Languages for social cohesion
Language education in a multilingual and multicultural Europe
Les langues pour la cohésion sociale
L'éducation aux langues dans une Europe multilingue et multiculturelle

Languages for social cohesion

Language education in a multilingual and multicultural Europe

David Newby and Hermine Penz (editors)

European Centre for Modern Languages
Centre européen pour les langues vivantes

COUNCIL OF EUROPE CONSEIL DE L'EUROPE

Focusing its work on promoting innovative approaches in language education since 1995, the European Centre for Modern Languages (ECML) of the Council of Europe plays a significant role in disseminating good practice and assisting in its implementation in member states.

The ECML runs research and development projects within the framework of medium-term programmes of activities. These projects are led by international teams of experts and concentrate mainly on training multipliers, promoting professional teacher development and setting up expert networks. The ECML's publications, which are the results of these projects, illustrate the dedication and active involvement of all those who participated in them, particularly the project co-ordination teams.

The overall title of the ECML's second medium-term programme (2004-2007) is "Languages for social cohesion: language education in a multilingual and multicultural Europe". This thematic approach aims to deal with one of the major challenges our societies have to face at the beginning of the 21st century, highlighting the role of language education in improving mutual understanding and respect among the citizens of Europe.

***

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For further information on the ECML and its publications:
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Languages for social cohesion: Language education in a multilingual and multicultural Europe

European Centre for Modern Languages of the Council of Europe
2004–2007

A review of the second medium-term programme of the European Centre for Modern Languages and a summary of the ECML Conference 2007

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Council of Europe Publishing

English version:
Languages for social cohesion: Language education in a multilingual and multicultural Europe – European Centre for Modern Languages 2004-2007

French version:
Les langues pour la cohésion sociale: L'éducation aux langues dans une Europe multilingue et multiculturelle – Le Centre européen pour les langues vivantes 2004-2007
ISBN: 978-92-871-6427-8

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The opinions expressed in this publication are not to be regarded as reflecting the policy of any government, of the Committee of Ministers or of the Secretary General of the Council of Europe.

Cover: Gross Werbeagentur, Graz

Printer: Bachernegg, Kapfenberg

Layout: Christian Stenner

http://book.coe.int
Council of Europe Publishing
F-67075 Strasbourg Cedex

ISBN: 978-92-871-6428-5
© Council of Europe, January 2009

This publication is dedicated to Gabriela S. Matei and Danica Bakossová, both of whom contributed greatly towards making the European Centre for Modern Languages into the institution it is today. They are sadly missed within the ECML community.

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1. Editors' Foreword

David Newby and Hermine Penz (editors)

This publication has three functions. First, it summarises the achievements of the second medium-term programme of the European Centre for Modern Languages, which ran from 2004-2007 under the title of *Languages for social cohesion*. Second, it contains the proceedings of the ECML Conference, held in September 2007 at the University of Graz, to mark the completion of this programme. Third, it provides a preview of the projects which comprise the next medium-term programme of the ECML (2008-2011), *Empowering language professionals: competences – networks – impact – quality*.

The publication is divided into six sections as follows:

Section 1: this includes an introduction by the Executive Director of the ECML, Adrian Butler, a message to the ECML Conference 2007 by Council of Europe Secretary General Terry Davis, and an address by Joseph Sheils, Head of the Council's Department of Language Education and Policy, outlining recent developments in language policy within the Council of Europe.

Section 2: two keynote speakers at the conference provide a stimulating discussion of diverse aspects of social cohesion. Lucija Čok, professor of Multilingualism and Interculturalism at the University of Primorska, Slovenia, and Joe Lo Bianco, Professor of Language and Literacy Education at the University of Melbourne, Australia, examine the question of languages for social cohesion from a political and socio-cultural perspective respectively.

Section 3: in this section the consultants to the ECML second medium-term programme comment on the four strands which comprised the programme:

A. Coping with linguistic and social diversity;

B. Communication in a multicultural society;

C. Professional development and reference tools;

D. Innovative approaches and new technologies.

Each discusses the projects which were carried out within one of the strands and explains how they have contributed to the topic in particular and to the overall aim of the programme in general.

Section 4: this part of the publication is devoted to "external contributions" to the conference: articles which were submitted in the framework of a call for papers, which took place prior to the conference. The papers, which were presented during the conference, are organised according to the four strands of the second medium-term programme referred to above.

