

Survey on TCs in ECML member states

carried out in preparation for the Think Tank on
Transversal Competences in Foreign Language Education

Think tank: Transversal competences in foreign language education
Think Tank: Transversale Kompetenzen in der Fremdsprachenbildung



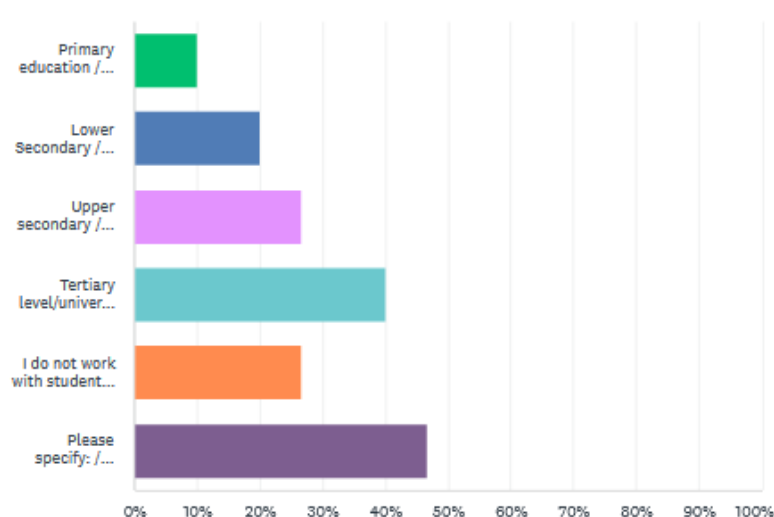
8-9 February 2022
8.-9. Februar 2022

Overview over the survey

- N = 32
- Participants from different member states and different institutional affiliations

Who are the learners/students you work with, what are their ages? / Wer sind die Lernenden/Studierenden, mit denen Sie arbeiten? Wie alt sind diese?

Beantwortet: 30 Übersprungen: 2



ANTWORTOPTIONEN	BEANTWORTUNGEN
▼ Primary education / Primarstufe	10,00 %
▼ Lower Secondary / Sekundarstufe 1	20,00 %
▼ Upper secondary / Sekundarstufe 2	26,67 %
▼ Tertiary level/university / Hochschulbildung	40,00 %
▼ I do not work with students / Ich arbeite nicht mit Lernenden	26,67 %
▼ Please specify: / Bitte konkretisieren Sie:	Beantwortungen 46,67 %

