Intergovernmental conference on

The language dimension in all subjects: equity and quality in education

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Report

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1. Conference overview

The Intergovernmental Conference on the language dimension in all school subjects took place at a crucial stage of a very long journey the Council of Europe´s Language Policy Unit has undertaken so far with its project LANGUAGES IN EDUCATION, LANGUAGES FOR EDUCATION. There were three major reasons for hosting such a large event (70 participants) with official delegates from 29 member states:

- to present and discuss the newly launched Handbook on the language dimension in all subjects for curriculum development and teacher training [E.T. passim: HANDBOOK] which shows how and why all teachers of all subjects across the curriculum should be involved in developing pupils' language proficiency and how this must be reflected in education policies, curriculum development and teacher training.
- to relate the coherent conceptual frame for a language turn in pedagogy to the Council of Europe´s work on developing educational strategies for democratic citizenship and on the attitudes and behaviour that make democratic institutions and democratic laws work in practice – and particularly on language policies with a strong emphasis on plurilingual and intercultural competences.
- to share what has already been achieved in the member states concerning the language dimension across the curriculum and its effects on equity, inclusion and quality in education.
- finally, to ascertain strategies how to enact and implement the leading ideas and concepts of the HANDBOOK for narrowing achievement gaps caused by learners´ divers language backgrounds and what further support education systems might need.

From the Council of Europe´s point of view the project LANGUAGES IN EDUCATION, LANGUAGES FOR EDUCATION ranks very high on its present agenda since it is concerned with the question whether or not young people have the language skills they need to reach their full potential – a question which affects all member states, all institutions of formal education and all educational stages from elementary up to the upper secondary und even post-secondary levels.

In the opening session, Ms Snežana Samardžić-Marković, Director General of Democracy, commented on lack of school success, drop-out rates and achievement gaps which are caused by the fact that many learners do not have the age-adequate language skills to meet the academic requirements across the whole curriculum. The reason must be seen in the fact that language matters not only in language as subject, but also in mathematics, physics, social sciences and other disciplines. Ms Samardžić-Marković pointed out that this issue is especially topical and important now, as Europe's leaders attempt to rise to the challenge of the current refugee crisis. Significant numbers of new pupils are and will be arriving in schools across Europe who do not speak the national language or languages. Their successful integration will depend, at least in part, on whether they acquire the language skills they need not only for

informal every day interaction, but also for the acquisition of knowledge and skills in the academic domains of mainstream education.

However, insufficient academic language proficiency is not only an issue for children who have just arrived in member states. Also children who speak the language or languages used in their school as their mother tongue can struggle to understand and master the academic subtleties of their native language as it is used as a meaning making tool for teaching and learning. Frequently, such children come from socially-disadvantaged backgrounds or have very diverse linguistic skills. In Europe – according to Eurostat – an average of 12% of pupils and students drop out of school or training every year and many more fail to meet their academic potential. If children are failing at school, schools are failing children, Ms Samardžić-Marković argued. And if children are dropping out of school, they are denied any sort of education, let alone quality education, a fact which eventually will lead to social marginalisation and exclusion.

From the very start the Council of Europe´s project LANGUAGES IN EDUCATION, LANGUAGES FOR EDUCATION was focused on ways and means to promote social cohesion and equity in quality education as a response to a request from heads of state and government to do more to promote social inclusion and cohesion in Europe at their 3rd summit in Warsaw (May 2005). In the same year, a preliminary survey was conducted on curricula for teaching national / official school languages in compulsory education and 14 thematic studies were commissioned. One year later the project was well underway with two major conferences, one in Strasbourg and an Intergovernmental Conference in Krakow. In the course of this journey over a period of more than ten years, available expert information and opinion on the decisive role of language learning for academic success, inclusion and social equity has been gathered and documented. Member states have been asked to report on how this issue is being approached in their education systems. Different concepts and practical experiences in the fields of curriculum development, teacher training and school improvement have been discussed in a long sequence of conferences and workshops focused on different aspects of the language dimension (e.g. framework approach and descriptors, vulnerable learners, plurilingualism, subject literacy). In the meantime more than 120 documents – all the surveys, thematic studies and conference contributions and reports – have been made available on the PLATFORM OF RESOURCES AND REFERENCES FOR PLURILINGUAL AND INTERCULTURAL EDUCATION [E.T.: PLATFORM, passim].

The General Rapporteur summed up this long journey with the statement that ´we have now arrived at a point where the results of this extended quest have led to a coherent conceptual frame which identifies priorities for educational reform and at the same time allows member states to support the language turn in pedagogy in accordance with their specific educational structures and philosophies´. Member states now have access to this conceptual frame for a language turn in mainstream education on two levels:

- On the political level, demands, principles and measures of implementation have been drafted in a brief and condensed manner as CoE Recommendation CM/Rec(2014)5 by

the Committee of Ministers on the importance of competence in language for educational success with a very inspiring appendix which specifies measures to be implemented and offers explanatory comments. This Recommendation can be seen as a corollary to the Recommendation CM/Rec (2012)13 of the Committee of Ministers on ensuring quality education and also to Recommendation CM/Rec(2010)7 on education for democratic citizenship and human rights education. According to these documents inclusion and social equity are central features of quality education. However, students´ access to the academic register in schools strongly depends on their socio-cultural and linguistic background and is crucial for inclusion and educational success. Thus, member states´ responsibility for quality education implies an active commitment to the language dimension in curriculum development and teacher education.

- For those who are responsible agents for curriculum development, teacher education and improvement of the quality of teaching in their national or regional context the Council of Europe chose a more elaborate and explicative format: *The language dimension in all subjects - Handbook for curriculum development and teacher training*. This HANDBOOK provides readers with arguments why the language dimension is a crucial factor for closing achievement gaps, defines the constitutive features of academic language use and offers strategies for language sensitive teaching horizontally across all school subjects and vertically across all educational stages. It also discusses options for curriculum development, teacher training, and the quality of education from the level of the individual school upwards to the regional and national levels of the education system.

As the General Rapporteur pointed out, the launch of the HANDBOOK might be a worthy cause for celebration. However, it should not be considered as an invitation to lean back and relax. He made it quite clear that the challenges of large-scale enactment and implementation of the language turn in pedagogy are yet to be faced. They are the main concern of this Intergovernmental Conference which is designed as a transnational collaborative attempt to meticulously examine what already has been done and what should be done in a local, regional or national context with its particular systemic constraints and opportunities in order to fight the language bias of educational success and social inclusion.

Thus, the general aim of this Intergovernmental conference was to reflect and to consult on improving quality mainstream education with a strong focus an academic literacy and its potential positive or negative effects on equity and inclusion. On that basis the main objectives of the conference were:

- to clarify the main issues of the HANDBOOK with the help of its authors and the distinguished key note speaker, Prof. M. Schleppegrell, from the University of Michigan, USA;
- to put the project LANGUAGES IN EDUCATION, LANGUAGES FOR EDUCATION into the wider context of activities at the responsibility of the Council of Europe´s Language Policy Unit (LPU) and the European Centre of Modern Languages (ECML);

- to take stock and share experiences of how the language dimension in teaching and learning subjects is taken into account in delegates´ national context and how far it affects curriculum development, textbooks and teacher education – which implies the identification of possible systemic obstacles and opportunities.
- to look forward to future action in the domain of curriculum and textbook development, teacher education, whole school language policy and classroom practice which should be envisaged at local/regional/national level and the level of the Council of Europe.

In the opening session the organisers made it quite clear that the conference served the purpose of an interim assessment of what had been achieved over a ten year span of time and to which degree delegates consider the language dimension a priority for future educational reform. Without forestalling the résumé and the appraisal of the conference´s results it can be said that participants welcome the HANDBOOK and the Council of Europe´s supportive materials on the PLATFORM and consider the language dimension in education an important challenge for the near future.

2. Teaching the languages of schooling for equity and quality in education

2.1 Key note speaker´s presentation

In order to provide rich and meaningful input and a solid conceptual basis for participants´ plenary and group work discussions, the organisers decided to invite an experienced and internationally renowned linguist and researcher, Professor Mary Schleppegrell from Michigan University. She is widely known through her publications, especially through her book on *The Language of Schooling: A functional linguistics perspective*. Mahwah, NJ: Erlbaum. 2004.

As a linguist Mary Schleppegrell establishes links between focus on form and focus on meaning using functional linguistic concepts. Many language teachers around Europe are still confined in the European tradition of structural-systemic linguistics with a focus on language structures and a very particular linguistic meta-language which teachers of so-called non-language subjects find very strange. Besides, the primary concern of the conference was not to shed light on the system of language elements and structures, but to consider language use and the function(s) of language for higher-order thinking skills applied to particular disciplinary content.

As an educationalist her approach to the language dimension is highly credible because she relates abstract patterns of academic language use to the meaning making classroom activities of specific school subjects such as history and mathematics. In other words, academic language competence cannot be taught ahead by language specialists, it has to emerge from concerted efforts by all school subjects across the curriculum. It is the result of mentally interacting disciplinary literacies.

As a researcher of language teaching, Mary Schleppegrell has gathered reliable evidence that immersion and exposing students to academic language use is not enough. It also takes targeted awareness raising and explicit meta-language communication in the classroom for students to acquire academic language patterns and to use them appropriately for epistemic

purposes according to specific discursive practices of the discipline. She also establishes strong functional links between reading and writing processes for promoting subject literacy. In essence, that is what she calls "a language-based pedagogy".

Her presentation[1] focused on current language policies in the US and on her own work to support teachers in learning how to make language a focus of attention. She argued that

> *... meeting the needs of the great diversity of children in our schools offers us new opportunities to strive for educational excellence for all, and a focus on language in all subject areas has the potential to create a more equitable educational environment in which all children succeed and are able to contribute to the development of our schools and society.*

Concerning her own research Mary Schleppegrell referred to a project in California that has been providing support to history teachers (see http://chssp.ucdavis.edu/). History and to a large degree social sciences are school subjects which heavily rely on language as a meaning making tool:

> *One of the challenges of learning history is that it is a field that is constructed solely through the language through which it is reported, interpreted, and argued about. Unlike science, where concepts can be demonstrated through hands-on experimentation, history is all discourse.*

Experience showed that genre-approaches are highly effective – both for working with teachers and also for students e.g. in history classes:

> *Beginning to recognize the overall shape and flow of different kinds of texts gave teachers new tools for talking with their pupils about language and meaning. On the one hand, they were able to help the children recognize meaning in the text they read, and on the other hand, they were able to provide better models for their pupils for the texts they wanted them to write.*

Mary Schleppegrell not only commented on the relevance of genres for history teaching, but also demonstrated how to unpack "the grammar of the dense technical language, offering teachers a language to refer to language that connected with meaning." by using approaches which are based on Michael Halliday´s systemic functional grammar. She then changed the scene to reading and writing science in primary education and illustrated how teaching can raise children´s awareness of language means for expressing degrees of likeliness.

In her presentation Mary Schleppegrell also explained the "division of labour" in language education and distinguished "designated" approaches by language specialists for language learners and "integrated" approaches" by subject specialists for students who are no longer in need of acquiring basic language skills. She invited participants to take advantage of a new Framework for English Language Development which is accessible on the internet.

[1] Full text of her presentation is attached to this report as appendix 3.

Participants could learn from Mary Schleppegrell´s presentation that the co-operation of language and subject specialists is imperative for successful academic language pedagogy. She referred to conceptual and practical curricular strategies how to organise co-operation across the curriculum – as it is practiced in Australia and New Zealand.

The presentation came to the conclusion that "language teaching can no longer be seen as something done only in a classroom separate from other subjects. For equity and quality in education for all, we need to infuse attention to language into classrooms across the years and disciplinary areas of schooling." This claim is also at the very heart of the HANDBOOK and the CoE Recommendation CM/Rec(2014)5. Mary Schleppegrell welcomed the HANDBOOK as it offers "a theoretically grounded and pedagogically sound framework for shaping teaching in all subjects to draw attention to the ways language works in the disciplinary discourses that our children are being apprenticed into through schooling."

2.2 Presentation of the Handbook´s pivotal concepts and ideas

The general presentation of the HANDBOOK was split into four thematic parts by four of the HANDBOOK´s authors.

Helmut Vollmer commented on *Schools and the Language Challenge* and opened his presentation with a brief account of the history of the Council´s project LANGUAGES IN EDUCATION, LANGUAGES FOR EDUCATION. He went on to highlight the general ideas and perspectives of the HANDBOOK and explained its principle aims:

- FIND OUT how language works within the subject community and their discourses;
- DESCRIBE subject-specific learning in more detail and especially the role of language as part of it;
- DISCOVER what the major challenges and obstacles in language use and language learning in the different subjects are, and finally
- IDENTIFY in a positive sense what the different components of school success are in building up a sustainable knowledge base for life and for participation as democratic citizens.

