

EngLife: Strengthening Teachers' Digital Readiness for a Lifetime English Language Education

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This project is co-funded by the European Union

Language Education Learning, Teaching, Training Activity - C1

Exchanging good practice on language teaching and learning in highly volatile times

The Global Teaching Environment

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- A language soup...
- Why: the earlier in life children have an international experience and environment the more likely they will be international in their further studies and career.



The Global Context for Teaching and Learning

1. Internationalisation of secondary education in post-COVID pandemic times
2. Intercultural competence as key competence for life and work now and in the future
3. Intergenerational teaching and learning

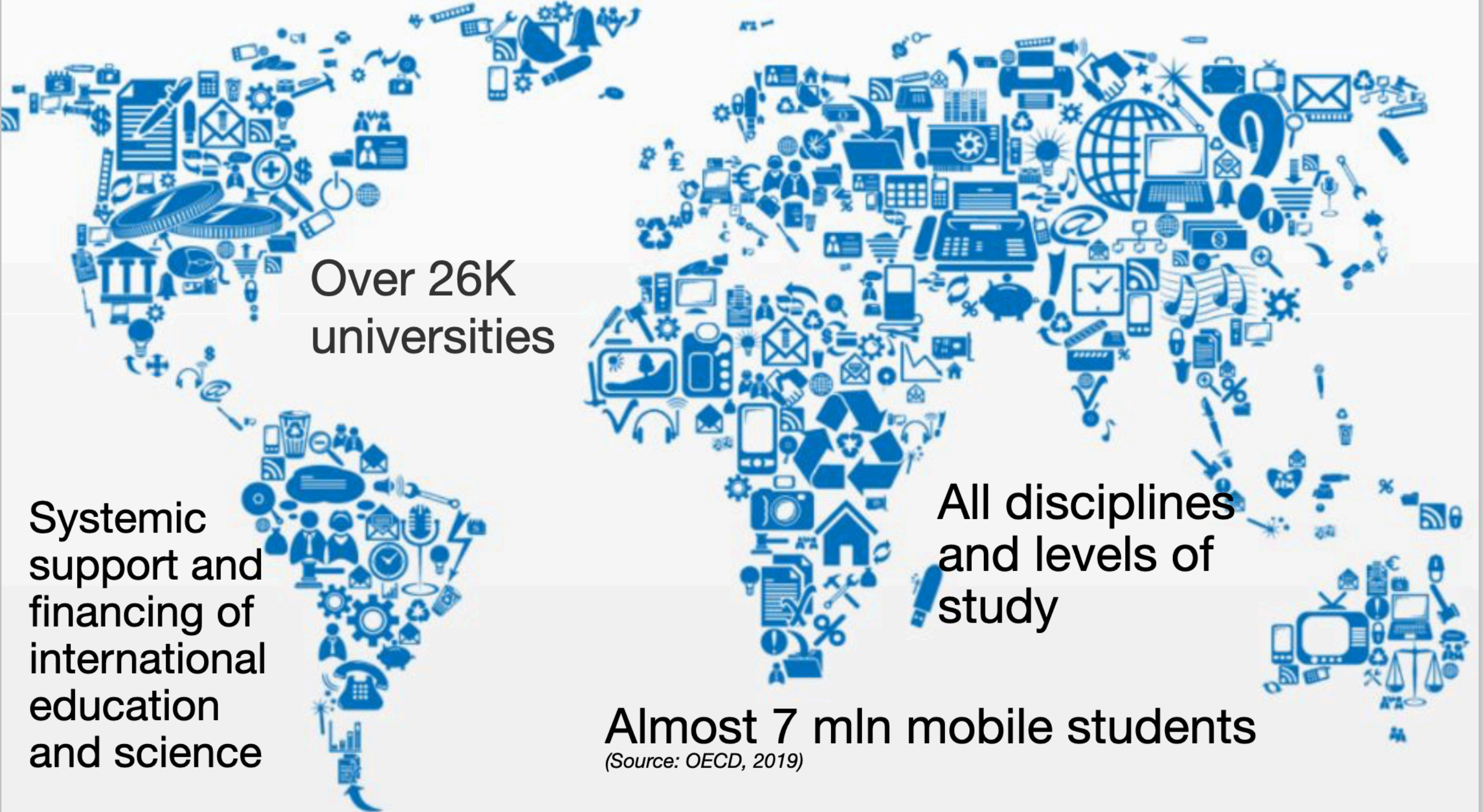


1. Internationalisation of secondary education

- The number of secondary and even elementary students who travel abroad to have access to international education is growing.
- Who do these children become? Are they already global citizens?
- And what of those children who at the moment do not have access to international education?
- How do we, as educators, give them the chance to actively participate in the global space of learning and working?
- Why is this even important?



