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A European reference document for languages of education?

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Languages of Education

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Introduction

The purpose of this study is to analyse a series of issues, transversal concepts and principles connected with the plan for a *European Reference Document for Languages of Education*.

Languages of education are taken to mean primarily the main language(s) of schooling (usually the official or "national" language), which is both a school subject among others and a vehicle for teaching other subjects. Languages of education also include foreign languages and others (eg regional languages) which are used and recognised in the teaching system.

The aim is thus to clarify the relationships between all these languages according to an approach incorporating current developments and taking account of the challenges facing education systems today. The undertaking will be based on a policy for developing plurilingualism and on practical work in that area, with an eye to the special situation of disadvantaged pupils.

The study is divided into three parts .

- **The first part (Chapters 1 and 2) defines a number of guiding principles for the discussion, starting with a review of the general conditions affecting society and education.** The idea is to correlate references and concepts which derive from different theories and various professional fields, are used in the area in question and often generate translation difficulties and misunderstandings. Scientific differences of opinion and controversies are legitimate and therefore make it extremely difficult to reach a consensus on concepts that look clear but in fact are not. What we have opted for here is consequently to accommodate a variety of views, as far as possible, while seeking to draw up a flexible, multifunctional reference document organised around a few key principles. Chapter 1 suggests some guiding concepts to frame this discussion of the languages of education. Chapter 2 focuses more directly on a comprehensive strategy and a few principles.
- **The second part (Chapter 3) sets out an overall conceptual outline for the possible drafting of this *European reference document for languages of education* (*ERDLE*)**. A number of key points are discussed in the light of their implicit or explicit correlations. One the main concepts that have inspired the *ERDLE* project is lifelong learning, so it seems natural to adopt a curriculum-type approach to this outline. As a result, the conceptual model suggested is organised according to the generic pattern of curriculum development (first aims, then content and lastly pedagogical implementation). This does not mean that we visualise the *ERDLE* as a sort of comprehensive curriculum for languages of education. The intention is purely organisational and amounts to arranging the possible components of an *ERDLE* according to a pattern familiar to most of the people working in education. But this way of presenting and organising the components might subsequently make it easier to apply the *ERDLE* for those who so wish. Appendices 1 and 2 contain proposals for distributing or organising an *ERDLE* made by A. Crişan and W. Martyniuk respectively.
- **The third section (Glossary and Appendix 3) reviews the main concepts and terms used in this overall discussion.** The attempt to draw up a common glossary is both necessary and doomed to partial failure. Despite the many possible variations on the concepts and the terms referring to them, the *ERDLE* should seek to define a common language; yet the diversity of representations and conceptions is what makes up the current rich mix of Europe's educational area and the languages used in it.

1. Context and guiding concepts for an ERDLE

1.1. Context

1.1.1 Plurality and unification

A. Forms of plurality

Contemporary societies, particularly in Europe and specifically in their education systems, have to cope with various types of plurality:

- Multiple forms of knowledge, specialisation of knowledge and redistribution of subject areas - whence the difficulty of determining basic knowledge and core competencies.
- Multiple resources for acquiring knowledge and methods for gaining access to it - whence issues surrounding the reliability and choice of these resources and methods of access, but also competition between “traditional” and “new” methods[1] and increasing complexity when it comes to moving from straightforward information to structured knowledge.
- Multiple languages and other semiotic systems in which knowledge and other forms of information, expression and communication are built up and passed on - whence questions about the possible obstacles due to this large number of languages.
- Obviously, multiple populations, social groups and group origins and histories, frequently marked by movements and migration - whence issues surrounding social inclusion and cohesion.
- Multiple populations with the further consequence that besides substantial socio-economic differences, there are multiple cultural references, religions, educational cultures, representations of learning and of the role of school and types of relationship between families and school - whence a major challenge for democratic mass education.
- Multiples identities (in terms of awareness and loyalties), a characteristic of contemporary societies, not only in terms of relationships between individuals and communities, but also within individuals themselves - whence possible tensions at these different levels.
- Multiple principles for action and values in our societies, whose complexity is demonstrated by many debates (on issues such as human procreation, the end of life and the right of humanitarian intervention) - whence the observation that values, far from always bringing people together, also generate conflict.
- Lastly, multiple views of education, depending on the emphasis placed on different types of aim: personal development, cultural transmission, emancipation, social integration, economic competitiveness and so on - whence varying approaches, whether implicit or explicit, to the other types of plurality.

These different types of plurality do not simply exist side by side. They impinge on one another in complex and often conflictual ways. They are neither transient nor circumstantial, but deeply entrenched in most European countries precisely because of migration movements, the existence of regional and ethnic minorities and – whatever its democratic virtues and beneficial effects – the advent of mass education and scientific and technological progress.

However, these forms of plurality are not evenly spread across countries, regions, cities, rural areas, neighbourhoods, school courses and schools. In subtle or more obvious ways, especially where populations are concerned, tendencies to compartmentalise, select, segregate and exclude often come into play and can result either in areas accommodating a comparatively homogeneous

1. A further question is the impact of new methods of access to knowledge on learning processes, and yet another is how to transmit in new and stimulating ways – taking account of the new sources of knowledge and the new habits engendered by new methods of access to it, as well as the new processes for constructing knowledge – the « old » skills and knowledge that only school can teach (reading, writing, arithmetic), which are the basis for acquiring all other knowledge.

sub-group of the population (whether advantaged or disadvantaged) or in areas with a largely mixed population in terms of resources, values, education, command of language and so on.

For democratic education systems, in which all children attend school, with compulsory schooling until the age of about 16 and a tendency to extend it to the end of secondary school or beyond for most of the population, the challenge is to cope with these multiple forms of plurality as best they can, so as to ensure success and a promising future for as many pupils as possible, to contribute to social cohesion in spite of inequalities and to promote the knowledge society, which now conditions both economic growth and cultural development.

It is important to establish the principle that at all levels of operation and irrespective of context, an education system must be able to handle various types of plurality because its purpose is to help the wide range of young people it caters for to become active, responsible and diverse members of a pluralist society. And it should be firmly emphasised that children and young people from disadvantaged backgrounds, including – but not only – migrant families, require special attention, obviously because of their disadvantaged status and also so that school can give them real opportunities. This is not so much because of a feeling that they are "apart" and in a sense "non-standard" at school, but because the difficulties they encounter and the failures they may experience are partly due to school systems' difficulty in adapting to more complex functions and more varied school populations than before.

Clearly, too, these European education systems, which were as a rule organised largely around unifying aims and now have to deal with so many forms of plurality, not only have to meet cognitive, social and economic challenges but also have to keep up with developments relating to both individual and collective identities in countries involved in frequently destabilising processes of co-operation, unification and international competition against the background of globalisation.

B. Globalisation and unifying tendencies

Three distinct trends which nevertheless interconnect in complex ways correlate with the above ideas.

- This emphasis on plurality and the challenges it poses should not of course be allowed to mask the fact of globalisation processes with somewhat standardising effects. The social representations and cultural behaviour patterns conveyed by the media, internet resources and the global economy's goods and services do not as such diminish the forms of plurality listed above, but often tend to put them out of people's minds and cover them with an apparently standardising veneer. In Europe, for example, the big retail names and brands are the same in all countries, clothing fashions and many cultural practices extend across national borders, especially among young people, while blogs, text messages and downloaded music have come into daily use. As we know, the English language and Anglo-Saxon models are in the forefront of this trend, which is several decades old. There is a strong social demand to learn English as an international language, probably not only for utilitarian reasons (to gain skills for the labour market), but also for cultural reasons, associated both with the circulation and resonance of the models conveyed by the media and with the images and practices that give English a major role in non-commercial as well as business exchanges.

- To counteract the pressure from the various forms of plurality (but often also – without this being really contradictory – to openly oppose alleged risks of standardisation), moves are made here and there to devise, retrieve or at least reassert a plan for national unification, uniting people around values such as nation, people, heritage, history and even ethnic group or religion, and almost always common language as the hallmark of common identity. Needless to say, these trends may take various forms in Europe, including tragic ones. But in all the contexts involving an intention of this kind, education is a major issue in which concern for national (and sometimes regional or minority) homogeneity is rEFRLEcted, among other things, in curriculum development processes based on the effort to achieve a degree of unification. In such cases, promoting the main language of school education is usually an important educational aim.

- The third trend is rather a process of European co-ordination against a background of harmonisation or standardisation. In various social and economic areas, European directives and standards are the accepted authority in the EU. Likewise, common reference systems for vocational qualifications are intended to facilitate the international validation of such qualifications and the movement of workers. The Bologna Process for the organisation of academic study and the recognition of diplomas, the Lisbon Strategy and the European indicators it has introduced to assess and compare the efficiency of education systems, the work done by OECD and the international comparisons made by the PISA surveys are so many practical indications of this trend, which does not aim at uniformity but nevertheless relies on a policy of « standards » that does not always take account of plurality. The considerable success of the multi-level scales in the *Common European Framework of Reference for Languages (CEFR)* and the often restrictive use made of them[2] make it clear that this concern to standardise also operates in the area under discussion here.

1.1.2 The knowledge society

The distinctive feature of the late 20th century has been the importance attached to the knowledge society: science and technical and technological innovation are now regarded as conditioning the future in a world of economic and scientific competition with which Europe can keep pace only by advancing in high-tech areas.

This emphasis on the knowledge society raises complex issues where school systems are concerned, particularly because we know (see 1.1.) that this knowledge is continuously expanding and changing and because the realistic principle of lifelong learning requires initial school education to perform the task of equipping pupils to pursue these learning processes at later stages, adapting to new sources of knowledge and in many cases to new methods of access to knowledge and skills. This suggests three remarks:

- The renewal and increasing specialisation of knowledge does not concern all areas of knowledge. In natural and life sciences, and in technologies, there have been spectacular advances involving major scientific issues and economic spin-off and a kind of race to innovate, but the same cannot be said of the humanities and social sciences. Different time scales apply to these more reflective and interpretative areas of knowledge (which have different approaches to empirical data) – history, literature, philosophy, geography, social sciences, economics and language learning –, all of crucial importance to education.
- Naturally, knowledge encourages knowledge and requires knowledge. In other words, the development of a knowledge society and of lifelong learning largely depends on the nature and level of the knowledge and skills acquired at school. Whether we refer to “core competences”, “common core of knowledge and competences”, “basic competences” or “key competences” (variations in terminology which have their significance), this is an issue which all European education systems have to face and which obviously links up with that of the relationship between the various forms of plurality on the one hand and the effort to harmonise, homogenise, unify or standardise to some extent on the other.
- The general debate on education systems features discussions that may sometimes seem sterile but definitely deserve attention, actively involving the various groups of players concerned: on the relationship between knowledge and competences; on the choice of setting learning objectives chiefly in terms of competences; and on the concepts of “core competences” and “key competences”. These are not minor issues or rearguard actions between “modernists” and “traditionalists”: they do indeed concern views of education which are briefly outlined in paragraph 1.1. in terms of their context and the issues at stake. We shall be returning to these issues, which are of decisive importance in designing an *ERDLE*.

At this point in the analysis, and with a view to an *ERDLE*, it will suffice to note:

2. “Restrictive use” here refers to the fact that the CEFR’s full potential for diversifying and contextualising often remains under-utilised.

- the importance attached to “learning to learn”, which is essential for lifelong learning;
- the importance attached to developing awareness, understanding and mastery of the many resources offered by the media and networks such as the internet, together with a capacity to reflet on those resources and a critical approach to them;
- the need to determine core competences and knowledge or to define key competences, whatever the term used.

These key competences obviously include linguistic competences, whether in the main language of schooling or in foreign languages.

It will be noted in passing that building up and passing on new knowledge and innovative skills would be less productive if it were merely the interplay of a local vernacular and an international language, notably but not only in the humanities and social sciences. Furthermore, this use of several languages in the relationship to knowledge should be viewed as an investment, all the more useful and profitable because in many areas of knowledge it ensures a wide range of references, access to models created by different traditions, a greater wealth of conceptual tools and indeed more agile forms of intellectual creativity and imagination.

1.1.3. Languages in education, languages of education, language policies

It is also apparent from the above that **in the delicate handling of the various forms of plurality, in the tendencies to reduce or ignore them and in the emphasis on a knowledge society based on the acquisition of key competences, language aspects are of central importance at school.**

Pupils’ mastery of the main languages of school education and the school’s recognition (or non-recognition) of the multiple languages and forms of discourse contributed by the groups of pupils attending it are of equal importance in achieving the aims of academic success, social integration and identity-building. The purpose of this working document is precisely to highlight these roles of the languages of education more clearly, both

- as school subjects and
- as vehicles for teaching other curriculum subjects.

Stating the importance of languages in and for education, especially but not only as regards the main languages of school education (national or official languages), also means thinking about a blueprint for education that involves an overall view of the process and its purpose.

It should be borne in mind, however, that in most European countries this recognition of the importance of languages in school education lies at the heart of a broader discussion of language policy choices: preserving language diversity in societies describing themselves as multilingual; relationships between state language and other (regional, minority, migrant) languages; promoting and developing individuals’ plurilingual skills. All these aspects are covered by the *language education policy profiles* for countries and regions – one of the activities of the Council of Europe’s Language Policy Division – and are discussed in detail, with practical proposals, in the *Guide for the development of language education policies in Europe*, drawn up by J.-Cl. Beacco and M. Byram for the Language Policy Division and subtitled *From linguistic diversity to plurilingual education.*

1.2. Guiding Concepts

1.2.1. School as a place for personal development and a place (among others) for socialisation

Viewed as a possible aim and watchword for a school capable of handling plurality and turning it to good account for an educational project, the concept of *Bildung* (see 2.2.) might be defined as the school’s specific contribution to a social agent’s personal development.

- “Specific contribution” since this personal development also takes place elsewhere than at school.

- "Personal development" since individual pupils' cognitive, emotional, ethical and even physical development means that they grow increasingly autonomous by expanding their intellectual capacities, knowledge, skills, creativity, critical approach and aesthetic sense.
- "Social agent" since these individuals are regarded as capable of becoming integrated and actively involved, as informed and responsible citizens as well as competent economic players, in an existing but constantly changing social system.

In our contemporary European societies, which feature various forms of plurality and are highly differentiated in terms of the multiple social roles and individual profiles they encompass, the concept of *Bildung* cannot be taken to mean standardising or moulding a hypothetical "ideal" individual. The idea underlying this notion, which combines individual growth and learning and acquisition (see 1.2.4.), is not to diminish plurality but to help integrate it in holistic and dynamic ways into both individuals and society.

Nor does the concept of *Bildung* imply a euphemistic approach to the tensions associated with the various forms of plurality. These tensions exist at school and outside. The way in which school recognises, explains and deals with them contributes, if not to resolving them, at least to preparing pupils to be more aware of them and above all to acquire the capacities, knowledge, skills and values that will enable them to find their place, participate and act in (and through) this interplay of tensions.

Languages of school education and practices of the school, which are closely linked to the teaching approaches and methods chosen, are of decisive importance here. Types of school discourse and text, whether specific to the education system or similar to some types of discourse and text prevailing outside school, partially intersect, to a lesser or greater extent, with pupils' language competences and discourse repertoires. Personal development and socialisation are closely bound up with the extension of this overlap between types of school discourse and text on the one hand and pupils' repertoires and competences on the other (see 3).

1.2.2. Constructing one's identity and constructing/preserving national identity

As defined by the *CEFR*, plurilingual competence - competence in managing multiple language resources and skills (the plurilingual repertoire) is a single whole, albeit made up of several components; likewise, any individual identity can be considered as a single whole with multiple components: a whole in that the individual can handle the different facets and has an intimate sense of unity; with multiple components in that all members of today's society take part in various networks and communities, and see themselves and are seen by others as performing multiple roles.

Identity issues are the subject of much debate, often far removed from school contexts, but necessarily part of a discussion of school. People's varied identities and their affiliation, allegiance or loyalty to new identities - these shifts and varied factors that "move the goalposts" - cannot be viewed simply as the effects of economic globalisation. A wide range of socialising agencies (see 1.2.4.) provide individuals with identity references and markers that may be mixed, inconsistent or even conflicting. A multiple person – "*L'homme pluriel"* as sociologist Bernard Lahire put it (Lahire 1998) – is not necessarily in harmony with him/herself. Identity develops and evolves in relation to others[3]; it can no longer be defined as merely inherited, as transmitted by blood relationship or place of birth.

The development of this changing multiple identity is not incompatible with awareness of a single continuous "self". And individual identity, developed through social interaction, is a process, a history, a path, a journey, of which school education is a decisive phase. School affects identity-building through the knowledge it teaches, the competences it develops, the world views it offers, the attitudes and habits it helps to instil and the values it promotes – though this obviously does not imply standard moulding.

3. There is a compelling analysis of this relationship in *Soi-même comme un autre* by philosopher Paul Ricœur (Ricœur 1990).

Since the 19th century, one of the roles of school as a public service has been to reinforce national awareness and unity. This was particularly important in political areas of Europe marked by long series of territorial conflicts, imperial wars and border-shifting. Nations and peoples were expected to identify with an often idealised national history, a national territory said to be defined by nature and a national language with unifying virtues due to its being shared.

The contemporary situation in Europe is quite different. National awareness and feeling are profoundly affected by the recognition and protection of ethnic and regional minorities and the promotion of linguistic and cultural diversity as heritage, and by the dwindling powers of nation-states[4] caught between regional self-assertion, supranational bodies and globalisation with its complete disregard for borders. Needless to say, these developments produce tensions in identity terms: on the one hand, the resurgence of nationalism, rejection of foreigners and especially migrants, and sometimes overt conflicts; on the other, wavering and indecision over identity in terms of local, regional, national, European and even global loyalties. In all these cases, school education once again becomes a major issue and the position of the main language(s) of school education also needs to be redefined in identity terms, next to regional, minority and migrant languages. No language education policy can afford to disregard these national issues, which are linked to the construction of individual identities and the mixed nature of school populations.

1.2.3. Socialisation, education, schooling, instruction

The main objective of any education system is – quite simply – education, as part of the more comprehensive goal of socialising and developing young people as individuals entering the system. Schools are not the only social institutions involved in the processes of education and socialisation/individualisation.

To summarise:

A. The **socialisation/individualisation** process may be seen in terms of constructing the identities of social agents.

    a. It is a long-term process, that extends beyond the initial socialisation offered by the family and early schooling.

    b. As argued in 1.2.2, identity is viewed as a process rather than a final product. It is also bound up with the socialisation/individualisation process, which itself has two dimensions. First, the process of individualisation of a social agent forms part of socialisation, and second, in contemporary society, socialisation is characterised by the emergence of the individual.

    c. The distinction between personal identity and social identity has to be seen in terms of identities that are both multiple, with different social affiliations and roles and a repertoire of identities that is dynamic and constantly evolving, while at the same time forming a unified whole, with a definable path and an intimate sense of being "oneself".

B. Various agencies are involved in the **socialisation/individualisation process**. The following each represent specific **contexts**, characterised by **networks** and **hierarchies** of **social relationships** using **types of discourse** in particular **areas**:

    a. **the family**: families are the first source of socialisation[5]. They are usually, though not always, homogeneous in terms of the explicit and implicit values and norms, particularly regarding language practices, that they convey or help to emerge. Nevertheless, there are differences between cultures and even within the same society many families – and

4. According to the online encyclopaedia Wikipedia, “a nation-state is a specific form of state, which exists to provide a sovereign territory for a particular nation, and which derives its legitimacy from that function. The state is a political and geopolitical entity; the nation is a cultural and/or ethnic entity. The term “nation-state” implies that they geographically coincide”. Concepts such as “people” have usually been closely bound up with that of “nation”.

5 For convenience, in the remainder of this section "socialisation" will be taken to mean "socialisation/individualisation". In certain contexts, however, where the emphasis is firmly on the "personalisation" aspect, the latter will be used to signify the dual concept.

not just migrant ones – have the experience of more than one language, because of generational differences or choice of partner;

b. **peer groups** (other children and young people) lead to affiliations and loyalties that may include codes of conduct and rules of behaviour. This extends to means of communication – mobile telephones, text messages, emails and blogs are now expanding the boundaries, forms of interaction and bonding mechanisms of these peer groups;

c. **the immediate environment**, be it neighbourhood, housing estate, village, town or other urban or rural byway, also contributes to implicit socialisation: the social environment of village children from an agricultural background offers a different experience to that of a working class estate or dormitory town. Exposure to the immediate environment also entails widely varying language dimensions, such as social communications with neighbours, advertising and public hoardings, and so on. In this case, the transmission and acquisition of norms is generally implicit;

d. **school**: since schools are clearly central to the remainder of this paper, it will simply be noted that the first experience of school for the majority of children, and not just those for whom the main language of education is not that of their family, means contact with forms of discourse, rhetorical styles and rules of communication that were not part of their previous experience;

e. **communities of affiliation** – those of which one is a member – and of reference – those of which one aspires to be a member: "community" here refers to various types of groupings, such as national and regional communities, ethnic, religious or occupational communities, the scientific community and so on. Individuals are usually members of various communities, with differing degrees of commitment and active participation and differing levels of constraint concerning the values, ethics and rules of conduct with which they are expected to comply and the language aspects of their participation. The values and norms of these various communities often differ, either among themselves or between particular communities and other sources of socialisation;

f. **the media**: for many Europeans, particularly young people, the various forms of media – press, radio, television, internet, and even video games and CDs, whether or not educational – are major sources of socialisation and development of the individual, through the information they provide, the entertainment they offer, their social representations and stereotypes, the models and images of identity they convey and the view they offer of elsewhere and others. Some of these media, particularly the internet, now facilitate or encourage the creation of virtual communities (see above, e.), with their own rules and methods of communication, and even rules of conduct and internal ethics;

g. **mobility**: this is taken in its broad sense, whether it is voluntary or to some extent enforced, and includes geographical, social and occupational mobility, migration of all sorts, mobility resulting from chance developments and changes in life patterns and even the virtual mobility now available through the media. It can often play a critical role in the continuing socialisation/individualisation of members of society. These different forms of mobility have a profound impact on those concerned. They generally require new forms of knowledge, adjustments and other forms of adaptation, particularly with regard to language skills.

These various forms of socialisation are important, because:

- through their involvement and interaction in these different contexts and areas, social agents construct the multiple discourse repertoires with which they will identify;
- school pupils who are about to begin language learning and other subjects taught through the medium of language have already started to acquire these repertoires. The instruction they receive is bound up with schools' own standards and rules, which will vary according to educational culture, the concepts and models conveyed by the languages and types of

discourse concerned, again varying according to educational culture, and forms of expression that depend on the content and tradition of different subjects;

- whether or not they take explicit account of previously and externally acquired language skills, schools will set out, even if only partially and implicitly, to regulate and extend existing repertoires, usually mainly to the benefit of the main language of schooling, in one or more of its varieties.

C. **Education** is defined here as **a form of socialisation**, carried out, whether or not explicitly, through the formal or less formal **medium** of a **particular agency**. Of the various sources of socialisation/individualisation, families and schools are educational agencies *par excellence*, but the same may apply to particular communities or even the media. In certain circumstances and epochs, and for certain social groups, mobility, for example international mobility, has been or is a potential source of education, as was the case with the traditional "grand tour", recommended to the scions of noble or well-to-do families[6].

Educational institutions such as schools are also the setting for implicit and informal socialisation, that is locations where socialisation/individualisation take place in addition to, often unbeknown to and sometimes in conflict with establishments' own educational programmes and objectives. Explicit education and implicit socialisation may **complement** each other but may also be a source of **tension or conflict** between agencies or even within the same institution, for example, if they adopt conflicting reference values or standards[7].

