



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

The Nordic-Baltic Region

Electronic Newsletter No.1 (March 2023)

PRESIDENT's Notes



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

It has been a long Winter, and we are looking forward to Spring and the awakening of nature. Easter holidays are coming up, giving us a well-deserved break from our everyday trot. We need this break to think about the next steps in our ongoing battle on behalf of all languages. According to UNESCO about half of some 6000 languages spoken today are in danger. What can we language teachers do, to help preserve the diversity of languages and culture?

Language teachers are facing increasing challenges as the government in quite a few countries is cutting back on language teaching with the remark, that we only

need English. All kinds of Apps and now the AI (artificial intelligence) are available to us, so why should our students spend their time and effort in learning languages they find difficult and/or don't see the use for? Its not as simple as that. I never tire of stressing the point, that learning languages is opening a new world. How can we convince our students not to give up and embrace more and more languages? This is a never-ending task. Let's find a way and support each other.

This Spring issue of the NBR Newsletter is full of inspiring and interesting articles from our colleagues. SUKOL Finland writes about their goals for language learning and teacher training and possible changes in Finnish Educational policies depending on the outcome of the Parliamentary election this year. LATE, The Latvian Association of Teachers of English share with us Teacher Experience Exchange 2023 event. From the Lithuanian Association we gain insight into the international conference in Kaunas and other events. Kati Bakradze from the Estonian Association arouses our curiosity with an article on the issues of young teachers who do not really want to become teachers in Estonia. STIL Iceland features the Saturday sessions with different topics as well as reminding us about the Conference on the Future of Languages. I invite you to come to the Conference and share your thoughts and ideas on the future.

In the meantime, enjoy reading the varied and interesting Newsletter.



ECML Materials

The following materials are available on

<https://www.ecml.at/>

***Putting language education on the political agenda: A new Council of Europe Recommendation on the importance of plurilingual and intercultural education for democratic culture**

***Supporting the (linguistic) integration of refugees from Ukraine**

***Multilingual glossary of key terms in language education**

***Online directory of language associations/organisations**

Finland: Parliamentary Election Spring 2023 - Changes in Educational policies?



Outi VILKUNA, puheenjohtaja / ordförande / Chair, Suomen kieltenopettajien liitto SUKOL ry, The Federation of Foreign Language Teachers in Finland SUKOL outi.vilkuna@sukol.fi

The Ministry of Education and Culture has published the first Cultural Survey (12.1.2023) <https://julkaisut.valtioneuvosto.fi/handle/10024/164564> which creates an overall picture of the development of the ministry's administrative sector over the past decades. The most recent phase, which began in the 1990s, is characterized by the deterioration of learning outcomes, the stagnation of the increase in the educational level of Finns, and on the other hand, the slow decline of public education investments.

From the 1950s to the early 1990s, the education sector expanded strongly. Primary school, the reform of secondary education and the increased higher education institution expanded access to education for Finns. The learning results rose to the top of the international comparison, and the educational level of young adults was the highest in developed countries. By the 1990s, libraries and art institutions had formed a nationally comprehensive network.

From the 1990s, the funding of the education sector began to decrease in most areas. The increase in the educational level of young people has stopped among those born in 1975. The long-term increase in the learning outcomes of young people stopped and turned into a decline at the latest at the turn of the millennium. The reach of the library began to weaken in the 2000s, and public support for many arts decreased, never returning to the level before the recession of the 1990s.

After the mid-2010s, compulsory pre-school education and the expansion of compulsory education expanded the obligation to participate in education. At the same time, the share of those in the age group who continue to secondary education rose for the first time since the 1980s. The scope of the offer of higher education turned to growth, when multiple higher education was reduced by directing the offer to first-time students and during the corona crisis with significant increases in the offer of starting places. There is a broad consensus on the need to increase research and development funding until 2030.

Participation in training

Participation in early childhood education in Finland differed from other Nordic countries for a long time. In them, 90 percent of children aged 3-5 have participated in early childhood education, while in Finland the share was less than 70 percent in 2005. The participation rate in early childhood education has increased strongly in Finland, especially after 2015, and in 2020 the participation rate was already almost 90 percent.