Overview over the survey

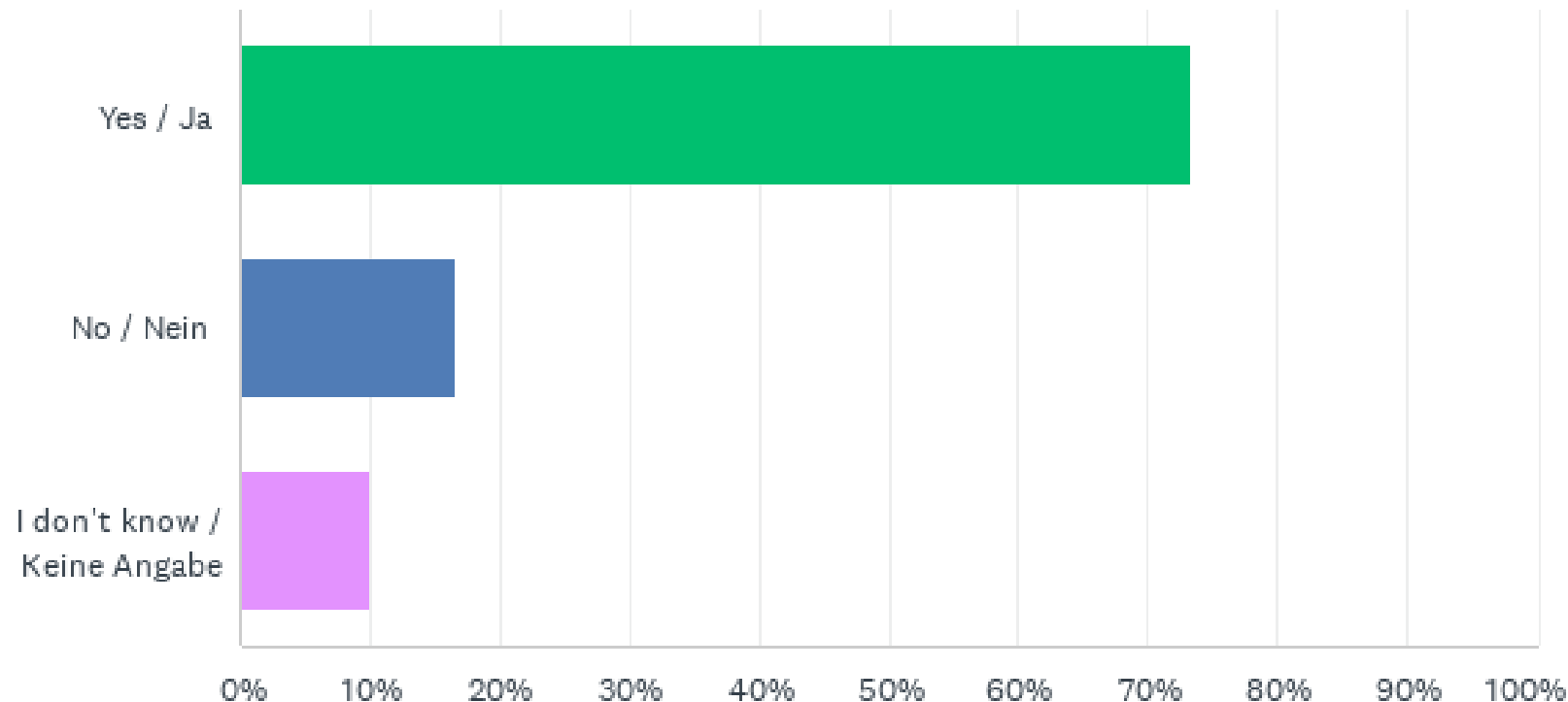
- The survey comprised five questions on participants' background data (e.g. country, institutional affiliation) as well as six questions referring to participants' knowledge, attitudes and experiences concerning TCs in language education
- The following slides provide a concise overview of major findings mainly in the form of mainly of diagrams and selected text responses
- For a complete compilation of all survey responses (in an anonymous format) please consult the PDF document attached and/or the following link:

<https://de.surveymonkey.com/results/SM-MVQLHD5J9/>

F6: Are transversal competences covered in foreign language and/or teacher education curricula in your context? / Werden in Ihrem nationalen/regionalen Bildungskontext transversale Kompetenzen in den Curricula der Fremdsprachenbildung und/oder der Lehrer:innenausbildung thematisiert?

ANTWORTOPTIONEN	BEANTWORTUNGEN	
Yes / Ja	73.33%	22
No / Nein	16.67%	5
I don't know / Keine Angabe	10.00%	3
GESAMT		30

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IF SO, PLEASE GIVE DETAILS: / FALLS JA, PRÄZISIEREN SIE BITTE:

Our primary and secondary school curricula have a list of transversal competences that all subject teachers have to cover in their lessons.

At lower secondary level, a new Specification includes transversal competences - Upper Secondary Curricula are in the process of being aligned