The World



Over 26K
universities

Systemic
support and
financing of
international
education
and science

All disciplines
and levels of
study

Almost 7 mln mobile students

(Source: OECD, 2019)

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Internawhat...?

“Internationalisation at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of ~~postsecondary~~ education”.

Jane Knight, 2015



Internationalisation

As a result, the purpose, goals, meanings, and strategies of education constantly change.

Shaped and reshaped



Dynamic

Affects education organisation, staff and students.

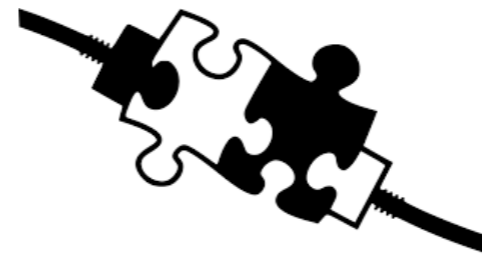


Internationalisation at your school

- Raise your hand if your school mentions internationalisation in its development strategy...
- Raise your hand if your school has an internationalisation operational plan...
- Raise your hand if your school actively makes its curriculum international...
- Although you might be working in an entirely local context, your work has global implications.



Globalisation



Globalisation

COVID-19

CLOSED

QUARANTINE



Is this the end of globalisation as we know it?

How has the crisis impacted your work?

2. Why do we need Intercultural Competence more than ever?

When a person possesses intercultural competence:

- interactions with strangers become easier;
- communication is effective;
- creative and innovative solutions to challenges come faster;
- there is a better chance for a better job.



Language Education can also be Global Competence Education

- Increasing awareness and sensitivity of cultural diversity;
- Seeing diversity as a potential;
- Presenting an open attitude toward other cultures;
- Accepting diverse points of view.



Language Education needs to include Intercultural Learning:

“The process of acquiring knowledge, attitudes and skills that are needed when interacting with different cultures. However, intercultural learning can also be seen in a larger context: it is the process that is needed to resolve global challenges and to build a just, inclusive society, where people with different backgrounds live peacefully together”.

Space for Intercultural Learning (<http://www.intercultproject.com>)



Global Citizenship - characteristics

- It is a choice in thinking, self-awareness, being aware of others, practicing cultural empathy, making conscious decisions, participation in a social and political life of own community;
- Depends on the ability to establish and maintain positive intercultural relationships;
- It is characterised by an attitude of openness toward ambiguity and cognitive curiosity.

