



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

NEWSLETTER

SPRING – SUMMER 2026

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EDITOR'S WELCOME

Dear FIPLV members and colleagues around the world,

Welcome to the Spring – Summer issue of the FIPLV newsletter. As we move through 2026, this edition reflects the vibrant activity, innovative spirit, and vital professional connections that define our global community.

We open with a diverse collection of reports and updates. The [Association for Language Learning \(ALL\)](#) highlights the power of professional collaboration, while the [International League of Esperanto-speaking Teachers \(ILEI\)](#) shares groundbreaking work on the intersection of AI and pedagogy. From the [Federation of Foreign Language Teachers in Finland \(SUKOL\)](#), we include a comparison of home language instruction in Finland and Sweden, with valuable insights into the different frameworks of mother tongue education.

This issue also celebrates outstanding service to the profession. We are delighted to announce the recipients of the *2025 FIPLV International Award*, recognising eight distinguished individuals and associations for their exceptional contributions to language education and research. We also pause for a moving tribute to Associate Professor Diana Rumpite, former President of the Latvian Association of Language Teachers, whose legacy in the Baltic region continues to inspire.

Next, we are excited to share the call for papers for [LiP2027 – Language is Plural](#), a landmark event uniting the FIPLV World Congress and the IDV International Delegates' Conference at the University of Vienna from 26–29 July 2027. Looking forward, we feature important calls for major FIPLV regional events. This includes the 3rd Regional CEER FIPLV Congress in Sofia, representing the Central and Eastern

Europe region of FIPLV, as well as the NBR Conference 2026 in Vilnius, representing the Northern and Baltic region of FIPLV. We also include an invitation to the 13th International Conference on Translation and Interpreting in Prague.

As always, this newsletter stands as a reflection of the collective energy and commitment of our members.

We extend our sincere thanks to all contributors for their invaluable work and dedication to language education globally.



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FIPLV UPDATES

FIPLV International Award 2025

The Fédération Internationale des Professeurs de Langues Vivantes (FIPLV) is pleased to announce the recipients of the 2025 International Award. As per our tradition, the awards celebrate individuals who are actively involved in their nominating associations and demonstrate a profound commitment to the field.

We are delighted to celebrate the following 2025 recipients: **Bosnisch-Herzegowinischer Deutschlehrerverband (IDV)**, **Brankica Bošnjak Terzić**, Croatian Association of LSP Teachers at Higher Education Institutions (UNJSVU), **Jaakko Mäki**, Federation of Foreign Language Teachers in Finland (SUKOL), **Jean Fornasiero**, Languages and Culture network for Australian Universities (LCNAU), **Kathleen Heugh**, Australian Federation of Modern Language Teachers Associations (AFMLTA), **Nemira Mačianskienė**, Language Teachers' Association of Lithuania, **Veselin Chantov**, Bulgarian English Teachers Association (BETA Bulgaria), **Weronika Wilczyńska**, Modern Language Association of Poland (PTN).

The nomination citations and photographs of the recipients will soon be found on the FIPLV website. Congratulations to all our colleagues for their dedication to the global language teaching community.

We would also like to extend our sincere thanks to the members of the ad hoc committee established to evaluate the nominations: Daniëlle Bouwman (Levende Talen), Juliet Kennedy (NZALT), Katherine Mueller (CASLT), Larry Paska (ACTFL), Marie-Claire Lemarchand-Chauvin (APLV), and Steven Fawkes (ALL), for their highly valued work.

Vale Associate Professor Diana Rumpite
(14 June 1950 – 26 December 2023)

Former President of the Latvian Association of Language Teachers (LALT)

It was at the IATEFL International Conference in Manchester in 1998 that I was spotted by Ludmila Baranova, where she invited me to be a plenary speaker at the conference she was organising for LATEUM (Linguistic Association for Teachers of English at the University of Moscow) at the Moscow State Lomonosov University the following year. Planning proceeded as envisaged, so I was in Moscow in September 1999 for the LATEUM International Conference. Diana Rumpite was also there. We met and had discussions – instead of attending the funeral service of Raissa Gorbachev.

Inspired by the notion of uniting language teachers across languages, she returned home to Riga. Consulting her lawyers, she proceeded to form a national multilingual association: the Latvian Association of Language Teachers (LALT).

Anecdotally, she informed me that she was the half-sister of Guntis Ulmanis, former President of Latvia (1993-1999), whom I met on one occasion at an event in Riga. He was the grand-nephew of the last President of Latvia before WWII, Kārlis Ulmanis (1936-1940). Dispossessed after the invasions of Nazi Germany before the advancing Red troops of Russia, Diana was, she informed me, never rewarded with the family properties confiscated between 1940 and independence in 1993.

Diana proceeded, tenaciously, uniting teachers of (all) languages in Latvia. A superlative operator, she organised and hosted international conferences in Riga, focusing on celebrating the newly-inaugurated European Day of Languages (EDL) – proclaimed on 6 December 2001 by the Council of Europe.

Her first was in 2002. Then followed the annual events in 2003, 2004 and 2005, involving hundreds of participants, especially school children. The events were wonderful, brilliantly promoting the teaching and learning of languages in Latvia.



2003 Riga: European Day of Languages event organised by Diana Rumpite (27 September)



2003 Riga: Student and other cultural performers at the EDL activities (27 September)

Diana often combined EDL activities with other events, such as seminars and international conferences, to coincide with the participation of scholars, educators, professors and FIPLV officers, hosting the FIPLV ExCo and world council meetings – the last in Jurmala in 2007. This was the year when Diana also hosted the FIPLV Nordic-Baltic Region conference in Riga, including a memorable outing to the opera.