According to Helmut Vollmer, one of the reasons for the large investment of time and energy in preparing the HANDBOOK is the low level of the language dimension´s visibility in the world of education. Many experts have called language the "hidden curriculum" of formal education, since the linguistic and communicative demands implied in subject learning are neither made explicit enough to learners nor explicitly taught. Furthermore, it is often wrongly assumed that the academic language skills emerge all by themselves in age-adequate progression when students are confronted with cognitive challenges in the disciplines. That is why the HANDBOOK takes a strong position on curriculum development with an explicit dual focus: on subject-specific content *and* the adequate language requirements for attaining disciplinary teaching targets. Hence transparency of academic language requirements is a sine qua non and a first step for implementing necessary measures for successful inclusive quality education.

The HANDBOOK´s approach to the specifics of language use in teaching and learning school subjects is focused on discourse. Teachers and students alike have to learn how to handle the functional side of language, (a) to be aware of what to achieve and do with language and choose adequate language means for a set of basic cognitive-linguistic functions (CLF), (b) to be aware of characteristic features (structure, strategies, language means and conventionalized expressions) of those genres (text types) which are constitutive for a specific school subject – e.g. a report on an experiment, a historical account or recount. Helmut Vollmer further exemplified these two leading concepts by quoting examples from different school subjects and showed how to focus on language form on the basis of cognitive-linguistic functions like DESCRIBE, EXPLAIN, EVALUATE.

The third key concept of the HANDBOOK Helmut Vollmer presented can be summarized by the term subject literacies. Following the PISA model, subject literacy includes critical reflection of knowledge acquiring methods and problem-solving skills enabling students to participate in social meaning making discourse related to specific disciplinary issues. From a pedagogical point of view, across the curriculum subject literacies imply commonalities and differences. For the sake of all students and not only the vulnerable ones, the HANDBOOK proposes to all stake holders a whole-school language policy and the curricular co-ordination of "designated" and "integrated" language teaching targets.

Since the HANDBOOK is primarily concerned with language as a transversal dimension of the whole curriculum, Jean-Claude Beacco presented strategies how to *make ´academic´ language a part of every subject.* He started his presentation by clearly defining the educational responsibilities of school subjects in general. They open doors for students to approach the world of scientific thinking and methods so that in the long run they are able to construct their own representation of the world from different viewpoints. This implies that school subjects have to empower young people to critically question developments which are based on scientific findings (e.g. genetics, nuclear power etc.) and to familiarise students with diversity in its many forms (conceptual, chronological, geographical) – including diversity of scientific communities and their specific discourse cultures. These far reaching disciplinary aims cannot be reached without attention to language as a meaning making tool. However, introducing the language dimension into so-called non-language subjects is a challenge and poses particular problems insofar as operational curricular objectives are concerned. On the one hand, operationalising targets for the academic language dimension in content teaching is not restricted to one subject area but affects all disciplines. On the other hand, the special nature of each discipline and its discourse culture has to be respected. Jean-Claude Beacco pointed out that, to many content teachers, the demand to accommodate the language dimension comes as a new pedagogic issue which some of them might consider to be of secondary or marginal importance. Furthermore, dealing with "talking or writing science" in an adequate manner is not part of their professional qualification and needs additional training. He then discussed strategies how to react to these challenges. One option could be to enter into a process similar to the one for the development of the CEFR: develop and validate descriptors for communicative competences which can generally be applied to all (foreign) languages and then

be broken down and adapted to the specifics of individual languages (e.g. *Profile Deutsch* for the German language). The HANDBOOK does not propose such an approach which would amount to a common European framework for academic literacies because of the many differences in educational systems concerning subject matter to be taught in schools, teaching traditions, general educational aims and objectives. Moving from a closed set of descriptors to analytical descriptions of functional elements of academic language use in the disciplines, Jean-Claude Beacco argued that only for a few languages there might be more or less reliable descriptions and inventories of language elements available, but they do not cover all possible genres and all possible cognitive-linguistic functions such as DEFINE, DESCRIBE, EXPLAIN, etc. How to arrive at characteristic features of academic language use has been shown for subjects like history, sciences, language as subject and mathematics by CoE´s experts and has been made available on the PLATFORM. Although the strategies presented and explained in above mentioned publications and CEFR descriptors are certainly useful, they are fairly difficult to handle and very technical. According to Jean-Claude Beacco a paradox can observed: the closer one gets to the realities of academic discourse, the less is the interest of decision makers because these strategies require specific linguistic expertise. Instead he pleaded for modest grass-root approaches on the level of the individual school and for projects of the small-is-beautiful kind: e.g. criteria-based mutual classroom observation and action-research activities which could be supervised and guided by literacy coaches or other outside experts. Results of these activities can be discussed and reflected in staff meetings in order to raise awareness of the academic language dimension and to improve language-sensitive teaching techniques. The education authorities should provide “templates” for these modest school-based projects, also criteria for the evaluation of processes and results, and – above all – adequate resources.

The HANDBOOK´s position on the complex *relationship of ´language as subject´ and ´language(s) in other subjects´* was explained by Mike Fleming. The HANDBOOK defines 'language as subject' as the teaching of a national/official language (and associated literature included) as the dominant language of schooling. In relation to general language education language as subject has five key pedagogic functions: It

- carries responsibility for monitoring the acquisition and teaching of basic elements of speaking and listening, reading and writing. This is likely to be more evident in the early years of primary education but may extend for some students and children of migration into the later years.
- plays a central role in the development of language at higher levels. It is important to recognise that in language as subject it is language itself that is at its centre whereas in other subjects understanding and working with content is the central goal.
- offers tools for the analysis of texts which can also be used in other subjects, provided that language specialists and ´non-language´ teachers liaise to organise consistency in use of terminology and, for example, in ways of conceptualising 'genres'.
- has a key role in the teaching of literature which should be seen as another form of language education, not as a separate subject. The ability to interrogate a text, look for

hidden meanings, think about who wrote the text and why, is also important for other subjects. Texts in other subjects are not read purely for surface information.

- carries special responsibility in developing explicit knowledge about language, and in ensuring that learners have the necessary terminology to be able to speak about language uses in an informed way.

The HANDBOOK allocates to language as subject a special, but not unique role to language education. Mike Fleming emphasized that this does not mean that language as subject should necessarily determine the detailed approach to language education in school, prescribing when and how the language elements are taught in other subjects. Such an approach is in danger of disempowering subject teachers, reducing them to the role of language 'technicians', whereas the aim should be for them to develop awareness and understanding of the central, if not constitutive role of language in the learning of the subject. A common approach to language should happen through dialogue aimed at fostering shared understanding rather than through the imposition of structures and methodologies. This process should lead to a whole school language policy document. The HANDBOOK provides a number of possible items for inclusion in a school language policy document.

Finally, Eike Thürmann addressed the HANDBOOK´s suggestions and propositions for implementing essentials of the new inclusive academic language pedagogy which are based on CoE Recommendation CM/Rec(2014)5 by the Committee of Ministers. The member states are asked to make explicit the specific linguistic norms and required language competences for individual school subjects – Language as subject included. In their recommendations the Ministers present a very comprehensive agenda for language-focused educational reform and expect schools to draw up coherent whole-school language policies and value the plurilingual resources of students with diverse language backgrounds. They also recommend the language dimension to be included in pre-service teacher training programmes for all future teachers and to keep track of students´ progress in the acquisition of subject specific literacies through adequate evaluative and diagnostic procedures. This amounts to a complex reform agenda affecting all levels of the education system.

According to Eike Thürmann, the different measures of implementation which the HANDBOOK proposes are based on five strategic approaches:

- Raise actors´ awareness of the function of academic language for successful teaching and learning instead of passing on prefabricated „truths“ and recipes. Teachers will then explore and discover strategies and techniques of providing adequate language support without ´dumbing down the curriculum´.
- Familiarise actors with intuitive and functional approaches to academic language instead of teaching academic vocabulary and traditional grammar in a systematic way dissociated from domain-specific learning tasks.
- Apply techniques of modelling and apprenticeship. Teachers and teacher trainers should be reminded to deliberately control their own verbal performance and to provide

students with useful model texts, verbal patterns and feedback leading up to coherent content-focused discourse.

- Acquaint educators with the theoretical background and with practical strategies of scaffolding as temporary assistance provided by "experts" with a particular emphasis on macro- or designed-in scaffolding. These language support structures directly relate to a specific learning task and to specific curricular requirements. Macro scaffolds can be planned ahead if and only if teachers are aware of the actual language needs of their students.
- Make use of the potential of diagnostic testing and the assessment of language achievement with tools specially geared to general academic language requirements.

The HANDBOOK presents and exemplifies a number of different options for implementing the language dimension both for top-down (systemic) and bottom-up procedures. For example, schools are advised to revise school-based syllabi and align subject-specific content with language teaching targets and to support initiatives of teaching improvement, e.g. mutual criteria-based classroom observation[2]. On the other hand, decision makers are asked to promote the integration of academic language requirements into national education standards for all subjects and to enact mandatory academic components for initial teacher training and on-going teacher education in all subjects. The Handbook also emphasizes the need for a system of qualified literacy coaches (academic language teaching advisors) and for stepping-up empirical research on the language dimension of teaching and learning in formal education.

3. Exemplary projects on implementing the language dimension in all projects

3.1 Production and dissemination of pedagogical material in Austria

Dagmar Gilly presented a very complex project[3] on language sensitive content teaching which is conducted by the Austrian Competence Centre for Languages (ÖSZ) on behalf of the Federal Ministry for Education and Women. The project started in 2011 and focuses on the development and dissemination of educational materials and services.

- Educational material: So far three booklets with practical examples of language sensitive teaching have been produced and are obtainable in print from the ÖSZ– two for primary education - one for mathematics[4] and one for general studies[5]. A third booklet covers diverse subjects and presents 30 teaching examples for lower secondary education.[6]

  In the course of the academic year 2016/17, 30 practical examples of language-sensitive teaching will be prepared for secondary level II (vocational and general). The project is also involved in curriculum development for teacher training and has produced a

[2] A check-list of quality criteria for language-sensitive content teaching to be used for classroom observation is appended to the HANDBOOK.
[3] www.sprachsensiblerunterricht.at
[4] ÖSZ-Praxisheft 22: Sprachsensibler Unterricht in der Grundschule - Fokus Mathematik.
[5] ÖSZ-Praxisheft 24: Sprachsensibler Unterricht in der Grundschule - Fokus Sachunterricht.
[6] ÖSZ-Praxisheft 23: Sprachsensibler Fachunterricht in der Sekundarstufe.

Framework of Basic Competences in Language Education for All Teachers which has already been piloted.

- Services: In co-operation with partners, the ÖSZ-project also follows different strategies, e.g. preparing courses for training the trainers in different regions of Austria with a focus on language sensitive teaching across all subjects, recruiting a pool of qualified trainers, disseminating information through flyers and folders, easy access to downloadable materials and topical information (events, courses, etc.) on a website (www.sprachsensiblerunterricht.at), networking with relevant institutions (e.g. Austrian Federal Centre for Interculturality, Migration and Plurilingualism) and university experts. Two conferences are scheduled for the near future as key events: a network meeting with stake holders in February 2016 in Graz on (a) pre- and in-service-training and (b) train the trainer courses in Austria and a conference in 2018 on Language Education in/across All Subjects.

3.2 Support systems for teachers in Sweden

With the *The literacy initiative* (The reading and writing boost) project, the Swedish institute *Skolverket* intends to increase students' reading comprehension and writing abilities by strengthening and developing the quality of teaching. The initiative is based on collaborative learning, where teachers learn from and with each other with the support of a supervisor. The aim is also to strengthen collaborative learning and contribute to a change in teacher education of the participating schools. Teachers meet scientifically substantiated and proven methods that can be used to develop pupils' literacy skills in all subjects taught.

Therese Biller explained the organisational set-up of the project which produces educational materials for participating schools at the national level (The National Agency for Education in cooperation with different universities). She demonstrated how individual modules are structured. For example, the module on “Text Talks” consists of eight consecutive parts:

- Part 1: Planning the text talk and find good questions
- Part 2: Models for text talks
- Part 3: Reading log – a tool for thinking
- Part 4: The text and the context
- Part 5: Text talks before, during and after reading
- Part 6: Thoughtful dialogue (Socratic conversation)
- Part 7: Talk on pupils own texts
- Part 8: Concluding reflection and evaluation

Some of the modules explicitly focus on subject literacy, e.g. promoting student learning in sciences and social sciences, interpreting and writing texts in all school subjects.

