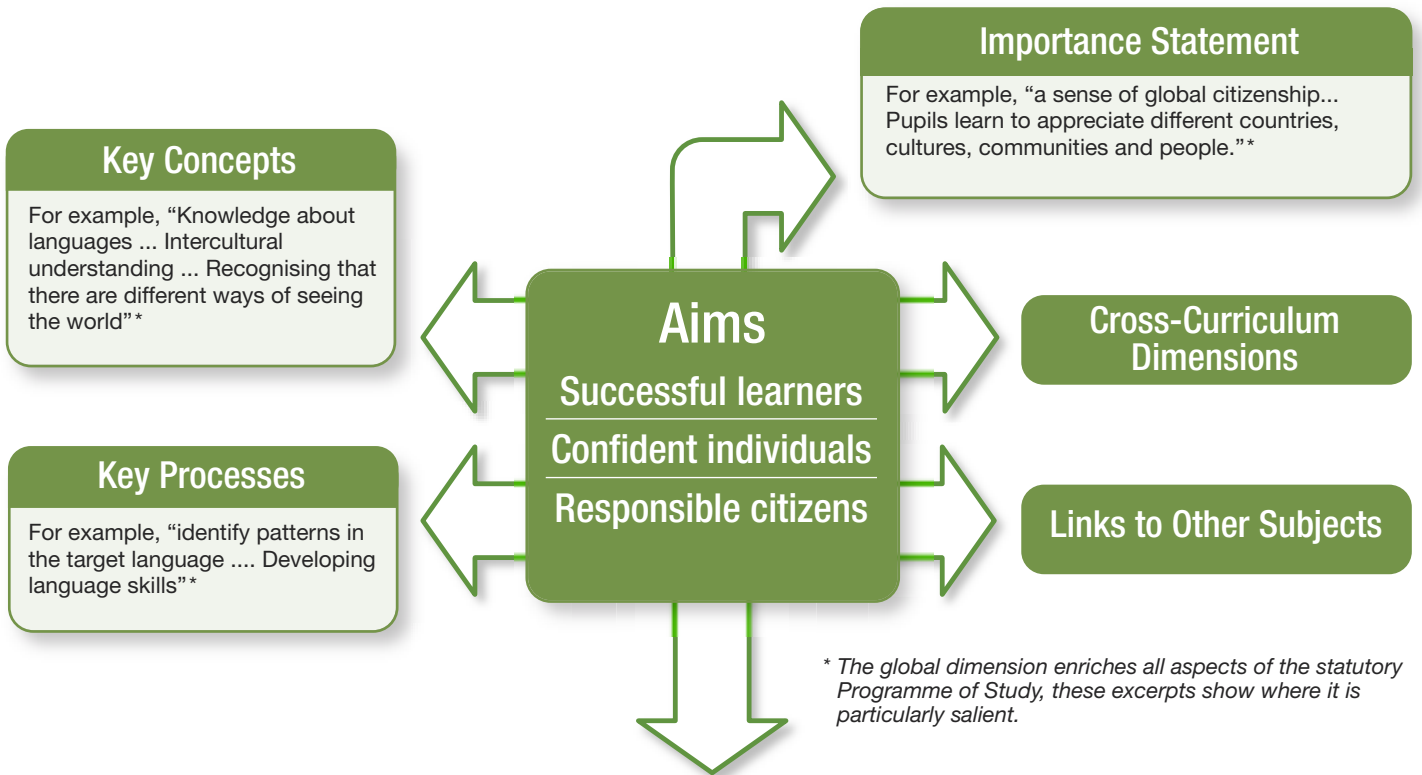


Exploring the Global Dimension to Modern Foreign Languages

Language learning provides opportunities for intercultural understanding and for exploring global issues from a range of perspectives using materials from countries where the target language is spoken. Students come to appreciate that monolingualism is not the norm.



Eight Key Concepts of the Global Dimension

Global Citizenship

For example, exploring topical global issues and their local implications.

Interdependence

For example, understanding the roots of languages and their continuing influence on each other.

Social Justice

For example, recognising discrimination against speakers of particular languages.

Human Rights

For example, exploring the work of human rights activists in a target language country.

Conflict Resolution

For example, using appropriate vocabulary and skills for communication, advocacy, negotiation, compromise and collaboration.

Diversity

For example, appreciating the diversity of languages used by children and their families in the class or school; appreciating the diversity which exists within most languages and accepting local variations as linguistically valid.

Sustainable Development

For example, considering probable and preferable futures and how to achieve the latter.

Values and Perceptions

For example, appreciating that people can have different perceptions of the same situation and how language and culture affect perceptions.

The eight key concepts form part of the cross-curriculum dimension, 'Global dimension and sustainable development'.

A few examples

Exploring an environmental issue

Students can investigate an environmental issue in a country where their target language is spoken. They can find words which represent environmental concepts, such as 'rethink', 'refuse', 'reduce', reuse 'repair' and 'recycle'. Working in groups, students find different examples of what is being done to protect the environment in their chosen country. As a whole class they can discuss the different opinions and ideas that have emerged from their research. They can use persuasive writing to encourage greater sustainability using the examples they have explored.

Perspectives on the news and current affairs

Students can download stories from newspapers from around the world. Activities can include: find the names of all the people or places; gist reading for the main topic; jumbling headlines and text paragraphs; learning reading strategies for unknown words; strategies for pronunciation of, for example, names and places.

Further activities might include: pupils creating their own news bulletin for the country; creating a three word headline; extending headlines into grammatically complete sentences; comparing and contrasting this news with that from other news sources in the same and other countries on the same day, considering what news receives priority and what different perspectives there are on the same story; keeping a diary of important events in a specific country over a period of time; and considering whether there are more positive or negative stories. Students might consider which countries are represented most in news stories in French or Spanish media, how this compares to English media and why there might be differences.

Real life stories from around the world

Students can find out about the lives of individual young people in a country where their target language is spoken, for example, Spanish in Bolivia or French in Haiti. They explore similarities and differences between their own lives and those of others, their feelings and perceptions about their lives, their hopes and aspirations for the future.

Find out more

The Global Dimension Website

Search for a wide range of global dimension teaching resources; find local organisations to support you, including Development Education Centres; and sign up to the termly Global Dimension newsletter at: www.globaldimension.org.uk

To download additional copies of this leaflet and tell us how you have used it, please go to: www.globaldimension.org.uk/explore

Association for Language Learning

www.all-languages.org.uk

ALL support for the new secondary curriculum for languages

www.all-nsc.org.uk

CILT, the National Centre for Languages

Community languages are a key focus.

www.cilt.org.uk

QCA Secondary Curriculum Website

<http://curriculum.qca.org.uk>