In 1960, one in ten young people completed their matriculation examination. In 2000, the number of degrees was 55 percent of the size of the 19-year-old age group. After 2005, the number of students with a matriculation degree began to decline. Since 2016, the number of high school diplomas has been very close to 50 percent of the 19-year-old age group.

At the beginning of the 1990s, the total number of students in vocational education at school level and college level was approximately 150,000 students. Since the 1990s, the increase in participation in education has focused on secondary vocational education, the number of students of which has risen to more than 340,000 students.

The learning outcomes of basic education are declining

Literacy and mathematics skills strengthened in Finland from the 1960s to the 1990s and reached the international top level in the learning outcome evaluations of the 1990s and the turn of the 2000s.

The decline in learning results that started at the turn of the millennium in Finland has been exceptionally rapid internationally, and the decline in reading and math skills found in several studies is equivalent to more than a year, and in some materials two years, of learning. In spite of the considerable decline, the learning results of young people in Finland are still good in international comparisons in many international evaluations.

Differences in learning outcomes related to social background have risen higher than before. At the same time, gender differences in learning outcomes are internationally at an exceptionally high level. The gap has grown further in the 21st century.

The level of education is falling

The education level of the population has been declining for several decades. Those born in 1978 are the most educated age group. Today's 30-year-olds will probably never reach the same level of education as those born in 1978. On the other hand, the favorable development in the second half of the 2010s in starting higher education can already be seen in the fact that people under the age of 28 are more educated in 2020 than in 2010. It seems that the level of education of those born in the 1990s can rise above the level of education of those born in the late 1970s.

The teaching profession is valued

In the years 2012-2019, slightly more than 130,000 people have worked as teachers each year. The number of 20-64-year-olds who have completed

education in educational fields has increased from slightly more than 70,000 people to about 77,000 people in the same period.

The value of the teaching profession has been growing continuously for decades. The academization of professional education and the improvement of the international reputation of the Finnish education system seem to have clearly strengthened the appreciation of the classroom teaching profession in Finland.

The number of researchers grows fastest in companies

The level of education of research and development personnel has risen especially in the 21st century. The proportion of R&D personnel with research training has risen from 15 percent in 2000 to 23 percent in the late 2010s. The share of university-educated people has grown from around a third in the early 1990s to almost 45 percent in the 2010s. Since 1987, the proportion of women in the research team has remained at around one third.

For a long time, the growth in the number of R&D personnel and staff years was stronger in companies than in universities, published in the public sector or private non-profit actors. After 2017, the number of researchers has grown very quickly, especially in the business sector, and the total number is approaching 90,000 researchers.

Since 1993, research activities in the public sector have shrunk by 0.21 percent of GDP, while university research activities have increased by 0.16 percent of GDP. In terms of the scope of research, universities have grown almost 2.5 times compared to public sector research. The role of universities of applied sciences in the financing of research and development activities is still quite small.

There is thus quite vivid ongoing public discussion about the state of basic and further education and how to steer the course of education to a more sustainable and equal direction. The Trade Union of Education OAJ has published its' goals for the Parliamentary election summarized as follows:

1. Sustainable foundations for education
2. A good working life for everyone
3. Basic skills for everyone

4. Skilled workforce and high level of expertise

5. Getting the chain of education, training and research in order - top goals for each form of education.

The Federation of Foreign Language Teachers in Finland SUKOL has also published its' goals:

Every learner should have the right to study languages regardless of where they live. Equality is secured by requiring education organizers in municipalities with more than 30,000 inhabitants to offer more A1 language and A2 language instruction. A2 language teaching should start from the 3rd grade. Pupils must have a genuine opportunity to choose A1, A2 and B languages. The continuity of language learning must be secured. State funding should be appointed for the implementation of A2 language teaching.

The entrance to universities and higher education based on matriculation certificate selection has a direct effect on which subjects are studied and written in the matriculation examination. Since versatile language skills are an important working life skill, its appreciation must be reflected in the scoring of the certificate selection.

