adelaide from 11-13 July 2025.

Our member Language Teacher Associations in the states and territories organise professional learning events for their members and frequently invite other association members to join. The AFMLTA publicises these events via social media and its regular News in Brief.

In collaboration with Education Services Australia (ESA), AFMLTA will provide digital languages resources for primary and secondary school teachers aligned to the

Australian curriculum. These resources will be available on the AFMLTA website once they are published.

Recently, AFMLTA has undertaken a project for the Australian Government to develop a proposal for a national plan and strategy for languages education, the reports and recommendations have been with the Australian Department of Education for Ministerial consideration. This plan is consistent with the government's demonstrated positive engagement with languages and cultures, and its support of multilingual contexts both within Australia and overseas. It also supports the Australian Government efforts to increase the uptake of language learning in schools.

S: Please describe the three biggest challenges AFLMTA is facing today.

G: - Being able to target members in remote areas with face-to-face experiences

- Providing visible professional learning experiences and advocacy for all members where they feel catered for
- Difficulty in attracting participants to attend professional development such as the state/territory conferences.

S: How important is FIPLV membership to you? What are the main benefits from your engagement with FIPLV? What could FIPLV do for your association?

G: Many of the opportunities and challenges faced by our association are faced on a global scale. FIPLV membership encourages all associations to work together to

look after languages, languages education, language teachers and overcome challenges.

**S: What do you think is the future of language learning and teaching?
And for language teacher associations?**

G: Data suggests that there is a possibility for a decline in languages education. Many language teachers have had to be flexible in their approach to teaching languages and have had to advocate heavily for this learning area. Language teacher associations are doing their best to support teachers on the ground with professional learning. As the Federation of Modern Language teachers in Australia, our association really advocates for the profession at a national level.

S: Is there anything else you would like to share with our readers?

G: AFMLTA would gladly welcome submissions from FIPLV members to present at our 25th International Languages Conference to be held in Adelaide in July 2025. We would also like to invite members to attend the conference and to enjoy all that the wonderful city of Adelaide has to offer, and to explore South Australia and beyond. Conference planning is in its early stages, but as it develops, information can be found on our conference website.*

**see the Call for Papers on p. 46 (editor's note)*

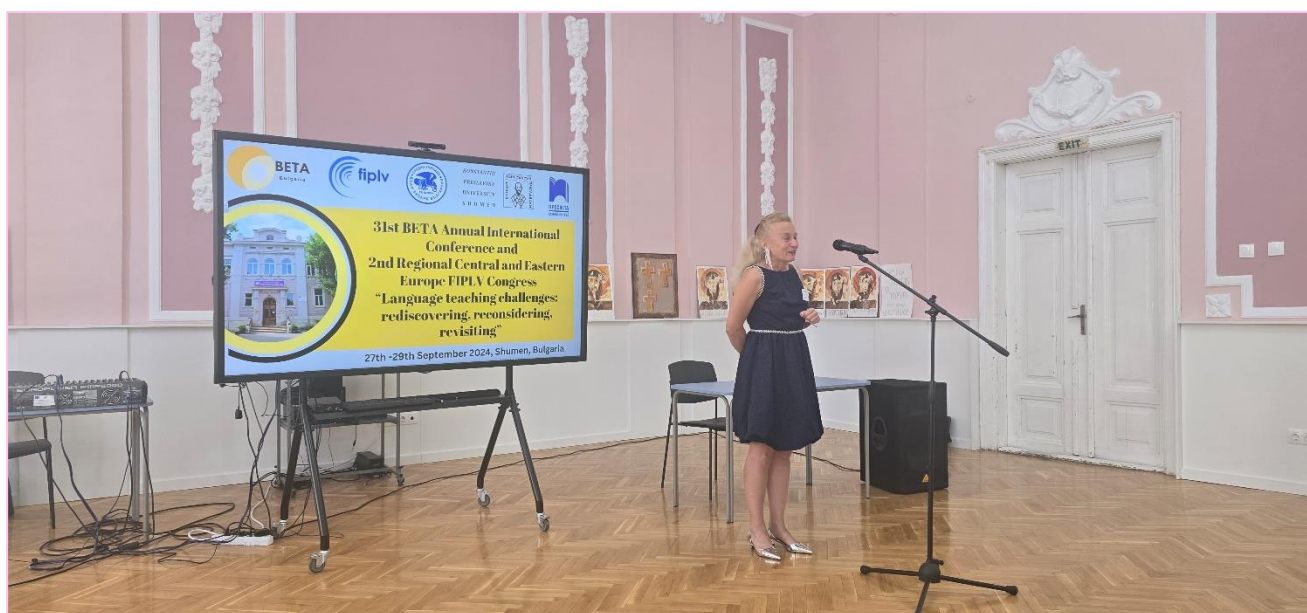
NEWS FROM MEMBERS OF FIPLV

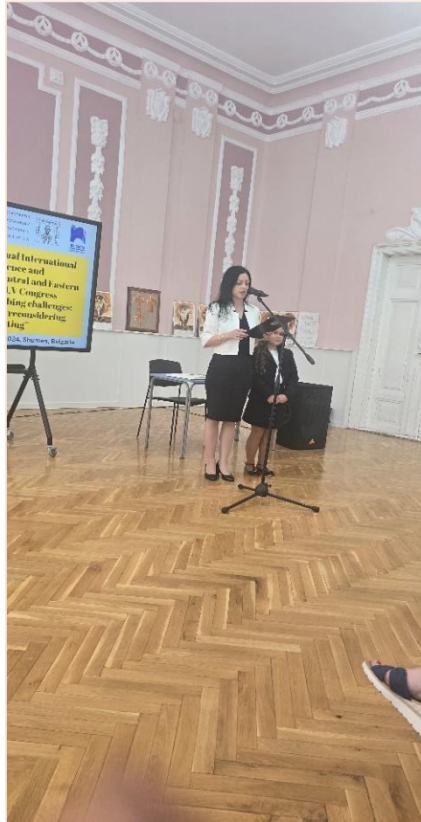
News from FIPLV-CEER

By **Sylvia Velikova**, Publications Officer of FIPLV and FIPLV-CEER Board Member
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Developing regional collaboration for excellence in language education and research

The 31st BETA Annual International Conference and the FIPLV Central-Eastern European (FIPLV-CEER) Congress, held from 27 to 29 September 2024, brought together educators both from across the region and worldwide to explore the theme *Language teaching challenges: rediscovering, reconsidering, revisiting*. Hosted by the Bulgarian English Teachers' Association (BETA) in Shumen, Bulgaria, the event provided an excellent platform for discussions on the evolving role of language teaching and the challenges faced by educators today.