Tuula Penttilä has reminded me of Diana's love of music. Impressed by the opera in Riga, Tuula and her husband often returned to Riga to go to the annual opera

festival. Most often, Tuula met with Diana, who assisted with the program, providing her driver and enlisting the aid of Aija Tamsone as a guide. Diana was equally helpful when Tuula took friends to Riga. She also visited Tuula in Helsinki, where opera was enjoyed by all again.

Enlisting her associative colleagues to assist, she organised conferences and seminars at the Riga Castle, the Blackheads House and elsewhere, while coordinating official meetings with the Dean of the University of Latvia, Ingrida Kramina (29 September 2003), the Public Service Language Centre with Silvija Karklina and other colleagues, Aija Tamsone, Sandra Saulīte included.



2003 Riga: Meeting of the FIPLV ExCo at the University of Latvia with the Dean, Ingrida Kramina, and teachers of languages (29 September)

In 2003, she had her driver take us to Tallinn (28 September) to meet with colleagues from Estonia – Hele Saar & Mari Uibe – with the intention of forming a national multilingual association there. We were not successful, but the seed was sown. We had to wait a few years before Ene Peterson became involved and

formed EVÕL (Estonian Association of Foreign Language Teachers) on 5 December 2009, with the assistance of Evelin Müüripeal and others.

Diana had the media on hand to report the excellent cultural events, often leading to articles in the local press, such as the one which appeared in the *Latvijas Vestnesis* on 5 October 2004.

The impact was more immediate in the other Baltic state of Lithuania, where Egle Sleinotiene was present from the beginning, forming the national multilingual association in Lithuania, LTAL (Language Teaching Association of Lithuania). A brilliant leader and organiser, she hosted annual international conferences from at least 2004 under the aegis of the LTAL. She would also act after the departure of Diana, hosting EDL conferences in Lithuania.

Diana met with opposition from the outset in her quest to unite languages teachers and form LALT. I recall conversations with Sylviya Andernovics of the monolingual association for teachers of English, expressing reservations about the need for a national multilingual association.

The opposition to Diana's presidency of LALT soon prevailed, sadly, as those who followed could neither emulate nor replicate the exceptional EDL activities, conferences, seminars, and official meetings of which Diana was so very capable. We have all encountered the situation, I suspect, where an excellent achiever merits accolades but draws envy from others, often inferior and/or incompetent. It will be by the efforts of these that a key performer will be brought down, as those conspirators create destruction, often a vacuum, characterised by a degree of inertia.

Relations between FIPLV & LALT were never the same again and attempts to confirm the continued existence of LALT have been unsuccessful.



An enlightened, brilliant organiser, Diana would journey to Barcelona in 2006 for one of the outstanding Linguapax international conferences.

She was awarded the FIPLV International Award at the FIPLV World Congress in Göteborg in 2006, a thoroughly deserved honour.

As far as I can gather, she retired as an associate professor at the Riga Technical University at the age of 65 in or around 2015.

2003 Riga: Diana Rumpite,
Laimdota Trinkuna & Denis Cunningham (26 September)

She was the gateway to the Baltics for FIPLV, twenty years after a preliminary visit to Vilnius in 1993 achieved little by the FIPLV ExCo.

She retired to her lovely apartment in Jurmala on the magnificent Baltic coast of sand and amber. We continued to catch up when I returned to Latvia, exchanging Christmas cards until the end.

I shall miss her. Vale Diana Rumpite! RIP.

Denis Cunningham AM FACE

Former President & Secretary General

Fédération Internationale des Professeurs de Langues Vivantes

30 April 2026

NEWS FROM MEMBERS OF FIPLV

News from ALL – Association for Language Learning

By **Steven Fawkes**, ALL Co-President 2025-26

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ALL working together!

Language World / Languages Today Special 2026 (UK)

The Presidency of ALL usually lasts for 2 academic years, but this year our existing President had to step down at the end of her first year for family reasons. To fill the gap, and not interfere with the usual process of elections, the ALL Board asked two former Presidents (Anna Lisa Gordon and Steven Fawkes) to work together as Co-Presidents. The Board hopes that this exercise in collaboration may be a model for future Co-Presidents to operate alongside each other, and ease the burden of presidential activities in our time-poor profession.

Anna Lise and Steven have known each other, and worked together, for over 30 years. We have a strong shared idea of the effective impact of people (agencies, associations) working together on matters of shared interest. When the time came to plan the 2026 Conference, our theme was fairly easy to choose:



We wanted our conference to celebrate

- the practical outcomes of collaborations for teachers and learners of languages
- the enjoyable process of collaboration: meeting new colleagues who share our passion and soon become friends
- the amplification of our messages on policy matters when advocacy is shared and disseminated by partners
- the heart within our work and relationships: people's love for languages, cultures and human interaction

We also wanted to remind members and others of the successful international collaborations that took place under the Erasmus+ programme before the UK left the European Union, and the potential of more of that when we return to Erasmus+ in 2027.

Details of the Conference and programme are available here: <https://www.delegate-reg.co.uk/lw2026>

We received a large number of session proposals on the theme, and the feedback from the Conference demonstrated how much the delegates enjoyed all of the varied insights, with 97% of delegates agreeing or strongly agreeing that the content 'was useful for my professional development'.