Sufficient funding must be reserved for the development of the matriculation degree. The test of oral language skills must be included in the matriculation examination. The grades of the language exams for the matriculation examination should tell you what kind of competence the examinees have. The grades linked to European language proficiency levels would provide valuable information about what kind of language skills it is actually possible to acquire in high school.

The scope of language studies at vocational secondary level must be examined critically, because the actual eligibility for postgraduate studies of those who have completed vocational education is at risk. Language skills promote adjustability to working life.

Teacher training must be reformed. Teacher conversion and in-service training must be organized in an accessible, planned and efficient manner. A sufficient number of qualified language teachers must be secured.

The teacher must continue to have the pedagogical freedom to decide what kind of teaching methods and materials he uses. In addition, the teachers must have peace to develop their teaching.

Finland lacks an international language strategy. Research data and measures are needed to secure the continuum of versatile language learning. Good language skills and versatile training promote employment and longer working careers. Working life needs language-proficient workforce and, among other things, EU language-proficient civil servants. High-quality language teaching requires sufficient funding.

SUKOL events coming in the spring term 2023:

National training day April 22nd, 2023 at Tampere

https://www.sukol.fi/liitto/koulutuskalenteri/sukolin_kevotpaivat_tampereella.82.html

National Language Panel online focusing on Language skills as a working life skill and a means of influence on May 9th, 2023

https://www.sukol.fi/liitto/koulutuskalenteri/ammatti_kielilla_-_paneelikeskustelu.85.html

Lithuania: Sustainable Multilingualism Conference



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

We kindly invite you to come to Kaunas to participate in the international conference "Sustainable Multilingualism 2023", organized by The Institute of Foreign Languages of Vytautas Magnus University (VMU IFL), in cooperation with the Language Teachers' Association of Lithuania (LTAL).

Information is available here: https://www.vdu.lt/en/international-conference-on-multilingualism-will-take-place-at-vmu-2/?fbclid=IwAR19FFM6e1NYECqBNxTxJKy8GHF4GurTZ1MD1VcqJkPbpFd5a9Q_ZrqZb70

**SUSTAINABLE
MULTILINGUALISM
INTERNATIONAL CONFERENCE**

MS2023

CALL FOR PAPERS
Vytautas Magnus University Institute of Foreign Languages and Language Teachers' Association of Lithuania cordially invite you to the international scientific conference SUSTAINABLE MULTILINGUALISM which will be held in Kaunas, Lithuania on June 9-10, 2023.

MAIN THEMES

- Multilingualism in Society
- Language Education and Plurilingual Competence Development
- Multilingualism and Professional Practice
- Contemporary Lithuanian Language Studies

KEYNOTE SPEAKERS

- Prof. Aukšė Balcytienė
Vytautas Magnus University
(Lithuania)
- Prof. François Gin
University of Geneva
(Switzerland)
- Prof. Enrica Piccardo
University of Toronto
(Canada)
- Prof. Maria Teresa Zanola
Catholic University of the Sacred Heart
(Italy)

ABSTRACT SUBMISSION
DEADLINE MARCH 1

REGISTER NOW!

www.sustainablemultilingualism.com

Multiplier event of the Erasmus+ project 'QuILL - Quality in Language Learning' at the Lithuanian Parliament (February 2023)



Dr. Loreta Chodzkiene, LKPA Vice President, Vilnius, University.

How can the content of educational learning/teaching materials be brought to life by harnessing digital tools, and what can we do to make language learning more

engaging? Such issues were discussed by policy makers, language lecturers, and language learners at the forum "Digital literacy as Quality Assurance in Language Teaching. Erasmus+ project 'QuILL - Quality in Language Learning' multiplier event" organised by the Faculty of Philology, Vilnius University. The patron of the forum was Prof. Raimundas Lopata, Chairman of the Future Committee of the Parliament of the Republic of Lithuania.