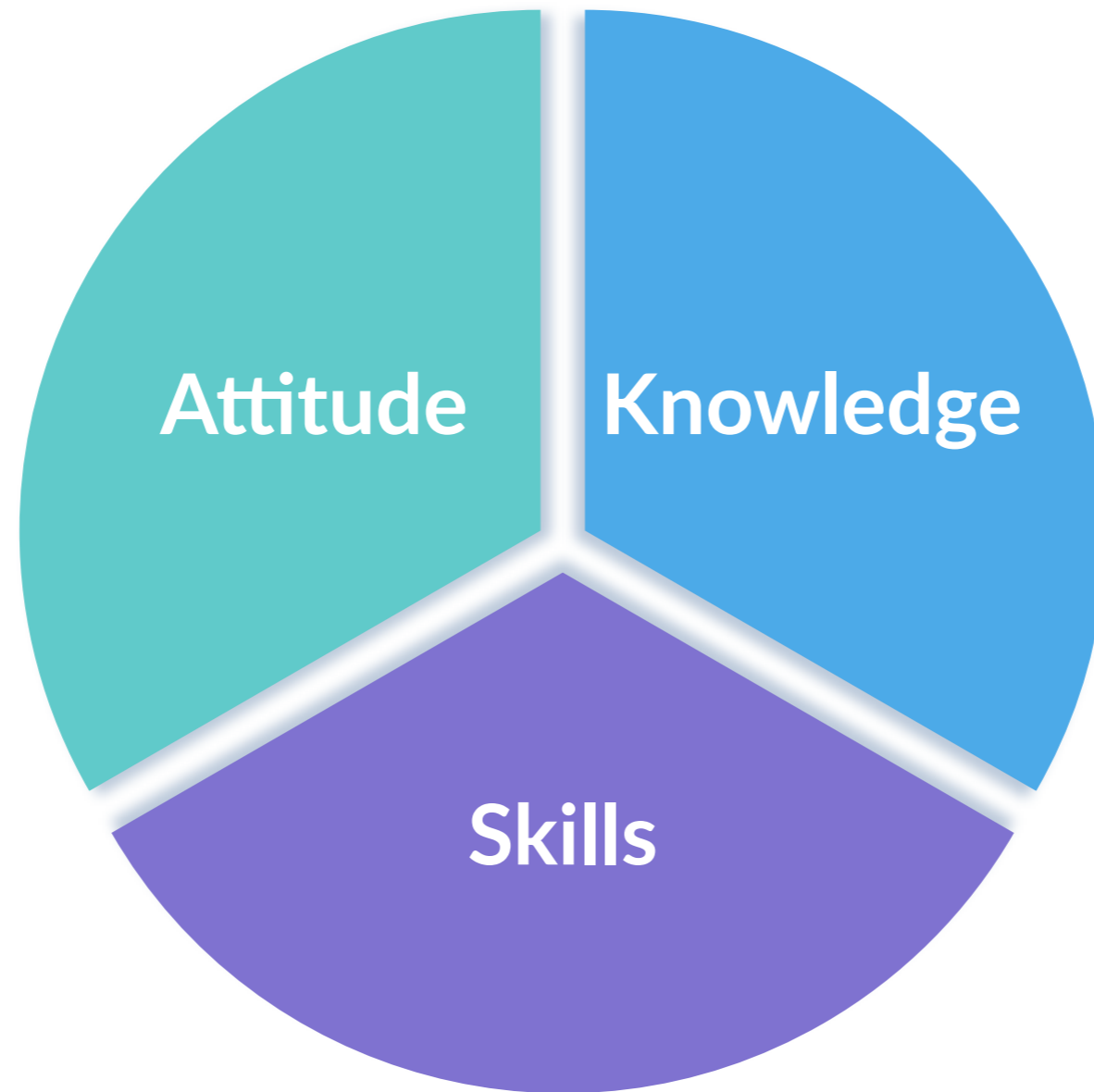


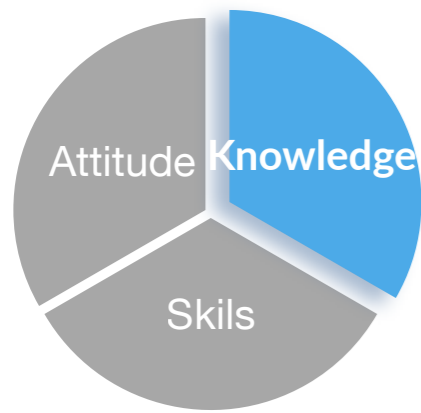
Global Citizenship - skills and abilities

Listening
Observing
Interpreting
Analising
Assessing
Relating



Employability (and other life skills)





Knowledge

- Knowledge and the ability to perform tasks related to the profession;
- Cultural self awareness;
- Culture specific knowledge;
- Socio-linguistic awareness;
- Grasp of global issues and trends.





Skills

- **Communication**
 - Written and verbal communication
 - Interpersonal skills
 - Active listening
- **Critical thinking**
 - Analytic abilities
 - Problem solving
 - Inductive and deductive reasoning





Skills

- **Creativity**
- Intercultural Competence skills also include:
 - observing,
 - evaluating using patience and perseverance;
 - viewing the world from others' perspectives
- Digital literacy
- Working in teams:
 - Leadership
 - **Cooperation**
 - Conflict resolution
- **+Intercultural Competence**





Skills

How to

- negotiate
- plan and organise
- learn new skills
- administer
- set goals
- prioritise
- be effective
- multitask
- solve problems
- manage time
- manage information



Attitude






- Flexibility
- Empathy
- Enthusiasm
- Initiative
- Motivation
- Reliability
- Respect (valuing other cultures)
- Openness (withholding judgement)

- Self-assurance
- Righteousness
- Being proactive
- Professionalism
- Mindfulness
- Curiosity (viewing difference as a learning opportunity)
- Discovery (tolerance for ambiguity)



3. Generations at a your school: X, Y, Z...

GENERATION	GENERATION	GENERATION
		
X	Y	Z
1965 - 1980	1981 - 1995	1996 - 2012
Work life Balance Text Message Loyal Personal Computer	Freedom & Flexibility Online & Mobile Digital Entrepreneur Tablet & Smartphone	Security & Stability Facetime Multitaskers Nano Computing



Baby Boomers

Generation X

Generation Y

Generation Z

- Born before 1965
- Working is a duty
- Generation that existed during real socialism and then built capitalism
- Traditionalists
- Learning new technologies
- 30% use social media
- Long term employment in an organisation

- Born between 1965-1978
- White collar
- Work was and is most important
- New technologies are not a problem
- 50% use social media
- Long term employment in an organisation



- Born in 1999 at the latest
- Grew up with the Internet
- View work as means to personal development
- Highly values individualism
- 79% use social media
- Short term employment in an organisation



- Live in the virtual world (83% sleep with their phone)
- Internet & new technologies are a given
- Just entering the workforce
- Know foreign languages and crossing borders is natural
- Grew up in wealth
- Are open and direct



The Alpha Generation: what do you know about them?