Our conference runs on Friday and Saturday, but, as a number of delegates arrive on the Thursday, we decided to emphasise the Collaboration theme by piloting a free Show&Tell that evening with supper sponsored by ALL Corporate Member 'Discover Education'; local members could also attend free of charge. This really set the tone for the whole Conference – conversation, support, exchange and new project ideas!

As a background to our theme we have created a new webpage, which will continue to develop and include new collaborative projects as they emerge:



We believe that supportive partnership working makes the links between us stronger, and the things that connect us visible to the wider world.

<https://www.all-languages.org.uk/collaborations/>

The page has case studies, links to previous projects, information and, we hope, inspiration for new working partnerships. On that page readers will find links towards:

The developing UK **Cities of Languages** movement, a generous group sharing their ideas for promoting all our languages

Partnerships with Corporate members around **European Day of Languages 2026**

The Express Yourself North-East **Festival of Languages** which in its sixth year has once again broken its records for engaging children, young people and schools, and for the scale of its programme.

Of course, **Professional Development** is our core activity, and this has been enhanced recently by the creation of the **ALL Peer Mentoring Programme**, whereby members will support other members as critical friends in reflection on matters they wish to explore, or skills they wish to develop – a very practical and professional example of collaboration at its best within our member community:

<https://www.all-languages.org.uk/about/all-language-teacher-peer-mentoring-programme/>

Languages for living: In the national policy area ALL has worked collaboratively with partners throughout its existence to raise issues of shared national concern. These are currently urgent in the UK in the area our politicians call the supply 'pipeline' for language learning: fewer students are being recruited to examination courses at school level; consequently, fewer are studying languages at higher levels or at university; consequently, fewer are available to be trained as teachers (or pursue other related careers).

A new collaborative ALL page *Languages for living* created this year is intended for students still at school, offering them insights into a wide range of future career opportunities facilitated by having a language, and stories from young people using languages for their own interests as well as professionally. The page:

<https://www.all-languages.org.uk/languages-for-living/> is subtitled *Real Stories, Real Futures* and I would welcome any real stories from young language users in other countries that might inspire British young people to remain engaged with

their language learning. If you have your own similar resources online, please do share the information.
(Contact above)

Collaborative publications:

I would especially like to highlight *Languages Today Special*, a sampler of which was printed for delegates at Language World. For this project we have worked with colleagues in the sector referred to variously as



Supplementary Schools or Complementary Schools or Saturday Schools or Out Of School settings, who support young people in local communities, often working as volunteers and with little funding or support.

We have taken our usual magazine format and commissioned from teachers bilingual articles with the aim of

- Raising the profile of the language(s) and other things they teach
- Valorising the work of their schools and their students
- Connecting their work to learners' needs in their mainstream schools and in society

The full e-magazine will be available soon from this webpage: <https://www.all-languages.org.uk/research-practice/language-zones/home-heritage-community-languages/>

(Currently the sampler is holding its place.)

It will feature stories from schools that focus on all of these languages and community activities:

Amharic	Pashto / Dari
Arabic	Persian
Chinese	Polish
Czech	Portuguese
Greek	Romanian
Gujarati	Spanish

along with editorial about the need for shared advocacy between languages and the role of these schools in society. This project runs alongside our work with others in the UK around Home, Heritage and Community Languages (HHCL)

<https://www.all-languages.org.uk/research-practice/language-zones/home-heritage-community-languages/> .

FIPLV colleagues and members of your associations are very welcome to read this publication online and share the link with others. It may suggest a collaborative project between FIPLV member associations?

News from ILEI – International League of Esperanto-speaking Teachers

By **Ahmad Mamduhi**, President of the International League of Esperanto-speaking Teachers (ILEI) / Prezidanto de Internacia Ligo de Esperantistaj Instruistoj (ILEI)

When AI Meets Esperanto Pedagogy: A Digital Revolution in Language Education

Abstract

This article presents an innovative case study demonstrating how artificial intelligence can transform scholarly research into accessible, multilingual educational resources. At its center is the groundbreaking work *Esperanto: facile lernebla kaj helpo en la studo de aliaj lingvoj* (Esperanto: Easy to Learn and Useful for Studying Other Languages) by Dr. Alessandra Madella, Vice-President of ILEI. Her 2023 publication presents over a century of pedagogical experiments with Esperanto, offering compelling evidence for its educational value.

Using Google's NotebookLM—an AI tool for conceptual synthesis—the author transformed this 300-page scholarly work into a series of culturally adapted podcasts and videos in 16 different languages. These materials, freely available via Telegram (https://t.me/ILEI_podkasto), highlight four major educational contributions of Esperanto learning identified by Dr. Madella: 1) exceptional ease and speed of learning; 2) propaedeutic value; 3) enhanced metalinguistic awareness; 4) support for students with learning difficulties. Esperanto helps developing linguistic confidence and intercultural communication skills, also thanks to digital learning integration.

For the global community of FIPLV, this initiative illustrates a didactic model where cultural empathy, pedagogical clarity, and technological accessibility converge. It reaffirms Esperanto's century-old promise that mutual understanding is both linguistically and ethically achievable. Moreover, it reveals a pathway forward for language education in the digital age—one where evidence-based practice, technological innovation, and humanistic values work in concert.



Figures. Artificial intelligence supports the multilingual synthesis of more than a century of research on the pedagogical values of Esperanto.

(Illustration created with the assistance of ChatGPT-4o by OpenAI)

Figuroj. Artefarita intelekto helpas multlingve sintezi pli ol jarcenton da esploroj pri la pedagogiaj valoroj de Esperanto.

