



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

NEWSLETTER

of

the Fédération Internationale des Professeurs de Langues Vivantes
(FIPLV)

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EDITOR'S WELCOME

Dear FIPLV members and colleagues around the world,

Welcome to the Spring issue of the FIPLV Newsletter — a space where voices from our vibrant global community of language educators connect and inspire change.

In this issue, we are pleased to share important updates from the recent FIPLV Executive Committee meetings. We begin with a report from Geraldo de Carvalho, FIPLV Secretary-General, on the International Award Ad Hoc Committee online meeting in April, where nominations for the 2024 Award were considered. Also featured is an insightful Q&A with Ahmad Mamduhi, President of ILEI, who introduces the mission and global work of the [International League of Esperanto-speaking Teachers](#). This interview reveals the wonderful diversity and spirit of cooperation within our worldwide community. If your FIPLV member association would like to be featured in a future interview, we would love to hear from you — please get in touch!

Our News from Members section brings updates from [ASOCOPI](#), [BETA](#), [HAALLT/MANYE](#), and [SUKOL ry](#), and their varied activities and priorities. We also include a report from the Semmelweis Medical Linguistics Conference 2025, held in Budapest in May, where the focus was on inclusivity and diversity in healthcare communication.

Looking ahead, we are excited to highlight two major upcoming events: the AFMLTA International Languages Conference and the 32nd BETA Annual International Conference. These gatherings will offer excellent opportunities for networking, learning, and collaboration of language teachers and researchers from the respective regions and the world.

Thank you for contributing, reading, or sharing, and for furthering our shared mission of promoting languages and multilingualism!

Sylvia Velikova

Publications Officer of FIPLV

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FIPLV UPDATES

Highlights from the meetings of the FIPLV Executive Committee

FIPLV Executive Committee Meeting

25-26 April 2025, London, UK

The FIPLV Executive Committee convened in London on 25 and 26 April 2025 in Barking and the University of Westminster. President Terry Lamb welcomed members – Geraldo de Carvalho (Secretary-General), Sigurborg Jónsdóttir (Vice-President), Judith Richters (Treasurer-General), and Sylvia Velikova (Publications Officer) – and opened the meeting, during which key developments and plans were discussed.

The 2027 FIPLV World Congress will take place in Vienna from 26–28 July, in partnership with IDV and ÖDaF (Österreichischer Verband für Deutsch als Fremd- und Zweitsprache). Plans are underway for an ECML symposium as part of the event. A scientific committee is also being formed with representatives from across the regions. Terry Lamb and Geraldo de Carvalho are representing the Executive Committee on the Congress organising committee.

Judith Richters, who has been working with a new webmaster, shared updates on the FIPLV website. Following technical issues, access has now been restored and the redesign will continue using WordPress.

The revised Strategic Plan for 2025–2027 was reviewed and will be presented at the upcoming online World Assembly, which has been rescheduled for 27 June. The

Executive Committee also finalised a new membership fee structure, which will be submitted for approval during the Assembly.

The Joint Project Group, which includes members from five national associations – AFMLTA (Australia), BETA (Bulgaria), IDV (Germany), STÍL (Iceland), and NZALT (New Zealand) – is developing a position paper on language policy and the risk of certain languages disappearing from curricula.

The FIPLV Central and Eastern European Region 2026 conference location is yet to be confirmed. The FIPLV Newsletter will continue to be published three times a year, with a multilingual approach and interviews with FIPLV members and award nominees.

Finally, new regional networks for North America and Oceania are being explored. The President and the Secretary-General will contact the member associations in these regions. Meanwhile, the Croatian Association of LSP Teachers in Higher Education has been accepted as a new member. The next Executive Committee meeting will be held online on 13 June.

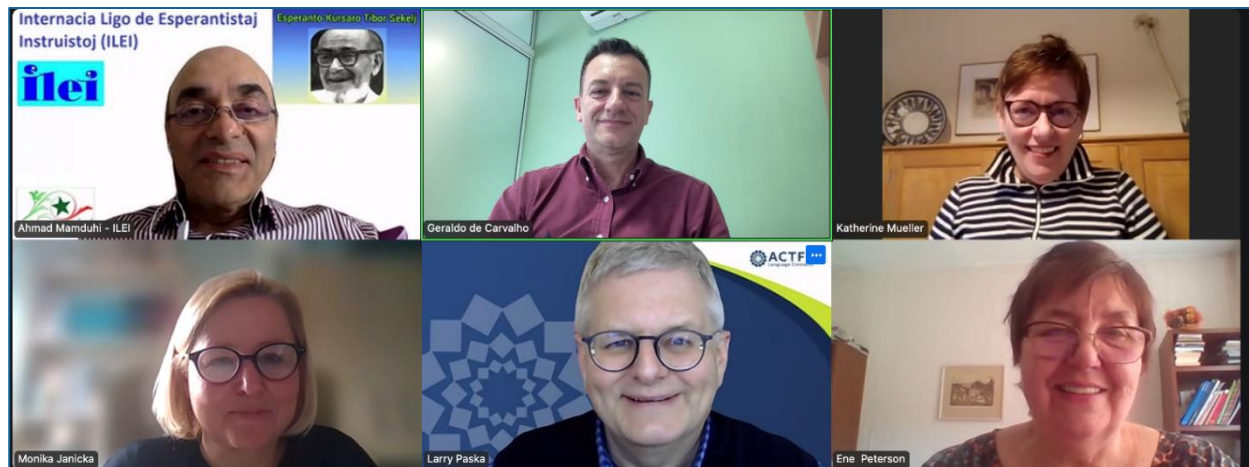
FIPLV International Award

By **Geraldo de Carvalho**, Secretary-General of FIPLV
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FIPLV International Award Ad Hoc Committee Meeting

The FIPLV Ad Hoc Committee, established to evaluate the nominations for the FIPLV International Award 2024, convened online on 8 April 2025 to discuss the nominees for the 2024 Award. Larry Paska (ACTFL) kindly volunteered to chair the meeting, which brought together the four other committee members Ahmad

Mamduhi (ILEI), Ene Peterson (EVÖL), Katherine Mueller (CASLT), and Monika Janicka (IDV). Geraldo de Carvalho, FIPLV Secretary-General, represented the FIPLV Executive Committee.