The topics of technology and language learning and teaching were also covered from different angles in introductory speeches by representatives from: the Office of the President of the Republic of Lithuania (Vilma Backiute), the Ministry of Education, Science, and Sport (Justina Kugyte), the Future Committee of the Parliament (Prof. Arunas Augustinaitis), the Dean of the Faculty of Philology at Vilnius University (Prof. Inesa Seskauskiene), and the President of PIXEL (Dr. Elisabetta Delle Donne).



The programme of the forum consisted of three parts: the audience was introduced to the digitisation strategy of education in the Republic of Lithuania and some case studies on how it is already being implemented were reviewed. The intellectual outputs (IO) of the Erasmus+ project 'QuILL - Quality in Language Teaching' produced by the language lecturers of the Faculty of Philology at Vilnius University in cooperation with Partner colleagues were presented to the audience.

The impact of these IO in line with the changes taking place in the country, both in education policy and language pedagogy was discussed. Some examples of good practice while applying 'QuILL' outputs to language classes were shared, and the future perspectives of language teaching were highlighted.

Sarunas Dignaitis, Head of the 'EdTech Lithuania' Association, provided an overview of the challenges and opportunities of digitalisation of education, Algimantas Kartocius, Coordinator of the 'EdTech Centre' of the 'National Agency for Education' outlined the opportunities for educators for professional development at the 'EdTech Centre'. Loreta Chodzkiene, Institutional Coordinator of the 'QuILL - Quality of Language Teaching' project, highlighted the contribution of the language teaching communities in Latvia, Estonia, and Lithuania to the development of the project's intellectual outputs. Ernesta Kazakevnaite, lecturer of the Faculty of Philology of Vilnius University, shared examples of good practice in the application of the QuILL intellectual outputs. Prof. Mariam Manjgaladze from Caucasus University, Georgia (Sakartvelo), who taught Georgian at Vilnius University a few years ago, gave an overview of the situation of teaching Georgian as a foreign language at higher education institutions in her country. We were privileged to be joined by the academic coordinator of the whole QuILL initiative, Dr. Elisabete Mendes Silva, who spoke from Braganca (Portugal) about the outcomes of the cooperation of all the project partners.



Daiva Pagojiene from Klaipeda University drew the audience's attention to the situation of teaching Lithuanian as a non-native language and the rather limited choice of digital resources in Lithuanian. Vigilija Ziuraite, a PhD student at VMU, shared her experience on how to teach languages innovatively using ICT tools,; she provided a wealth of practical examples of digital tools and apps. The

presentation prepared by Agnė Juškevičiėnė, Associate Professor at the Faculty of Philosophy of VU, and Vitalija Kazlauskienė, Associate Professor at the Faculty of Philology of VU, introduced the participants to the future digitisation of educational content through another project.

Thank you to everyone who contributed to the success of the project by being a project partner, disseminating information, contributing materials, testing the resources, providing feedback for the research, presenting their ideas, making sure everything ran smoothly behind the scenes, moderating, providing a wonderful welcome at the venue, and being active audience members by asking interesting questions! Watch the webcast of the event here:

<https://www.youtube.com/watch?v=smqOScwqoPE>

We Salute you from Reykjavík, Iceland



Dr. Hólfríður Garðarsdóttir, President of STÍL

It is with great pleasure that we inform that the preparations for the conference Future of Languages (8 - 9 June 2023) are underway and advancing. As of today, over 100 participants will share their research results and other 50-60 participants will join the conference.

After a short opening ceremony on Thursday, 8 June, our first guest speaker Dr. Ofelia García sets the track with a talk titled "Bilingualism, plurilingualism and translanguaging: Differences and consequences for teaching". Following, and throughout the conference guests will be able to choose between four or five different panels at each time. On Friday, 9 June, Dr. Sarah Breslin, from

ECML, Graz, sets the track for the day with a talk titled "Inspiring innovation in language education; changing contexts, evolving competences." Both events will take place in the main lecture hall of the Veröld building, home of the Faculty of Languages Cultures, at the University of Iceland. For the closing of the conference guest gather again in the lecture hall to share a moment with our third guest lecturer, Mr. Johan Sandberg McGuinne, a Swedish South Saami and Scottish Gaelic Indigenous scholar, language rights activist and a teacher, that closes the program with a talk titled: "The Future of Indigenous Languages: Introducing the International Decade of Indigenous Languages 2022 - 2032". Dr. Sofiya D. Zahova, Director of the Vigdís International Center for Multilingualism, will chair the event.