(Ilustraĵo kreita kun la helpo de ChatGPT-4o de OpenAI)

Kiam AI renkontas la pedagogion de Esperanto

Enkonduko: De jarcento da eksperimentoj al inteligenta sintezo

Jam de pli ol cent jaroj en la tuta mondo okazis eksperimentoj pri la lernofacileco kaj propedeŭtika efiko de Esperanto. La rezultoj nun estas kunigitaj en verko de d-rino Alessandra Madella, vicprezidantino de ILEI, kies libro *Esperanto: facile lernebla kaj helpo en la studo de aliaj lingvoj* (Edistudio, 2023) sisteme resumas la sciencajn argumentojn pri la psikolingvistika kaj socia valoro de la internacia lingvo.

Mi trovis la enhavon de la verko tiel riĉa kaj inspira, ke kun la helpo de NotebookLM – nova AI-ilo de Google bazita sur Gemini – mi kreis 16 podkastojn kaj videojn en 16 lingvoj. Ĉiu el tiuj ne estas nura traduko, sed sendependa prezento, adaptita al la kultura kunteksto de la respektiva publiko.

Rezulte, kernaj argumentoj de la 300-paĝa verko de d-rino Madella fariĝis alireblaj averaĝe en nur 25 minutoj da voĉo aŭ 7.5 minutoj da video, realigante la vizion de tuja tutmonda aliro al instrumaterialoj.

La kvar ĉefaj pedagogiaj valoroj de Esperanto

En sia libro, d-rino Madella detale montras kvar interligitajn avantaĝojn, kial Esperanto meritas la atenton de lingvoinstruistoj:

1. Facileco de lernado

La regula gramatiko, senesceptaj finaĵoj kaj travidebla vortfarado reduktas la frustrigon de komencantoj; lernantoj rapide atingas komuniknivelon, tiel spertante la ĝojon de lingva sukceso.

2. Propedeŭtika efiko

Lernado de Esperanto antaŭ aliaj fremdaj lingvoj montras statistike mezureblan progreson en ilia estonta lernado. Ĝi helpas al lernantoj kompreni la logikon de gramatikaj sistemoj kaj evoluigas ilian lingvokomparan intuicion.

3. Plifortigo de metalingvistika konscio

Per gramatika “ludado” danke al la travideblaj strukturoj, Esperanto kreas pli akran konscion pri la denaska lingvo de la lernanto. Tiu pripensokapablo – parenca al kritika pensado – estas trezoro por instruistoj de ĉiuj lingvoj.

4. Helpo al disleksiaj lernantoj kaj inkluziva edukado

La regula strukturo malpliigas kognan ŝarĝon; la klareco inter grafemo kaj sono certigas, ke lernantoj kun legmalfacilaĵoj povas sperti sukceson kaj fidi sian lingvokapablon. Tiel Esperanto fariĝas ilo ankaŭ por socia inkludado.

Tiuj kvar dimensioj kune formas modelon de “pedagogia justeco”: lingvo, kiu ne nur instruas strukturon, sed liberigas lernanton de timo pri eraro kaj kondukas al interkultura memfido.

De libro al multlingvaj voĉoj kaj videoj – la potenco de AI

Por prezenti la valoran libron de d-rino Madella al la multlingva mondo, mi decidis eksperimenti per NotebookLM, uzante la unuan malnetan version de la libro en la itala, surretigitan kadre de la instrua projekto “30 Oraj Horoj” de Itala Instituto de Esperanto (IIE) kaj de la Itala Sekcio de ILEI.

La fascino de la procezo kuŝis en tio, ke ĉi tiuj produktaĵoj ne estis simplaj tradukaĵoj unu de la alia, sed memstaraj konversacioj aŭ monologoj formiĝintaj laŭ la strukturo, penso kaj kulturo de ĉiu respektiva lingvo. Sekve, la longeco, la akcentoj

kaj eĉ la didaktika angulo variis – io, kion nura homa traduko apenaŭ povus tiel rapide kaj nature reprodukti.

La sperto montris, ke AI ne anstataŭas la instruiston: ĝi funkcias kiel klariga partnero, kiu faciligas aliron al la kernaj argumentoj de scienca verko – konkreta ekzemplo de la nova pedagogia vojo en nia epoko, kie scienca enhavo, homa empatio kaj inteligentaj iloj kuniĝas por realigi multlingvan edukadon.

Pedagogia valoro – kompara pensado por la komunumo de FIPLV

La centra ideo, kiun d-rino Madella tiel klare montras, estas la propedeŭtika efiko de Esperanto: ĝia kapablo trejni komparan pensadon kaj helpi lernantojn kompreni la strukturon kaj logikon de aliaj lingvoj. Per NotebookLM tiu principo akiras novan dimension: AI ne nur klarigas, sed ankaŭ kreas dinamikan dialogon inter lingvoj, kulturaj vidpunktoj kaj pensmanieroj.

Por FIPLV, kiu reprezentas instruistojn de multaj lingvoj, ĉi tiu sperto proponas praktikan modelon de interlingva trejnado. Ĝi montras kiel unu sola, regule strukturita lingvo povas prilumigi kompleksajn didaktikajn konceptojn; ĝi invitas al interkultura empatio, kaj memorigas nin, ke la vera celo de lingvoinstruado ne estas nur kompetenteco, sed profunda homa interkompreno. Tiel AI-faciligita laboro kun Esperanto malfermas novajn eblojn por prezenti metodikajn enhavojn multlingve, rapide kaj sen homfaritaj temporabaj interpretoj kaj tradukoj.

