



TEACHING FOREIGN LANGUAGES IN THE 21ST CENTURY

Challenges, opportunities and pathways for action



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Promoting excellence in language education
Pour l'excellence dans l'éducation aux langues

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Key message of this presentation

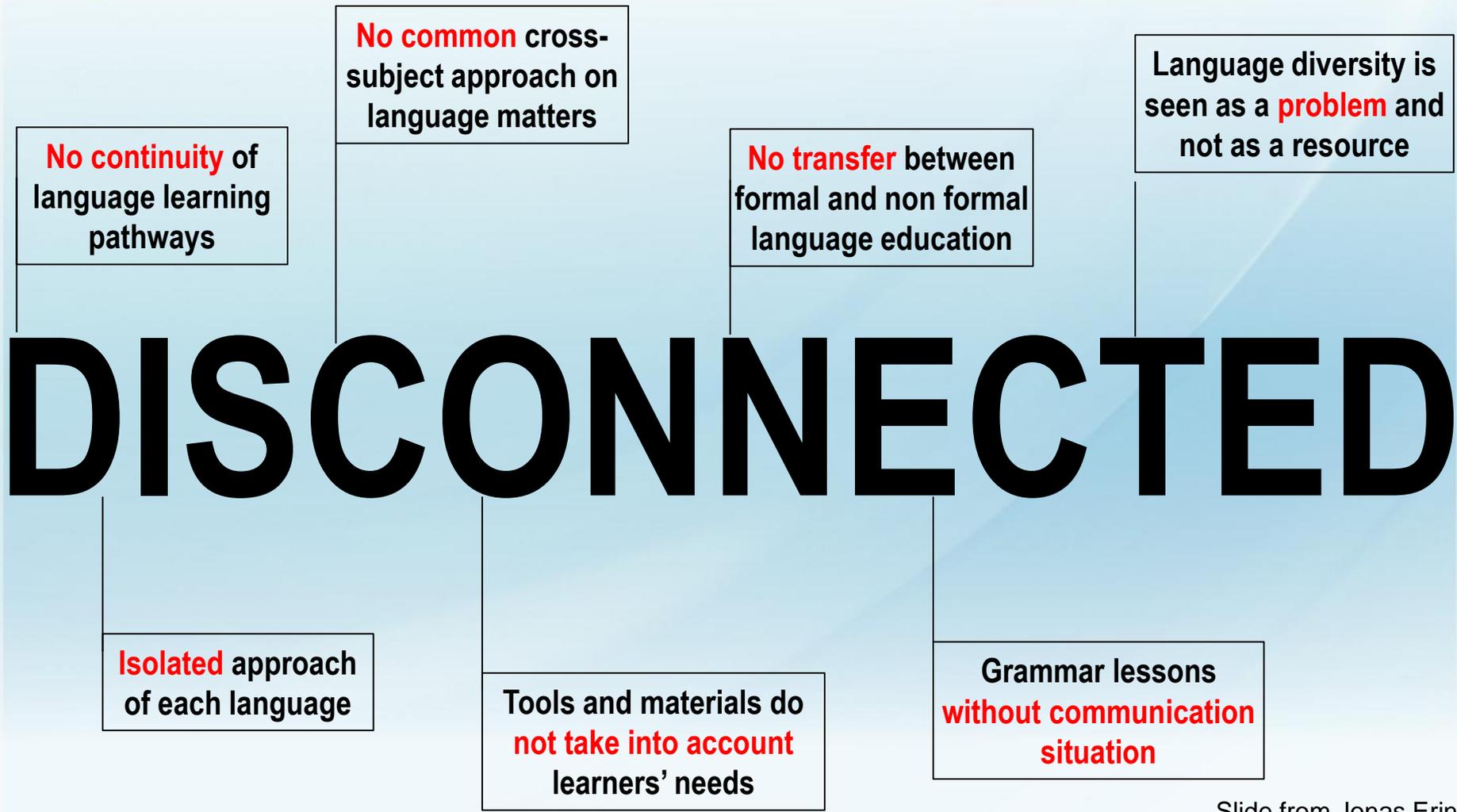
Teaching foreign languages in the 21st century is about *building bridges*.

Building bridges offers opportunities.

Building bridges is a challenge.



Building bridges opens pathways for action.