The Secretary-General opened the meeting by extending his thanks to the participating FIPLV members and highlighted the significance of this being the first online meeting of its kind, which allowed for enhanced exchange and collaboration. The nominees for the FIPLV International Award 2024 included **Steven Fawkes (ALL/UK)**, **Eva Berglová (KMF/Czech Republic)**, and **Kinga Klaudy (HAALLT/Hungary)**, all nominated by their respective associations. Ahmad Mamduhi (ILEI) presented a comparative analysis of the candidates, summarising their strengths and impact areas. Following a thorough evaluation, the committee members agreed that all three candidates have made exceptional contributions to language education over extended periods. The meeting highlighted the importance of recognising individuals who have made a significant impact on language education through teaching, resource development, policy advocacy, and professional leadership. The committee members were delighted to approve all three nominees for the Award 2024. The meeting concluded with the Secretary-General thanking them all for their work and engagement.

Q&A: Meet ILEI – International League of Esperanto-speaking Teachers



A conversation with
Ahmad Mamduhi, President of ILEI

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

A: First, I want to thank you for this opportunity to share information about the International League of Esperanto-speaking Teachers (ILEI), founded in 1949. Last year, we celebrated the 75th anniversary of our League.

My name is Ahmad Mamduhi. I come from Iran and have had the honor of serving as the 10th President of the International League of Esperanto-speaking Teachers (ILEI) since 2021. ILEI is an affiliated organization of UEA (Universala Esperanto-Asocio), the World Esperanto Association, which allows us to work closely with the broader Esperanto movement while maintaining our specialized focus on education. UEA holds official relations with the UN and UNESCO. Our executive committee consists of dedicated educators from various continents, who bring diverse perspectives to our work.

Our leadership team includes:

- Vice-President: Dr. Alessandra Madella (Italy); your readers know her well as she contributes to your newsletter, often writing about her university in China.
- Secretary: Elena Nadikova (Russia)
- Treasurer: Karine Arakeljan (Armenia)

Board members responsible for key areas:

- School activities and congresses: Laura Brazzabeni (Italy)
- School and national activities: Marija Jerković (Croatia)
- University and scientific activities: Dr. Fernando Pita (Brazil)
- Educational projects, university activities, teaching competence building: Radojica Petrović (Serbia)
- Africa activities; observer at the World Esperanto Youth Organization (Tutmonda Esperantista Junulara Asocio, TEJO): Aimé Patrick Manirakiza (Burundi)

We are supported by a network of national sections in 40 countries, representatives in 10 countries, and contact persons in 8 countries, who coordinate ILEI activities in their respective regions across five continents.

What unites our team is a shared commitment to quality language education and the promotion of linguistic diversity, with a particular focus on the international language Esperanto as a bridge between cultures.

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

A: ILEI's mission is to advance the teaching and learning of Esperanto worldwide through professional development, educational resources, and international cooperation among language educators. We also support Esperanto-speaking

teachers of various subjects in sharing their research and educational activities globally. As an affiliated organization of UEA, we work within the broader framework of the international Esperanto movement while focusing specifically on pedagogical excellence and teacher development. On the ILEI website, you can find extensive information about our organization, with introductory materials available in the six UNESCO languages (<https://www.ilei.info>).

Notably, UNESCO has approved two resolutions on Esperanto, recommending that member states include the teaching and presentation of Esperanto in their schools and universities. Last year, in the Parliament of Uruguay in Montevideo, together with UEA, TEJO, and the EAU (Esperanto Association of Uruguay), we celebrated the 70th anniversary of the first UNESCO resolution, approved there in 1954.

We believe in:

- **Linguistic equality:** Everyone deserves to communicate on equal footing, without linguistic disadvantage.
- **Intercultural understanding:** Language education should foster mutual respect and appreciation between cultures.
- **Pedagogical excellence:** Effective language teaching requires ongoing professional development and innovative approaches.
- **Educational accessibility:** Language learning opportunities should be available to all, regardless of geographic or economic circumstances.
- **Multilingualism:** Knowledge of multiple languages, including Esperanto, enriches individuals and societies.

At our core, we believe that Esperanto offers a uniquely accessible path to international communication while respecting linguistic diversity and promoting a more equitable global linguistic landscape.

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

A: ILEI supports language teachers through a comprehensive approach. This includes areas such as:

- **Educational Resources**

- ✓ Our pedagogical journal *Internacia Pedagogia Revuo* (IPR), published since 1958;
- ✓ Juna Amiko, a magazine for language learners at various levels, published since 1972;
- ✓ Teaching materials, including textbooks and digital resources;
- ✓ An ongoing collaboration with the uea.facila website (managed by UEA), which offers simplified and up-to-date reading materials.

- **Professional Development**

- ✓ Organizing annual international conferences and congresses; the 58th will take place in Belgrade, Serbia, on July 19–27, alongside the ILEI Symposium, which typically features lectures by non-Esperantist academics with Esperanto translation. This year's themes are "AI and Language Teaching" and "AI and Culture."
- ✓ Conducting teacher training courses and certification programs;
- ✓ Facilitating pedagogical workshops and monthly Zoom discussions for Esperanto-speaking academics;

- ✓ Supporting research in Esperanto teaching methodology;
- ✓ Hosting the Premio La Torre and *La Instruistoj de la Jaro* (Teachers of the Year) awards to recognize outstanding educators.