De Kontakto al tutmonda interkompreno

Unuaj rezultoj de ĉi tiu projekto estis prezentitaj en mia artikolo “AI ŝanĝas nian mondon” en la revuo *Kontakto* (2025, n-ro 4, p. 7–9) – la kultura kvaronjara organo de TEJO, la Tutmonda Esperantista Junulara Organizo. En tiu teksto mi pritraktis ankaŭ kiel artefarita intelekto influas edukadon, arton kaj komunikadon ĝenerale.

La nuna artikolo reprezentas la praktikan kaj konkretan aplikon de tiuj ideoj por la profesia komunumo de lingvoinstruado: ĝi montras, ke la kunfandiĝo de homa scio kaj artefarita intelekto povas fari la instruadon pli atingebla, pli alloga kaj pli homcentra ol iam ajn. Se dum la pasinta jarcento Esperanto prezentis la homan deziron je tutmonda interkompreno, hodiaŭ, kun la helpo de inteligentaj asistantaj sistemoj, tiu revo fariĝas didaktika realo.

Konkludo: Teknologio en servo de homa interkompreno

La libro de d-rino Alessandra Madella estas ponto inter jarcento da esploroj kaj la estonteco de lingvoinstruado. La projekto per NotebookLM montras, ke teknologio, kiam ĝi estas uzata kun eduka celo, povas fari la universalan mesaĝon de Esperanto – komprenebleco, egaleco kaj interpopola amikeco – konkrete atingebla en nur kelkaj horoj tra multaj lingvoj. Tiel Esperanto aperas ne kiel slogano, sed kiel praktika modelo por la instruado de la estonteco.

Jen la vera miraklo de nia tempo: kiam scienca rigoro, pedagogia saĝo kaj teknologia noveco kunlaboras, ili kreas ponton inter popoloj, lingvoj kaj kulturoj – ponton konstruitan ne sur abstraktaj idealoj, sed sur konkretaj, mezureblaj rezultoj.

Fontoj

1. Madella, Alessandra. *Esperanto: facile lernebla lingvo kaj helpo en la studo de aliaj lingvoj*. Pisa: Edistudio, 2023.
2. Mamduhi, Ahmad. “Al ŝanĝas nian mondon.” *Kontakto*, n-ro 4, 2025, p. 7–9.
3. Google NotebookLM. <https://notebooklm.google.com>

News from SUKOL – Federation of Foreign Language Teachers in Finland

By **Anna Halme**, Executive Director of SUKOL

Home Languages on Both Sides of the Gulf

Abstract

Larissa Aksinovits teaches Russian as a home language in Finland, and Pia Koskinen teaches Finnish as a home language in Sweden. Larissa teaches in a municipality in Southern Finland, while Pia teaches in a medium-sized town in Central Sweden. They compare the teaching of mother tongues or home languages in their respective countries.

In Finland, approximately 24,000 children participated in mother tongue education in 2023, primarily in Russian. The law grants the right to speak and develop one's language but does not mandate educational provision, leaving municipalities responsible. In Sweden, over 300,000 children have the right to mother tongue education, with 56% participating. Municipalities are required to provide this education if there are at least five students and a suitable teacher. In Finland, schoolchildren can start mother tongue education at any time in primary school, although there are minimal options in high school. In Sweden, schoolchildren and students can also start at any point but face challenges due to varying levels of prior knowledge in the same class.

Class sizes often vary significantly, with some municipalities imposing larger groups. Larissa mentions that in Finland, mother tongue classes can have up to 27 students of different ages and skill levels, making effective teaching challenging. Finland

lacks specific curricula for each language, relying on general guidelines. Sweden also uses a common course plan without specific language curricula except for national minority languages. In Finland, grading policies vary by municipality, with assessments not affecting overall GPAs. In Sweden, grades are always given and can be included in merit points.

Finnish teachers often create their materials due to a lack of ready-made resources, while Swedish teachers face similar challenges, especially concerning minority languages. Both systems struggle with adequate support for students needing extra help. Larissa notes limited opportunities for professional training in Finland, while Pia highlights structured training sessions for mother tongue teachers in Sweden. In Sweden, there are multilingual centers that provide community and support for teachers. In contrast, Larissa feels isolated as the sole mother tongue teacher in her municipality, with little networking.

The discussion reveals distinct differences in the approaches and challenges of teaching mother tongues in Finland and Sweden, highlighting the need for better resources, support, and structured educational frameworks in both countries.

Omaa äidinkieltä lahden molemmin puolin

Larissa Aksinovits ja Pia Koskinen ovat oman äidinkielen opettajia. Larissa opettaa venäjää Etelä-Suomessa Tuusulassa, ja Pia opettaa suomea Keski-Ruotsissa Västeråsissa.

Kenellä on oikeus?

Larissa: Kuinka paljon lapsia opiskelee omia kieliä Ruotsissa? Suomessa 24000 lasta



LARISSA OPETTAA VENÄJÄÄ
OMANA ÄIDINKIELENÄ TUUSU-
LASSA.

on osallistunut vuonna 2023, eniten venäjään. Muita isoja kieliä ovat arabia, somali, englantia, ukraina ja viro. Yhteensä kieliä on 60. Osallistumisprosentti on arviolta 10–20 % niistä, joilla olisi oikeus opetukseen. Lain mukaan on oikeus puhua ja kehittää omaa kieltään, mutta opetusta ei mainita. Opetuksen järjestäminen on kuntien vastuulla, mutta niitä ei velvoiteta siihen. Tulevaisuus huolestuttaa – jääkö oppiaine säästöjen alle.

