

# Reciprocal language learning and teaching and the CoBLaLT model

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In the vast constellation that comprises the teaching and learning of foreign languages, second languages, minority or regional languages, immigrant languages, school languages, and other specialties today, we can say that we are far from the foreign language learning and teaching of which we spoke half a century ago. We are indeed in an era where plurilingual education is the compulsory orientation within which we propose a reflection on reciprocal language learning and teaching - a concept originally developed by Eric Hawkins and then Vivian Cook in the 1980s which assumes the learner of a foreign language also to be the teacher of his or her own language -and the Contact-Based -(neighbouring)- Language-Learning -and- Teaching Model (Cavaion, 2016). The latter is a teaching and learning model developed in the Slovenian-Italian border area and based on the principle of reciprocity, where pupils from partner schools learn each other's language. It is aimed at young people (11-15 years) but can also be extended to older pupils and is transferable to many other border areas. It uses a methodology that assumes that building and maintaining cross-border contacts between primary pupils from partner schools is a key element in learning the language of the neighbour, as it offers the possibility of creating an authentic and meaningful communicative learning context - from a socio-constructivist point of view - as well as a tool for intercultural and social and human growth.

The lesson will illustrate the theoretical framework and the main tools developed for this model, focusing on the complexity of authenticity of communication in language learning.

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