3.3 Activities and projects at the European Centre for Modern Languages (ECML) in Graz

In her overview of EMCL´s activities, Susanna Slivensky, Deputy Executive Director and Head of Programmes, commented on the results of the current programme „Learning through languages“ (2012-2015). This programme is built on recognising the need for bridging the gap between formal and informal/non-formal learning, between classroom teaching and learning both inside and outside the

classroom. She pointed out that the language of schooling is not a key concern in all projects. But they all subscribe to the promotion of plurilingual, intercultural and inclusive approaches and are therefore relevant for the learning of the language of schooling. Susanna Slivensky briefly commented on some examples of resources already available or available by the end of 2015 and which are relevant for the languages of schooling:

- Majority language instruction as a basis for plurilingual education, marille.ecml.at/
- Teaching the language of schooling in the context of diversity, maledive.ecml.at
- Involving parents in plurilingual and intercultural education, parents.ecml.at
- European portfolio for pre-primary educators- The plurilingual and intercultural dimension, www.ecml.at/pepelino
- A pluriliteracies approach to teaching for learning, pluriliteracies.ecml.at/
- Language skills for successful subject learning, www.ecml.at/languagedescriptors.

Two short presentations followed on ECML projects which are explicitly relevant for the conference´s approach to the language dimension in all subjects.

The ECML project *Language descriptors for migrant and minority learners' success in compulsory education* was presented by Eli Moe from the University of Bergen, Norway. Research focused on the question "What level of language competence do migrant/minority pupils need in order to do well in compulsory schooling, i.e. minimal standards?" and collected data on teaching/learning history/civics and mathematics to 12/13 and 15/16 year old students. The project group developed 144 validated descriptors targeted at levels A2-B2 in six languages (English, Finnish, French, Lithuanian, Norwegian and Portuguese) and came to the conclusion that for both subject areas CEFR level B1 is a minimal standard for educational success of the 12/13 and B2 (or approaching B2) for the 15/16 year-old target groups. The project group also produced practical examples of how the descriptors could be used and guidelines on how to describe minimal language standards in other subjects and for other age groups. There will also be a project report in English and French on language skills for successful subject learning.

The second ECML project – presented by Oliver Meyer – focused on *a pluriliteracies approach to teaching for learning*. The point of departure for this project is the need of 21st century knowledge societies for deep learning which can only be achieved in education if cognitive conceptualising and languaging (putting thoughts to language) are connected. If the language dimension is neglected in teaching content, learning (understanding) will not be deep enough to be transferred to other knowledge domains or to other languages. Looking back at the beginning of the project, Oliver Meyer gratefully acknowledged that many ideas and concepts for making the language dimension a concern for content teaching came from CLIL teachers, teacher trainers and researchers. And then, he added, "we had something discovered which is bigger than CLIL" – the general task in mainstream education of expanding the academic literacy range of young leaners across all school subjects and all languages which they are familiar with. In order to do this, the Graz Group decided to break down knowledge and language elements into smaller units – they used Lego bricks as an analogy - and to arrange them according to a limited set of dimensions as it was done by Australian curriculum experts: doing e.g. science – organising information – explaining – arguing. The Graz Group conceptualised a two-dimensional frame of reference with literacy levels on one axis (novice, intermediate, advanced) and genre levels on the other axis (e.g. cause and effect – explanation – lab report). Thus, through classroom activities (doing, organising, explaining, arguing) which are related to both a continuum of cognitive

conceptualising as well as to a languaging/communicating continuum deeper learning successively drives the expansion of learners´ academic literacy range. Oliver Meyer concluded that the project group has come a long way over the last three years and has produced many ideas for putting pluriliteracies into practice, also informative videos on the pluriliteracy approach and a glossary of CLIL-related terms, all of it is accessible on the group´s website. However, it can only be considered as a promising beginning, and there is still a long way to go.

4. Related developments at the Language Policy Unit

Mirjam Egli Cuenat from the Teacher College in St. Gallen familiarised participants with the recently revised and enriched version of the *Guide for the development and implementation of curricula for plurilingual and intercultural education* [E.T. passim: GUIDE] and how it fits into the general concept of the Council´s project LANGUAGES IN EDUCATION, LANGUAGES FOR EDUCATION. In her presentation she looked back at the original version which was developed in consequence of the 2007 Intergovernmental Policy Forum: "The Common European Framework of Reference for languages (CEFR) and the development of language policies: challenges and responsibilities". The original version of the GUIDE - conceptualised as a guard against a normative application of the CEFR in member states – was finalised for the 2010 Intergovernmental Policy Forum: "The right of learners to quality and equity in education – the role of language and intercultural skills" in Geneva. Its main objective was (and still is in its revised version) to create a coherent and transversal approach to curriculum development for language education in all its facets based on the CoE´s plurilingual and intercultural values and principles. Mirjam Egli Cuenat briefly explained the meaning of the term "curriculum" as it is used in the GUIDE: a global plan for learning on five levels: SUPRA: international, comparative; MACRO: national, state, region; MESO: school, institution, programme; MICRO: class, group, lesson, teacher; NANO: individual, person, student. She also commented on the ensuing stages of three years of piloting and highlighted developments from the first to the second version of the GUIDE with examples from chapters 2 and 3, e.g. how to create convergences between the teaching of several languages, to use CEFR levels for plurilingual profiles, to make use of proximities and distances in language learning and teaching, to organise and structure curricular documents etc. As a conclusion of her presentation Mirjam Egli Cuenat emphasised the fact that the new GUIDE facilitates access to plurilingual and intercultural education because of its clear-cut structure and its practical proposals and examples how to profit from creating transversal and coherent curricular structures for language learning across all educational stages. However, she considers the GUIDE as a contribution to a thought-provoking on-going discourse on curriculum development for plurilingual and intercultural education, and not as a final word on this issue.

Daniel Coste´s presentation was based on his recent paper *Education, mobility, otherness - The mediation functions of schools* (co-author: Marisa Cavalli) which has a dual purpose:

> *cognitive, insofar as it proposes a simple – but wide-ranging – model for conceptualising language education policy choices based on the mobility of social agents; and institutional and political, because this model and the illustrations that are given of it in school contexts are not confined to teaching and linguistic aspects. They present an entire educational project in which mediation in its different forms plays an especially crucial role given the centrality of issues relating to otherness and social groups in the first decades of the 21st century.*

His main concern was to make connections visible between the CEFR and the linguistic and cultural dimension in education with the concept of mediation as a connecting link. The central line of argumentation concerned the undisputable and enduring usefulness and international success of the CEFR for all kinds of languages and all kinds of target groups and purposes. Since its official launch in 2001 it has been complemented and supported by a host of additional publications which are dedicated to the application of the CEFR for various purposes. However, the document itself and the conceptual model with its dimensions, descriptors and levels has so far neither been changed nor modified. On the other hand, since the 1990´s the world has witnessed far-reaching evolutions (globalisation, migration, economic crises, technological advances etc.), and also the CoE LPU had to attend to new priorities and to extend and modify its roadmap for developmental projects. Thus, the question arises how the CEFR´s internal concept of reference can be adapted to those challenges for language education policies which have arisen since the 1990´s when the CEFR was first conceptualised. Daniel Coste proposed a strategy for enhancing the CEFR which - on the one hand - is focused on coherence with the CoE LPU´s current work (e.g. project *Languages in/for Education*) and continuity concerning the logic and basic elements of the existing CEFR document. On the other hand, stronger attention should be paid to those dimensions of the CEFR which seem to have almost fallen into oblivion and which could be arranged on an axis of otherness / mediation and be related to language competences which facilitate mobility and the access to new social groups which can be conceived as communities of practice with their specific patterns of language use, genres and communicative strategies. This directly falls in line with the approach of the HANDBOOK since Daniel Coste / Marisa Cavalli's concept of mediation is of a dual nature: cognitive and relational, i.e. communicative. The attempts and trials to operationalise these concepts through adequate descriptors are cross-linked with (a) the new version of the GUIDE, (b) a group co-ordinated by Brian North working on additional CEFR descriptors (including for mediation), (c) another group working on descriptors of competences for democraticculture. Thus, the outcomes of these projects will be compatible and transversally coherent. Daniel Coste closed his presentation showing examples of descriptors for different educational stages and different partial competences (e.g. mediation, plurilingualism, metalinguistic and meta-cultural reflection, learning to learn language etc.). The can-do statements for learners are tied back to experiences and can-do statements for teachers.[7]

The chair, Jean-Claude Beacco, congratulated Daniel Coste on his work, and participants acknowledged his presentation with a standing ovation.

5. Approaches to the implementation of the language dimension in all subjects (Group work session 1)

The first session of group work was dedicated to stock taking with the following two questions to be addressed:

- How is the language dimension in teaching and learning subjects taken into account in your context and how far does it affect curriculum development, textbooks and teacher education?
- What are the main challenges for implementation in your system considering: curriculum, classroom practice, teacher education, textbook development?

[7] For full text of the presentation s. Appendix 4.

The rapporteurs of the four groups unanimously rated participants´ responses in their groups to the leading questions as rich, constructive and valuable. They can be summarised according to "achievements" and "challenges".

Achievements: The awareness of the language dimension as a key factor for educational success or (partial) failure of students with a diverse language biography and also of those who are native speakers of the dominant language of schooling has reached various levels of the education system in most of member states. Looking back on the CoE´s preceding conferences and seminars, one can safely say that most of the participants approached the topic of the conference in a well-informed way and that many of them reported initiatives and plans in their national contexts that point towards affirmative action and an impressively positive change of disposition towards a general language-based educational reform. Nevertheless, the language dimension as a topic of a potential reform discourse is still emerging with certain limitations. In many cases, policy makers, teacher trainers and practitioners are still plumbing the depth of involved issues. Positive developments were reported in so far as professional knowledge gained over the last two decades concerning content and language integrated learning (CLIL) programmes was transferred to content teaching in mainstream classes. In general, CLIL programmes are also faced with the practical problems of bridging the gap of students´ cognitive potential and their limited proficiency in the target language. This transfer did not only cover teaching skills and language scaffolding techniques, but also the necessary collaboration culture of language and content specialists. Transfer effects of this kind were also reported to emanate from bi- and trilingual programmes. In many schools which strived to close the performance gap positive effects were experienced when staff "opened up" and teachers attempted to learn from each other when they organised joined projects of language and content experts. From the reports of the four groups it became quite clear that there is a high potential of bottom-up activities. On the level of reform-ready schools there are all kinds of projects concerning the integration of the language dimension into various subject areas in order to support the development of academic literacy. However, in many cases these schools are in need of guidance by experts who could provide reliable empirical evidence on adequate teaching styles and methodologies. These schools often are in need of financial support and opportunities to exchange experiences and educational material through networking.

Challenges: On the curricular level, participants claimed the absence of the language dimension in education standards and syllabi. In order to change teaching rituals and bring the language dimension further into the foreground, many content teachers require orientation and clearly stated language requirements aligned with their traditional content targets. In other words, the language dimension ought to be institutionalised top-down through the stages of curriculum development → pre- and in-service teacher education → classroom improvement. On the other hand, doubt was expressed whether curriculum reform could be the only remedy since curricula are changed ever so often and many teachers tend to ignore top-down curricular directives. Still on the curricular level, groups discussed the issue of adequate textbooks and teaching materials. According to many participants, one of the most important challenges is to adapt materials used in the e.g. chemistry, mathematics or history classrooms to the language needs of learners without lowering the cognitive requirements of the age group and discipline.

Challenges were also identified on the staff/classroom level: Many content teachers are hesitant to cooperate on a language-focused school project since they feel that it goes hand in hand with an erosion of content requirements. In the future, a good deal of persuasive effort has to be devoted on subject literacy and language-sensitive content teaching on the basis of empirical evidence and easily accessible

information. Groups also emphasised that the relevance of co-operation for language-focused school reform is often underrated and needs to be addressed by education authorities. In one of the groups a challenge was seen in tearing down separating boundaries between the school subjects by departments working together on implementing concepts and ideas of the HANDBOOK. The question was raised whether in the future schools should be organised along the line of subjects at all.

On the level of educational institutions, participants suggested that successful implementation of the HANDBOOK depended strongly on the dedication of decision makers and their willingness to make the language dimension a priority for inclusive quality education. This can only be achieved by easily accessible information and persuasive effort. The groups also discussed the role of universities and teacher colleges. In many countries – participants claimed - there are no coordinated and harmonised programmes for teacher training since academic teacher training institutions are autonomous agencies.

6. Looking forward: Proposals for further developmental work at European level and priorities at national/local levels (Group work session 2)

In the second session of group work the following question was addressed: "Which future actions in the domain of curriculum and textbook development, teacher education, whole school policy and classroom practice should be envisaged at local/national or Council of Europe level?" The four rapporteurs unanimously reported very lively, rich and inspiring discussions in their groups with a wide range of proposals for implementing the academic literacy concepts of the HANDBOOK. Proposals for future action from individual groups displayed a great degree of overlap.