Pia: Ruotsissa on reilu 300 000, joilla on oikeus, ja heistä 56 % osallistuu opetukseen.

Opetusta on 190:ssä kielessä. Kielilaisissa säädetään samalla tavalla, on oikeus käyttää ja kehittää omaa kieltään. Koululaissa on määrätty, että kunnilla on velvollisuus järjestää oman äidinkielen opetusta, jos oppilaita on vähintään 5 ja löytyy sopiva opettaja. Kuntien välillä on eroja: jossain tarjotaan minimimäärä tai vain etäopetusta. Voiko Suomessakin äidinkielen opiskelun aloittaa käytännössä milloin vain? Ruotsissa voi peruskoulussa aloittaa milloin vain ja lukiossa myös, jos on riittävät taidot. Tämä on haaste, kun voi olla samassa ryhmässä oppilaita, jotka ovat opiskelleet äidinkieltä ensimmäisestä luokasta, ja sitten joku hyppää mukaan vaikka viidennellä.



PIA OPETTAA SUOMEA OMANA
ÄIDINKIELENÄ VÄSTERÅSISSA.

Larissa: Peruskoulussa voi aloittaa milloin vain. Lukiossa on harvoin oman äidinkielen ryhmiä.

Ryhmäkoot ja tasoerot

Pia: Viiden oppilaan rajaa kunta ei voi muuttaa. Suurin ryhmäni on ollut 11, mutta tavallinen suomenryhmä on viisi oppilasta. Kiinanryhmässä oli viime vuonna 25 oppilasta. Minullakin voi olla ryhmiä, joissa on eri-ikäisiä ja eritasoisia. Eritasoisuus korostuu erityisesti kansallisissa vähemmistökielissä, joita ei koske ryhmäkokorajoitukset. Jos haluat oppia vähemmistökieltä, ei edes vaadita aiempaa kielitaitoa, vaan esimerkiksi suomen tai meänkielen opetusta on pakko järjestää.

Larissa: Suomessa saame, romani ja viittomakielet on pakko järjestää 2 oppilaalle. Muuten suositus on 4 oppilaan minimi, mutta kunta päättää, ja usein minimiksi on säädetty jopa 14–15. Ryhmät ovat isoja. Jossain kielessä voi olla 27 eri-ikäistä oppilasta. Miten iso ryhmä saisi olla, että pystyy olemaan vastuussa opetuksen tasosta? Omasta mielestäni eri-ikäisten ryhmässä 8–12. Samassa ikäluokassakin on eroja, koska kaikki eivät ole aloittaneet ekalta luokalta. Isommassa ryhmässä vain hoidan oppilaita käytännössä.

Pia: Samaa mieltä. Ehdoton maksimi 10, jos on eri-ikäisiä ja eritasoisia. 11 oppilaan ryhmässäni oli kolmea tasoa: äidinkieli, keskitaso, vasta-alkaja. Enemmän tukea tarvitsevat vievät paljon aikaa, ja muut joutuvat pärjäämään ja tekemään itsenäisesti. Ryhmän kanssa on vaikea tehdä mitään yhteistä, jos on paljon eroja.

Opetussuunnitelmat, oppimateriaalit ja tukiresurssit

Larissa: Oppimis- ja opetustavoitteet ovat yleisiä kuten suomen äidinkielen opetuksessakin, arviointikriteerit myös. Kielikohtaisia opetussuunnitelmia ei ole. Jos kunnassa annetaan numeroarvosana, se on 4. vuosiluokasta eteenpäin. Ei vaikuta keskiarvoon, vaan on erillinen todistusliite.

Pia: Täälläkään ei ole kielikohtaisia muihin kuin kansallisiin vähemmistökieliin. Muissa kielissä on yhteinen kurssisuunnitelma, jonka nimi on ”äidinkieli”. Meillä aina annetaan arvosana. Oppilas voi valita, haluaako laskea sen meriittipisteisiin vai ei.

Larissa: Onko teillä valmiita oppimateriaaleja? Suomessa materiaaleja ei tehdä. Joskus tilataan ulkomailta, mutta kaikki kunnat eivät anna siihen lupaa, koska oppimateriaalit eivät sovi suomalaiseen opsiin. Opettajat joutuvat tekemään oppimateriaaleja itse, korvausta siitä ei tule.

Pia: Käytämme suomalaisia oppimateriaaleja, äidinkielen ja finskan oppikirjoja. Saamen, meänkielen, romanin ja jiddišin materiaalit ovat hyvin vähäisiä. Joihinkin kieliin olisi materiaalia valtakielen maista, mutta käyttö on ongelmallista, koska sisältö on ristiriidassa ruotsalaisen yhteiskunnan arvojen kanssa – esimerkkeinä tasa-arvo ja uskonnonvapaus. Moni opettaja tekee itse tai käyttää autenttista materiaalia lehdistä tai netistä. Kirjastoilla on hyvät valikoimat, ja koulukirjastokortilla voi lainata oppilaille erikielisiä kirjoja.

Larissa: Entä ovatko tuen tarpeiset oppilaat oikeutettuja lisätukeen oman äidinkielen tunnilla? Meillä jopa erityiskoulun oppilaita on oman äidinkielen ryhmässä mukana, ja avustajaresurssia ei yleensä saa.