Following, on Saturday, 10 June, as an "extra-curricular" activity, conference guests are invited to participate in a day trip to the "Golden Circle" and Hekluslógar for sight-seeing and tree planting (please bring comfortable shoes). Registration will be available upon arrival to the conference for 50 euros (Max. 60 guests). We call the trip Let's make up for our travels! as its purpose is carbon offsetting (or CO₂-kompensation / Kompensierung von CO₂-Emissionen / kolefnisjöfnun).

During the days of the conference the board of FIPLV will be present and hold its meetings. For a more detailed information please consult the draft program at <https://vigdis.hi.is/en/events/fiplv-nbr-conference/>

See also: <https://www.facebook.com/watch/?v=720192111933339>





Now, while organizing and preparing the Future of Languages conference the board of the Association of Language Teachers (STÍL) has in addition been running training sessions to promote continuous education alternatives for language teachers in Iceland and the opportunity for them to review their working methods and partake in the advancement of encouraging learning environment for language learners. The workshops have been ongoing for the past few years and have become a regular routine for many teachers. This semester's program has and will include:

11 February, Dr. Pilar Concheiro, University of Iceland. Title: „Turn and face the strange, changes ... “

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

4 March, Caterina Poggi, University of Iceland. Title: “CLILing in Iceland: possibility or chimera?”

<https://www.facebook.com/events/1261885228004276/?ref=newsfeed>

1 April, Gígja Svavarsdóttir, Tin Factory Language School. Title: "Kennsla íslensku sem annars máls: Áskoranir, vegsemd og vandi."

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

Finally, as specified by the bylaws of STÍL, the association's General Assembly will take place in May 2023 and a new president will take charge of its operations. Therefore, I use this opportunity and thank STÍL and colleges within NBR for the trust invested in me and our fruitful collaboration these past unusual but interesting years. I'll however see the Future of Languages conference through, so ... see you in Reykjavík in June 2023.

News from the Latvian Association of Teachers of English (LATE)



Rita Skara-Mincāne and Ina Andina

January 28th, 2023 was a very professionally inspiring day for teachers of English in Latvia as LATE organised the Teacher Experience Exchange 2023 event. It was an online event that gave teachers an opportunity to share their experience of working with the new competency-based curriculum and discuss its strengths and the posed challenges. Many teachers have pointed out lack of professional materials as one of the biggest difficulties when planning the course. LATE was proud of the presenters who kindly offered their ideas how to effectively implement the curriculum in advanced English course in upper-secondary school.

Viktorija Bulavkina from Liepaja Rainis' Secondary School No. 6 demonstrated interactive exercises she used to help students improve their speaking and writing skills and showed a variety of multi-modal materials she uses to encourage her learners to plan their speaking and writing.

Ivars Dominiks Zeps from Sigulda State Gymnasium had prepared a compilation of materials he used in the advanced course for Year 12 students. He elaborated on how he helps his learners to read and analyse works of literature, for example, 'Hobbit' by J. R. R. Tolkien; introduces them to translation studies as well as how he facilitates students to delve into Academic English and research.

Dita Lapina from Riga State Gymnasium No. 3 shared her experience of working on a poster presentation, a research essay and public speaking all of which are part of the advanced course.

Natālija Alandarenko from ANG school - EF Latvia introduced and OREO method which is particularly helpful for students to structure their writing and speaking. OREO is an abbreviation where O stands for opinion, R - for reason, E - for example and O - opinion (summing up the whole idea) thus giving the structure of the product students will create.