D. **School education** should combine:

- **personal growth** to increase pupils' cognitive, ethical, emotional, civic, aesthetic and critical **development**, and
- **learning and acquisition**, designed to provide those same pupils with **knowledge and skills**.

The process/product of this combination may be termed *Bildung*, on condition that this old term is updated, while retaining its holistic and humanist aspects, which form a novel and harmonious synthesis of the various components of **social agents** who are both autonomous and fully integrated into the community (see 2.1, the section of Chapter 2 on the notion of *Bildung*).

Personal growth and **learning** and acquisition operate in the education process via the dual methods of **transmission**, by the education establishment, and **construction**, by the pupil. The two are of course complementary and interact with each other.

Table 1 summarises these notions and their inter-relationships.

1.2.4. General aims and expected outcomes of school education

Table 2 is offered here, with caution and for discussion, as a complement to Table 1, from which it extracts various aspects and concepts relating to school education. The following comments may be made on the proposed elements:

- the **aims** of the process are divided into the very general categories of **values and principles**, and **knowledge and skills**. These metaterms are considered suitable umbrellas for the social and individual aims of the educational project. Together, these two dimensions interact as part of the overall ***Bildung*** process.
- **School education**, in the form of **individual growth** and **learning and acquisition**,, leads to **knowledge, skills, attitudes and dispositions**, and presupposes the existence and development of an **ability to learn**[8]. The relative originality of this approach is that both the

[6] Reference might also be made to the possible educational functions of such institutions as the army, the convent or the seminary, or even trade unions and political parties.

[7] For example, a particular education system may have as an explicit objective the gradual development of pupil independence and responsibility while at the same time adopting practical forms of classroom management and organisation that leave those same pupils no scope for initiative – an implicit socialisation process.

[8] Not surprisingly, these are the components used in the in the CEFR and many other descriptions of

personal growth (development of the individual) and learning and acquisition (knowledge and skills) are presented as being linked to knowledge, skills, attitudes and dispositions.

- The **expected outcomes** concern **active and responsible members of society**, with **competences and cultures in the various areas** with which school education is generally concerned – ethical, civic, aesthetic, scientific, technical, linguistic and physical.

The distinctions and relationships between competences and cultures are an important element of the proposed framework, and are put forward for critical discussion.

curricular approaches.

TABLE 1:

Socialisation/individualisation

- (constructing social agents' identities) Long-term process (more than just so-called “primary” socialisation)
- personal identity and social identity are seen in terms of processes rather than outcomes
- identity is seen as both multiple (multiple affiliations and a dynamic repertoire of identities) and unified (continuity and selfhood).

Socialising agencies

- family
- peer groups
- immediate environment
- **school**
- communities of affiliation or reference (national, regional, minority, ethnic, religious, socio-occupational, scientific)
- media
- relocation and more distant environments (geographical, economic and social mobility)

These socialising agencies are also associated with various implicit and explicit **rules and standards** and quite often characterised by distinct linguistic patterns (languages, language varieties, forms of discourse). Possibility of **tension or conflict** between these different rules and standards.

EDUCATION

- form of socialisation, completed, whether or not explicitly, through the formal or less formal medium of a particular agency
- families and schools are educational agencies *par excellence*, but the same may apply to particular communities or even the media
- educational institutions are also the setting for implicit and informal socialisation
- explicit education and implicit socialisation may **complement** each other but may also be a source of **tension** or **conflict** between institutions or even within the same institution, for example because of different rules or standards.

SCHOOL EDUCATION

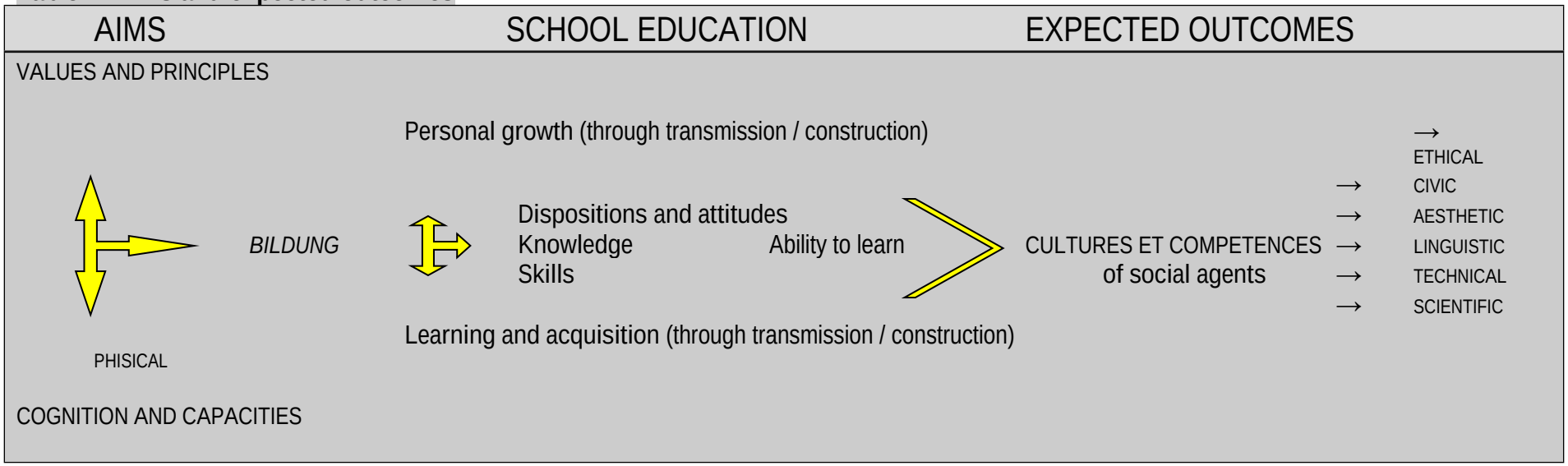
Combines

- personal growth, whose aims are largely concerned with the **individual** pupils' cognitive, ethical, emotional, civic, aesthetic and critical development
- learning and acquisition, designed to enable those same pupils to acquire knowledge and skills.

The process/product of this combination may be termed *Bildung*, an old term whose holistic and humanist aspects form a novel and harmonious synthesis of the various components of social agents who are both autonomous and fully integrated into the community.

Personal growth and learning and acquisition operate in the education process via the dual methods of **transmission** and **construction**.

Table 2: Aims and expected outcomes



Note to 1.2.4:

"Cultures", like "competences", is expressed here in the plural and like "competences" is applied to the different sectors of school education: ethical culture, civic culture, scientific culture, technical culture, aesthetic culture, physical culture, linguistic culture and so on. Both cultures and competences are considered the product of knowledge, skills and attitudes/dispositions, but whereas competences refer more specifically to capacity for action, cultures are more concerned with ways of perceiving, sensing or imagining. Technical culture and technical competence are not the same, any more than aesthetic culture and aesthetic competence. However, they must not be seen as antithetical, since they are closely linked and both based on knowledge, skills and attitudes and dispositions, as well as knowing how to process what is new.

On the basis of this distinction and interlinkage, it is argued that:

- school education produces more than just competences, but based on the same type of ingredients;
- the cultures generated by schools are linked to the recognised subject areas (without prejudice here to what is associated with or derived from other socialising agencies);
- these multiple cultures and competences combine to form active and responsible members of society.

Naturally, there is no strict correspondence between cultures and competences and individual school subjects. For example, literature does not simply contribute to aesthetic competence and culture. It also affects linguistic culture and competence, and even the ethical and civic domains.

1.3. Languages in school education

- **All the languages used in school**, either as part of the curriculum or because of the composition of the school, are potentially or actually languages that **form part of pupils' socialisation**, in that they all contribute in various ways to cognitive, emotional, social and cultural development, in other words to constructing an identity for each individual admitted to the school[9]. **Of these languages**, those that are part of the curriculum or recognised in other ways by the school[10] are **languages of education**, in that they are incorporated in the conceptual training and instruction programme and thus contribute to the educational aims pursued. **Main languages of school education** are not only taught as subjects but are vehicles for teaching other subjects and are thus central to the school's overall aims.
- Among these languages, **the child's first language or languages**, the one or ones of initial family or community socialisation and **the language or languages of instruction of the main subjects** (excepting, in principle, foreign languages) **play a particularly important part in pupils' development, conceptual training and instruction.**
- Pupils' first languages and the main languages of schooling are not always the same, not only because of the existence of regional and ethnic minority languages but also on account of migration for economic or other work-related reasons or linked to refugee and asylum status.
- Even in cases where pupils' mother tongue[11] is also the main language of schooling, the varieties, discourses, styles and rules applicable to school uses are often distinct and remote from the ones those same children encounter in their out-of-school environment (see 1.2.3. B).
- Most education systems have only one main language of schooling, and this has the official status of **national language or language of the state[12]**. However, there are other situations in Europe, such as:
    - the main language of schooling is a regional or minority language, with the national language being taught as a subject, though it may also become a second medium for teaching other subjects;

[9] Thus, in a school where children of foreign origin use a first language in the playground or in class that is not part of the school curriculum, this usage is part of their socialisation process but also influences, however slightly, that of other pupils – if only in terms of their respect for, rejection of or indifference to this "foreign" manifestation. These same non-curricular languages may also receive a certain official seal of approval from the class teacher ("how do you say that in your language?") and thus find a place, occasionally or much more systematically, depending on the educational approach adopted, among the languages of schooling. This also applies to so-called language awareness activities or the use of tools such as the European Language Portfolio, whose language biography and passport enable young people to have their language or languages recognised in practice as part of their school's educational activities.

[10] For example, when immigrant children are taught their own language outside school hours but on the initiative or with the support of the school.

[11] For the remainder of the document, for the purposes of simplicity terms like first language and mother tongue will remain in the singular, which does not mean that we ignore circumstances where children in the first pre-school environment may be exposed to two or even more first languages, as in the case of mixed families, generational variations, or carers or family assistants speaking a language other than that of the parents.

[12] Situations vary, in that a regional language may be recognised as a national language – regionally or nationally – within a particular country. The term "language of the state" is not always very meaningful since certain European countries are officially bi- or multilingual and recognise several national/official languages.

- two official languages, one national the other **regional and minority**, may both serve more or less equally as vehicles for subject teaching, resulting in bilingual education;
- **foreign languages** may be used, in different ways and to varying extents, as one element of **bilingual education**. Where such bilingual education occurs, the foreign language becomes, at least to some extent, the second language of schooling.

- Whether the main language of schooling is national, regional or minority, it appears in the curriculum in three guises:
  - as a distinct school subject in its own right, with its own syllabus. This syllabus itself generally comprises three elements, each of which varies according to educational traditions and culture or reforms under way: a. measurable requirements or expectations concerning linguistic knowledge and communication skills at both written and oral levels; b. metalinguistic and metadiscursive knowledge of the language; c. a cultural element, focusing on a body of literature, whether or not this is confined to a "canon" of recognised works, leading to the study of types of text, devices, styles and so on;
  - as a vehicle for teaching other subjects, or a **language across the curriculum**;
  - **as the main linguistic medium** for the formal or informal transmission of the norms of society and the national, regional or minority community concerned. As such, it is the main language of socialisation and education in the school context, while always bearing in mind that: a. other institutions and networks are also part of the socialisation process, and b. as noted earlier, all the languages in a school make at least some contribution to socialising all the pupils concerned.
- Two particular features characterise the language of schooling:
  - For most pupils, it is the medium for their **formal introduction to written language** (apart from any initial literacy they may have encountered in a family context or other environments). Learning the written forms, writing and reading are a major focus of early schooling and primary education has become almost identified with this access to this second mode of linguistic symbolism. Concentrating on the written medium strengthens the key role of the main language in the education system[13]. This monopoly of written forms also offers majority languages a privileged and often unique role in establishing knowledge of subjects in a school context.
  - Coupled with the formal rules and standards associated with the written form, the majority language is presented not only as the **common language**, that of the school community in its everyday life, but also as a **single and unified whole**, whatever its variations in practice, including its varied uses within school. Thanks largely to schools and to writing, majority languages become "objectified", and sometimes "sanctified", as the language of the state, or national language, within systems that are deemed to be homogeneous and unified, and they achieve the status of factors for and guarantees of social cohesion and collective belonging[14].

[13] A role that is further strengthened by the dominant view that the parallel introduction of written forms of other languages – foreign, minority and regional, whether of origin or as part of the child's heritage – is likely to disturb children's learning process or even their cognitive development, particularly when those languages employ graphic systems other than that of the majority language.

[14] Hence the frequent resistance to the introduction of other languages and written forms – because of its supposed negative effects both on children's development and interests and on attempts to achieve social integration.

This combination of features leads to a vision of the common language of schooling, coupled with certain standard practices, that can result in various forms of linguistic insecurity, particularly among pupils from disadvantaged or migrant backgrounds.

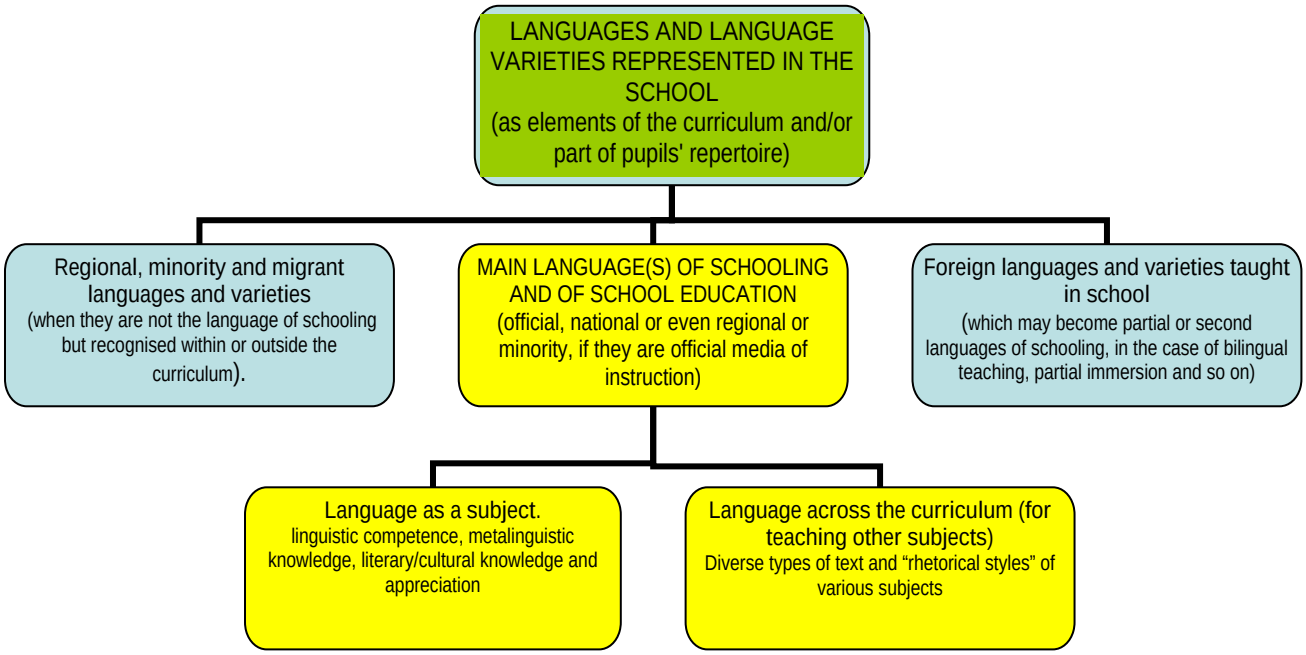
- Where the main language of schooling is a regional or minority language in a country where the national language is the official and dominant one, as well as a prerequisite for admission to certain institutions such as university, this may lead to tensions, as well as complementarities, between the two languages of schooling. These complementarities or tensions may concern the legitimacy of the languages themselves, user loyalties and the language policies of the various official and governing authorities. This applies to the language of instruction, or "language across the curriculum" dimension, and even more to that of the "language of socialisation and education".
- These examples of possible juxtaposition or embedding of languages of schooling are not confined to the intra-national context. They may also occur, *mutatis mutandis*, within much larger integrated entities such as federal or confederal states (India, for example) or geopolitical entities like the former Soviet Union.
- More generally:
    - returning to the starting point of this section and bearing in mind that all the languages not only *of* but also *in* the school are languages of socialisation and, for some, education in a school context, and
    - accepting that one of the facets of this school education is to offer plurilingual education and education for plurilingualism, thus contributing to democratic citizenship, social cohesion and identity-building,

    the question then arises of what, given these assumptions, is the particular role of the majority language or languages of schooling, particularly in view of their importance and multiple functions in education systems.

These are some of the considerations against which to judge the relevance and feasibility of a reference document on languages of education that is more inclusive than the CEFR.

Summary table TABLE 3

LANGUAGES IN SCHOOL AND LANGUAGES OF SCHOOL



This form of presentation reveals, if only in outline:

- That not all the languages in a school are languages of that school, and as such languages of school education. Clearly, it is impossible for schools at whatever level to take official account in their syllabuses of all the languages and varieties that form part of the repertoires their pupils have acquired before and outside of their schooling. However, it is plausible to argue that even languages that are not recognised in the official curriculum should receive some acknowledgement in classroom practice or via particular teaching resources, and in the official school setting rather than just the playground (for example, in exhibitions, or texts and posters displayed in the corridors). For the children concerned, this can also – however briefly – take place in school time, for example via technological access to the internet, and videos and other programmes in the library or reading room. Raising the visibility of non-curricular languages is important, not only for the self-esteem and self-image of the young people whose repertoire includes these languages, but also for how the remaining young people who do not speak these languages respond to "otherness". Plurilingual education[15] also entails this "ordinary" recognition of the value of plurality and what it has to offer[16].

[15] As distinct from the often dominant ways of thinking identified in footnotes 13 and 14, which does not mean that these viewpoints are irreconcilable.

[16] Moreover, it can be argued that, contrary to all received opinion, recognising and welcoming the identities of others – in this case, by giving due recognition to and accepting their languages and cultures of origin - is the best means of achieving genuine integration, on the grounds that an identity that feels unthreatened will incorporate the elements of otherness of the host society. As Amin Maalouf (1998, 51) has said: I always look for reciprocity, which represents a concern for both equity and effectiveness. With this in mind, I always want to say to one side, the more you imbibe the culture of your host society the more you will be able to impregnate it with your own, and to the other, the more an immigrant feels that his or her culture of origin is respected, the more willingly he or she will accept the host country's culture.

- That the languages represented in a school clearly fall into various categories and differ in status as far as the educational institution is concerned, but that they nevertheless form a single body, within which change and movement is possible. Thus a regional language may be or become one of the main languages of schooling while a foreign language may be used partially or in whole, permanently or temporarily, for teaching other subjects. In the case of pupils from mixed families or ones that have settled in another country, their school's first foreign language may be their own first language, while in other cases, such as that of schooling entirely in a "second" language, as in various former African colonies, the main language of schooling and school education may be an unknown tongue for nearly all the children entering school.
- That in the simplified outline presented here, whatever the language of schooling and of school education it forms the foundation and keystone of all the languages of that school. This is hardly surprising. The preceding pages, and the very project of which this paper forms a part, emphasise the special and critical contribution of what is rightly called the main language of schooling to achieving a school's objectives and the success of its pupils. This is also the main – though not the only – focus of efforts to secure social cohesion and integration, as well as of complementary efforts on behalf of cultural transmission and acceptance. Somewhat less obvious, though, is the equally key contribution of the main language of schooling to achieving the goal of plurilingual education. Whereas it is often made out that such plurilingual education is solely the domain of foreign or "other" languages, it is in fact also dependent, almost as a constituent element, on the position and role of the main language in the overall educational provision[17].
- That one of the main issues is clearly the relationship between the main language of schooling and the languages and language varieties that appear in pupils' repertoires. There may be significant gaps between the repertoires of both migrants and socially disadvantaged groups and the language of schooling, in terms of knowledge and command of the language, the rules governing its use, discourse management and familiarity with different types of school text. We have already drawn frequent attention to the mixed and heterogeneous nature of school populations, and to the problems this causes for educational cultures that are still often rooted in earlier models.

  Three possible options may be identified:

  - Make no basic changes and continue with tried and tested requirements and syllabuses, on the grounds that this is the only, and the fairest, way of offering young people from migrant or disadvantaged backgrounds the tools to enable them to become part of and make progress in a society where the required language skills and a certain form of general culture are as necessary as ever, if not more so.
  - Attempt a remedial approach, stressing the rules and discourses of the language as a subject, in its formal, communicational and reflective aspects, while varying the weighting given to these different modes and giving less emphasis to cultural contents – literary and others – that are then deemed to be less essential than having the option of other, particularly foreign, languages.

[17] Clearly the notion of plurilingual competence, as presented in the CEFR, includes the first language and the main language of schooling, and this inclusion is discussed in the *Guide for the Development of Language Education Policies in Europe*, which also notes that plurilingual education concerns not only language teaching, syllabuses and practice but also so-called non-linguistic subjects. Nevertheless, in the context of schooling, including the teaching of non-linguistic subjects, the main language of plurilingual education is its common and cross-curricular element.

- Effect a shift towards more inclusive curricula and methods aimed at securing greater transversality and breaking down barriers, as part of a more comprehensive and economical[18] approach to the development of young people's linguistic and cultural level of competence and knowledge. This is the plurilingual educational approach. The challenge is then not just to ensure that it is not the preserve of a selected group – a sort of school elite – but also to show that this educational model is better equipped and more appropriate than others for the schooling of young people who are likely to experience difficulties both in education and, later, in their general social lives.

There is no attempt here to choose between the different options, which in any case may coexist within an education system, according to stream or stage in the curriculum, and lead to so-called mixed approaches. However, since the first two are the most frequently encountered and are the most familiar, what follows is particularly concerned with the third option, which is consistent with the principles and aims laid down, though it is certainly not the easiest one.

[18] In the sense of curricular economy and greater cost-effectiveness.

2. Options and principles for an *ERDLE*

2.1. Languages of education and plurilingual education as strategic approaches

The CEFR focuses on general issues of language learning, language teaching and language evaluation from a mainly technical perspective. A *European Reference Document for Languages of Education (ERDLE)* – covering language as a subject (LS), foreign languages (FL) and language as a vehicle for teaching other subjects, or "language across the curriculum" (LAC) - is likely to address many more complex issues. Among these, the most important are (Vollmer, 2006): issues of *Bildung* through languages of education (LE) (see foregoing sections); multiple identity building through language use and language education; personal enrichment and autonomous learning; cognitive development, based on language learning; knowledge and acknowledgement of different linguistic and cultural traditions; choices regarding functional language use and/or domain-specific languages; literary, aesthetic and creative language use; language varieties (and their inter-relations); theoretical study of language and languages (language as a system, as a historical development, as a discourse and a discourse structure, as a tool for communication or as social capital); bilingualism and its extension to plurilingual profiles; participation, social inclusion and social cohesion; developing intercultural competence; cognitive, social and cultural disadvantages of certain groups of learners, and ways to overcome them in the long run. In addition to the above, three other sectors are also of interest for a prospective *ERDLE* (Vollmer, 2006):

- *The teaching of literature and other kinds of text* (ie studying canon works and mainstays of national literature; developing imagination and literary appreciation ability; providing experience of one of the richest sources of language use; stimulating thought about language, less as a grammatical system than as an interplay of rhetorical modes and stylistic devices).
- *The relevance of languages across the curriculum* irrespective of the educational arrangements; here a number of questions are to be considered: Can language really develop through its purposive uses alone? What are the learning effects of the skills required for domain and task-specific communication? What is the relationship between verbal and non-verbal forms of mental representations and information processing? How do natural languages and/or the manipulation of other semiotic systems contribute to cognitive development, especially in subject-specific contexts? How can we describe and assess the development of ability to communicate in a subject-specific sector?
- *The curriculum development implications* of the issues related to languages of education. As such, the "[…] new instrument should therefore include explicit reference to the teaching of second or foreign languages in order to create a holistic vision of language learning and of the language curriculum".

