



Nathalie Auger

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www.coe.int/lang

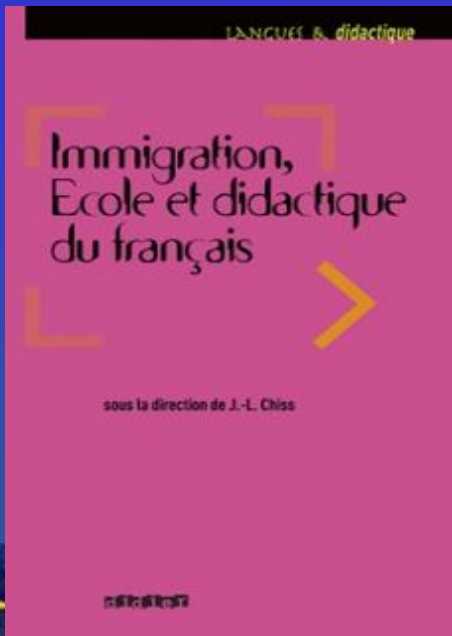
CONVERGENCES *BETWEEN LANGUAGES (AS SUBJECTS)* AS A
CONTRIBUTION TO QUALITY EDUCATION

*Using languages of origin as a basis for learning the language
of schooling in a multilingual context*

Nathalie Auger, Université Paul Valéry, Montpellier 3, France
Professor, language sciences– linguistics & didactic

Working with pupils' repertoires can help realize the objectives of quality and inclusion

- based on a survey in France
- video examples



Which social constructions and practices are behind school discourses ?

- Ten year ethnographic survey 2002-2012
- Analyzing practices and representations of languages (pupils from 3 to 16)
- Corpus : speeches of stakeholder partners for the enrolment of migrant students that host them in major French cities (20 schools).

Some major results

- **Negative image** of the home language : seen as a handicap more than a resource
- **Intertextuality** : monolingual country, migrants = troubles
- **Intercultural communication** provokes numerous **misunderstandings** (reinforcing stereotypes of children, their languages etc.)

Using pupils' linguistics resources

How does it work ?

- Cummins' approach (1976, 1979, 1981, 2000) of *Common underlying proficiency*.
- “*additive bilingualism*” (Lambert, 1974) et “*additive multilingualism*” (Cenoz & Genesee, 1998 by Lotherington, 2008)

Definition (CEFR)

"The plurilingual and pluricultural competence [...] refers to the fact individuals *do not have* a collection of communicationnal competences which are separated according to languages they speak. The plurilingual and pluricultural competence includes the whole language repertoire."

Consequences in classrooms

- *Dealing with the different languages present in the repertoire means varieties composing the repertoire are not **treated in an isolated way**, [...]*

(*Guide for the development of Language Education Policies in Europe*, p. 71)

Plurilinguism in the classroom : a positive resource

Avoid activities developing languages as **separated pipes which do not communicate** (*“languages completely independent from one another”* Heller, 1996, Gajo, 2001).

CEFR describes learners' plurilingual competences, encourages **intercomprehension**, and recognizes unbalanced but developing competencies.

A useful tool

A platform of resources and references
for plurilingual and intercultural education

www.coe.int/lang-platform

Principles for the activities

- Each language shares **universal categories** (syntax, phonetics, lexicon, etc.) but specific applications (special prosody for questions, anger etc.) according to languages.
- **to take advantage of one's resources and activate transfers**
- **children work at different linguistic levels**, for example: syntax, ways to write, consonants and vowels, lexicon, gender and number, gestures, phonetics.

Comparing our languages

26mn DVD available on marille website

<http://marille.ecml.at/>



European Label for innovative projects in *language*
teaching and learning

Conseil de l'Europe

Comparing languages, is it difficult ?

- Brain and experiences
- Interlanguage
- Intercomprehension between family languages (romance, german)
- Intercomprehension according to linguistic units (lexicon, syntax etc.)

Videos illustrating examples:

See extracts of the DVD "*Comparons nos langues*"

(collection RFVM)

by Nathalie AUGER

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Freely available online:

<http://marille.ecml.at/Classroomvideos/tabid/2915/language/en-GB/Default.aspx>

(English subtitles)

OR

<http://www.cndp.fr/bsd/recherche.aspx?expression=comparons>

(français, enregistrement gratuit / French, free registration)

Comparing and discussing : co-acting in the classroom

- Analyzing the discussion : cooperation / theme
 - Convergence/divergence
 - Consensus/conflict
- = task

Activities and co-action

- Social action and learning action / CEFR
- Co-action and co-construction (skills, knowledge)

Approaches more than methods

- Confront each other and develop relationships with others
- Errors as a challenge and an opportunity

Results with pupils

- **More active** in the learning process, reinforces their **observation ability**: analyses, making links between languages
- Work on **similarities, differences with non-metalinguistic words**.
- Work on varieties, languages to build new competences in ML to benefit all learners

Results with teachers

- **Motivation** for teachers : pupils have knowledge and competencies they can use.
- A new role : helping pupils **organize** their knowledge

The need to train teachers now

- Some teachers' reactions:
- « *Pupils know languages I do not speak, how can I help them ?* »
- « *Some of their languages are poor so no need to use them...* »

LEARNING THROUGH LANGUAGES

Promoting inclusive, plurilingual and intercultural education

APPRENDRE PAR LES LANGUES

Promouvoir une éducation inclusive, plurilingue et interculturelle

LERNEN DURCH SPRACHEN

Ein Programm für inklusive, mehrsprachige und interkulturelle Bildung



European Centre for Modern Languages
Centre européen pour les langues vivantes
Europäisches Fremdsprachenzentrum

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MALDIVE

DIVERsity in MAjority Language Education - Supporting teacher education

- focus on teacher education for the majority language (ML) (cf. “language of schooling”, e.g. French in France, Polish in Poland)
- aims to provide concrete tools and study modules based on plurilingual approaches so that ML teachers can address and build on linguistic and cultural diversity in classrooms
- promotes collaboration between teachers of all languages and also other subjects

Draft of study modules

- Managing language diversity in the classroom
- Building on learners' linguistic experience and skills
- Reflecting and adapting one's teaching methods
- Promoting autonomous learning and supporting students' agency
- Collaboration with other teachers (language teachers + teachers of other subjects)

As a conclusion...

Let's help with quality and inclusion.
It is what learners need.

Thank you *Khop chai*

Terima kasih

Aukhun

Merci

Merci

Takk

Shukriya

Ngiyabonga

Gracias