FIPLV was represented by Prof Terry Lamb, President, who delivered an opening plenary titled *Developing and promoting plurilingual and intercultural education for democratic culture: Practical approaches to innovation in the language classroom and beyond*. Prof Lamb also presented the FIPLV International Award for 2023 to Dr Irina Ivanova from Shumen University, in recognition of her outstanding contributions to BETA and language education.

The meeting of the FIPLV-CEER Interim Board, chaired by Sylvia Velikova, Publications Officer of FIPLV, took place on 27 September 2024 at Konstantin Preslavsky University of Shumen. During this session, Albena Stefanova ([BETA, Bulgaria](#)) was elected as the new Chair of the FIPLV-CEER, and Katalin Fogarasi ([HAALT, Hungary](#)), Dubravka Celinšek ([SDUTSJ, Slovenia](#)), and Sylvia Velikova (BETA - Bulgaria) joined the newly formed board.

Looking ahead, two proposals for future CEER Congresses were discussed: HAALT (Hungary) was encouraged to proceed with plans for the 2026 conference, while SDUTSJ (Slovenia) proposed hosting the 2028 congress. The expansion of CEER was also considered, including efforts to encourage non-member associations from Albania, Greece, Montenegro, North Macedonia, Romania, Serbia to join FIPLV.



We would like to extend our sincere gratitude to the organisers of the International Conference, including Albena Stefanova (President of BETA), Lina Yanbastieva-Petrova (BETA Membership Secretary) and Irina Ivanova (former BETA Treasurer and current Vice-Rector for Research and International Cooperation, Institutional Erasmus+ coordinator from Shumen University). Their commitment and hard work were vital for the success of the Congress. Thanks to their efforts, the event provided a strong foundation for continued growth and partnership within the Central and Eastern European region of the Fédération Internationale des Professeurs de Langues Vivantes and across the globe.

News from ALL (The Association for Language Learning)

ALL Calligram celebration

By **Steven Fawkes**, ALL Trustee and Volunteer
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In early 2024, the Association for Language Learning (ALL) Primary SIG invited primary language teachers around the UK to get their classes to be creative with the language they are learning!

Just over a hundred years ago, at the end of the First World War, the French poet Guillaume Apollinaire published a set of poems called 'Calligrammes' in which he used ink and fonts to draw recognisable shapes with connected words.

We invited Primary children to make their own calligrams / calligrammes using words and/or phrases they have learnt in any language other than English. The words might draw the outline of the image, or fill in the silhouette of the image. The key things were that they should be related to the image, they should be easy to read (neat and not over-elaborate), and they should be spelled correctly. They could be created by hand or with a computer.

Each school that entered would receive an ALL certificate, in order to raise the profile of Languages and of the children's achievements, and we planned to compile a digital collection of some of the most striking calligrams!

Schools had between January and the February half-term to join in, and our suggestion was they hold an exhibition in the classroom or in the school and invite others to view the calligrams and select their favourites. In order to make the

creation of the e-books manageable we limited the number of entries from each school to three in each of two categories – age 7-9 and age 9-11.

When they sent in their entries digitally, teachers commented:

Thank you for organising this wonderful cross-curricular initiative.

... this project has enthused my students

The children loved doing these ...

We did it as part of our Language and Culture Week.

Our students have submitted a number of calligrams and we will be showing them to the whole school this Wednesday for International Mother Language Day.

The children really enjoyed doing these and I had a number who completed extra ones during their own time in half term! Thank you for setting such an enjoyable competition!

We have been learning about Sports in Spanish and the pupils have written about their favourite sports using the Calligram format.

Many thanks, the children enjoyed the activity very much and what a fabulous way to revise vocabulary!

This has really inspired my pupils – I have had 21 entries covering languages including Greek, Latin, Irish, Spanish, German, French and our local patois, Guernsey French. They will be proudly displayed in my classroom.

My classes thoroughly enjoyed designing these, and it was so hard to just choose 3 from each category to submit. Thank you very much for organising this activity.

And after the publication:

Thank you very much for this! It is beautiful!

I am so impressed by the level of creativity. It is very inspiring and we will definitely join again next year.

The Calligrams are collated into two volumes available to view online:

[Volume 1](#): ages 7-9

[Volume 2](#): ages 9-11

News from ILEI (Internacia Ligo de Esperantistaj Instruistoj)

By **Alessandra Madella**, Vice-president of ILEI (International League of Esperanto-speaking Teachers)

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Acts of the Symposia of ILEI 2022-23

The International League of Esperanto-speaking Teachers (ILEI) holds its international congress every year during the Summer. The event lasts one week and aims to stimulate discussions and exchanges of experiences among professionals and amateurs in the educational field. Due to the lingering effects of the pandemic, in 2022 our congress could not be held in Quebec City as planned. We migrated to Zoom and offered to all interested people free access to our programs across the clock, receiving in exchange their active and engaged participation. *Esperanto in Bilingual Education* was the main theme for both the

congress and the symposium, which traditionally showcases university-level contributions and attempts to start broader conversations also with academics who do not speak the international language on topics of mutual interest.

Among the most interesting contributions, Du Xin, lecturer at Keio University in Japan, examined how Chinese fans of Japanese animations might try to learn the language, also in order to visit the country for tourism or employment. Olta Totoni brought an interlinguistic focus with her PhD dissertation for Lancaster University (UK) on the Spanish translations of the language Nadsat, constructed by Anthony Burgess for *A Clockwork Orange*. An international discussion through different media engaged for months the main paper on *Language hygiene* by Fabrizio Angelo Pennacchietti, former professor of Interlinguistics and Esperantology at the University of Turin, Italy. The main answers came from Yoshida Naoko and Kimura Goro Christoph, chair of the Department of Foreign Languages at Sophia University in Tokyo.

