



МІНІСТЕРСТВО ОСВІТИ І НАУКИ,
МОЛОДІ ТА СПОРТУ УКРАЇНИ



COUNCIL OF EUROPE CONSEIL DE L'EUROPE

Language Education Policy Profile

UKRAINE

Council of Europe Language Policy Division, Strasbourg

www.coe.int/lang

Ministry of Education and Science, Youth and Sport of Ukraine

www.mon.gov.ua

2008 - 2011

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Executive Summary

A Language Education Profile consists of a *Profile* and a *Country Report*. The *Profile* is the final stage of a three phase analysis of language education policy in Ukraine: the production of a *Country Report* by the Ukraine authorities, the production of an *Experts' Report* by an international team from the Council of Europe, and the production of a *Profile* jointly by the Council of Europe and the Ukraine authorities.

The process of producing an *Experts' Report* involved a group of experts appointed by the Council of Europe, who spent a week in visits to educational institutions and discussions with representatives of the Ukraine education system. The experts collated the views they heard and presented an analysis based on the policies of the Council of Europe, with suggestions for possible future developments. This *Experts' Report* became the basis for the *Profile*.

The *Profile* explains Council of Europe and Ukraine policies on language education, analyses the current situation, and discusses some directions for future developments. The development of the *Profile* took place at a time of much change in Ukraine. It was also a long process due to unavoidable delays caused by natural disasters.

The Council of Europe perspective

The value of a review informed by the *Experts' Report* is to bring to existing planning and innovation a Council of Europe perspective. This can be summarised as follows:

- that all language education must be analysed and planned holistically, to include mother tongue/first language(s) (the language(s) of education, used as media of instruction), minority languages and foreign languages; and that the aims of education should include the promotion of the plurilingualism of the individual
- that language education policy should promote linguistic diversity and the inclusion of all linguistic and cultural groups in a society, and that language education policy is thus an aspect of social policy; at national and regional level it promotes social inclusion and from an international perspective it promotes interaction with other societies and their members.

Analysis of the current situation

Ukraine is a large country which is in a state of political and social transition and this has effects on the education system. The length of compulsory schooling is being reduced but obligatory pre-school education is being introduced; the teaching of Ukrainian is a significant part of the (re-)creation of a Ukrainian national identity; Russian is a strong minority language and many Ukrainians – not only those who consider Russian to be their first language – are bilingual in Ukrainian and Russian; Russian and other minority languages are well-supported in the education system and elsewhere in society; foreign language teaching is highly developed both in specialized schools and more generally with the use of contemporary methods and materials; teacher training has a strong in-service element but there are opportunities for stronger links with practice in both pre- and in-

service training; the introduction of centralised examinations with a specific body responsible for examinations used to decide on university entry is a major new development.

The *priorities of the Ukrainian authorities* include the new pre-school education, teacher training and foreign language teaching.

The language dimension of **pre-school education** needs to focus on the importance of the development in children of the language they need in the education system. This is usually Ukrainian but can also be one of the minority languages. This 'language of schooling' is also a priority of the Council of Europe and its new project 'Languages in Education, Languages for Education' where the crucial role of language in the learning of other subjects in the school curriculum is highlighted with approaches to the analysis of the issues and suggestions for development. Here as throughout this *Profile*, it is evident that a competence-based approach to the design of curricula and the definition of intended outcomes of education is highly recommended. Given the multiplicity of languages present in Ukraine and its schools, the continuing development of the plurilingualism of young Ukrainians can begin in a systematic and planned way through good curriculum design and appropriate teacher education for pre-school education.

Teacher education, both pre- and in-service, is another priority. Pre-service education takes place in many different institutions. Institutions need their independence but also need to overcome isolation and create cooperation so that their graduates are capable of meeting the demands of practical teaching whatever their institutional background. The definition of competences expected of teachers at the beginning of their career is an important step in creating cooperation, allowing institutions to determine their own courses but with all having the same outcomes as their aims.

In in-service education the existence of a system which allows and expects teachers to take training every five years is a major advantage. Training should include emphasis on the autonomy of the learners and how this can be developed, on the theory and practice of plurilingualism, on the significance of language in the learning of all subjects; the Council of Europe project on 'Languages in Education, Languages for Education' provides the theory and materials for such in-service training.

Foreign language teaching is another priority. It is well developed and much supported by Ukrainian authorities and external bodies such as the cultural institutes and education publishers. Communicative language teaching has been established and needs to be extended with more attention to intercultural competence as an aim for learners and the use of new technologies by teachers. The main foreign language taught is English and consideration needs to be given to English as a lingua franca in the contemporary process of globalization, with consideration of the potential impact of English as an International Language on curriculum planning. The role of foreign language teaching in contributing to the creation of national identity has been addressed in new teaching materials and could be extended by an increased emphasis on intercultural competence.

Other aspects of contemporary education were noted by the Council of Europe experts. In particular the ambient plurilingualism of Ukrainians – who may not be very conscious of their competences in several languages – is remarkable. Many Ukrainians speak several languages to different levels of competence and although they may feel that this is not especially significant they have in fact the potential for advanced plurilingualism. This needs to be valued and the development of ‘language awareness’ or ‘*éveil aux langues*’ is strongly recommended so that Ukrainians will value and celebrate their plurilingualism with the further effect that respect for other people’s languages and language rights is enhanced.

The teaching of Ukrainian as a subject in schools is a very significant issue not only in the social policy of creating national identity but also in the educational policy of ensuring that all learners have a good command of the language they use for learning in other subjects. The same principles apply to the teaching of minority languages in schools where these languages are used for instruction. The establishment of ‘standards’ in the language of schooling is an important step in the improvement of the teaching of the subject and its use in other subjects. Standards include the definition of expected language competences at the end of specified stages of schooling, and this demands new ways of thinking for teacher and those who design curricula and produce teaching materials.

Research has shown that learners from socially disadvantaged backgrounds or for whom the language of schooling – whether Ukrainian or a minority language – is not their first language are likely to have problems in learning throughout the curriculum. The teaching of Ukrainian and other languages of instruction needs therefore to take account of such learners and ensure they have the same competences as those for whom the language is their first language.

The issues which face **minority schools** are important and Ukraine pays much attention to these. There is a national standard of education for such schools which provides the basis for ensuring quality education. There is strong cooperation among textbook and materials writers. There is much interest in ensuring the plurilingualism of learners and the provision of examinations through the medium of minority languages is a crucial element of support.

In **foreign language teaching** the establishment of good language learning and teaching practices in schools – including the use of foreign languages as medium of instruction in ‘bilingual’ courses – is the base for further developments need in pre-school education and the education of very young learners. This new development as part of the introduction of compulsory pre-school education and the introduction of compulsory foreign language learning from grade 1 of primary school, is a major focus of attention.

A good **assessment system** is important in every education system and the recent establishment of a body for ‘External Independent Testing’ is a crucial basis for development. Assessment takes place routinely in schools and is usually ‘assessment *for* learning’. Teachers need good training in this kind of formative assessment. Assessment which takes place at the end of a stage of schooling is ‘assessment *of* learning’ and, as now in Ukraine, is usually undertaken by experts with external tests. The definition of expected outcomes though the use of competence-based teaching can be complemented by

assessment which focuses on competences. In this way teachers and learners are more conscious of the outcomes and how they are to be attained and assessed.

Teacher education as already noted is the basis for any educational improvements. The definitions of the competences a teacher needs – whether a teacher of Ukrainian, of other languages, of other subjects – is the starting point for improvement of teacher education. Assessment of teachers' competences can also be based explicitly on these definitions and in this way all teacher training can aim to achieve the same outcomes using whatever methods and contents trainers consider are important.

Comments and perspectives

Language learning and acquisition in **pre-school education** is a much discussed and researched topic because it is widely recognised that language development in very young learners is the basis for success in education throughout life. The introduction of obligatory pre-school education offers many opportunities and raises in particular the question of whether there should be a framework plan for the year which would give principals and others the basis for systematic planning of language development during the year. This framework might include the designation of areas of learning such as 'Communication, text, language' or 'Numbers, spaces and shapes'.

Particular attention can be given in this year to children with delayed language development, especially but not only in their acquisition of Ukrainian language. A cohesive chain of measures for such children would ensure they have a better basis for their education in primary school and beyond.

Bilingual education takes many forms both in education for linguistic minorities and in education for children whose main language is Ukrainian. Ukraine has much experience of bilingual education of all kinds. This could be shared with other countries to mutual benefit. The evaluation of the impact and efficacy of bilingual education is an area for further consideration and development.

Language, knowledge and learning is a complex which is given much attention throughout the Profile. The language(s) of schooling - of instruction and of learning – are fundamental to all success in education throughout life and therefore to the success of the individual and the cohesion of society. *Reading* needs to be given particular attention. This is not just a matter of reading literature – although the presence of separate literature lessons in Ukrainian schools is an important element of education – but also of all other kinds of text. The notion of 'genre' – the 'kind' of text – is important in the clarification of what texts learners need to be able to deal with in schools and outside schools in their daily life. *Writing* is closely related to reading and again the notion of 'genre' is important. Learners need to acquire the competences to write many kinds of text in their school life and beyond. There is opportunity for cross-curricular cooperation here since some 'genres' appear in more than one subject and learners and teachers can draw on this common interest.

Competence-based teaching and learning is highly developed in some countries and has been present in the teaching of foreign language in Ukraine for some time. This way of thinking about teaching learning and assessment is important throughout the curriculum. It is being developed in the planning of curricula for Ukrainian and other languages with some support from the experience acquired in foreign languages. It can be further developed throughout the curriculum with respect to the language competences needed in all subjects.

Intercultural competence is a relatively recent development in foreign language teaching which might be considered in more depth in Ukraine. It is however also a matter of wider significance as shown in the Council of Europe's White Paper on Intercultural Dialogue. Ukraine is a microcosm of Europe and other multilingual and multicultural societies and faces the same potential problems of understanding and communication among different ethnic, religious and other groups. Intercultural competence and dialogue need to be developed in education institutions at all levels.

Teacher training and the use of a competence-based approach has been much discussed throughout the Profile, there is an opportunity for major (re-)consideration of the design of teacher training since Ukraine has a strong system not only of pre-service but also of in-service training.

School principals have been shown to play a crucial role in the development and renewal of education systems. School principals cannot however be expected to be experts in all aspects of education and training for principals should include attention to the role of language in education – the language of schooling – so that they become aware that this is not just a matter for language teachers.

Professional language associations play an important role in all education systems. In Ukraine they need support to increase their membership and also to ensure they have links with similar associations in other countries so that they overcome their sense of isolation.

A national centre/agency and a national strategy for language education has been shown in other countries to have a significant effect on the quality of language education of all kinds. The multilingual nature of Ukraine and the plurilingualism of its inhabitants is an important factor in considering the potential of a national agency of some kind. Such an agency could ensure cohesion among the many bodies involved in language education of all kinds. It would create and maintain networks of professionals in language education, develop curricula and materials, monitor curricula in teacher training, promote innovation and experimentation, support the evaluation of teaching, learning and assessment. Such a centre is particularly important in a country as large as Ukraine to ensure cohesion and coherence across the diversity of the country.

1 Introduction

1.1 The origins, context and purpose of the Profile

The Language Policy Division of the Council of Europe offers to Member states assistance in carrying out analyses of their language education policies. According to the *Guidelines and Procedures*¹, “the aim is to offer member States (or regions or cities) the opportunity to undertake a ‘self-evaluation’ of their policy in a spirit of dialogue with Council of Europe Experts, and with a view to focusing on possible future policy developments within the country. [...] This does not mean ‘external evaluation’. It is a process of reflection by the authorities and by members of civil society, and the Council of Europe Experts have the function of acting as catalysts in this process”.

This activity is known as the Language Education Policy Profile, and the process leads to an agreed report, the Profile, on the current position and possible future developments in language education of all kinds.

The view of the Council of Europe is that analysis and evaluation of language education cannot be compartmentalised, and that language teaching and learning in a country needs to be understood holistically, to include teaching of the national language(s)/language(s) of education, of regional and minority languages, of the languages of recent immigrant groups, of foreign and second languages.

The process of the Profile consists of three principal phases:

- the production of a Country Report², describing the current position and raising issues which are under discussion or review; this report is presented by the authorities of the country in question
- the production of an Experts’ Report which takes into account the Country Report and discussions and observations during a week’s visit to the country by a small number of Experts nominated by the Council of Europe from other Member states
- the production of a Language Education Policy Profile developed from the Experts’ Report and taking account of comments and feedback from those invited to a ‘roundtable’ discussion of the Experts’ Report; this Profile is a report which is agreed in its final form by the Experts and the country authorities, and published by the Council of Europe³ and the country in question.

Thus the Experts act as catalysts in the process of self-analysis and provide an external view to stimulate reflection on problems and solutions.

In providing comments, the Council of Europe Expert Group bears in mind both the priorities of the country in question and the policies and views of desirable practice

¹ Document DGIV/EDU/LANG (2002) 1 Rev. 3

² A ‘Country Report’ is the generic term. This activity may also be applied to a smaller entity such as a region, a local authority or a city.

³ The Country Report and the Profile are also available online: www.coe.int/lang

presented in documents of the Council of Europe, in particular with respect to the promotion of plurilingual and intercultural education as formulated in documents in the project 'Languages in Education, Languages for Education' to be found on the 'Platform of resources and references for Plurilingual and Intercultural Education'.

This present Profile is the outcome of the following:

- a preparatory meeting in November 2008
- a Country Report, accompanying this current Profile⁴
- discussions and visits to institutions by four Council of Europe Experts, and one member of the Council of Europe Secretariat (Language Policy Division) for one week in October 2010 (Appendix 5)
- documentation provided before and during the week visit by the Ukrainian authorities and others
- a meeting of the Experts and representatives of the Ukrainian authorities to review the Experts' Report in January 2011
- a one-day roundtable meeting of the Experts and invited participants from a wide range of sectors in the education system on 31 May 2011
- documents and information provided, particularly after the roundtable, by roundtable participants.