Regarding the ILEI Teachers of the Year 2024 competition, I would like to add that our judging committee recently made the decision to select two winners in distinct categories: *Young Teacher of the Year* (for candidates up to 35 years old) and *Teacher of the Year* (for those older than 35). We were truly impressed by the outstanding quality of the nominees and applicants – all of them Esperanto teachers – many of whom have been teaching the language for decades. Some have authored numerous books on Esperanto pedagogy or for use in Esperanto instruction, while others have developed countless exercises for their courses at various levels. In recognition of their remarkable dedication and contributions, we decided, in addition to awarding the two main prizes, to present five honorary certificates: three in the younger category and two in the senior category.

- **Networking and Collaboration:**

- ✓ Connecting teachers across national boundaries;
- ✓ Facilitating exchange of best practices;
- ✓ Partnering with educational institutions and language organizations;
- ✓ Maintaining national sections that adapt global initiatives to local contexts.

In 2020, we launched the EToSo project (Esperanto-kursaro Tibor Sekelj), initiated by Prof. Renato Corsetti (1941–2025), with support from ILEI and the Iranian Esperanto Association. This project offers free, unlimited Zoom access for teaching Esperanto in ethnic languages, Esperanto itself, or other subjects through Esperanto.

Examples include 167 origami workshops led by Larysa Osadchuk, Alain Delmotte, and Carlos Oliveira.

Courses have been offered in Thai (Jazz Bharuj Rojanasoonthon), Indonesian (Ilia Dewi), Swahili (Nino Vessella & Élisée Byelongo), Vietnamese (Hoan Tran), Kurdish (Schler Karimi), Arabic (Jasmin Bahri & Taled Orabi), Persian (Hamzeh Shafiee & myself), Russian (Tatjana Loskutova), Chinese (Liru Chen), and Esperanto (Renato Corsetti, Trevor Steele, and Tatjana Loskutova). Many sessions are available on our YouTube channel.

We welcome anyone interested in participating or starting a course to contact us (<https://www.ilei.info> or mamduhi@gmail.com).

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

A: The three biggest challenges the International League of Esperanto Instructors (ILEI) is facing today are:

1. Digital Transformation and Resource Development

The rapid shift to online learning offers both opportunities and challenges. We can now reach more teachers globally, but we face resource constraints in developing high-quality digital materials. Creating interactive, pedagogically sound content requires technical skills that many of our members still lack. We're bridging this gap through partnerships and content like Ma-Ga Filmoj, the course 30 Oraj Horoj, and the animation *The Adventures of Wise Little Star and Her Fabulous Team*, all available on our YouTube channel.

2. Teacher Recruitment and Generational Transition

Like many associations, we struggle to attract younger educators. This generational handover is vital for our sustainability. We're running outreach for education students and early-career teachers, including mentorships and scholarships. Together with TEJO, we also offer the *Young Teacher of the Year* award to recognize emerging talents.

3. Integration with Mainstream Education

Despite its pedagogical value, Esperanto still lacks broad recognition in mainstream education. We're working to better demonstrate its propedeutic value (how it supports learning other languages), and its benefits for multilingualism. We do this through university partnerships, advocacy with education ministries, and strategic communication.

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

A: FIPLV membership is very valuable to us because it connects us to the global community of language educators.

Benefits include:

- Greater visibility and credibility;
- Opportunities to collaborate with other language teaching associations;
- Access to shared resources and research;
- A platform to share Esperanto's unique contribution to language education.

We would welcome FIPLV support in:

- Facilitating collaborations with national language teacher associations;
- Including Esperanto sessions at FIPLV conferences and publications;
- Supporting research on Esperanto's role in multilingual education and metalinguistic awareness;
- Advocating for Esperanto as an optional subject in national education policies;
- Promoting our teaching innovations to the broader language education field.

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

A: Language learning will emphasize:

- Personalized, tech-enabled learning;
- Blended learning (online and in-person);
- Cultural competence alongside linguistic skills;
- AI as a tool, not a replacement for teachers;
- Communicative over grammatical focus;
- Lifelong learning for integration and personal growth;
- Valuing linguistic diversity over dominance by major languages.

Teacher associations will:

- Build more collaborative, cross-linguistic networks;
- Advocate more strongly for inclusive language policies;
- Become active learning communities driven by teachers;

- Digitally transform professional development and resource sharing;
- Bridge research and practice through teacher – researcher partnerships.

For ILEI, we see a future where Esperanto's role in promoting equality and multilingualism is more widely recognized. We aim to be leaders in language pedagogy and intercultural communication.

S: Thank you, Ahmad, for sharing your insights with us. Is there anything else you would like to share with our readers?

A: Thank you again for this opportunity to share about ILEI. We value our partnership with FIPLV and look forward to continued collaboration.



La 58-a ILEI-KONGRESO

NEWS FROM MEMBERS OF FIPLV

News from ASOCOPI – Asociación Colombiana de Profesores de Inglés (Colombian Association of English Language Teachers)

National Board of Directors (2025-2026): Jhonatan Vásquez-Guarnizo, President; Andrés Felipe Micán-Castiblanco, Vice President; Jonathan Delgado-Ochoa, Secretary; Lourdes Rey-Paba, Treasurer; Andrea Cardona-Márquez, Spokesperson; Miryan Cristina Vera Peña, Administrative Manager
asocopicolombia@gmail.com

As a long-standing member of FIPLV, the Colombian Association of English language Teachers (ASOCOPI, for its initials in Spanish), is honored to have this space to share its ongoing efforts to support teachers in Colombia.

On the one hand, ASOCOPI is proud to state that it has been actively engaged in strategic initiatives, including projects funded through grants awarded to the association. Indeed, we have been recipients of the “Hornby Trust Award” in 2021 and 2023. These awards have enabled us to carry out meaningful activities that have benefited English-language teachers in both rural and urban areas of Colombia, reinforcing our commitment to equitable and high-quality professional development opportunities throughout the country.