Slide from Jonas Erin



Building bridges between

- policy and practice
- local, national, European developments
- teachers of different languages
- language and subject competences of learners





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Building bridges between policy and practice

Language learning for democracy

- Securing democracy through education
- Securing democracy through language education



**NO HATE
SPEECH
MOVEMENT**



Dealing with
propaganda,
misinformation
and fake news



REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE

Values

- ❖ Valuing human dignity and human rights
- ❖ Valuing cultural diversity
- ❖ Valuing democracy, justice, fairness, equality and the rule of law

Attitudes

- ❖ Openness to cultural otherness and other beliefs, world views and practices
- ❖ Respect
- ❖ Civic-mindedness
- ❖ Responsibility
- ❖ Self-efficacy
- ❖ Tolerance of ambiguity

Competence

- ❖ Autonomous learning skills
- ❖ Analytical and critical thinking skills
- ❖ Skills of listening and observing
- ❖ Empathy
- ❖ Flexibility and adaptability
- ❖ Linguistic, communicative and plurilingual skills
- ❖ Cooperation skills
- ❖ Conflict-resolution skills

Skills

- ❖ Knowledge and critical understanding of the self
- ❖ Knowledge and critical understanding of language and communication
- ❖ Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

Knowledge and critical understanding

Valuing cultural diversity

Values

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- ❖ Valuing cultural diversity
- ❖ Valuing democracy, justice, fairness, equality and the rule of law

Openness to cultural otherness

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Knowledge and critical understanding

Linguistic, communicative and plurilingual skills

Knowledge and critical understanding of language and communication

REFERENCE FRAMEWORK
OF COMPETENCES
FOR DEMOCRATIC CULTURE

Volume 2
Descriptors of competences
for democratic culture



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Building bridges between local, national, European developments

Communities of practice...

- exist at all levels
- empower - inspire – innovate

„I had the opportunity to work with the most experienced and engaged colleagues across Europe and beyond. We shared knowledge and insights into diverse socio-cultural realities as they impact on learning, teaching and language. The lessons I have learnt are among the most valuable of my career both as a professional and as a person. ”

Mathilde Grünhage-Monetti
www.ecml.at/languageforwork





Building bridges between local, national, European developments

What communities of practice can do:

- Empowering teachers
 - professional development
 - action research





Action research communities for language teachers

- OVERVIEW
- GETTING INTO ACTION RESEARCH
- RESOURCES AND ACTIVITIES
- SUCCESS STORIES
- GLOSSARY AND BIBLIOGRAPHY

Getting into action research

The ARC-Spiral is intended to help you to start out on action research:



www.ecml.at/actionresearch



Building bridges between local, national, European developments

What communities of practice can do:

- Inspire by sharing expertise





Inspiring language learning in the early years

Why it matters and what it looks like for children age 3-12

Inspiring stories about language learning

Here you will find successful language learning experiences that may be wholly or partly transferrable to your particular context, despite having taken place in an educational situation that is different from your own. For a better overview, these stories are divided into 3 age groups: 3 to 6 years, 6 to 9 years and 9 to 12 years.

Age 3-6 years



1001 stories to tell



Let's beat the hungry monster



Let's play and talk together



One, two, trois, quatre, fünf, sechs

www.ecml.at/inspiringearlylearning



Building bridges between local, national, European developments

What communities of practice can do:

- Innovate, for example adapt promising practice



2019. aasta üritused

Euroopa keeltepäeva keeleväljakutse

Euroopa keeltepäeva T-särgi võistlus



Sel aastal esitame Euroopa keeltepäeva puhul kõigile huvilistele keeleväljakutse!

Taskuraamatus ära toodud 51 väljakutset julgustavad keeleõppijaid uusi asju proovima ning ära kasutama arvukaid võimalusi keeleoskuse arendamiseks ja keelte kohta õppimiseks, mida pakub meile elu väljaspool keeletundi. Taskuraamatus on lihtsamaid väljakutseid, mis ei võta väga palju aega. [Find out more](#)



Saatke meile oma disain/pilt/joonistus ja see võib jõuda keeltepäeva ametlikule T-särgile! [Rohkem infot](#)

Või ostke Euroopa keeltepäeva [T-särk](#).

NEW Mis keel see on?