Membership of the Expert Group: Michael Byram (Rapporteur) United Kingdom; Jorunn Berntzen, Norway; Irene Pieper, Germany; Helmut Vollmer, Germany; Philia Thalgott, Council of Europe. Oksana Kovalenko of the Ministry of Education and Science, Youth and Sport of Ukraine acted as liaison person and adviser.

The contents and structure of the Profile, after this introduction, are in three main parts:

- a summary of issues for discussion raised by the internal Country Report and the authorities
- an analysis of the contemporary situation
- reflections on future approaches to language education in Ukraine.

Language education policy and social policy

The core objective of the Council of Europe is to preserve and promote human rights, democracy and the rule of law, as was re-iterated in the Warsaw Declaration of May 2005. Within that context, the fostering of the active involvement of citizens and civil society in democracy and governance, and a European identity and unity based on respect for shared fundamental values and respect for a common heritage and cultural diversity are crucial conditions for success. As stated in the Cultural Convention, this requires the study of languages, history and civilisation in order to gain mutual understanding. It is only on the basis of such understanding that the particular need for political, inter-cultural and inter-

⁴ The Country Report for Ukraine was originally written for the first date planned for the Experts' visit in November 2009. The visit was postponed on two occasions by *force majeure* and took place eventually in October 2010.

faith dialogue described in the Council of Europe's 'White Paper on Intercultural Dialogue' of 2008 can be fostered.

Language teaching and learning is therefore an essential part of social policy in Europe and the analysis of language education policy is part of the effort which all member States make to develop their social policy. The Language Education Policy Profile is a contribution to this process.

Council of Europe Language Education policies

The language education policy of the Council of Europe is founded on the key concept of the plurilingualism of the individual. This needs to be distinguished from the multilingualism of geographical regions.

According to Council of Europe principles

- 'multilingualism' refers to the presence in a geographical area, large or small, of more than one 'variety of language' i.e. the mode of speaking of a social group whether it is formally recognised as a language or not; in such an area individuals may be monolingual, speaking only their own variety
- 'plurilingualism' refers to the repertoire of varieties of language which many individuals use, and is therefore the opposite of monolingualism; it includes the language variety referred to as 'mother tongue' or 'first language' and any number of other languages or varieties at whatever level of competence; in some multilingual areas some individuals are monolingual and some are plurilingual.

Europe as a geographic area is multilingual, as are all its Member states. The Council of Europe has developed an international consensus on principles to guide the development of language education policies which promotes plurilingualism for the individual as a principal aim of all language education policy. This position is formulated in a number of documents listed in Appendix 2.

Plurilingualism is defined in the *Common European Framework of Reference for Languages*⁵ in the following way:

(Plurilingualism is) the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent, has proficiency of varying degrees, in several languages, and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the user may draw. (Council of Europe, 2001: 168).

Thus plurilingualism refers to the full linguistic repertoire of the individual, including their 'mother tongue' or 'first language', and in this document we are concerned with all language education in Ukraine, including education in Ukrainian and in regional and minority languages as well as those languages which are labelled as 'foreign' languages.

⁵ Council of Europe, 2001: *Common European Framework of Reference for Languages: Learning, teaching, assessment*, Cambridge University Press. Also online on www.coe.int/lang, available in 36 languages.

This Profile is informed by the Council of Europe position, contained in the Recommendations of the Committee of Ministers and the Parliamentary Assembly of the Council of Europe⁶ and in normative instruments such as the *Common European Framework of Reference for Languages*, and presented in detail in the *Guide for the Development of Language Education Policies in Europe*⁷. In this latter document it is made clear that plurilingualism is also a fundamental aspect of policies of social inclusion and education for democratic citizenship:

The development of plurilingualism is not simply a functional necessity: it is also an essential component of democratic behaviour. Recognition of the diversity of speakers' plurilingual repertoires should lead to linguistic tolerance and thus to respect for linguistic differences: respect for the linguistic rights of individuals and groups in their relations with the state and linguistic majorities, respect for freedom of expression, respect for linguistic minorities, respect for the least commonly spoken and taught national languages, respect for the diversity of languages for inter-regional and international communication. Language education policies are intimately connected with education in the values of democratic citizenship because their purposes are complementary: language teaching, the ideal locus for intercultural contact, is a sector in which education for democratic life in its intercultural dimensions can be included in education systems. (*Guide for Language Education Policies in Europe* Main Version 2.3)

As a consequence, the Council of Europe's language education policy is to promote 'plurilingual and intercultural education' as defined in the document *Plurilingual and Intercultural Education as a Project*:

Plurilingual and intercultural education needs to be conceived as a global language education, across all languages of the school and in all disciplinary domains, which provides a basis for an identity open to linguistic and cultural plurality and diversity, insofar as languages are the expression of different cultures and of differences within the same culture. All disciplines contribute to this [language education](#) through the contents which they carry and the ways in which they are taught⁸.

It should be noted that while the development of plurilingual and intercultural education is an accepted aim of language education, its implementation is only just beginning in most education contexts. Measures may be more or less demanding, e.g. ministerial regulations concerning curriculum, or new forms of organisation, which may require special financial arrangements, or political decisions, implying extensive discussion at all levels.

Implementation of policies for the development of plurilingual and intercultural education can be approached in different ways, and it is not necessarily a matter of "all or nothing".

⁶ See appendix 1.

⁷ This *Guide* was published in 2002 (rev. 2007) by the Language Policy Division, Council of Europe, and is available online www.coe.int/lang. It exists in two versions to suit the needs of specific groups of readers: a Main version and an Executive version and is accompanied by a series of thematic studies.

⁸ See "[A platform of resources and references for plurilingual and intercultural education](#)" Section "The learner and the languages present in school". www.coe.int/lang

The responses to the Country Profile in any particular country can thus be expected to vary according to their circumstances, history and priorities.

Note on duration of the Profile process:

The preliminary meeting to plan the Profile took place in November 2008 and the Experts' visit was planned for November 2009, after production of the Country Report. This was cancelled due to the emergency arrangements caused by 'bird flu' and a subsequent visit planned for April 2010 was also cancelled due to the emergency caused by an ash cloud over Europe and the cancellation of all flights.

A new government was elected in early 2010 and agreed to the plans made previously but inevitably new developments had taken place and were taking place by the time of the visit of 4-8 October 2010.

In fact, Ukraine is involved in substantial change and transition, in which the Experts' visit and the production of the Language Education Policy Profile is a contribution to a complex process.

Chapter 2 The current situation

2.1 The Country Report – some salient points

The Report, appended to this Profile, describes the teaching and learning of all languages in education in Ukraine and pays particular attention to the position of the Ukrainian language but also the maintenance and use of minority languages in the education system. The position of foreign language teaching is also described and demonstrates how Ukraine is responding to the influences and challenges of modern approaches as set out in the *Common European Framework of Reference for Languages* (CEFR) (see footnote 4 above).

The following points may be noted in particular:

- the reduction in the length of compulsory schooling (from 12 years to 11) and the introduction of 1-year compulsory pre-school which has implications for curriculum planning and what can be achieved in the time available
- the introduction of independent testing as a guarantee for equity in access to universities but which is also likely to create increased harmony in curricula in schools throughout the country
- the significant presence of a large number of minority languages and the commitment to provide education in pupils' mother tongue wherever desired by parents and pupils
- the rich diversity of educational institutions and in particular the multiplicity of language education in majority and minority schools
- the high degree of foreign language competence achieved through specialised schools, and the commitment to communicative language teaching
- the significance of the contributions of foreign publishing companies to the teaching and learning of foreign languages through their materials and also through the in-service training they offer
- the significance of the status of Ukrainian and Ukrainian as language of schooling, and the historical and contemporary relationships of Ukrainian and Russian; efforts to change attitudes towards the Ukrainian language in society
- the presence of philology in secondary education at both the academic and the vocational level
- the presence of widespread bilingualism in Ukrainian and Russian in the population as a whole
- a number of issues in minority language education systems: for example, the question of how teachers for minority language schools such as Polish are trained;
- the significance of strong cooperation with Romania – with course books for Romanian literature etc.
- the tensions between supporting and developing Ukrainian and at the same time supporting the minority languages

- with respect to in-service training for teachers that there a system of regular five-yearly courses but there are some issues concerning a “crisis of professional identity”
- a strong commitment to the European Language Portfolio⁹ which may be complemented by new developments in a more extensive use of a portfolio-approach within the Council’s project on plurilingual and intercultural education.

2.2 Priorities in the review of language teaching and learning

Ukraine is a large country and this has implications for social policy making and implementation, including education policy. Language education in Ukraine is complex due to the presence of a substantial number of minorities in certain areas of the country. In particular the presence of a large Russian speaking minority and the relationship of Ukraine to the USSR in the past means that Russian is almost omni-present in Ukrainian society. 34.1% of the population consider Russian to be their mother-tongue and 64.3% consider their mother tongue to be Ukrainian, with 1.5% identifying their mother tongue as ‘other’, this latter category including more than ten other languages (for more details see: Country Report, p. 40).

Language policy is an important element of national social policy and of the development of a sense of identification with Ukraine, whilst maintaining the rights of minorities to education in their own language. The emphasis on Ukrainian is a reversal of the situation prior to 1989 when the dominance of Russian in society and the education system was leading to language loss.

The role of education in the creation and maintenance of identification with Ukraine is reflected for example in the explicit concern that foreign language teachers be trained to contribute to the maintenance of the national and ethnic identity.

At the current period, the Ukrainian authorities are paying particular attention to a number of specific topics and the discussion of how they might be best developed. These priorities are discussed in this chapter.

Pre-school education

Compulsory pre-school education for children age 5-6 years was introduced in September 2010 with the intention that it should in the relatively near future include foreign language learning. This has implications for teacher training, materials development and curriculum design. Measures to support the introduction of early foreign language learning are being developed in the period up to 2012, and the Cabinet of Ministers of Ukraine approved the concept of a state Target Programme development of Pre-school Education for the period to 2017, and a new programme “Sure start” was accepted in November 2010..

The main objectives of this new pre-school education are to preserve and strengthen the physical, mental and spiritual health of the child, develop respect for national traditions and customs, promote a conscious attitude to the environment and to the natural environment of a child, develop their talents, acquiring social experience etc.

⁹ European Language Portfolio (ELP): www.coe.int/portfolio

Taking the high motivation of parents for **early foreign language** into consideration, the aim is to develop a one year programme for children 5 – 6 years old where special attention is to be paid to the methodology of language teaching and training of specialists in the pedagogical colleges. This development is in tune with trends across Europe where early language learning (ELL) is currently one of the most active fields in language education policy, educational linguistics, and language teaching methodology. Especially since the publication of international reports on educational achievement, such as PISA, the importance of ELL has come to be accepted at all levels of educational policy making as well as by parents.

Programmes designed to give children of pre-school age a good start in primary school by ensuring that they have a sufficient level of competence in the **language of schooling** are also high on the agenda of many European ministries of education and local education authorities. There is a growing interest in plurilingual didactics as a means of developing links between the learning of foreign language learning and first language/national language learning and literacy. Such links are designed to make learners aware of the languages they know, the learning and communication strategies they apply, and the different uses they make of their various languages.

It is generally agreed that language development in general – in first (and where appropriate in second) language – should begin as early as possible. Where previously Early Language Learning was seen as a matter of playful language exploration, increasingly quality and accountability at system level are key concerns, as is indicated by the growing number of country profiles and national language plans and the development of testing materials throughout Europe.

Plurilingualism is much in focus as a concept and as an educational goal. But it seems likely that in Ukraine, as indeed the rest of Europe, there is still a long way to go before the idea of a plurilingual person is firmly embedded in the general public's mind-set. By contrast, there seems to be universal agreement that the teaching of English should begin in primary school or kindergarten.

In several European countries there is a trend towards a competence-based approach supported by the assessment of learning outcomes. Child-friendly standardized assessment procedures in pre-school as well as primary school, including portfolio elements, might help to diagnose, individualize and give the teacher and child feedback on his or her progress and on the adequacy of teaching.

A more systematic and competence-oriented approach to early language development and learning would make it possible to link the pre-primary and primary teaching of English and children's other languages acquired in the family or in their environment a foreign language the family, providing a framework for kindergarten programmes within which diagnostic tools could be developed to assess pupils' prior knowledge in all their languages when they enter primary school. Since early childhood is the fundamental period in the child's language development, this decision may provide extended possibilities to support children in their mastery of languages, whether first, second or other languages. It would also provide excellent opportunities for implementing measures for pre-school children with a special need for support, thus easing the transition to primary school.

The adoption of a competence-oriented approach with a clear focus on early intervention, would require more time to be devoted to methods and theories of language stimulation and teaching in teacher education.