Dissemination

- The Council should consider other versions of the HANDBOOK of shorter length for specific groups of readers and stakeholders and even leaflets to motivate decision makers to probe deeper into the issue.
- The question of translating the HANDBOOK in other languages besides English and French was raised in one group and how interested institutions can obtain permission to have the HANDBOOK translated at their own expense.
- The online version of the HANDBOOK should be equipped with active links to sample lessons, interviews with experts, further reading proposals, infographs, lesson transcripts, video materials, glossaries with definitions of key terms (e.g. academic language, subject literacy, genre) etc.
- The LPU or the ECML could support the professional production of a video which illustrates the main messages of the HANDBOOK.
- On the national level, authorities and institutions should co-ordinate information available on the language dimension of teaching and learning on easily accessible portals which are linked to the Council´s PLATFORM and to other corresponding regional or national portals, some of which are already in operation, e.g. Austria, Sweden, Germany.

Curriculum development

- A framework of reference for academic literacy (and subsequently descriptors) developed by a group of CoE´s experts would be very helpful for member states intending to accommodate the language dimension in curricula for all subjects. In such a framework professional disciplinary identity and authenticity should be highly visible.
- It could also serve as a basis for the assessment of academic language proficiency.

- A general debate on curriculum reform would raise awareness of academic language requirements and would contribute to the dissemination of the HANDBOOK´s ideas and concepts.

Teacher education

- On a national level, awareness of policy makers should be raised concerning the importance of introducing the language dimension as a mandatory element of initial and in-service teacher training for all subject areas and all educational stages.
- Teacher training courses should respect the authenticity of subject specific content and teaching targets - so-called catch-all courses across the curriculum do not serve the purpose of fostering subject literacy.
- A language-based reform of teacher education requires joint and co-ordinated efforts by all universities and teacher colleges. Some of the member states have already taken necessary action, they could offer examples of good practice.
- One of the CoE´s next international conferences / seminars should focus on teacher education reform based on central ideas of the HANDBOOK.
- CoE / ECML could commission the development of a sample module for training literacy coaches with a clear definition of what their role entails.

Textbooks and teaching materials

- On an international level, raise awareness of textbook authors and publishers on the importance of the language dimension through a specially designated conference.
- On a national level, provide teachers with techniques how to enrich existing educational material and textbooks by (a) specifying language goals in addition to disciplinary content goals, (b) applying strategies and techniques of language scaffolding.

Improving the quality of language education policies and practices on the level of the individual school

- On national and international levels: Collect and make available examples of best practice for (a) whole-school language learning policies and programmes, (b) language-sensitive teaching in general, (c) language-sensitive teaching in the disciplines.
- These examples should be presented in the form of audio recordings, lesson transcripts or video recordings with explanatory comments. Seminar participants offered help.
- On a national or regional level: Develop templates for planning language-sensitive lessons for specific school subjects and age groups.
- On a regional level: Organise networks of change-ready schools and support action-research initiatives – if possible linked to nearby universities or teacher colleges.
- On a national or regional level: Pilot and evaluate training, activities, and effects of literacy coaches on the basis of experiences made abroad (e.g. US) and also in some of the member states (e.g. Germany, Austria).
- On a school level: make use of checklist for language sensitive teaching (Appendix 3 of HANDBOOK) as a tool for peer-to-peer classroom observation.

Evaluation and quality control

- On an international level, criteria and tools should be developed for the evaluation of whole-school language learning policies and programmes and academic language learning achievement.
- Wherever school inspection systems are in operation on a national level, the language dimension of content learning should rank prominently among quality criteria. The inspectorate ought to be introduced to the main messages of the HANDBOOK and asked to operationalise them for the sake of giving schools feedback.
- Initiatives for evaluation and quality control should be synchronised with curriculum development (I.a.) and the frame of reference.

Follow-up intergovernmental conference(s)

- The CoE is asked to bring together the results of action initiated through this conference after an appropriate period of time to be held either in Strasbourg or in a member state which could provide valuable input in the form of best practice.

7. Summing-up and next steps: Close of the conference

The General Rapporteur opened the closing session with his appraisal of the conference. Eike Thürmann referred to the results from the two sessions of group work which spawned an abundance of relevant ideas. A roadmap for future activities should allow for three general outcomes of the conference:

- The exploration of subject literacies and how teaching can foster the acquisition of academic language competences is well underway, but we still don´t know enough e.g. about differences and communalities of language use in different disciplines and how to define curricular benchmarks for vulnerable learners. Further empirical evidence is needed in order to raise teachers´ awareness of the reciprocal relationship of cognitive and linguistic processing in learning content. There is also still a knowledge gap how to proceed from highly interesting, yet isolated local projects to full-fledged large-scale implementation on different levels of the education system.
- Already prior to the launch of the HANDBOOK and prior to the CoE Recommendation CM/Rec(2014)5, responsible actors and institutions around Europe have started to implement measures supporting the language dimension across the curriculum. However, much of it has not been noticed beyond the regional or national level and much of it is not easily accessible. On the other hand, there is a great demand for sharing experiences and newly developed materials. Thus, project co-ordination, knowledge management, and networking are relevant strategies for future activities on a national as well as on a European level. This implies that the Council´s Platform should be restructured with the aims (a) of improving user friendliness, (b) of establishing links to similar portals around the world.
- Delegates expressed approval of the CoE´s work on a conceptual frame for the language dimension in content teaching (e.g. HANDBOOK, PLATFORM) and expect the LPU to continue providing member states with targeted support for their implementation endeavours.

Delegates asked for further practical and technical support in the following areas:

- Conceptual frames and practical tools for curriculum development, e.g. exit criteria for academic language proficiency at the end of compulsory education, validated academic language dimensions, descriptors and indicators, grids for lesson planning;
- Quality criteria for language-sensitive content teaching with a focus on meaning making through writing and speaking and examples of best teaching practice (models, videographs, lesson transcripts etc.);
- Language-sensitive textbooks and teaching materials, e.g. tools for textbook analysis, strategies for working with textbooks, bilingual teaching materials, tutorials for textbook authors;
- Assessment of academic language learning achievement and proficiency, transparency of standards, diagnostic tools;
- Empirical classroom research on language-sensitive teaching strategies and techniques, instruction manuals for action research by teachers;
- Examples and options on the feasibility of establishing systems of academic language learning counselling and guidance, e.g. quality criteria for literacy coaches, language learning advisors, and training the trainers.

In his closing words, Villano Qiriazi, head of the Education Policy Division, recognised the success of the intergovernmental conference and considered the delegates´ accounts of on-going activities and responses as an affirmative endorsement of the Council of Europe´s project on the language(s) of schooling. He subscribed to the General Rapporteur´s evaluation of the conference and continued to inform participants on future developments at the Council of Europe. At present, a budget for the next two years is being prepared with increased financial resources for the Education Department, a decision by the Secretary General – as Villano Qiriazi indicated – which has been influenced by recent brutal extremist attacks and the massive influx of refugees. The additional funding will be spent on operations in the field of education for democratic citizenship, the linguistic integration of adult migrants, languages of schooling, digital literacy and other projects which aim at equity, inclusion and quality of education. Apart from these two core areas – democratic citizenship and integration of migrants – mechanisms of monitoring will be stepped up concerning the fundamental right to education and antidiscrimination in the field of education. There is also a need to update important documents such as the European Social Charter, the European Charter for Regional or Minority Languages (ECRML), and the Framework Convention for the Protection of National Minorities.

Villano Qiriazi also foreshadowed future developments of a transversal nature affecting both the organisation as well as the content of operations at the level of the Council of Europe. A new comprehensive Framework of Competences for Democratic Culture will soon be completed which will assist the educational planning of member states. There are three aspects of the framework:

- A conceptual model of the competences which citizens require to participate effectively in democratic citizenship and intercultural dialogue;
- Behavioural descriptors for each individual competence that is specified in the model – These descriptors will eventually be scaled, that is, assigned to different levels of proficiency (e.g., basic, intermediate, advanced);
- Supporting documentation to explain how the competence model and the scaled descriptors can be used to assist curriculum design, the design of instructional methods, and the development of new forms of assessment.

Daniel Coste´s presentation of the concept of mediation fits into this general framework of Competences for Democratic Culture. This transversal approach to education not only affects the work of the LPU with respect to content, but also in an organisational perspective. A restructuring of the Council´s Education Department is in the offing aiming at synergies and capacity building.

Villano Qiriazi also commented on the Council´s ways and means to co-operate with member states. He has the impression the Council has a tendency of mothering its member states and development of new strategies is imperative which should require more initiatives and more responsibility for change from member states.

Finally, the head of the Division for Citizenship, Human Rights and Diversity Education extended thanks to Johanna Panthier and her team for their work and the organisation of the conference, to the team of Handbook authors and all experts who have contributed, also to Daniel Coste and especially to Joe Sheils who hopefully will continue to share his expertise with the Council. Participants responded with prolonged applause.

Appendix 1

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE
Language Policy
Politiques linguistiques

Intergovernmental conference on

The language dimension in all subjects: equity and quality in education

Strasbourg, 14 – 15 October 2015
Council of Europe, Strasbourg
Agora building - Room G02

Wednesday 14 October 2015

08.30 – 09.00	**Registration**
09.00 – 10.00 Chair: Villano Qiriazi	**official opening** - Council of Europe ·Snežana Samardžić-Marković - Director General of Democracy
Chair: Johanna Panthier	· Jindřic Fryč – Chair of Steering Committee for Educational Policy and Practice Introduction to the conference: objectives, main themes and working methods – Eike Thürmann, General Rapporteur
10.00 – 11.00 Chair: Eike Thürmann	Mary Schleppegrell – *Teaching the languages of schooling for equity and quality in education*
11.00 – 11.30	*Coffee break*
11.30 – 12.30 Chair: Mike Fleming	Handbook on *The language dimension in all subjects* Helmut Vollmer : Schools and the language challenge • Eike Thürmann: Classroom implementation and teacher education
12.30 – 14.30	*Lunch (provided)*
14.30 – 16.00	**Group work - The language dimension in all subjects: approaches to implementation** The following questions will be addressed: · *How is the language dimension in teaching and learning subjects taken into account in your context and how far does it affect curriculum development, textbooks and teacher education?* · *What are the main challenges for implementation in your system considering: curriculum, classroom practice, teacher education, textbook development?*
16.00 – 16.30	*Coffee break*
16.30 – 17.30 Chair: Eike Thürmann	Reports of group work on *the language dimension in all subjects* - with comments from Mary Schleppegrell

17.30 – 18.00 Chair: Johanna Panthier	Activities related to the languages of schooling at the European Centre for Modern Languages (ECML) · Susanna Slivensky: Overview of ECML activities · Oliver Meyer: A pluriliteracies approach to teaching for learning · Eli MOE: Language skills for successful subject learning

Thursday 15 October 2015

09.00 – 10.00 Chair: Helmut Vollmer	Handbook on *The language dimension in all subjects: transversal aspects* · Mike Fleming: *The role of 'Language as subject' vis-à-vis 'language(s) in other subjects'* · Jean-Claude Beacco : *Making 'academic' language a part of every subject*
10.00 – 10.30	Projects to support subjects teachers: · Production and dissemination of pedagogical material in Austria – Dagmar Gilly · Support systems for classroom teachers in Sweden – Therese Biller
10.30 – 11.00	*Coffee break*
11.00 – 12.30	**Group work - The language dimension in all subjects: Looking forward** The following question will be addressed: *Which future actions in the domain of curriculum and textbook development, teacher education, whole school policy and classroom practice should be envisaged at local/national or Council of Europe level?*
12.30 – 14.30	*Free time for lunch*
14.30 – 15.30 Chair: Jean-Claude Beacco	**Related developments at the Language Policy Unit** · *Guide for the development and implementation of Curricula for plurilingual and intercultural education* – revised version – Mirjam Egli Cuenat · *The concept of mediation between the Common European Framework of Reference for Languages* (CEFR) and the linguistic and cultural dimensions of education - Daniel Coste
15.30 – 16.15 Chair: Francis Goullier	Reports of group work: Proposals for further development work at European level and priorities at national/local level
16.15 - 17.00	Close of conference – Eike Thürmann, Johanna Panthier and Villano Qiriazi

Appendix 2

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Appendix 3

Teaching the languages of schooling for equity and quality in education

Mary J. Schleppegrell, University of Michigan, Ann Arbor

I want to thank the meeting organizers for inviting me to speak to you this morning. It is a great honor to be part of the launching of the important initiative on the languages of schooling that is the focus of discussion and work today and tomorrow. Meeting the needs of the great diversity of children in our schools offers us new opportunities to strive for educational excellence for all, and a focus on language in all subject areas has the potential to create a more equitable educational environment in which all children succeed and are able to contribute to the development of our schools and society.

I have read with great interest the document being launched today, as it promotes an agenda I have also been working toward for many years. The document draws on research being done here in Europe and in many other places around the world, offering a vision for new ways of thinking about the role of language in schooling. It asks us to take language, something that is often in the background, and make it an explicit focus of attention in all classrooms. It offers a theoretically grounded and pedagogically sound framework for shaping teaching in all subjects to draw attention to the ways language works in the disciplinary discourses that our children are being apprenticed into through schooling.

