Questions marked with a * are required

* Your country

» Austria

I have consulted with relevant stakeholders in my country. The responses submitted are representative of my country.

First Name

Ursula

Last Name

Newby

Email Address

ursula.newby@gmail.com

1 - Using keywords (for the specific topic and for the sector), please indicate the **top priority** of your country.
   For example, theme (formative assessment) and sector (primary).

Developing competences in language of instruction/schooling above basic level Theme: language of schooling, primary education, secondary education, teacher training Sector: primary and secondary; pre- and in-service teacher education

Please tell us why this is important.

Stagnation after initial stage and basic levels have been reached; improving educational opportunities for migrant children

2 - Using keywords (for the specific topic and for the sector), please indicate the second most important priority of your country.
For example, theme (formative assessment) and sector (primary).

Language sensitive approaches in all subjects Theme: Language in other subjects, digital tools, CLIL methods, language awareness, cultural awareness Sector: Primary education, secondary education, pre-and in-service teacher education

Please tell us why this is important.

Language support in subject teaching for all learners in mixed ability and multilingual class settings,

3 - Using keywords (for the specific topic and for the sector), please indicate the third most important priority of your country.
For example, theme (formative assessment) and sector (primary).

The CEFR and the needs of teachers, action-oriented and communicative approach revisited Theme: communicative language teaching, communicative competence, language teaching methodology, CEFR Sector: in-service language teacher education, pre-service language teacher educationector:

Please tell us why this is important.

The CEFR is known for its levels but less so for the theoretical support it provides for communicative curriculum design and action-oriented approaches to modern language teaching. Teachers need to become more aware of how the CEFR provides support for communicative methodology and the development of communicative competences.

* Do you want to add another priority?

» Yes

4 - Using keywords (for the specific topic and for the sector), please indicate a priority of your country.
For example, theme (formative assessment) and sector (primary).

Transdisciplinary didactic innovation in the areas of Intercomprehension, Translanguaging and Transculturality Theme: translanguaging, transdisciplinary didactics, teacher education, teaching techniques/methodology. Sector: In-service language teacher education, pre-service language teacher education

Please tell us why this is important.

Responding to needs in society and educational aims of supporting a multilingual society transdisciplinary didactic models need to

be developed incorporating different languages. Inclusion of languages which are not part of the school curriculum.

* Do you want to add another priority?

» Yes

5 - Using keywords (for the specific topic and for the sector), please indicate a priority of your country.
For example, theme (formative assessment) and sector (primary).

Support for and maintaining plurilingualism in the tertiary sector Theme: Plurilingual competences, language learning strategies, ICT, learner autonomy, intercultural competence Sector: Tertiary education

Please tell us why this is important.

Support is often provided at tertiary education level for developing communicative skills in the language of instruction and in English. Additional measures need to be taken to provide support in other languages.

* Do you want to add another priority?

» Yes

6 - Using keywords (for the specific topic and for the sector), please indicate a priority of your country.
For example, theme (formative assessment) and sector (primary).

Other languages as a Medium of Instruction –/CLIL in the tertiary sector Theme: CLIL Sector: tertiary sector

Please tell us why this is important.

Support is required for lecturers that teach in a foreign language and are not language teachers. For example, online training modules, also for language teachers and experts that help to prepare lecturers of other subjects (Medicine, Engineering, the Natural Sciences, Business etc.).

* Do you want to add another priority?

» Yes

7 - Using keywords (for the specific topic and for the sector), please indicate a priority of your country.
For example, theme (formative assessment) and sector (primary).

Inclusive approaches to language education Theme: sign language; CEFR Sector: Pre-primary, primary, secondary, tertiary education. Teacher education.

Please tell us why this is important.

Measures need to be taken to provide inclusive teaching and bilingual instruction for deaf pupils. This includes incorporating the CEFR into curricula.

* Do you want to add another priority?

» No