With respect to the specific question of early *foreign* language learning, *foreign* language learning should always be seen in the context of first language(s) acquisition as indicated above. With respect to how the new policy for pre-school education might foster the notion of developing plurilingual competences, the following tools and approaches are noted:

- For policy makers at all levels – from ministry to decisions made in schools, the Council of Europe’s *Guide for the Development of Language Education Policy in Europe*¹⁰ provides suggestions concerning the factors which need to be taken into consideration in analyzing the language environment in a country or region or locality, and the implications this has for curriculum development for plurilingualism
- For teacher trainers, Council of Europe’s *Guide for the development and implementation of curricula for plurilingual and intercultural education*¹¹ provides approaches to taking plurilingual and intercultural education into consideration in the planning of their courses for trainees
- For trainees, courses need to introduce theories of children’s first language(s) acquisition and development and theories of literacy engagement/print access¹² even though children may not be taught to read in pre-school education
- For teachers of foreign languages in pre-school education, courses need to introduce:
 - theory and practice of teaching ‘learning to learn’ and the significance of developing autonomous learners – as appropriate to the age of learners;
 - the literature on ‘third languages’ i.e. the teaching of the second FL in ways which build on the first foreign language
 - the theory and practice of natural/untutored bilingualism (i.e. where children become bilingual or plurilingual due to exposure to more than one language in their environment) as well as Second Language Acquisition so that they understand better the language development of their learners
 - the theory of child development with respect to children’s beliefs about, perceptions of and attitudes towards other countries and peoples
 - the theory and practice of ‘language awareness’¹³ and ‘*éveil aux langues*’
 - the relationships between teaching and developing L1 (and L2 for natural/untutored bilinguals) and the teaching of foreign languages, supported by trainers becoming familiar with practices in other countries in pre-school education

¹⁰ Op. cit. (Note 4)

¹¹ The Full Version and the Executive version are available [online](http://www.coe.int/lang): see www.coe.int/lang → Events 2010 → Forum in Geneva → Documents

¹² Jim Cummins, 2010. *Putting the Evidence Back into Evidence-based – Policies for Underachieving Students*. Council of Europe, Language Policy Division, Strasbourg (www.coe.int/lang)

¹³ For further information on Language awareness see for example: www.languageawareness.org and for *éveil aux langues*: <http://combat.ecml.at/Resources/Bibliography/tabid/1497/language/en-GB/language/en-GB/Default.aspx>

- with respect to intercultural education, the theory and practice of the Council of Europe's *Autobiography of Intercultural Encounters*¹⁴, in particular the version for young learners

Teacher training (pre-service) – for all teachers in primary and secondary schools¹⁵

The autonomy of universities may lead to a certain institutional isolation. The process of agreeing the objectives and content of pre-service teacher training and inter-institutional coordination is a priority in the education of quality teacher resources.

At a general European level – and in Ukraine – some groups of teachers are trained in two separate phases and institutional responsibilities and this might be worth reconsidering, especially from the point of view of the professionalization of teachers. It is no longer satisfactory for teachers to acquire disciplinary knowledge on the one hand and, on the other hand, a number of approaches or methodologies linked only in generalised terms to the teaching and learning of specific topics, insights, pieces of knowledge or problem-solutions and the interactive processes necessary for the construction of a knowledge-base.

This separation of disciplinary knowledge from pedagogical knowledge and skills is prominent where traditional universities are involved whereas pedagogical universities and similar institutions have developed ways of ensuring an integration of discipline and pedagogy. .

Disciplinary knowledge/ the knowledge from a scientific field needs to be transformed in a double transposition – first for study by trainee teachers and then for study by pupils in the classroom¹⁶ – for there to be successful acquisition in the classroom. Future teachers need therefore to study, in their professional education, ‘Didaktik’, ‘pedagogical content knowledge’ (i.e. the academic discipline dealing with the theory and practice of subject-based learning and teaching) or ‘didactiques disciplinaires’. The need for such incorporation of ‘Fachdidaktik’ or knowledge specific to the subject to be taught into pre-service teacher training has been identified in many European countries and begun to be put into practice only within the last two decades.

In Ukraine, as is explained in more detail in the Country Report, there is a need to consider developing cooperation and co-ordination among universities to overcome institutional isolation. Experience from other countries suggests that there is a need for a *national agency for teacher training* which establishes the expected outcomes from training courses for all teachers, including teachers of all languages. Such outcomes can be stated in the form of lists of competences which describe the skills and knowledge teachers need in order to ensure the high quality of teaching and learning in schools: the knowledge and

¹⁴ Council of Europe / Language Policy Division: www.coe.int/lang

¹⁵ Those who work in pre-school education and kindergartens (‘pedagogues’) are trained in different institutions from those which train teachers for primary and secondary schools.

¹⁶ This is discussed in more detail in “[Language and the school subjects - Linguistic dimensions of knowledge building in school curricula](#)” available on [A platform of resources and references for plurilingual and intercultural education](#): www.coe.int/lang

competence goals in the discipline and in ‘Fachdidaktik’, or ‘didactiques disciplinaires’. Such lists can be combined with a curricular framework for effective teacher education (for both pre-service and in-service training) and made explicit at the national level, so that individual institutions can be monitored against these expectations.

On the basis of such standards, individual universities may decide their own approach to training provided that the content and methods of courses lead to the expected outcomes and competences in their students. Such outcomes can be demonstrated by different means: formative and summative assessments and tests, documentation of appropriate experience of teaching practice in schools, self-evaluation reports by students etc. In this way all providers of teacher training/education maintain their freedom to teach and assess as they wish but also ensure that the learning outcomes are appropriate to the profession of teaching as defined nationally.

Teacher training (in-service) for teachers of all languages and of other subjects

Due to the shift to learner-centered teaching and broader introduction of learner autonomy, teachers need to be re-trained in order to pay more attention to innovative teaching methods and be more effective in the classroom interaction. The *Common European Framework of Reference for Languages* and the *European Language Portfolio* have been developed with a focus on foreign language learning but have relevance for all languages and might be promoted through the pre-service and in-service teacher training programmes .

With respect to the significance of autonomous learning and familiarisation with new methods of teaching, the following approaches are noted:

- all trainee teachers are introduced to the principles of autonomous learning and its rationale, in contrast with teacher-centred *ex cathedra* teaching; this also includes notions of democracy in the classroom and learner involvement in planning their own courses of study
- all trainee teachers are introduced to the theory of plurilingual and intercultural competence with reflections on how this impacts on their planning and implementation of teaching; the Council of Europe’s ‘Platform of resources and references for plurilingual and intercultural education’ provides fundamental explanatory papers, which can be augmented by new teaching materials
- trainee teachers in each of the language subjects (Ukrainian as a subject, foreign languages, regional and minority languages) consider the practical modes of implementation of autonomous learning in teaching their language(s) and how their language subjects can be linked to other language subjects
- trainee teachers intending to work in schools where children are natural/untutored bilinguals consider the ways in which their learners learn¹⁷

¹⁷ Papers provided on the ‘Platform of resources and references for plurilingual and intercultural education’ in the section dealing with ‘Regional, minority and migration languages’ provide a basis for this work

- trainee teachers in subjects other than language subjects (the natural sciences, the social sciences etc) are introduced to the significance of language in their own teaching¹⁸.

Modern foreign languages in school

From 2012, a foreign language will be obligatory from first grade of schooling. It is expected that the State Framework (Standards) for general secondary education and revised curriculum will have been fully implemented by 2012. Only then can a decision be taken on the future place of modern foreign languages in the system of general secondary education. In the meantime, this Language Education Policy Profile provides the opportunity to reflect on the future of foreign languages in the system of general secondary education and to consider the implications of various long-term options, especially as regards teacher education and supply.

The key factors that might inform the decision-making process regarding the future of modern foreign languages include the following:

- the introduction of foreign languages for (very) young learners necessitates a curriculum for the whole of obligatory education which in particular ensures that transition from one stage of education to the next is coherent, avoiding repetition or gaps in the learning process
- an approach to FL teaching and learning which promotes plurilingual and intercultural competences needs to take into consideration the details of curriculum planning as described in the Council of Europe's *Guide for the development and implementation of curricula for plurilingual and intercultural education*; the teaching of foreign languages cannot be seen in isolation from the teaching of other languages and the plurilingual repertoire of the learners
- the significance of English as an international language (EIL) has implications for the aims and methods of teaching this language and its relationship to other foreign languages and these implications need to be considered in teacher training and in curriculum planning; English may now be seen both as a 'basic skill' and in its traditional role as a language associated with the country, people and culture of Anglophone countries, and curriculum planning and outcomes need to be designed according to the purposes of English teaching
- foreign language teaching is now generally recognised as a matter of developing both linguistic and intercultural competences and the training of teachers and the planning of curriculum content and assessment need to take this into consideration
- Ukraine has many learners who are naturally bilingual to varying degrees, including in languages usually thought of as 'foreign' in other countries – e.g. German and Russian – and this has implications for the foreign language curriculum, to ensure that such learners have not only oral but also written skills and not only the competence they need for using the language in Ukraine but also knowledge of the countries where their language is spoken as the official or national language
- Ukraine has some very valuable experience of 'Content and Language Integrated Learning' whether this terminology is used or not; further developments of the potential

¹⁸ The 'Platform of resources and references for plurilingual and intercultural education' has a section 'Languages in other subjects' which provides the basis for this work

of CLIL in foreign languages – and in regional and minority languages – are a key factor in language learning achievement and in the planning of curricula so that language learning does not take an inordinate proportion of curriculum time; again the Council of Europe's *Guide for the development and implementation of curricula for plurilingual and intercultural education* is important here as is the *Guide for the Development of Language Education Policies in Europe*.

In a more general perspective on the curriculum, foreign languages can contribute to a whole school language policy. On the one hand, all language learning has to be linked and conceptualized as a whole¹⁹. On the other hand, the actual development and realization of steps towards a whole school language policy may be best considered on the level of individual schools or a network of similar schools.

Modern foreign languages not only have to open windows to foreign languages, but also to Ukrainian and other languages as mother-tongue/first language, secondly to the presence of minority languages in Ukraine, and thirdly to the significance of successful learning of language(s) in all subjects. In order to make this development possible, foreign languages pedagogy and curriculum design needs to incorporate the various dimensions of plurilingualism. The focus on language functions, discourse functions and genres as dealt with in many other subjects, whatever the language of instruction, is a common theme around which cooperation can begin.

A second approach to this particular issue can be made through the field of research and teaching on 'language awareness' and 'éveil aux langues'. Since almost all Ukrainians experience in the reality of their everyday life an environment in which Ukrainian and other languages are constantly present, the reflection on languages and language learning through the work on 'language awareness' and 'éveil aux langues' can help all Ukrainians to become more conscious of their existing plurilingualism and the advantages it embodies. This dimension of language teaching and learning needs to be introduced into teacher training and curriculum planning.

In all of this there is a particular role for the *CEFR* and the European Language Portfolio to set and measure learning and teaching goals, as has been demonstrated in other countries in Europe and beyond. Curriculum and teaching materials, and assessment – formative and summative testing and examinations – are planned to meet specific levels of the CEFR. There is some research on the amount of classroom time needed to reach a specific level and it is clear that the 'distance' between levels is not identical, from A1 to A2 and from B1 to B2 for example. This needs therefore to be taken into consideration in curriculum planning, and there is much experience in other countries which can be drawn upon for Ukraine.

Foreign language teaching and national identity

¹⁹ an issue which is much appreciated in Ukraine already with a new project of the Ministry posted on the website: www.mon.gov.ua

As pointed out earlier, education plays an important role in the creation and maintenance of identification with a country, and foreign language teachers also have a role to play in this process. Their teaching needs therefore to include this element of their work and responsibilities and in this respect the following points are noted:

- This aim for foreign language teaching is to be found in the policies of other countries too although there is little clarity of how it should be implemented; there is a need for consultation among educationists about this policy
- In Ukraine there are already textbooks for English which aim to implement this policy by including information (in English) about Ukraine, and a scientific evaluation of their efficacy may be worthwhile
- In addition to an approach which uses textbooks to inform about Ukraine, textbooks can include juxtaposition of information from other countries and Ukraine to give new perspectives; this approach has been strongly developed under teaching for ‘intercultural communicative competence’
- Foreign language teachers are particularly well placed to use the Council of Europe’s *Autobiography of Intercultural Encounters* to help learners to reflect on their own as well as others’ identities and how people of different social identities (e.g. national or ethnic or gender or religious) communicate and interact together as citizens of their own country and of Europe; the theory of intercultural citizenship is relevant here as are the links with Education for Democratic Citizenship
- The question of whether foreign language learning – especially English as an International Language – has a detrimental effect on learners’ identification with their own country is much discussed but with little evidence and a scientific, evidence-based evaluation of this issue is worth consideration.

Chapter 3: Analysis of the current situation in language education

3.1 Introduction

Language education policy cannot be analysed without attention to contextual factors, contemporary and historical. The (re)-establishment of the independence of Ukraine in 1991 brought a need for nation-building and, as has been demonstrated by many historians of nationalism, education always plays an important role in this process. In particular the education system in any such situation is used to reinforce the presence of a national language in society and in the minds of citizens, and the values it symbolises and which are embedded in it.

This process is more or less complex depending on the number of languages and language varieties present on the territory of a state and Ukraine is a multilingual country with many languages and varieties present on its territory (for details see Country Report Section 5), where the population is already plurilingual and has potential to develop their plurilingualism even further.

The teaching of Ukrainian language and literature (together with international literature) – ‘the state language of Ukraine’ (Country Report, section 4.1) – and other languages of the territory together with foreign language teaching have to be seen in this context.

3.2 Plurilingualism in the Ukrainian population

The distinction between multilingualism and plurilingualism is important²⁰. The territory of Ukraine is multilingual because there are many languages present, not including languages which are perceived as ‘foreign languages’ such as English, French, Spanish. Many of the people of Ukraine – probably the overwhelming majority – are plurilingual because they can use (speak and/or understand, read and/or write) more than one language or language variety to some degree. Most Ukrainians can use some languages to a high degree of proficiency and in many domains of their life, and other languages at a lower level of proficiency and in fewer domains of their life.