Section 5: five language experts who hold important functions within European language teaching associations and institutions were invited to attend the conference and, in the form of a panel discussion, to present their views on the ECML's second medium-term programme. These were: Carol Taylor, President of the European Confederation of Language Centres in Higher Education (CercleS); Terry Lamb, President of the World Federation of Modern Language Associations (FIPLV); Janina Zielińska, Vice President of the International Federation of French Teachers (FIPF); Gé Stoks, Editor of the Swiss language education journal Babylonia; and Anne Gallagher, Director of the Language Centre of the National University of Ireland, Maynooth. In this part of the publication they give the views from the perspective of their respective organisation.

Section 6: the final section takes a look forward at the new medium-term programme *Empowering language professionals*, which was launched in 2008 and which will run until 2011. Here project consultants consider the four strands of the new programme (evaluation, continuity in language learning, content and language education, and plurilingual education) and also the topic of European tools for language education policies.

This publication can only provide a short glimpse of the work accomplished by the projects of the second medium-term programme and related activities outside the ECML. However, it is hoped that readers will be animated to refer to the project publications to get a full view of the results.

The projects in each of the four strands of the second medium-term programme have all contributed substantially to European language education by exploring basic issues and theoretical foundations of the respective areas, but even more so by providing training materials for teachers, teacher trainers and other professionals. And, in addition to offering new insights and usable materials, new pathways for future research and development have been opened up.

All in all, the publication should provide an overview of current issues and trends in European language teaching and provide some indication of perspectives for the future.

2. Introduction

Languages for social cohesion: the 2004–2007 programme of the European Centre for Modern Languages

Adrian Butler
Executive Director (2003–2008), ECML Graz

Introduction

Between 2004 and 2007, the European Centre for Modern Languages (ECML) ran its second medium-term programme on the theme *Languages for social cohesion: language education in a multilingual and multicultural Europe*.

The title of the programme was chosen by the Centre's Governing Board in 2003 in recognition of the fact that improving social cohesion is one of the major challenges currently facing our societies. The ECML's programme was designed to contribute to this quest by examining language education's role in forging better understanding and mutual respect between the citizens of Europe. Twenty-one projects run by language experts from the whole of Europe were chosen for inclusion in the four-year programme by the Governing Board.

To mark the completion of this programme and to present the results of the projects, the ECML Conference 2007 was held on 27-29 September 2007 at the Karl-Franzens University in Graz. Some 250 experts from Europe and beyond gathered for this event, which was a broad platform for language professionals to present their work on developing and implementing instruments and tools to improve the teaching and learning of languages in the context of securing greater social cohesion.

This publication is both an introduction to the results of the 2004-2007 programme and a summary of the proceedings of the conference.

Languages for social cohesion

Barriers to communication are very often a threat to the cohesion of our societies. Prejudice feeds on ignorance and the lack of a common language, either metaphorical or real, between people provides an ideal terrain in which ignorance of the other flourishes.

Surmounting the language barrier requires first of all, considerable willpower. But in Europe, despite the achievements of the movement towards European integration, we are still surprisingly stubborn in referring to the notion of "foreign" languages which belong to "foreigners" who live "abroad". We hide behind the concept of national cultures and languages, rather than see our European partners as neighbours in a shared community.

The second prerequisite is effective teaching. In the long period of peace since the end of the last war culminating in the opening up of our previously divided continent, successive generations of Europeans have been given the opportunity to learn languages at school. However, the results have not really been very impressive so far in terms of the percentage of young people coming out of our education systems with real communicative competence in one – let alone two or more – European languages.

To reverse this trend, the European institutions have developed policies and instruments promoting plurilingualism and pluriculturalism: learning languages with the aim of being able to establish real communication with other Europeans and getting to know their cultures. The ECML finds its *raison d'être* in this movement.

But just as these efforts to promote the effective learning of modern languages begin to bear fruit, we have become aware that our societies have undergone great changes over the last decade due to movements of population from within Europe and beyond. One of the results of this is that, increasingly, language barriers also exist within our societies.

With our traditional, monolingual reasoning, we had overlooked the problems faced by those who do not have an adequate command of the official language(s) used in our countries. Today, for example, we can no longer count on all the children arriving in our state education systems having the necessary knowledge of the languages used within these systems to be able to follow the curricula successfully.