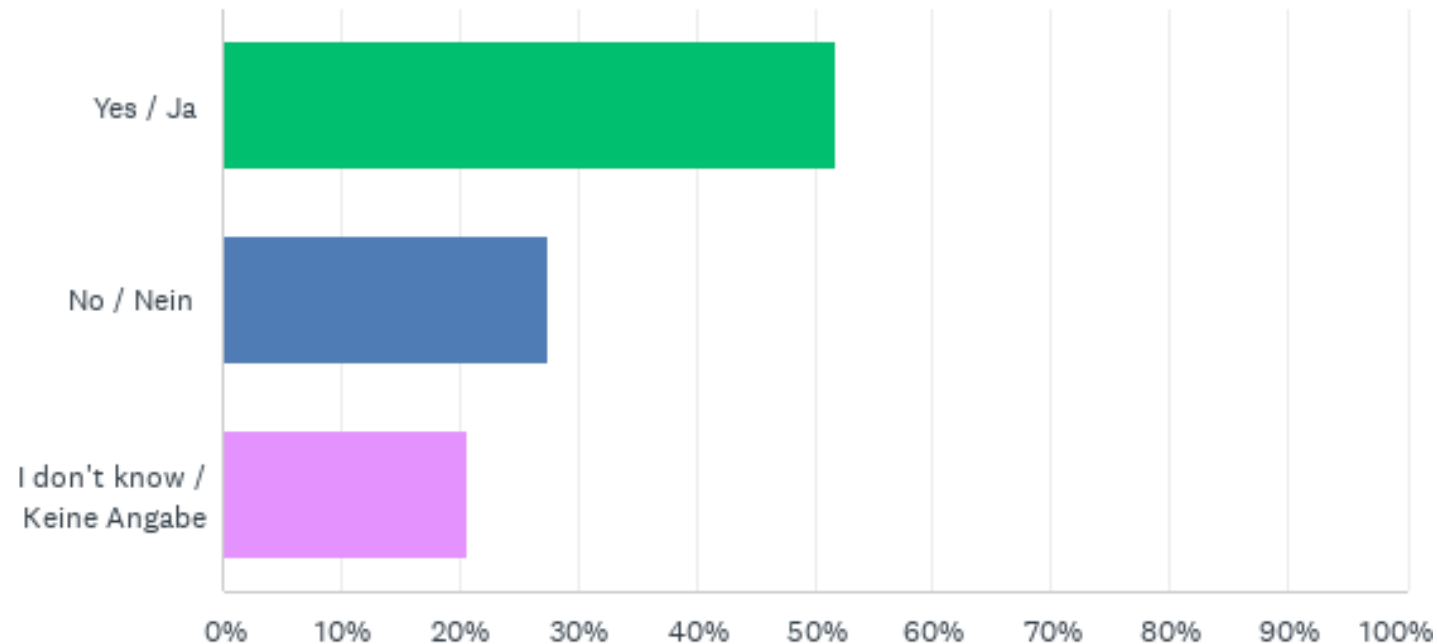
I have been developing ELT syllabus for my students that covers not only grammar and vocabulary at level B2/C1 but also language competencies needed for their future work: communication skills, presenting in both English and Serbian, public speaking, soft and transversal skills. Special emphasis in my classes is put on: teamwork, which is a must in IT and FD industry collaboration (group work and projects) critical and innovative thinking (writing argumentative, discursive, persuasive essays, as well as writing proposals for a product they are going to develop) digital competencies (using learning management system at University and MS Teams with all its functionalities to work online) taking initiative (writing a letter of interest, „doing your homework“ when searching actively for a job).

All curricula for Infant, Primary, Lower and Higher Secondary education include the 8 key competences and, in agreement with the EC Recommendations on Key competences, "(s)kills such as critical thinking, problem solving, team work, communication and negotiation skills, analytical skills, creativity, and intercultural skills are embedded throughout the key

F7: Are educational policy documents or frameworks referred to? If so, which (e.g. OECD agenda 2030, UN Agenda 2030, EU Competences for Lifelong Learning, Council of Europe Reference Framework of Competences for Democratic Citizenship etc.)? / Wird auf bildungspolitische Dokumente oder Referenzrahmen Bezug genommen? Falls ja, auf welche (z.B. OECD Agenda 2030, UN Agenda 2030, EU Competences for Lifelong Learning, Council of Europe Reference Framework of Competences for Democratic Citizenship)?