Pia: Riippuu kielestä ja resursseista. Erityisopettajaan ei ole mahdollisuutta. Suomentunnit ovat menneet pienissä ryhmissä ihan hyvin, mutta aika yksin oman

äidinkielen opettaja jää. Koulussa äidinkielen opettajat eivät kuulu koulujen henkilökuntaan, eli jos tarvitsisimme toisen apua, meillä ei ole samanlaista tukiverkkoa kuin varsinaisella henkilökunnalla.

Opettajan työoloissa isoja eroja

Pia: Suomen oppilaita on Västeråsissa noin 40 koulussa. Yhdellä opettajalla on 5–10 koulua; joskus lähellä olevien koulujen ryhmiä yhdistetään. Joillain kouluilla oman äidinkielen opetus on kaikilla esimerkiksi perjantaisin kello 8. Muuten opetus on iltapäiväpainotteista. 6–8-vuotiaiden koulupäivä päättyy yhdeltä, ja heidän kanssaan voidaan aloittaa aikaisemmin. Myöhäisin päiväni on päättynyt 18.30. Saamme itse suunnitella lukujärjestyksemme, mutta kaikki oppilaat pitää saada mahtumaan.

Larissa: Suomessa usein tunti aamulla, seuraavassa oppilaitoksessa kahdelta iltapäivällä, ja iltatöitä saattaa olla 19.30 asti. Silti opetusvelvollisuus ei aina tule täyteen. Pakollinen opetusvelvollisuus on yleensä aineenopettajaa vastaava 20 tuntia, äidinkielen olisi 18. Jos on enemmän opetusta alakoulussa tai jos ei ole kelpoinen, velvollisuus on luokanopettajan mukainen eli 24 tuntia. Tämä on liikaa, fyysisesti eivät mahdu viikon sisään, venyttävät opettajien ja oppilaiden työpäiviä. On paljon opetuksen ulkopuolista työtä kuten viestintää huoltajien kanssa. Mikä teillä on opetusvelvollisuus? Onko se sama kuin vaikkapa ruotsi äidinkielenä tai vieraan kielen opettajalla?

Pia: Opetustunteja on 18–20 eli suunnilleen sama. Suunnittelu-aika ja yhteinen palaveriaika lasketaan erikseen. 45 tuntia viikossa on oman äidinkielen opettajan ja muidenkin aineenopettajien työaika, ja tästä 10 tuntia on omaa suunnittelua.

Siirtymistä ei huomioida opetustunneissa, mutta siihen voi sisällyttää muuta työaikaa. Matkakuluja korvataan.

Larissa: Suomessa opetetaan 2 tuntia peräkkäin eli 90 minuuttia jokaiselle ryhmälle. Oppimistavoitteet ja arviointikriteerit perustuvat tälle tunnin pituudelle. Olen kuullut, että Ruotsissa oppitunnin pituus voi olla vaikka 30 minuuttia – mihin se riittää?

Pia: Ruotsissa ei tosiaan ole mitään vakiintunutta oppitunnin pituutta. Suositus on 60 minuuttia, mutta lukujärjestyksessä voi olla vaikka 60 minuuttia svenskaa, 35 minuuttia englantia ja 40 minuuttia matikkaa. Jos on tosi pieniä 1–2 hengen suomenryhmiä, on voitu pitää esimerkiksi 40 minuutin intensiivisiä tunteja, joilla ehtii tehdä paljon. Lisäksi oppilaalla on oikeus äidinkieliseen ohjaukseen, jonka määrä kartoitetaan yksilöllisesti: missä oppiaineessa tai -aineissa ja millä tavalla, oppitunneilla vai niiden ulkopuolella. Esimerkiksi yhden oppilaan kanssa tapasin aina perjantaiamuksin ennen koulupäivän alkua ja käytiin läpi kuluneen ja tulevan viikon asioita.

Tutkinnot ja täydennyskoulutus

Larissa: Suomessa on 13 kieltä, joissa voi olla kelpoinen opettaja – isoista omista äidinkielistä vain viro, venäjä, kiina ja englanti. Koska kelpoisuusvaatimuksia ei ole, kunnat päättävät ja joka vuosi voi joutua hakemaan samaa työtä.

Pia: Itse olen opiskellut Suomessa, ja minulla on sieltä opettajanpätevyys. Opettajakoulutus on erilainen – suomalainen opettajantutkinto on Ruotsissa hyvin arvostettu! Oman äidinkielen pätevöitymiseen sisältyy pedagogisia ja kieliopintoja

yliopistossa. Jos olet tarpeeksi kauan ollut oman äidinkielen opettaja, kunta voi palkata vakituisesti ilman muodollista pätevyyttäkin.

Larissa: Järjestetäänkö opettajille täydennyskoulutusta? Meillä ongelma on, että kunnat eivät päästä palkallisesti osallistumaan, jos ei ole kunnan itsensä järjestämää.

Pia: Neljä kertaa vuodessa koulut ovat kiinni ja kaikki opettajat koulutuksessa. Oman äidinkielen opettajille on meillä omaa koulutusta. Tukholman yliopiston suomen kielen laitos järjestää täydennyskoulutusta kaksi kertaa vuodessa. Miten teillä on järjestetty opettajien yhteistyö? Ruotsissa yleensä kunnalla on monikielisyyskeskus, johon kaikki oman äidinkielen opettajat kuuluvat. Tapaamme muita, joka keskiviikko on yhteinen palaveri, myös työryhmä- ja kieliryhmäpalavereja järjestetään.