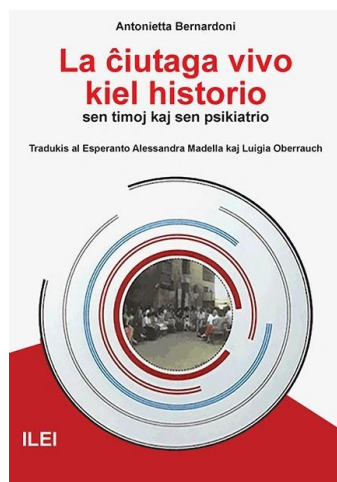
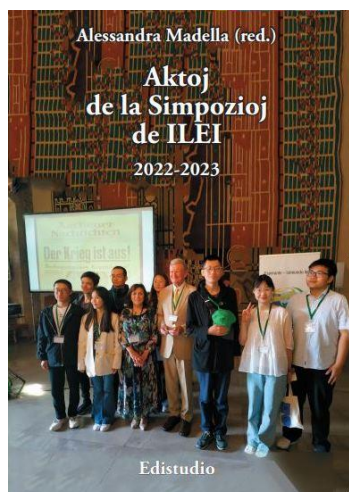
The core of the Symposium, mainly organized by Luiz Fernando Diaz Pita of the State University of Rio de Janeiro and of the Brazilian Academy of Philology, was, however, an examination of the possible role of Esperanto in the context of bilingual education from a Third World perspective, with contributions from Africa, India and Brazil. My study on the role of bilingual education in the pedagogical theory of Lev Vygotsky, who learned Esperanto in his youth, had a similar focus, but also included practical examples such as Ilona Koutny's successful experiment of a Master program in Esperanto for Chinese students at Adam Mickiewicz University in Poznań, Poland.

The ILEI Congress of 2023 was held in Lignano Sabbiadoro, Italy, in collaboration with the World Esperanto Youth Organization (TEJO). The main theme was *Teaching Esperanto at School*, also in relation with the experience of the *30 Golden Hours* project, and its video lessons of the international language targeted at first teachers in Italian secondary schools. Fernando Pita chose the mirroring title *Teaching – not only Esperanto! – outside the school environment* for the Symposium and thus tapped into the wide world of group activities, organizing, and creativity that forms the real roots on which stands the Esperanto tree, often through the direct engagement of women. Contributions to this part go from Larysa Osadchuk's study on the benefits of teaching Esperanto through origami to Sara Spanò's essay on the ideas of Flannery O'Connor on a way of teaching literature that reads in the works a humble presentation of the mystery of life.

Gong Xiaofeng opened the Symposium with a wide overview of the history of Esperanto teaching in China, to which she personally contributed with her own courses at Nanchang University – and online to a still wider audience. Ermanno Tarracchini, Laura Barbieri and the Bernardoni Collective remembered their teacher Antonietta Bernardoni, who followed the example of her friend Maria Montessori in trying to empower people with an alternative pedagogy that would see them as protagonists. Her popular Assemblies of Therapeutic Action in the Italy of the Seventies were a way to react against the excessive reliance on the methods of psychology and psychotherapy to cure problems that could be more effectively addressed through a just and equitable communication with peers, based on mutual trust. For this reason, Bernardoni warmly suggested the study of Esperanto to her disciples, many of whom joined the Esperanto Association *Giorgio Canuto* of Parma, the object of my own presentation in the Symposium. The Esperanto

translation of the collected works of Bernardoni can be downloaded for free from the ILEI [website](#). From it the Esperanto students and faculties of Zaozhuang University in China are currently preparing the Chinese translation.

The tradition of the ILEI Symposia is long and two recent examples can be seen in the published *Book of Abstracts LVC 2019* and in the *Simpoziaj Aktoj de ILEI 2020-21*. The former was edited by ILEI board member Radojica Petrović and by Milica Stojković of the Faculty of Technical Sciences, University of Kragujevac, Čačac, Serbia. It presents in three languages (English, Serbian, and Esperanto) the main results of the Symposium 2019 on Learning in *Virtual Communities* (free [download](#)). The latter, edited by Fernando Pita and with several interesting contributions for the study of interlinguistics, can be [downloaded](#) for free from the ILEI website. I took on myself the job of editing the *Acts of the ILEI Symposia 2022-23*, which the Italian publishing house Edistudio of Pisa will produce only in paper form. I have already presented the pilot book – almost 300 pages in Esperanto with parts in English and Japanese – during the ILEI Congress 2024 in Maceió, Brazil, as well as during the Italian Esperanto Congress in Montecatini Terme in August 2024. The next Congress and Symposium of ILEI will be held in Belgrade, Serbia, in the Summer of 2025, with the theme *AI in Language Learning*.



FIPLV AUCKLAND 2024: CONFERENCE REFLECTIONS

Ein unvergessliches Erlebnis in Neuseeland dank NZALT/ FIPLV

By **Ana Maria Sobreira de Siqueira**, a school teacher of German, Rio de Janeiro, Brazil

anasobreira2012@gmail.com

Hallo, ich heiße Ana Maria Sobreira de Siqueira, ich bin als DaF-Lehrerin an einer öffentlichen Grundschule in Rio de Janeiro, Brasilien, tätig.

Der FIPLV-World Congress 2024 zusammen mit der NZALT Biennial Conference in Neuseeland war für mich ein absoluter Höhepunkt in meiner beruflichen Laufbahn. Als Tochter einer bescheidenen Familie in Brasilien, deren Eltern stets Wert auf Bildung legten, hätte ich mir nie träumen lassen, eines Tages so weit zu reisen. Mein Weg zur Lehrerin für Portugiesisch, Englisch, Französisch, Deutsch und Literatur war von harter Arbeit und unermüdlichem Engagement geprägt. Diese Reise war nicht nur eine berufliche Herausforderung, sondern eine Entfaltung meiner Träume und Ambitionen.

