



Delta Kappa Gamma  
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Tungumálatorg

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- Context

- The national legislation and curriculum.
- The language teaching and learning in and out of school in Iceland.

- Motivation

- The pedagogical considerations.
- The teacher education – and research.

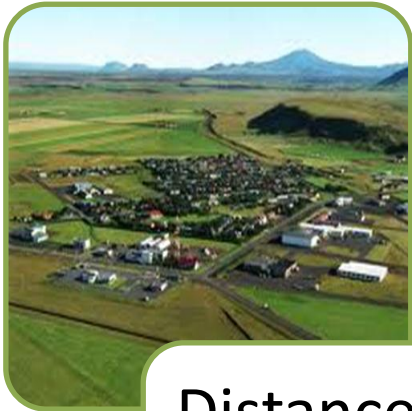
- Autonomy

- The effect on teachers practices and the students' learning.

# Schools in Iceland

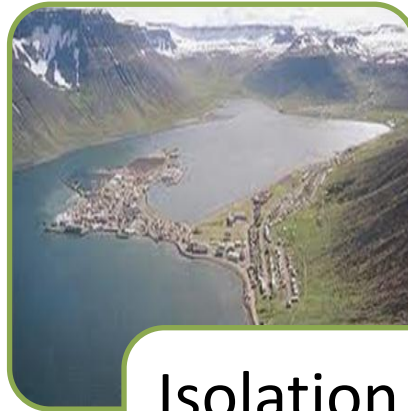


# Iceland



## Distances

- Geographical
- Structural
- Governance



## Isolation

- Geographical
- Weather
- Professional



## Size

- Population
- Income



# The School System

the pre-school level from about age 2 to 6 years

the elementary, compulsory school level, six to sixteen

the upper-secondary school level, sixteen to twenty

the higher education level



# 170 Compulsory Schools

- The average number of pupils in the schools at compulsory level is around 250.
- The largest compulsory schools have between 600 – 750 pupils.
- The smallest schools have a number of pupils down to less than 20.



# 30 Upper Secondary Schools

Type	Structure	Emphasis
Grammar schools	whole year system fixed classes	academic streams preparing for higher education
Grammar schools	modular system	similar to the American High School
Comprehensive schools	modular system	grammar vocational
Comprehensive schools	modular system	vocational education



# Languages taught in schools

Primary national curriculum, 2008		Secondary national curriculum, 2010	
English	from grade 4	English	Up to C1 - C2
Nordic language	from grade 7	Nordic language	Up to B1 - B2
Mother tongue	instead of a Nordic language from grade 7	elective	
Third language French, Spanish, German, Russian . .	elective	Third, fourth language	Up to A2 - B1
Icelandic as a first and Second Language			



# Out of school language learning

- No dubbing neither in TV or movies
- English predominant in youth culture
- Many homes have international tv-canals
- Over 90% of homes have internet access
- Icelanders travel a lot
- Icelanders migrate to study and to work
- Returners call for a multileveled teaching arrangement in the languages in question



# The Professional Context

- Limited number of professional language teachers available.
- The teachers are often unspecialized classroom teachers, or else alone in teaching their subject.
- The schools in rural districts cannot offer as many elective subjects as those in the capital area.
- Courses in teaching beginners languages are not compulsory in the teacher education.
- Unequal access to continuing education and in-service training compared to the capital area.
- Very little subject related consultation available.



# New Icelanders

- Little experience in teaching Icelandic as a foreign language.
- Experience gained in one school does not necessarily transfer to other schools.
- Low number of educated languages teachers teaching migrants mother tongue as SL
- Resources for teachers in many different places.



# Rough Needs Analyzes

- Models from other teachers, both young and experienced.
- Resources to raise awareness about the languages spoken in Icelandic schools.
- Resources to encourage students to develop plurilingual understanding and competence.
- Greater variation of continuing education and follow-up from conferences, seminars and workshops.
- Hot-line when teachers feel they need refreshing their knowledge and fluency of the language they are teaching.
- Practical consultation when teachers are, for the first time, faced with taking over teaching English to fourth graders or preparing your 10. graders for the upper secondary level.
- Coaching and motivation from peers and teacher educators.



