

**FOREIGN LANGUAGE SKILLS AS PART OF A
BALANCED EDUCATIONAL LIFECOURSE AND
A HOLISTIC, INTERSECTORAL
DEVELOPMENT AGENDA**



**HIGHER EDUCATION, LIFELONG LEARNING
AND THE ACHIEVEMENTS OF THE UN
SUSTAINABLE DEVELOPMENT
GOALS**

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MELLEARN AND BUDAPEST BUSINESS SCHOOL

ÉVA SZEDERKÉNYI

OUTLINE



- I. English as a *killer language* or *lingua franca*
- II. English in a globalized world - The world's largest ranking of countries by English skills
- III. Global challenges
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Tyrannosaurus rex, the ‘killer language’ 1



**ENGLISH HAS BEEN CHARACTERIZED
AS A *TYRANNOSAURUS REX* , THE
‘KILLER LANGUAGE’**

(SKUTNABB – KANGAS 2000, PHILLIPSON 1992)

Tyrannosaurus rex, the ‘killer language’ 2



**AN ALTERNATIVE SCENARIO:
ENGLISH AS A FOREIGN LANGUAGE
(EFL) IS CREATING A COMMON
STANDARD FOR COMMUNICATION
THAT WILL PROMOTE GREATER
UNDERSTANDING AND TRANSPARENCY
AMONG PEOPLES IN THE REALMS OF
INTERNATIONAL RELATIONS, TRADE,
AND CULTURAL EXCHANGE**

(WALKER 2009).

English as '*lingua franca*'



**IN THIS CASE, ENGLISH HAS BEEN
CHARACTERIZED AS A UNIFYING
LINGUA FRANCA, 'THE ANTIDOTE TO
THE CURSE OF BABEL'**

(WENDEL 2015)

In a globalized world in which language skills are essential there are significant challenges:



- How can language learning in school – in addition to its contribution to quality education – equip learners to acquire the language skills they will need in their working lives?
- How can companies best organize language training to meet the changing needs of the market place?
- How can we convince companies of the benefits, both for themselves and their employees, of a positive attitude towards plurilingualism and intercultural competences?
- What technological and human resources are available for traditional and non-traditional learning (e.g. volunteers working with migrants)?



English skills

The world's
largest
ranking of
countries by
English skills

<https://vimeo.com/111098263>

**UNESCO GRALE III. LOOKING AHEAD TO 2030: HOW
ALE CAN EQUIP PEOPLE, STAKEHOLDERS AND
INTERSECTORAL AGENTS TO MEET
THE ABOVE CHALLENGES**



ALE :

- **CONTINUOUSLY UPDATE THEIR
KNOWLEDGE AND SKILLS**
- **MAINTAINING ABILITY TO
CONTRIBUTE AS
HEALTHY AND
PRODUCTIVE MEMBERS OF SOCIETY.**

UNESCO Grade III Sustainable Development Goal 4 targets



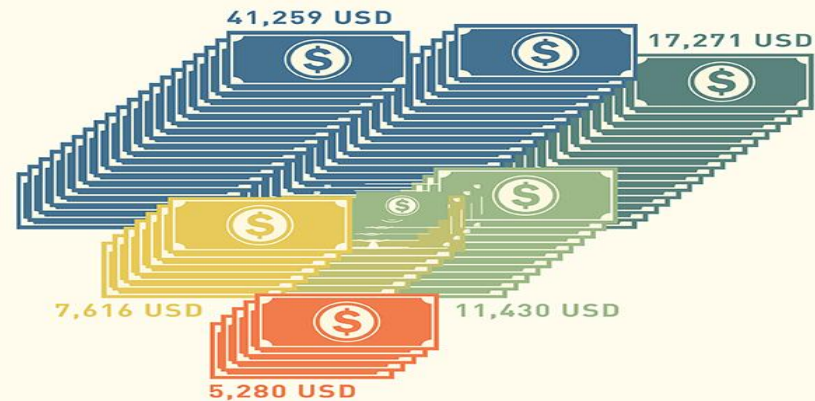
Of the seven targets under Sustainable Development Goal 4, from my perspective the following two relate directly to ALE and foreign language competences:

- Target 4.4 calls on countries to provide more people with the skills they need to find **decent jobs**.
- Target 4.7 covers education for sustainable development, human rights, gender equality, peace and **global citizenship**.

Target 4.4

Target 4.4
calls on
countries to
provide
more people
with the skills
they need
to find *decent*
jobs.