In einer öffentlichen Schule in Rio de Janeiro unterrichte ich Deutsch und entdeckte schnell, dass es mir nicht nur um die Vermittlung von Sprache ging, sondern auch um die Möglichkeit, das Leben meiner Schüler*innen zu bereichern. Die Kraft der Sprache erlaubt es uns, Brücken zu bauen, Kulturen zu verbinden und Horizonte zu erweitern. Es ist eine erfüllende Erfahrung, den Kindern zu helfen, ihre Welt zu entdecken und ihre Leidenschaft für das Lernen zu fördern. Jedes Lächeln, jedes

„Ich verstehe“ meiner Schüler*innen gibt mir das Gefühl, dass ich einen echten Unterschied mache.

Die Teilnahme an der Konferenz in Auckland eröffnete mir neue Perspektiven. Diese Stadt, umgeben von einer atemberaubenden Landschaft mit sanften Hügeln und glitzerndem Wasser, strahlte eine einzigartige Energie aus. Auckland ist nicht nur ein geografisches, sondern auch ein kulturelles Zentrum. Die Multikulturalität, die dort zu spüren ist, schuf ein Umfeld, in dem der Austausch von Ideen und Erfahrungen florierte. Es fühlte sich an, als ob ich in einen lebendigen Teppich aus Kulturen eingetaucht wäre, jeder Faden erzählte eine eigene Geschichte.

Ein besonders eindrucksvoller Aspekt der Konferenz war die Auseinandersetzung mit der Maori-Kultur. Der Respekt für Traditionen und die tiefe Verbundenheit zur Natur, die die Maori verkörpern, inspirierten mich zutiefst. Diese kulturellen Werte erinnerten mich daran, wie wichtig es ist, die Vielfalt zu schätzen und die eigene Identität zu bewahren. In den Gesprächen mit anderen Lehrer*innen, die aus verschiedenen Teilen der Welt kamen, spürte ich, dass wir alle das gleiche Ziel verfolgten: unseren Schüler*innen nicht nur Wissen zu vermitteln, sondern auch ein Bewusstsein für die Welt um sie herum zu schaffen.

Dank dem Goethe-Institut Rio, Professor Ebal Bolacio und der Associação de Professores de Alemão do Rio de Janeiro (APA-Rio), die mich bei der Bewerbung großzügig unterstützt haben, erhielt ich eines der drei Stipendien von der New Zealand Association of Language Teachers (NZALT), das mir die Teilnahme an dieser Konferenz ermöglichte. Dieses Stipendium war für mich nicht nur eine finanzielle Erleichterung, sondern auch ein Zeichen des Vertrauens in meine Fähigkeiten als Lehrerin. Es motivierte mich, noch engagierter zu arbeiten und meine Vision von

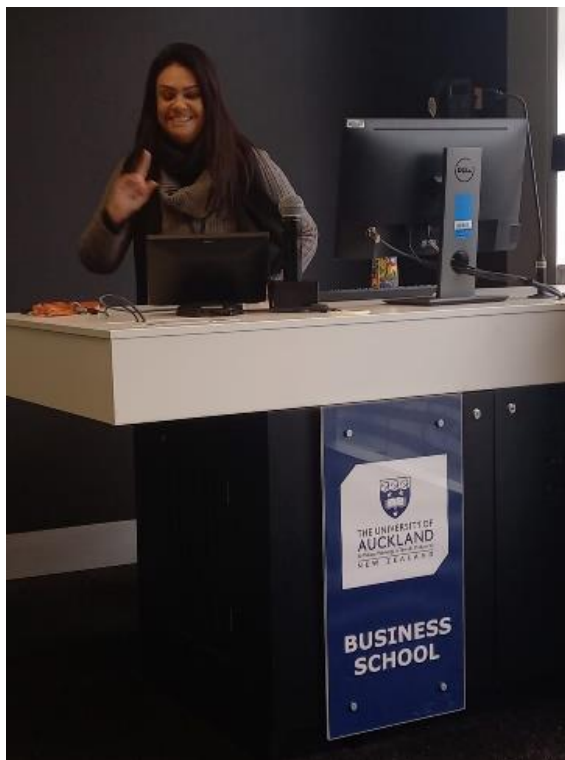
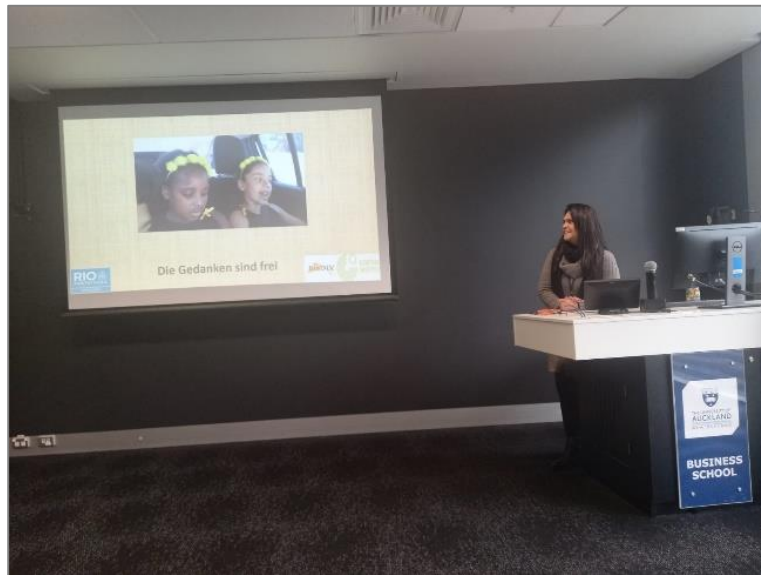
Bildung zu verwirklichen. Ich fühlte mich ermutigt, meiner Stimme Gehör zu verschaffen und die Erfahrungen meiner Schüler*innen in den Mittelpunkt meines Handelns zu stellen.