ANTWORTOPTIONEN	BEANTWORTUNGEN	
Yes / Ja	51.72%	15
No / Nein	27.59%	8
I don't know / Keine Angabe	20.69%	6
GESAMT		29

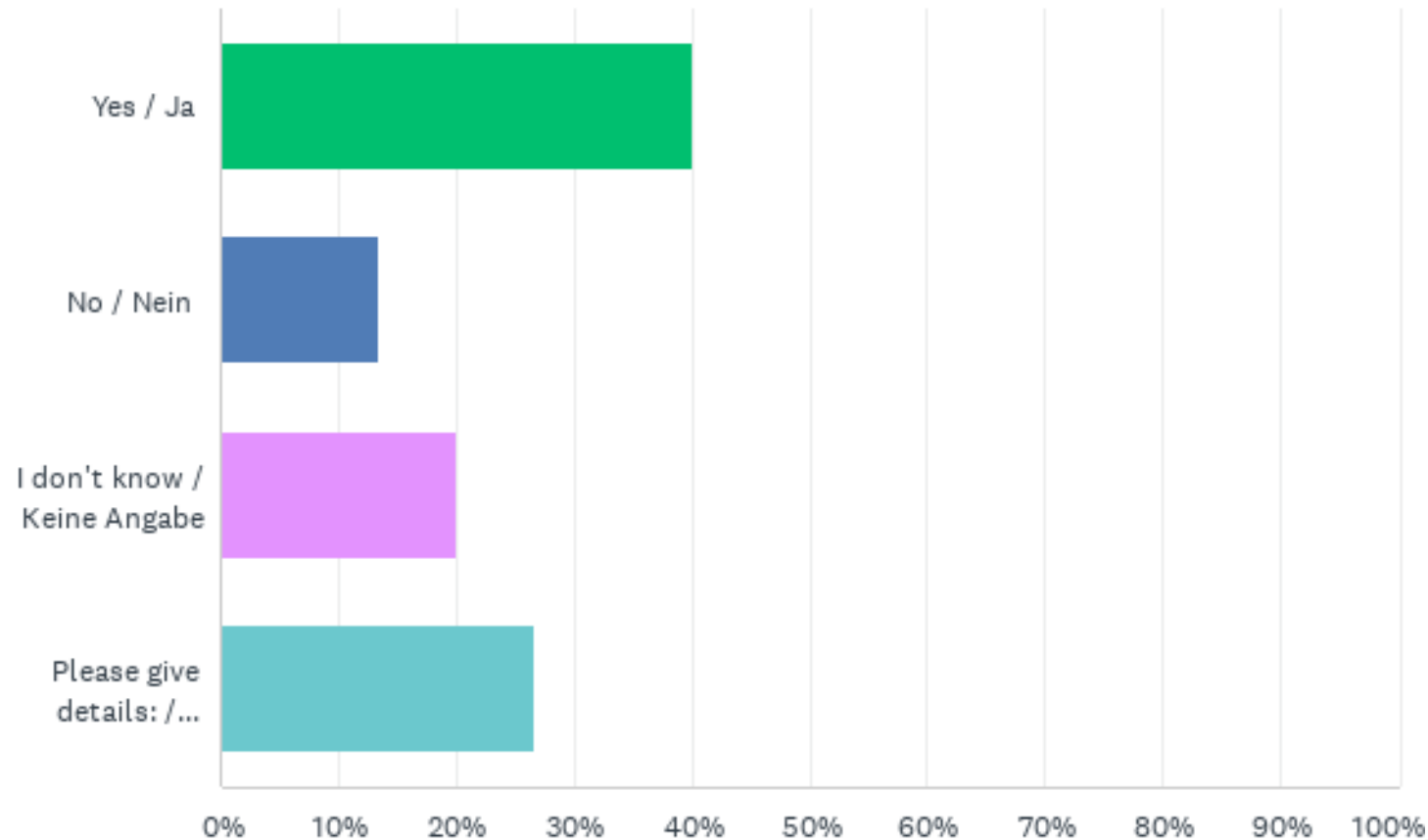
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F8: Are transversal competences also dealt with in the curricula for other subjects such as history, geography, science etc.? / Werden transversale Kompetenzen auch in den Curricula weiterer Fächer wie Geschichte, Geografie, Naturwissenschaften usw. thematisiert?