This plurilingualism is evident and no doubt conscious for those people who use Ukrainian and a language from a different language family such as Hungarian or Romanian. It is less self-evident where people use related languages, in particular Ukrainian and Russian, where the degree of intercomprehension is often perceived as very high. Discussions with school pupils, teachers, parents and others usually bring a range of answers about the distinction between the two languages and their awareness of making a separation in their daily usage. Some Ukrainians are very conscious of when they were using each language, others less so; some think of the two languages as being noticeably different, others think of them as being so close that they are difficult to distinguish. Furthermore there is a range of views about the

²⁰ The distinction between multilingualism and plurilingualism is used within the documents of the Council of Europe to refer to geo-political spaces on the one hand and the competences of individuals on the other. Most if not all geo-political space are multilingual but often, within such a space, some people are plurilingual and others are monolingual. See Chapter 1 above for more detail.

In documents of the European Union, the term multilingual is used both for spaces and for people.

status of Ukrainian vis-à-vis Russian, a status clearly influenced by historical and contemporary social and psychological factors²¹.

At the moment, people sometimes see the relationship of Ukrainian and Russian as in rivalry for position within society and, perhaps, as making competing claims on the individual plurilingual person to be a speaker either of Ukrainian or of Russian. The Council of Europe takes the view that all linguistic diversity is enriching for countries and for individuals and should be encouraged.

The social position of languages and language varieties is a matter of general language policy and planning – and of the power relationships and attitudes associated with this – and this is beyond the scope of this analysis which deals only with education and language education policy. In the context of education and education policy however, the plurilingualism of individuals should be valued and the valuing of plurilingualism needs to be built into the language curriculum²². A starting point for this is offered by the notion of ‘language awareness’ / ‘*éveil aux langues*’ where the purpose is to make learners aware of the significance of language in their lives, and conscious – and proud – of their own personal plurilingual repertoire. The introduction to teaching for language awareness – the aims, methods and materials – is an important element of teacher education, both pre-service and in-service. The intended consequence is that learners of all ages become proud of all their languages and conscious of how they use them, of the different levels of proficiency they have, of the ways in which they can use their whole repertoire with appropriateness in different social contexts.

It is worth noting at this point that even very young learners, including those in pre-school education, develop understandings and attitudes to other countries, peoples and languages and it is therefore important to consider how in pre-school education too, children can be brought to a greater awareness of their languages.

An analysis might be undertaken of the educational need and moral right of all learners to be able to reflect on and use all their languages in a complementary repertoire, whatever the political status of any specific language in their repertoire.

This concept of repertoire is crucial. It is clear that the majority of people in Ukraine are plurilingual and have a rich repertoire (see appendix 4).

²¹ With respect to the relationship of Ukrainian and Russian, it is not our intention to discuss the distinction in terms of linguistic scientific analysis, because the focus here is people’s perceptions which are as significant to them, if not more so, than any scientific analysis of the linguistic patterns and links between the two languages.

²² By ‘language curriculum’ we refer to the teaching/learning and use of all languages within an educational institution, as explained in detail in the ‘Languages in Education, Languages for Education’ project of the Council of Europe, in for example the paper on ‘Plurilingual and Intercultural Education as a Project’ available on the ‘Platform of resources and references for plurilingual and intercultural education’ (http://www.coe.int/t/dg4/linguistic/langeduc/boxb-learner_en.asp#s2).

In future developments in policy, curriculum, teaching methods, assessment etc the following issues need to be taken into account:

- The valorisation of the plurilingualism of Ukrainian people
- The importance of recognising different kinds of (natural) bilingualism and the different language families involved
- The cognitive advantages which can derive from bilingualism
- The potential for new perspectives on multilingualism and plurilingualism – and the value of the plurilingual repertoire of most if not all Ukrainians – from knowledge of other countries and their education systems.

3.3 The teaching and learning of Ukrainian

3.3.1 Starting points and information base

The Country Report describes in detail how the promotion of the Ukrainian language has been given strong emphasis over the last ten years as Ukrainian was introduced as a state language in 1989. Special efforts are needed to strengthen its role in education. Ukraine here faces several major challenges: On the one hand Ukrainian is to be strengthened with regard to its use in education and public life and with regard to its social status (Country Report Section 4), on the other hand the rights of the national minorities are confirmed, including the right of education in the minority language²³. At the same time foreign language education has become a strong priority.

Work on the curriculum for teaching Ukrainian is ongoing. The content of the subject has been reformed via the introduction of a new syllabus. Different types of secondary education in grade 10/11 have got different syllabi, and an exit test in Ukrainian provides the access to higher education(see further below Section 3.6 on assessment). It is also important to update conceptual principles of the Ukrainian language study at secondary schools, and to develop further language programmes, good textbooks and the professional training of teachers of Ukrainian.

Conceptual work on the subject Ukrainian currently taking place aims at transversal links between teaching/learning the Ukrainian language and teaching/learning foreign languages, and this corresponds with the views of the Council of Europe on the languages of schooling. There are then several dimensions to the teaching of Ukrainian language.

3.3.2 Ukrainian as a school subject

From the point of view of the Council of Europe's promotion of *plurilingual and intercultural education* Ukraine is a good example of the need to have related aims in language education. Given that according to a recent poll 41,8% of Ukrainians considered Ukrainian as the most important language of their everyday life, 36,4% Russian and 21,6%

²³ Ukraine ratified the *Charter for Regional or Minority Languages* (www.coe.int/minlang) in 2005, which involves regular monitoring reports.

see themselves as bilingual (Country Report section 4.1), Ukraine is a state where multilingualism and plurilingualism is wide-spread and plurilingualism can be supported via education. There are provisions for congruent curricular developments in the various languages and for transversal links. This includes an emphasis on curriculum planning which identifies the expected outcomes from teaching and learning which are described in terms of competences. The shift to competence-based approaches is an opportunity to ensure coherence among the language subjects.

Against this background, the subject Ukrainian has an important function in strengthening national identity, i.e. creating an emotional relationship to Ukrainian. At the same time it is crucial that competence in Ukrainian develops in functional, cognitive and social terms, not least because of the significance of language in learning other subjects. Personal development and language learning are a further dimension of this approach to teaching Ukrainian which avoids approaches to language which focus only on functions and uses and thus are reductive.

At the same time, it is necessary to secure *standards* in the Ukrainian language at the end of schooling and prior to higher education, thus making sure that school leavers have a sound subject knowledge in the subjects of language and literature and master a wide range of functional aspects of language (for details see: Country Report, section 4.2.1). This is an important pre-condition for successful tertiary education.

Standards

The National Curriculum is therefore based on standards as in other European countries. However, in many countries the introduction of standards in language as a subject has been a challenge for curriculum developers because it demands a turn towards an *outcome orientation* and a *competence based approach*. This approach often requires that aims are re-phrased and standards formulated which are difficult to assess via central examinations within this new framework. Furthermore, standards in language as a subject are often more demanding than students' performance can match in the end.

This means a careful review of current curricula from a pragmatically sound competence-based perspective. The widely accepted domains of speaking and listening, reading and writing must be covered as well as reflection on language (see below). Normative expectations have to be balanced by a descriptive analysis of what learners can do at a certain stage of their development, taking empirical data into account (e.g. from assessment) and working out competence models in a developmental perspective which form a guideline for standards.

The achievement of standards is tested both by school and independent testing, although in different ways. The priority is to ensure that *examination standards* are transparent with regard to content and status and that the examinations of the various bodies are congruent. Examinations must be not only knowledge-focused but also concern with examining problem-solving and process skills and clearly linked to objectives that have been agreed. Evaluation of the procedures has to be performed regularly in order to clarify standards and in order to make sure that institutional improvement is possible.

Reflection on language

On the level of the programme of study, the domain of reflection on language, which traditionally has been termed ‘grammar’ will be considered for inclusion among the standards.

Reflection on language includes comparison of languages and intercultural aspects of language use such as comparing proverbs, ways of greeting each other, words of foreign origin, derivational morphology, lexical fields and so on. *Reflection on language* (‘language awareness’ or ‘*éveil aux langues*’) as well as the development of efficient language learning strategies on the part of learners themselves are valuable developments within a plurilingual and intercultural approach.

Literature teaching

The stress on literature and culture within the teaching and learning of Ukrainian moves beyond a monolithic conception of national literature only. Both Ukrainian literature and world literature are taken into account, and children’s literature is given some priority with younger students. Future developments for consideration include enhancing possibilities for an *intercultural approach to teaching/learning literature*. Given the multilingual nature of Ukraine, literature of the borders and from the diverse linguistic backgrounds can also be seen as exemplifying various cultures and as embodying an intercultural dialogue.

There are initiatives which strengthen the Ukrainian language as a literary language and at the same time make room for experiences of the living language for learners with extra-curricular activities. An example of this is the “masters of modern classics” programme provided by the literary institution of Kobzar. Authors and singers who write and perform in Ukrainian are invited into schools, read to pupils or sing and discuss with them. Initiatives of this kind make a valuable example of opening learning to literary and cultural praxis and at the same time strengthening personal links to Ukrainian. The programme also includes other activities such as training workshops for teachers, various excursions, visiting theatre performances, the organisation of festivals. Sportspeople also take part in the events.

Literary history also forms a central point of orientation within the curriculum and knowledge of the developments in literary history is an important aim. However, as historical texts often pre-suppose prior knowledge and show less common linguistic features, choice of texts and methods needs special attention, observing the demands implicit in texts with respect to previous reading, interpretation and knowledge when choosing/proposing literary texts. Demands in reading need to be clarified and different types of reading need to be explicitly taught so as to make it possible for learners to engage with literature.

In this context it is also important to note that, as has been emphasised in PISA surveys, learners need to develop their reading skills in texts of all genres, whether fictional or factual (as well as their competences in evaluating, discussing and writing about what they have read).

This is complemented by an awareness of the new media developments which affect learners' attitudes towards literature. To support reading engagement has become an aim to be stressed in the curriculum which has significant methodological consequences and which needs room within the allocation of hours. Furthermore, the question arises where other media (film, internet) should be dealt with in the curriculum.

In short, a reading curriculum has to be implemented with respect to all kinds of reading and not only focused on the teaching of literature. A review of the curriculum is important to ensure a balance of aims: reading to learn about literature and culture, reading for personal development, reading as experiencing the other, experiencing different literary genres and other media, and literary praxis in and outside the classroom. To encourage personal engagement in reading and in dealing with literature it is important to implement practices where students can engage in literary praxis: via dialogical settings – conversations and discussions – via visiting lecturers or theatre performances, via producing literature themselves and bringing in private reading experiences and experiences with other media.

Teaching Ukrainian in multilingual environments

Teachers in pre-school, primary and secondary school often teach Ukrainian to students who speak a minority language at home so that Ukrainian is their second language or even third language in cases where they speak one minority language at home, and another in their environment outside the home. This requires a different methodology especially in the early school years than if all speakers had the same proficiency in the language already. Transversal curricular links as explained in the *Guide for the development and implementation of curricula for plurilingual and intercultural education* are crucial here and special attention needs to be given to teacher training in this area.

Textbooks

Textbooks are of high importance for teaching/learning Ukrainian. Textbooks vary according to the different linguistic backgrounds of learners, and there are specific textbooks for students who speak a minority language at home. Consideration of how far final examinations also need to be specified for such students is also important.

The Ministry of Education and Science, Youth and Sport plays an important role in the production as well as the approval of textbooks since it sustains groups of textbook authors itself as well as carrying out the function of validating and approving textbooks written by others and/or imported from other countries (particularly in the case of foreign language textbooks). Schools may then choose among a range of validated textbooks.

It must be a high priority to see that tasks in textbooks provide for challenging and inspiring processes of learning and that they match the competence-based goals in teaching Ukrainian. The domains of reading, listening and speaking have been given more prominence, and expertise and experience from foreign language teaching has been transferred into the teaching of Ukrainian. Recent developments such as the European Language Portfolio have been taken up. Textbook authors make provision for self-reflecting learning and students are supported to monitor their acquisition of competences. Working

with a portfolio is often experienced as demanding for students, and teachers need to be enabled to support students' learning with this means.

Recent textbooks for Ukrainian have a *cultural* approach and language is seen as an integrated part of culture. Given the potential in Ukraine for plurilingual and intercultural education, this approach could be extended towards an *intercultural* approach i.e. where the relationships among languages and texts are included in the focus of attention.

The point made earlier that the role of Ukrainian as a subject in creating identification needs to be balanced with demands for functional use and competences is especially important with respect to textbooks. There is potential in current developments to carefully balance a functional, communication-oriented approach with one which recognises language learning as a key to personal development and identification. There is also potential for communication among textbook authors from Ukrainian language, minority languages and foreign languages to ensure coherence and links across the curriculum. There is an awareness among those involved of the need to ensure that teachers are enabled to work within the new paradigm and make the best use of the materials on offer and under development.

In future developments of policy, curriculum, teaching methods, assessment etc, the following issues need to be taken into account

- The dual role of the teaching Ukrainian as a subject combining the creation of identification with language and nation with a standards and competence approach where assessable outcomes are expected
- The importance of making transparent the standards set in university entrance examinations and the co-ordination with those used for teaching, learning and assessment in schools
- The possibility of taking into account, in the formulation of examinations in Ukrainian those learners whose first/dominant language is not Ukrainian
- The consideration of how a curriculum in literature can take into account an intercultural approach, the requirements of literary history and the demands and changes in reading created by new media?
- The Importance of ensuring that the curriculum promotes reading skills in all genres – fact and fiction – to a high level as reflected in for example the focus of PISA tests
- How textbooks and the methods they use can combine language teaching not only with Ukrainian culture but also with an intercultural approach.

3.4 Minorities and their language curricula

The Country Report (Section 4.1) explains how according to the law on languages of 1989 Ukrainian was established as the state language, and minority languages are also guaranteed free development according to the constitution. Given the importance of minority languages in the country this is a very important issue. The recent poll quoted above in section 3.3 says that Russian is considered as mother tongue by 34.1% and other languages by 1.5% of

the population. The use of minority languages seems to have been increasing since 2001, a positive development possibly linked to more supportive educational efforts.