Such a wide vision of language, language use and language education is incompatible with a purely technical or tactical approach to languages of education and to developing a European reference document. Therefore the overall vision should be a strategic one. The word 'strategic' refers, on the one hand, to the way in which language education and approaches related to languages of education are to be apprehended. On the other hand, it is also seen as the underpinning principle of the whole methodology for devising an *ERDLE*.

A. Languages of education and plurilingual education from a strategic perspective. As highlighted above, languages of education and plurilingual education play an important part in structuring other than language-related knowledge, skills and attitudes, values, behaviour etc. Language education leads to personal fulfilment, multiple identity building, autonomous learning and thinking as well as cognitive development. All these aspects are basic for strengthening identities as a whole, civic participation and social inclusion and cohesion. Therefore language education is a

long-term, complex and flexible educational project and as such requires a strategic approach.

A.1. ***Systemic level.*** Examined at a systemic level, plurilingual education from a strategic perspective should take into consideration at least the following typical steps for any strategic outlook:

- Analysing the existing situation of language education, ie its main characteristics in Europe or in a given country (legislation and regulations in force, language policy documents and actions in school and out-of-school education, nature of the curriculum, educational goals, teaching materials, the teaching profession and its initial and in-service training, educational provision in the classroom, pupils' proficiency levels, state of research, etc.). In other words, determining whether in a given context language education is equal to attaining wider aims such as building multiple identities and intercultural competence, or whether it focuses essentially on learning per se of a language or languages.
- Identifying strengths, weaknesses, possible openings and obstacles, so as to pinpoint current needs and priorities.
- According to the needs and the priorities, defining a strategy and options for policy actions in this field.
- Debating, evaluating, and finally agreeing on the strategy and the actions to be undertaken.
- Planning and implementing the strategy.
- Monitoring the process, analysing results and making necessary adjustments and improvements.

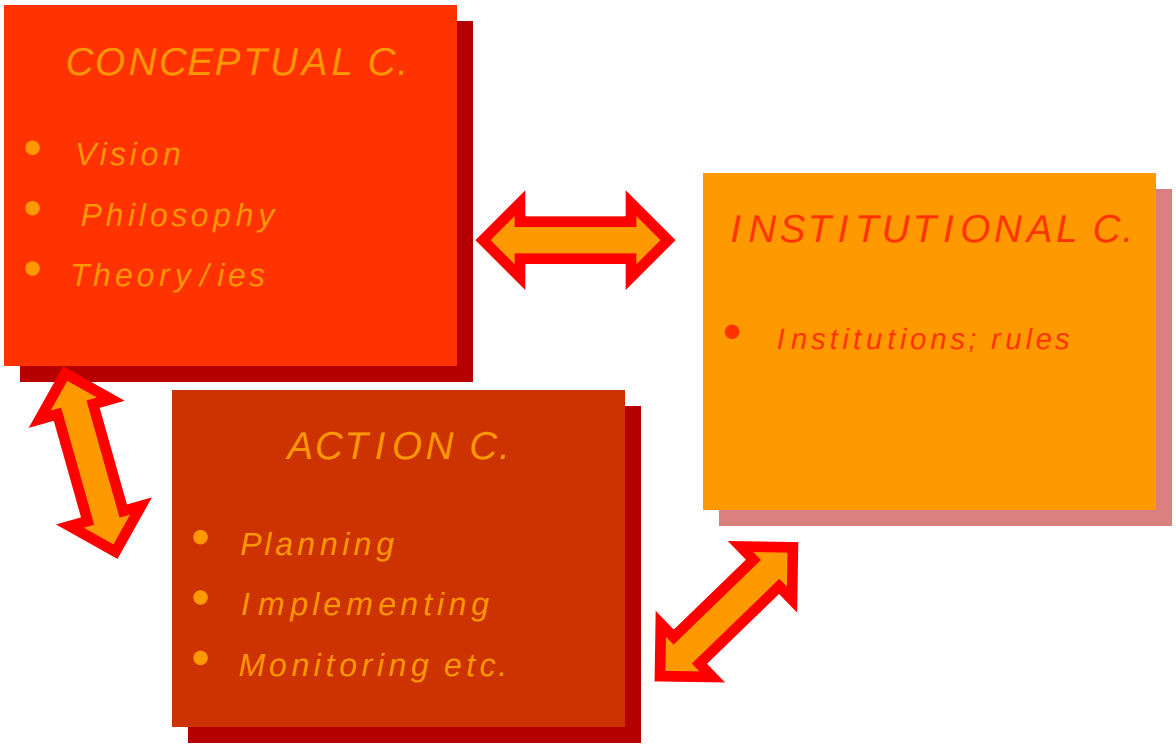
A.2. ***Individual level***. The strategic approach is also valid from an individual perspec*tive*. Language education is not only a matter of the individual acquiring knowledge, skills and attitudes related to a given language, but involves linking school education as effectively as possible with social practice, by aiding personal fulfilment and preparing people for occupational and civic inclusion in society. Therefore, at the level of the individual an instrumental and technical approach to language education is not sufficient. Learners are subjects of their own learning process, and should therefore develop short, medium and long-term strategies for their own language education. These are strategies similar to the systemic ones above, embedded of course in an individual scheme. According to the different age groups, school has a decisive role to play in the support it gives pupils in building up individual strategies and plans. These would be based on full knowledge and awareness of the positive role which values-based language education and language use can play in ensuring social cohesion and mutual understanding. Accordingly, individual development plans encapsulate the full spectrum of strategies such as self-analysis and self-assessment, and planning, implementing, managing and evaluating the self-development process. All aspects mentioned above could thus enter into the composition of a development matrix, adapted to each individual's capacities, needs and feelings.

B. ***ERDLE* from a strategic perspective**. Just as languages of education and language education should be seen from a strategic perspective, likewise, if only for scientific consistency and practical soundness, a strategic approach could be applied with advantage to the methodology for developing and implementing a *European Reference Document for Languages of Education (ERDLE)*. In fact, the strategy for its design and implementation should include at least the following three components (see Figure 1):

- A *conceptual component* (encompassing the overall vision, the philosophy and the theoretical aspects (linguistic and literary in particular) underlying the whole approach; the option taken here is to adopt the model of lifelong learning, correlated with the educational values of *Bildung* and democratic citizenship);

- An *institutional component* (comprising the institutional structures and arrangements involved in developing and implementing an ERDLE);
- An *action component* (comprising the strategies, action plans, steps and mechanisms by which an ERDLE is implemented).

Figure 1



B.1. Conceptual component. The main aim of the conceptual component of an ERDLE is:

- to develop and apply an overall framework clearly defined as to aims, steps and expected outcomes;
- to attain a comprehensive vision and philosophy of the approach, understandable for stakeholders and beneficiaries;
- to develop an appropriate structure and format for the ERDLE (structure: aims, content, implementation, monitoring and evaluation; format: virtual – e.g. Community of Practice or E-Forum for ERDLE vs. concrete products such as set of documents, materials, booklets of different types etc.)

B.2. Institutional component. In terms of institutional structures, an ERDLE needs to distinguish and clarify the following functions:

- Development (at national and international levels)
- Public consultation and debate in the profession
- Implementation (management, monitoring, evaluation)

B.3. Action component. The following aspects may be contemplated:

- Defining a coherent medium and long-term strategy for the development process, with short-term priorities.
- Defining steps for implementation and control of the subsequent action, whose targets include teachers' professional development and research (not losing sight of the fact that innovation in the educational sphere relies on teachers' vocational training and that research is needed to monitor implementation and development).
- Defining a strategy and designing steps for the information, participation and involvement of the beneficiaries.
- Mounting mechanisms that will ensure the guidance and backup necessary for the implementation of the project (as regards the institutional capacities and human resources contributed).

2.2 School education, including plurilingual education, as *Bildung*

From the perspective of this European initiative, language education conceived as plurilingual education does not come down to a simple technical dimension, although this has its importance. Whichever model is invoked (Jakobson, Bühler, Backtine, Halliday, Peirce, Habermas, etc.), however its functions may be classified or termed, its designative, representational, communicational, expressive, emotional, aesthetic and interpretative functions are not only to be accommodated but prove to be crucial considerations from an educational perspective.

In the history of education, however, this technician's approach to languages is a distinct reality and for present purposes, whether it is a question of main languages of school education or of any other language catered for by the school, needs to be repositioned within a wider socio-educational scheme. In this respect, it is no coincidence if the notion of *Bildung* was used in connection with the guiding concepts put forward in Chapter 1 and seems to inspire the project as a whole, even make it a whole[19]. In fact, the German concept of *Bildung* appeared particularly topical for the entire discussion generated around languages of education. That is hardly surprising, as the concept embodies the key characteristics and outcomes of any educational process. *Bildung* designates a human being's development and realisation of his/her full potential, according to his/her nature, but stimulated and structured by an educational process. This dynamic concept embodies the "product" or the relative state attained by a human being through education, and also the process of becoming educated /

[19] Many of the preliminary studies have extensively mentioned and employed this notion (eg Aase 2006; Pieper 2006).

becoming a person. During the process, the mental, cultural and practical capacities as much as the personal and social skills are being developed and continuously widened in a holistic way.

This old but dynamic concept of *Bildung* has been gradually enhanced by other conceptual and practical inputs. Originally it referred to the full development of a human being, seen as an individual. Currently, it will be perceived as enriched with components of social integration and social action, citizenship and empowerment of social agents within the community[20]. This, then, embraces the social and cultural dimension of any individual as well as sentient contact with different cultures, languages and identities.

In fact, as stated in one of the preliminary studies, "The advantage of this concept lies in a focus not only on the individual, but on the individual and cultural values of society" (Aase, 2006, 9). Debate in the development of this project so far has revealed the main modernised characteristics of *Bildung* and its relevance to a discussion of languages of education and plurilingual education.

That is also why the guiding concepts suggested in Chapter 1 incorporate this idea of *Bildung* into the general picture and define it as "the school's specific contribution to a social agent's personal development" (see 1.2.1. and 1.2.4.), with the emphasis on "the school's specific contribution" insofar as a social agent's personal development obviously depends not only on his/her schooling. It may be reiterated here that in these sections of the first chapter, *Bildung* comprises personal growth and learning and acquisition with the devoplopment of knowledge, skills, attitudes and dispositions, organised into competences and cultures of various kinds.

The foregoing arguments support the idea that *Bildung* could be considered a basic principle for languages of education[21]. Various considerations favour giving it such a key position.

A. **The aims for languages of education as *Bildung*' are more than developing competences; they are also connected with cultural values and traditions**. In that respect too, they are not to be reduced to their *utilitarian* dimension. The explanation is simple and it has been given, among other sources, in this passage of one of the background studies for the present initiative: "[…] the learner might be able to write according to school standards for text construction, spelling and grammar. He/she might even master different genres and produce quite acceptable content. *However, we expect more*. Written and oral utterances are always made in a social context and will somehow rEFRLEct *the author's/speaker's links with other people, other discourses and other texts*. An awareness of these circumstances or a lack of such awareness will be imbedded in any utterance […] That is why the concept of *Bildung* is so closely connected to cultural values and traditions" (Aase, 2006, 10 – *authors' italics*).

B. **The aims for languages of education as *Bildung* are more than personal growth and development of identities; they should be backed by certain cultural standards and values.** As was plainly asserted in the preliminary studies, "[…] personal growth and development of identities is a prerequisite for *Bildung*, but is not equivalent to that concept. Thus a learner may develop multiple identities, but the concept of *Bildung* presupposes identities based on certain cultural standards and values" (Aase, 2006, 10). Even though there is no general agreement on what those values should be, many are shared by most people. Therefore, these should be included as general aims for languages of education and

[20] For the evolution of the term and its current understanding cf. I. Pieper (2006): "Bildung" remains a central notion within Europe. Though the term is used and discussed in different ways, it has been recently pointed out that within modern societies there is a practical consensus on it. With regard to society, *subjects are being prepared for citizenship in order to participate in public life*. With regard to the subject, persons *should acquire the necessary abilities to conduct and shape their lives as a learning process despite the uncertainties of work, career and social situation*. In general, *Bildung* shapes a relational style between individuals and society, according to certain norms (see the German expertise on standards in education by Klieme et al. 2003, 51 – *authors' italics*).

[21] It being understood that the concept requires further elaboration in the course of the project, particularly with a view to making it really operational.

plurilingual education. “Otherwise we run the risk of overlooking important aspects. They will nevertheless have specific implications for language use and language understanding. Some of them can be expressed as follows: consideration of “the other”; critical thinking and sound judgement; flexibility in thinking and argumentation; courage to express personal opinions; expressing one’s perceptions and experiences; exploring one’s own thinking and values” (Aase, 2006, 10). It is also quite clear that some of these values can hardly be viewed as actual abilities, or easily assessed.

C. **The aims for languages of education as *Bildung* are more than just reading literature and participating in classroom discussions.** The preliminary studies recall that the realisation of the aims specific to *Bildung* in languages of education is often wrongly viewed as reading literature and participating in classroom discussions. This is a very narrow vision as, on the one hand, “[…] the *Bildung* element will always emerge in linguistic praxis through the degree of self-reflection and awareness of others” (Aase, 2006, 13). On the other hand, “*literarische Bildung*” is only one component of the holistic vision of *Bildung*. As I. Pieper stated (2006), in contrast to the traditional connotation of “literarische Bildung” (ie the higher culture of the upper middle class and its literary canon), “culture” – in a broader sense - is open to manifold concepts and experiences of ordinary cultural practices at the present time. Participation in this culture should include all parts of society. In that sense, the challenge of *Bildung* incorporates literature as one form of personal development as well as making room for other texts and media with an important role in this perspective.

D. **The aims for languages of education as *Bildung* are wider than school can accommodate**. According to Aase (2006, 10), “*Bildung* in school differs from *Bildung* outside school, mainly through the strong focus on knowledge and tradition.”[22] *Bildung* is a process that does not end on leaving school. However, scientific knowledge conveyed by school as well as ways and modes of thinking and acting handed down through history can influence young people in their thinking and understanding as participants in a cultural community. “We also assume that cultural encounters between learners and knowledge forms make learners not only consumers of cultural values, but also a part of a culture-producing process”. (Language conceives, produces interpretations, constructs views of the world). Learning is also production. What more need be said? Culture is consequently not only something to learn about, but a process to participate in. “This implies an understanding of culture and *Bildung* as dynamic processes, and of learners as autonomous individuals who are nevertheless dependent on the culture they are born into” (Aase, 2006, 10).

E. **Conceiving languages of education as *Bildung* – an advantage for understanding and organising plurilingual education and underlying learning processes.** In addition to the foregoing considerations, there is the opinion that: “A *Bildung* oriented philosophy of learning is based on: active learning, co-operation and interaction, focus on students’ needs and interests, differentiated learning, transparent assessment, critical thinking, experiential learning or teacher-student partnership” (Samihaian, 2006). Such a vision is more than relevant for languages of education and plurilingual education as it integrates with a new framework and learning paradigm some specific approaches derived from the communicative approach on foreign languages, such as: practising communication as a transferable skill; exercising communication in all its dimensions (reception and production of oral and written messages, mediation and interaction); practising diverse modes of communication (verbal, non-verbal; language-based, image-based, sound-based or mixed); drawing on a wide range

[22] There may seem to be a mismatch between the definition of *Bildung* set out in 1.2.1. and 1.2.4., where the concept is centred on the specific contribution of school education, and the present item D stressing that the aims of *Bildung* go beyond the school context. The fact is that this document, while having a lifelong learning outlook, focuses on school systems and uses the notion of *Bildung* in relation to that socialisation / individualisition agency, having regard to its central role in relation to other agencies. Furthermore, school is essentially the time and place where the issues regarding languages of education arise.

of “texts”: artistic (literature, film, theatre, music, fine arts) or non-artistic (mass media); working with different types of discourse (narrative, descriptive, argumentative, informative etc.). Here the concept of “discourse” is used according to what might be called its “micro” connotation, harking back to the communicative uses and genres above. But it is also possible to delve deeper into the meanings assigned to the term by writers like Foucault and Habermas: discourse at a “macro” level representing ideologically charged views of the world (“ways of being and ways of seeing”). An intermediate level can also be propounded, that of subjects treated as discourse, where learning is defined as “entering into discourse” (Bruffee, 1984): applying grammar rules in different ‘language-in-use’ contexts - formal or informal, standard or regional language, etc.; identifying and understanding central or specific aspects of a given culture; raising students’ interest in intercultural dialogue and in the values of multiculturalism; provoking a dialogue between the reader and the text – which implies a personal response by the student; stimulating an attitude in students of autonomous critical thought concerning any kind of message they receive or produce; assessing oral and written communication skills; observing and analysing students’ values and attitudes regarding communication and culture; developing strategies of self-assessment among teachers and students alike (Samihaian, 2006).

2.3. General principles

2.3.1. Respecting diversity and sharing values

School is one of the first places where the infinite diversity of pupils is encountered; it is primarily an ontological diversity, being bound up with the uniqueness of each human being, his/her irreducible distinctiveness. It is a diversity of temperaments, humours, tastes and inclinations, partly inborn but otherwise already the outcome of the conditioning undergone during the earliest socialisation as a family member.

Ideally, school should accommodate, honour and capitalise on this diversity as an asset and a resource. Diversity is conducive to pupils' independent attainment of awareness of their own individuality, its value, and what characterises it, as well as to their full, self-reliant control of its development (cf. *Bildung*). Concurrently and in parallel, school ensures that this uplifting recognition of each person's individuality forms the starting-point and foundation for acknowledging, accepting and taking advantage of otherness. Individuality and otherness thus go hand in hand: they do not function separately, but in a perpetual interplay of dynamic cross-references and of tensions to be managed in order to avert the contrary risks of individualism or conformism.

Balance between assertion of one's individuality and respect for otherness, achieved primarily in the realm of values, which school is intended not so much to "transmit" as to redefine and reconstruct co-operatively with the pupils. A core of common, shared values – a kind of common denominator – which would enable individuality to unfold completely, not in isolation but in a (cross) linkage with, and a spirit of respect for, otherness in its various forms. These values, then, would be pursued on the side of "individuality" (self-respect, courage to speak out and assertively defend one's viewpoint even if not shared by others, …) as much as on the side of "otherness" (accepting a viewpoint different from or opposite to one's own, acknowledging difference of opinion as a resource, readiness to negotiate a shared common meaning, …). In this way, school equips pupils to build their own identities: each different, each multiple, complex, many-sided, without barriers – being open to other people's identities, responsive to contextual variations, hence flexible, malleable and evolutive. The school's role is also to develop the awareness that identity-building is:

- a continually evolving process which, begun outside school, is nurtured, enriched and brought to a conscious level by its inputs and will be pursued beyond it;
- an ethically sensitive process to be borne by each individual.

The foregoing points should all be subsumed by the school *ethos*, that is fully integrated with the philosophy guiding the plan that the school sets out to fulfil: the school *ethos* that may be explicitly formulated in its "contract" with society and the families, and plainly imprinted in its very organisation, since school is chiefly, besides its other qualities, an organisation whose functioning and rules plainly illustrate the type of teacher-pupil relationship which it establishes.

To be more specific, the common core of shared values which the school adopts as goals must be a coherent element of day-to-day living and must permeate all the activities organised by the school. This also means that the core of common values should be strongly associated with the approaches and methodologies adopted, ie the instructional and technical orientation of the teaching, not forgetting that this would be quite inadequate unless the association with values was cultivated at the far deeper and subtler level of each teacher's actual ethical stance.

2.3.2. Taking account of the plurality and heterogeneity of all school populations in Europe today

Already contending with pupil diversity, schools also find themselves compelled nowadays to cope, in Europe and everywhere else, with the heterogeneity[23] of their enrolment. This heterogeneity is linked with various factors:

- **pupils' social background and their families' socio-economic and socio-cultural status**, still too often at the root of the social inequalities that schools, as emphasised by major international surveys (see PISA), are not always able to counter and make good;
- **migration phenomena**, partly linked with the economic needs of industrialised societies, partly with the economically (and/or politically) disadvantaged situations of the countries of origin, and again partly with the spread of occupational mobility, whose combined effect is that schools enrol pupils with cultures, learning cultures included, standards of literacy and education, and language repertoires that may differ greatly from those of most other pupils;
- **pupils' belonging to linguistic and/or ethnic minorities**, which in yet another way confronts the school with the diversity and the linguistic plurality of these repertoires and with identity-related issues; among all the rest, let us remember the Roma minority which meets with the greatest difficulties, inter alia owing to the radical divergence of its cultural lifestyles from the dominant ones in European societies, resulting in the still too frequent stigmatisation of its members;
- **existence of religious communities**, introducing another type of plurality that the school has the duty of managing with the utmost tact and in a spirit of tolerance and openness so that school, with proper regard for the diversity of belief (and unbelief) and without actually preaching it also becomes a setting for interfaith dialogue;
- **belonging to other minorities with means of expression** at least partly **atypical**, particularly the community of the deaf and hearing impaired and, in a different way, the blind and sight impaired, which it would be expedient to regard and deal with as outright linguistic minorities;
- **pupils' belonging to the minority of persons with a physical or mental disability** whom the school integrates into its enrolment, or fails to, depending on the country or the educational traditions, a minority which like all others carries distinctive and fertile resources for the school population as a whole if the school acquires the capacities to turn them to account.

Opposing attitudes may be taken to these many forms of plurality and heterogeneity, either perceived as a resource and an opportunity to be used, or felt as a constraint and an obstacle to be eliminated; thus one may work towards inclusion equally well as towards exclusion and segregation. Now, according to the values upheld especially by institutions such as the Council of Europe, the only course to follow is quite plainly that of inclusion at its most commodious, intelligent and tolerant.

It needs to be emphasised, however, that the members of the various minorities mentioned above also have their part to play in their own inclusion; while segregation can be brought about by others, there are ways of living to be a minority (in seclusion, in a completely embattled state and within the confines of one's own peculiarities, denying those of others

[23] "Diversity" here denotes the character of what is different in the sense of both "plurality" and "heterogeneity". Thus the first term is taken as a hyperonym for the other two. Plurality denotes multiplicity founded on number, ie on a quantitative type of criterion, whereas the term heterogeneity denotes a difference in nature, ie a qualitative type of criterion. For example, the presence of different mother tongues in one class represents a form of plurality; the fact that the pupils in one class have a different level of general proficiency in the same mother tongue and a different number of discursive styles constitutes a form of heterogeneity.

and above all everything held in common and shared with others …) the upshot of which is self-imposed, ie self-generated, segregation.

Nor should one blissfully blind oneself to the fact that all minorities and all majorities of whatever type confront each other in a relationship of strength and power, and that the weight of the power wielded by the majority can only be counterbalanced by actions founded on a set of values: equal opportunities, acceptance and honouring of diversity, social inclusion and cohesion, etc.

School in its endeavour should view plurality and heterogeneity not as an embarrassing exception to an ideal normality, an exception to be dealt with as and when required, but rather as the ever more commonplace norm to be taken on board and exploited as a resource.

