

## Approaching global language education

Classify these proposals according to their importance for language learning  
from the most (1) to the least (10) important

<b>A</b>	Foster multilingual use of social networks Develop digital Literacy and BYOD (bring your own device) Approaches	
<b>B</b>	Value foreign language skills through certification Develop learners' communication skills	
<b>C</b>	Give learners the opportunity to access a network of foreign partners Finance international mobility experiences	
<b>D</b>	Set up intercultural training situations close to reality Give learners a real intercultural mediator role	
<b>E</b>	Establish a positive school climate for personal development Build self-esteem and learner autonomy	
<b>F</b>	Sensitise all the educational team to language matters Develop a whole-school language project	
<b>G</b>	Encourage translanguaging practices and help learners manage their own plurilingual repertoire	
<b>H</b>	Promote reflexive approaches to learning in general Develop a learning memory tool (e.g. portfolio)	
<b>I</b>	Establish multilingual classes Develop CLIL classes	
<b>J</b>	Promote inductive learning experiences of languages. Give learners the opportunity to use foreign languages in complex tasks and project approaches.	

Now combine these different propositions (A to J) with the following five entries of the matrix and identify what already exists in your context

	Propositions (A to J)	Your context
<b>1. Language and languages</b> <i>operational dimension</i>		
<b>2. Valuing languages</b> <i>ethical dimension</i>		
<b>3. Interculturality</b> <i>experience dimension</i>		
<b>4. Enriching curricula</b> <i>curricula based dimension</i>		
<b>5. Everyday languages</b> <i>existential dimension</i>		

Decide now what should be developed in your school