There is schooling provided in the minority languages and 19.63% of pupils study in schools with minority languages of instruction. Several languages are involved: Russian, Hungarian, Crimean-Tatar, Moldavian, Polish, Bulgarian, Romaic, Romanian, Slovak, Turkish. Apart from schools, cultural-educational centres or Sunday Schools take care of other minority languages.

A transversal development of the language curriculum, as described in the *Guide for the development and implementation of curricula for plurilingual and intercultural education*, would ensure that learning in and of minority languages is not put at risk by the aims first of developing Ukrainian for purposes of nation building and social cohesion, and second of developing foreign languages in response to economic globalisation and social internationalisation.

The *Report of the Committee of Experts on the Charter for Regional or Minority Languages* (p.12) states the need for a balance: neither should regional and minority language be protected to the detriment of Ukrainian nor vice versa. To do justice to both is a challenging goal. In Education there is a need to ensure a sound knowledge of the language of schooling as well as of the minority language and this demanding challenge for learners can be analysed and reviewed in terms of the outcome expectations (competences) and assessment practices.

For some students, learning Ukrainian is very demanding because of the greater distance between their languages and Ukrainian. The Hungarian and Romanian communities are particularly noteworthy cases. A scientific study of the learning difficulties for these and other communities with similar language distance might ensure that learners in these minorities can be taught both the minority language and Ukrainian to a satisfactory level.

The curricula for schools teaching in minority languages follow a recent National Standard of Education and thus have a recent curriculum and syllabus. The framework has also adapted a competence based approach, which can be the basis on which to stress transversal links between Ukrainian, minority language and foreign languages on the level of curriculum development, as described in the *Guide for the development and implementation of curricula for plurilingual and intercultural education*

There is cooperation among national textbook authors and the same authors may for some subjects design the textbooks for Russian and Ukrainian. As the most widely spoken minority language, for Russian as a first language, the availability of teaching material of high quality is good and sets a standard to be met for other minority languages. There is potential for intensification of cooperation among the experts in language teaching and didactics across all languages concerned, because this too is a basis for a transversal approach, as is the pre-service and in-service training of teachers, to which we shall return below.

There is a strong interest in dealing with the issues facing minority language schools by introducing a policy of plurilingualism as the aim of schooling. Some Ukrainian experts point to the challenges of teaching subjects other than Ukrainian in the Ukrainian language in such schools. The expertise presented through the Council of Europe's *Platform of Resources and references for plurilingual and intercultural education*²⁴ is important in this respect because it examines the role of the language of instruction in the teaching of other subjects. At the same time the expertise and experience which has been developed in Content and Language Integrated Learning (CLIL) and in bilingual education in minorities in other countries in Europe and beyond can be drawn upon in the development of the use of Ukrainian.

Testing in all subjects apart from Ukrainian is provided in minority languages also although the Country Report alludes to possible changes in this respect. Assessment practices must neither contradict the maintenance of minority languages nor the attempts to ensure proficiency in Ukrainian. There are special textbooks for the subject Ukrainian language and literature for minority language students and they have the same syllabus but additional hours per week for study of the subject. They sit the same examinations at the end of schooling.

In future developments in policy, curriculum, teaching methods, assessment etc the following issues need to be taken into account:

- The provision for more interaction among teachers to ensure a transversal approach to textbook design and curriculum development
- The development of new methods of teaching which help in particular learners from language minorities where the language is in a different language family to Ukrainian
- How learners can be given greater understanding of and responsibility for their own learning by a transversal approach to textbooks and curriculum
- The provision of opportunities for qualified teacher training – pre-service, in-service – in the field of minority languages.

3.5 Foreign language teaching and learning

In addition to the description of foreign language teaching in the Country Report, the following points are noted:

- there is considerable knowledge of communicative language teaching theory and practice – although perhaps not of the criticisms which have been made of this in recent years
- the CEFR and the ELP have been a significant and influential source for the developments which have taken place in the last two decades, including the production

²⁴ The Platform includes documents and guidance for three main areas: the languages of migration and minorities, the language of schooling and foreign languages. Perspectives on these areas include curriculum design, assessment, setting of standards etc

of Ukraine's own ELP, but widespread knowledge of the CEFR among teachers does not exist²⁵

- in-service teacher development has been pursued vigorously not only within the programme of a regular five-yearly period of training, but also with the help of foreign publishers and cultural institutes on short courses focused on practical and theoretical changes
- teacher development has been successful with respect to the acquisition of CLT skills and now new needs for example in the use of new technologies are emerging; although the availability of such new media varies by region and particularly in the contrast between urban and rural schools
- language teacher associations are active in teacher development but have low membership and feel somewhat isolated from the rest of Europe and in need of more contacts with their peers
- cultural institutes have played an important role in training and in particular in the provision of new knowledge about assessment
- changes in teaching and learning have led to better levels of proficiency among those leaving school but this leads in turn to difficulties in universities in that their curricula are dated and there is little co-ordination among universities
- the teaching force is not being sufficiently renewed by young people since students on teacher training courses often take up other careers; for example teachers of French in rural areas are often quite old and even of post-retirement age but still teaching
- teaching materials and especially textbooks imported from outside Ukraine have been an important stimulus for change in teaching methods; textbooks produced within Ukraine however now also represent these changes and there are major efforts to use new media to provide schools and their teachers with innovative materials and methods.

A basis for efficient foreign language teaching for communicative purposes has thus been established, and new approaches to assessment are in development. The practice in schools is however uneven, with differences between town and country and perhaps particularly between Kyiv and other areas.

²⁵ This is however not unusual as Martyniuk and Noijons point out in their summary of a survey carried out in 2006 in Council of Europe member States:

Respondents indicate that the Framework is well known by the institutions in question and quite well accepted by the majority of teachers. (...) On the other hand, some respondents view the CEFR's impact as quite modest so far. They point out that it does not yet play an important role for the teaching profession at the school level, although it has undeniably contributed to more transparency and coherence in general. These respondents find that the full potential of the CEFR has not yet been realised, partly due to the fact that it is still not very reader-friendly and a greater effort is needed to mediate it to users.

In "Executive summary of **results of a survey on the use of the CEFR** at national level in the Council of Europe Member States", 2006, Council of Europe, Martyniuk Waldemar & Noyons José (www.coe.int/lang - List of publications).

Teacher education in the form of short term courses has been a substantial stimulus for change although there are difficulties and dissatisfactions with university-based pre-service and in-service education (see below).

3.5.1 Pre-school and young learners

One of the substantial issues in foreign language teaching is the introduction of a foreign language for young and very young learners. From 2012, a foreign language will be obligatory from the first grade of compulsory schooling.

Pre-school education of one year prior to primary education was introduced as obligatory from September 2010. Children in this pre-school year are aged 5-6. There are plans to pay more attention to early foreign language learning and requirements for the training of the teachers, materials and curriculum are to be developed. Measures to support the introduction of early foreign language learning might foster the notion of developing plurilingual competences.

3.5.2 Bilingual/CLIL programmes

A bilingual education/CLIL programme with French being the language of instruction has been established with considerable support from the French Embassy cultural institute. Teachers have acquired the necessary new skills through practice 'on the job'. The success of this programme in a small number of schools may provide a basis for further development but the generalisability of experimental courses or single cases is always a matter for substantial further evidence.

One of the languages taught as a foreign language is German and yet there is also a German-speaking minority in Ukraine. The opportunity to use a language for a purpose is always crucial to language acquisition and opportunities for interaction with minority speakers of German might be worth pursuing.

On an international level, the teaching of English is fast becoming a special case in language teaching because of its change of status to being a dominant lingua franca on a global level. This is reflected in recent research on English as an International Language (EIL) and the implications of this research for language teaching and learning need to be taken into consideration²⁶. At the moment English is taught with its traditional links to Anglophone countries; learners are expected to aspire to the standard language of Britain or of the USA; and the contextualisation of English always locates it in Britain or the USA or perhaps another Anglophone country. An EIL perspective may challenge this although the importation of textbooks from British publishers may reinforce the perception of English as the language of native speakers. The potential to use English as a lingua franca with other

²⁶ See Council of Europe, 2002: *Plurilingualism, Democratic Citizenship in Europe and the Role of English*, Breidbach Stephan & *Key aspects of the use of English in Europe*, Truchot Claude (Language Policy Division, List of Publications, www.coe.int/lang)

learners in other countries within Europe and beyond allows for the development of intercultural competence and a different context of use.

In future developments in policy, curriculum, teaching methods, assessment etc the following issues need to be taken into account:

- How provision can be made to stimulate young children's mother tongue development and foster their plurilingual education during the obligatory pre-school year
- The question of recruitment of pre-school teachers with competence in language development, language stimulation and the organisation of language-friendly environments as well as foreign languages
- How support can be given to parents in multilingual families or environments to encourage their children's plurilingualism from a pre-school stage and upwards
- The ways in which the special status of English as an International Language can be taken into consideration in curriculum development?
- How the impact and efficacy of bilingual/CLIL programmes be evaluated and extended.

3.6 Assessment

The assessment of educational progress and of outcomes at the end of certain sections or phases of development is of central importance for any educational system, but especially for one in transition.

Assessment should guarantee a reliable data base on which decisions about individual certification or accreditation and about future careers can be founded and which has to be made transparent to everyone, independent of status, influence or interest.

Such a database is also crucial as a component of the evaluation of the efficacy of a school system by providing statistics for comparison within an education system over a period of years and comparison with other education systems at any given point in time.

A broad distinction is made between assessment for learning (formative assessment which can be done within the classroom) and assessment of learning (summative assessment) which involves the comparison of different learners beyond the social norms of the class, the school or the region, based on explicit criteria and done in as objective a way as possible.

The discussion here is of summative assessment although this is not to underestimate the importance of formative assessment and the inclusion of theory and practice of all kinds of assessment in teacher education.

3.6.1 Assessment in schools

Since Ukraine and its education system is in transition current processes may change. For example, final examinations at the end of secondary schooling (now reduced from 12 to 11 years) have been reconstructed and handed over to an "External Independent Testing" (EIT) agency, a ministerial body working independently in choice of item-writers and the content of tests. The commercial sector is not involved in test preparation and international organisations are involved only in an advisory capacity, all decisions being the responsibility of the agency and its staff.

The system of EIT is a major recent innovation which brings the education assessment system more into line with other European norms and replaces a system of university entrance examinations, thus helping to overcome the corruption in the previous system (see Country Report Section 1.2.1). It provides objective criteria for assessing learners, and thereby guarantees equal opportunities for university entrance across the country, allowing the best students to be admitted. The advantages of the EIT system is that it is subject to public scrutiny, that tests are developed and administered at national level and that there is no leakage of information which might allow cheating or bribery during the selection process, as may have happened in the past.

Tests are multi-formatted, i.e. they include tasks in a closed form with the option of choosing a single correct answer, tasks to define relevancy, tasks to define sequence, tasks in an open form with a short answer. Tests in Ukrainian language and literature, mathematics and foreign languages include tasks in an open form with an extensive answer. Usage of different forms of test tasks enables evaluation of knowledge of participants in external tests against pre-determined levels of academic performance, as well as the ability to apply such knowledge in complex and unfamiliar situations.

Further development of the EIT system may need to take into consideration the following factors::

- types of objective tests to be developed and applied
- mixing and integrating different sources of data
- the prior definition of levels of performance as a “minimal” educational goal or standards to be reached by everyone or the definition *a posteriori*, based on empirical information on current levels of attainment

To take foreign language competences as an example, some of the questions of interest are:

- Is assessment better purely focused on skills and what learners ‘can do’ or should there also be assessment of grammatical and/or lexical knowledge
- Can/should text and media competence, intercultural competence, language awareness/sensitivity, learning-to-learn competence be assessed?

Future developments of the EIT will raise the question whether there will be automatic links between attainment levels and admission to universities or whether there will remain some element of subjective evaluation of applicants which has the purpose of identifying promising applicants who are not revealing their full abilities in examinations but which also has the continuing potential for corruption (as is also known in other countries).

Future issues also include the possibility of an evaluation of the system by internal experts and/or by experts from other education systems, which might include modes of international referencing and comparison, for example with examinations at the end of schooling in other countries.

In future developments in policy, curriculum, teaching methods, assessment etc the following issues need to be taken into account:

- The use of the concept of ‘competences’ to include more detail on whether particular competences are knowledge-based or skill-based and how they are operationalised and described
- The explicit use of competence-thinking for learners – in appropriate language – so that they understand better the purposes and objectives of their learning
- The introduction into teacher education of more learning about different kinds of assessment – formative and summative, formal and informal, norm-referenced and criterion referenced – and the relationships among these
- The introduction of extra measures of assessment for the language-specialised schools.

3.7 Teacher education

The length of periods of training for different educational and qualification levels is set by the Ministry of Education and Science, Youth and Sport (in accordance with the Bologna framework). The ECTS system and its Ukrainian equivalent demand that a certain work load is involved in gaining certain credit points.

On the other hand, Higher Education Institutions (HEIs) in Ukraine are free in defining learning goals and do not always do so in explicit ways, for example by using a competence approach. Where this is not the case, it is difficult to make sure that goals are reached by the end of the period of academic/scientific training, before students leave HEIs. The evolution from general or scarcely stated goals to specification of competences is taking place in many European countries and this is desirable in Ukraine too.

Due to the lack of precision in definition it may not be clear for example in a programme for future teachers what proportion of the whole course is formed by didactics and methodology. There is a need for internal discussion within HEIs of course content.