2.3.3. Recognising that schooling always means exposure to several languages and forms of discourse

The aforementioned expressions of diversity, plurality and heterogeneity make school a place where pupils directly undergo the experience of plurilingualism: their diverse origins and/or belonging to different types of minorities are rEFRLEcted in the diversification and wealth of their language repertoires, which may comprise languages and language varieties (and modes of speech too) differing greatly from each other as to groups and typologies, but also as to status in society. If the school does not cater for, or just disregards, this "pre-existing" plurilingualism and only attends to the language(s) of schooling or the foreign languages which it is supposed to teach, it forgoes valuable resources and above all a sound basis for the educational plurilingualism which it sets out to build. No plurilingualism can be established at school in a healthy, untroubled and inclusive manner if it passes over the pupils' repertoires. Absence of any provision whatsoever is tantamount to an ejection which has negative repercussions not only on the pupils' identity-building in that the ingredient of identity specific to the mother tongue is suppressed and not turned to account, but also on the other school learning processes whether linguistic or subject-related. Research has in fact highlighted the possible difficulties of students whose first language is not the language of education: it is pointed out that while quickly acquiring the skills with which to get by satisfactorily in the second language in everyday situations of communication which are strongly contextualised and undemanding, these pupils may not command the more "academic" language (and at the same time cognitive) resources needed to tackle the subject-matter and related tasks set for them by school. This class of language abilities is acquired in the long term, so it is essential that the school take care they are acquired in either the second or the first language of the student.

Even in the most recurrent cases – ostensibly the simplest – where the pupil's first language coincides with the language of education, pupils can be said to be confronted with another kind of plurilingualism at school in that the language of education, by way of the varieties which it accommodates and uses, may in fact differ to some degree from the one which the child has experienced in its earliest socialisation. Here too, not all pupils are equal: children from disadvantaged socio-economic backgrounds often have a repertoire of linguistic varieties distinctly remote from those in school use and characterised in many cases by the diversity and complexity of the speech forms and registers used, by their lexical, morphological and syntactic wealth, by their degree of elaboration and abstraction, besides other features. Whatever the wealth and the non-scholastic functionality of their personal repertoire, these pupils are confronted with varieties new to them which school legitimises as constituting, of necessity, the common language. They have more trouble getting used to these scholastic varieties than do their schoolmates from more privileged backgrounds whose exposure (particularly in the family) to the linguistic varieties legitimised and applied by the school is usually higher.

But for all pupils, the experience of schooling also corresponds to the acquisition of still other "languages" and other "codes", one might say other "alphabets", which are those linked with

the various subjects taught at school. Instilling other outlooks and other resources to apprehend perceptible reality, the learning of school subjects proceeds via the language termed "natural" or deemed "common", but with the aim of constructing each subject's specific "language", as many as there are subjects: languages consisting of arrangements of speech paradigms with specific epistemological functions in the context of a given subject, of specialised vocabularies, of specific logical and rhetorical routines, of diversified relationships with the "natural" language according to the prescribed instructional activities, and of "artificial" codes (mathematical, chemical, physical and other formulae).

Besides the "languages" of school subjects, an added consideration is the plurality and diversity of the conceptual and representational resources utilised by each (graphs, schematisations of concepts, maps, tables, diagrams, outlines, drawings, models …).

Thus the school subjects function as contexts in which meanings specific to the field under consideration are developed, chiefly by way of usages and variations to some extent peculiar to that field.

It may be further postulated that a well-designed learning experience in a school subject equates to the pupil's acquisition of a professional identity (for more advanced discussion of the relationships between language, identity and school subjects, see Byram 2006), a kind of demeanour approximating that of an "expert" in that subject, and so any attainment in a subject area must be thought of as contributing to the pupil's identity-building.

On balance, school is a point of contact for languages, at two levels:

- the institution itself where different languages and language varieties are spoken with some degree of legitimation (in the playground too) as well as being officially taught in class;
- the individual pupil.

Finally, let us remember that full possession of this sketchily described "scholastic and subject-related plurilingualism" represents a far rougher road for some pupils, those with a recent history of migration or an underprivileged background, for whom the language varieties spoken at home and the norm-referenced varieties used by the school are liable to clash more frequently, and for whom the difficulties interlock. It is therefore important for school to find individualised ways of equipping each pupil to gain possession of this form of plurilingualism.

2.3.4. Bearing in mind the complex and sometimes paradoxical nature of plurilingualism at school

The plurilingualism occurring in schools has gained high regard internationally, a comparatively recent development, even a surprising one considering the stigmatisation directed at bilingualism, including research on it, in the first half of the last century. Yet this high regard is qualified by a series of paradoxes relating to certain complex plurilingual situations, paradoxes which this project should take into account and concerning which representations must change. Some representations of plurilingualism would in fact seem to be more favourable than others, with "good" forms of it as opposed to "problematic" forms, this dichotomy often being superimposed on the one between "upper-class" or "rich people's" brands of plurilingualism, and the "poor", "underprivileged" kinds.

- **A first paradox is where pupils who are migrants or belong to linguistic minorities** ostensibly bear a heavier burden of language training and are often presented as problematic, while in other situations pupils' parents pay a great deal for the plurilingualism taught to their children by international schools: the change of representation needed in this instance should relate to the equal dignity of all languages, their importance as economic and/or societal, as well as individual, capital, so-called "exotic" languages or vernaculars included.

- **A second paradox concerns the value placed on a remote plurilingualism to the detriment of a closer one**, often extraordinarily rich, whose advancement would be appropriate both with a view to social cohesion and for the economic advantages that might be derived from it: this is the process observed in certain East European countries where minority languages, often languages of neighbouring countries, are scorned by the plurilingual education which school delivers, giving its preference to English and, though much more seldom, to other "Western" languages (French, German, Spanish, Italian …).
- **A third paradox is the one occurring in certain situations of defence of minority and/or regional languages** where plurilingualism – definitely present – is frozen in a range of languages offered, a kind of imposed syllabus, in which there is no room for the pupil's choice and thus the diversification of languages so widely advocated by the Council of Europe is not applied. Generally these situations present a trio made up of the minority and/or regional language, the national language and, predictably, English: this is the case for some minority regions where a very active language policy results in numerous measures of linguistic concession to the minority language. It is a paradox within a paradox: the minority situation thus leads straight to the language which, at world level, predominates.
- **A fourth paradox, frequent in some multilingual countries, concerns pupils belonging to particularly deprived minorities** (such as Roma) whose mother tongue does not coincide with the language of education and is not taken into account by the school system; these pupils, already disadvantaged, are liable to be still more so for any of the following reasons:
    - some education systems use as language of education a national language not the most commonly used in the world of work (future job-finding problems);
    - others teach both national languages (cognitive overburdening at school in a situation of subtractive plurilingualism);
    - sometimes these languages are taught to pupils according to inappropriate methodologies, more suited to the teaching of mother tongues than of second or foreign languages;
    - in these cases, often the same pupils have no access to the learning of a real foreign language.
- **A fifth paradox concerns pupils in vocational secondary schools** for whom foreign languages are often on offer to a lesser extent than for more prestigious courses of study, whereas these future workers would have better chances of finding a job in Europe with a wider range of languages at their disposal as means of expression. Of course the type of language education to be offered to this group should find a proper medium between the educational and (inter)cultural aim and the response to concrete and specific occupational communication needs.
- **A sixth paradox concerns all pupils in difficulty** – whether their difficulty is due to their being of migrant origin and/or from disadvantaged or in some way handicapped socio-economic backgrounds - sometimes excluded from foreign language education on the ground of their difficulties, and at risk of thereby being denied a different field where they might win gratifying successes thanks to their abilities, earlier attainments and resources.
- **A seventh paradox concerns the deaf and hearing-impaired community** whose first language - sign language – in many circumstances has trouble in being recognised and legitimised as such in the midst of the others that are specifically taught, with considerable adverse repercussions on the school achievement of these pupils.
- **An eighth paradox concerns certain situations where the language of education**, corresponding to the national language which the authorities are eager to promote, is

regarded as needing to be mastered as completely as possible, avoiding the risk of its “contamination”, as it were, by early contact with a foreign language.

3. Proposed Organisation of an *ERDLE*

One way of integrating the components of an *ERDLE* is to present them according to the categories and general layout of a curriculum, as follows:

- guiding concepts: options as regards the values and issues involved in this approach to language education and language education policies;
- goals and objectives: both practical ones and those which are more broadly educational in terms of socialisation/individualisation, with the emphasis on the items of knowledge, skills, learning ability and dispositions and attitudes which plurilingual education is intended to develop (Aase 2006);
- content: centred on what is to be taught/learned from the standpoint of language education and the language of the school;
- curriculum design: different types of curriculum organisation;
- teaching approach: how curriculum decisions are translated into classroom practice;
- assessment: types of evaluation/assessment that may be adopted according to the selected approach to plurilingual education.

There are several advantages to this procedure:

- o the various groups and players (decision-makers, experts, curriculum designers, practitioners and users) are familiar with it;
- o it is primarily concerned with values, not assessment, though both these dimensions are necessary;
- o it places the emphasis on process and its regulation rather than on products[24].

3.1. Guiding concepts for plurilingual education and language education policies

3.1.1. Values for education in Europe

The role of the languages of education, in school and in education generally (whatever the entity concerned – family, peer group, communities of reference and so on), is to structure and be the vehicle for shaping/instructing the social actor.

The goals of the shaping/instruction process are those shared by the Council of Europe member countries as being basic to life in society within the European area.

Schooling is responsible for training future citizens and developing their potentials by equipping them with the tools necessary for life in society (or with strategies for acquiring them) in all its aspects (personal relations, work, recreation, etc.) and enabling them to understand the values that underpin democratic life and incorporate them in their own ethical outlook.

From this standpoint the languages of Europe are not just materials for building individual, regional, "ethnic" or national cultural identities but also opportunities for experiencing otherness. Plurilingual education sets out to enhance the individual's language repertoires and provide lifelong instruction for developing them.

The Council of Europe values with a structuring influence on education are:

- democratic citizenship: its participative dimension requires that the citizen have the language resources to handle communicative situations in the political and

[24] The metaphor usefully underlines that a curriculum stands or falls by its careful, progressive implementation, not its written presentation.

social life of the community. Practical citizenship calls for various abilities: those identified as ingredients in educating the critical faculty include (interactive) rEFRLEction, critical dissent, decentration ability, ability to engage in social dialogue and ability to take action[25] ;

- social cohesion, which is constructed by means of equal access to education and knowledge and through intercultural/interfaith dialogue;
- development of a society whose resources come from production of knowledge;
- development of the individual within a social space and development of learner autonomy, which is the goal of any educational process[26].

In the *Report on Aims and Effects* (2.1.) these educational objectives were expressed as follows:

"... the new instrument is likely to address many more complex issues than the current CEFR, amongst others namely:

- issues of multiple identity building through language use and education
- issues of 'Bildung' through language education
- issues of thinking and cognitive development, based on language learning
- issues of knowing and acknowledging different linguistic and cultural traditions
- issues of literary, aesthetic and creative language use
- issues of (advanced) bilingualism and how individuals can further develop their plurilingual profile beyond bilingualism
- issues of participation, social inclusion and social cohesion
- issues of developing intercultural competence ..."

3.1.2. Plurilingual education and values

In language terms these goals primarily have to do with what the *Guide for the development of language education policies in Europe* calls (p.38) plurilingualism as a shared goal, plurilingualism being defined as "an unexceptional ability shared by all speakers":

"Plurilingual ability may remain latent or only be developed with respect to varieties very close to the first language. One of the roles of language education policies is to make speakers aware of this potential, to value it as such and to extend it to other varieties. In this way, individual plurilingual ability, which is a shared form of relationship to languages, is one of the preconditions for maintaining the multilingualism of communities … This is the particular responsibility of compulsory general education (pp.38-39)".

The guide adds that plurilingualism as thus defined has a cultural dimension. The education process involved is such as to develop:

> " … a better understanding of the nature of other citizens' linguistic repertoires as well as sensitivity to other linguistic and cultural communities, because individuals become accustomed to interacting on the basis of mutual respect and inclusion. Respecting the languages of one's interlocutors, making the effort to learn and use, even partially, the languages of one's neighbours and fellow citizens, whoever they may be, are preconditions of democratic citizenship since these are expressions of

[25] See Guilherme M. (2002): *Critical Citizens for an Intercultural World*, Multilingual Matters, Clevedon (UK).
[26] The preceding paragraphs of section 3.1.1 are from J.-C. Beacco and the History sub-group's proposals for the Prague conference.

linguistic acceptance. Plurilingualism conceived as a value may be the basis of plurilingual teaching, but also have pluricultural awareness as its purpose."

It is clear how these language goals connect with the more general possible goals of school education. Respect, goodwill, considerate treatment, attentiveness and mutual understanding, in activities to do with awareness-raising, reflexivity and development of the critical faculty, are relevant no less to responsible citizenship than to social inclusion and cohesion.

At the same time plurilingualism and plurilingual competence, in the school context, should not be viewed as a goal separate from or secondary to the various values attaching to the main language of schooling[27], which, in terms of individual development cognition, occupies a decisive and often central position in the education process – not only by virtue of its role as the main medium of communication but also because it is the language in relation to which pupils discover the inherent features of language generally and are led to think about how language is structured and operates, enquiry that is part of all plurilingual education. Last but not least, it is the language which, on account of its de facto status and symbolic significance, has a key bearing on individual identity formation and development of a shared sense of community.

In this respect the main language of schooling is rather different from other ingredients of plurilingual competence. Clearly, for school and school's educational project, it is the indispensable common denominator and, as it were, centre of gravity. It is treated as an asset not only because it is regarded as giving access to a heritage providing the whole of society with a set of cultural bearings but also because it is itself a fairly vital component of that heritage.

Equally, to look at the matter from the learner's point of view, school's language goals include the guiding of interplay between the pupils' plurilingual and pluridiscursive repertoires and the languages and language practices which the curriculum explicitly adopts or de facto imposes/favours, which include the language of schooling but not only it. Language-education policy choices can be made at various levels of responsibility and formulated in various ways, when stated explicitly. At all events school education brings into play only some of the languages present in educational communities. It always has to make a selection and decide:

- which languages in the repertoires are to be accorded the status of languages of schooling;
- how the languages selected are treated and, in effect, ranked (how long they are to be learnt, what timetable time they are to be given, what functions they are to perform in school, etc.).

Talk of "school" and the "educational community" in general must not disguise the fact that, in most European countries, language education policies are open to regional or local variation even though the presiding values and principles remain the same. Thus border regions, rural areas with small schools or regions with a distinctive regional language areas may interpret in their own way objectives which have been set elsewhere as common to a larger geographical zone. The fact is, too, that each school head and the school community he or she directs has some (not to say very definite) latitude to make adjustments to school language policy.

Nonetheless, even where there is some variation, and though the actual arrangements for teaching, learning or using it in the educational context may vary considerably according to circumstances, the main language of schooling is likely to be the one that is least

[27] Although we here use "main language of schooling" in the singular the term also covers cases where there is more than one language of schooling (eg in partial-immersion situations or where a regional or minority language is a medium of instruction alongside (with varying weightings) the national official language.

subject to fluctuation of the principles and norms governing it. There is what might be termed a hard core to the set goals, doubtless on account of the heritage dimensions that most educational cultures regard the language of schooling as possessing. All language-education policy with plurilingual education as its goal must of course accommodate that basic fact, even (indeed particularly) at a time of great debate in many quarters about languages' identity-building functions and about identities themselves (individual, regional, national, European or other).

3.1.3. Trends in education and impact on languages of education

Generally recognised values, and in particular those promoted by the European organisations, constitute the first pillar in *ERDLE* thinking. A second pillar takes into account a number of trends that affect the education field. Despite their diversity these have a number of features in common. Globalisation, the emphasis on the knowledge society, and lifelong learning are influential factors here.

A. Central importance of learning; higher order learning

Learning as a process is central to current thinking about education. The focus is more on learning and the learning-teaching relationship than on teaching on its own, and more on procedural knowledge and its relationship to skills and abilities than on factual knowledge as such. Not only is learning stressed as an effect of education, it is the very nature of learning as a cognitive and social process that many educational models now acknowledge.

Development of higher-order learning abilities is given particular prominence: pupils learn to think clearly and creatively, to communicate effectively, to co-operate; to acquire numeracy and scientific and technological literacy; and to take charge of their own lifelong learning in a constantly changing world. Higher-order learning has to do with cross-sector abilities relevant to all school subjects. Language education has an important part to play in development of these abilities.

B. Impact of the knowledge society

Information and communication technologies have entered education and impinge on various subjects, including languages. The ability to search for, select, process and interpret new information is of fundamental importance in a knowledge society. Present methods of accessing this knowledge require a number of adaptable management skills. In addition, distance learning is assuming greater importance in many education systems and bringing about adjustments to them. Here, too, language education is of paramount importance.

The *European Reference Document for Languages of Education* (*ERDLE*) should no doubt espouse this dynamic by incorporating both material and virtual components. The greatest challenge for it will be to establish a "community of practice" – a forum for decision-makers, teachers, trainers, students and various specialists – so that full advantage can be taken of their knowledge of the languages of education and fresh knowledge can be generated in this field.

C. Integrating subjects and integrating learners

A number of education systems are moving towards approaches that integrate subjects around a few (five or six) broad curriculum areas or fields of learning, with each area corresponding to a set of higher-order abilities. Having mastered those abilities, pupils will be equipped to adapt to change in their specialist sector. In this context some countries have introduced a field called "language and communication". Conceivably, "languages of education" could eventually take over from that curricular field as a fully developed and integrated subject area. That would be justified in as much as "languages of education" encompasses both the language of schooling (as a subject in its own right and across the curriculum) and foreign languages.

Integration also applies to the pupils, and one of the principles adopted in a number of countries is that there should be no segregation based on social or language criteria or on personality traits or disabilities of various types. But in actual practice this principle, which is consistent with the values upheld by organisations like the Council of Europe, is open to various distortions.

D. Opening up to society and international issues

School, as already noted, is no longer able, on its own, to cover all the types of knowledge, skills and attitudes which pupils need to acquire. As a result it is opening up to outside agencies whose resources and expertise broaden the learner's experience and enrich the learning process. Educational partnerships of this kind can also develop secondary and post-secondary pupils' awareness of occupational and other opportunities. This shift is also important for language education, which is not just a school responsibility: in matters of language, links need to be established between school and non-formal types of education. In plurilingual education the central part played by school depends on its extending its range of action by building adjacent or further-reaching links and networks which widen the exchanges taking place within the "communities of practice", whether physically existent or virtual.

E. Focusing on co-operative learning

The emphasis now placed on teamwork and interpersonal relations as key ingredients of employability has lent added importance to co-operative learning. Co-operative learning has the following key components: group interaction, relational skills, positive interdependance, individual accountability, reflexivity. The learner is required to develop interaction skills and put them into practice so that group work is successful. Positive interdependance involves pupil co-operation and mutual assistance in the accomplishment of a task. Individual accountability is exercised both for the pupil's personal benefit and for the benefit of the group; it presupposes that each learner is both autonomous and co-operative. Lastly co-operative learning develops a degree of reflexivity on account of the feedback received by each member of the group. The five components thus promote acquisition of higher-order learning abilities (see section A above). Language abilities are obviously important and brought into play in co-operative learning[28].

More generally, whether as regards the values – shared or more specific – which European education systems subscribe to and officially promote, or the trends just mentioned, these focuses necessitate careful, diversified development of the language repertoire and of proficiency in the languages of education, particularly the main language of schooling. And this development must stay consistent with the principles referred to in Chapter 2 (see 2.3).

3.2. Languages of education: learners and content

In the school context the relationship between the children's language repertoire (languages, discourse genres, norms, practices and linguistic representations) and the school's languages, discourse and norms – language(s) as subject(s) and across the curriculum in written and oral form, as well as other semiotic systems – is another factor with a crucial bearing on how the actors (learners) relate to curriculum content and how learning takes place.

Arguably, as regards the languages of education, particularly the main language of schooling, what school does is:

[28] Co-operative learning is linked to one of the central functions of language and its uses. Many authors, in particular Vygotsky, stress the role of language in learning. Language use is by no means just a question of communicating ideas: it is of fundamental importance to the formulation of new concepts.

- help develop awareness of language as a sign system, language's distinctive features, and its complementary relations with other semiotic systems;
- inculcate a representation or representations of the common language of schooling and other languages taught and foster attitudes and dispositions towards them by developing knowledge and skills in relation to those languages (or, in practice, to varieties of them which the school adopts and promotes);
- develop mastery of the common language of schooling by means of written and oral practices that are capable of assessment, together with linguistic and discursive skills;
- transmit/build (and in general assess) knowledge other than language knowledge through the medium of the common language of schooling.

Whatever the overall curriculum and the distribution of subjects, and whether we are dealing with language as subject or across the curriculum, it is a reasonable assumption that education systems conceive of learning as involving learner performance of tasks to which the learner must bring his or her personal competences and cultures (including previously acquired skils, dispositions and knowledge – among which will be representations and conceptions which are more or less "spontaneous" along with concepts that have been assembled) in order to acquire "something new" (this something new being capable of developing and reorganising, even challenging and transforming, learners' pre-existing competences and cultures). From the standpoint of this document, we regard all tasks as having to do with text in the broadest sense of the term: oral or written material or visual or audiovisual material drawing on semiotic modes other than the language one; text, in this broad sense, requiring processing of one kind or another (reception, production, negotiation, interpretation, etc.) in performance of the task, but text assignable to textual genres, whether purely school ones or genres that belong to the language world of societal activity. See, here, Table 4, to be read with Table 2 (section 1.2.4).

Table 4 : THE LEARNER AND THE LANGUAGE OF SCHOOLING

INDIVIDUAL COMPETENCES AND CULTURES

Knowledge
Skills — Learning to learn, handling new input
Dispositions and attitudes

LANGUAGE COMPETENCE AND CULTURE

Sociolinguistic component
Linguistic component
Pragmatic component

Repertoire of language varieties

Pluricultural and intercultural dimension
Plurilingual dimension
Plurisemiotic dimension

Experience and conceptions
- of textual genres and school/academic modes of communication
- of textual genres and out-of-school modes of communication
- of ludic/aesthetic uses of language and languages

Self-images as speaker/writer and learner

STRATEGIES **TEXTS** **TASKS**

LANGUAGE ACTIVITIES

Reception — Interpretation
Interaction — Evaluation
Production — Mediation

FIELDS

Personal
Public
Educational

(subject-specific or not)

‹ interaction in class
‹ use of textbooks and media
‹ teacher discourse
‹ outside contact

Commentary on Table 4

- Whereas Table 2 in section 1.2.4 looked at the overall education system and put forward items of general terminology, Table 4 deals with the learner. It can be contrasted with the general model adopted for the Common European Framework of Reference for Languages (CEFR) (see appendix).
- The table is arranged around the Strategies/Texts/Tasks nexus connecting learner to learning activity. The lefthand side of the table is concerned with the competences and cultures which the learner can draw on as resources for learning. The strategies employ (with varying degrees of appropriateness and effectiveness – hence the importance of learning to learn) some of these resources to perform the tasks that the learner is set or sets him/herself. In one way or another, the tasks have to do with a text or texts (in the broad sense referred to above)[42]. The righthand side of the table concerns the language activities which task performance involves in a given field, the focus here being on the educational field.
- The learners' resources are their personal competences (capacities for action) and cultures (ways of perceiving, sensing and imagining). The emphasis here is on language competence and language culture, which all learners, at whatever school level, possess and have possessed since before they began school but which schooling develops and renders more complex. Like other competences and cultures, language competence and language culture (see section 1.2.4, Table 2) are regarded as being linked to types of knowledge, skills and dispositions and attitudes. A distinction is drawn between the learner's repertoire of linguistic varieties and his/her experience and conceptions of textual genres (whether peculiar to school or out-of-school) and of creative or ludic uses of language and languages. Self-images as speaker/writer and learner have an important place in exploitation of personal resources and may of course evolve as schooling progresses.
- The repertoire of language varieties is made up of the usual components (as already presented in the CEFR model), which are classed as linguistic (phonetic, semantic, etc.), sociolinguistic (to do with variations in and social norms governing use of the different varieties) and pragmatic (concernant the action implications of communicative acts). The repertoire of varieties which the learner possesses at any given time may be plurilingual (comprising varieties of more than one language), plurisemiotic (including some proficiency in modes of representation and communication other than language ones and which are combinable with language ones), pluricultural (in that language varieties in which the learner is proficient to varying degrees may belong to different cultural spaces, depending on the learner's various social allegiances) or intercultural (in that the repertoire may enable the learner to mediate or move between or provide cross-boundary insight into separate cultural spaces[43].
- The strategies which the learner uses for performing the tasks are not mere communication strategies or learning strategies (that distinction, on which there is

[42] As with the *CEFR*, the tasks, obviously, are not all (far from it) language or communication ones. Some of them necessarily or accessorily involve language while others can be performed without it or involve optional use of language. In the case of school tasks Py (2003) comes to the conclusion that at school any activity can include speaking but that in each case the spoken word has a different role according to the type of activity. He divides the types of contribution which language makes to school task performance into regulative, auxiliary and constitutive: "We propose to look at three types of contribution that discourse can make to the conduct of a school activity. The contribution is regulative when the function of the discourse is to describe or explain an activity which does not itself have any language content (for example, an exercise on the parallel bars). It is auxiliary when the discourse is a means of access to a notion whose exact definition is only given in an artificial language, like mathematics. Finally, the contribution is constitutive when the discourse is essential to the construction of a notion. What changes from one contribution to another is, therefore, the activity's dependence on language."