ANTWORTOPTIONEN	BEANTWORTUNGEN	
Yes / Ja	40.00%	12
No / Nein	13.33%	4
I don't know / Keine Angabe	20.00%	6
Please give details: / Falls ja, bitte erläutern Sie:	26.67%	8
GESAMT		30

F8: Are transversal competences also dealt with in the curricula for other subjects such as history, geography, science etc.? / Werden transversale Kompetenzen auch in den Curricula weiterer Fächer wie Geschichte, Geografie, Naturwissenschaften usw. thematisiert?

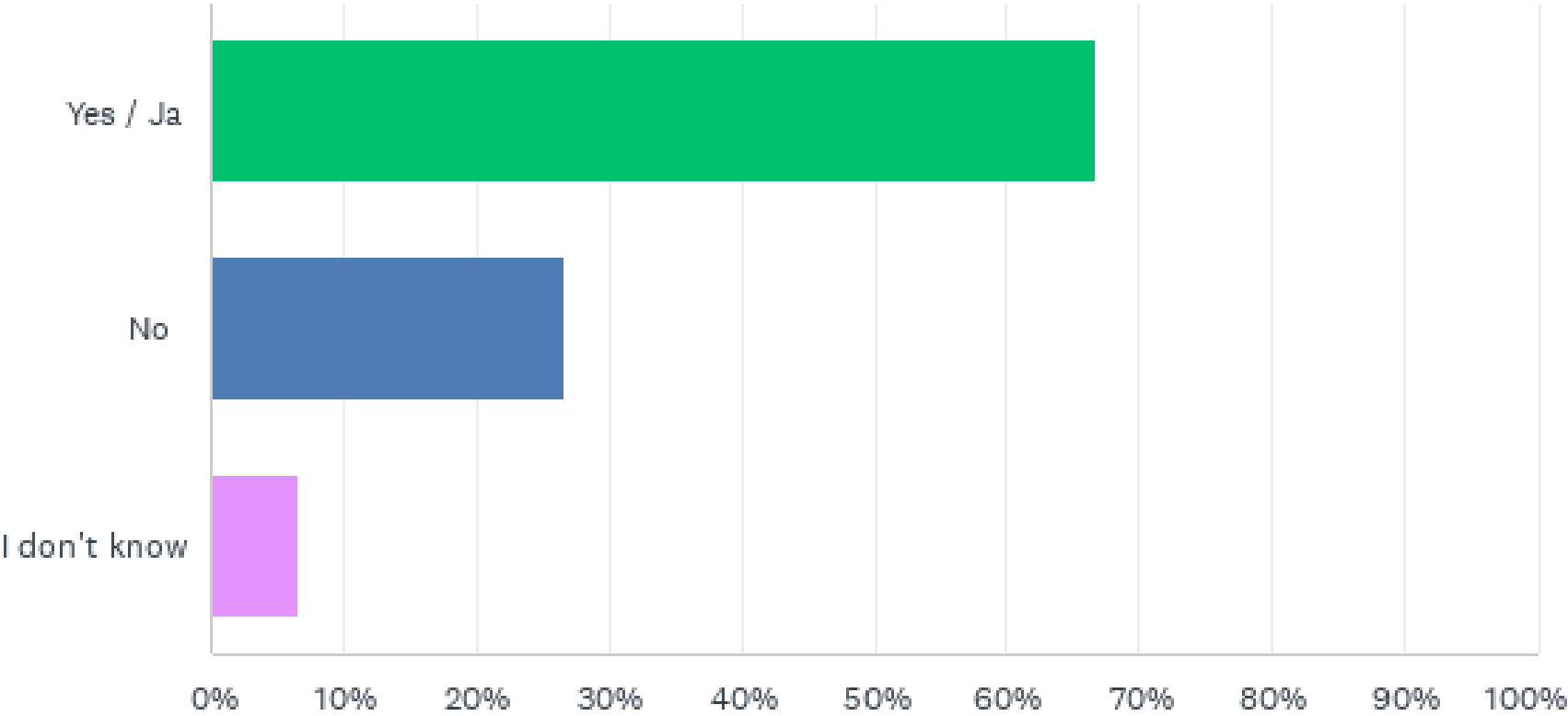


F9 Please give brief information about your personal interest in transversal competences. Which kinds of transversal competences or 21st century skills are you interested in, and why? / Bitte geben Sie kurz Auskunft über Ihr persönliches Interesse an transversalen Kompetenzen. Welche Arten von transversalen Kompetenzen oder Kompetenzen des 21. Jahrhunderts interessieren Sie und warum?