On the other hand, ASOCOPI is also proud to promote academic excellence through its awards. Since 2017, we have awarded English-language teachers for the best undergraduate and postgraduate theses. In addition, the Clare de Silva Award, established in 1990, honors teachers or Institutions who have made significant contributions to the field of ELT in Colombia.

As a non-profit professional association whose mission is to foster quality in English language teaching (ELT) in Colombia, ASOCOPI has been actively cultivating, supporting and treasuring the ELT profession across the country since 1965 through four main lines:

1. **ASOCOPI Annual and International Conference**

Every year, ASOCOPI organizes its Annual National and International Conference that serves as the most important event for language educators in Colombia. This conference brings together local, national, and international professionals to co-construct an academic community by learning from each other's diverse knowledge in English language teaching (ELT). This is a valuable opportunity for professional networking and for staying up to date with teaching trends in ELT.

This year, we are thrilled to gather at Universidad del Magdalena in Santa Marta (Colombia), from October 2 to 4, 2025, to celebrate our 60th ASOCOPI Annual and 6th International Conference. Our theme for this opportunity, *“Linguistic Empowerment: Celebrating Our Legacy, Envisioning Our Future”* not only pays tribute to the commitment and passion of English language teachers who have shaped this journey over the past six decades, but also provides a possibility to continue co-constructing a stronger, more connected, and innovative English language teaching community in Colombia.



2. Teacher development (webinars, workshops, diploma courses)

ASOCOPI, as an association of English language teachers, offers continuous professional growth through webinars, online and in-situ workshops, and diploma courses. These teaching programs are designed to keep strengthening pedagogical skills, introduce new methodologies, and help teachers stay current with evolving educational practices. They are accessible to educators across the country and often tailored to meet local classroom needs.

3. SIGs (Special Interest Groups)

ASOCOPI facilitates Special Interest Groups (SIGs) where teachers with similar professional interests can collaborate, discuss challenges, and share resources. These groups create focused local communities around specific topics in English language teaching, such as materials development, assessment, or ICT in ELT. Our SIGs help teachers deepen their expertise and connect with peers who share their teaching passions.

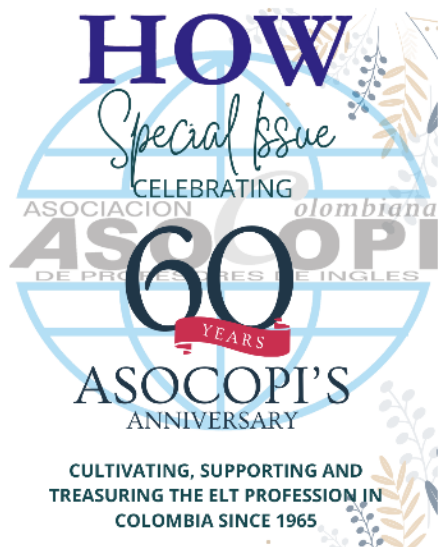
4. HOW Journal

ASOCOPI provides a platform for English language teachers and researchers to publish their academic work related to language education. The main objective of *HOW Journal* is to maintain communication among English language teachers both in Colombia and abroad by offering opportunities for the dissemination of knowledge resulting from educational and research practices that concern English language teaching-learning issues.

HOW Journal is a biannual publication *by* and *for* English language teachers who wish to share outcomes of educational and research experiences intended to add

understanding to English language teaching practices (ELT). Therefore, the journal falls within the field of education and, specifically, the teaching and learning of English as a second, foreign, additional, or international language (ESL, EFL, EAL, EIL).

In celebration of ASOCOPI's 60th anniversary, we are launching a special issue this year at the 60th ASOCOPI Annual and 6th International Conference. This commemorative edition aims to highlight the evolution of English Language Teaching (ELT) in Colombia and the pivotal role ASOCOPI has played over the past six decades. This special issue marks the start of a publication that honors ASOCOPI's longstanding commitment to teacher development and language education in Colombia.



For more information, visit or our social media:

Web page: <https://www.asocopi.org/>

Facebook: Asociación Colombiana de Profesores de Inglés (ASOCOPI)

Instagram: @asocopiofficial

YouTube: @asocopicolombia1465

X: @ASOCOPI

Tik Tok: @asocopi

News from BETA – Bulgarian English Teachers’ Association

By **Georgi Dimitrov**, E-newsletter Editor of BETA
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BETA in 2025: More activities, more contributions

In 2024, the Bulgarian English Teachers’ Association witnessed a substantial increase in activities in all areas of its expertise. Naturally, the momentum that was gained has continued in 2025. The hard work of BETA Committee and members turned out to be a blessing in disguise. BETA in 2025 can be faithfully characterised by ‘more activities, more contributions’.

If the highlight of 2024 is the *2nd Central and Eastern Europe FIPLV Congress* held in the beautiful city of Shumen, coupled with a visit to historical landmarks, then 2025 has highlights in the plural. BETA members have engaged in a plethora of activities promoting the values of foreign language teaching and learning, healthy competition, and socialising.

A Facebook competition was introduced among teachers whose ideas about lessons are published in the BETA e-newsletter. The number of webinars in which BETA members participate has increased. A recent development in this direction is a series of webinars organised by our partners from Türkiye – TESOL Türkiye. Also, BETA representatives attended a few events organised by the British Council.

The BETA e-newsletter has undergone changes both in terms of content and appearance. The last few issues are characterised by a variety of front and back covers and page designs. More importantly, a new rubric was introduced by President Albena Stefanova; it invites our community to submit articles devoted to the Bulgarian contribution in the field of ESP.