THE BETTER A COUNTRY'S ENGLISH,
THE MORE MONEY ITS PEOPLE MAKE



EF English Proficiency Bands:

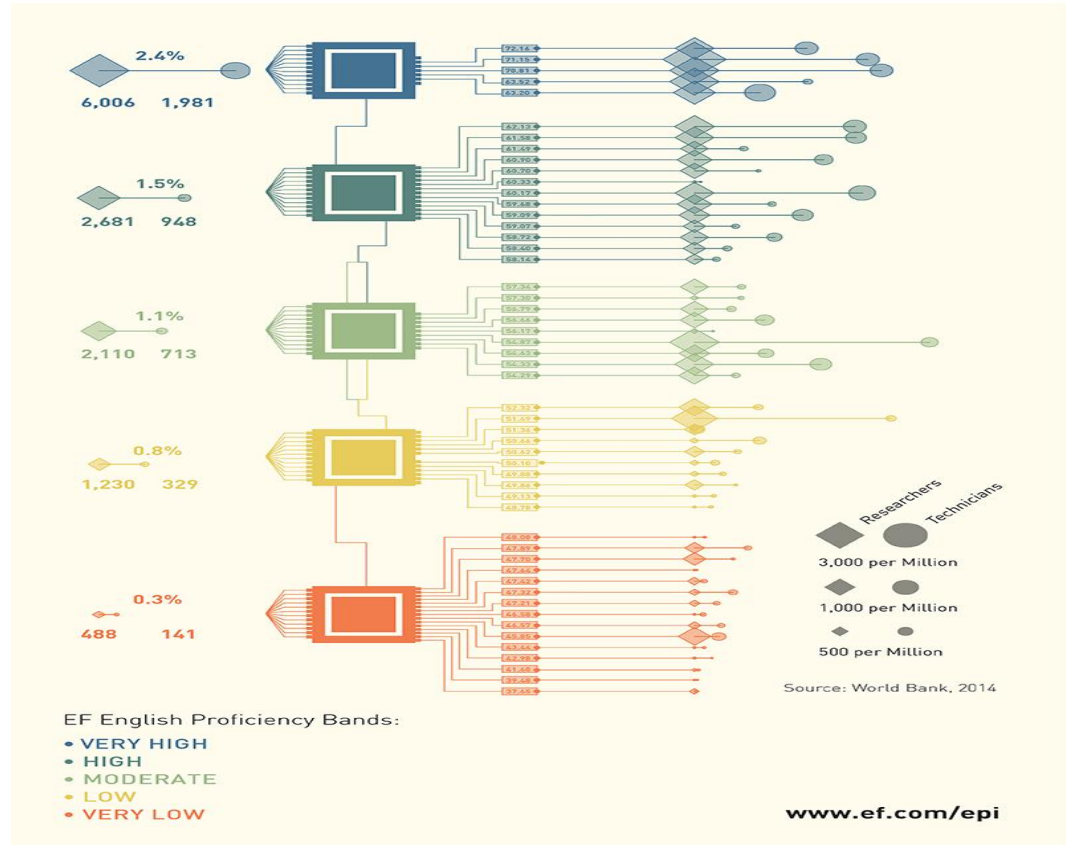
- VERY HIGH
- HIGH
- MODERATE
- LOW
- VERY LOW

www.ef.com/epi

Target 4.7

Target 4.7 covers education for sustainable development, human rights, gender equality, peace and global citizenship.

THE BETTER A COUNTRY'S ENGLISH, THE MORE IT INNOVATES



GRALE III



6.2.2 ALE IS PART OF A BALANCED EDUCATIONAL LIFE COURSE

- Adults who have received basic education will need continuous learning in order **to keep their skills up-to-date**. Particularly foreign languages competences are required.

6.2.3 ALE IS PART OF A HOLISTIC, INTERSECTORAL SUSTAINABLE DEVELOPMENT AGENDA

- The Education 2030 framework for Action calls for **whole-of government approaches** to education. This means that ALE would need to be made an integral component.

Foreign language competences in the EU 1



THE EUROPEAN COMMISSION:

- **TO PROMOTE LANGUAGE LEARNING AND LINGUISTIC DIVERSITY ACROSS EUROPE SO AS TO IMPROVE BASIC LANGUAGE SKILLS.**
- **AMBITIOUS GOAL: ENABLING CITIZENS TO COMMUNICATE IN 2 LANGUAGES OTHER THAN THEIR MOTHER TONGUE. THIS "BARCELONA OBJECTIVE " WAS AGREED IN 2002.**



Hungary's English skills

Hungary is
18th of 72
countries
(2016).

17th is Serbia,
19th is
Argentina

<http://www.ef.co.hu/epi/regions/europe/hungary/>

Foreign language competences in the EU 2



**THE 2008 COMMUNICATION
"MULTILINGUALISM - AN ASSET FOR EUROPE
AND A SHARED COMMITMENT:**

- **HELPING EU COUNTRIES DEVELOP NEW EDUCATIONAL TOOLS TO ENSURE THAT SCHOOL-LEAVERS HAVE BETTER LANGUAGE SKILLS;**
- **GATHERING DATA TO MONITOR PROGRESS IN LANGUAGE TEACHING AND LEARNING UAGE TEACHING AND LEARNING.**



Among adults aged 25 to 64, the proportions of those stating that they knew at least one foreign language differed greatly among the Member States, with the highest shares recorded in Luxembourg (99%), Lithuania (97%), Latvia (95%), Denmark (94%), Slovenia and Sweden (both 92%), and the lowest in **Hungary** (37%), Bulgaria (39%) and Spain (51%).

