

global issues through *innovative teaching and pedagogy*; it challenges formal and non-formal education programmes and practices *by introducing its own content and methodology*; and it promotes participation in action. “In other words, it invites educators and learners to act dynamically for a more just and equal world for all” (*Global Education Guidelines*, 2012, p. 18). This is why this author vigorously encourages research and experimental work by FL teachers, curriculum designers, and policy makers alike, to further empower and develop the FL teaching practice by integrating social and emotional skills in the FL classroom. Any FL teacher can carry out this task, if they believe that emotional literacy is a key human investment in a brighter world future.

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