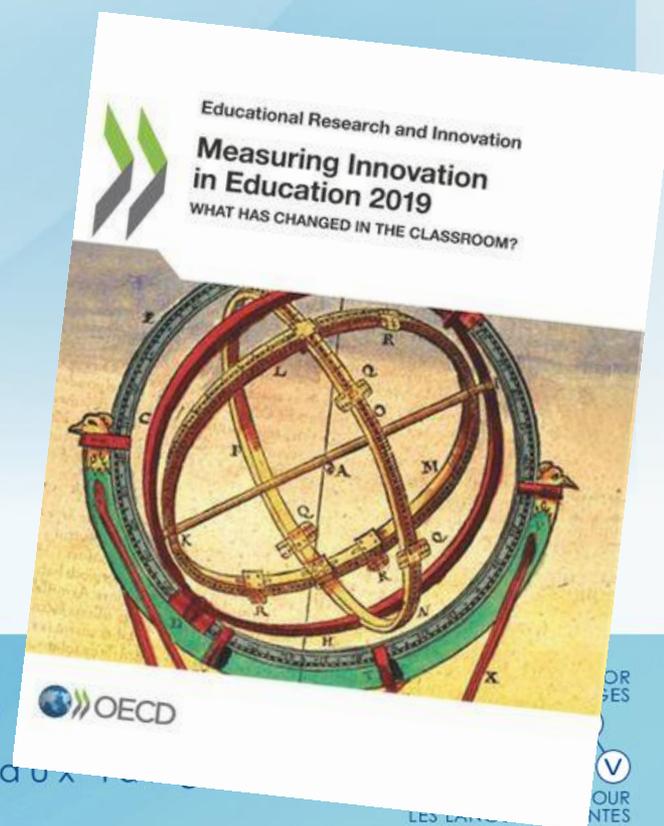
See olukord on meile kõigile tuttav: kuuled bussis, kohvikus või tänaval kahte inimest võõrkeeles rääkimas ja mõtled, mis keel see on. Harjutame selleks olukorraks, et järgmine kord arvaksid keele vaevata ära!

[View page](#)



Building bridges between local, national, European developments

... for innovation – because teachers are key to innovation in language education.





Building bridges between

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- language and subject competences of learners



Building bridges between teachers of different languages

Euroop keelepõpe raamdokumnet: õppimine, õpetamine ja hindamine
Common European Framework of Reference for Languages

Social value of linguistic diversity

Plurilingual profile of individual learners

Task-based and action-oriented approach

To meet communicative needs



CEFR
Common European Framework
of Reference for Languages
www.coe.int/lang-CEFR

Challenges monolingual attitudes

 **CEFR Companion Volume with New Descriptors** (2018) including Sign Languages



Building bridges between teachers of different languages

Plurilingual education

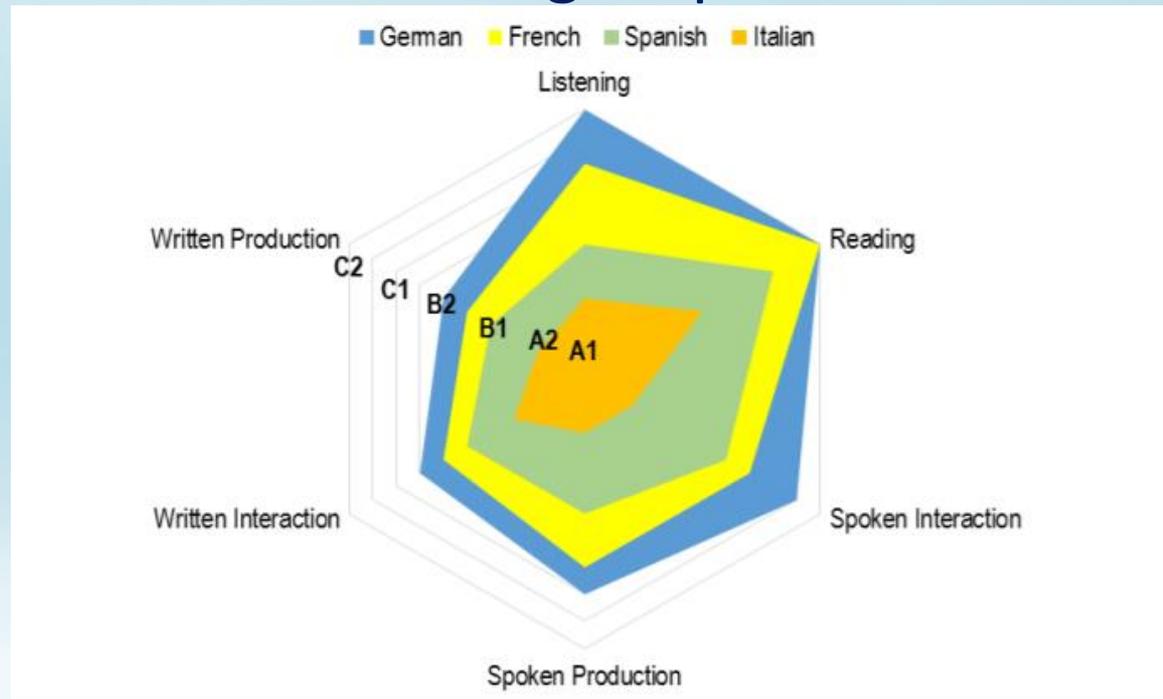
The learner

“builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact”