As this year teachers and students are facing a new school-leaving exam in English at advanced level, there is considerable shortage of materials to help learners prepare for the exam. Therefore, Rita Murāne-Rutka and her colleagues from Daugavpils State Gymnasium and Indra Zvirbule with her colleague from Aizpute Secondary School shared the exam papers they have designed.

LATE has invited other teachers to collaborate and contribute to the material bank thus offering it to all teachers of English in Latvia. Hopefully, this will encourage more teachers to cooperate and join the professional organisation of teachers of English.

Estonia: „Love What You Do and You Do Not Work Hard“.



Kati Bakradze, A teacher of English, Estonian Association of Foreign Language Teachers

In February, the Estonian Foreign Language Teachers' Association invited a group of people from Estonian universities, language teachers' societies and associations, students and foreign language education enthusiasts behind an online round table to discuss the future of foreign language teachers in Estonia. We tried to reach all possible solutions with joint strength and mind with the principle aim of bringing more teachers to work in the Estonian schools.

The teacher and the power of a word

The image of the teacher in the media shows mostly how difficult the profession of being a teacher is and what it takes of us on daily bases. Everything is correct - there is a lot of work, daily communication on many different levels and topics is very intense considering students' differences; inclusion and updated curriculum are also the biggest current challenges.

I believe that when we talk about what we get from teaching, how we have the opportunity to support our students in their individual learning paths is the way out of the problem! It is important not to only talk about what we do, but also about why we do all this as teachers. Publicly discussing the reasons "why" we work as teachers, opens up the possibility to assure the parents and everybody else in the field that working in cooperation with home on behalf of the student, valuing education and inclusion and are being jointly responsible for the student's

development is our common purpose. In addition to subject teaching, the teachers are also expected to teach time management, self-management, and other skills necessary for real life which we also do in addition to subject teaching! It is important that teachers' spokespersons talk about the greatest values of the teaching profession - freedom from routine, creativity, being on the pulse of life. We know that people around us are influenced by the thoughts and by telling others and believing in our words and actions we gain their trust. Research shows that by supporting the student's emotional and cognitive areas of development, the students' academic results also improve; so joint support for the student from school and home leads to a higher level of students' self-belief in their abilities. Moreover, it was also highlighted that it is important to ensure that each foreign language has at least one spokesperson who popularises foreign language learning and opens up the world to the newcomers. It is important to know that with the profession of being a teacher and knowing international languages, possible job shadowing and international projects abroad, travelling with students and student exchange, foreign conferences, supporting talented children through Certilingua and similar programs are all offered by the educational system in our school.

The teacher and the sustainability of the profession

Number one challenge of the teaching profession is the lack of new generation of teachers in our schools. To be honest, the amount of money is not the only measure to attract young people becoming teachers. Involving foreign students in teacher training could also contribute to the increase of the number of foreign language teachers, adding both teacher training subjects and Estonian as a second language to their major field. The possibility of expanding the existing specialities was also brought up so that, for example, subjects could be added to the section of educational sciences, which would bring students closer to study foreign languages and later becoming teachers. The notion that a teacher can be proficient in several different subjects, languages or skills has become popular, and teachers are given free choices to teach more creatively. It would be necessary to implement a mentoring program for both novice and working teachers in each school regularly.

The teacher and university education

Master's programmes in general last for five years at university. When a master's student receives his/her diploma in summer, will he/she still go to school to work? Or has he/she been offered a better job somewhere else in an international company or in the institutions of the European Union?

We need to review the practical and theoretical parts in the curriculum in order to make the ratio between those balanced. Does the young 21st century learner who wants to become a teacher need all these general subjects, or in order to make the teaching profession more attractive, it would be wise to include subjects in teacher training that influence the young person him/herself today - self-care, creativity, critical thinking, collaboration? In recent years subject teaching has become less important and personal self-development including choices, time management etc have become more dominant. A warm relationship is formed faster if the teacher has an ability to engage students' emotional skills first rather than subject-related ones. However, building relationships is a key skill in school and education. The know-how of an experienced teacher must also be included in teacher training at universities because there are no better success stories than from teacher-to-teacher. Therefore, the inclusion of a wider range of subjects and practically working teachers in the university education system could be a main focus in the preparation of novice teachers.