The pictures below show only a small part of the activities in which BETA is passionately involved.



Committee members Lina Yanbastieva-Petrova and Veselin Chantov at the 2025 IATEFL Conference, Edinburgh, UK



President Albena Stefanova engaged in social activities



Hrisriyana Slavova (in the middle), Veselin Chantov (on the right), and Georgi Dimitrov (on the left) at an event organised by the British Council

Last but not least, BETA is looking forward to the 32nd edition of BETA Annual International Conference “ELT Horizons: Trends, Challenges, and Opportunities” to take place on 27-28 September 2025 at the University of National and World Economy, Sofia, Bulgaria – <https://www.beta-iatefl.org/conference-2025/>. The exchange of ideas, experience, and good practices, it is hoped, will make the event a valuable experience for all participants aiming at improvement, teaching innovations, and inspiration.

News from HAALLT / MANYE – Hungarian Association of Applied Linguists and Language Teachers

By **Katalin Fogarasi**, Secretary of Foreign Affairs of HAALLT
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Professor Kinga Klaudy Receives the FIPLV Award for her Outstanding Contributions to Translation Studies and Applied Linguistics

It is with great pride that we announce that Professor Emeritus Kinga Klaudy, Doctor of Science (DSc), has been awarded the prestigious FIPLV Award in recognition of her lifelong dedication and outstanding achievements in the fields of translation studies, applied linguistics, and language education.



Professor Klaudy is a pioneer of translation studies both in Hungary and internationally. A founding figure in the institutionalization of translator and interpreter training, she established the first Department of Translation and Interpreting and later the PhD Program in Translation Studies in Hungary, at Eötvös Loránd University (ELTE), Budapest. Under her visionary leadership, translation and interpreting education in Hungary acquired a systematic, research-based academic foundation.

Her internationally recognized research includes the quasi-correctness in translated texts, the development of a model of transfer operations between Hungarian and Indo-European languages, and the formulation of the now widely

cited principles of explicitation and implicitation in translated texts, offering a clear perspective on translation directionality. With more than 200 publications across several languages and fields—including translation studies, applied linguistics, and contrastive linguistics—Professor Klaudy has made lasting contributions to the academic and professional development of her discipline.¹

She has authored numerous university textbooks, which have become essential



reading for students of translation and interpreting across Hungary, and her video lectures remain valuable educational resources in university programs. Beyond translator training, she has also created educational frameworks for trainer development, ensuring long-term quality and sustainability in translator education.

Professor Klaudy has been instrumental in developing academic infrastructure as well. She founded the Department of Applied Linguistics at the University of Miskolc in 1992 and led it for over a decade. As founding

editor-in-chief of the scholarly journals *Fordítástudomány* (Translation Studies) and *Across Languages and Cultures*, she has helped shape the academic discourse in the field both in Hungary and internationally.

Her exceptional academic career has been recognized through several prestigious national honours, including the Eötvös Ring, the Officer's Cross of the Hungarian Order of Merit, and a Doctor Honoris Causa degree from the University of Miskolc.

¹Source: <https://scholar.google.com/citations?user=mXSFEcoAAAAJ&hl=en>

In addition to her scholarly achievements, Professor Klaudy has played a defining role in promoting applied linguistics in Hungary through her leadership in the Hungarian Association of Applied Linguists and Language Teachers (HAALLT/MANYE). As president (2008–2013) and current vice-president, she has worked tirelessly to connect linguistic theory with educational and practical applications, supporting both senior and emerging scholars.

Professor Klaudy's receipt of the FIPLV Award is a well-deserved international recognition of her decades of groundbreaking work, her tireless advocacy for the academic status of translation, and her enduring impact on the international scholarly community. We extend our heartfelt congratulations and express our admiration for her exceptional contributions.

News from SUKOL (Suomen kieltenopettajien liitto ry)

By **Marcus Wallin**, Federation of Foreign Language Teachers in Finland (SUKOL ry)
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The LUKKI Project – Promoting Language Education in General Upper Secondary Schools

LUKKI (Development Project for General Upper Secondary School Language Education) is a nationwide initiative. The project was spearheaded by Helsingin Suomalainen Yhteiskoulu from 2018 to 2025, with a particular focus on supporting less commonly studied languages (German, French, Russian) by offering training, events, and materials for teachers. LUKKI built an extensive network of collaboration and actively participated in discussions on national language

education policy. The project was directed by Marja Jegorenkov and received the prestigious Kari Sajavaara Award in 2025 for socially significant work in the field of language education. The Kari Sajavaara Award is presented annually by Kieliverkosto (The Finnish Network for Language Education Policies).

LUKKI-hanke, kiitos ja hyvästi?

Lukion kieltenopetuksen kehittämishanke, tuttavallisemmin LUKKI, tulee päätökseensä tänä vuonna. Hanke ja sen vetäjä Marja Jegorenkov palkittiin ansaitusti Kari Sajavaara -tunnustuksella 2025.

Teksti Marcus Wallin

Aloittaessamme lukion vieraiden kielten kehittämistehtävää seitsemän vuotta sitten emme aivan hahmottaneet, mihin olimme ryhtymässä. Koulullamme Helsingin Suomalaisella Yhteiskoululla on toki pitkät perinteet erilaisten hankkeiden ja projektien vetämisestä, mutta koko valtakunnan kattavan, lukiodien kieltenopetusta tukevan ja rikastuttavan hankkeen kanssa olimme uuden edessä. Tilannetta ei aluksi helpottanut se, että opetus- ja kulttuuriministeriö antoi meille hyvin vapaat kädet toiminnan suunnitteluun, joskin vuosi vuodelta olemme tulleet nohevammiksi tässä loputtoman vastuun ja vapauden yhdistelyssä.