These barriers to communication very often contribute to increasing the social exclusion of groups within our societies whose position is already fragile due to a number of other factors.

Thus we see that language learning does not only have an important role to play in the ongoing construction of Europe, but also in the cohesion of our own national societies. We must consequently adapt the knowledge and expertise gained through teaching "foreign" languages to teaching the languages of our education systems.

The ECML does not have the pretension to claim that its projects have come up with easy recipes for how language education can solve the problems described above. Nevertheless, the extensive collection of practical outcomes resulting from the projects of its 2004-2007 programme represents a set of valuable building blocks for use by those working to reduce these obstacles to communication within our societies.

The 2004-2007 programme

The four thematic strands into which the ECML's 2004-2007 programme was divided give a clearer image of the ambitions of the programme and the scope of these results:

- First of all, "Coping with linguistic and social diversity: provisions, profiles, materials". Not, as the verb sometimes implies in English "putting up" with diversity, but accepting it, confronting it and turning it into a positive force for moving towards the other and accepting "otherness" as a valuable extra, a source of enrichment and a heritage and right to be respected and promoted in our societies. The Centre's role in this process is clearly spelt out in the second half of the title: coming up with practical tools to be used by language educators.
- The projects of the second strand, "Communication in a multicultural society: the development of intercultural competence", develop a different aspect of this premise. Learning another language implies journeying into another culture and moving away from the security of one's own cultural landmarks. To do this successfully supposes adequate training in developing intercultural communicative competence. This includes the ability to reflect critically about one's own cultural heritage and to be able to mediate it to people from other cultural backgrounds.
- The third strand, "Professional development and reference tools", includes the projects that relate most closely to the ECML's vocation as an institution devoted to the training of multipliers and to enhancing the status and performance of language educators. Naturally enough, in view of the Centre's Council of Europe lineage, applications of the instruments developed in Strasbourg – the *Common European Framework of Reference* (CEFR) and the *European Language Portfolio* (ELP) – figure prominently in these projects. But other new reference tools with exciting potential also came out of this strand.
- The last strand, "Innovative approaches and new technologies in the teaching and learning of languages", links directly to the Centre's mission as set down in its Statute ("the implementation of language policies" and "the promotion of innovative approaches to the learning and teaching of modern languages"). In an age where the technological revolution has become a daily reality and where young people spend large amounts of their time in a virtual, digital world, it is an immense challenge for language education to embrace this movement and take advantages of the myriad opportunities offered, particularly by the Internet.

The results of the projects run within these strands of the Centre's second medium-term programme and presented at the ECML Conference 2007 are described briefly in Section 3 of this publication. We have not gone into greater detail as they may be consulted and downloaded directly online from the ECML's website (www.ecml.at).

The ECML Conference 2007

The Conference was first and foremost a shop window for the ECML's 2004-2007 programme results. But the Centre made a special effort to open up the proceedings to international experts with a broader perspective on the question of languages for social cohesion.

These were, firstly, the guest speakers: Lucija Čok, Rector of the University of Primorska and former Slovenian Minister of Education, who set the subject of language education in its institutional, legal and economic framework; and Jo Lo Bianco, Professor of Language and Literacy Education at the University of Melbourne, Australia, who approached social cohesion from a historical and sociolinguistic perspective.

The European institutions were represented by Joseph Sheils, Head of the Council of Europe's Department of Language Education and Policy, who described the Council's work on language policies and standards, and Harald Hartung, Head of Multilingualism Policy Unit at the European Commission, who presented its work on multilingualism, social cohesion and the intercultural dialogue.

The Conference then broke into parallel working sessions, each devoted to one of the four sub-themes of the Centre's programme: linguistic and social diversity; intercultural communication; teacher development; and innovative approaches. These included presentations of the results of the Centre's 21 projects by their co-ordinators but also contributions from international experts not involved in the ECML's activities whose participation had been solicited as a way of extending the scope of the conference proceedings. The results of the working sessions were summarised in plenary by the consultants to the Centre's 2004-2007 programme.

Then, once again with the objective of gaining a broad view on the topics under discussion, a panel discussion was held, involving experts representing a number of different "specialities" in language education: Carol Taylor, President of the European Confederation of Language Centres in Higher Education (CercleS); Terry Lamb, President of the World Federation of Modern Language Associations (FIPLV); Janina Zielińska, Vice President of the International Federation of French Teachers (FIPF); Gé Stoks, Editor of the Swiss language education journal *Babylonia*; and Anne Gallagher, Director of the Language Centre of the National University of Ireland, Maynooth.