Language is, of course, already highly present in all classrooms and curriculum–it is the medium of education, the means through which knowledge is presented and assessed. However, language has been called the *hidden* curriculum of schooling, because children are often expected to take up new ways of using language for purposes of learning across multiple subjects, without any recognition of the challenges that poses and without making language an explicit focus of consciousness raising and pedagogical attention.

For us in the US, interest in and attention to the languages of schooling has been prompted by two developments in recent years: the increase in English language learners in our schools and the new educational standards that are being adopted by many states. An increase in immigration has focused more teachers on the ways language can be a barrier to learning and not just a means of sharing knowledge. The presence of English learners in greater numbers in classrooms across the country has brought the role of language in learning to teachers' attention in new ways, as they work with children who do not just easily understand and engage in learning activities. At the same time, the new standards call for pupils to read more complex texts, engage in more challenging writing tasks, and learn to participate in higher level classroom discussion. Many of our teachers are not well equipped to meet these challenges as they recognize that support for language use and development is central to achieving these new goals. This has made a

focus on language more relevant and important for teachers and curriculum planners in all subjects and at all levels.

I'm going to share with you today some of the work I've been involved in to support teachers in learning how to make language a focus of attention that supports learning school subjects. Although we still have a lot to learn, I am looking forward to dialogue with you about some of the ways we have approached this task and the challenges we have faced. It is an ambitious goal to bring a language dimension to all subject areas.

What prompted my initial interest in this agenda, many years ago, was the growing recognition in our context that many English language learners in our schools who had developed fluency in English when they were using the language for social interaction, were not succeeding in school subjects. Their teachers would say *I know it's not a problem with English, because I hear him talking in the hallway and he speaks English just fine. I don't know why he's not participating in the classroom and doing his work.* Researchers like Jim Cummins, who began to study this phenomenon, started drawing our attention to the differences between the language of social interaction and the language expected in the classroom context.

We have been aware now for a generation or more that language learners need to have practice using language in authentic, meaningful contexts (such as are provided in mainstream, content area classrooms), with conscious attention to the ways language works, in order for them to develop the advanced language skills they need for success in school. It is the conscious attention to the ways language works that is often missing for learners. Research on bilingual education and immersion contexts has demonstrated that learners need to be assisted in noticing the relationships between the forms language takes and the meanings that are thereby articulated and shared (Lightbown & Spada, 1990; Spada & Lightbown, 1993; Swain, 1995). As Cummins (2000) and others, including myself (Schleppegrell, 2004) have argued, the languages of schooling have features very different from the language pupils encounter just through the experiences of everyday living. In the context of reading and writing in all subjects, learners need to focus on the forms of the texts they read and write and the meanings and functions of different language choices. As they encounter abstract concepts and complex language in texts and classroom activities, the content learning and advanced mastery of language need to build together.

My book, *The Language of Schooling* (Schleppegrell, 2004), which was published about ten years ago, was an attempt to describe the differences between everyday language and school language, and between different kinds of school language(s). I drew on Michael Halliday's (1978) theory of language in social context, systemic functional linguistics, to describe what I called *the language of schooling* at a general level, at the level of particular subjects, such as science and history, and in particular tasks, such as the expository essay. Halliday has described the ways language reflects its contexts of use along three dimensions: the *content* being talked or written about, the *relationship of the speaker to listener or writer to reader,* and the *ways language is being used; whether*

spoken or written, and whether accompanying another activity or being the activity. These dimensions are always reflected in language.

Understanding this helps explain why a child might be quite familiar with everyday language while still lagging in control of the language(s) of schooling that they need to use for success in subject area learning. Let's look at an example of the language of history, keeping the *content* the same, but illustrating how the language might vary depending on the context. Figure 1 is an example from year 8 history.

Everyday	**"School"**
It was okay for the early American settlers to start a war against England because the king of England had not acted in the ways that people should be able to expect their ruler to act. He acted like a dictator who doesn't have to respect people's rights.	The colonists were justified in rebelling against a tyrant who had broken the social contract.

Figure 1. Comparing "Everyday" language and "School" language

Pupils read the sentence on the right in their textbook. We can see how densely information is packed into this sentence. It's not just that the vocabulary is hard or infrequent; it's also that the concepts being presented are abstract and the relationships being developed are presented in few words.

The "everyday" version, perhaps reflecting one way the teacher might 'translate' the school language into what their pupils might more easily understand, expands the meanings by using more familiar wording. We see that more 'language' is needed to say the same thing (is it the same thing?) in an everyday way, and that the meanings thereby presented are not as precise. The disciplinary technical language of "social contract" is expressed in terms of *what people expect*, and while this gets at the meaning, for success as they move on in schooling, the children need to be able to understand and use this more 'academic' concept. It could be that a child who understands the everyday version would still have trouble understanding the 'school' version, and so what we want to draw attention to through the work we will do over the next two days is how to prepare teachers to help children work with the more challenging 'school' language, reading for meaning, speaking about what they understand, and writing with authority about what they have learned. In order to do so, we need to prepare teachers to talk about the particular features of the ways language presents knowledge in their subject areas.

From a linguistic perspective, we refer to these differences in language choices as different *registers*. While I've shown an example of how 'everyday' language is different from 'school' language, we also can think about how the registers of science would draw on different language than the registers of history, for example. Or about how the

language that a child would use to interact with others while doing a science experiment would differ from the language the same child would use to make a presentation about what they found. Or how the language of a report would be different from the language of a story. We can describe each of these as drawing on different choices from what the language makes available, and can describe these registers at different levels of detail.

Thinking about language in terms of *registers* helps us move beyond a common misconception among teachers, at least in our context, that 'language' is words, and that teaching vocabulary is teaching language. Focusing on features of *registers* expands what language is beyond words into patterns that are functional for doing different things with language, where words are not seen in isolation, but in the patterns of meaning they participate in.

The characteristics of different registers; the features of the language(s) of schooling, are now increasingly well known in ways that are useful for curriculum development and the shaping of pedagogical activities. Thinking about *registers* also highlights the need to offer pupils instruction in how to use language to do the tasks they need to do as they learn, providing instruction in communication processes and strategies (e.g., Bunch et al., 2010; Koelsch et al., 2014).

I've been working for many years to introduce teachers to the language(s) of schooling and to study what happens when they implement new approaches that support their subject area teaching through a focus on language. I'll briefly talk today about my research with secondary school history teachers and with teachers in primary schools with large numbers of English language learners.

Teaching history

I've been working for many years with a teacher education project in California that has been providing support to history teachers (see http://chssp.ucdavis.edu/). The California History Project began as a resource for teachers to improve their knowledge about history, but as the population of English Learners in California grew, teachers began to ask the Project leaders to help them better work with these children, and they asked me to collaborate with them. California is a state with a large English learner population, so most teachers have pupils who are learning English in their classrooms. Even after a child is no longer designated an English language learner, the learning of English still continues as they encounter new challenges at each grade level and in each subject.

One of the challenges of learning history is that it is a field that is constructed solely through the language through which it is reported, interpreted, and argued about. Unlike science, where concepts can be demonstrated through hands-on experimentation, history is all discourse. The language of history classrooms include narratives about the past, technical documents, laws, and declarations, explanations about causes and effects, and arguments about how to interpret past events. The discourse of history is very abstract, and learning history requires that pupils read dense texts, often texts with archaic or outdated language, and texts that present different perspectives on the past.

In this context, the California History Project adopted the perspective that to support all children in achieving at the highest levels in reading, writing, and critical thinking in history, teachers need both knowledge of the discipline (history content and processes of historical investigation) and knowledge of discipline-specific literacy skills.

One way we have worked together to support teachers is by helping them learn more about the different *genres* their pupils will encounter as they learn history so they can consider the reading and writing demands of different types of texts (see Figure 2). History writing is often thought of as narrative, and many of the texts read in history classrooms are recounting events in the past. However, pupils also encounter a range of other kinds of texts, many of them not organized along a timeline, but instead organized rhetorically to provide an explanation or make an argument. Rhetorical organization typically draws on more abstract and complex linguistic formulations.

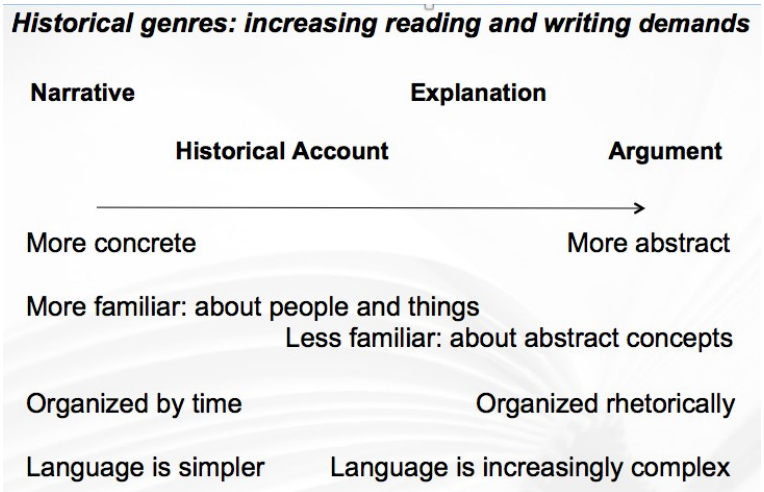


Figure 2. Historical genres

As Figure 2 shows, narratives and historical accounts typically use more familiar patterns of language as they present concrete events that involve people and things, with simpler language, organized according to passing time. As children move into reading historical explanations and arguments, the concepts they encounter are less familiar and less connected with the everyday, and the language is more abstract and complex.

Here's an example of a textbook passage from year ten, organized according to passing time in a narrative account:

> In 1760, when George III took the throne, most Americans had no thoughts of either revolution or independence. They still thought of themselves as loyal subjects of the British king. Yet by 1776, many Americans were willing to risk their lives to break free of Britain. (*Modern World History*, pp. 183-184)

Note here that the text is about people and what they did: *George III, most Americans.* This is a pattern of *narration*, a historical account that situates events in time.

In contrast, look at this text:

> In the end, however, the Americans won their war for independence. Several reasons explain their success. First, the American's motivation for fighting was much stronger than that of the British, since their army was defending their homeland. Second, the overconfident British generals made several mistakes. Third, time itself was on the side of the Americans. … Finally, the Americans did not fight alone.

Note here that the text is *not* about people and what they did. Instead, it is an explanation about the success of the war for independence, something much more abstract that is presenting causes and consequences. The text is about *the American's motivation, overconfidence of the generals,* and *time being on their side.* This requires a different kind of reading for understanding, and it is doing something quite different from the first example.

Becoming conscious about genre helped teachers in our project recognize that they often assigned writing tasks that called for rhetorical organization, and that this was very challenging for their pupils, because most of what the children were reading was organized along a timeline. Beginning to recognize the overall shape and flow of different kinds of texts gave teachers new tools for talking with their pupils about language and meaning. On the one hand, they were able to help the children recognize meaning in the text they read, and on the other hand, they were able to provide better models for their pupils for the texts they wanted them to write.

In addition, we supported teachers in unpacking the *grammar* of the dense technical language, offering teachers a language to refer to language that connected with meaning. This grammar, from the systemic functional grammar of Michael Halliday, offered a means of focusing on meaningful segments rather than individual words, and of looking for connections across a text. Let's consider this small text from a year seven history book:

> To finance Rome's huge armies, its citizens had to pay heavy taxes. These taxes hurt the economy and drove many people into poverty.

The teacher's goal is to introduce the notion that both internal and external causes contributed to Rome's decline, and here she sees an opportunity to talk about both. So she slows down the reading for a few minutes to focus in more detail on this text excerpt. Figure 3 shows the support she used for doing this; an analysis of the text, using functional grammar metalanguage to identify its meaningful constituents so her pupils could more clearly see its structure and talk about its meanings.

In working with this text, the focus on analyzing the grammar is not just to label parts of a sentence, but instead to show relationships so that the children can better recognize what is going on. When the teacher asks *Who had to pay taxes, and why?,* the pupils need to recognize how *its citizens,* those who had to pay taxes, are citizens of *Rome,* introduced in the initial clause, *To finance Rome's huge armies.* This is where the referent for the *its* in *its citizens* is found, as the initial clause presents the citizens as those who are doing the financing of the armies as well as paying heavy taxes, *and* situating the

taxes as needed to finance the armies through the phrase *to finance*. This kind of sentence construction, where the motivation for an action is expressed at the beginning of the sentence, before the actor and action are introduced, is common in history text, and helping the children recognize how the author has constructed this sentence will help them read many other sentences that are constructed using a similar pattern.

The second question, *What does "these taxes" refer to?*, asks the children to consciously recognize the connection between 'heavy taxes' and 'these taxes', something that is done unconsciously by skilled readers but is often missed by struggling readers. Again, pointing out what a referent like *these* refers back to is a reading strategy that here, in context, also helps the pupils understand the meanings in this text at the same time it shows them how English works. The third question, *How can taxes hurt an economy and what does it mean to 'drive someone into poverty'?* leads the readers into the next paragraphs of the text where more examples of the economic problems will be described. The question also draws attention to the metaphor *drive into poverty*, generating classroom discussion about what this figurative language means. The questions about the language, then, here set up a context where the teacher can be confident that all of the pupils grasp the point here: that huge armies hurt the economy and made people poor–so that the discussion about how taxes hurt the economy will be understood and can be answered.

