

## Additional languages in the curriculum

[Council of Europe Recommendation CM/Rec \(2022\)1 on the importance of plurilingual and intercultural education for democratic culture](#)

### Measures

b. iii. Ensure that curriculum guidelines and curriculums provide pupils and students with the opportunity to develop, ideally in at least two languages in addition to the language/s of schooling, the competences needed to engage in authentic and progressively complex oral and written communication, and that every effort is made to provide certification of those competences

b. v. Reflect on traditional linguistic hierarchies and seek to diversify the range of languages offered.

### What is it about?

“Additional language” refers to any language a person learns after their home language(s) (Rec. Definition 3h). These languages are often called “foreign” or “regional” languages, but the expression “additional languages” can be confusing in diverse societies. It is important that learners from an early age acquire skills in at least two languages in addition to the language(s) of schooling – and their home language if these are not the same. Education systems should also offer teaching in more than just English, to support real plurilingual development.

### Why is this important and what can be done?

Education systems should promote linguistic and cultural diversity and the learning of several languages as part of an integrated linguistic repertoire and as a foundation for democratic culture in Europe. They should ensure that learners’ existing competences are recognised and built upon at each stage of education. All learners, including those in vocational pathways, should have access to more than one additional language. Authorities should critically review the range of languages on offer, taking account of national priorities, local contexts and neighbouring languages. They should provide parents and learners with guidance on language choices, including on assumptions about usefulness or ease. Curricula should be based on the CEFR. (Rec. 2022, b iv & v).

## Council of Europe resources for policy/ decision makers

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Resource 1: [Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume](#)

The CEFR Companion Volume (CEFR-CV) updates and extends the 2001 CEFR, which provided a common basis for developing language syllabuses, curriculum guidelines, examinations, and textbooks, supporting the alignment of curriculum, teaching, and assessment. It includes the complete set of updated and extended CEFR descriptors, replacing those from 2001. As well as being updated, these now also cover areas such as mediation, online interaction, plurilingual and pluricultural competence, and sign language competences. The CEFR-CV offers a vision of language learning and use in which learners are viewed as active, responsible participants in society, using language to achieve real-life goals and engage meaningfully with others.

- Chapter 2: Key aspects of the CEFR for teaching and learning

Resource 2: [From linguistic diversity to plurilingual education. A guide to educational policy making in Europe](#)

The Guide for the Development of Language Education Policies in Europe supports Member States in creating inclusive language policies that promote linguistic diversity, plurilingualism, social cohesion, and equal access to language learning. It offers practical guidance for well-designed language education, based on clear principles and democratic values, with a focus on effective implementation through broad social acceptance.

See especially chapters 5 ‘Creating a culture of plurilingualism’ and 6 ‘Organising plurilingual education’

- Chapter 5 describes how to influence social representations of languages and plurilingualism and proposes practical ways to promote plurilingualism within education systems.
- Chapter 6 proposes approaches for designing diversified learning pathways and offers practical strategies for implementing plurilingual education.

Resource 3: [Guide for the development and implementation of curricula for plurilingual and intercultural education](#)

The Guide serves as a resource for shaping plurilingual and intercultural language education policies and for embedding such approaches across curricula. It presents key issues and principles of curriculum design from a plurilingual and intercultural perspective and explains how to identify, integrate, and sequence relevant content and goals throughout the different stages of education.

See especially chapter 3 on 'Organising a curriculum for plurilingual and intercultural education'. The chapter proposes structured approaches for implementing plurilingual and intercultural education. It also offers practical suggestions for using plurilingual scenarios to support diverse learning pathways.

Resource 4: [Motivation Manifesto](#)

The ECML Motivation Manifesto highlights why the teaching and learning of multiple languages is important and how motivation plays such a significant role in the learning process. It also identifies the key actors and factors that influence motivation in the context of language learning.

## Council of Europe resources for teacher educators

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Resource 1: [From linguistic diversity to plurilingual education. A guide to educational policy making in Europe](#), especially chapter 6 on 'organizing plurilingual education' (6.5/6.7)

See above

6.5 contains discussions of in-class language learning and self-directed learning (pages 89-92), which offer useful food for reflection for teacher educators. 6.7 on diversifying language teaching methods (pages 100-101) also offer opportunities for broadening teacher educators' and course participants' view of how best to adapt methods to learners' needs.

Resource 2: [Guide for the development and implementation of curricula for plurilingual and intercultural education](#)

See above

See especially appendices III (*Outline for specification of teachers' competences with a view to plurilingual and intercultural education*), IV (*Instruments and resources for developing and implementing curricula for plurilingual and intercultural education*), V (*Learning methods and activities*) and VI (*Taking into account the linguistic and cultural repertoire of allophone pupils*) – pages 131-164). The tables and other material in these appendices provide useful stimuli for planning the content and methodology of teacher education courses.

Resource 3: [Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume](#)

See above

See especially Chapter 2 (page 25 ff.) on the key aspects of the CEFR, which presents the CEFR educational vision, and is particularly relevant for Teacher Education.