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Values in intercultural language teaching – a personal view

To teach languages in a way which develops both communicative competence and intercultural competence inevitably leads to the question of teaching values. This article is a personal view on the implications this has for teachers. It begins with defining values using the Council of Europe's *Reference Framework of Competences for Democratic Culture*, and then introduces an example from an English as a Foreign Language class in Algeria, in which the issues are addressed in practice. I then discuss the impact of socialisation through education in which many countries explicitly state their values (though not Italy). Finally, I consider the various options open to teachers in deciding what their own position should be on teaching values.