Circumstance /Connector	Participant	Process	Participant	Circumstance
To finance Rome's huge armies,	its citizens	had to pay	heavy taxes.	
	These taxes	hurt	the economy	
and		drove	many people	into poverty.

- Questions:
  - Who had to pay taxes and why?
  - What does "these taxes" refer to?
  - How can taxes hurt an economy and what does it mean to 'drive someone into poverty'?

Figure 3. Analyzing sentences for meaning (Schleppegrell, Greer, & Taylor, 2008).

This kind of unpacking of text takes time, of course, and as we began this work with the history teachers, we encountered initial resistance to taking time that slowed down instruction in this way. Teachers complained that they are not language teachers and that other teachers should be responsible for teaching about language. But after trying some of these strategies in their classrooms, in many cases the resistance disappeared, because teachers found that this kind of deconstruction of important passages and talk about language helped them more quickly focus with their pupils on the main points of the lessons. Teachers reported that challenging history concepts were more easily taught when they worked with children to deconstruct text and look at the way the author had used language to present the concepts. In addition, doing these tasks with language gave pupils ways to find meaning in dense texts on their own; for example, by recognizing that they can jump ahead in their reading when something is hard to understand, unpacking

the meaning of a sentence from the middle rather than from the beginning. We have published a number of studies of this work that describe it in more detail, showing how the focus on language was in support of learning history at the same time the pupils learned about English and how it is used to present knowledge about history (see, e.g., Schleppegrell, 2011; Schleppegrell & Achugar, 2003; Schleppegrell, Achugar, & Oteíza, 2004; Schleppegrell & de Oliveira, 2006), and the project website offers resources you can access as well (http://chssp.ucdavis.edu/el-support).

Reading and writing science in the primary school

Primary school teachers can also take on this kind of focus on talk about language. Over the past several years I've been working with primary school teachers in a district that has a majority of English learners, and one aspect of our work has been a focus on reading and writing in science. Teachers often do hands on work in science, but as Pauline Gibbons (2006) has shown, it's important for children to move from interaction in the context of shared activity into opportunities to speak and write in authoritative ways about the concepts they are learning. The new standards in our schools call for children to write arguments in science in which they make claims and support them with evidence and reasoning about the evidence. What we noticed in evaluating the writing children were doing is that they often made very strong claims and took extreme positions, something that science writing rarely does.

We worked with the teachers to develop their own understanding about how scientists present their findings, exploring with them the ways scientists present claims that are measured and constrained. Take this example, where I've highlighted the claims about the findings being reported:

> **Scientists Highlight Link Between Stress and Appetite**
>
> Researchers at the University of Calgary have uncovered a mechanism by which stress increases food drive in rats. This new discovery **could provide important insight** into why stress is thought to be one of the underlying contributors to obesity.
>
> Normally, the brain produces neurotransmitters (chemicals responsible for how cells communicate in the brain) called endocannabinoids that send signals to control appetite. In this study, the researchers found that when food is not present, a stress response occurs that temporarily causes a functional re-wiring in the brain. This re-wiring **may impair** the endocannabinoids' ability to regulate food intake and **could contribute** to enhanced food drive.
>
> **If** similar changes occur in the human brain, these findings **might have several implications** for human
>
> *U.S. News and World Report*

Even without reading this report about links between stress and appetite, notice the highlighted language that shows that the writer uses *could*, *may*, *if*, and *might* to temper the claims being made. Scientists often express some degrees of uncertainty in order to be more precise about the strength of their claims. To draw attention to this use of language, we introduced what we called the *usual/likely* scale (see Figure 4). As the children read science, they found words that showed how usual or likely the phenomenon they were reading about was presented by the author and considered where the statement would fall

on these continua. The use of these modal expressions of usuality and likelihood is very challenging for English learners, and drawing attention to them not only helped the children learn about English, but also helped them think about the strength of the evidence they were using to make their claims and the force with which they would argue (Palincsar & Schleppegrell, 2014).

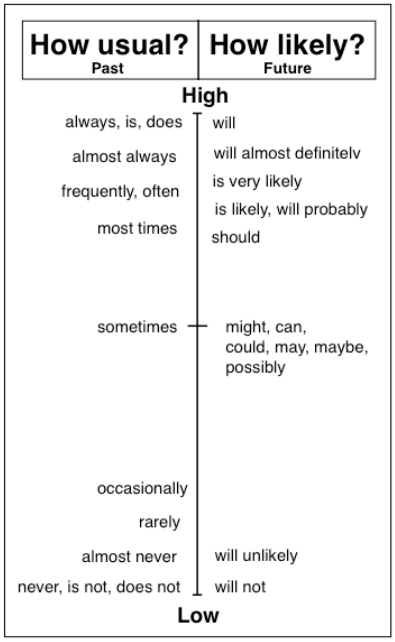


Figure 4. Usual/Likely Scale

Children learning language while learning school subjects are capable of succeeding at challenging tasks (Gibbons, 2006; Hammond, 2006). They bring cognitive skills commensurate with their age, whether or not they speak the classroom language (Harper & de Jong, 2004). They can be active participants in processes of learning language and content, and we need to take advantage of the linguistic and cognitive strengths they bring and engage them in challenging learning tasks appropriate to their grade levels. We have found that when teachers provide language supports for children's learning of content, the children perform in ways that surprise the teachers. Teachers are often unaware of the potential their pupils bring when the children are unable to participate because of language proficiency. When pupils are assisted in learning through attention to language, those whose performance would otherwise be weak often are able to match the level of performance of their native speaker peers. In other words, providing support for language development in the context of teaching content is a step toward greater equity of opportunity to learn.

I don't have time to talk about other subjects today; I and others have also done research in mathematics (e.g., Herbel-Eisenmann & Schleppegrell, 2008; Schleppegrell, 2007) and in literacy and language arts (e.g., Moore & Schleppegrell, 2014; Schleppegrell, 2010; 2014; see also Fang & Schleppegrell, 2008) that can inform the work you are going to take on, much of it also referenced in the document we will be discussing, and I'm glad

to share references to other helpful resources. But a key finding across all of the work that is trying to bring language into content classrooms is that the language teaching that is supported needs to serve teachers in achieving their content-area goals. In my own research, we have found that our most fruitful efforts result from paying attention to what teachers want to teach and offering them strategies for focusing on language in ways that support their content goals. The focus on language needs to be in service of learning the subject, not a linguistic exercise in rules and labeling structures. As in the history examples and the example from science, the key to engaging and involving teachers in this work for us was in identifying aspects of language that teachers could see as relevant to the teaching of the content, with activities that explored language in service of strengthening the children's engagement with content and abilities to read, write, and speak in ways that demonstrated learning. That focused our research and curriculum development on the goals teachers have and offered teachers support for attention to language in support of their disciplinary goals.

The point is not that every teacher should stop teaching school subjects and instead turn to teaching the language of instruction to children who are still learning it. Instead, the goal for us is that teachers talk about language in ways that help their pupils, not just their immigrant children, but all children, better learn the subject. Our experience shows that we can support teachers in teaching their subjects by providing them with knowledge and skills they can use to focus on language as a *means* of teaching content; as a new pedagogical tool.

Learning from other contexts

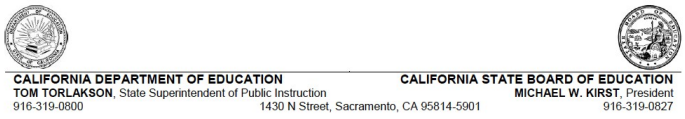
Going beyond my own experience, now, I'd like to share some discussion of issues that have emerged and been reported by others who have taken on this agenda. My own work focuses on identifying linguistic challenges and developing approaches teachers can use to put a focus on language and meaning, but the challenges of this work are not just linguistic, but also relate to the roles and goals of teachers of different subjects, the organization of schools, and the preparation of teachers. Implementing this new agenda will have an impact on the work of language teachers, subject teachers, the ways they work together, and the ways they are prepared. Curriculum developers and teacher educators will need to consider these new impacts as they work to provide support for this initiative.

Speaking first to the language educators among you, from a US perspective, I want to acknowledge that many of us in my country who care about language education envy the opportunities for development of multilingualism that are available to and typically considered expectations for the education of Europeans. As many of you may have experienced or know, we suffer in our context from a hegemonic monolingualism that is not always respectful of the value of knowing more than one language. That is likely not an issue for those of you who work on language curriculum and teacher education. But of course what is similar in the European experience and our experience in the U.S. now is that all of our schools are educating many children who do not already speak the language of instruction. That means it is not just 'foreign' language education that concerns the language teacher, but increasingly, teaching the language of instruction to

children who speak other languages at home. Helping these children learn school subjects in the language of instruction at the same time they are learning the language presents a set of challenges and opportunities for our schools and education systems that can benefit from dialogue across our contexts.

Although we are focused here on infusing a focus on language into all subject, there is of course still a role for language teachers to teach the language of instruction as a separate subject, as children learning a new language will continue to need support for learning about that language from a specialist teacher. We still need classrooms where children coming without much proficiency in the language of instruction have opportunities to learn the language well enough to participate in mainstream classrooms. The state of California, where half of the children in elementary schools come from homes where a language other than English is spoken, offers an example of the policy approach being taken in this regard. A recent initiative there has resulted in a new Framework for English Language Development.

In a letter sent to school administrators across the state (see Figure 5), the school superintendent and the president of the state board of education "recognize [English learners'] unique challenge of learning English as they are also learning grade-level content through English," and introduce the policy that English learners *at all levels and at all ages* be supported with *both* integrated *and* specialized attention to their language learning needs; what they call *designated* English language development. The integrated attention comes in mainstream subject area teaching contexts and the specialized or designated attention comes from work with English as a Second Language teachers.



CALIFORNIA DEPARTMENT OF EDUCATION
TOM TORLAKSON, State Superintendent of Public Instruction
916-319-0800

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CALIFORNIA STATE BOARD OF EDUCATION
MICHAEL W. KIRST, President
916-319-0827

September 18, 2015

Dear County and District Superintendents and Charter School Administrators:

DESIGNATED AND INTEGRATED ENGLISH LANGUAGE DEVELOPMENT

English learners (ELs) face the unique challenge of learning English as they are also learning grade-level content through English. The California Department of Education (CDE) and the State Board of Education (SBE) recognize that both designated and integrated English Language Development (ELD) is an integral part of a comprehensive program for every EL student to meet the linguistic and academic goals at their grade level. The purpose of this letter is to provide guidance for instruction and additional resources.

As a comprehensive approach to ELD, the *English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools* states:

> ELs at all English proficiency levels and at all ages require **both** integrated ELD **and** specialized attention to their particular language learning needs, or designated ELD. (p. 119)

Figure 5: Letter from Superintendent Torlakson and School Board Chair Kirst to County and District Superintendents and school administrators

This policy is supported by a professional development effort across the state to offer current teachers new strategies for both integrated and designated English instruction. The Framework offers resources for teachers at all grade levels and in all subjects, illustrated with videos that present classroom vignettes that show new practices to support language learning. I'm glad to share links with you to the different sections of this framework (Figure 6) and the authors encourage you to explore it and contact them if you have questions, as it offers resources complementary to those you are developing in Europe.

Framework at: http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

Introduction: Lays out the vision for preschool-12th grade students in CA and why there's a special emphasis on ELs in the framework. Figures I.1 and I.2 might be particularly interesting.
http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwintro.pdf
Chapter 2 (Key Considerations): Theoretical foundations and key themes and focus areas of the framework. Section on comprehensive ELD (pp. 104-119), focused on language development in the service of content learning.
http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf
Chapter 9 (Access and Equity): The section on culturally responsive teaching (pp. 916-919) discusses language status, language awareness, language equity, promoting an asset-based approach to culture and language.
http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter9.pdf
Ch. 3-7 (Grade span chapters): Concrete examples of pedagogy. Each chapter has grade level sections with short snapshots and longer vignettes of instruction illustrating integrated and designated English Language Development.

Snapshots: http://www.cde.ca.gov/ci/rl/cf/documents/elaeldsnapshotscollect.pdf
Vignettes: http://www.cde.ca.gov/ci/rl/cf/documents/elaeldvignettescollection.pdf

The authors (Nancy Brynelson, Hallie Yopp-Slowic, and me) explain the ELA/ELD Framework in a webinar:
http://schoolsmovingup.wested.org/a-close-encounter-through-the-writers-eyes-of-the-new-elaeld-framework/

For more information:

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Figure 6. California English Language Development Framework links

The Framework recognizes that for some children, separate specialized instruction to support their English language development will still be needed, but that separate instruction is not the answer to all of the language development issues English learners face in our context. Children who are learning in a second language do not just learn the language once and for all, just as they do not learn science or history once and for all. Instead, at every new level, as they grow and move through school, they need to grapple again with new language: new wordings, new meanings, and new discursive tasks in writing and speaking. As they learn to engage with more challenging subject area learning at each new grade level, the language they need to work with also becomes more challenging, and they need continuing support for language development. That means we also need *integrated* language development support from all teachers; language development that is built into regular, mainstream classroom activities in the ways the Handbook being launched today calls for and the activities I have described today support.