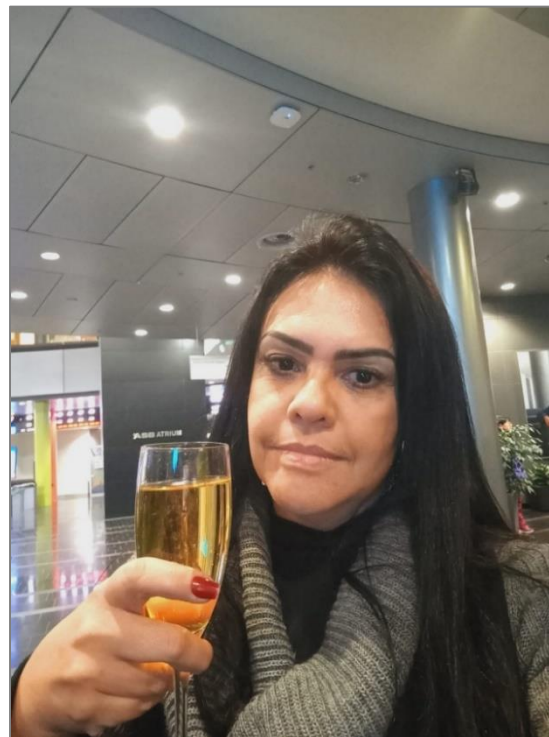
Die Tage in Auckland waren mit Workshops, Diskussionen und inspirierenden Vorträgen gefüllt. Jeder Moment bot die Möglichkeit, Neues zu lernen und Erfahrungen auszutauschen. Die Vielfalt der Ansätze, die in verschiedenen Ländern verfolgt werden, war faszinierend. Ich konnte wertvolle Methoden und Strategien mit nach Hause nehmen, die meine Unterrichtspraxis bereichern werden. Jedes Gespräch, jeder Workshop öffnete neue Türen in meinem Verständnis für interkulturelles Lernen.

Nach meiner Rückkehr nach Brasilien fühle ich mich nicht nur als Lehrerin, sondern auch als Botschafterin der Kulturen. Die Konferenz hat mir gezeigt, dass wir als Lehrkräfte eine wichtige Rolle spielen, um interkulturelles Verständnis zu fördern und den Respekt für Vielfalt zu lehren. Meine Schüler*innen werden von den neuen Perspektiven profitieren, die ich aus Neuseeland mitgebracht habe. Ich bin fest entschlossen, ihnen ein Umfeld zu schaffen, in dem sie nicht nur lernen, sondern auch wachsen und sich entfalten können.

Dieses Erlebnis hat mir nicht nur berufliche Erfüllung gebracht, sondern auch meine persönliche Entwicklung bereichert. Es hat mich gelehrt, dass Bildung nicht nur ein Beruf ist, sondern eine Leidenschaft, die Grenzen überschreitet. In mir brennt nun das Feuer, meinen Schüler*innen die Welt zu zeigen, wie sie wirklich ist: bunt, vielfältig und voller Möglichkeiten. Ich bin dankbar für die Unterstützung, die ich erhalten habe, und entschlossen, meine Mission als Lehrerin mit noch mehr

Hingabe zu verfolgen. Jedes Kind verdient die Chance, seine Träume zu leben, und ich werde alles tun, um diese Träume zu fördern und zu verwirklichen!





A valuable opportunity for an enriching and thrilling participation in a global professional convention

By **Albena Stefanova**, President of BETA Bulgaria
beta.iateflbg@gmail.com

Taking part in a professional event that gives one a chance to share their thoughts, practices and views is a multifaceted challenge involving questions about one's scientific searches or empirical observations, travel arrangements and financial matters. In the post-pandemic period, an expert is faced with issues related to motivation, communication and interaction modes, membership in professional organisations, attendance of events resulting in enhanced expertise. This is why the once-in-a-lifetime opportunity to take part in the 50th Anniversary NZALT Biennial Conference and the World FIPLV Congress was a dream-that-has-come-true experience.

In my presentation, I chose to focus on the research my colleagues and I have been doing in the teaching of English for specific purposes. My aim was to raise the awareness of the Bulgarian contribution to solving issues related to student needs, hybrid and online learning, teaching specialised language and vocabulary, proposed innovative pedagogical models of enhanced effectiveness in ESP acquisition. Additionally, I wanted to reach a wider and more diversified global audience involved in the teaching of languages and to make it familiar with the achievements of the Bulgarian school in the teaching of ESP. In Bulgaria, we have a long-standing tradition of teaching foreign languages and the population is amazingly good at acquiring languages with the predominant part speaking two or three foreign languages. Surprisingly, not much is known about the meaningful practice of the

local language teaching community. This is why sharing with like-minded experts and popularising our experience were in the focus of my interest in presenting at the FIPLV-NZALT joint event.

Attending plenary sessions, presentations and workshops is what one usually does



at such forums. However, being a part of intercultural and interlanguage experiences made my trip to New Zealand a memorable stop in my journey in the realm of language teaching and communicating. I may

never meet congress attendees again but the moments we had together will remain in my heart and my mind encouraging and inspiring me in moments of professional hesitation or frustration.



The small talks and the informal conversations helped me catch glimpses of other participants' practices and experience. I learned a lot about the educational context in Latin America, China, Oceania, Europe.

I would like to congratulate the organisers on providing us, the event participants,



with such a platform for discussions, as well as for letting us become familiar with both the cultural and language teaching traditions of our renowned colleagues from this corner of the world.

Thank you, FIPLV and NZALT conference organisers for giving me the opportunity to become a better learner and teacher, to feel the appreciation of my work and to charge my batteries with genuine professional motivation and empowerment!

FIPLV World Congress and Meetings in Auckland (New Zealand) 5-11 July 2024

By **Denis Cunningham AM**, FIPLV Honorary Counsellor, AFMLTA & NZALT Honorary Life Member

1. Preamble

After twenty years, FIPLV decided to come to the southern hemisphere again for their World Congress, hosted by the national association for languages teachers, NZALT. As I first attended their national conference in Auckland in 1983, this established an exchange across the Tasman. Ever since, delegates from the Australian federation, AFMLTA, have attended the NZALT biennial international

conference – and vice-versa. As a result, I have had significant involvement with all three associations, recognised as an FIPLV Honorary Counsellor and Honorary Life Member of both AFMLTA and NZALT.