[43] Cf. the analysis of socialisation agencies in section 1.2.3.

disagreement, having been proposed primarily in connection with foreign languages), if only because the tasks (see note 27) are not all entirely language ones. The use of play or simulations in subject teaching or laboratory or workshop tasks in scientific or technical subjects requires non-language strategies even though, for our present purposes, it also involves text.

- The language activities which (compulsorily or optionally) are part of task performance are, in principle, observable and assessable. The CEFR (*Common European Framework of Reference for Languages*) distinguishes four types of language activity: reception (of "long" oral or written texts, without any direct interaction - reading an article or listening to a talk, for example); production (of "long" oral or written texts, without any direct interaction - writing an essay or giving a talk, for example); interaction (orally or in writing with an interlocutor or correspondent); and mediation (reformulating for one or more people, orally or in writing, an oral or written text to which they have no direct access – composing a report, summary or translation, for example). Mediation, then, is production of text from an initial text in order to communicate its content (including, possibly, in condensed form). As a process, it is somewhat different from the other activities and, perhaps significantly, did not give rise, in the CEFR, to ranked lists of proficiency-level descriptors of the kind put forward for reception, production and interaction. Oral or written text-production from other oral or written text is none the less an important exercise in the school context and takes a wide range of forms, whether in teaching of language as a subject or in other subject areas, which is why we here suggest placing it a group of activities distinct from production/reception/interaction and itself having three components: mediation (already described), interpretation (in commentary form or in the hermeneutic sense), evaluation (reasoned critical appraisal, adoption of an aesthetic stance, etc.). These are language activities which go beyond what is generally understood by communication in foreign-language learning and which are of obvious importance not only for the language of schooling (whether as a subject in its own right and as a vehicle for accessing other areas of knowledge) but also for cognitive acquisition of competences and cultures other than strictly language ones. It remains to be decided whether there should be scales of descriptors for these three categories[44].
- Lastly, as regards spheres of language activity, the CEFR distinguished four broad domains - the public, the personal, the occupational and the educational. For present purposes, we shall leave aside the occupational domain and – assuming these broad categories to be of some relevance – focus primarily on the educational one, so described purely in relation to the discourses in the common language of schooling which will give rise to the language activities we have singled out: in the school context we have teacher discourse, classroom interaction, the discourse of textbooks or other media used for teaching and learning, and discourses encountered during outside contact (for example, a field trip, a museum visit, school-related Internet correspondence, etc.) within the curricular framework. These various types of discourse may be subject-specific to varying degrees and take the form of textual genres which in turn will be subject-specific to varying extents. This point is basic to the business of producing an *ERDLE*.
- Projects parallel to the present paper have dealt with different subject areas:
    - the language of schooling as a subject
    - the language of schooling in history
    - the language of schooling in mathematics
    - the language of schooling in science

[44] Terms such as *mediation*, *interpretation* and *evaluation* have a variety of meanings. Here we merely emphasise the language dimension to these meanings, consisting in text-based activities with a significant place and role in school learning.

- the language of schooling in the early years of schooling (primary school).

The projects should be able to illustrate the degrees of subject-specificity, at the same time as cross-curricular zones in the uses made of the language of schooling.

The basic issue is therefore how the learner's language repertoire interacts with the types of discourse and text that the learner has to "process" in the language activities necessary for performing school tasks. These tasks apply the language of schooling to achieving two main learning aims that may be radically distinguished as follows: either to give the learner greater command of the language itself (or at least of a particular variety, textual genre, formal characteristic, etc.) or to build non-language knowledge or non-language skills. In the latter case, the vocabulary of the particular subject aside, the teaching assumption is often that the common language of schooling is part of the learner's repertoire – that the learner knows it, has command of it, or should do. Without labouring the glaring discrepancies between the learner's repertoire and school uses of the language of schooling in some sections of the population (see Chapter 1), it is no doubt worth making a number of points:

- nearly all learners are affected by these discrepancies at some point or other;
- the language difficulties which pupils experience are not solely or mainly due to the technical vocabulary of the particular subject but often – besides, of course, as regards understanding and applying concepts and methods, and the close interconnections between language and cognition – result from "ordinary" uses of the common language of schooling;
- language-proficiency tasks quite often disregard even ordinary, non-specific features of using the language of schooling to teach other subjects;
- aspects of learners' language repertoires which could assist study of subject content and ease progress in the language of schooling are often not recognised by school, far less exploited;
- equally, learners tend not to have any explicit knowledge of language and its uses, are not aware of their own language resources and do not always put them to best use;
- the language of schooling, when used in different subject areas, becomes "another" language in which the words of ordinary language take on different meaning as part of the language of a specialist subject. Further, that language acquires additional shades of meaning, resources and complexities by being used together with other semiotic systems (sometimes veritable artificial languages – formulae in mathematics and chemistry or maps and diagrams in geography, for example). The very "ordinariness" of the language of schooling may create difficulties if the problem is not appropriately acknowledged and addressed in each subject. It might almost be said that in each subject (even though the language is the "mother" and/or "common" one) pupils may find themselves, to all intents and purposes, in an "exolingual" situation, except for the misleading semblance of familiarity – an additional problem - created by the ordinary language[45].

3.3. Content of an *ERDLE*

In preliminary research for this project and other research currently in progress, questions relevant to the possible content of an *ERDLE* have received considerable attention (see in particular Sâmihaian 2006). The methods of selecting and arranging the content should be closely linked to the agreed overall principles and values. The content of a *European Reference Document for Languages of Education* (*ERDLE*) must somehow integrate, with adjustments if need be, the different dimensions of the main language of schooling - as subject and across the curriculum – and of other languages present in the school, whether foreign languages or regional or minority languages. Regard has to be had here to both continuity/vertical progress and correlation/horizontal transversality. The emphasis on communicative abilities, on language-

[45] The latter topic is being investigated by, in particular, a team led by L. Gajo at Geneva University.

linked perceptions and attitudes and on development of plurilingual competence makes these various components a major convergence point for any *ERDLE* content as well as a possible basis for taking account of other convergences (regarding other goals, content or methods), on the understanding, of course, that convergence does not mean confusion and that though the languages of education need viewing together, they are individually distinctive.

3.3.1. Types of content

As described in Table 2 (see Chapter 1), whereas the aims of school education have to do with values on the one hand and capacities and skills on the other, the content of training and instruction can be divided into four categories, knowledge, skills, dispositions and attitudes, ability to learn, which are similar to those adopted for the CFCR (*Common European Framework for Languages*[46]. If, as footnote 30 suggests, ability to learn has special status, the basic components – knowledge, skills, and dispositions and attitudes, match other general classifications linked to key competences such as those of OECD or the Council of the European Union[47].

It will also be remembered that, in the overall scheme advanced in Chapter 1, these curricular items, forming part of a process of *Bildung*, help to develop in the pupil as social-actor-to-be competences (eg capacity for action) and cultures (eg ways of perceiving, sensing or imagining) relevant to fields with which the educational project is concerned: scientific education, technical education, physical education, language education, aesthetic education, ethical education, civic education.[48]

These pointers call for some additional comment as regards languages of education.

- Content concerning languages of education, particularly the main language of schooling, can of course also be classified in terms of knowledge, skills, attitudes and dispositions, and learning ability (see Table 3 at section 3.1.2).
- The languages of education, above all the main language of schooling, have a role in all areas of the educational project (including, for instance, physical education) and not just in what we have called language education.
- The fields identified are generic in scope (the list of them and the boundaries between them being open to discussion) and are not coterminous with (or intended to replace) school subject areas. These can vary to some extent from country to country, in organisation and designation, and in fact they mostly involve more than one of the educational fields we have identified. Language as a subject, for example, takes in, at

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[46] The CEFR adopted the term 'existential competence' (*savoir être*) for what we here call 'dispositions and attitudes'. The latter term, we hope, avoids the possible ambiguities and translation problems presented by *savoir être* (the English equivalent adopted in the CEFR is somewhat obscure). It should also be noted that "ability to learn" (which the CEFR paraphrased/glossed as "knowing how, or being disposed, to discover otherness") is not really an inherently separate category even though it is important to set it apart: our assumption here is that being open to otherness depends on dispositions and attitudes, knowledge and skills which already exist and can be developed. "Ability to learn" involves higher-order learning abilities, but also what might be termed lower-order ones - routines, near recipes, knacks.

[47] See *Key Competences for Lifelong Learning – A European Reference Framework*, in Proposal for a Recommendation of the European Parliament and of the Council of the European Union.

[48] The option proposed here differs from some other approaches by virtue of three major features, which are of course under discussion in the context of producing a European reference document:

- a distinction between competence and culture, as products expected of school education, so as to make it quite clear that the educational project cannot be completely summed up in terms of development of abilities, however important a competence-based and action-based approach and however wide particular definitions of ability or competence;
- a broad contextualisation of competence and culture as relating to various areas of the educational project so as to keep away both from monolithic or elitist conceptions of culture and from acceptations of the notion of "competence" that are either divorced from realities or, at the opposite extreme, applied to very restricted specific uses. Technical ability and technical culture are not entirely the same thing, any more than scientific culture and technical culture;
- a complementary interconnection between competence and culture, regarded, as they are here, as being composed of ingredients of the same kind – knowledge, skills, and dispositions and attitudes.

the very least, language education and aesthetic education, but in many school curricula it also plays a part in civic and ethical education. This distinction likewise applies, clearly, in cases such as those referred to at 3.1.2.c in which subjects are integrated to form broader curriculum divisions.

- In most current thinking about the curriculum the question of curriculum content is no longer completely separated from the methodological options to do with the space allocated to particular items and how they are incorporated and approached in actual study courses. "From this point of view, selecting content is related both to the aims of teaching and learning and to certain methodological approaches. In other words, content is defined in terms of means of attaining certain aims by using a methodology that fits the general philosophy of education reflected in a curriculum." (Sâmihaian 2006). Clearly, therefore, there are teaching/learning approaches that will be inappropriate to both the values and the educational trends we have mentioned (see section 3.1). Apart from this, however, there is unrestricted choice of method, and approaches can be extremely varied according to context, the curriculum emphasis and local circumstances. Languages of education, especially the language of schooling, take on such national or regional significance as to be highly resistant to any doctrinal ukase that might attempt to impose a standard methodology.

3.3.2. Content for languages of education

3.3.2.1. Focus on knowledge and focus on competences

As pointed out by the preliminary studies (see, for instance, Aase 2006) and in line with the *Guide for the development of language education policies in Europe* (Beacco and Byram 2007), the aims regarding languages of education have to do with development of plurilingualism as a contribution to other values (minorities' rights, participative democratic citizenship, social inclusion and social cohesion, and intercultural and interfaith dialogue).

With regard to content, however, many curricula, especially where the languages of schooling are concerned, treat knowledge and competences as opposites, often to the detriment of competences, and even when great prominence is accorded to competence-related aims teachers' attitudes and classroom practices often carry the imprint of models that stress formal, factual knowledge rather than the individual and social significance of what is learnt. As noted in Sâmihaian 2006: "This implies a focus on the content itself, and also a rather narrow definition of competences, conceived mainly with respect to acquiring knowledge *about* the language or *about* the masterpieces of the national literature. This perspective puts a respectful distance between the students and what they learn and does not make an explicit point on the benefit of what they learn in school." In contrast, curricula that give prominence to competences take a different view of the learning process, set clearer targets and standards, are less compartmentalised and are careful not to impose too heavy a content load.

As will have been noted, the terminological proposals and the classifications adopted in this paper (see in particular sections 1.2.4 et 3.3) seek to go beyond the traditional knowledge/competence antithesis. They do so in two mutually complementing ways. Firstly, by assuming that all competences are based on acquired knowledge and are in no way reducible to narrowly function-related or instrument-related skills. Secondly, by relating the competences which school sets out to develop to particular educational fields (scientific education, aesthetic education, technical education, language education, etc.) and making the point (which has been made before but not as firmly) that, in each of these fields (which should not have watertight divisions between them but which determine the main emphases of the shaping/instruction and *Bildung* project), the concept of education covers acquisition not only of a competence (characterised as ability to take action) but also, virtually indissociably from it, of a culture (a way of perceiving, sensing or imagining) – indissociably because the cultural dimension of education also has to do with knowledge, skills and dispositions and attitudes. Just as competence involves more than just skill so culture involves more than just knowledge.

3.3.2.2. Types of knowledge; skills; dispositions for and attitudes to languages of education

At this stage of the project on languages of education it would not be appropriate for this paper to anticipate the inputs that the analyses and case studies by other working groups will provide (see the reminder of this other work in progress at the end of section 3.3). However, it is legitimate to speculate as to the types of knowledge, skills, dispositions and attitudes which could be agreed for the "generic" curriculum regarding languages of education.

Broad classifications to be found in various general models are reasonably available:

- types of knowledge, considered from different viewpoints: factual/informative *v.* formative knowledge; academic *v.* practical knowledge; declarative *v.* procedural knowledge; scholarly *v.* taught *v.* ordinary knowledge; literary *v.* linguistic or discursive knowledge, to mention only a few of the categories to be found in the specialist literature;
- skills, for learning and use, more particularly in the application of competences and linguistic, sociolinguistic and pragmatic strategies; or reading, understanding the spoken language, written production, processing of messages in other semiotic systems, identification of textual genres, rectification/repair in verbal interaction, etc.;[49]
- dispositions and attitudes, those favourable to such things as exchanges with others, verbal negotiation, listening to one's interlocutor, initiative and risk-taking in learning and in use of language varieties, co-operation in exolingual communication (between native and non-native speaker) or bi/plurilingual communication (with alternation of languages), seeking intercultural understanding, tolerance. Also dispositions and attitudes that aid scientific reasoning, rEFRLExive thinking and critical thinking, combined with having the courage to express personal opinions; all of these traits being of course relevant to many of the values which we have referred to (see in particular 3.1) and on which action by institutions like the Council of Europe is based. These are not learning items that are readily classifiable or easily assessed, but they are of utmost importance for open language education (see Aase 2006).

3.3.2.3. Integration as the basic principle for content

From the standpoint of this paper a first type of integration connects up knowledge, skills and attitudes/dispositions as components of competences and cultures developed by schools (see section 1.2.4). That does not mean, of course, that curriculum design and teaching approach should merge these types of content. They need to converge and combine according to the set aims. For example, it is at the level of language performance that knowledge, skills and dispositions/attitudes observably interconnect, as is the case for social actors in a particular context.

Thought also needs giving to another desirable type of integration: the relationship between language and literature. In the context of languages of education, this is a question which arises both with the language of schooling as a subject in its own right and with foreign languages. Highlighting the overlaps between these different sectors and also relating them to the communication dimensions of the language of schooling across the curriculum would make the curriculum more effective overall and provide a better basis for plurilingual education. Evidence in support of this will be found in Aase 2006, Sâmihăian 2006 and at sections 3.5 and 3.6 below. We reproduce below, by way of example and with some terminological adaptations, the table put forward by Sâmihăian (2006, 9).

[49] There are inevitably differences as regards choice of terminology and ranking of terms, differences often exacerbated by the switch from one language to another. The connection between *skill* and *competence* is doubtless not quite the same as between *savoir faire* and *compétence* in French. See also Vollmer 2006.

Table 5

LE	Knowledge (elements of content)	Skills (specific methods and strategies)	Dispositions and attitudes	Learning to learn (methods and strategies + self assessment)
LS – focus on "national" language and culture	Content related to language and texts (grammar and vocabulary, literary and non-literary texts, genres and species, specific concepts, etc.)[50]	Rules and strategies for using the knowledge of language and text in reception and production of texts in a variety of contexts (dialogue, monologue, relevant points in analysing a text, rules of composition etc.)	Contexts of learning that have a potential for encouraging creativity and responsibility, critical thinking, and for participation in various interactions (debates, intercultural dialogue, creative writing, reflexive diary)	Transferable procedures based on using communication in learning (taking notes, looking for sources, problem solving, group work for a common goal, argumentation etc.)
FL –focus on one language and one culture	Much the same as in LS	Much the same as in LS	Contexts of learning that have a potential for stimulating the interest for "others" and for intercultural communication	Much the same as in LS + language awareness
LAC – focus on the specificity of each subject	Specific discourse content and genres	Much the same rules and strategies as in LS and FL (but applied in subject specific contexts)	Contexts that stimulate students' interest in knowledge; content that can be a basis for personal growth and social and cultural participation	Learning procedures and strategies transferable from and for all school subjects

The communication-related dimensions are seen to be overlapping and complementary.

3.3.2.4. Specifying items of content

As Sâmihaian (2006) indicates, the contents of knowledge about languages are categorised in different ways depending on the traditions:

- According to the object of study: 'language and communication', or "language" and "communication", and "literature" or 'language and civilisation' etc. (eg for LS or FL).
- According to the domains where these content items are used: "science", "arts", "technologies", etc. (for example with LAC).

[50] Further to the table proposed by Sâmihăian, one would be inclined to place still other subject-specific texts in this first "LS" box, since at least to a certain extent they could / should be examined in this particular field of education, in consultation with specialists in the school subjects concerned. Note that in Educazione linguistica (cf. 3.5.2.), subject-specific texts also form part of the language curriculum.

- According to the language- based communication activities with which these content items are associated: 'listening', 'speaking', 'reading', 'writing', or 'reception', 'production', 'interaction', and 'mediation' (as in the CEFR). From the communication standpoint, this type of categorisation has the advantage of being applicable across the spectrum of the language of schooling (as LS and LAC) and FL[51].
- According to the contexts in which communication occurs. For example, the following domains of social language use are distinguished in the CEFR: public, occupational, educational, personal.
- According to the general topics chosen for teaching, such as Childhood, Leisure, Adventures, Travels, Friendship, etc.

These various types of categorisation are plainly not without relevance in the perspective of a European Reference Document for LE (*ERDLE*).

Accordingly, close attention should be paid to the approach suggested by Beacco, Sachse & Thorbjørnsen (2007, Table 6 below), with specific reference to the language of schholing as the language in which the subjects, in this instance history, are taught (LAC). This "prototype", however, is presented as more widely applicable to other groups of subjects, or even to the overall structure of a reference document for LE.

The case of history lends itself particularly well (cf. the whole of the document by Beacco *et allii* 2007) to the type of programmatic sequence illustrated by Table 6. History is a subject concerning whose teaching, for readily understandable reasons, the Council of Europe has conducted projects and produced specific recommendations. In this case, then, a correlation with the educational goals, for example democratic citizenship or tolerance, seems easy to establish, as does the connection with the development of intercultural skills. It is interesting to note in addition the introduction or reintroduction of the concept of "language needs" in relation not only to school situations but also to out-of-school social situations: those where the abilities likely to be developed by studying history can be exploited but also tested in different communication situations and a variety of contexts.

The fact remains that the research carried out on mathematics or science, and on LS, does not yield fundamentally different findings:

- Educational values are accommodated.
- School communication situations need to be characterised in terms of the language resources which, if they are to function properly, are required for learning each subject, language resources which, by extension, these school situations help consolidate, diversify and enhance.
- Out-of-school communication situations ought not to be overlooked either:
    - because they generate a large proportion of the students' language repertoire;
    - because they form part of the experiences that build knowledge and skills complementing or contrasting with those which school subjects are intended to instil;
    - because it is normally outside school that scholastic knowledge and skills are reapplied, updated and endowed with (or sometimes also deprived of) their full meaning.
- The competences targeted / activated by teaching in a given subject area (history, mathematics, science) can in fact be broken down and separated into subject-specific abilities, language / semiotic proficiencies, cultural / intercultural skills, with the multiple cross-linkages indicated by the table regarding these types of competence.

[51] On this subject, see also table 3 and commentary, in 3.2. It would be possible to add the categorisations relating to the main functions assigned to language, viz. communication, expression and conceptualisation.

- Language / semiotic proficiencies can themselves be divided into various components, in this case forming three branches: strategic; discursive; formal.
- It is at this last level where the subject-specific, or more cross-curricular, linguistic characterisations should be approached.

Table 6

Prototype reference document for LAC[39]

<table>
<tr><td colspan="3">Values (1)
Values and goals specific to the school subject (2)</td></tr>
<tr><td colspan="3">Language needs: out-of-school / social communication situations (3)
and school communication situations (4)</td></tr>
<tr><td colspan="3">On the basis of the language needs and the educational choices made by the institution, the teaching objectives for the subject are specified, that is history-related proficiencies, consisting of
• the subject-specific abilities (targeted / expected), of a cognitive nature, for using the processes or products of history as a scientific discipline: historical sciences;
• the skills (targeted / expected) for communicating via language/semiotics, necessary to cope with this range of school situations;
• the associated intercultural skills (targeted / expected) (see 1 and 2: values)</td></tr>
<tr><td>Subject-specific competences (5)
specified as
component / competence relating to the *epistemological* patterns of the discipline (5.1.)
component / competence relating to knowledge *in the subject area* (5.2)
linked with the cross-curricular specifications for the other subjects</td><td>Language / semiotic skills (6)
See below
specified as types of component / competence, linked with the cross-curricular specifications for LS</td><td>Intercultural skills
specified as types of component / competence, linked with the subject-specific abilities and the language / semiotic skills</td></tr>
<tr><td colspan="3">language / semiotic skills (6)</td></tr>
<tr><td colspan="3">specified as *component / competence of a strategic kind* (6.1. interaction, production, reception,…whether oral or written…), linked with the cross-curricular specifications for the other subjects and LS</td></tr>
<tr><td colspan="3">specified as *component / competence of a discursive kind* relating to modes of discourse or their groupings
selected (6.2.), in liaison with the cross-curricular specifications for the other subjects and LS</td></tr>
<tr><td colspan="3">allowing in turn a *formal competence / component* to be specified, described partly in the form of cognitive / discursive operations (6.3., correlated with 5.2.), working from the regularities of form in the discursive styles selected (but also comprising, for example, 5.1, from the linguistic standpoint), linked with the cross-curricular specifications for the other subjects and especially LS</td></tr>
</table>

Looking to the preparation of an *ERDLE,* at the present stage of this collective project it may be appropriate to emphasise firstly the points of correspondence and complementarity between the analyses made here and the proposition constituted by Beacco's table, and secondly the

[39] This table guides the elaborated document proposed by Beacco (2007). The numbering which it contains corresponds to the developmental sequence.

numerous terminological similarities and disparities too. The same observation could certainly be made regarding the other documents in preparation for the conference to be held in Prague in November 2007. This is tangible evidence that we are dealing with "work in progress", the upshot of multiple contributions, and that any forcible harmonisation would be untimely.