Kehittäjien verkosto

Albert Camus'n mukaan kaikella suurella on yleensä naurettava alku, ja tämä ajatus mielessämme lähdimme rakentamaan toimintamalleja hankkeelle. Koska tiesimme, että hankerahoitusta oli myönnetty myös moniin muihin oppiaineisiin yhteensä 11 lukiolle ympäri Suomea, pyrimme heti oman tehtävämme

määriteltyämme verkostoitumaan heidän kanssaan mahdollisimman suuren synergiaedun takaamiseksi. Jo ensimmäisestä vuodesta lähtien järjestimme pienimuotoisia tilaisuuksia ja kiersimme ympäri Suomea erilaisissa koulutusalan tapahtumissa kertomassa hankkeestamme ja keräämässä aiheesta kiinnostuneiden opettajien nimiä ja yhteystietoja. Tarkkasilmäisimmät ovatkin ehkä bonganneet LUKKI-koordinaattoreita listoineen niin Educassa kuin SUKOLin erilaisissa tapahtumissa. Nimiä kerätessämme myös kartoitimme, millaisia toiveita kieltenopettajilla on koulutuksista ja opiskelijatapahtumista, ja tulimme samalle luoneeksi mallin, jonka keskiössä on suomalainen vieraiden kielten opettaja.

Eri oppiaineiden kehittämistehtävälukiot lähestyivät tehtäväänsä hyvin erilaisilla tavoilla, ja painotukset vaihtelivat suuresti. Useimmat koulut päättyivät palkkaamaan hankkeilleen erillisen koordinaattorin, kun Helsingin Suomalainen Yhteiskoulu hankkeen johtaja Marja Jegorenkovin johdolla uskoi opettajien tietotaitoon ja osaamiseen. Niinpä toimintamme suunnittelusta ja toteuttamisesta onkin vastannut kymmenkunta koulumme lukion kieltenopettajaa, joiden kaikkien erityisosaamista hanke on päässyt tehokkaasti hyödyntämään.

Pieniä ja suuria tapahtumia

Näihin seitsemään vuoteen mahtuu valtavasti tapahtumia, sekä pieniä että suuria. Aika on kulunut nopeasti, ja jotenkin kaukaiselta tuntuvatkin jo vuodet, jolloin toimintaa piti radikaalisti sopeuttaa ja muuttaa koronarajoitusten iskettyä kouluihin ja ylipäätään yleisötapahtumien järjestämiseen. Suurista tapahtumista mainittakoon vuosina 2024–2025 Helsingissä järjestetyt LUKKI-koulutuspäivät, jotka keräsivät molempina vuosina 150 opettajaa kokonaiseksi päiväksi kouluttautumaan ja verkostoitumaan. Vähemmän opiskeltujen maailmankielten saksan, ranskan ja venäjän opettajien ja opiskelun tukeminen on ollut hankkeen

johtotähtiä, ja tästä aiheesta onkin järjestetty muun muassa yli sata asiantuntijaa kerännyt Venäjä-seminaari vuonna 2022 sekä suuri määrä satoja opettajia ja opiskelijoita ympäri Suomen tavoittaneita tapahtumia aina jatko-opintopäivistä macaron-leivontapajoihin. Hankkeen ainakin tällä erää viimeinen voimainponnistus ajoittuu toukokuulle 2025, kun Jyväskylässä järjestetään kehittämistehtävälukioiden yhteiset lukiopäivät, joille odotetaan yli 500 opettajaa ympäri valtakunnan.

Koulutusten ohella osallistuminen valtakunnalliseen koulutuspoliittiseen keskusteluun on ollut hankkeelle tärkeää. Vieraiden kielten opiskelun suosioon meteorin lailla iskenyt korkeakoulujen pisteitysuudistus sai aikaan valtavan palautevyöryn niin opettajilta kuin opinto-ohjaajiltakin, ja kovalla työllä onnistuimme raivaamaan itsemme mukaan keskeisiin pöytiin, kun tuhovoimaista pisteitysmallia lähdettiin nopeasti alkuperäisen julkaisemisen jälkeen uudistamaan. Vuonna 2024 toimintansa käynnistäneen SaRaVe-verkoston kanssa tehty yhteistyö on toinen hyvä esimerkki vaikuttamistyöstämme; vieraiden kielten tilanne tulee käsittelyyn perusopetuksen tulevaisuutta pohtivalle työryhmälle, jossa ei alun perin ollut vierailla kielillä edustusta ollenkaan.

Tätä tekstiä kirjoittaessani LUKKI-hankkeen jatko on vielä avoinna, tietoa lisärahoituksesta tai hankkeen jatkumisesta ei ole. Olisi sääli, jos vuosien aikana syntyneet verkostot ja hyväksi todetut toimintamallit pääsisivät rapistumaan eikä jatkoa seuraisi. Erityisen ikävää tämä olisi tietenkin kieltenopettajille sekä vähemmän opiskeltujen kielten lukio-opiskelijoille, mutta hankkeiden loppuminen lähettäisi ikävän viestin lukioihin ja laajemminkin suomalaiselle koulutuskentälle. Tammikuussa 2025 hankkeelle myönnetty Kari Sajavaara -tunnustuspalkinto valtakunnallisesti merkittävästä työstä vieraiden kielten puolesta on hieno

välitappi toivottavasti vähintään yhtä vimmalla ja voimalla jatkuvan LUKKI-hankkeen polulla!

Palkinto yhteiskunnallisesti merkittävästä työstä

Lähde: Kieliverkosto (The Finnish Network for Language Education Policies)

LUKKI ja M. J. palkittiin Jyväskylässä 17.1.2025 Kari Sajavaara -palkinnolla yhteiskunnallisesti merkittävästä työstä kielten alalla. Palkintoperusteissa todetaan, että LUKKI-hanke on edistänyt ansiokkaasti kieltenopetuksen ja etenkin vähemmän opiskeltujen kielten asemaa lukiossa.