2. The Journey

Arrival at the airport at 06:00 on 5 July saw me there in time to catch the 08:45 NZ120 flight to be at the Auckland airport four hours later at 14:35 (local time). I had hired a vehicle to ferry other delegates from and to the airport. I was housed in the centrally-located Quadrant Hotel for the duration of the conference.

3. FIPLV 2024/NZALT Biennial International Conference – Auckland (6-9 July)

3.1 The Conference Programme

The conference attracted 417 participants from 19 countries across the globe, including: Argentina, Australia, Brazil, Bulgaria, Chile, Colombia, Finland, France, Germany, Hungary, Iceland, India, Japan, New Zealand, the Peoples Republic of China, the Philippines, Poland and the UK. The conference took place at the University of Auckland. Keynote speakers included the opening address by Melenaita Taumoefolau, before Hēmi Whaanga focused on Māori and Tongan in “Tōitu te reo: Inamata, onomata, anamata”. The next keynote was presented by AFMLTA (Executive) representatives, Anne-Marie Morgan & Andrew Scrimgeour: “A global reckoning on the prospects and challenges for transformative futures through languages education: A view from the Antipodes”. The closing keynote was delivered by Terry Lamb, FIPLV President: “Why languages matter! Language education for democratic culture”.

Beyond the plenary presentations, there was a selection of 101 workshops and parallel sessions. The range of topics was extensive. There were language-specific sessions for Chinese (Mandarin), English/TESOL, Filipino, French, German, Japanese, Māori, Spanish, Thai and heritage languages. The use of technology featured prominently, especially AI & ChatGPT, but also podcasts, google earth, online RT, television, video, VR, anime & Manga, digital tools and technology in general. There was a focus on language skills – aural & oral, speaking & writing – embraced by the overarching notion of language learning and comprehensible input. Specific foci also covered literacy & numeracy, handwriting, calligraphy. Socio-cultural themes included collaboration, (spontaneous) interaction, socialising, international exchanges, scholarships and trips. Teaching across the continuum was comprehensive from the very young to adults, primary & secondary, and transition between secondary & tertiary levels. Assessment, formative & summative, featured, as did a focus on the curriculum, literature and culture. Analysis, synchronic or diachronic, considered World Englishes, the history of the profession and the role of languages teacher associations. There were also sessions on approaches to teaching in ESP & LSP. Sessions were also devoted to over-arching issues like universal design, translanguaging, bilingualism, cultural awareness, (linguistic) diversity and interculturality. Emphasis on policy and practice was predictable, including strategies, integration, differentiation and CLIL. And there was the focus on the learner, in thinking, identity, voice, engagement, metacognition – and student wellbeing and anxiety.

3.2 Socio-cultural Activities

The local organisers – Martin East, Constanza Tolosa, Donna Rhyse Dacuno *et al* – did a marvellous job, as always, of not only preparing a rich programme with

competent and friendly *in situ* daily organisation, but also in providing an exemplary programme of socio-cultural events. An Indigenous spectacle of music, song and dance closed the opening ceremony, hosted admirably by NZALT President, Juliet Kennedy. Personal interaction was engaged for all at the welcome reception on the opening day (6 July). Lunches and tea breaks interpolated conference sessions, facilitating networking. A reception event began the next evening (7 July), as Adèle Scott convened a number of key Honorary Life Members to highlight some of the many achievements of NZALT, celebrating its 50th anniversary. This reception was followed by language-specific dinners, as we dispersed to a raft of different restaurants. I chose the French dinner at Le Garde-Manger, organised and hosted by Simon McGinley. The conference dinner was held on the top floor of the Auckland Museum, “Under the Dome”. It was spectacular as the official programme featured the award of Honorary Life Membership to Martin East, Jeni Lemberg and Adèle Scott – before the repast was enjoyed, as was the dancing. The conference closing ceremony also included more awards, both of FIPLV and NZALT.

3.3 Meetings

While meetings of language-specific associations took place (7 July), I was included in the FIPLV discussions with leaders of FIPLV members (and non-members) from across the globe. I was not included in the AFMLTA general assembly, but didn’t need to be. I had left the AFMLTA Executive in 1996 – thirty years before!

4. FIPLV, NZALT & AFMLTA

As indicated, this conference brought together the three national or international associations/federations with which I had been involved closely since 1977 – when

I assisted in the organisation of the AFMLTA biennial national language teacher conference in Melbourne and where I also convened the welcome reception cocktails.

4.1 FIPLV

The FIPLV ExCo was represented by Terry Lamb (President), Geraldo de Carvalho (Secretary General) and Sylvia Velikova (Publications Officer). I was able to have fruitful discussions with all three – while always offering to assist, as I had been integrally involved since 1985, when I represented AFMLTA at the FIPLV General Assembly in Helsinki, when the World Congress was hosted by SUKOL. Also present in Auckland was former FIPLV Treasurer General, Jan Robertson, with whom I was able to have reflective and historical discussions.

I also had informative discussions with Albena Stefanova of Bulgaria, some of the 23 Finns (from SUKOL) present and the Hungarian contingent of Judit Hidasi – on the board of MANYE, the national association in Hungary – Ildikó Tar and Maria Czeller. When we last met at the FIPLV NBR regional conference in Reykjavik in 2023, I had agreed to take them for a tour to Rotorua. We also included Wai-o-Tapu (10 July).

SUKOL is to host the next FIPLV NBR regional conference in Helsinki on 25-26 April 2025, while Albena Stefanova and Sylvia Velikova are assisting in the organisation of the next CEER (Central & Eastern Europe Region) conference in Shumen on 27-29 September.

4.2 NZALT

As an NZALT Honorary Life Member, I was included in the activities of the NZALT 50th anniversary reception event (7 July), placed at the table with the other

Honorary Life Members present. This enabled me to catch up with friends and colleagues from over the decades since I had (inadvertently) established the trans-Tasman AFMLTA-NZALT exchange in 1983, when I represented AFMLTA at the 1983 NZALT international language teacher conference in Auckland, hosted by Jim Madden. Unfortunately, Jim was too unwell to attend, but I was excited to meet his wife, Cheryl, and daughter, Kimberley. Other Honorary Life Members at the table included: Judy Gibb, Noeline Grant, Anne Pentecost, Jan Robertson, Adèle Scott and Gail Spence. I was also honoured to be included on the VIP table of Honorary Life Members at the conference dinner (8 July), where I was also delighted to catch up with Simon Curnow.

