

# Educational Technology for New Learning Methods and their Impact on Children's Language and Intercultural Competencies

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# Agenda

- Introduction
- Objectives
- Language Learning: Status Quo
- Observations
- Proposal
- Investigation
- Expected Outcomes

Research Question:  
How can new media be used to enhance the  
language and intercultural competencies of  
children and youths?

# Introduction

## Language learning – Why?

- Communication with others
- Job opportunities
- Supporting a peaceful coexistence of cultures
- Cope with a more connected and complex world
- ...

# Objectives

- Better performance in the foreign language
- Higher intercultural competencies
- Higher motivation for learning about cultures and languages
- Less language speaking anxiety

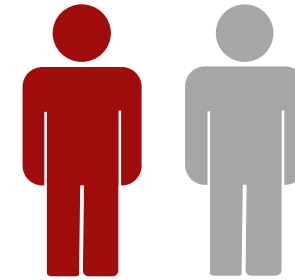
## Final country comparative analysis (EU)

“the relationship between the level of inputs (duration of learning a foreign language, curriculum time), **ambitions** (expected level of competence to be achieved by a proportion of learners) and **the quality of outcomes** (proportions achieving a competency level in reading, writing, listening and speaking) **is not strong.**”

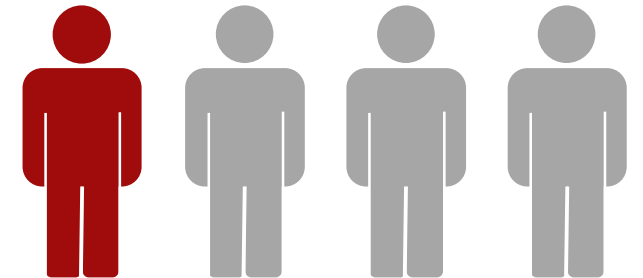
(European Commission, 2014)

# Language Learning: Status Quo

One in two EU citizens can speak and understand only their mother tongue.



Only one in four EU citizens can hold a conversation in two other languages.



(The Commission's Contribution to the Leaders' Working Lunch, 2017)

# Language Learning: Status Quo

## European Commission:

- Benchmark for linguistic competences at the level of upper secondary education (**mother tongue plus two by 2025**).
- Definition of the desired outcome (e. g. ‘independent’ user for at least one of the other languages) and a regular monitoring of language competences across the EU
- Supporting innovative methods such as ‘bilingual teaching’ and the use of digital tools.

(The Commission’s Contribution to the Leaders’ Working Lunch, 2017)



# Language Learning: Status Quo

## Personal Experiences

“I studied French for 3 years but I don’t remember anything.”

“I understand a lot, but I am afraid of speaking.”

“I’ve never been abroad, because I am afraid that I will not be understood.”

“Reading, yes.  
But speaking?!”

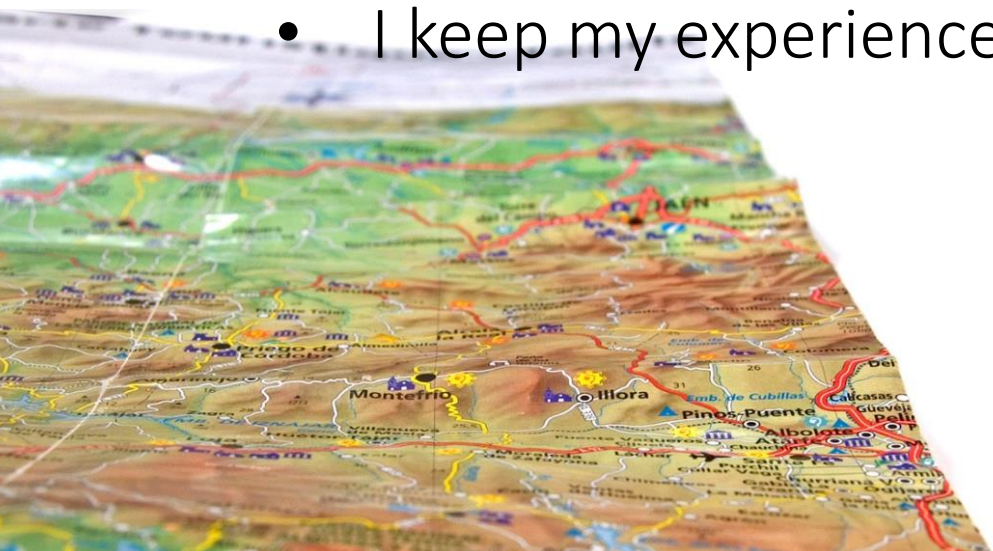
“Reading in English takes me a lot of time.”

“I only studied English at school.”

# Observations

## The doctoral research project abroad

- Helps me understanding the whole process of living in a different culture, learning another language
- Being abroad offers more contact to international people and their view on this topic
- I keep my experiences in a research diary



# Observations

Learners differ very much from each other regarding their needs. Some language learners ...

- want to understand lyrics of their favourite songs
- need the language for studying or working abroad
- want to follow movies or series
- dream of travelling
- are curious about knowing other people
- want to read a book in the original
- ...



# Proposal

A language learning “toolbox”, which contains various materials and tools available online and offline

- The toolbox can be precisely tailored to the individual student, and therefore motivate them, by using everything, that can exert a linguistic and cultural influence on us.
- Important aspect: contact with native speakers
- New materials can be added by the student and the teacher
- Teacher as a mentor who helps the students finding the best learning material for them



# Proposal

## Tools

- Video conference sessions, instant messaging, e-mail exchange with peers from the target culture
- Books, magazines, newspapers in the target language
- Language learning and voice dictation apps
- Photos, videos, maps
- Music, movies, series and blogs in the target language
- Table games/video games



# Investigation

## Data collection

- Target group: Two school classes from two different countries (Portugal, Germany) studying the target language (German, Portuguese) using the language learning toolbox.
- The target language should be taught already for at least six months and not longer than two years
- Duration of the intervention: four weeks
- Before and after: analysing the level of the students' language skills (CEFR) and intercultural awareness using questionnaires and one-to-one interviews, including self-assessment and questions about language speaking anxiety



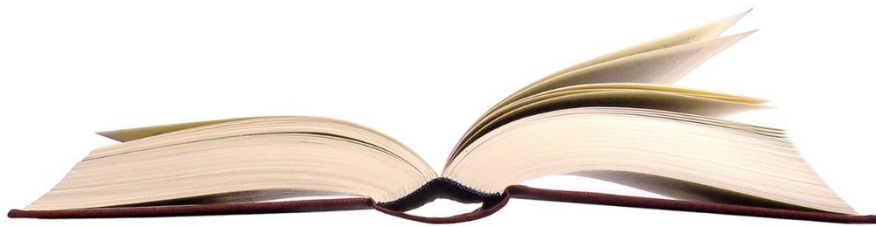
# Expected Outcomes

A better performance in the foreign language and intercultural competencies as well as a higher motivation and less language speaking anxiety of the group using the new concept is expected.



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# Thank you for your attention!



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