LUKKI on konkreettisesti järjestänyt ja rahoittanut lukioden opettajille ja opiskelijoille tilaisuuksia tutustua kieliin ja kulttuureihin, käyttää ja oppia niitä. Hankkeessa on tuotettu materiaaleja ja lanseerattu opiskelijoille suunnattu ”Kielitietoinen on ja tekee, mitä haluaa” -kampanja. Lukion ops-perusteiden uudistuessa vuonna 2019 LUKKI-verkosto tarjosi uusien opetussuunnitelmien jalkauttamiseen koulutusta. Koronarajoitusten aikaan LUKKI järjesti teemawebinaareja ja tuki opettajia uudenaikaisissa työhaasteissa. Kielten pedagogiikkaa on hankkeessa ajateltu laaja-alaisesti: kieliä on yhdistetty merkityksellisiin osaamisen konteksteihin kuten yrittäjyyteen ja kansainvälisyyteen.

LUKKI on rakentanut laajaa yhteistyöverkostoa Opetushallituksen, Ylioppilastutkintolautakunnan, korkeakoulujen kieliasiantuntijoiden ja työelämän suuntaan muistuttaen kielten osaamisen merkityksestä. Hanke on ottanut kantaa ja osallistunut aktiivisesti kielikoulutuspoliittiseen keskusteluun. Viimeisin

voimannäyte tästä on marraskuussa 2024 järjestetty SaRaVe-seminaari, joka kokosi yhteen päättäjiä ja lehdistön edustajia keskustelemaan kielten osaamisesta.

Ilman LUKKI-verkoston tinkimätöntä tahtoa ja halua vaikuttaa lukioissa mahdollisuuksiin, motivaatioon ja tarpeisiin opiskella kieliä emme olisi nyt tilanteessa, jossa lukiokentältä on viime aikoina kuultu useita kieltenopiskeluun liittyviä positiivisia viestejä. Kiitos ja paljon onnea, LUKKI!

Kielikoulutuspolitiikan verkosto (Kieliverkosto) järjestää muistoluennon ja jakaa palkintoja vuosittain professori Kari Sajavaaran (1938–2006) kunniaksi.

CONFERENCE REPORTS

Semmelweis Medical Linguistics Conference 2025: Inclusivity and Diversity in Healthcare Communication Research Budapest, 23–24 May 2025

The third conference in the Semmelweis Medical Linguistics Conference (SMLC) series took place in Budapest on 23–24 May 2025, under the subtitle Inclusivity and Diversity in Healthcare Communication Research. Organized by the Institute of Languages for Specific Purposes at Semmelweis University, this international event continued its mission to foster academic discussion within the specialized and interprofessional field of medical linguistics, which bridges applied linguistics and medicine. With 185 participants from across the globe, the event highlighted the growing importance of healthcare communication research and its direct impact on patient safety, patient satisfaction and clinical outcomes.



The conference opened with a welcome address by Zoltán Benyó, President of the Doctoral Council at Semmelweis University who emphasized the important role of languages in medical research. Katalin Fogarasi, Conference Chair and Director of the Institute of Languages for Specific Purposes, then welcomed the participants and announced the forthcoming publication of the inaugural volume of Semmelweis Medical Linguistics Investigations, the first academic series exclusively dedicated to research in medical linguistics, published by the Peter Lang Publishing House in Switzerland.



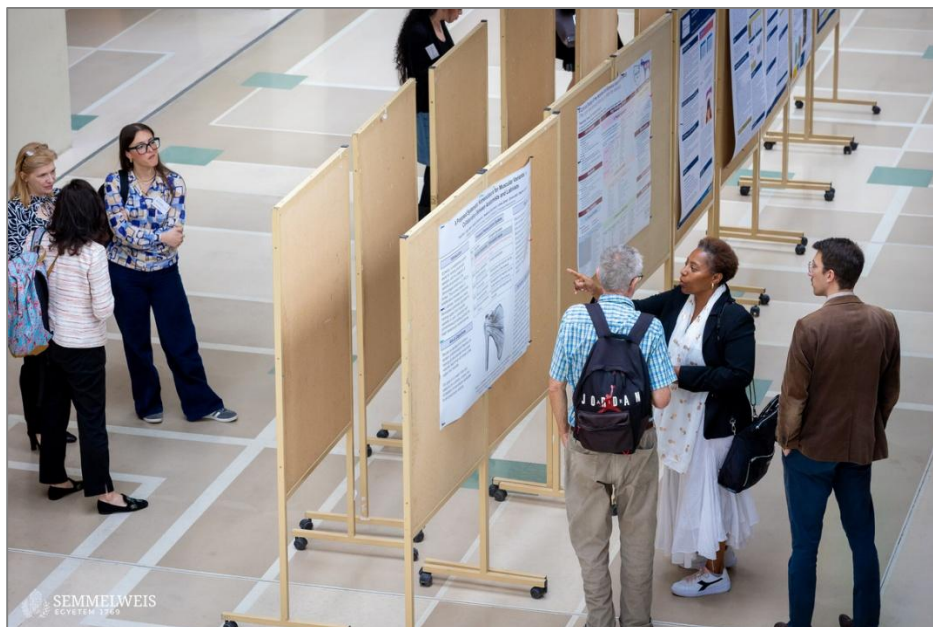
The conference featured four plenary speeches, each addressing key aspects of communication in healthcare. Janusz Janczukowicz (Medical University of Lodz, WHO Pan-European Leadership Academy, AMEE) reflected on the pivotal role of communication in building trust among patients, professionals, and institutions,

the so-called “Triangle of Trust” in healthcare systems. Elena Semino (Lancaster University, UK) discussed metaphor usage in vaccination discourse, analyzing how figurative language can both shape and reflect public attitudes. Kristin Bührig (Universität Hamburg, Germany) examined the challenges of interpreting in multilingual medical contexts, highlighting the need for professionalization and inclusive practices. Anthony Young (Columbia University, USA), in cooperation with Tara Novie, delivered an engaging hybrid session on involving simulated participants (SPs) to teach health sciences and medical students how to communicate bad news, including a live demonstration of an SP-led scenario.