1	As we are currently in the process of curriculum reform, the competencies and their choice is seen as a key aspect of future education.
2	I have designed a K-12 curriculum framework with integrated transversal competences for the Greek language
3	I am interested in different frameworks of transversal competences as there have been discussions of updating the list of transversal competences in our curricula.
4	Problem-solving, managing emotions, digital skills Crucial to help students become more autonomous, resilient, critical-thinkers
5	My interest for this such developing competencies dates back to 2013 when I received an eTeacher scholarship for a 10-week online course "Critical Thinking in Language Learning and Teaching (CT) Curriculum" provided by the University of Oregon, American English Department, USA. Developing transversal competencies are of vital importance in foreign language learning and teaching. I find this to be priority in university education: developing critical and innovative thinking skills, taking initiative, developing digital competencies.
6	I'm very interested in interpersonal and intrapersonal competences, global citizenship, sustainable development, critical thinking and problem solving.
7	I believe that all of the transversal competences are crucial for personal development and educational success of our students. If I were to name the ones which are generally the most needed in Polish education system, I would say: learning orientation, problem solving, teamwork and flexibility.
8	How to assess transversal competences on a school level and state exam level.
9	Critical thinking, the skill of debating, accepting opinions, analog communication and digital communication skills, self motivation, and respect for all people and the world. All these are competences that young people need to live a good life and make contributions to our world be it in their jobs, in politics and /or by raising families.

14	Da wir an der Universität erst seit 2017 das System 3+2 haben (3 Jahre Bachelor und 2 Jahre Masterstudium), gibt es immer wieder Probleme, was man mit dem Bachelordiplom machen kann und wo man arbeiten könnte, da dieses Diplom bei uns immer noch nicht in vollem Maße auf dem Arbeitsmarkt erkannt wird. Deswegen bemühen wir uns immer ein Curriculum zu erstellen, in dem man im Studium von Fremdsprachen auch eine Verbindung mit der Arbeitswelt hat (z.B. durch verschiedene Praktika). Diese Ideen sind bis jetzt leider nur in Theorie geblieben, die richtige praktische Arbeit während des Studiums findet immer noch nicht statt.
15	The EU key competences for LLL: The first set of key competences meant the first challenge for Romanian educators to genuinely connect to EU perspective in education. The 2006 Recommendation was published 2 days before Romania was accepted in the EU. Since then I've been part of various research initiatives to promote and improve the key competences implementation in curriculum development and school practices.
16	My interests are related to the masterprogram in Intercultural studies at Aarhus University, Denmark. The question is here how to develop and to define a competence profile for the Master that combine language skills with intercultural awareness and innovation.
17	Considering that new technologies have become an integral part of all areas of work, life and education, I am particularly interested in the development of teachers' and learners' digital competence and the way they interact orally online. Also having worked at university level for many years, I realised that a significant number of students (mainly Cypriots) lack critical thinking skills, collaboration skills (as opposed to cooperation skills) and the ability to learn autonomously (over dependence on teachers and grades rather than on individual needs) so I feel that the cultivation of these competences needs to start early during school education. This requires teachers to have the knowledge and skills to introduce students to strategies and techniques which will help them become more independent learners capable of dealing with constant changes both critically and autonomously.
18	As I organise in-service training for foreign language teachers and I teach English as a foreign language myself I am mainly interested in the transversal competences which are connected with foreign language education (both with its content and the methods of running it) - literacy competence, multilingual competence, digital competence, learning to learn, citizenship competence, cultural awareness and expression competence. At the same time team work, communication, critical thinking, problem solving, creativity are elements which play an important role in effective language teaching and learning and are also linked with other competences. In language education it is possible to use the language as a tool to develop other competences.

F10: Do you have personal experience of working on transversal competences in foreign language education? If so, please give some details of your own successful practice. / Haben Sie persönliche Erfahrungen in der Arbeit mit transversalen Kompetenzen in der Fremdsprachenbildung? Präzisieren Sie Ihre Angaben ggf. bitte im Kommentarfeld.



