



TRANSVERSAL COMPETENCES IN FOREIGN LANGUAGE EDUCATION
AN ECML THINK TANK
8th-9th FEBRUARY 2022

Themes

A. Orientation

B. Concepts and frameworks

Aims:

- to explore together ways in which learners' transversal competences are being - and could be - developed as part of (foreign) language education
- to consider how existing competence frameworks (Council of Europe's RFCDC, EU Framework, UN Agenda 2030, OECD Agenda 2030, UNESCO, etc) might assist language professionals in selecting transversal competences and incorporating them in the design of curricula, the development of pedagogies and the creation of teaching materials

C. Taking stock of transversal competences in European education

Aims:

- to examine the role of transversal competences in language policy and curriculum design in member states
- to consider the role played by teacher education in supporting the implementation of transversal competences
- to collect examples of good practice relating to transversal competences in language teaching and teacher education

Outputs:

- an overview of current educational policy and practice in this area in member states
- examples of classroom activities for incorporating transversal competences

D. Moving forward

Aims:

- to explore, and find solutions to, the challenges of incorporating transversal competences in language education

Outputs:

- some guidelines for language teachers and teacher educators to help them incorporate transversal competences in foreign language education
- suggestions for key areas to be the focus of a follow-up project

DAY 1	
08.15 – 09.00	Registration
	Theme A: Orientation
09.00 –09.50	1. Welcome, introductions and aims of the think tank
	Theme B: Concepts and frameworks
09.50-10.30	<p>2. Towards a shared understanding of transversal competences</p> <p>What are transversal competences? What frameworks exist and how useful are they? Discussion of questionnaire findings Q7: <i>Are educational policy documents or frameworks referred to? If so, which?</i></p>
10.30 – 11.00	Coffee break
	Theme C: Taking stock of transversal competences in European education
11.00 – 12.30	<p>3. Transversal competences in national/school curricula</p> <p>How are transversal competences dealt with in curricula in specific member states? Discussion of questionnaire findings: Q6: <i>Are transversal competences covered in foreign language and/or teacher education curricula in your context?</i> Q8: <i>Are transversal competences also dealt with in the curricula for other subjects such as history, geography, science, etc?</i></p>
12.30 -14.00	Lunch break
14.00 – 15.30	<p>4. Participants' experience of working with transversal competences</p> <p>How have language professionals in member states attempted to implement transversal competences in their teaching? Discussion of questionnaire findings Q10: <i>Do you have personal experience of working on transversal competences in foreign language lessons or in teacher education?</i></p>
15.30 – 16.00	Coffee break
16.00 – 16.45	<p>5. Pulling things together – points that have emerged during the day</p> <p>Transversal competences and Council of Europe priorities Selection/highlighting of frameworks Prioritising transversal competences for foreign language teaching</p>
16.45 – 17.00	Participants' feedback on the day and preview of day 2

Day 2	
09.00 – 09.15	Review of the previous day, overview of the day's programme
09.15 - 10.30	<p>6. Teacher education and teacher development</p> <p>How have teacher educators in member states attempted to implement transversal competences in their pre- and in-service programmes.</p> <p>Discussion of questionnaire findings Q11: <i>Have you or your colleagues received or given training or participated in professional development that focuses on transversal competences?</i></p>
10.30 – 11.00	Coffee break
	Theme D. Moving forward
11.00 – 12.30	<p>7. Opportunities and challenges in working on transversal competences in foreign language education</p> <p>Key issues and challenges based on what has emerged from think tank and participants' experience</p>
12.30 – 14.00	Lunch break
14.00 – 15.30	<p>8. Recommendations/guidelines for language teachers and teacher educators</p> <p>Recommendations and guidelines for incorporating transversal competences in language education based on discussions</p> <p>Future ECML project – possible aims, target group(s), outputs</p>
15.30 – 16.00	Coffee break
16.00 – 17.00	<p>9. Concluding presentation and ways forward</p> <p>Discussion of questionnaire findings Q12: <i>Do you expect to have opportunities in the future to work on transversal competences in your language teaching or language teacher education?</i></p> <p>Action plans – dissemination, setting up of networks, etc</p> <p>Evaluation of the event, outlook and closing</p>