Over two days, the conference hosted nineteen parallel sessions, organized around current challenges in healthcare communication research and practice. Presentations spanned a wide range of linguistic and educational perspectives. Doctor – patient interaction and pragmatics sessions examined how power dynamics, empathy, and first-person narratives influence diagnostic accuracy and patient engagement. Papers on AI and machine translation in healthcare critically assessed the role of neural machine translation (NMT), large language models (LLMs), and AI-based tools in medical translation, including their risks, benefits, and pedagogical implications. Contributions in languages for specific purposes (LSP) and English for Healthcare Purposes explored innovations in teaching strategies, including the use of bioethical case studies, argumentation techniques, and cross-border medical English instruction. The terminology and lexicography strand included papers on specialized lexicography, brand name evolution in pharmaceuticals, and the role of terminology in criminal forensic documentation. Sessions on multilingualism and inclusivity highlighted the experiences of marginalized groups (e.g., deaf patients,

migrants), examined gendered and identity-based aspects of discourse, and proposed frameworks for improving accessibility and empathy in public health communication. Onomastics and anatomical nomenclature drew on historical and comparative analyses of naming conventions, bridging medical history, Latin studies, and terminological standardization.

In addition to paper presentations, the conference offered practical workshops on storytelling, verbal and non-verbal cues in cross-cultural medical encounters, Latin text analysis for medical students, and innovative ESP (English for Specific Purposes) instruction in diverse national contexts. The poster session showcased a wide spectrum of empirical research. Topics ranged from narrative medicine in aphasia rehabilitation and terminology in autopsy reports, to proposed systematic nomenclatures for muscular variants and hedging strategies in oncological consultations.



The success of SMLC 2025 was made possible by the generous support of the Occupational English Test (OET), Peter Lang Verlag, Klett Publishing, Express Publishing, Libra Books, and Leonardo Hotel Budapest. The rich social program, including a conference dinner and a Hungarian craft beer tasting, offered participants valuable opportunities for informal exchange and networking in a convivial setting.

The SMLC series has rapidly become a leading forum for scholars and professionals engaged in medical linguistics and healthcare communication. The 2025 conference once again demonstrated that medical linguistics goes beyond terminology or translation: it is a human-centered discipline that enhances clarity, empathy, and equity in healthcare interactions. The Institute of Languages for Specific Purposes at Semmelweis University looks forward to welcoming participants again in 2026 to discuss the latest research results in medical linguistics.

Photo courtesy of Boglárka Zellei, Semmelweis University

FORTHCOMING EVENTS

AFMLTA International Languages Conference



AFMLTA International
Languages Conference



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

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

Date: 11–13 July 2025

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

Email: conference@afmlta.asn.au

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

[Draft conference program](#)

32nd BETA Annual International Conference



The Bulgarian English Teachers' Association (BETA) and the University of National and World Economy are pleased to invite you to the 32nd BETA Annual International Conference.

Dates: 27 September-28 September 2025

Theme: "ELT Horizons: Trends, Challenges, and Opportunities"

Venue: Sofia, Bulgaria

Email: beta.iateflbg@gmail.com

Speaker proposal deadline: 30 June 2025

For speaker proposal forms, fees and accommodation visit:

<https://docs.google.com/forms/d/17HNgkeKJ2knWf7JKBfi94xE1D0wnCBEIfdlu-78BII/edit?pli=1> and check <http://www.beta-iatefl.org>

As usual, internationally prominent professionals in the field of ELT are invited as keynote speakers and workshop leaders. A book exhibition of major ELT publishers and service providers will accompany the conference.

Confirmed plenary speakers:

Alexandra Jevtovic, University of Novi Sad, Serbia

Kenewood Hill, British Council

Rob Howard, IATEFL Poland President

Svetlana Dimitrova-Gyuzeleva, New Bulgarian University, Bulgaria

Sylvia Velikova, University of Veliko Tarnovo, Bulgaria

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

ENGLISH

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

<https://www.philol.msu.ru/~engdep/department/&https://lateum.philol.msu.ru/>

Social media:

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

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

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

https://vk.com/lateum_msu

ESPERANTO

Internacia Ligo de Esperantistaj Instruistoj (ILEI)

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

GERMAN

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

www.idvnetz.org

RUSSIAN

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

<https://ru.mapryal.org>

NATIONAL UNILINGUAL ASSOCIATIONS

BULGARIA

Bulgarian English Teachers' Association (BETA)

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

COLOMBIA

Asociación Colombiana de Profesores de Inglés (ASOCOPI)

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

IRELAND

Association Irlandaise des Professeurs de Langue Française (AIPLF)

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

SOMALIA

Association of Teachers of English in Somalia (ATES)

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

Writing for the FIPLV Newsletter

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

Notes for Contributors

- The length of your article may vary: short contributions of 300 – 800 words are as good as long ones of up to 1200 words (e.g. for book reviews).
- Text of the article: Calibri, 14 points, with 1.5 spacing.
- Headings and subheading: Calibri, 20 points, bold, centred; first letter capitalised.
- Tables, figures or diagrams should be numbered accordingly and included in the relevant part of the text. Each should have an explanatory caption.
- Send us your article in MS Word format.
- Please, check the deadlines of the forthcoming issues and submit your contribution by the respective date:
 1. Winter Issue – due 10 January
 2. Spring Issue – due 10 May
 3. Autumn Issue – due 10 October

We are looking forward to your contributions.

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