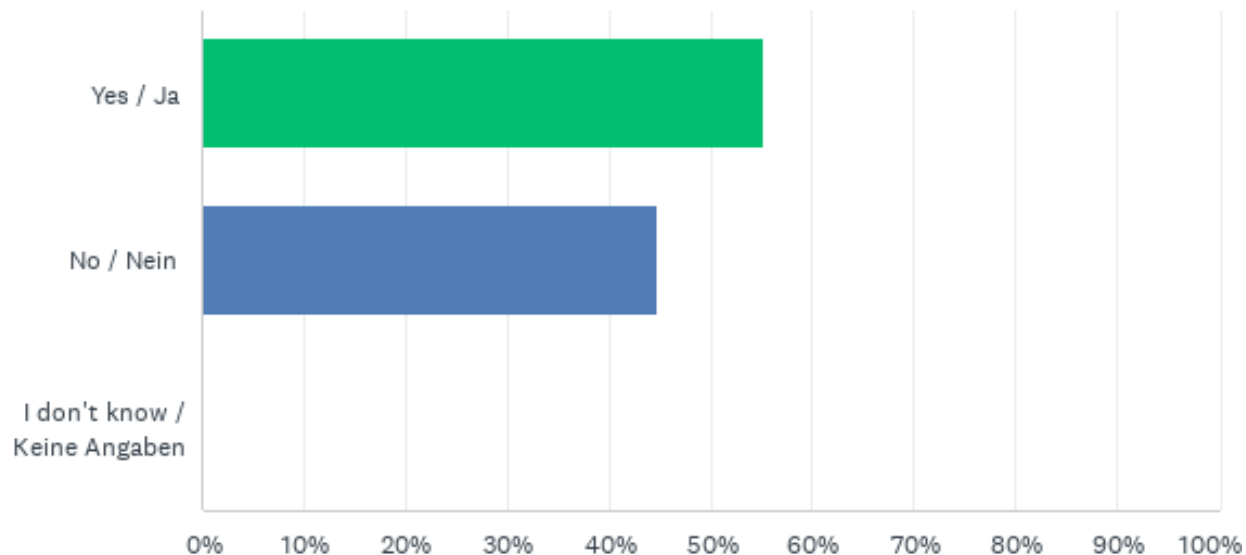
F10: Do you have personal experience of working on transversal competences in foreign language education? If so, please give some details of your own successful practice. / Haben Sie persönliche Erfahrungen in der Arbeit mit transversalen Kompetenzen in der Fremdsprachenbildung? Präzisieren Sie Ihre Angaben ggf. bitte im Kommentarfeld.

ANTWORTOPTIONEN	BEANTWORTUNGEN	
Yes / Ja	66.67%	20
No	26.67%	8
I don't know	6.67%	2
GESAMT		30