The teacher training system divides between a first, academic/ scientifically oriented phase of education in a particular discipline and a second, life-long phase of practical training and improvement. Where there is a policy of sending graduates from HEI directly into school with little training in pedagogy and didactics, this suggests a concept of teaching content or subject-matter in schools derived from academic disciplinary findings and research results which have to be transposed into school content, without much pedagogical experience or expertise. This approach common in the traditions of teaching in many countries has been much challenged in recent decades.

After five years – and every five years thereafter – teachers are required to take further training courses which is a considerable advantage which does not exist in a number of other countries.. This situation ensures a continuity of training throughout professional life. For the first five years and before the first opportunity for in-service training, there is a system of ‘master’ or model teacher mentors to help new teachers into their profession which perhaps compensates for the pre-service training where there is little didactic/methodological training. It may be necessary to evaluate and regulate this system from time to time in order to gain full advantage of it.

In any future developments of pre-service training, the defining of goals, competences and qualifications within a course of study must be the basis for decisions about teaching and learning methods and for assessment. It is clear that this need is widely acknowledged by those involved as is the need for international contacts to overcome any sense of isolation in professional circles.

In future developments in policy, curriculum, teaching methods, assessment etc the following issues need to be taken into account:

- How divisions between the scientific and the professional dimensions of teacher education can be bridged
- The need for more explicit descriptions of course aims and definitions of learner outcomes in terms of competences
- How assessment in HEIs can become competence-based and oriented in part to professional competences required in schools
- How the system of master/model teacher mentors can be further developed and evaluated.

Chapter 4 Comments and perspectives

Ukraine is in a state of transition in education as in other aspects of social life. This chapter presents some possible directions for further developments and change which may serve as a basis for future discussions and developments in Language Education in all its forms.

4.1 Pre-school education

Reflections on language learning and acquisition in pre-school

It is important that the language of schooling (Ukrainian and minority languages when used as media of instruction) should develop well in all children because research shows that this is the basis for cognitive differentiation, for all additional language learning later on and for success in all other subjects as well as in education as a whole.

Early childhood support and development is particularly important for those children who do not experience sufficient stimulation and guidance within their families and their natural learning environment.

As part of these pedagogical endeavours or developmental measures a playful contact with elements of one or several other languages – be they minority languages or foreign languages – can be introduced to raise ‘language awareness’ or ‘*éveil aux langues*’. In multilingual pre-schools language awareness will help build respect and tolerance for languages used by other children. It may also help children perceive their own language better, to work out similarities or differences between two or more languages and to become sensitive to language as a distinctive human phenomenon. Stimulating their language development might help children to overcome challenges they might have for social or other reasons.

An obligatory pre-school year raises the question of the need for a framework plan for the year which would give head teachers, pedagogical leaders and other staff a basis for the planning, implementation and assessment of activities. Such a framework might also provide information to parents and supervisory authorities and might among other things, also include a chapter on learning areas, such as for example “Communication, text and language” and “Numbers, spaces and shapes”. The need for such a framework should be weighed against the need for local autonomy, but should also be discussed in the light of the need for specially trained pre-school teachers. The existence of a framework might help provide a basis for the training offered by different institutions and serve as a national reference point.

Some children, for a variety of reasons, have delayed language development and rather than profiting from a multilingual environment, have difficulty in developing their own plurilingualism. For some children the moment of entry into formal education is the first time they encounter the language of instruction and of schooling in general because in their family and wider social environment they use other language(s). The establishment of a cohesive chain of measures is crucial in ensuring that such children with delayed language development or a need for instruction in the language of schooling can be offered help as

early as possible. Such a scheme should be horizontal, involving organizations outside the school sector, such as health and social security, as well as vertical, establishing links between kindergarten, pre-school and primary schools. Testing material to screen children for language difficulties operated by professionals in the field of language development, would be the basis for suggesting remedial measures²⁷.

4.2 Bilingual education

There are many kinds of bilingual education, described for example in the Council of Europe's paper *Bilingual Education: some policy issues*²⁸ each with its own purposes and methods. They include schools whose purpose is to ensure the maintenance of a minority language by using that language as a medium of instruction or teaching it as a subject. They also include programmes where a foreign language is used as a medium of instruction and the purpose is to create greater efficiency in the acquisition of a foreign language.

Ukraine has a wide range of approaches and models of bilingual education, and exchange of experience and research with educationists in other European countries would be of mutual benefit. The evaluation of bilingual education models – the measurement of their effectiveness in achieving their stated aims – is a matter which merits further attention and the development of a body of knowledge and expertise as the basis for further dissemination of bilingual education would be of significance for Ukraine but also of interest more widely in the region.

4.3 Language, knowledge and learning

It is widely recognised in scientific educational circles that competence in the language of schooling and particularly in the language of subject-specific teaching and learning – the 'language of other subjects' in the Council of Europe's terminology – is crucial for successful learning in all subjects of school and university education. However, ways of dealing with the potential problems of learners whose competence in the language of instruction and thus in the language requirements of specific subjects is limited, have begun to appear only in recent years in any substantial way. The problem is only partly that of the learners (or groups of learners), for it is also caused by the structure and definition of what (the core of) a subject is, by the disciplinary traditions behind it and not least by the heavy burden of a subject-specific lexicon the mastery of which is often wrongly understood to be the goal of learning. This leaves little or no room for new ideas on how to support the acquisition process of subject knowledge interactively with a view to developing constructive and autonomous learning by the pupils or students themselves.

In the Ukrainian situation, as in many multilingual countries, there are two easily identifiable groups of learners who can benefit from more attention to the language of learning/ language of other subjects:

²⁷ It is noteworthy that for example Finland, which has scored consistently high in the PISA surveys since 2000, has a well established system for early intervention in language development.

²⁸ Pádraig Ó Riagáin and Georges Lüdi, 2003. Council of Europe. Language Policy Division: *Publications List* – www.coe.int/lang

children from socially disadvantaged backgrounds whose competence in the language which is used in schooling (whether Ukrainian or a minority language) is insufficiently developed from their home environment and who therefore have learning difficulties even though this language is their first language (L1)

children whose first language is not the language of instruction – for example those in the many and varied linguistic minorities in Ukraine for whom Ukrainian is not their first or dominant language, but who are in schools where Ukrainian is the language of instruction; such children may have similar difficulties to the first group but for different reasons.

In both cases, research in many countries has shown that learning and success in schooling can suffer considerably so that the overall goals of school education will not be reached by the end of schooling (school leavers without a certificate or without sufficient preparation for the work place or for a life as democratic citizens). Therefore, clear measures need to be taken to help them. These include among other things, raising awareness among all teachers (those who teach Ukrainian or minority languages where used as media of instruction and those who teach all other subjects) of the many complex and often hidden language demands their subject makes. This also includes analyzing the daily demands in school life and in academic learning for all groups of learners, and then training teachers (in pre-service as well as in-service education) about how to handle these demands in a differentiated and learner-supportive way. Finally, it is also necessary to ensure that textbook writers and materials developers for all subjects take appropriate account of these issues.

In other words it is important to ensure that learners from all backgrounds learn Ukrainian (including literature and culture) to a high level of performance in order to *fully profit from all subjects in the curriculum* based on language-sensitive approaches to subject learning and knowledge acquisition. It is equally important that learners for whom Ukrainian is not their first language *learn as much in every subject as first language speakers of the language of instruction* and that they are not systematically disadvantaged through their language capacities. All of this requires a clear strategy of language development and language support across subjects which might need national attention.

4.4 Reading

Reading is one of the basic skills learners need in order to be successful in schooling, because it is the basis for learning in all subjects, and ultimately in society. It is particularly important because it makes learners acquainted with different types of text (genres) which appear in more than one subject and which are the basis of literacy. Reading has been the focus of much research and testing – above all in the PISA analyses – so that there is a sound scientific knowledge base on which to build.

Reading can be developed through the study of literature, and the focus on literature – by having separate lessons for literature and language – is well established in Ukraine. But the reading of literary texts needs to be complemented by systematic skills in other types of reading and in many other types of text and media (not only books). Reading and processing

information from all kinds of subject-related (expository) texts in fact already happens in every classroom, but for the sake of the learners it has to be made explicit and linked explicitly to literary reading.

Reading is thus a crucial domain not only within each subject of the curriculum but as a focus for cross-curricular work and cooperation among all teachers and materials producers. The theory of 'genre' is a useful starting point. Learners in schools have to master the reading of text genres but some of these genres are found in more than one subject in the curriculum and learners can profit from a transfer of skills. They can however only do so if encouraged and aided by teachers who themselves cooperate and see common ground in their different subjects. Teachers of the language of schooling – Ukrainian but also other languages of Ukraine which are used as medium of instruction in minority schools – are best placed to initiate awareness and focus attention by learners and teachers on genres, but they need to be complemented by the efforts of all teachers.

Research shows that there is a significant relation between 'literacy engagement' and reading competences. Reading in the contemporary world is not only linked to print but also to new media. Teachers of languages and other subjects need to make special efforts in supporting the development of literacy engagement²⁹.

4.5 Writing

Much of what has been said about reading is also relevant for writing. The closeness of the domains has received more attention in recent times, e.g. under the notion of literacy. In primary education, learning to read is closely linked to learning to write. Researchers in the Vygotskian tradition have pointed out that learning to write has a significant impact on the development of thinking skills – the written language being conceptually different from the spoken language and a system in its own right. While writing a text, one has to take into account the distance between the writer and the reader. Writing has to be more explicit than talking as the context of its theme and function needs to be made explicit. Writers cannot assume that readers share a context as is the case in situations of direct oral communication. Writers need to master orthography and grammar so that the text is readable for other readers. In institutional and (pre-)academic contexts students need to develop cognitive academic language proficiency (CALP) in writing. While these aspects point to the communicative function of writing, experts emphasise that students should also experience the epistemic function of writing: writing can help to clarify thoughts, to develop ideas, as many diary writers know well.

In a multilingual environment writing needs special attention. Research shows that children and young people learning through a second (or third) language perform well orally but might still need support when it comes to formal expectations and advanced genres in writing. The syllabus must thus ensure that writing competences are addressed extensively enough. Students need to be supported in planning, carrying out and monitoring the writing process.

²⁹ Op. cit. Jim Cummins (see Note 12)

Again, the concept of genre is helpful. Students need to be provided with the opportunity to master a variety of genres. Teachers of the language of schooling – Ukrainian but also other languages of Ukraine which are used as medium of instruction in minority schools – are again best placed to take care of the corresponding learning processes. In the language of schooling, genre features can be reflected upon and an awareness of language can be developed. However, some genres like ‘summary’ and ‘report’ are part of other subject-specific discourses so that transversal links can and should be established, since students benefit from cross-curricular writing opportunities.

4.6 Competence-based teaching and learning

A competence based approach to foreign language teaching has been developed successfully over a number of decades and is embodied in the *Common European Framework of Reference for Languages: Learning, teaching, assessment*. This approach is common in foreign language teaching in Ukraine and is also gradually being implemented in the teaching of Ukrainian – and other languages of instruction.

Competence-based teaching and learning also has the advantage of drawing attention to the complementarity of declarative knowledge (‘knowing that’) and procedural knowledge (‘knowing how’) the latter having been neglected in traditional forms of education until the late 20th century in all education systems³⁰.

The further development of a competence approach in the teaching of Ukrainian (and other languages of instruction in schools for minorities) is important, and though the *Common European Framework for Languages* focuses on foreign languages, it can be used to stimulate reflection on how a competence approach to all domains and skills can be developed in the teaching and learning of languages of instruction, as well as in the linguistic dimension of the teaching and learning of other subjects across the curriculum.

In particular, research has shown that teachers of languages of instruction need to be able to distinguish between the demands made on learners for whom it is their L1 and others for whom it is an L2.

Reading in particular is a domain where a competence-based approach to teaching and learning is easily defined for almost all subjects, for example in terms of what competences are needed to read a specific genre or a specific text type in a specific medium. Similarly, in reaction to what has been read and understood, competences can be described for summarizing, argumentative or creative writing.

³⁰ Fleming, M. (2007) ‘[The Use and Misuse of Competence Statements with Particular Reference to the Teaching of Literature](#)’, *Towards a common European framework of reference for language(s) of school education. Proceedings* of an international conference organised by the Council of Europe and the Jagiellonian University in Kraków, Poland, April 27-29, 2006 (Part II)
See also Fleming, M. (2009) ‘The Challenge of Competence’ in Adelheid Hu and Michael Byram (eds) *Interkulturelle Kompetenz und fremdsprachliches Lernen. / Intercultural Competence and Foreign Language Learning*. Tübingen: Gunter Narr Verlag.

4.7 Reflection on language and ‘language awareness’

Throughout this Profile, the importance of reflection on language by people who are plurilingual has appeared under numerous headings. The configuration of languages in Ukraine means that there are many people who are ‘untutored/natural’ plurilinguals. Research has repeatedly shown that such people have a stronger tendency than others to reflect upon and be aware of their languages, of the nature of language itself – and to have more aptitude for learning further languages.

This can be developed further – with the concomitant advantages of cognitive development and social understanding of multilingualism – by adopting some of the methodologies and materials from ‘language awareness’ or ‘*éveil aux langues*’ approaches. This can be a common theme around which teachers of all languages – Ukrainian, minority, foreign – can cooperate, since they can with some planning ensure that learners carry their insights from one language into another. This could – at least in the long run – be expanded to the level of awareness about the features of a generalized academic language use, with perceptions of differences and distinctions between subjects and disciplinary traditions accordingly. There are significant implications here for the planning of teacher training courses and for the production of teaching materials for learners of different ages, supported by reference to existing research and development in other countries.

4.8 Intercultural competence

The significance of education for intercultural competence has become ever more evident in recent years due to globalization of economic interactions and the internationalisation of social and political life more generally. This was initially taken to be part of the responsibility in education systems of foreign language teaching and has been recognised as such by extending the aims of foreign language teaching from ‘communicative competence’ to ‘intercultural communicative competence.’