The teacher and belonging

Just as all people want to belong to groups that share their interests or values, it is important that teachers also belong to their associations or unions. In the common support system, teachers can work together and share best practices with their colleagues, get the latest professional information about materials, teaching methods or IT solutions. Teacher communities unite the forces within the teacher and support the teacher's sustainable emotional life at school. With the help of associations, teachers can establish contacts between language teachers of other schools or teachers of other subjects in order to start joint projects for integration. Integration has become one of the main themes throughout the updated curriculum - connecting different subjects and knowledge but also remaining first and foremost a language teacher. The concept of a subject teacher is becoming more blurred, the understanding of a teacher is

expanding both from the point of view of values, human growth and subject teaching. It is important to keep the teacher in a regular flow of information that supports him/her in subject teaching as well as in his/her work with people. It is extremely important to make again the mandatory number of hours of professional educational training a part of a teacher's professional life.

The teacher and career

Teacher and his/her career have not often appeared together in the headlines because teachers do not really pursue a career or it has not been possible.

A teacher does not have to work at school for 35 years - it could be an idea that can be widely discussed in society. This pressure and expectation for our youth today who think that being a teacher is the only job they have to do all their life and for the next three decades at least, can be the biggest obstacle when considering the profession. By introducing gap years, a teaching career model, motivation and compensation packages, a flexible approach to the subject and teaching methodology, community support and respect in society, could be the very topics to talk about more boldly. Emphasizing and valuing soft skills such as emotional support, understanding and smooth integration have become extremely important. If the salary is not the most important factor in the attractiveness of the teaching profession, the above-listed aspects of job happiness, teacher self-care and optimal workload are certainly more valuable than the numbers on the paycheck.

I believe that the old Estonian proverbs must be rewritten. It is not true any more that if you work hard and take the trouble, then love will finally come to your life as the proverb says. In our classes there are Z-generation students who value environmental protection, flexibility, abundance of options, think critically and free time is extremely important to them. They are also our new generation of teachers! This is also the case with the education system, which is rather conservative and inflexible. The implementation of the present day changes is all on us. It is in OUR power to rewrite the classic quote and understanding of education and work and happiness by changing the focus and emphasis. "Love what you do and you do not work hard" could be our new temple to serve. I believe in that.

Information about Endangered Languages

<https://www.linguisticsociety.org/content/what-endangered-language>

<https://www.youtube.com/watch?v=QIj8KoTuQHc>

<https://ich.unesco.org/doc/src/00120-EN.pdf>

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

<https://toppandigital.com/us/blog-usa/technology-preserve-endangered-languages/>

<https://www.sorosoro.org/en/all-about-languages-%E2%80%8B%E2%80%8Bin-the-world/facts-and-figures-on-endangered-languages/>

<https://www.youtube.com/watch?v=KB7kLNwKEVU>

<https://oxfordre.com/linguistics/display/10.1093/acrefore/9780199384655.001.0001/acrefore-9780199384655-e-21;jsessionid=4518FE1C9749430BF65973929069C199>

<https://livingtongues.org/top-10-things-you-need-to-know-about-endangered-languages/>

<https://livingtongues.org/>

<https://www.nationalgeographic.com/culture/article/saving-dying-disappearing-languages-wikitongues-culture>

<https://www.taylorfrancis.com/books/oa-edit/10.4324/9781003260288/endangered-languages-21st-century-christopher-moseley-eda-derhemi>

[https://www.europarl.europa.eu/RegData/etudes/note/join/2013/495851/IPOL-CULT_NT\(2013\)495851\(SUM01\)_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/note/join/2013/495851/IPOL-CULT_NT(2013)495851(SUM01)_EN.pdf)

**Happy Easter to you, your families
and colleagues!**



The Electronic Newsletter is issued by:

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

NBR Secretary Eglė Šleinotienė, Lithuania;

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