3.3.3. Possible overall structure of an *ERDLE*

The foregoing table indirectly suggests how a European Reference Document for LE might be structured (in part). The question was also addressed in some preparatory documents for the 2006 intergovernmental conference on LE (Vollmer 2006) and taken up again in the conference report. This third chapter of the present study is itself structured according to an overall curricular conception. Alexandru Crişan further elaborated this hypothesis and, after a recapitulation, propounded the objectives and functions of the proposed "Framework", a kind of table of the items of content of which it would be built. Concurrently, the same question was considered by Waldemar Martyniuk, who has kindly disclosed an initial outcome to the present group. To preserve the clarity and full detail of these two separate presentations, they have been included in this document as appendices (Appendix 1 for A. Crişan and Appendix 2 for W. Martyniuk).

3.4. Designing the curriculum

3.4.1. Preliminary remarks

3.4.1.1. Various models for building a curriculum

Speculation and research concerning curriculum has produced, and employs, various types of models for curriculum design, and these models can even vary with the subjects on the curriculum. This variation is obviously of importance to the current project, in several respects:

- As regards LS, the categorisations taken into consideration often differ according to traditions and countries (Herrlitz & Van de Ven 2007) and, for a given country, according to the courses of study in question and the emphasis placed on the linguistic or the literary dimensions, it being understood that the conceptions and the contents pertaining to these two dimensions raise often brisk debates between different schools of thought and ideological, epistemological and methodological persuasions. (Van de Ven 2005; Sawyer & Van de Ven 2007). Language as a school subject (LS) is known to be the crux of a marked thematisation of the concerns of socialisation and collective identity, and it is not surprising that these concerns should be central to curriculum research in connection with LS, possibly more than in other respects. It is therefore a highly sensitive area of investigation and speculation for designing a future ERDLE.
- As regards FL, the curricular options are somewhat dependent on the methodological choices ("grammar-translation method", "direct method", "communication-based approaches", etc.) which influence to a certain extent the selection, ordering, grading and instructional handling of curriculum contents. Tendencies to compartmentalise the subjects have often been detected, not only between FL and the main language of instruction (LE) as a school subject, but also between the different FL (even when the official syllabi are presented as homologous to a large extent). Hence the importance of cross-cutting queries and propositions like those with which the present section is chiefly concerned.
- As regards the other subjects, the curricular choices are generally and justifiably governed by the nature of the contents and methods peculiar to the subject in question (history, chemistry, etc.). But variations exist there too as regards the curriculum design models adopted, as is observed both through time (with successive reforms) and at a given time (between countries). For the purposes of this study, the question is to ascertain whether and how these subject syllabi explicitly accommodate the language-related dimensions (language of instruction, other semiotic systems) as means (but also in part as objects) of transmitting/building subject-specific knowledge and skills. This is

the aim of studies conducted by other working groups, which will certainly enrich subsequent versions of this working document.

For the time being, there can be no question here of doing justice to these multiple sources of diversity, although it is possible – as proposed by the following discussion – to register a number of orientations likely to be of interest across the board to any curricular study centred on LE.

3.4.1.2. Learning: aims, curriculum and conceptions

However many models there may be for designing a curriculum, and whatever the diversity of the traditions in this sphere of education in Europe, it is desirable to have a certain convergence between the conceptions of learning explicitly or implicitly linked with a given curriculum and with the aims advertised by the scheme of education. In this respect, just as a very open-minded vision of a reference document for LE must be content to pinpoint possible options for building a curriculum, so an *ERDLE* should emphasise that, in relation to the agreed aims, certain of these curricular options are compatible while others seem less immediately suited.

To take but two simple examples:

- Where the educational scheme focuses on preparation for the exercise of active democratic citizenship, it is natural to think not only that the general curriculum and much of the content of particular subjects will be required to furnish knowledge consistent with this exercise, but also that, especially though not exclusively in its LE-related components, the curriculum will embody objectives concerning abilities for grounding and formulating opinions, reading / interpreting different textual genres, developing critical sense, making informed choices, etc.
- Where the scheme of education allows for plurality of ways of acquiring knowledge, the curriculum should provide contents matching this diversity of sources and ways of approaching and handling them (encyclopaedic tools, on-line resources, media, etc.). Capacities to collate / compare sources and data, for verbal mediation, to interpret and evaluate information will be aimed at, often via group exchanges and multiple forms of social interaction and of interactivity with instrumental backing …

More generally, in so far as the educational goals

- suit a purpose of making a (future) social agent a part of society / an individual entity;
- fit into rapidly changing societies where innovation, adaptation and individual and communal success hinge on life-long learning;
- embody values of solidarity and enhanced social cohesion,

curriculum design obviously has more to do with socio-constructivist-type conceptions of the nature of "learning", giving pride of place to learner activity, task-centred work, classroom interaction, contacts with the environment, etc. than with training models of a strictly prescriptive and directive type, operating from the teacher to the learner. This correspondence ought not of course to develop into reliance on an exclusive doctrine.

3.4.2. Curriculum scenarios and plurilingual education

If an effort is made to conceive the school as a setting for plurilingual education and pluricultural education, and to make it develop along those lines, every policy decision concerning language education must centre on diversification of learning aims and variation of the formats in which language education provision is offered, and LE should be crucial to this thinking.

Chapter 8 of the CEFR - Linguistic diversification and the curriculum (pp. 168 - 176)[40] – already indicates the possible linkages between, on the one hand, schemes aimed at plurilingualism and linguistic and cultural diversity and, on the other hand, curricular thinking.

[40] COUNCIL OF EUROPE (2001) : Chapter 8 – Linguistic diversification and the curriculum, in *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (pp. 168-176) (cf. site www.coe.int), see also

It proposes three main guidelines:

- firstly, incorporate curriculum research into an overall objective of promoting plurilingualism and linguistic diversification;
- in this context, the cost/efficiency ratio has to be considered so as to avoid needless repetition and promote economies of scale and transfer of skills;
- thirdly, planning and action relating to curricula should be determined not solely with reference to a single-language curriculum or even within an integrated languages curriculum, but in a general language education perspective[41]

To foster transparency and coherence in defining options and taking decisions, Chapter 8 of the CEFR proposes an action-centred curriculum scenario.

This is a flexible instrument offering a concrete, pragmatic and highly contextualised approach to curriculum, under which policy choices for language education can be contemplated at the national, regional and local levels without losing sight of their complexity, extent and potential diversity.

Indeed, with this instrument one can simulate curricular sequences directed at diversified educational goals which are not mutually incompatible and place a pronounced imprint on them.

It is expedient to begin with a proper definition of the educational goals (and the values and the challenges) that drive each scenario, as these are fundamental to the blueprint for society and citizen education to be settled by the policy decision.

It would thus be possible to envisage orientations, set out here in rather a polarised manner, as varied as the following:

- prioritise excellent command of the language of instruction, with strong emphasis on local culture ("set" heritage orientation);
- educate for linguistic and cultural diversity of the broadest and most inclusive kind ("open-ended" heritage orientation);
- opt for an extensive vehicular use of two, even three languages across the range of non-linguistic subjects (capacity building goal);
- develop the values of a European citizen via plurilingual education and decompartmentation of cultural content (literature, history, philosophy, etc.) (intercultural goal);

But it would also be possible and altogether desirable to include two, perhaps several, of these orientations in the one curriculum scenario, for instance preserving the heritage of local languages (first orientation mentioned above) combined with goals of integrating the new minorities that stem from migration (second orientation) and, concurrently, more broadly European openings (fourth orientation). This type of inclusiveness could be achieved on the horizontal plane (for the same educational level) as well as vertically (by concentrating on certain orientation for given levels and others for subsequent levels).

These simulations of curricular sequences:

- interconnect the different languages in different ways according to the status, weight, position and function, ie objectives, assigned to each, and according to their succession and/or alternation within the curriculum,
- refer to different profiles of competence in each case,
- consequently, give the options direction according to the contents and the approaches to be favoured in the curriculum;

COSTE, D., MOORE, D. & ZARATE, G. (1998, 8-67)

[41] Here the CEFR touches upon, without explicitly identifying them, the dimensions of *Bildung* and *educazione linguistica*.

- finally, give an idea of each option's implications in terms of necessary resources.

Thus, adopting the scenario approach is a way to:

- prepare for the analyses that should precede curriculum reform processes;
- encompass all the languages on the curriculum in a comprehensive thought process;
- avoid piecemeal additions or withdrawals of languages on the curriculum;
- show that different policy options are possible;
- facilitate, in full knowledge of the facts, the policy decisions on language education that rest with the political decision-makers;
- permit more extensive information, debate and negotiation at societal level concerning educational reform.

The indications in the CEFR still remain sketchy as regards curriculum-building: its scales and levels, which will come to our attention again at the end of the run, will require adjustments, contextual additions and a differentiation of profiles to take in the whole of the specificities of plurilingual education and chiefly of the language of instruction (LE) in that context. It will be necessary, for example, to establish:

- what balance, or imbalance, to strike between different abilities (comprehension and expression, interaction, mediation, both in speech and in writing);
- how to vary these profiles of abilities between educational levels – not only for languages, but also in relation to the "non-linguistic" subjects;
- in addition, how to diversify, according to educational level, school, stream or other criterion, the levels of performance expected in the tasks set for the subjects, to be tackled in two languages in the case of plurilingual teaching;
- and above all, how to cope with the question of language of instruction where there are students of foreign origin.

It is important to emphasise that the scenario-based approach could be used to advantage for the short, medium or long term scheduling of language education policies: thus, a scenario deemed desirable but realistically unattainable here and now could be envisaged as a long term prospect, other scenarios that could more realistically be adopted might follow each other in the short and medium term but adhere to the "ideal" scenario. This would allow language education policies to be placed in an evolutive, flexible and open-ended perspective rather than being frozen in final decisions taken *one-off*[42].

3.4.3. Individualisation, differentiating, diversifying

Curriculum-building should be carried out with a view to accepting, respecting, accommodating and integrating the differences and the forms of plurality highlighted by the foregoing analyses (cf. chapters 1 and 2). In so doing, these are not to be treated as the exception, a crippling complication and a constraint, but in our time far more as representing normality, an enriching factor of complexity and a resource.

Thus from the outset curriculum design would be enhanced by relying on principles of personalisation, differentiation and diversification in organising the curriculum and learning process, having regard in particular to the following considerations:

- it seems desirable for the curriculum to define a common core of objectives which all students without distinction should achieve in LE; this common core should consist of key competences (strategic for students' future) and basic competences (an indispensable threshold) – needed for every student's training (in the sense of *Bildung*); this core should relate to the student's training not only as a person and individual but also as a citizen of "interlocking" societies, societies that require capabilities and skills in some respects

[42] For an application of the scenario-based approach to a definite context, see Coste 2006.

common and cross-cutting and in others diversified (cf. the local, regional, national, European and world levels (globalisation)), so the challenge to be taken up is quite clearly that the common core of objectives represents – at the same time as an indispensable basis common to all students - the starting-point for differentiated "development horizons"[43] catering for each individual's needs and talents.

- this presupposes, inter alia, the identification of prime areas (including subject areas) where the languages of education should be developed in terms of competences;
- individualisation, that is the special attention paid to each student as an individual, ideally permitting:
    - due consideration for each student's starting level (eg languages known and spoken and their relationship with the language of instruction, the standard reached in each language, the type of code used in family and community, any language impediments, etc.);
    - development - throughout schooling – of aptitudes and advantages, satisfaction of needs and resolution of each person's difficulties;
    - creation, for that purpose, of the situations most conducive to each student's individual language learning, and their constant modification;

  however, individualisation can by no means be likened to paths of learning that are individualistic, even solitary or clearly divided and segregative, since it is assumed here that learning can take place only in a diversified, stimulating social context; phases of individual work are naturally indispensable as for example in the case of students who are first-generation migrants or belong to minorities and have not been educated in their first language, but ought not to become a breeding-ground for ghetto mentalities; if so, they would rightly forfeit their prime function of integration and as means of redressing inequalities;
- for educational purposes, individualisation follows the avenue of differentiation in the training path; indeed, since every modern educational system pursues the goal of equal opportunities for all students, differentiation concerns not the common core of objectives but the training paths that lead to their attainment by each student; this differentiation can be achieved in various ways[44] :
    - different arrangements of class formation: work with the whole class as a group, co-operative work in small groups (specific needs or projects), in pairs, independently, doing guided individual work, moments of personalised support, frontal teaching …
    - adopting different, alternated criteria for the composition of the working groups, according to the types of activity proposed (heterogeneous *vs* homogeneous groups whose degree of heterogeneity / homogeneity and size may vary, possibly varied-age groups in situations where departitioning of classes is practiced, monitorship between students, …) ;
    - diversifying the tasks within a common project;

[43] This wording is borrowed from the "Plan d'études cadre romand" (PECARO), devised by the Inter-cantonal Conference on State Education for Switzerland's French and Italian areas, where this kind of thinking is already in progress and has produced concrete proposals for its application. Cf. http://www.ciip.ch/index.php?m=3&sm=13&page=129

[44] Leaving aside the question, an awkward one, of differentiation at the level of the actual curriculum according to school populations. The question arises especially in relation to the school careers of children with a migrant background, for whom some countries envisage specific curricular arrangements, primarily for the language of instruction. It will be expedient to come back to this in other studies relating to the preparation of an *ERDLE*. At all events, the principle of a common core of objectives, key competences and basic competences is essential. See also footnote 42.

- differentially calibrating the times allowed for learning to enable each student to build his knowledge at his own pace;
- using different materials;
- using different teaching aids and different backup measures and arrangements;
- varying the approaches;

- close attention should be paid to students who are disadvantaged and in difficulty, whose satisfactory school performance remains one of the first challenges for the school: to those less affluent students, school can represent the only chance of acquiring the skills needed to face, with minimum equipment, the life that awaits them outside the confines of school; it is therefore important to take care not to stigmatise their difficulties by such procedures as keeping them too long in a homogeneous or "weak" group or in collateral supporting activities; co-operation between learners in difficulty and "good" students should be seen as profitable to both and should be organised accordingly. Indeed, while good students are the best source of stimulus for their classmates in difficulty, assistance to the latter, besides having a socially formative aspect, is a means of deepening and consolidating knowledge through various types of reformulation (linguistic, semiotic, by use of different language registers, through extension work …)[45] ;
- with the growing plurality of languages at school (first language(s), language(s) of schooling, foreign languages), it is also important to have realistic expectations as regards the skills which school education can make accessible in each language that it teaches and uses), for erroneous representations are still widespread:
  - it is still too often thought, in fact, that the school's languages should all display balanced profiles of proficiencies in all activities (reading, listening, connected speaking, interacting, writing);
  - too often, the figure of the mythical native speaker still provides the yardstick for measuring foreign or second language proficiency;
  - in situations where non-linguistic subjects are taught bilingually, including tested models of this type of teaching, there is the persistent notion that communication in the subject taught depends on learning the language first, and that a kind of dual monolingualism is the aim to achieve;
- rather, a positive view should be taken of diversification of plurilingual proficiency profiles both as regards command of a given language, and between the different languages in the picture, with any attainment, even partial, to be considered a linguistic and cognitive resource at the speaker's disposal; it is of course consistent with this way of thinking for the school to build on the languages and language varieties in the student's initial repertoire, and to have diversified provision for languages.

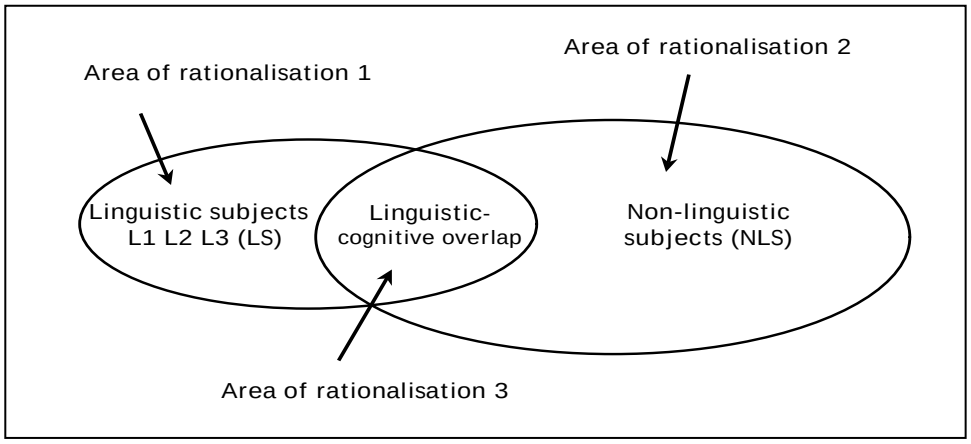
3.4.4. Organising the curriculum

The profusion of languages and disciplines at school raises questions as to the measures for organising the curriculum (and learning process) to be applied so as to aim at overall coherence and streamlining; these are measures of rationalisation which bear on the multiple linkages (between the languages themselves as linguistic disciplines (LD), between the various

[45] The orientations specified here are obviously distinct from the tendencies to establish "streams" or stages of orientation very early in schooling, which subdivide the cohorts of pupils according to "performance" level. These performance differences in the early phases of schooling are known to be correlated often with pupils' social background, and especially with the socio-economic status of the families. It will be borne in mind that they can also stem from the teaching syllabi and methods, in particular the discrepancies between newly enrolled pupils' language repertoire and the characteristics of the "common" language of instruction and of its applications. It can also be noted that students' de facto separation according to the chances of good school performance also occurs "at the outset", in certain urbanised settings where forms of social segregation prevail and where the school's role, if not the single determinant, becomes all the more fundamental. See also 1.1.1.A. and 3.1.2.C.

non-linguistic disciplines (NLD) and between these two categories, cf. figure no. 2) and which, thanks to various interdisciplinary crossovers, aim to exploit the multiple transversal features running through the curriculum and systematically encourage transfers of knowledge and skills; thus the idea would be:

- in the language teaching sphere, to contemplate designing a curriculum dedicated to integration, thought out and planned holistically, over and above the specificities of the component disciplines;
- in the various subject areas, adopt an interdisciplinary and cross-disciplinary perspective allowing all possible bridges to be built between "twin" or "related" disciplines;
- where the fields of linguistic and non-linguistic disciplines overlap, to make room for the linguistic and cognitive dimension, one which crosses over the other two and embodies the operations - cognitive and linguistic at the same time – that traverse the entire curriculum (reading texts, summarising them, reasoning, putting together an argument, listening to a traditional lesson, taking notes, giving a talk…): this is probably the least thoroughly explored area at present, therefore requiring the deep consideration in the context of this project.
- Figure no. 2



3.5. Teaching approaches

This paragraph will present a number of options for teaching approaches to languages of schooling, and LE in the broader sense, options which can be regarded (hence applied) as complementary to each other, or used alternatively depending on the situations and contexts.

They also represent (tentative) solutions to the problems raised by all the questions considered, and ways of apprehending shifts of focus that correspond to different goals.

Accordingly, the following will be thoroughly examined, in that order:

- provision for removing barriers between subjects under a holistic approach to their teaching;
- a general unitary framework for comprehensive language education (*educazione linguistica*);
- interdisciplinary measures to be envisaged for organisation of the curriculum and learning process;
- multiple and partial approaches for teaching languages where the language of instruction has a cardinal role.

Obviously the following discussion will look into the role and the work routines of all teachers. But a school, whose present tendencies have a strong focus on co-operative learning (cf. 3.1.2., E.), can be genuinely consistent with this tendency, and effectively put in into practice, only through teaching which is likewise "co-operative". Teaching would gain by no longer being seen as a simple juxtaposition of more or less individual "procedures", though founded from the

standpoint of the individual subjects, but rather also based on information, consultation, co-operation and mutual collaboration which, depending on the possibilities, might involve phases where teachers of different subjects join in classroom management, teaching and assessment. The following proposals all involve forms of "co-operative teaching" which can provide for successive, increasingly structured stages of collaboration between teachers, and which one would be well-advised not to conceive in an absolutist fashion.

It is moreover needless to recall the role of training (initial and in-service) in this area.

3.5.1 Decompartmentalisation and a holistic approach

In 2003[46], in the paragraph on "The language–friendly school" of the chapter of its Action Plan 2004-2006 to promote language learning and linguistic diversity entitled "Better language teaching",the European Commission was already advocating a holistic approach, defining it as follows:

"It is important that schools and training institutions adopt a holistic approach to the teaching of language, which makes appropriate connections between the teaching of 'mother tongue', 'foreign' languages, the language of instruction, and the languages of migrant communities; such policies will help children to develop the full range of their communicative abilities. In this context, multilingual comprehension approaches can be of particular value because they encourage learners to become aware of similarities between languages, which is the basis for developing receptive multilingualism".

Chapter 6, "Organising plurilingual education" of the Council of Europe's *Guide for the Development of Language Education Policies in Europe (2007)* devotes a whole paragraph (6.4, pp. 86-88) to "Decompartmentalise language teaching". Drawing on the fact that schools generally leave it to the learner to link up all the subjects taught, including the various languages, the authors stress that this situation creates a hierarchy among languages in the order in which they are taught, and reinforces representations on their usefulness. The fact is that plurilingual education as presented in the *Guide* is based on transferring competences from one language to another, which necessitates establishing effective concordance and convergence among these subject and with non-linguistic subjects (p. 89).

The *Guide* thus proposes three types of decompartmentalisation, providing examples or else describing in detail how the latter is to be achieved.

For the first type of decompartmentalisation – possible harmonisation of all languages taught – the *Guide* suggests the following (pp. 86-87):

- including in the teaching of all languages some elements of language awareness […];
- explicitly defining the spectrum of language teaching goals […];
- designing curricula in terms of fixed and explicit competences and proficiency levels on the basis of the proposals contained in the Common European Framework of Reference for Languages;
- promoting the use of common methods, defined by competence (particularly communicative competences), applicable to all linguistic varieties[…];
- activating learners' transversal competences by clearly identifying learning strategies, especially by training in autonomous learning […];
- fostering acquisition strategies by allowing detours through linguistic varieties other than those explicitly being taught in a given framework […];
- harmonising, to some extent at least, the terminology used in teaching (names of language activities), the description of languages (concepts and categorisations), by

[46] EC Communication (2003) 449: *Promoting language learning and linguistic diversity: Action Plan 200-2006.*

relating the grammatical description of the national/official and other varieties and of those other varieties to each other […];

- harmonising assessment methods.

The *Guide* goes on to consider ways of decompartmentalise languages and other school subjects, providing the following examples:

- the teaching of literature (opening up to foreign literature, in translation or in the original language, on major European periods; translating poetry; drama, etc);
- history and the sociological and economic study of society in the framework of geography "are key areas of intercultural contact in the creation of national perceptions" and should also be dealt with from the point of view of intercultural education;
- methodological options (project pedagogy, problem-solving, simulations and games) and activities promoted by schools (study trips, school exchanges, twinnings, sport training and competitions, international social activities such as youth work camps, co-operation programmes with developing countries, archaeological digs, ecological work camps, etc) may involve the use and teaching/learning of linguistic varieties other than the language of the school in many school subjects.