Providing integrated language teaching calls for preparing teachers in all classrooms with knowledge about how subject matter is presented in language and the challenges that

poses for learners. They need to consider how their pupils are expected to interact as they learn, and with what kind of voice and perspective they are expected to speak and write about what they've learned. They need to better understand how the discourses typical of their discipline are organized. This will be a new aspect of teacher learning for many.
New Zealand and Australia have also had experience with this goal and in a recent article, Gleeson (2015) describes her experience working with secondary teachers across subjects in ways that resonated with my own experience. She found that while subject area teachers have expertise in their disciplines, they often lack explicit understanding about the discourse practices and language choices that are functional in presenting the content. Nor do they typically have pedagogical knowledge about how to raise their pupils' consciousness about how language constructs knowledge in their subject. Even teachers of mother tongue language and literature may need new skills for helping language learners analyze and write about literature in the ways expected in their subject area. And we can't expect that these language arts teachers will be able to help their pupils learn to read and write in the ways expected in other disciplines; for example, to read science the ways science teachers do, or to read history with the lens of the historian. That's why science teachers and history teachers need to be the ones who take on this task. Reading history calls for a certain lens to read critically in ways that recognize the author's perspective, and writing in science calls for using language in ways that English teachers would likely not value.

Both the work I've described with the history teachers and the work we've been doing with primary school teachers took several years of effort to get established and take hold, as it calls for challenging teacher learning and for new kinds of collaboration between language specialists and subject area teachers. In that collaboration, each party brings specialized knowledge: the subject teacher brings knowledge about the technical content and the processes of learning the subject, as well as knowledge about the goals for learning and what needs to be achieved. The language specialist brings knowledge about language development and can offer ways of talking about language that bring consistency within a school on the use of terminology, or metalanguage, for talk about language, something that benefits the learners as they move from grade to grade (de Oliveira & Schleppegrell, 2015; Schleppegrell, 2013). In addition, language specialists can play an important role in identifying where a focus on language can be helpful in supporting content goals.

In Australia and New Zealand, subject teachers and language teachers, ESL teachers, have been collaborating for some years now in bringing a language focus to subject area classrooms, and have published research that helps us recognize the challenges of this collaboration. Arkoudis (2003; 2006), for example, reports that the subject teachers' knowledge is typically given priority over the knowledge of the language teacher, and subject area teachers may quickly dismiss suggestions that they do not see as centrally supporting their teaching of the discipline. This makes it incumbent on the language teacher to listen carefully, learn about the goals of the subject teacher, and consider how a focus on language can help the teacher achieve those goals. This may mean offering language teachers opportunities to develop additional skills, learning to assess needs,

recognize how texts are structured, and identify the relevant language skills that can be in focus to best help children meet the linguistic challenges of the content learning.

From the side of the subject teacher, the challenge is to be open to new ways of thinking about what is to be taught, to learn about the discourse features of the texts and discursive genres of the subject, and be willing to explore new ways of supporting their pupils in reading, writing, and speaking in classroom activities. But since subject area teachers are focused on their own goals for the children's learning of the subject, they are only likely to add new activities to their already busy classrooms if they are able to see that they will achieve those goals more readily if they have means of enabling their pupils to engage with and have explicit attention to the linguistic challenges. I'm suggesting here today that it is in fact up to the language teachers to take the lead in working to better understand and articulate ways of putting language in service of the goals of the content teacher. Perhaps we can have some discussion about this challenge.

In working with both the secondary history teachers and the primary school teachers, we have found that building teams of collaborating teachers, especially at the same school site, has enormous benefits and positive impacts. Teachers benefit from discussion and sharing, and children benefit when their teachers talk about language in similar ways as they move from year to year and from subject to subject. So I encourage you to work at the level of the school, if possible, providing incentives for teachers to plan together and share outcomes and experiences.

What about curriculum developers and teacher educators? Those of you in those roles will need to take the lead in developing, modeling, and supporting new ways of teaching across subject areas, and in making it seem natural that teachers would develop deeper knowledge about language as part of their preparation and ongoing professional development. This is just a natural evolution of the ways we have for many years now distinguished between *content knowledge* and *pedagogical content knowledge* (Shulman, 1986). That is, we recognize that it's not enough for someone to know mathematics. To be an effective teacher of mathematics, the professional also needs to understand how children learn, the problems children encounter in learning the subject; the kinds of errors they are likely to make and the misconceptions they are likely to develop. They need to understand the typical trajectory of development of knowledge in the subject and the kinds of atypical developmental paths that some children will follow.

Building on this notion, researchers are now describing the knowledge that teachers need to support language development across disciplines in various ways: as *literacy pedagogical content knowledge* (Love, 2010), *pedagogical language knowledge* (Bunch, 2013), or *disciplinary linguistic knowledge* (Turkan et al., 2014). This refers to knowledge about language in its spoken and written forms, knowledge about the language and literacy practices distinctive to different subject areas, and skills for designing teaching and learning activities that support children in learning subject-specific literacies and language practices. Whatever we call it, the document we will discuss over the next two days points us toward new kinds of knowledge that teachers need to develop in order to be more effective teachers of their subjects.

Promoting a wider understanding of the languages of schooling during all teachers' pre-service training and supporting practicing teachers in developing such knowledge requires that we recognize that teachers draw on deeply held disciplinary ways of thinking that may influence the ways they respond to this challenge. We often see differences between the ways teachers of mathematics and science respond, for example, compared with teachers of history or language arts. Some subjects build their knowledge through more structured learning trajectories, while others may see the subject knowledge as concepts that evolve through reading of texts and analytical discussion (Christie & Maton, 2011; Gleeson, 2015). We have seen in our work that the varied classroom practices that different teachers are comfortable with also call for different ways of building in support for a focus on language. Some teachers use teacher modeling and explanation and student practice and review, while other teachers may encourage student dialogue and collaboration. These different practices will call for different language learning support approaches; there is no one solution that will work for all contexts. But whatever their differences, we have found that all teachers recognize that their subjects are cognitively demanding and want their pupils to achieve at higher levels. This gives us common ground to work on if we stay focused on the ways attention to language can support subject area learning.

Conclusion

The *opportunity* we are seizing here is to build on an increased recognition of the role of language in schooling that has the potential to lead to better preparation for teachers to support all children in learning. Teaching the language(s) of schooling does not only support language learners, but also has the potential to improve the quality of education more generally. All children encounter the knowledge taught in schools through language, and all children need to use language to participate and learn. Meaningful focus on language can support that learning. While it may be the increasing numbers of children from other language backgrounds that has drawn attention to language in new ways, recognizing and addressing this challenge can lead to better education for all. The teachers I have worked with report that when they implement language-focused activities in their classrooms, it is not just English learners who benefit. Many children in our schools who speak the language of instruction do not have opportunities outside of school to engage in the wide range of social experiences necessary to develop fluency in the language(s) of schooling. Like English learners, these children will also benefit from support in learning to use language as a means of engaging in the tasks and discourses of the subjects.

The big idea we are taking up in our work over the next two days is that language teaching can no longer be seen as something done only in a classroom separate from other subjects. For equity and quality in education for all, we need to infuse attention to language into classrooms across the years and disciplinary areas of schooling. The document we'll discuss deals with all of the issues I have raised here in greater detail and with strong support from research. I look forward to engaging in discussion about how to realize the goals of the document in your own educational contexts. As you draw on and build from what the conference document is calling for, I hope we can learn from each

other about how to deal with the challenges and opportunities that this important work presents. I look forward to our conversations today and tomorrow.

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Appendix 4

Le concept de médiation entre CECR et dimensions linguistiques et culturelles de l'éducation

Daniel Coste et Marisa Cavalli

Document intitulé *Education, mobilité…* De quoi s'agit-il et en quoi ce texte concerne-t-il la Conférence ?

D'un projet qui a son origine en 2013

1. Rappeler d'abord les évolutions qui ont amené à considérer un tel projet comme pertinent

- Succès considérable du *Cadre européen commun de référence pour les langues* (CECR) depuis 2001
- Evolutions intervenues depuis sa conception
    - Dans l'environnement européen et plus largement depuis 1990 :
        - une mondialisation accrue et débattue
        - un développement technologique considérable (numérisation, virtuel)
        - des crises économiques et un accroissement des inégalités
        - des interrogations sur les identités nationales et régionales
        - une multiplication des migrations et mouvements de populations
        - un élargissement, mais aussi des tensions au sein de l'Union européenne
    - Dans les travaux de l'UPL
        - de la diversité linguistique à l'éducation plurilingue et interculturelle
        - de l'enseignement des langues étrangères aux dimensions linguistiques d'une éducation de qualité
        - une prise en compte accrue du rôle central des compétences langagières en langue de scolarisation pour le succès scolaire
        - une attention particulière portée aux publics scolaires pour lesquels la langue de scolarisation n'est pas première ou en décalage avec leurs propres pratiques
        - une conception dynamique de la place des langues dans le curriculum
        - des projets portant sur l'accueil linguistique des migrants et de leurs familles ; une poursuite des travaux sur la rencontre interculturelle
- Malgré ces évolutions importantes à différents niveaux, le modèle conceptuel du CECR et sa perspective actionnelle n'ont pas à être remis en question. Noter que modèle du CECR est passe-partout : pas limité dans son principe aux langues étrangères et convenant à différents publics ou types d'acteurs

- Mais besoin peut-être de le resituer à l'intérieur d'un schéma conceptuel de référence de nature à accommoder les évolutions multiples intervenues depuis les années 1990.

2. Une démarche et des choix (parmi d'autres possibles)

- Proposer un schéma (modèle ?) conceptuel à la fois ambitieux et modeste : ambitieux car doit avoir un caractère intégrateur ; modeste car ne pourra être que très général du fait même de sa visée transversale
- S'inscrire dans la continuité et la logique du modèle du CECR et des travaux qui ont suivi : acteur social ; modèle dynamique de développement de compétences ; le tout sous l'angle des dimensions langagières et culturelles et pour différents contextes et publics, avec deux figures majeures et en quelque sorte « polaires » dans les travaux récents de l'UPL : le migrant adulte et l'élève en socialisation, scolarisation
- Considérer que les dimensions du modèle du CECR qui avaient été un peu « oubliées » dans les usages et les débats suivant sa diffusion devaient être le premier appui : « savoir aborder le nouveau », « pluriculturel », « médiation » ; d'où, dans un premier temps, un axe fort : altérité-médiation
- Mais il est vite apparu (grâce aussi à consultation) que l'altérité perçue était à (p)oser comme rencontrée par mobilité : pour le migrant évidemment mais aussi par l'enfant préscolarisé et le jeune scolarisé (cursus, curriculum comme parcours, carrière, trajectoire, mouvement) (les touristes, étudiants ERASMUS et autres en mobilité, professionnels en poste dans différents pays, etc. constituant des cas intermédiaires)
- et que cette mobilité, comme déplacement dans un autre « espace » (aussi bien réel, géographique que virtuel) où de l'altérité est perçue, était aussi à traiter comme un passage dans un autre groupe social, une autre communauté avec ses normes et pratiques langagières (en partie) propres
- Réussir la mobilité, aborder et s'approprier l'altérité, pénétrer un groupe social demande qu'on mobilise et qu'on développe des compétences (savoirs, savoir faire, dispositions) tant linguistiques que culturelles
- Mobilité, altérité, groupe social comme mots clés dans une lecture dynamique des trajectoires d'apprentissage, de socialisation ou de migration telles celles qui intéressent l'UPL. A quoi il convient de plus en plus d'ajouter le rôle éventuel des réseaux
- Mais sous chacun de ces angles de vue, le parcours peut, dans certains cas et pour nombre d'acteurs, être difficile ou semé d'obstacles : mobilité cahoteuse, altérité perçue comme radicale, communauté décidément vécue comme étrangère ou hostile : il est alors besoin d'actions de médiation pour chacune de ces dimension : tous les publics en ont besoin, mais certains plus que d'autres
- Cette médiation vise toujours à réduire une distance entre deux pôles en tension, à approximer, à arrondir les angles, à mettre de l'huile dans les rouages (ce qui ne se ramène pas à du compromis !)
- Selon les publics considérés, cette aptitude à la mobilité, cette perception d'une altérité, cette capacité à s'intégrer et à participer à un groupe social dont plus ou

moins affirmées et disponibles : cela relève du plus ou du moins quant au besoin de médiation

- Médiation de double nature possible : cognitive quand besoin d'informations, de connaissances, de compétences, relationnelle quand il y a à faciliter l'interaction, tenir compte des dimensions affectives, des attitudes et habitus culturels… Deux formes souvent liées, mais là aussi avec des polarisations possibles
- Dans tous les cas, il y a du langagier au travail, des compétences à mobiliser ou à développer, des responsabilités à prendre et à exercer
- Diversité des agents sociaux concernés par la médiation et en situation et posés comme ayant des responsabilités à exercer : acteur social, groupe social, institution
- Dans cette logique d'ensemble (et on rejoint là les questions touchant au curriculum ainsi qu'aux dimensions linguistiques de la construction des connaissances qui font l'objet de la Conférence), il doit être possible de spécifier par des sortes de descripteurs les expériences à (faire) vivre, des actions de médiation à réaliser (par tel ou tel type d'agents / agissants sociaux), des attitudes et dispositions à favoriser, développer
- Sommairement et rapidement présenté, le modèle général ainsi caractérisé est posé comme convenant à différents contextes et différents publics. C'est son ambition et sa justification par rapport au CECR et à d'autres travaux. Il prétend à une portée transversale, mais ne peut être opérationnalisé qu'en rapport à un contexte et à un public particulier.
- Une certaine polarisation, à raison de certaines des priorités récentes de l'UPL, portrait sur deux contextes : la migration et la scolarisation. On n'a retenu ici que la scolarisation. Elle concerne des populations en devenir et notamment des jeunes en « décalage » d'autant plus marqué avec l'école que celle-ci est un impulseur et un accélérateur de mobilité, un concentrateur d'altérité, un mixeur de groupes sociaux et un découvreur de communautés.