CEFR; Council of Europe 2001, p. 4

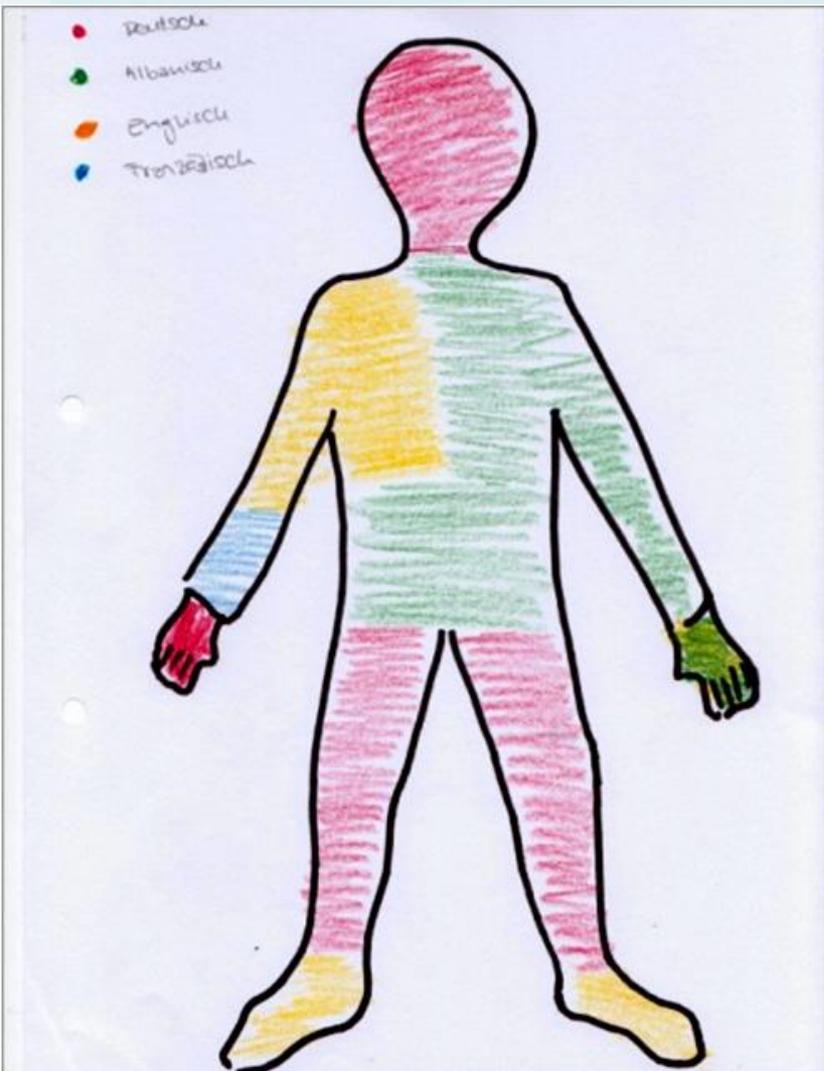
Building bridges between teachers of different languages

Plurilingual profile



CEFR companion volume; Council of Europe 2018, p. 39

Building bridges between teachers of different languages



Plurilingual profile

Teaching the language of schooling in the context
of diversity

Study materials for teacher development

<http://maledive.ecml.at>

nce in language education
ans l'éducation aux langues



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Building bridges between language and subject competences of learners

Developing language awareness in subject classes

www.ecml.at/languageinsubjects

language
in subjects

Language skills for successful subject learning

CEFR linked descriptors for mathematics and history/civics

www.ecml.at/language-descriptors

language
descriptors

➤ What is the role of foreign language teachers in this context?



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du Conseil de l'Europe

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A teacher affects eternity; he can never tell where his
influence stops.

Henry Adams



Aitäh!

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