The third mode of decompartmentalisation suggested by the *Guide* is teaching subjects in another language (a national/official variety different from the usual or recognised one, or regional minority or foreign varieties), enumerating the organisational conditions (p. 87):

- subject teachers trained in the language or language teachers trained in the subject […];
- teaching teams (for coordination and follow-up, involving contributions from all members of the team in face-to-face meetings) in which the role of each individual (language teachers, subject teachers) should be clearly defined;
- textbooks in the foreign variety used, which will probably have to be prepared in the country concerned […];
- consistency with future teaching (from secondary to university education, through cooperation agreements with foreign establishments) so that subject teaching in another language is not an isolated episode.

The ensuing section will further develop this decompartmentalisation theme, broaden its scope and outline some methodological ideas.

3.5.2 A general unified framework for global language education: *l'educazione linguistica*

L'educazione linguistica emerged in Italy in the late 1960s in direct opposition to the traditional language-teaching approach, denouncing its shortcomings, inefficiency and failures. It has spawned a massive effort to renew the teaching of Italian – the language of schooling – and has even inspired a number of national school curricula[47], influenced the drafting of school textbooks and inspired innovative teaching methods and experimentation. We shall not be going into the history of the concept here or analysing the reasons for the qualified success of its day-to-day implementation in Italian classrooms; for further information on this subject, see the following publications: Berretta 1978, Costanzo 2003, Lo Duca 2003 and Lavinio 2004. We shall instead be concentrating on those aspects of the concept which have been developed over time in the debates and concerted efforts of committed linguists and teachers/researchers[48], and

[47] Including the 1979 lower secondary and 1985 primary curricula. The upper secondary curricula developed by the *Commissione Brocca* were never actually implemented, but they were tried out and were subsequently used as the basis for the national technical and vocational school curricula.

[48] See the initial document which launched the whole debate, namely *Dieci tesi per un'Educazione Linguistica democratica* (1975) drawn up by the GISCEL (*Gruppo di Intervento e Studio nel Campo dell'Educazione Linguistica*). The text is available on the GISCEL site, http://www.giscel.org/diceiTesi.htm. Part of the text has been translated into French, see Costanzo (2003), op. cit..

which can corroborate or enrich the discussions on languages of schooling and, more broadly, languages of education and language teaching. While some of the *educazione linguistica* proposals which were very avant-garde in the 1970s have now been generally accepted, others are still totally innovative and seem to have been largely ignored at the international level.

The principles which underpin *l'educazione linguistica* and which are still completely valid might be summarised as follows:

- focusing on verbal language, which, together with other communicative and expressive, symbolic or semiotic capacities, with an eye to ensuring the learner's cognitive, intellectual, emotional and social development; the stress is laid on the communicative, heuristic, cognitive, emotional, expressive, argumentative and other uses of verbal language;
- considering that the development of language skills lies at the heart of human development, and is therefore bound up with the human being's organic development, mode of nutrition, psychomotor development, socialisation, affective relationships, intellectual interests and participation in the life of a given culture or community;
- launching *educazione linguistica democratica* to enable schools to offset the inequalities and disadvantages inherent in the learners' socio-economic and cultural status; it accordingly strives to provide the learner – as an individual and future citizen – with the requisite linguistic training to face up to the demands and challenges of society;
- within this framework, taking account of the learner's linguistic repertoire (Italian dialects were more widely spoken at the time) so that it becomes:
    - a subject for discussion in order to prevent it from hampering the learner's progress;
    - the starting point for the construction and ongoing development of skills in the language of schooling throughout the learner's school career[49];
- ensure that the work on language skills is always conducted in a meaningful and motivating manner, ie in a way that is explicit and well-argued for the learner;
- examining the problem of the rules on the language of schooling to be adopted at school and defining these rules with reference to the language as used by its contemporary speakers rather than to any "ideal" models far removed from actual practice;
- alerting learners to the various types of linguistic variability, in time and in geographical and social space, according to the channel or medium used or the communicative context or field; teaching them to recognise such variability and use it personally;
- developing rEFRLEction and learning processes vis-à-vis oral and written discourse, stressing their mutual peculiarities, and accordingly:
    - treating these rEFRLEctions and learning processes in relation to communicative situations (drawing attention to the communicative objectives, fields, addressees, registers, etc);
    - ensuring that the school also implements an oral learning process covering different forms of oral discourse, in terms of both reception and production; such processes are seldom provided for by schools, which wrongly assume that they have already been acquired;

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[49] There is probably no need to add that social and demographic changes in Europe have now made this principle extremely relevant to the repertoires of migrant children.

- teaching writing and the forms of written discourse, in terms of both reception and production, highlighting the importance of discursive and textual approaches and typologies;
- at the reception level, moving away from an exclusively literature-based approach to written texts to allow everyday texts into schools (thus catering for real-life language needs and specialist languages), and also genres conducive to learning, whether in or out of school (summaries/résumés, memoranda, outlines, etc);
- calibrating the various phases of textual analysis (providing methodological and technical tools) and activities to encourage reading; making reading attractive to young people and teaching them the pleasure of reading;
- selecting the "right authors" to motivate learners to read and/or the right method for tackling the less accessible literary texts;
- at the production level, identifying relevant discursive and textual typologies for school tests;

- making (meta)linguistic reflection an opportunity for cognitive development for the learner by:
  - moving away from traditional grammatical, logical and syntactical analyses with their grammatical paradigms and their excessive arbitrary metalinguistic labelling, which are far removed from linguistic realities;
  - pinpointing new models for language description which are also conducive to acquiring linguistic competences;
  - extending the rEFRLEction to cover all language sectors, not just grammar, morphosyntax and orthography: studying the linguistic environment; linguistic changes; the relations between the latter and historical events; the machinery of language and dialects; the functioning of verbal language; the different forms of language variability; lexical meaning, significance and structure; etc;
  - demonstrating that the main criterion for assessing oral and written discourse is their suitability for the various communicative situations, rather than compliance with any universally valid and immutable linguistic "rules";
- at the teaching level, catering fully for the transverse nature of verbal language, which, alongside different specialist languages, run right through all the school subjects, and ensuring that different subject teachers use their classes to contribute to learners' *educazione linguistica*;
- endeavouring to ensure that Italian and modern language teachers implement common agreed principles in their classes and co-operate closely in the framework of integrated language didactics.

3.5.3 A multi-strand interdisciplinary approach to streamlining the curriculum and the learning process

We have already gone into the concept of streamlining the curriculum and the learning process in the foregoing sections. Here we shall be examining the requisite pedagogical measures for such streamlining. These measures, as pointed out above (section 3.4.6, Streamlining the curriculum), require various inter- and trans-disciplinary approaches[50], which

[50] Edgar Morin (1999) considers that in the scientific field inter-disciplinarity (to use his preferred spelling of the word) may purely and simply mean different disciplines/subjects sitting down at the some table just as the various nations meet at the UN, each able only to affirm its own national rights and sovereignty vis-à-vis encroachments by its neighbour, or else it might also mean exchange and co-operation, which makes interdisciplinarity something organic. Morin also describes trans-disciplinarity as follows: it often involves cognitive schemas which may cut across the various subjects, sometimes with such virulence as to place them momentarily in a "trance". In the educational field, according to De Vecchi (1992), interdisciplinarity means co-operation among various subjects in dealing with a given

represent a powerful means of rationalising the curriculum. From the rationalisation angle, they should affect three pre-identified areas of the curriculum:

- the area of language teaching
- the area of non-linguistic subjects
- the area of linguistic-cognitive transversality.

3.5.3.1 The area of language teaching

In this area, Integrated Language Teaching (ILT) can facilitate the formulation and implementation of a unified language curriculum designed and projected as a whole. It is based on a fair balance between taking account of the differences between the L1, L2 or LE acquisition processes and the realisation that these processes display major psycho-linguistic affinities

ILT has two objectives, in addition to the aforementioned dual streamlining goals:

- facilitating learning of the different language systems from the angle of reciprocal reinforcement by taking advantage, in educational terms, of their shared foundations (common operational system and/or common underlying competence);
- encouraging, anticipating in time, alerting and making systematic and automatic by means of efficient pedagogical support the "inter-linguistic" mental processes which may or may not take place, spontaneously and unconsciously, in the learners' minds.

The two principles governing ILT are the *anticipatory principle* and the *retroactive principle*, which must become operational in the cognitive dimension and in the teaching process.

- the *anticipatory principle* highlights priorities in the order of acquiring languages: L1 precedes L2, which in turn precedes FL, and this has various implications for the statuses of the languages for the learner and is rEFRLEcted, from the practical teaching angle, in a new awareness on the teacher's part of a given language that(s)he is clearing the way and preparing the ground – by providing knowledge, competences and strategies – for concurrent or future teaching and learning processes in other languages;
- the *retroactive principle* works in the opposite direction: in cognitive terms, any subsequent linguistic acquisition leads to the restructuring ("revisiting") of previously acquired knowledge items; in terms of teaching, this principle is reflected in an awareness on the teacher's part of the potential (systemic, perceptive or other) impact of the new acquisitions on languages already acquired.

Where teaching is concerned, these two principles should lead to:

- development in the students of a heuristic method and contrastive strategies enabling them to pinpoint what can be transferred from one language to another and what remains specific to each language;
- systematic training, supported by the language teachers, in transferring knowledge, competences and strategies, so that these transfers become spontaneous, autonomous and automatic, thus providing students with a transverse strategic competence;
- educational engineering enabling language teachers to organise and articulate their various teaching processes (L1, L2 and FL) so as to exploit the knock-on, repetitive and deepening effects and the various anticipatory and retroactive games for the benefit of all languages taught and especially for all the students involved.

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topic at a time where these subjects prove useful (disciplinary decompartmentalisation), whereas transdisciplinarity involves transcending subjects and taking a different approach to a subject or project which is often more deeply rooted in reality. Transdisciplinarity targets common and transverse competences beyond the subject-based context, since the specific features of each subject are used to pursue shared goals.

This conception of ILT means that it is based on ensuring that students develop "offensive" strategies to manage problems – accomplishment strategies – risk acceptance and problem solving strategies.

Co-operation and consultation among language teachers can be implemented in a variety of ways, ranging from the extremely simple to the highly complex (Bertochi 1998):

- providing mutual information on contents, seeking a common language, reaching agreement on certain class management techniques (on how to deal with mistakes or help students in difficulty, etc); explaining language description models; this phase precedes those set out below;
- a collective planning effort geared to establishing objectives, contents, methods and assessment procedures, on an agreed basis but relating to limited areas of the curriculum;
- devising an integrated curriculum for the languages taught, inviting teachers to:
    - incorporate the objectives into common sequences;
    - wherever possible, arrange for transferring strategies and linguistic and pragmatic acquisitions from one language to another;
    - reach more specific, selective agreements on assessment methods;
    - set time aside for using several languages, varying the communication situations and aims and encouraging students to alternate languages;
    - pinpointing what is similar and different in languages in order to create situations for contrastive metalinguistic activities.

Far from seeking linguistic homogenisation, ILT is based on a fair balance of reflection and work on the similarities and difference between languages, whereby "integration" must be accompanied by "concerted differentiation".

It would be overly restrictive to confine ILT to metalinguistic reflection and contrastive analysis solely of the grammatical or orthographic aspects, when in fact it can usefully be applied to all aspects of language acquisition, including in particular the high-level processes exploiting the common operation system and the underlying common competence (CALP: Cognitive Academic Language Proficiency). The most productive aspects of ILT are no doubt synonymous with the cognitive processes (analysis, synthesis, assessment) and the top-level linguistic skills (semantic and functional meaning) which are the main transverse dimensions of languages and lead to more advanced cognitive and linguistic development.

3.5.3.2 The area of non-linguistic subjects

Similarly to what has just been said about linguistic subjects, in the *area of the different subjects* an inter- and trans-disciplinary approach might:

- encourage communication and sharing among the different subjects taught;
- promote the transfer of knowledge, competences and strategies wherever this is possible and desirable[51];
- target both mutual reinforcement and highlighting the specificities of each subject;
- streamline both the teaching methods and the students' learning processes.

Transfers may be effected at a variety of levels:

- that of *similar concepts*, mainly in common or contiguous conceptual fields (cf. the case of such related subjects as biology and chemistry or economics and history), on

[51] See Rey (1998 and Perrenoud (1998) on the challenges and difficulties of this interdisciplinary perspective.

which the different teachers often work without explicitly or consciously building bridges between the subjects;

- that of *cognitive operations* providing the basis for subject learning (comparing, anticipating, negotiating, analysing, etc), a sort of transverse foundation for the requisite streamlining of teaching approaches;
- that of *tools and resources for conceptual and semiotic representation* such as tables, graphs, diagrams, etc, many of which are common to several subjects.

There is probably no need to emphasise here the importance in all the foregoing comments of the linguistic dimensions and "natural" language as a vehicle and instrument towards speciality languages and the "artificial" languages used in various subjects, a dimension of particular interest to the *EDRLE* project.

3.5.3.3 The area of linguistic-cognitive transversality

The last area for rationalisation, the *linguistic-cognitive dimension*, runs across the other two areas we have just described and lies at the crossroads between them. This is where the cognitive and linguistic operations running throughout the curriculum take place (selecting information in a text, classifying and summarising it, devising a line of reasoning, constructing and fleshing out an argument, attending a lecture and taking notes, presenting the results of a research or other project, etc).

This area is vital for any education model because it is where the link-up is (or is not, as the case may be) effected between linguistic and non-linguistic knowledge, possibly deciding the success or failure of the student's whole school career. It is even more crucial in the case of plurilingual teaching processes because it develops in at least two or three different languages. Rationalisation in this area presupposes close and well-considered interdisciplinary co-operation among teachers of non-linguistic subjects (NLS) and their colleagues teaching linguistic subjects (LS) in order to integrate languages and subject contents and define their respective roles in a number of areas, eg the input of linguistic knowledge, metalinguistic rEFRLEction and conceptualisation, the relation with the norm, mistake management, etc.

In this area, NLS teachers can co-operate with their LS colleagues in deepening the linguistic dimension of the subject-based learning process for which they are responsible by defining the types of written and oral discourse (and their main features) as well as the discursive activities most often implemented in their subjects and their classrooms.

In the case of plurilingual teaching processes, they can concurrently:

- try out different ways of alternating the two/three languages in order to find the most appropriate one for constructing the subject-based concepts;
- conducting mediation between specific kinds of (eg between a scientific graph and an expositive discourse, etc) and between discourses in two/three languages as a means of reworking subject-based concepts (Coste 2000);
- defining learners' languages needs in close connection with NLS and ascertaining the latter's contribution to broadening student's language skills.

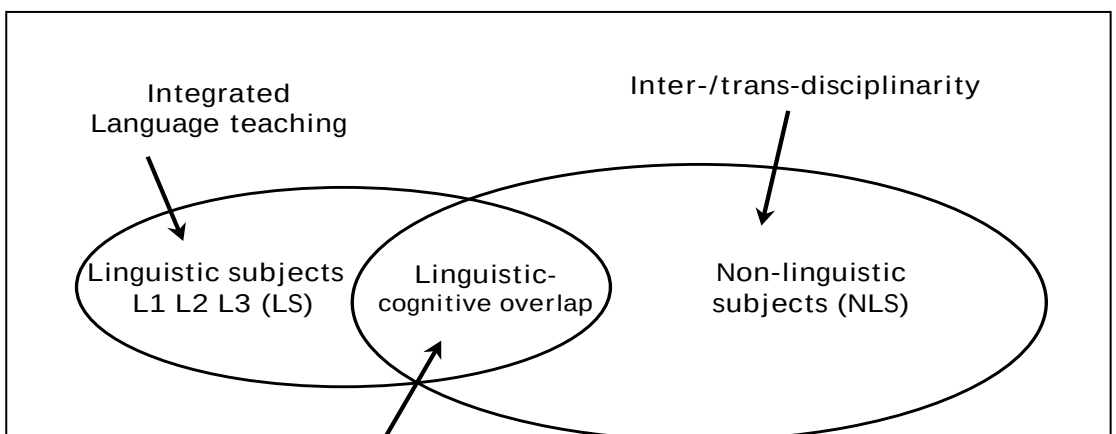

Figure 3 – means of rationalisation

3.5.4 Socialisation and social inclusion: a few mixed and partial approaches to language teaching

There are currently a number of diversified and innovative educational approaches available in language teaching which might enable schools, and especially students, to take up the many new challenges which the foregoing analyses have highlighted.

These approaches are both mixed and partial: they are mixed because they involve more than one language, and they are partial because not all of them target the same (or all) competences or the same level of command of the latter.

The language of schooling is completely central to each of these approaches: it is the pivotal language on which the activities and the competences in the other languages are based and organised.

The approaches, which emerged in a variety of contexts, have specific features and may pursue different objectives and educational goals, although their shared features might be summarised as follows:

- they all contribute to plurilingual and pluricultural education and accordingly provide opportunities for the student's personal development, although they do so from the angle of a type of socialisation that is open to linguistic and cultural plurality and diversity;
- they all represent either original and diversified modes of plurilingual teaching or a means of alerting and motivating students vis-à-vis these modes of teaching;
- each of them, in its own specific way, can promote social inclusion;
- they may simultaneously complement each other and/or alternate over time, throughout the whole schooling process and beyond.

Below we shall outline these different approaches and their input into plurilingual education, attempting to highlight the role played by the language of schooling in each of them:

- promoting language awareness among students[52] and introducing them to different languages and cultures[53];
- integratinq language teaching[54];
- intercomprehension of similar languages and development of partial competences[55];
- language and subject integration in bilingual teaching processes[56].

[52] Hawkins 1996.

[53] Candelier (ed.) 2003 and Perregaux et al. 2003.

[54] Roulet 1980; Bertocchi *et al.* 1998; Castellotti 2001; Chiss (ed.) 2001.

[55] Dabène and Degache (ed.) 1996; Blanche-Benveniste and Valli (ed.) 1997; Meissner *et al.* 2004; Doyé 2005.

3.5.4.1 Linguistic and cultural awareness

At the pre-school and primary levels, such awareness may constitute the child's first contact with classroom plurilingualism, because its starting point should be all the components of each student's repertoire (local vernacular languages, [varieties of] the mother tongues of migrant children and, obviously, the language of schooling and the foreign language, where foreign languages are taught at these levels). It is an inclusive and intercultural approach because it places the (varieties of) languages spoken by the children at the centre of the whole process – in the classroom and within the "school" institution - and thus transforms them from the everyday "tools" they represent to the children into "objects" (worthy) of reflection, thus giving them educational visibility and legitimacy which lend them genuine prestige. This type of reflection gradually widens, develops, diversifies and complexifies and subsequently extends to cover a variety of other languages but also other codes (iconic, gestural, Braille, sign language, language of animals, etc), to alphabets other than those known to the students. The reflection also deepens in relation to the specific features of the various forms of human communication (differences between written and oral language, between registers and textual genres, etc), thus eliciting positive attitudes from students and greater sensitivity to written and spoken languages and language learning. The aim is not any linguistic "learning process" in the traditional sense but rather "education" in languages through languages and different linguistic styles. The rather tricky phase of a child's development in which this type of approach can be implemented – a time when the important thing for children is more what makes them similar to than what differentiates them from their peers – calls for great tact and sensitivity on the teacher's part, because a simultaneous effort is needed to greatly enhance the children's diversities and specificities and also to spotlight all the existing similarities and transversalities. So it is important to begin educating children in linguistic and cultural diversity at a very early age, pointing up the "normality" of such diversity. The language of schooling very obviously has a central role to play here because the scheduled activities are conducted in this language. In this specific case the language of schooling becomes a "clearing house" for all the other languages, namely those of the classroom, the family and the immediate, or even remote, communities. This language will be enriched and strengthened by such contact, which it structures in a motivating, ludic but intelligent manner, because this approach involves nothing less than a veritable intellectual "meta"-journey to the very heart of this human phenomenon of language in all its forms, a phenomenon which is so complex and diversified and yet so unified.

3.5.4.2 Integrated Language Teaching (ILT)

We have already gone into this subject in detail above (section 3.5.3.1). For a variety of reasons this area is important for plurilingual education and especially for situations of plurilingual teaching involving a large number of languages and opportunities for mutual enrichment. ILT is an interdisciplinary measure for rationalising language teaching which targets:

- a dual organisation of the teaching and learning processes;
- mutual reinforcement of the various language learning processes.

ILT uses an educational engineering process which is established and (gradually) built up by means of co-operation among language teachers and is based, in pedagogical terms, on systematic training of students in transfers between the various languages. The result is an open, decompartmentalised language learning process drawing on all the resources of the learner's repertoire, who is called upon to use, exploit, comparatively analyse and "play" with it. This is the approach *par excellence* to promoting implementation of the "global" or "holistic" concept of languages as advocated in European Union and the Council of Europe documents (see above). Once again the language of schooling has a major role to play in ILT: in most cases it is the language in which most students have built up the soundest linguistic *acquis* in terms of competences and in which, having learnt to think about linguistic phenomena, they

[56] In the French-speaking domain: Coste 2000; Gajo 2003; Duverger 2001 and 2005; Cavalli 2005; Moore 2006; many references are available in the CLIL (Content and Language Integrated Learning) field.

are also best equipped for metalinguistic rEFRLEction. This does not mean that the language of schooling simply has to provide support for the other languages in ILT: the whole system of didactic and cognitive referral among the various languages spoken and learnt by the students enormously benefits this language too. Need we repeat the famous quote from Goethe, adapting it to the subject in hand: "those who fail to rEFRLEct on foreign languages cannot rEFRLEct on their own"?

3.5.4.3 Language and subject integration

This form of plurilingual teaching is becoming more and more widespread, involving teaching subject contents in a language other than the usual language of schooling. This educational and methodological option is particularly useful when the issue at stake is not just the "extensive" learning of the foreign language but rather the mutual, separate and specific advantages – for language learning as well as for the construction of subject-based knowledge – which can flow from this common integrated course. This approach provides novel prospects (which are largely unexplored and to some extent unknown and thus doubtlessly fascinating in terms of challenges) in the field of conceptual construction of knowledge. In cases of monolingual teaching of one or more subjects in a foreign language, schools must realise that this variable is important for the language of schooling: it is a change to the system which must not be ignored but rather taken into account and observed, with careful consideration of its effects and repercussions: what influence does this choice have on the language of schooling? What inputs, difficulties, diversities, etc does it produce in the process of learning contents, in representations and attitudes and in the motivations of the various parties (students, teachers, parents, society, etc)? On the other hand, in increasing numbers of case where the choice has been made of alternating the language of schooling and the foreign language in one and the same subject, these questions are even more urgent and possibly even more stimulating: it is a case of questioning (in the same way as in monolingual education) the alternation of codes and its effects and repercussions on the various curricular languages as well as its impacts on subject-based acquisitions and on the procedure for effecting those acquisitions in the interplay between languages.

3.5.4.4 Mutual understanding (Intercomprehension) among closely-related

This is an interesting, original and "economical" approach to diversifying language learning supply in the area of plurilingual education, because it targets partial competences in several languages, eg exclusively oral or written understanding of several languages belonging to the same family (eg Romance or Germanic languages). It exploits the foundations provided by certain components of the students' repertoires, including the language of schooling. This makes it particularly well-suited to minority contexts in which, as mentioned above (Chapter 2 para. 2.3.4), language supply, which is much broader than in other contexts, may be experienced by some students and their families as an "imposed" programme which leaves no room for their personal tastes, needs and freedom of choice of languages to learn. Like other approaches on offer, this one too is based on the transfer of knowledge items and strategies. It has the major advantage of enabling teachers, without any major outlay thanks to existing plurilingual resources, to broaden students' linguistic horizons by introducing them to other languages which they can subsequently learn in more detail on their own outside the school environment, in accordance with their personal, professional, cultural or other needs.