3. Quelques exemples (nécessairement très partiels) de cette contextualisation sur le contexte éducatif (démarche d'ensemble et échantillons de descripteurs)

- Le cadre conceptuel a fait l'objet d'une application « expérimentale » au système éducatif. Démarche de contextualisation, partant du principe que tout parcours éducatif de l'élève est à envisager comme une suite de mobilités - internes et externes à l'école - dont la réussite globale aboutit au succès scolaire

Cette démarche de contextualisation a consisté en diverses étapes.

- Mettre en évidence pour chaque niveau des caractéristiques spécifiques du public qu'il accueille, avec une attention particulière aux apprenants qui risquent (pour des raisons diverses) de se situer en décalage langagier et culturel par rapport aux attentes de l'école (enfants parlant des langues régionales, minoritaires, de la migration voire des variétés - non légitimes à l'école - de la langue de scolarisation)
- Définir les défis éducatifs majeurs que chaque niveau comporte pour ce qui concerne les dimensions langagières et culturelles de l'apprentissage en vue de la formation et du succès scolaire de l'apprenant:

    - ces défis se présentant comme des savoirs, savoirs-faire, dispositions et attitudes nouveaux assumant la forme d'altérités parfois perçues comme insurmontables ou bien, à l'opposé, comme stimulant la curiosité, le désir d'apprendre et la prise de risque
    - ces défis devant comporter toujours une mobilisation efficace des ressources pour aboutir à un processus réussi de mobilité
- Caractériser les disciplines scolaires comme des communautés de pratiques se distinguant chacune par des habitus particuliers à acquérir pour une pleine participation dont des pratiques discursives spécifiques – par ailleurs, l'entrée dans ces disciplines, comme dans toute autre communauté, constituant une autre forme de mobilité
- Expliciter le rôle de médiation – tant relationnelle que cognitive - que jouent tous les acteurs du système éducatif chacun en relation avec sa fonction propre (enseignant, élève, parent, chef d'établissement), les groupes (d'élèves, d'enseignant(e)s, de parents, la classe …) et l'institution en tant que telle
- Montrer par-là la responsabilité de chaque individu, groupe et institution en vue du succès scolaire de chaque élève
- Tenter d'exemplifier (exercice non sans danger) la façon dont la responsabilité de la médiation peut s'opérationnaliser, pour s'actualiser, au moyen d'expériences d'apprentissage et de descripteurs, issus des travaux en cours auprès du Conseil de l'Europe, notamment :
    - Le *Guide pour le développement et la mise en œuvre de curriculums d'éducation plurilingue et interculturelle* (version 2015)
    - Le travail en cours de l'équipe coordonnée par Brian North autour, entre autres, des descripteurs de la médiation
    - Le travail également en cours d'une autre équipe engagée auprès de la Direction de la citoyenneté démocratique et de la participation sur *Les compétences pour la culture démocratique*).
    - Ces sources diverses auxquelles nous avons très abondamment eu recours montrent à quel point la réflexion actuelle dans quelque domaine que ce soit (descripteurs du CECR, descripteurs pour la culture démocratique ou encore le Guide pour les Curriculums et ce texte) présente des transversalités fécondes absolument conjugables et sans incompatibilités, malgré la différence des orientations
- La finalité de cette partie exemplificative étant de conjuguer de façon harmonieuse les valeurs du Conseil de l'Europe et les processus de formation, d'enseignement et d'apprentissage pour qu'ils soient performants, à travers leurs dimensions langagières et culturelles, en vue du succès scolaire de chacun.

Exemple d'expériences et de descripteurs de médiation parmi lesquels faire un choix en vue de la présentation

L'exemple suivant souligne des expériences et des ressources mobilisables pour que le répertoire initial de l'enfant soit sollicité et pris en compte : en tant que point d'appui pour sa valorisation identitaire et en tant que point de départ vers l'acquisition de la langue de scolarisation (altérité qui suppose des processus de mobilité en vue de son acquisition car cette langue est indispensable pour l'avenir scolaire et social)

CITE 0 – Accueil, respect, valorisation et exploitation du répertoire [altérité]

Tableau n ° 4 - Diversité et pluralité linguistiques et culturelles

Expérience	expérience pour chaque enfant de l'accueil par l'enseignant (et par les autres enfants) de sa ou ses propre(s) langue(s) et variété(s) linguistiques ainsi que de sa propre expression
Enseignant(e)	Peut amener un groupe à débuter une activité et susciter des contributions dans différentes langues en racontant une histoire/un incident dans une langue et l'expliquant ensuite dans une autre. (DM – V17 – 2015)
Élève	- Peut réagir à une suggestion en s'aidant de stratégies non verbales et d'expressions dans d'autres langues. (DM – V17 – 2015) - Se montre confiant(e) face à des défis et des obstacles, et capable de surmonter de telles difficultés. (CDD – 2015)

L'exemple suivant met en relief un des rôles spécifiques et centraux de l'école démocratique : le retour réflexif sur les expériences vécues et le développement d'un esprit critique qui entraine les jeunes à une réflexion autonome, indépendante et sans *a priori* qui pourra leur permettre de détecter et de contrer les enjeux de pouvoir. Dans cet exemple, à propos des langues.

CITE 1 – Dimension réflexive et critique, *critical language awareness, empowerment* [altérité]

Tableau n° 8 – Réflexion métalangagière et métaculturelle

Expérience	expérience de la variation dans la langue de scolarisation (variation historique, géographique, sociale, écrit / oral, ...) ; conscience de la relativité historique des normes orthographiques autant que de leurs fonctions grammaticales, communicationnelles et sociales
Enseignant(e)	Peut expliquer le contexte avec tact, interpréter et discuter certains aspects de croyances, valeurs et pratiques culturelles, en s'inspirant de rencontres interculturelles, lectures, films, etc. (DM – V17 – 2015)
Élève	- Peut mener une réflexion critique sur les différentes façons de parler utilisées au sein d'autres groupes sociaux ou cultures. (CCD – 2015) - Est capable d'expliquer de quelle manière les relations sociales peuvent être inscrites dans les formes linguistiques employées dans les conversations (salutations, types de discours, utilisation d'explétifs, etc.). (CCD – 2015)

A' partir de l'altérité que peuvent représenter les disciplines scolaires et les genres de textes qu'elles utilisent, l'exemple suivant montre des parcours possibles à travers des activités de médiation classiques (selon l'optique du CECR), pour s'approprier ces genres de textes et pour passer aisément de l'un à l'autre.

CITE 2 – La médiation au sens CECR valant pour toute discipline scolaire [altérité]

Tableau n° 10 – Expérience de médiation

Expérience	expérience d'activités de médiation linguistique (écrire un compte rendu d'un débat oral, résumer dans une langue un article lu dans une autre langue, faire un exposé à partir de quelques notes écrites, traduire une conversation à l'intention d'un tiers qui ne connaît pas la langue dans laquelle elle se déroule, etc.) ; changement de modalités sémiotiques (du texte au schéma,...)
Enseignant(e)	Peut représenter visuellement des informations (avec des schémas conceptuels comme des cartes mentales, des tableaux, des organigrammes, etc.), pour rendre plus compréhensibles les notions clés et les rapports entre elles (par ex. problème-solution, comparer-opposer). (DM – V17 – 2015)

Élève	- Peut élaborer un paragraphe en langage clair en explicitant par écrit les données d'un graphique sur un phénomène donné. - Peut transformer les données contenues dans un texte en un graphique. - Peut formuler en langue de scolarisation les informations principales d'un texte lu dans la première ou deuxième langue étrangère ou l'inverse.

L'exemple suivant présente la situation classique d'une mobilité « réelle », concrète - celle offerte par un séjour linguistique. Y sont mis en relief les rôles et les responsabilités de médiation de l'école et des enseignants et les taches langagières et culturelles qui incombent aux élèves dans les trois phases d'un séjour : l'avant, le pendant et l'après séjour.

CITE 2 - Tableau n° 9 – Diversification des modes d'apprentissage des langues

Expérience	expérience de séjours linguistiques et culturels (préparation, suivi, journaux de bord individuel, journal de bord collectif, recueil empirique de données culturelles) et/ou d'échanges internationaux virtuels
Enseignant(e)	Avant le séjour : - Peut guider les élèves par l'utilisation du PEL afin qu'ils apprennent à auto-évaluer leurs compétences linguistiques et culturelles et à se fixer des objectifs réalistes quant à leur développement linguistique et culturel au cours du futur échange. - Peut présenter aux élèves différentes modalités multimédiales pour enregistrer des informations et des observations en vue du séjour (prise de notes sur carnet ou sur smartphone, prise de photos, enregistrements audio ou vidéo à l'aide d'un smartphone ou d'autres instruments disponibles). Pendant le séjour - Peut prédisposer des situations de communication des élèves avec leurs partenaires et favoriser toutes les occasions informelles de communication dans la vie ordinaire. Après le séjour - Peut guider les élèves à évaluer les acquisitions linguistiques et culturelles réalisées au cours du séjour.
Élève	Tiré du projet PluriMobil du CELV (cf. site du CELV : http://plurimobil.ecml.at/ et Egli *et alii*, 2011) Avant le séjour : - Évaluer ses compétences linguistiques et se fixer des objectifs pour le futur quant à son développement linguistique. - Être conscient de sa perception et des stéréotypes y inclus des autres et de l'altérité. Pendant le séjour - Utiliser ses compétences linguistiques dans des situations de tous les jours et dans des activités spécifiques. - Noter ses observations et ses expériences. - Observer, interpréter et respecter des valeurs, des comportements et des manières de penser provenant de cultures différentes. Après le séjour - Évaluer les progrès dans le développement linguistique, en communication interculturelle, le développement personnel et les compétences métacognitives.

Cet exemple articule d'un seul tenant des finalités du vivre ensemble à des finalités d'apprentissage d'activités langagières et de l'argumentation à d'autres finalités telles que le développement de l'esprit critique et de la réflexivité

CITE 3 – Médiation et groupes, mais aussi surtout valeurs [groupe]

Tableau n° 16 – Projets, activités et réalisations collectives

Expérience	expérience de débats préparés et construits ou improvisés sur des questions d'actualité, suivis d'un retour évaluatif sur le déroulement, les arguments avancés, le niveau d'information nécessaire, etc. ; expérience de et réflexion sur les modalités culturelles de discussion et d'argumentation
Enseignant(e)	- Peut mener de façon efficace une discussion sur un sujet sensible ou délicat, en identifiant les nuances et les sous-entendus. (DM – V17 – 2015) - Peut s'occuper avec tact d'un participant perturbateur, en formulant les remarques avec diplomatie en fonction de la situation et des sensibilités culturelles. (DM – V17 – 2015)
Élève	- Face à une même situation, il/elle remarque les différences dans la réaction des gens ayant d'autres références culturelles. (CCD – 2015) - Lorsqu'il/elle est fermement convaincu(e) de quelque chose, il/elle peut en parler calmement, sans s'emporter. (CCD – 2015) - Peut résumer les points d'accord et de désaccord lors de conversations tenues avec d'autres personnes. (CCD – 2015) - Peut encourager les différentes parties à un conflit à écouter attentivement leurs opposants et à leur exposer leurs problèmes et préoccupations. (CCD – 2015)