Adults' self-perceived² language knowledge, 2011
(persons aged 25-64)

	Foreign language stated as the best-known in the country	Breakdown by level of knowledge for persons speaking the language stated as the best-known in the country (%)			Share of the population aged 25-64 stating they know at least one foreign language
		Proficient	Good	Fair	
EU28*	English	20	35	45	66
Belgium	English	25	41	33	58
Bulgaria	English	21	35	45	39
Czech Republic	English	22	42	37	69
Denmark	English	36	36	28	94
Germany	English	16	34	50	78
Estonia	Russian	29	45	26	86
Ireland	:	:	:	:	:
Greece	English	19	38	43	56
Spain	English	19	42	40	51
France	English	13	38	49	59
Croatia	:	:	:	:	:
Italy	English	10	26	64	60
Cyprus	English	41	34	25	84
Latvia	Russian	68	25	7	95
Lithuania	Russian	47	29	24	97
Luxembourg	German	77	14	10	99
Hungary	English	25	31	44	37
Malta	English	53	27	20	89
Netherlands	English	36	45	19	86
Austria	English	24	39	37	78
Poland	English	17	34	49	62
Portugal	English	23	36	41	56
Romania	English	17	32	52	74
Slovenia	English	31	41	28	92
Slovakia	Czech**	42	35	24	85
Finland	:	:	:	:	:
Sweden	English	43	36	21	92
United Kingdom	:	:	:	:	:
Norway	English	47	39	14	96
Switzerland	English	19	67	14	88
Serbia	English	23	34	44	63

Source: 2011 EU-Adult Education Survey

Adults' self perceived language knowledge 2011 (EU- Adult Education Survey 2011)

Best practices 1 – Hungary, UK



HUNGARY AND THE UNITED KINGDOM HAVE ALSO DEVELOPED CAMPAIGNS AIMING TO BOOST THE DIGITAL SKILLS OF THE ADULT POPULATION. INTERESTINGLY, IN BOTH CASES, THE METHODOLOGY INCLUDES A LOCAL CAPACITY-BUILDING APPROACH, I.E. TRAINING LOCAL PEOPLE AS MENTORS.

Best practices 2 – Hungary, UK



THE CAMPAIGN ENCOURAGES STUDENTS (ALE) TO DEVELOP THEIR BASIC ONLINE SKILLS. HUNGARY HAS ESTABLISHED A NETWORK OF 800 MENTORS WITHIN AN EU-FUNDED PROJECT. THEY ARE RESPONSIBLE FOR RECRUITING AND MOTIVATING PEOPLE TO REGISTER IN ICT AND **FOREIGN LANGUAGE** COURSES FINANCED FROM EU FUNDS. BETWEEN DECEMBER 2012 AND JANUARY 2014, AROUND 100 000 PEOPLE STARTED A COURSE SPONSORED BY THE PROJECT.

EU action plans for language competences

"Barcelona objective " 2002

- **The European Council** (March 2002) called for action "to improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age", and for an indicator of language competence, enabling citizens to communicate in *2 languages other than their mother tongue.*

ET 2020

- Building on the experience with the **Common European Framework of References** outside the EC domain, language teaching experts have been taking part in the ET2020 working group since September 2014 and will help *develop frameworks for digital and entrepreneurial skills.*

Summary 1 – Global and local



EU targets (glocal)

- Foreign language teaching in many EU countries remains inadequate.
- **improving the efficiency of language teaching in schools**, let them be English, the ‘killer language’ or any official languages of the EU. How?

UNESCO Grate III (global)

- LLL in Language learning EFL plays a major role in Adult Education (ALE) to facilitate a balanced educational lifecourse while being part of a holistic, intersectoral sustainable development agenda (in compliance with UNESCO Grate III, 6.2.2 and 6.2.3).

Summary 2 - Local



**FOR MORE EFFICIENCY: IN
NON-FORMAL EDUCATION
FROM FOREIGN LANGUAGE
TEACHING (E.G. ENGLISH)
SHIFT FOCUS TO CONTENT
LANGUAGE LEARNING (CLL)**

My access



ÉVA SZEDERKÉNYI
(P. DIPL. EDU, TRINITY COLLEGE, UNIVERSITY
OF DUBLIN)
ESZEDERKENYI@GMAIL.COM

Thank you for your attention!