We might now appropriately close this chapter on approaches by stressing that:

- the above proposals cannot all be taken on board right away;
- priorities must be established vis-à-vis the objectives set on the basis of the analysis of the existing situation and the various types of constraints and opportunities which it comprises;
- every proposal taken on board should be implemented gradually and flexibly;
- whenever a suggestion is put into practice the teachers must have an appropriate training plan, including the all-important research-action and an assessment plan.

3.6 Assessment

This section will not be formally examined here. At this stage in the work we shall simply refer the reader to a number of studies prepared by other groups and colleagues:

- *The Challenge of Assessment within Language(s) of Education* (Michael Fleming 2007)
- *Cadres européens de référence pour les compétences en langues* (European reference frames for language competences) (Waldemar Martyniuk 2006)
- *The Relevance of International Assessment for the development of the Framework for the Languages of Education* (José Noijons 2007)

This matter is also addressed in other texts, including, where language as a subject is concerned:

- *Text, literature and 'Bildung' – comparative perspectives* (Laila Aase, Mike Fleming, Irene Pieper, Florentina Sâmihaian 2007)

or in connection with the language of schooling as a vehicle for teaching other subjects:

- *Sous-groupe Histoire: Proposition pour la conférence de Prague* (History sub-group: proposal for the Prague Conference) (Jean-Claude Beacco, Martin Sachse, Arild Thorbjørnsen 2007)

as well as case studies of different countries (Germany, England, Norway, Czech Republic, Romania and Sweden) in the field of mathematics and/or sciences.

Appendix 1 : Proposal by Alexandru Crişan

Possible content, functions and structure of a European Reference Document for Languages of Education) or, according to terminological choice, of a EFRLE (Européen Framework of Reference for the Languages of Education)

Abbreviations used :

LE: languages of education; LS: language as a subject; LAC: language across the curriculum; FL: foreign language.

1. Key Content for EFRLE – a Vision on Plurilingualism

The underlying concept for selecting and organizing the content for EFRLE is the notion of and a vision of *plurilingualism* as it is described in the *Common European Framework of Reference for Languages: learning, teaching, assessment (CEFR)*[57]. In this sense, the *content of EFRLE* should basically cover the following categories under the concept of LE (Sâmihaian 2006):

LS	(1) 'National' language /main language of instruction regional or social varieties of that language (2) A regional or minority language (students receiving - all or a proportion of - instruction in their mother tongue, which is not the 'national' language; they study the 'national' language as well; they are at least bilingual)
FL	One or more foreign languages with different competences mastered to a certain level
LAC	Different languages of instruction (when mother tongue is a language other than the official language) Specific / specialized language(s) for different domains of knowledge

The common basis for all content is that it aims at developing communicative competence, which is central to all the three components of LE (LS, FL and LAC). Many LS and FL curricula today are based on a communicative paradigm.

2. Areas of interest of EFRLE

As Vollmer (2006) pointed out, in terms of its content EFRLE "[…] cannot afford to focus only on *general* issues of language learning, language teaching and language evaluation as it happened in CEFR. It should address many more complex issues than the current CEFR." Basically, once addressed by EFRLE, the issues mentioned in Vollmer (2006) could cover *from the point of view of language education and use* the aims of education and training as laid down by the European Council namely[58]:

- *Personal fulfilment through language education and use* (personal enrichment and autonomous learning, "Bildung", multiple identity building, thinking and cognitive development, rEFRLEcting about language and languages etc.)
- *Social inclusion through language education and use* (functional language use and/or domain-specific language choice; literary, aesthetic and creative language use; use of language varieties and of their equivalence among one another, participation, social inclusion and social cohesion etc.)
- *Active citizenship and employment through language education and use* (knowing and acknowledging different linguistic and cultural traditions; bilingualism and the capacity

[57] Op.cit
[58] *Key Competences for Lifelong Learning…, Brussels, 11 November 2005*

of individuals to further develop their plurilingual profile beyond bilingualism; developing intercultural competence; understanding and coping with cognitive, social and cultural disadvantages of certain groups of learners - and ways to counteract or overcome them in the long run).

In addition to this, LE should cover many more aspects. As a matter of example, seen as LS it "[…] *needs to take account of many of the issues mentioned at the same time*, but it needs to address also quite specifically *the teaching of literature and other kinds of text*. Traditions of literature teaching usually include at least the following activities which go beyond the issues mentioned above: teaching the canon and 'national literature'; developing imagination and literary competence; providing experience of (one of) the richest sources of language use; stimulating rEFRLEction on language (less as a grammatical system than as a system of rhetorical modes and stylistic devices)" (Vollmer 2006)

Considered as LAC, in LE content the following should be taken into account: types of development determined by using language in other domains than just the domain of LS; types of domain- and task-specific communication requirements and their effects in language learning; relationship between verbal and non-verbal forms of mental representations and information processing; contribution of language and/or the manipulation of other semiotic systems to cognitive development, especially in subject-specific contexts; description of the development of subject-specific communicative competence (Vollmer 2006).

3. EFRLE as a Comprehensive Model of Literacy

One of the most challenging hypotheses concerning the new EFRLE is that by integrating all or many of the issues mentioned before into a new "framework", one "[…] may develop a comprehensive model of *literacy*, handling language appropriately and competently in different contexts, including subject-specific discourse genres. Possible components of such a comprehensive competence model might be: Listening Comprehension Competence; Auditory-Visual Competence; Reading Competence; Writing Competence; Speaking Competence; Symbolic Decoding/Encoding Competence (including non-verbal semiotic systems); Media Competence (within and between language systems); Literary and Aesthetic Competence; Functional-Pragmatic Competence across genres and languages; Intercultural Competence; Language Learning Competence; Meta-linguistic Competence / Language Awareness" (Vollmer 2006).

4. Function of EFRLE

According to Vollmer (2006), the main function of EFRLE would be as follows:

- "To guide and help decision-makers in rEFRLEcting upon and mapping out the landscape of language issues to be dealt with in education
- To communicate these issues explicitly to others (intra-nationally and transnationally)
- To consider policies that work and sort out those that do not work or that seem inappropriate given the self-set goals
- To describe and evaluate (at least in general terms) the standards of performance for language(s) of education as well as educational policies to develop them.

EFRLE should also aim "[…] at stimulating discussion among professionals / teachers, researchers and educational decision-makers (on a national and international level), member states will have to check and decide for themselves what the most appropriate language policies are or could be (given the resources, the traditions and the problems at hand) and what the best ways are within their respective states or regions of educating plurilingual individuals - in the enriched understanding of the term, e.g. becoming interculturally competent at the same time […]" (Vollmer 2006).

In addition, the issues of language(s) of education must be "[…] part of a rEFRLEction on the language(s) curriculum as a whole, *within one* institution and also *between* institutions (or levels of education): The new instrument should therefore include explicit reference to the teaching of

second or foreign languages in order to create a holistic vision of language learning and of the language "curriculum" (Vollmer 2006).

5. Structure of EFRLE

As mentioned in Vollmer (2006), the structure and format of the new instrument could be modelled after the existing CEFR. A better way however is to"[…] concentrate on identifying, naming and relating the many issues and variables involved in language learning, teaching and education as a whole, as outlined in the preceding sections. This latter perspective, although reduced, i.e. without any extensive definition of competences or levels of language proficiency offered, would be an important first step; it would require the writing of a something more like a *handbook* than of a *framework of reference*. At a later stage, a more precise description of competences involved and proficiency levels to be attained could then be added."

6 Final Content and Possible Format of EFRLE

Without being a *web site*, EFRLE could be built up based on the methodology and 'forma mentis' of a 'web site'. It could cover the following aspects in a number of different concrete and virtual formats:

1. Background
   - 1.1. Context
   - 1.2. Development Team
   - 1.3. Other stakeholders
   - 1.4. Partners
   - 1.5. Beneficiaries:
     - 1.5.1. Institutions
     - 1.5.2. Individuals
   - 1.6. Community of Practice
   - 1.7. Perspectives and open windows for the future
2. Methodology for developing and implementing EFRLE
   - 2.1. Methodology for Development
   - 2.2. Methodology for Implementation
   - 2.3. Methodology for Monitoring
   - 2.4. Methodology for Evaluation
3. Content and Instruments related to EFRLE
   - 3.1. Underlying Philosophy and Values of EFRLE
     - 3.1.1. Handbook, Resource Pack and Instruments
     - 3.1.2. Community of Practice
   - 3.2. Key Concepts in EFRLE
     - 3.2.1. Handbook, Resource Pack and Instruments
     - 3.2.2. Community of Practice
   - 3.3. EFRLE and the Individual (learner, speaker etc.)
     - 3.3.1. Handbook, Resource Pack and Instruments
     - 3.3.2. Community of practice
   - 3.4. EFRLE and Society: Language Policies
     - 3.4.1. Handbook, Resource Pack and Instruments
     - 3.4.2. Community of Practice
   - 3.5. EFRLE and School Curriculum
     - 3.5.1. Handbook, Resource Pack and Instruments
     - 3.5.2. Community of Practice
   - 3.6. EFRLE and Lifelong learning
     - 3.6.1. Handbook, Resource Pack and Instruments
     - 3.6.2. Community of Practice

3.7. Knowledge, Skills and Values embedded in LE
  3.7.1. Handbook, Resource Pack and Instruments
    3.7.1.1.1. LS
    3.7.1.1.2. LAC
    3.7.1.1.3. FL
    3.7.1.1.4. Correlations
  3.7.2. Community of Practice

3.8. Aims and objectives
  3.8.1. Handbook, Resource Pack and Instruments: LS, LAC, FL
  3.8.2. Community of Practice

3.9. Content

  3.9.1. Handbook, Resource Pack and Instruments
    3.9.1.1.1. LS
    3.9.1.1.2. LAC
    3.9.1.1.3. FL
    3.9.1.1.4. Correlations

  3.9.2. Community of Practice

3.10. Standards

  3.10.1. Handbook, Resource Pack and Instruments
    3.10.1.1.1. LS
    3.10.1.1.2. LAC
    3.10.1.1.3. FL
    3.10.1.1.4. Correlations

  3.10.2. Community of Practice

3.11. Evaluation

  3.11.1. Handbook, Resource Pack and Instruments
    3.11.1.1.1. LS
    3.11.1.1.2. LAC
    3.11.1.1.3. FL
    3.11.1.1.4. Correlations

  3.11.2. Community of Practice

4. Project monitoring, evaluation and revision mechanisms

Appendix 2 : Proposal by Waldemar Martyniuk

Towards a Common European Framework of Reference

for Language(s) of School Education – mapping the content

3 Parts:

I. European perspective (policy statement)

II. Language User / Learner perspective (descriptive scheme providing 'common language')

III. School perspective (guidance)

1. *European perspective:*
   - CoE language policies in the context of a 'new European space of education', with references to initiatives and policies of the EU and the OECD
   - Purpose and function of the Framework in this context
2. *Language User/Learner perspective:*
   - Language User/Learner (descriptive categories specifying the plurilingual ability/profile of an individual as a whole):
     - Competences
     - Skills
     - Knowledge
     - Attitudes/values
   - Language Use/Learning (descriptive categories specifying the manifestation of the (growing) plurilingual ability of an individual):
     - Modes:
       - MT (Mother tongue)
       - LS (Language as a subject)
       - LAC (Language across the curriculum)
       - SL (Second language)
       - FL (Foreign language)
       - HL (Heritage Language)
       - ML (Minority Language)
       - …
     - Domains
     - Situations
     - Texts
     - Activities (descriptors and scales, if available)
     - Tasks
     - Conditions and constraints
3. *School perspective (language education):*
   - Policy making
     - Democratic (intercultural) citizenship through language education
     - 'Bildung'
     - Global plurilingual approach (MT + LS + LAC + SL + FL + HL + ML +…)
     - Indicators
   - Curriculum development
     - Scenarios
     - Convergences

- Teaching and teacher training
  - Plurilingual approach
  - Language awareness
- Assessment
  - For learning
  - Of learning
  - Self assessment
  - Portfolio approach
  - (Minimum) standards
  - QMS
  - Challenges

Towards a Common European Framework of Reference for Language(s) of School Education – mapping the content

Chapter 1: European Language Policies	Chapter 2: Language User/Learner	Chapter 3: Language Use/Learning	Chapter 4: Language Education
A policy statement	A descriptive scheme of the plurilingual ability / profile / potential of an individual	A descriptive scheme of the manifestation of the plurilingual ability / potential of an individual	Guidance regarding support for development of pupils' plurilingual abilities / potential and evaluation of educational efforts
Council of Europe, with references to:	Competences	Modes	Policy making
European Union	Skills	Domains	Curriculum development
OECD	Knowledge	Texts	Teaching and teacher training
	Attitudes/Values	Activities	Assessment
		Conditions and constraints	

Appendix 3 : Building blocks for a glossary by Marisa Cavalli

This draft provisional list sets out in alphabetical order (for the French version) the possible entries and sub-entries for a glossary designed to give brief definitions in line with those of the *European Reference Document for Languages of Education (ERDLE).*

This list of key concepts has been put together by drawing from the preliminary studies published in 2006 for the conference held in Strasbourg on languages of education and from the current working group text. The glossary also includes, *in italics,* the definitions taken from the glossary of the *Guide for the development of language education policies in Europe.*

Acteur social	Social agent
Activité langagière / activité de communication	Language activities / activities of communication
Altérité	Otherness
Alternance codique	*Code switching*
Apprenants défavorisés / issu de milieux défavorisés / publics scolaires défavorisés	*Socially disadvantaged learners*
Statut socio-économique (SSE) – faible – moyen – élevé	*Socio-economic status (SES) – Low SES – Medium SES – High SES*
Enfants d'immigrés / de migrants	*Children of immigrants / Migrant children*
Apprentissage de la lecture et de l'écriture / littératie émergente	Learning to read and write / emergent literacy
Apprentissage tout au long de la vie	Lifelong Learning
Aptitude	Aptitude
Attitude	Attitude
Aspirations linguistiques (voir aussi *besoins langagiers*)	*Language aspirations* (see also *language needs*)
*Autodirigé (*apprentissage -) (voir aussi *autonome*)	*Self-directed* (*learning*) (see also *autonomous*)
Autonome (apprentissage -)	*Autonomy* (*learner autonomy*)
Autonomie (apprentissage de l'-)	
Besoins langagiers (voir aussi *aspirations linguistiques*)	*Language needs* (see also *language aspirations*)
Bienveillance linguistique	*Linguistic goodwill*
Bildung	Bildung
Canon littéraire	Literary canon, canon of literary texts
Capacités	Capacities, Skills
Capacités langagières (CO, CE, EO, EE) Capacités linguistiques	Modes of language, Language skills Linguistic abilities
Capacités communicatives	Communicative abilities
Capacités cognitives	Cognitive abilities
Citoyenneté démocratique	Democratic citizenship
Cohésion sociale	Social cohesion
Communauté (voir aussi *groupe*)	*Community* (see also *group*)

Compétence	Competence
Compétence de communication / compétence plurilingue	Communicative (language) competence / plurilingual competence
Compétence linguistique	Linguistic competence
Compétence pragmatique	Pragmatic competence
Compétence sociolinguistique	Sociolinguistic competence
Compétences langagière, scientifique, technique, esthétique, civique, physique, éthique	Language competence
Compétence culturelle	Cultural competence
Compétence conceptuelle	Conceptual competence
Compétence discursive	Discourse competence
Compétence en langues (voir aussi *plurilingue*)	*Linguistic competence* (see also *plurilingual*);
compétence interculturelle	*Intercultural competence*
Compétence médiatique / en médiation	Media Competence or Mediation competence
Compétence-clé – compétence socle	Key competence
Compétence métacognitive (apprendre à apprendre)	Metacognitive skills (learning to learn)
Compétences disciplinaires Compétence épistémologique / compétence cognitive / Compétences langagières / sémiotiques	
Connaissances	Knowledge
Construction identitaire	Identity development / Identity formation
Construction / transmission des connaissances	Knowledge building / transmission
Contenu	Content
Contexte	Context
Culture Cultures éthique, civique, scientifique, technique, langagière, esthétique, physique	Culture
Curriculum commun pour l'apprentissage des langues Curriculum des langues dans son ensemble	Language curriculum as a whole (LC)
Curriculum intégré des langues	Whole integrated language curriculum
Dialecte	*Dialect*
Didactique intégrée des langues (DIL) convergence de contenu et de méthodologie entre la « langue comme matière » et les langues étrangères et des convergences entra la LV1, la LV2, la LV3, etc. une approche communicative intégrée de la langue et de la littérature	Integrated language learning Convergences between LS and FL in content and method and convergences between FL1, FL2, Fl3, etc. an integrated communicative approach to language and literature
Différenciation	Differentiation

Discours	Discourse
Dispositions et attitudes	Dispositions and Attitudes
Diversité / hétérogénéité / pluralité	Diversity / heterogeneity / plurality
Diversité linguistique (voir : *multilingue*, *multilinguisme*) (voir : *plurilingue*, *plurilinguisme*, *répertoire*)	*Linguistic diversity* (see *multilingual*, *multilingualism*) (see *plurilingual*, *plurilingualism*, *repertoire)*
Domaines	Domains
Education	Education
Education bilingue ou trilingue	Bilingual or trilingual education
éducation bilingue (voir aussi *langue d'enseignement*)	*Bilingual education* (see also *language of instruction*):
Education en langues / langagière	Language education
Education littéraire	Literary education
Education plurilingue - *éducation plurilingue* (voir aussi *répertoire*).	Plurilingual education - *Plurilingual education* (see also *linguistic repertoire*)
Education scolaire	School formation / education
Educazione linguistica	*Educazione linguistica*
Enseignement d'une Matière par l'Intégration d'une Langue Etrangère (EMILE)	Content and Language Integrated Learning (CLIL)
Evaluation	Assessment
Descripteur	Descriptors
Point de référence	Benchmark
Echelle	Scale
Evaluation normative	Normative assessment
Evaluation *de* l'apprentissage (mesures fiables et objectives) vs évaluation *pour* l'apprentissage	Assessment *of* learning (summative judgement) *vs* assessment *for* learning (a more formative approach)
Evaluation du système scolaire *vs* évaluation de l'apprenant	Educational system assessment *vs* individual learner assessment
Autoévaluation	Self-assessment
Tâche d'évaluation	Assessment task
éveil au langage	*Language awareness*
Genres textuels ou discursifs ou de discours	Genre
Genre de discours scolaire	School discourse genre
groupe (voir aussi *communauté*)	*Group* (*people group*) (see also *community*)
Identification (processus d')	(Process of) identification
Identité	Identity
Identité linguistique	Linguistic identity
Identité personnelle	Personal identity
Identité sociale	Social identity
Identité nationale	National identity
Identité européenne	European identity

Identité de la matière	Subject identity
Double identité et bilinguisme	Hyphenated identities and bilingualism
idéologie linguistique	*Language ideology*
Individualisation / Socialisation	Individualization / Socialization
Inégalité des chances / Egalité des chances	(Social Inequality) Unequal opportunities / Equal (educational) opportunities
Instruction	Instruction
Intégration langues et contenus disciplinaires / Collaboration interdisciplinaire des enseignants de LAC et de DNL	Content and language integration / Interdisciplinary team teaching (teachers of LAC and non-linguistic disciplines - NLD)
Intercompréhension des langues	Linguistic / languages intercomprehension
Interprétation	Interpretation
Langue(s) d'enseignement (des autres matières) ou transversale au curriculum	Language across the curriculum (LAC)
langue autochtone (ou *indigène*)	*Autochthonous language* (or *indigenous language*)
Langue comme matière scolaire ou comme discipline	Language as subject (LS)
Langue de migration	Migration language
langue d'enseignement (ou *de scolarisation* ou *de l'enseignement*)	*Language of instruction* (or *of schooling* or *of education*)
langue d'origine	*Language of origin*
langue dominante	*Dominant language*
langue écrite, orale	*Written/spoken language*
langue étrangère	*Foreign language* (FL)
Langue familiale	Language of the home
langue identitaire	*Language of identity*
langue maternelle : voir *langue première*.	*Mother tongue*: see *first language*
langue minoritaire (ou - de minorité) ou régionale	*Minority language* (or *language of minorities*) or regional language
langue nationale	« national » language
Langue ordinaire	"ordinary" language
langue première : préféré à *langue maternelle*	*First language* preferred to *mother tongue*
langue usuelle (ou *principale*)	*Usual language* (or *principal language*)
Langue(s) de scolarisation	Language(s) of schooling
Langues des signe(s)	Sign language(s)
Lecture littéraire	Reading litterature
lingua franca	*Lingua franca*
« Literarische bildung »	« Literarische bildung »
Littératie	*Literacy*
Littératie académique	Academic literacy
Littératie conceptuelle	Conceptual literacy
Littératie professionnelle	Vocational literacy

Littératie / lettrisme dans une discipline donnée (cf. histoire)	Literacy in a discipline
Littérature	Literature
Médiation	Mediation
méthodologie d'enseignement (des langues)	*Teaching methodology* (*language teaching methodology*)
multilingue (voir aussi *plurilingue*)	*Multilingual* (see also *plurilingual*)
peuple	*People group*
Pluralité	Plurality
plurilingue (compétence -)	*Plurilingual* (*competence*)
Plurilinguisme	Plurilingualism
Politique linguistique (voir aussi *politiques linguistiques éducatives*)	*Language policy* (see also *language education policies*)
Politique linguistique éducative	*Language education policy*
Politiques linguistiques éducatives	Language education policies
Politique scolaire et apprenants défavorisés	School policy and disadvantaged learners
Politique scolaire multilingue	Multilingual policy at school
Répertoire linguistique (ou – *de langues* ou - *plurilingue*) (voir aussi *plurilingue*)	*Linguistic repertoire* (or *language repertoire*, or *plurilingual repertoire*) (see also *plurilingual*)
Répertoire individuel	*Individual repertoire*
Répertoire discursif	*Discursive repertoire*
représentation (- *sociale*)	*Social representation*
Savoir-apprendre	Learning to learn or ability to learn
Savoir(s)	(Declarative) Knowledge
Savoir-faire	(Practical) Skills and Know-how / Learning to do ??
Scolarisation	Schooling
Situation	Situation
Situation de communication	Communicative situation
Extrascolaire / sociale	Out-of-school / Social
Scolaires	In-school
Socialisation / Individualisation	Socialization / individualization
Instances de socialisation / Individualisation	
Socialisation littéraire	Literary socialization
Socialisation de la lecture / par la lecture	Reading socialization
Socialisation par la littérature	Socialization through literature
Socialisation des médias	Medias socialization
(Jeunes) Sourds / malentendants / déficients auditifs	Deafs / hard of hearing children / impaired hearing students
Standard	Standard
système éducatif	*Educational system*

Tâche	Task
Texte	Text
Traduction	Translation
Transfert	Transfer
Transmission / construction des connaissances	Knowledge Transmission / Building
Valeurs	Values
Valeurs propres à la discipline scolaire	
Valeurs transversales	
Valeurs du Conseil de l'Europe	
variété linguistique (voir aussi, par exemple, *dialecte* *langue régionale*, *langue autochtone*, *langue maternelle*).	*Language variety* (see also, for example, *dialect*, *regional language*, *autochthonous language*, *mother tongue*)
Vie culturelle – culture et CULTURE - variétés des cultures	Cultural life – culture and Culture – variety of culture(s)

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