The Council of Europe has analysed the significance of ‘intercultural dialogue’ for social cohesion within and among member States in its *White Paper on Intercultural Dialogue* and this has informed the vision of and policies for ‘Plurilingual and Intercultural Education’ as presented in the ‘[Platform of Resources and References for Plurilingual and Intercultural Education](#)’³¹. The paper ‘*Multicultural Societies, Pluricultural People and the Project of Intercultural Education*’ and other papers on the platform present an analysis of the conditions under which intercultural communication and competence can be developed not only in foreign language teaching but also in language education more broadly. The *Autobiography of Intercultural Encounters* is a tool for reflection on experience and dialogue together with an explanation of its basis and how it can be used in all kinds of educational institution.

The implementation of this dimension of education in Ukraine, as in other Council of Europe member States, is a matter for serious consideration given the multilingual and multicultural nature of Ukrainian society and the numerous minorities with it.

³¹ www.coe.int/lang

4.9 Teacher training

All of these points about language education in schooling have implications for teacher training. Teachers of all languages – and other subjects – need for example to develop their own language awareness as well as learning about the methods and materials which can be used with their pupils³². Curricula for training language teachers need to have a proportion of time allocated to courses where all language teachers study together, discussing their common interests and how these can be implemented in their teaching in schools.

There are also needs for separate courses where trainees can learn the methodologies of new approaches and focuses for their type of language teaching, such as the teaching of the skill of mediation in foreign language use, or the integration of intercultural competence and communication in foreign language pedagogy, or the teaching of reading and writing in different genres and media in the pedagogy of Ukrainian and other languages of instruction.

Teacher training, as already pointed out, can be designed by specifying outcomes and standards expected³³, i.e. the final competences teachers demonstrate at the end of their course – whether pre-service or in-service – and the definition of expected competences in planning a common language curriculum for their pupils is an example of such an approach. In such a system, trainee teachers are assessed at the end of a course for all language teachers on their ability to design and teach lessons which realize the common concerns, for example a course on ‘language awareness’.

Another example of such design would be the definition of the competences required of all language teachers to analyse the linguistic demands of texts and the skills required in reading texts of all kinds – perhaps by the application of genre theory. Teacher training institutions need to be free to determine their own approach to the teaching of these competences and to the ways they assess them, provided they ensure that their graduates can demonstrate their competences in theory and practice.

Moving on from language teachers, the recognition of the importance of competence in the language of instruction mentioned above means that *all* teachers of *all* subjects benefit from training in the analysis of the language demands of their subjects and how to ensure that these linguistic competences as part of each subject are made accessible to learners, especially those for whom the language of instruction is not their first language or whose language variety is different from that of schooling.

Insofar as a competence or standards based approach to teacher-training determines largely the outcomes expected and less so the content or training methods, it provides an approach where there are numerous institutions engaged in teacher training, as is the case in Ukraine. Such institutions meet different needs – whether they are universities, pedagogical

³² Breidbach, S et al (eds) 2011, *Language Awareness in Teacher Education*. Frankfurt: Peter Lang. Andrews, s 2007 *Teacher Language Awareness*. Cambridge: Cambridge University Press.

³³ See the following websites for examples of the specification of standards expected of teachers at different stages in their career:

<http://www.tda.gov.uk/training-provider/serving-teachers/professional-standards-guidance/downloads.aspx>
<http://www.kmk.org/bildung-schule/allgemeine-bildung/lehrer/lehrerbildung.html>

universities, colleges or other – and cannot be expected to conform to one pattern and approach to teacher training. Yet they can all be expected to prepare their trainees towards the same competences required of successful teachers.

This approach can also be accompanied by a monitoring system to ensure that there is common understanding of the competences and outcomes aimed at. The monitoring of competences in language education could be one of the functions of a national ‘centre’ or ‘agency’ for language education, which we discuss below.

This competence/standards can also be developed in in-service training since all course planning can have defined outcomes for a module of work whether in pre-service or in-service training.

Turning more specifically to *in-service teacher training*, it is important to ensure coherence for teachers in their training throughout their professional life. Pre-service training cannot provide all the knowledge and skills needed in the profession and trainees can be taught to evaluate their own strengths and weaknesses which they can develop during their early years of teaching experience. It is in the early years that a mentoring system is very important – as has been shown in the experience in the Kyiv education area – and mentoring can itself be improved by for example offering in-service training in this activity.

4.10 School principals

School principals are crucial to language education in any education system. Whether an education system is highly centralized with detailed directives concerning the curriculum content and structure or is decentralized with a framework within which principals and their colleagues have a high degree of freedom of decision-making, principals who understand the significance of language education are important. They need to understand the nature of language teaching and learning – both L1 and second or foreign language – but they also need to understand the significance of language in the teaching and learning of other subjects in the curriculum such as the natural or social sciences, mathematics or music.

In-service education for principals can include special training on language education which deals with these matters and improves principals’ understanding but also provides them with practical examples of how these insights can be implemented, in the design of curricula, in the cooperation among teachers, in the content of teaching materials, in the assessment of learning and so on.

4.11 Professional language teacher associations

Associations of language teachers make a valuable contribution to teacher development by their provision of information, by their in-service training and, in the case of foreign language teachers, their cooperation with the cultural institutes of other countries.

These associations work well independently but could also bring even greater support to their members by cooperation with each other. This would in the first instance correspond to the aims of plurilingual education (including communicative and post-communicative

approaches to foreign language teaching and language use) and ensure that teachers and learners see relationships among languages and language learning. It might also bring more influence and increased attention to the coherence from one stage of education to the next, from primary to secondary for example.

4.12 Learning, teaching, assessment and access to quality education

The question of access to quality education is addressed in detail on the Council of Europe's 'Platform of resources and references for plurilingual and intercultural education'. One important factor is the recognition of the role of language in learning, especially in subjects other than the language subjects, i.e. that success in learning depends in part on competence in the language of the subject being learnt (cf. section 4.3). Research over many years has demonstrated the significance of language in other subjects, and in order to take account of this, future developments could include:

- the introduction of theory and practice on the language of other subjects in all teacher training for all subjects
- the inclusion of an evaluation of the ways in which these issues are handled in textbooks for all subjects at the point of validation and approval
- experimental, piloting projects in selected schools which develop methods and materials which take language into account in the teaching of other subjects

Testing and examinations are one of the crucial components in ensuring quality education. The use of test results and other statistics as a basis for school improvement is strongly developed in contemporary education systems. It is important in this process that schools receive feedback and comparisons of the test results for different subjects within a school and also comparisons with other schools in a spirit of cooperation rather than judgement³⁴.

The publication of test and examination results in a format accessible to parents who might then exert decision and choice of school as a consequence is a phenomenon already existing in other countries but is much contested and needs careful consideration before adaptation.

4.13 A national centre/agency and a national strategy for language education

Ukraine is a very large country and there is considerable variation within the education system and many agencies involved. A national centre/agency – of a form and structure suited to the educational landscape of Ukraine – would be a means of creating greater coherence among the many providers of education and of teacher training without forcing uniformity upon them.

The multilingual nature of Ukraine and the plurilingualism of its inhabitants described in section 3.2 above is an important factor in considering the potential of a national centre/agency. The perspective represented by the Council of Europe in its philosophy and policy – present in the documents and instruments located in the 'Platform of resources and reference for plurilingual and intercultural education' – is that plurilingualism should be recognised as a value and an element of European heritage. Ukraine as much as any country

³⁴ See also chapter 3.6.1.

embodies this heritage. And a centre /agency would have as its prime concern the maintenance and development of the potential of its inhabitants.

The general remit of such a centre/agency would cover language education of all kinds for all stages of education, including pre-school (and kindergarten) education, which is of fundamental significance for success in later life.

In practical terms, such a centre/agency could have a number of functions, including some or all of the following:

- to create and maintain networks of professionals across all languages
- to develop curricula, teaching methods and assessment for all languages
- to provide resources – not least online resources – for teachers of all languages, encouraging cross-curricular cooperation
- to oversee the development and validation of teaching materials, in particular of textbooks
- to monitor curriculum development in teacher training and in schools
- to stimulate and motivate teachers of all languages to pursue the advantages of plurilingualism for themselves and their learners
- to innovate by experimentation and piloting of new approaches e.g. the intercultural approach to foreign language teaching or the focus on genre in teaching reading – and to disseminate and share the results throughout the education system
- to evaluate the effectiveness of established and new programmes of teaching – such as the bilingual education mentioned above – but also any other type of language teaching
- to promote and use research in the development of practice

Many of these activities are currently carried out by a multiplicity of providers each with their own history and purposes. A national centre/agency would not replace these but on the contrary help them to cooperate and to contribute to an overall vision or ‘national strategy’ for language education.

Cooperation between the Council of Europe and Ukraine

Ukraine has for many years cooperated closely with the Council of Europe not only in language education but also in citizenship education, the teaching of history etc.

The Ministry of Education is aware of the potential benefits of membership of the European Centre for Modern Languages (www.ecml.at)

Ukraine has signed and ratified 76 Council of Europe Conventions, including the most important ones in the fields of human rights and minorities, and is a member of 4 Partial Agreements. As an active member of the Organisation, it has hosted a number of important events. In what is a historic moment, the country is currently, for the first time, assuming the Chairmanship of the Committee of Ministers since May 2011 for a six-month period.

Much has been achieved, through a variety of co-operation modalities, the most recent being the ongoing 2008-2011 Action Plan (43 projects) which includes co-operation projects *inter alia* in the field of intercultural dialogue, culture and education.

Another Action Plan has been designed for the period 2011-2014 which includes a strategy to develop a vision of language education.

Appendix 1 – Documents formulating the position of the Council of Europe on language education policy

CONVENTIONS:

- European Cultural Convention (1954)
- European Charter for Regional or Minority Languages [www.coe.int/minlang]
- Framework Convention for the Protection of National Minorities [www.coe.int/minorities]

POLICY RECOMMENDATIONS AND RESOLUTIONS:

- **Committee of Ministers of the Council of Europe** www.coe.int/T/CM
 - Recommendation R (2008)7 on *The use of the Council of Europe's Common European Framework of Reference for Languages (CEFR) and the promotion of plurilingualism*
 - Recommendation R (98) 6 based on the results of the CDCC Project 'Language Learning for European Citizenship' (1989 – 1996)
 - Recommendation R (82)18 based on the results of the CDCC Project N° 4 ('Modern Languages 1971-1981')
- **Parliamentary Assembly of the Council of Europe** www.assembly.coe.int
 - Recommendation 1740 (2006) on The place of the mother tongue in school education
 - Recommendation 1598 (2003) on the protection of Sign languages in the member states of the Council of Europe
 - Recommendation 1539 (2001) on the European Year of Languages 2001
 - Recommendation 1383 (1998) on Linguistic Diversification and (CM(99)97)
- **Standing Conference of European Ministers of Education**
 - Resolution on the *European Language Portfolio* adopted at the 20th Session of the Standing Conference (Krakow, Poland, October 2000)

These instruments and recommendations provide the legal and political basis for language education policies at all levels which not only facilitate the acquisition of a repertoire of language varieties – linguistic diversity for the plurilingual individual – but also ensure that attention is paid to diversification of the options for language learning. The latter refers to the need to encourage and enable the learning of a wide range of languages, not only those which have been dominant in language teaching traditions, and not only the contemporary demand for English.

The documents in question focus primarily on languages which are defined as 'minority languages' or 'modern languages'/'langues vivantes'. These terms usually exclude the languages considered to be the national and/or official languages of a state and education policies dealing with the teaching of these. There is, however, a need to include such languages in language education policies because they are part of the linguistic repertoire of individuals. In the third part of the *Guide for the Development of Language Education Policies in Europe*, options for the implementation of policies include the teaching and learning of national/official languages, which for many, but not all individuals, are their mother tongue/first language.

Appendix 2 – Council of Europe instruments: presentation

Modern Languages

1. *Guide for the development of language education policies in Europe and related Reference Studies*
2. *European Language Portfolio (ELP)*
3. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)*
4. *Manual for relating Language Examinations to the CEFR*

Languages in Education, Languages for Education

5. *Platform of resources and references for plurilingual and intercultural education*
6. *Guide for the development and implementation of curricula for plurilingual and intercultural education*

Modern Languages

1. From linguistic diversity to plurilingual education: *Guide for the development of Language Education Policies in Europe* (www.coe.int/lang)

The aim of the *Guide* is to offer an analytical instrument which can serve as a reference document for the formulation or reorganization of language teaching in member states. Its purpose is to provide a response to the need to formulate language policies to promote plurilingualism and diversification in a planned manner so that decisions are coherently linked. It deals, for example, with the specification of guiding principles and aims, analysis of the particular situation and resources, expectations, needs, implementation and evaluation. Accordingly, the *Guide* does not promote any particular language education policy but attempts to identify the challenges and possible responses in the light of common principles.

To this end the *Guide* is organized in three parts:

1. Analysis of current language education policies in Europe (common characteristics of the policies of member states and presentation of Council of Europe principles)
2. Information required for the formulation of language education policies (methodologies for policy design, aspects/factors to be taken into account in decision making)
3. Implementation of language education policies (guiding principles and policy options for deciders in providing diversification in choice of languages learned and in promoting the development of plurilingual competence; inventory of technical means and description of each 'solution' with indicators of cost, lead-in time, means, teacher training implications, administration, etc.)