There were very few present who had attended NZALT conferences as early as 1983. The others were relative youngsters. One exception was Jillian Symons of Language International, a loyal participant and visitor since 1978.

4.3 AFMLTA (Australia)

As I had left the AFMLTA Executive in 1996, most of the current officers were not my contemporaries. However, I managed to have discussions with former or current Executive members, like Gillian Cordy, Kylie Farmer, Megan McLaughlin, Miyako Matsui, Anne-Marie Morgan, Sherryl Saunders and Andrew Scrimgeour. I also made a point of trying to meet the current presidents or delegates of state/territory MLTAs, as I knew few. Exceptions were Lester Ford (Q) and Yvette Slaughter (V). Once again, I offered to assist, as my association files date from the 1970s.

5. International Promotion

As indicated above, I became 'minder' to the Hungarian contingent (of Judit, Ildikó & Maria), taking them to the Auckland Museum for cultural activities and Wai-o-Tapu and Rotorua to enjoy the fascinating delights of New Zealand. A colleague and friend, Anikó Hatoss, also offered to look after them in Sydney, as they expanded options on their return to Hungary.

6. The Return

Leaving the central Quadrant to locate to a cheap motel closer to the airport, the return went well, as I dropped off the hire vehicle and arrived at the airport early at 10:05 to stagnate before the 15:40 NZ150 flight back to Melbourne.

As I had booked a cheaper airfare, I did not expect VIP treatment on the flight – but I would have appreciated being offered some nuts, at least... Arriving at Tullamarine at 17:40 (local time), I was home at 19:55.

17 July 2024

CALLS FOR PAPERS



Journal of the Slovene Association of LSP Teachers

<https://journals.uni-lj.si/scriptamanent>

ISSN: 1854-2042

CALL FOR PAPERS

We are pleased to inform you that *Scripta Manent* is inviting papers for Volume 20, scheduled to be published in 2025.

Scripta Manent, Journal of the Slovene Association of LSP Teachers, is a peer-reviewed open-access journal designed primarily as a resource for LSP (Languages for Specific Purposes) teachers and researchers. It is committed to contributing to the professional development of its readers around the world by publishing manuscripts that strive to bridge theory and practice in the LSP teaching profession.

Authors are encouraged to submit manuscripts on applied and theoretical research in LSP, including:

- genre-based research,
- multimodal texts,
- lexicology and lexicography,
- translation studies,
- intercultural studies,
- language policy,
- teaching/learning,
- curriculum and syllabus design,
- teaching and learning materials design,
- language teaching methodology,
- assessment and evaluation,
- teacher roles and education,
- information-communication technologies,
- etc.

Reviews of scholarly books and research monographs on LSP, and reviews of local LSP coursebooks are also welcome.

Submissions can be written in English, German, Italian, French, Spanish or Slovene – preferably in the language that the manuscript focuses on.

Submission deadline: 30 November 2024.

Acceptance notification: Within 4 weeks from the date of manuscript submission.

Scripta Manent is indexed in:

- DOAJ – Directory of Open Access Journals,
- LLBA – Linguistics and Language Behavior Abstracts,
- ERIH – The European Reference Index for the Humanities (2011, NAT),
- MLA – Modern Language Association, and
- [ANVUR - Classificazione delle riviste](#)
 - FASCIA A - "Area 10; SSD 10/M1" (German Language, Literature and Culture)": https://www.anvur.it/wp-content/uploads/2023/08/Elenco-riviste-classeA_Area10_22082023.pdf
 - Riviste scientifiche - "Area 10": https://www.anvur.it/wp-content/uploads/2023/08/Elenco-riviste-scie_Area10_22082023.pdf

We will apply for Scopus indexing in June 2025.

For more information, visit the *Scripta Manent* website: <https://journals.uni-lj.si/scriptamanent>

With warm regards,

Dr. Violeta Jurkovič

Editor-in-Chief

FORTHCOMING EVENTS

AFMLTA International Languages Conference

The AFMLTA hosts a biennial international conference for teachers of languages.



AFMLTA International
Languages Conference



This event regularly sees international, national and local speakers present on topics relevant to teachers of languages at all levels.

Early Bird registrations NOW OPEN!

Date: 11 - 13 July 2025

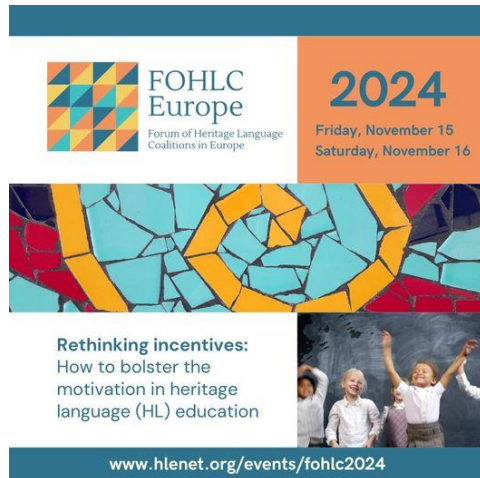
Venue: City West Campus of the University of South Australia (UniSA) in Adelaide

Email: conference@afmlta.asn.au

Website: <https://afmlta.asn.au/2025-conference/>

FOHLC Europe 2024 Conference

2024 THEME: *Rethinking incentives: how to bolster the motivation of students, parents, teachers, and other stakeholders in heritage language education*



Date: Friday & Saturday, November 15 & 16, 2024

Time: 17:00 - 19:45 on November 15; 16:00 - 19:10 on November 16 (GMT/London time)

Location: Online (via Zoom)

Language: English

Cost: Free

Registration: <https://www.eventbrite.ie/e/fohlc-europe-2024-annual-conference-tickets-944386845477>

Organizers: FOHLC Europe 2024 is organized by Móðurmál – the Association on Bilingualism, Heritage Language Education Network, the Czech and Slovak School Okénko in London, Agnieszka Pędrak, an independent researcher at Trinity College in Dublin, and Sabine Little, a researcher at the University of Sheffield. See www.hlenet.org/fohlc-europe or email fohlceurope@gmail.com for more information.