# *Tungumálatorg*

- A web-based meeting place centered around, the learning and teaching of languages.
- A internet based frame around language teaching and multicultural school activities.
- A website that provides useful, relevant information and resources for teachers and parents.
- Strives to facilitate the formation of a community of teachers and parents to exchange ideas, opinions and experience to learn from each other.
- Targets language teachers, head-teachers, parents – and students.
- The intellectual properties are published under the licenses of Creative Commons.
- The Language Plaza community is open to everyone.



# Vision

- To ensure that students enjoy the **equal opportunities** which they have a right to according to law.
- Encourage the **cooperation of teachers** working together without regard to their physical location.
- **Support in-service teachers** with mutual communication and practical supplementary materials.
- Share materials and **harness the collective knowledge and experience** of the users in a way that benefits all.
- **Respect** the differing interests of widely dispersed centers of population, **ensure** that they flourish as a result of their own efforts and compare favorably to the capital city area.





# Current Focal Areas

- Foreign language teaching.
- Multicultural education.
- Resources for first language teaching.
- Learning materials for Icelandic as a SL.
- Methodology, activities and organization.
- Teachers' communities.
- IT resources for designing on-line materials.



# Current Incentives

- Good practice from the classroom
- Peer-consultation
- Extern-expert consultation
- Professional development
- A bridge between the teacher education and the classroom
- Visible treads between research and materials; materials and curriculum; materials, activities and CEFR





# Motivation, Social Context, and Autonomy

Diane Larsen  
Freeman

- *Similarities among complex nonlinear systems occurring in nature and language and language acquisition.*
- *Chaos/Complexity Science and Second Language Acquisition. Applied Linguistics, Vol 18, No 2, OUP 1997.*

David Little

- *Learner and teacher autonomy*
- *Learning as a dialogue: the dependence of learner autonomy on teacher autonomy. System 23.3, 175-81, 1995.*
- *Learner autonomy, teacher autonomy and the European Language Portfolio. UNTELE, Université de Compiègne, 17-20 March 2004.*

Ema  
Ushioda

- *Motivation*
- *Person-in Context Relational View of Emergent Motivation Self and Identity. In Motivation, Language Identity and the L2 Self, SLA 2009.*



# Goal

- Highlight the teacher practice and make it visible and interesting.
- Give teachers of languages, regardless of their professional background, the feeling of belonging to a group and that they are not alone.
- That the Language Plaza will be a support for the autonomous teacher in shaping her own context.



# Expected Outcomes



- That the Tungumálatorg will offer useful and accessible expertise and services to as many as possible.
- To make it possible for each area of the country to follow official directives in the teaching of both foreign languages and the mother tongue and culture.
- The mutual participation of many teachers, schools and local authorities multiplies the effect of the project.
- That the users affect its progress and development.
- That the pooled classroom experience highlights the good practices in the many various schools.
- To ensure that the students of Iceland get the best possible education in languages.





# References

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- Council conclusions on the education of children with a migrant background. 2978th EDUCATION, YOUTH AND CULTURE Council meeting. Brussels, 26. November 2009.
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- The European Centre for Modern Language. <http://www.ecml.at/>
- Ushioda, E. 2009. A person-in-context relational view of emergent motivation, self and identity. In Z. Dörnyei and E. Ushioda (eds) *Motivation, language identity and the L2 self* (pp.215-228). Bristol: Multilingual Matters.



 Tungumálatorg



# The Current Content of the Polish Niche

- Information about the Language Studio in Laugalækjarskóli.
- Screen recording of the different possibilities of *Mentor*, a web-based solution for school administration, documentation, communication and quality control.
- A screen introduction to the school almanac: the various concepts and a comparison with the equivalent in the home countries.
- A pdf-document containing info about the local summer programs available for children, which can be printed out.
- A screen recording, introducing summer programs available for children.
- A screen recording, of instructions for registering in ITR summer programs.
- A screen recording, introducing the concept of school vegetable plots available to children.
- A screen recording, introducing summer camps on offer to children.
- A screen recording, instructing parents on the use of the inter-library search program Gegnir.
- Information on libraries in Iceland which have Polish books, magazines and periodicals on offer.
- Information on registration with *Reykjavík on-line*.
- Information accompanying the video series: *Viltu læra íslensku*.