In order for the proposals made here to be accessible to readers with different needs, the *Guide for the Development of Language Education Policies in Europe* is available in two versions to suit the needs of specific groups of readers:

- the *Main Version* (reference version), which discusses, argues and exemplifies all the principles, analyses and approaches for organizing European language education policies, as they are conceived in the framework of the Council of Europe. This version is designed for readers interested in all aspects of these issues, including

their technical dimensions. It provides the means of answering the question: *How can language education policies geared towards plurilingualism actually be introduced?* This version is itself extended by a series of Reference Studies (see website) which have been produced specifically for the *Guide* by specialists in the relevant fields. They are published separately and provide a synthesis of the issues dealt with in this version or take them up in more detail.

- an *Executive Version*, which has been written for those who influence, formulate and implement language education policies at any level, e.g. individual institution, local government, national education system or international public or private institution. It is a document not for language specialists but for policy makers who may have no specific specialist knowledge of technical matters in language education.

The two versions of the *Guide* and the *Reference Studies* are available online.

2. **European Language Portfolio (ELP)** www.coe.int/portfolio

The European Language Portfolio was developed and piloted by the Language Policy Division of the Council of Europe, Strasbourg, from 1998 until 2000. It was launched on a pan-European level during the European Year of Languages (2001) as a tool to support the development of plurilingualism and pluriculturalism. An accreditation system by the Council of Europe Validation Committee was set up and over 110 models accredited until December 2010, which will be replaced by a new registration system (late 2011)

What is a European Language Portfolio?

It is a document in which those who are learning or have learned a language – whether at school or outside school – can record and reflect on their language learning and cultural experiences.

The Portfolio contains three parts:

- a **Language Passport** which its owner regularly updates. A grid is provided where his/her language competences can be described according to common criteria accepted throughout Europe and which can serve as a complement to customary certificates.
- a detailed **Language Biography** which describes the owner's experiences in each language and which is designed to guide the learner in planning and assessing progress.
- a **Dossier** where examples of personal work can be kept to illustrate one's language competences.

Aims

The European Language Portfolio seeks to promote the aims of the Council of Europe. These include the development of democratic citizenship in Europe through

1. the deepening of mutual understanding and tolerance among citizens in Europe;
2. the protection and promotion of linguistic and cultural diversity;
3. the promotion of lifelong language and intercultural learning for plurilingualism through the development of learner responsibility and learner autonomy;
4. the clear and transparent description of competences and qualifications to facilitate coherence in language provision and mobility in Europe.

Principles

- All competence is valued, whether it is gained inside or outside formal education.

- The European Language Portfolio is the property of the learner.
- It is linked to the Common European Framework of Reference for Languages.

A set of common *Principles and Guidelines* have been agreed for all Portfolios (see web site) and a number of documents have been published to assist developers.

3. Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) www.coe.int/lang

Developed through a process of scientific research and wide consultation, this document provides a practical tool for setting clear standards to be attained at successive stages of learning and for evaluating outcomes in an internationally comparable manner. The CEFR provides a basis for the mutual recognition of language qualifications, thus facilitating educational and occupational mobility. It is increasingly used in the reform of national curricula and by international consortia for the comparison of language certificates. The CEFR is a document which describes in a comprehensive manner

- the competences necessary for communication
- the related knowledge and skills
- the situations and domains of communication

The CEFR facilitates the clear definition of teaching and learning objectives and methods. It provides the necessary tools for assessment of proficiency. The CEFR is of particular interest to course designers, textbook writers, testers, teachers and teacher trainers – in fact to all who are directly involved in language teaching and testing. It is the result of extensive research and ongoing work on communicative objectives, as exemplified by the popular ‘Threshold level’ concept. The success of this standard-setting document has led to its widespread use at all levels and its translation into over thirty languages (see website).

Guides and Case Studies are available on the Council of Europe website as well as the list of over 35 language versions.

English version of the CEFR: *Common European Framework of Reference for Languages: Learning, teaching, assessment*, 2001, Cambridge University Press. ISBN: Hardback 0521803136 Paperback: 0521005310.

4. Manual for Relating Language Examinations to the CEFR www.coe.int/lang

A *Manual for relating language examinations to the Common European Framework of Reference for Languages* (CEFR) has been produced by the Language Policy Division in order to assist member states and national/international providers of examinations in relating their certificates and diplomas to the CEFR. The final version was published in 2009.

The primary aim of the Manual is to help providers of examinations to develop, apply and report transparent, practical procedures in a cumulative process of continuing improvement in order to situate their examination(s) in relation to the CEFR.

The Manual aims to:

- contribute to competence building in the area of linking assessments to the CEFR;
- encourage increased transparency on the part of examination providers;

- encourage the development of both formal and informal national and international networks of institutions and Experts.

The Manual is supported by illustrative material (video/DVD and CD-ROM) for the levels in a number of languages.

In addition it is complemented by a Reference Supplement which provides users of the Manual with additional information that will help them in their efforts to relate their certificates and diplomas to the CEFR.

The Manual is accompanied by *Further Material on Maintaining Standards across Languages, Contexts and Administrations by exploiting Teacher Judgment and IRT Scaling*.

Languages in Education, Languages for Education

5. Platform of resources and references for plurilingual and intercultural education”

(www.coe.int/lang)

After producing reference documents such as the *Common European Framework of Reference for Languages* taught as "foreign" languages (see previous section), a new instrument is proposed, in the form of a *Platform*, enabling member states to benefit from the experience and expertise of other member states in formulating their programmes relating to languages of schooling and all language teaching.

The *Platform* offers an open and dynamic resource, with system of definitions, points of reference, descriptions and descriptors, studies and good practices which member states are invited to consult and use in support of their policy to promote equal access to quality education according to their needs, resources and educational culture.

The ideas and proposals put forward in the Guide described below form part of the Council of Europe Language Policy Division’s project, “Languages in education – languages for education”, contributions to which are published on the *Platform*.

6. Guide for the development and implementation of curricula for plurilingual and intercultural education

This Guide, which was prepared in view of the Policy Forum held in Geneva in November 2010, is intended to facilitate improved implementation of the values and principles of plurilingual and intercultural education in the teaching of all languages - foreign, regional or minority, classical, and languages of schooling.

The text comprises three chapters. The first provides a general picture of the issues and principles involved in designing and/or improving curricula, and of pedagogical and didactic approaches which open the way to fuller realisation of the general aim of plurilingual and intercultural education. The next two chapters look more closely at two basic questions raised in the first: How can the specific content and aims of plurilingual and intercultural education be identified and integrated within the curriculum, while also respecting the specific content and aims of teaching individual languages? How can curriculum scenarios be used to project the spacing-out in time of this content and these objectives? Finally, several appendices provide tools and reference lists. All of this can also be supplemented by consulting the ancillary documents available on the above-mentioned platform.

The Guide is available online and is accompanied by two Studies.

Appendix 3 – National authorities and Council of Europe Expert Group

Ministry for Education and Science, Youth and Sport of Ukraine

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Appendix 4 - Examples of plurilingual repertoires

These vignettes are imagined but realistic individuals based on people living in Kyiv and are therefore not representative of the country as a whole in the details of their languages but similar plurilingual people can be found throughout Ukraine.

A 15 year-old boy talks about his ordinary day and reveals his language repertoire: he speaks Russian in his home and as he prepares for school; he walks to school and meets friends with some of whom he speaks Russian and with others of whom he speaks Ukrainian; he arrives in his Russian-medium school and uses Russian for learning his subjects such as sciences and geography; he also has lessons in Ukrainian where he reads literature written in Ukrainian; furthermore he has lessons in English and German; outside lessons but still in the school he sometimes speaks Russian and sometimes Ukrainian with his friends; he returns home to speak Russian with his parents but also watches Ukrainian television in the evening – and then goes onto the internet to use all his languages, including English and sometimes German; finally he occasionally has opportunity to travel and when in other Slavonic language countries such as Slovakia or Poland, he has easy intercomprehension with inhabitants of these countries

A 10-year old boy with a Russian father and a Ukrainian mother speaks mainly Russian in his home. The mother is of Lithuanian origin. Thus, he also speaks Lithuanian with his grandparents and communicates with them via Skype. His parents chose a kindergarten as well as a school where Ukrainian is the main language of schooling so that he can develop proficiency in Ukrainian. He recollects that it was a little shock when he first entered kindergarten and didn't understand Ukrainian at all. Now he speaks Ukrainian in class, but regularly shifts to Russian when communicating with peers in lessons, e.g. during group work. He has learnt English from grade 5 on and can help his mother if she wants to understand English publications on the web. He himself rather uses websites in Russian and prefers this language in the media (TV and music).

A 34-year-old teacher grew up in a Russian speaking family in a village. In this rural area a dialect of Ukrainian is used which he also learnt. When moving to Kyiv he attended a school with Ukrainian as language of schooling. He thus had the opportunity to develop his repertoire in Ukrainian, but also in Russian and now confidently shifts from one language to the other and back. As a foreign language he learnt English and feels confident in this language as well. He experienced all three languages as useful also at university where he did a degree in history.

A 14-year old girl attends a bilingual school where subjects are taught in Ukrainian and French. With her parents and siblings she speaks Russian but went to a kindergarten where she learnt to understand and speak Ukrainian. Now she feels that she is more at home in Russian still but can express herself in Ukrainian very well, too. Her parents decided to have her learn French as a foreign language before taking up English because they thought English was more present and possibly easier anyway. After eight years of schooling where also subject-teaching takes place in French and where there is international cooperation with France, the girl feels quite confident in her first foreign language and to a certain extent familiar not only with her own cultures but also with French cultures.

Individuals with this kind of repertoire have rich insights into language, have the intellectual advantages which have been shown to be linked to being plurilingual, and possess a sound basis for geographical and social mobility in their working and leisure lives.

Appendix 5 – Programme of the Expert Group’s study visit (4-8 October 2010)

Date	Time	Place	Contacts: (the expert group and Ukrainian representatives)
October 4, 2010 (Monday)	9.00-10.30	Ministry of Education and Science, Youth and Sport of Ukraine, Address : 10, Peremohy ave. Kyiv	Department of secondary and pre-school education S. Dyatlenko- head of the division of science; N. Beskova – head of the division of socio-humanities education; Y. Kononenko – head of the division of national minority education; V. Shynkarenko – head of the division of pre-school and primary education; leading specialists of the Department
	10.30–11.00	Ministry of Education and Science, Youth and Sport of Ukraine, Address : 10, Peremohy ave. Kyiv	D. Tabachnyk, The Minister,
	11.30-13.00	Ministry of Education and Science, Youth and Sport of Ukraine of Ukraine, Address : 10, Peremohy ave. Kyiv	O. Yeresko – Head of the Department of general secondary and pre-school education; Representatives of mass-media (educational directions)
	13.00-14.00	Lunch	
	14.30–15.00	Kyiv National University after I. Franko	Dr. G. Semenyuk – Director of the University
	15.00–16.00	Kyiv National University after I. Franko	Representatives of the departments Ukrainian and other languages department
	16.00-17.00	Kyiv National University after I. Franko	Representatives of the departments (Dr G.Kriuchkov, students, teachers) foreign languages departments
	17.00-18.00	Kyiv National University after I. Franko, Address: 14, Shevchenko ave.	Meeting with the representatives of the foreign publishing houses
	19.00	Dinner	
October, 5 2010 (Tuesday)	9.00–10.30	Ministry of Education and Science, Youth and Sport of Ukraine	Meeting with the Representatives of the Cultural Institutes: British Council, Goethe-Institute, Ambassade de France
	11.00–13.00	National Academy of Pedagogical Science	Meeting with President (Dr.V.Kremen) of Academy of Pedagogical Sciences and other specialists (foreign languages, Ukrainian language, languages of national minorities)
	13.00-14.00	Lunch	

	14.30–16.00	Bilingual language school (French – Ukrainian), Address:32-b, Obolon ave.	Meeting with head-teacher (O. Rudenko), students, parents and teachers
	16.30–18.30	Kyiv Municipal In-Service Training University Address: 13-b, Tymosshenko str.	Meeting with Rector of the University (V. Ognevyuk) , teachers involved in various language projects, the INSETT Trainers group)
	19.00	Dinner	
October,6 2010 (Wednesday)	9.00–11.00	Ministry of Education and Science, Youth and Sport of Ukraine	Meeting with representatives of the Institute of the Secondary Education (Dr. O.Udod and authors of national text-books and foreign languages' curricula for schools)
	11.30–13.00	Ministry of Education and Science, Youth and Sport of Ukraine	Meeting with authors of national text-books for national minorities
	13.00-14.00	Lunch	
	14.30–16.00	Kyiv Gymnasia N 153 (with Russian language of schooling)	Meeting with director (O.Batalova), students, teachers and parents.
	17.00–18.30	Obolon district administration (Kyiv), dept. of education	Meeting with the head of the department (O.Dobrovolska) and district authorities.
	19.00	Dinner	
October 7, 2010 (Thursday)	9.00–11.00	Ministry of Education and Science, Youth and Sport of Ukraine	Representatives of IATEFL, Ukrainian Society of Foreign Language Teachers (French& German)
	11.30-13.00	Ministry of Education and Science, Youth and Sport of Ukraine	Meeting with representatives of the Teachers Society of Ukrainian language (language of schooling and language as a subject)
	13.00-14.00	Lunch	
	14.30–16.00	Kyiv secondary school N 163 (with Ukrainian language of schooling)	Meeting with director (L. Ovdiy), pupils, parents, teachers
	16.30–18.00	Kyiv city state administration , Department of Education and Science	Meeting with the Head of administration (V. Goryunova), specialists of administration
	19.00	Dinner	
October 8 2010 (Friday)	9.30-11.00	<i>Ukrainian Parliament [meeting cancelled]</i>	<i>Representatives of Parliamentary commission for education</i>
	11.30-13.00	Ministry of Education and Science, Youth and Sport of Ukraine. Summary	D. Tabachnyk, The Minister, and expert group of CoE
	13.00-14.00	Lunch	