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Current trends, future directions in English language teaching

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Abstract

This paper draws on data evidence of the introduction of early start foreign language teaching from three European countries, together with recently-collected statistics on mandatory start age provision in the 25 nation states of the European Union. The paper aims to draw a picture of the similar and different experiences currently occurring around Europe. In particular, it focuses on issues such as managing innovation and planning for sustainability; internal and external support and resistance to innovation; curriculum dilemmas and solutions; teacher competences and school leadership. It is anticipated that data presented from these other studies will resonate particularly with an audience currently engaged in a similar project and will serve as a starting point for discussing how we might all learn more from comparative studies with our neighbours across Europe and beyond.