Larissa: Isoissa kunnissa on yhteissuunnittelu-aikaa, johon kaikki opettajat koontuvat. Tuusulassa olen ainut päätoiminen oman äidinkielen opettaja. Laajasti ei ole minkäänlaista verkostoa tai työyhteisöä.

Pia: Olen kuullut muissa kunnissa työskenteleviltä, että kaikkialla ei ole yhtä hyvä tilanne. Monikielisyyskeskukset tuovat kuitenkin työyhteisön, lähiesihenkilön. Kuka on lähiesihenkilösi?

Larissa: Jossain koulussa rehtori – ei välttämättä hyvä vaihtoehto, jos ei ole tietämystä oman äidinkielen opettamisesta. Osa vertaa vieraan kielen opetukseen tai pitää turhana. Kunnassa voi olla koordinaattori, joka vastaa myös S2-opetuksesta tai erityisopetuksesta. Aina ei edes saa selville, kuka on esihenkilö.

Pia: Meillä on oma esihenkilö, joka ei ole töissä millään koululla. Häneltä saa tukea.
Organisaatiotasolla tässä on iso ero.

Text: Anna Halme

Photos: Larissa Aksinovits, Pia Koskinen

FORTHCOMING EVENTS



Celebrating Multilingualism in Language Education

University of Vienna, 26.–29. July 2027

LiP 2027 brings together the *World Congress* of the Fédération Internationale des Professeurs de Langues Vivantes (**FIPLV**) and the *International Delegates' Conference* (**IDK**) of the International Association of Teachers of German (**IDV**).

It is organised by the Austrian Association for German as a Foreign and Second Language (**ÖDaF**) in cooperation with the **University of Vienna**.

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Mehrsprachigkeit in sprachlicher Bildung feiern Leitbild

Universität Wien, 26.–29. Juli 2027

LiP2027 ist der *World Congress* der Fédération Internationale des Professeurs de Langues Vivantes (**FIPLV**) und die *Internationale Delegiertenkonferenz* (**IDK**) des Internationalen Deutschlehrerinnen und -lehrerverbands e.V. (**IDV**) und wird vom Österreichischen Verband für Deutsch als Fremdsprache/Zweitsprache (**ÖDaF**) in Kooperation mit der Universität Wien veranstaltet.

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33rd BETA Annual International Conference and 3rd Regional Central and Eastern Europe FIPLV Congress 2026, Sofia, Bulgaria



Theme: “Language Education: Expanding Perspectives, Enriching Practices”

Date: 11th–13th September 2026

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

Organisers: Bulgarian English Teachers’ Association (BETA), FIPLV, and the University of National and World Economy

Working languages: Bulgarian, English, and German

Key Topics: Young Learners/Teenagers, ESP/LSP, Teacher Development, Bilingual Education, CLIL, Blended Learning, Applied Linguistics, and Assessment

Important Deadlines:

- **Speaker Proposals:** 30th June 2026
- **Notification of Acceptance:** 30th July 2026
- **Early Bird Registration:** 31st July 2026
- **Full Paper Submission:** 31st October 2026

Website: www.beta-iatefl.org

Email: beta.iateflbg@gmail.com

10th International Scientific Conference on Linguistic, Educational, and Intercultural Research, FIPLV-NBR 2026



Dates: 12–13 November 2026

Organisers: Institute of Foreign Languages (Faculty of Philology at Vilnius University) and LKPA, in collaboration with the FIPLV Northern and Baltic Region (FIPLV-NBR).

Location: Vilnius University (Faculty of Philology) & Online

Working languages: English, French, German, Italian, Lithuanian, Polish, Russian, and Spanish

Key Themes: The event will explore multilingualism, language policy, artificial intelligence in applied linguistics, teacher education, and digital approaches to language education.

<https://www.leicresearch.flf.vu.lt>

13th International Conference on Translation and Interpreting: “The Art of Translation: The Legacy of Jiří Levý and Current Trends in Translation Studies”, Prague 2026

On October 15 – 16, 2026, the Institute of Translation Studies of Charles University in Prague will host the thirteenth in its series of international conferences on translation and interpreting, “The Art of Translation: The Legacy of Jiří Levý and Current Trends in Translation Studies”.

The aim of the conference is to commemorate the life and work of one of the most prominent figures of Czech and international translation studies. In his seminal book, *The Art of Translation*, Levý combines the approaches of a theoretician, systemic analyst, historian, critic, and teacher to address many perennially relevant issues of translation theory and practice, making a major contribution to the development of Translation Studies as a scholarly discipline. The conference will stress the potential of Levý’s ideas, looking for new applications of his work in present-day translation studies, philology, literary studies and linguistics.

The scientific board will welcome abstracts in the following thematic areas: literary translation and translation history, interdisciplinarity in translation research, praxeology, non-literary translation, translator training, and Jiří Levý’s life and work. The deadline for the submission of abstracts is March 31, 2026. For more information and the full text of the Call for Papers, which will be forthcoming, please see <https://levy100.ff.cuni.cz/>

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

CROATIA

Croatian Association of LSP Teachers at Higher Education Institutions

<https://unjsvu.hr>

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://manyehungary.hu>

ICELAND

Samtök tungumálakennara á Íslandi (STÍL)

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

ITALY

Associazione Nazionale Insegnanti Lingue Straniere (ANILS)

www.anils.it

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

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

AZERBAIJAN

Azerbaijan English Teachers' Association (AzETA)

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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/>

RUSSIA

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

<https://lateum.philol.msu.ru/>

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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