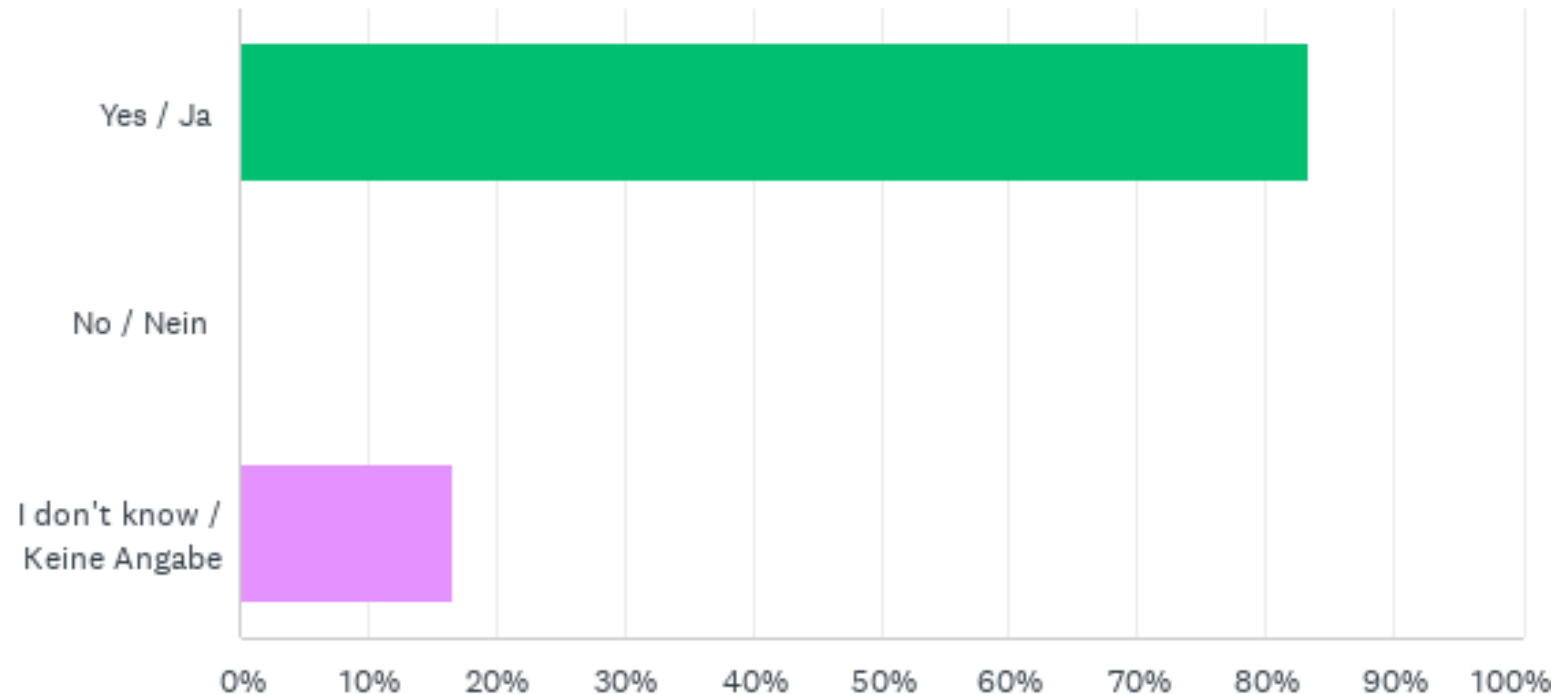
F11: Have you or your colleagues received or given training or participated in professional development that focuses on transversal competences? - If so, what kind of training or support was given and how helpful was this support? / Haben Sie oder Ihre Kolleg:innen Angebote im Bereich der Lehrer:innenaus- und weiterbildung durchgeführt oder an solchen teilgenommen (Kurse, Fortbildungen u.a.), die einen Schwerpunkt auf transversalen Kompetenzen haben/hatten? Falls ja, welche Art von Unterstützung wurde gegeben und wie hilfreich war diese?

ANTWORTOPTIONEN	BEANTWORTUNGEN	
Yes / Ja	55.17%	16
No / Nein	44.83%	13
I don't know / Keine Angaben	0.00%	0
GESAMT		29

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F12: Do you expect to have opportunities in the future to work on transversal competences in your language teaching/language teacher education/field of expertise? If so, please give details. / Rechnen Sie damit, dass es künftig Gelegenheiten für Sie geben wird, in Ihrem Unterricht/beruflichen Tätigkeitsfeld an transversalen Kompetenzen zu arbeiten?



F12: Do you expect to have opportunities in the future to work on transversal competences in your language teaching/language teacher education/field of expertise? If so, please give details. / Rechnen Sie damit, dass es künftig Gelegenheiten für Sie geben wird, in Ihrem Unterricht/beruflichen Tätigkeitsfeld an transversalen Kompetenzen zu arbeiten?

ANTWORTOPTIONEN	BEANTWORTUNGEN	
Yes / Ja	83.33%	25
No / Nein	0.00%	0
I don't know / Keine Angabe	16.67%	5
GESAMT		30

For more information please consult
<https://de.surveymonkey.com/results/SM-MVQLHD5J9/>