LCNAU EIGHTH BIENNIAL COLLOQUIUM



LCNAU EIGHTH BIENNIAL COLLOQUIUM

27 – 29 November 2024

Hosted by the [University of Sydney's School of Languages and Cultures](#), the Languages and Cultures Network for Australian Universities (LCNAU) 2024 Colloquium will explore the theme, '*Trans/Formation: research and education in languages and cultures*'. Focus areas include:

- Multilingual and multicultural Australia
- Indigenous languages and cultures
- Art, literature and knowledge systems in diverse languages and cultures
- Language and identity
- Language policy and planning
- Intercultural competence
- Shifting pedagogical paradigms
- Technologies and AI in language learning
- Language acquisition

For more information, please contact: lcnau.colloquium2024@sydney.edu.au

[Learn more](#)

MEMBERS OF FIPLV

NATIONAL MULTILINGUAL ASSOCIATIONS

AUSTRALIA

The Australian Federation of Modern Language Teachers Associations Inc
(AFMLTA Inc)

www.afmlta.asn.au

Languages and Cultures Network for Australian Universities (LCNAU)

<https://www.lcnau.org>

CANADA

The Canadian Association of Second Language Teachers (CASLT)

www.caslt.org

CZECH REPUBLIC

Kruh Moderních Filologů (KMF) (Czech Modern Language Association)

www.kmof.cz

ESTONIA

Eesti Võõrkeeleeõpetajate Liit (EVÕL) (Estonian Association of Foreign Language Teachers)

www.voorkeelteliit.eu

FINLAND

Suomen kieltenopettajien liitto ry (SUKOL)

www.sukol.fi

FRANCE

Association des Professeurs de Langues Vivantes (APLV)

www.aplv-languesmodernes.org

GEORGIA

Multilingual Association of Georgia (MAG)

Email: natela_mosiashvili@hotmail.com

HUNGARY

Magyar Alkalmazott Nyelvészek és Nyelvtanárok Egyesülete (MANYE) / Hungarian Association of Applied Linguists and Language Teachers (HAALLT)

<https://manye.hu>

ICELAND

Samtök tungumálakennara á Íslandi (STÍL)

<http://stil-is.weebly.com>

ITALY

Associazione Nazionale Insegnanti Lingue Straniere (ANILS)

www.anils.it

LATVIA

The Latvian Association of Language Teachers (LALT/LVASA)

www.lvasa.lv / <https://www.facebook.com/LVEnglishteachers/>

LITHUANIA

Language Teachers Association of Lithuania/Lietuvos kalbu pedagogu asociacija (LTAL/LKPA)

<http://www.lkpa.vdu.lt>

THE NETHERLANDS

Vereniging van Leraren in Levende Talen (VLLT)

www.levendetalen.nl

NEW ZEALAND

New Zealand Association of Language Teachers (NZALT)

<https://nzalt.org.nz>

POLAND

Polish Association of Modern Languages/Polnische Gesellschaft für Neuphilologien / Polskie Towarzystwo Neofilologiczne / (PTN)

www.poltowneo.org

RUSSIAN FEDERATION

Russian Association of Linguists and Modern Language Teachers (RALMLT)

SLOVENIA

Slovene Association of LSP Teachers (SDUTSJ)

<http://eng.sdutsj.si/>

SOUTH AFRICA

South African Association for Language Teaching (SAALT)

www.saalt.org.za

SWEDEN

Språklärarnas riksförbund (Swedish Language Teachers Association)

www.spraklararna.se / <https://www.facebook.com/Spraklararnas>

SWITZERLAND

Swiss Language Teaching Network & Association

www.swiss-ltn.org / <https://www.facebook.com/swissltn/>

UNITED KINGDOM

The Association for Language Learning (ALL)

www.ALL-languages.org.uk

UNITED STATES OF AMERICA

American Council of the Teaching of Foreign Languages (ACTFL)

www.actfl.org

INTERNATIONAL UNILINGUAL ASSOCIATIONS

ENGLISH

Linguistic Association of Teachers of English at the University of Moscow (LATEUM)

[https://www.philol.msu.ru/~engdep/department/&";](https://www.philol.msu.ru/~engdep/department/&)
<https://lateum.philol.msu.ru/>

Social media:

<https://www.facebook.com/groups/334142654722512/>

<https://www.instagram.com/lateum.msu/>

<https://www.youtube.com/channel/UCbia1ygPmfi8C4g8d79F7hQ>

https://vk.com/lateum_msu

ESPERANTO

Internacia Ligo de Esperantistaj Instruistoj (ILEI)

<https://www.ilei.info/>

GERMAN

Der Internationale Deutschlehrerinnen- und Deutschlehrerverband e. V. (IDV)

www.idvnetz.org

RUSSIAN

International Association of Teachers of Russian Language and Literature (MAPRYAL)

<https://ru.mapryal.org>

NATIONAL UNILINGUAL ASSOCIATIONS

BULGARIA

Bulgarian English Teachers' Association (BETA)

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

COLOMBIA

Asociación Colombiana de Profesores de Inglés (ASOCOPI)

<http://www.asocopi.org/index.html>

IRELAND

Association Irlandaise des Professeurs de Langue Française (AIPLF)

<https://aiplf-ireland.com/>

SOMALIA

Association of Teachers of English in Somalia (ATES)

www.facebook.com/profile.php?id=100017048822312

Writing for the FIPLV Newsletter

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, book reviews, etc. Photos are also welcome.

Notes for Contributors

- The length of your article may vary: short contributions of 300 – 800 words are as good as long ones of up to 1200 words (e.g. for book reviews).
- 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. Winter Issue – due 10 January
 2. Spring Issue – due 10 May
 3. Autumn Issue – due 10 October

We are looking forward to your contributions.

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