



CALL FOR PAPERS IN
INTERNATIONAL SCIENTIFIC CONFERENCE
TIRANA, DECEMBER 4, 2025

**TEACHING FOREIGN LANGUAGES IN PRIMARY EDUCATION – CHALLENGES AND
PERSPECTIVES IN THE DIGITAL AGE AND ARTIFICIAL INTELLIGENCE**

The Faculty of Foreign Languages of the University of Tirana, in collaboration with the “Luigj Gurakuqi” University, the University of Poitiers, the University of Warsaw, the British Council Albania, the French Alliance of Tirana, the Goethe-Zentrum Tirana, the Italian Institute of Culture in Tirana, the Association of French Language Teachers (APFA Albania), the Association of German Language Teachers (ADV), the Association of English Language Teachers (Elta Albania), the Association of Italian Language Teachers (APADI), invites scientific researchers from within and outside the country to participate in the international scientific conference “Teaching Foreign Languages in Primary Education - Challenges and Perspectives in the Digital Age and Artificial Intelligence” on December 4, 2025 in Tirana, Albania.

The European Commission, in its Action Plan 2004–2006 “*Promoting Language Learning and Linguistic Diversity*” expressed its aim to strengthen and expand early teaching of one or more modern or other languages in the Member States of the European Union. Presenting the new “Eurydice” report on modern language teaching (2005), Ján Figel’ stated: “*In a multilingual and enlarged Europe, learning foreign languages from an early age is essential for discovering other cultures and preparing for professional mobility.*” On November 22, 2005, the European Commission submitted a report (No. 596) on multilingualism to the Council, the European Parliament, the European Economic and Social Committee, and the Committee of the Regions. This official document emphasizes the importance of early foreign language teaching. It also draws attention to the 2004–2006 Action Plan (Communication 449 of 2003, II.1.3), which states: “*...early language teaching offers significant benefits only if teachers are specially trained to teach very young children, if class sizes are small enough to allow effective learning, if appropriate teaching materials are available, and if a sufficient part of the curriculum is dedicated to languages.*”

Children’s enthusiasm for languages and other cultures must be actively encouraged and cannot be left to chance. This view is supported by several studies (Blondin et al., 1998; Edelenbos & de Jong, 2004), which also highlight that much remains to be done before the potential benefits of

early foreign language learning can be transformed into real advantages across EU Member States. The European Commission's working paper on *Progress toward the Lisbon Objectives in Education and Training* (March 2005) provides an overview of the strategies and steps needed by 2010 for the European education and training system to become the best in the world. It includes a chapter on foreign language teaching: "Key pedagogical principles in language teaching for very young children." The goal was not to undervalue the diversity of early language teaching methods in Europe, nor the conceptual differences, but to describe best practices and provide an overview of research in the field of early language learning. These two complementary approaches aim to explore, explain, compare, and better describe pedagogical principles in their socio-cultural context.

In this regard, important reforms have also been undertaken in Albania in the field of foreign language teaching, where the education development strategy focuses on improving quality in line with European standards, as well as on the professional development of teachers. The vision of the educational system aims to build a system based on students' interests, promotes the use of knowledge and competencies for problem-solving, values and embraces cultural and linguistic diversity, and integrates modern technologies to foster lifelong learning.

Main axes of the conference

- The benefits of multilingual education in primary schools, with a focus on the Albanian context and experience;
- Challenges faced by children in developing multilingual competence;
- The role of teacher training in enhancing children's language acquisition;
- Analysis of curriculum content and textbooks used for teaching foreign languages to children;
- The influence of technology and artificial intelligence on early language learning;
- Psychological factors affecting the process of foreign language acquisition in young learners.

Resources and references

These resources may be helpful for better understanding the impact of foreign language learning on children's psychological and cognitive development:

- The Council of Europe has developed projects on school languages and multilingual competence. See: *Platform of Resources for Multilingual and Intercultural Education. [Languages of schooling - Language policy](#)*
- The European Commission has published a document on a comprehensive approach to language learning, [A Comprehensive Approach to Language Teaching and Learning in Schools in the European Union](#)
- The EU strategy for language learning in preschool education is included in a detailed report on early language policies. [early-language-learning-handbook_en.pdf](#)
- Characteristics of Children as Language Learners – This Cambridge University Press study analyzes how children of this age learn languages and the benefits of early exposure.

[Children as language learners: What are the characteristics of children as language learners? \(Unit 1\) - The TKT Course Young Learners Module](#)

- Cognitive, Academic, and Social Benefits of Foreign Language Learning – This article discusses how language learning enhances problem-solving skills, memory, cognitive flexibility, and social interaction in children. [The Importance of Learning Foreign Languages for Kids: Cognitive, Academic, and Social Benefits](#)
- Does Bilingualism Provide Cognitive Advantage in Children? – A meta-analysis of studies on bilingualism's effects on children's executive functions, including attention, memory, and task-switching [APA PsycNetFullTextHTML page](#).

PLENARY SESSION

THE IMPORTANCE OF FOREIGN LANGUAGE LEARNING IN PRIMARY SCHOOLS AND THE COUNCIL OF EUROPE'S ORIENTATIONS

- Presentation of the Council of Europe's orientations on multilingual and multicultural education
- Discussion of Recommendation CM/Rec (2022)1 on the importance of multilingual and multicultural education for democratic culture (book.coe.int)
- Analysis of the cognitive, linguistic, and social benefits of learning multiple languages
- The importance of developing multilingual and multicultural competencies from an early school age

SPECIAL SECTIONS

1. Neuropsychological aspects of early foreign language learning

- Studies on brain development and the effects of learning multiple languages
- Strategies to support cognitive development through language learning
- Inclusion of children with special needs in language education

2. Pedagogical and methodological approaches to foreign language teaching in primary education.

- Various methods for teaching foreign languages to this age group
- Teacher preparation for foreign language instruction in primary education
- Use of teaching materials and technology adapted to this age group

3. Use of technology and artificial intelligence in foreign language learning for children

- Applications and digital tools for language learning
- Benefits and challenges of using technology in education
- The role of artificial intelligence in personalizing learning

4. Development of multilingual and multicultural competencies from an early age

- Strategies for integrating linguistic and cultural diversity in teaching
 - Activities for developing cultural and linguistic awareness
 - The importance of collaboration with families and communities in the learning process
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Important Dates:

Abstract submission deadline: **October 31, 2025**

Notification of acceptance of papers: **November 10, 2025**

Submission of full articles: **January 23, 2026** [Click here for Instructions](#)

Delivery of the final Program: **November 25, 2025**

Participation fee: **ALL 3000 or EUR 30**

Abstracts for participation are submitted by filling out the Form

<https://forms.office.com/e/vPy4kJM7G5>

General guidelines on references: Conference presentations to be held in foreign languages only. Where presentations are in a language other than English, the presentation support (Power Point, Prezzi, etc.) must be in English.

General guidelines for abstract submission: The abstract must be in English, no longer than 250 words including keywords. The application must contain the Title, names of the authors, the relevant institution, the main research area and the email address of the first author.

Each participant can only apply with one research abstract for evaluation.

It is not allowed to apply multiple times with the same abstract under different names.

Spelling errors: it is the participant's responsibility to ensure that the data and text do not contain spelling errors and are in Word format (docx or .doc)

Organizing Committee

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