Their discussions spotlighted the achievements and challenges arising from the conference, seen from the different perspectives of each contributor, and proposed input for the orientation of future reforms and developments in the practice of language teaching and learning in Europe.

This forward-looking panel discussion represented the bridge between the 2004-2007 programme that had just ended and the new 2008-2011 programme, *Empowering language professionals: competences – networks – impact – quality*, which had, only the day before, been confirmed by the ECML's Governing Board. To close the

proceedings, the consultants to the new programme gave a presentation of how the future projects were expected to contribute to the four thematic focuses that had been chosen: evaluation, continuity in language learning, content and language education, and plurilingual education.

A personal note

The ECML Conference 2007 represented the culmination of my five years' tenure as Executive Director of the ECML. During this time I was fortunate enough to be able to oversee the finalisation of the first medium-term programme, to supervise the running of the whole of the second and to witness the launching of the third. I would like to pay tribute to all of the colleagues, collaborators and participants in the ECML's "extended family" whom I had occasion to work with over these five years.

I reserve a special final word of thanks for the ECML staff who work daily at the Nikolaiplatz premises in Graz. It has been a privilege to work with such committed and hard-working colleagues, whose enthusiasm for the Centre and its work is palpable to all who come into contact with the ECML.

Acknowledgements

For their active co-operation in the preparation and running of the ECML Conference 2007, the ECML wishes to thank, in addition to those named above, the following people and institutions:

- the Karl-Franzens Universität Graz (Institut für Anglistik, Institut für Romanistik and Institut für Germanistik);
- the members of the conference scientific committee: Edith Matzer, Hermine Penz, Sabine Schmölzer-Eibinger and David Newby of the Karl-Franzens Universität, Graz; and Muriel Warga of the Austrian Federal Ministry for Education, the Arts and Culture;
- the editors of the manuscripts of this publication: David Newby and Hermine Penz;
- the Österreichisches Sprachen-Kompetenz-Zentrum (ÖSZ);
- the Austrian Association of the ECML (Verein Europäisches Fremdsprachen-zentrum) and its manager, Ursula Newby;
- the co-ordinators who guided the 21 projects through a four-year journey of discovery;

- the consultants of the ECML's 2004-2007 and 2008-2011 programmes: Frank Heyworth, EAQUALS; Roy Cross, British Council; Isabel Landsiedler and Hermine Penz, Karl-Franzens Universität, Graz; Hanna Komorowska, Warsaw University; plus Waldemar Martyniuk, Jagiellonian University, Poland;
- the Province of Styria;
- the City of Graz;
- ECML staff and the conference assistance team.

Section 1:
Perspectives from the Council of Europe

3. Message to the ECML Conference 2007

Terry Davis
Secretary General, Council of Europe

I regret that I cannot be with you on this important occasion. I wish, however, to congratulate the European Centre for Modern Languages for its excellent work in the past decade.

I am grateful to the member states, in particular to Austria, for their generous support for the Centre. The Austrian Federal Ministries for Education, the Arts and Culture, and for Science and Research, the Province of Styria, and the City of Graz all make an important contribution to help the work of the Centre. Austria's initiative in establishing the Centre, and its constant support for the education programmes of the Council of Europe, are greatly appreciated.

Our work in the area of languages is based on the priorities set out in the Action Plan decided at the 3rd Summit of Heads of State and Government. It is making a specific contribution to the Council of Europe's work on social cohesion and intercultural dialogue.

Language skills are ever more important, and the Council of Europe is providing valuable support. Our young people should be encouraged to develop the curiosity and the skills needed to discover other cultures and societies.

As educators we have an obligation to prepare young people for intercultural citizenship. We give them opportunities to open up to other people with different cultural and linguistic identities. In May this year, the Standing Conference of European Ministers of Education stressed the need to develop key competences for democratic culture and social cohesion, such as citizenship competence, and intercultural and plurilingual competence.

The Council of Europe is currently preparing a White Paper on Intercultural Dialogue, which will reflect our commitment to a democratic Europe based on mutual respect for human dignity, and nurtured by successful intercultural communication among equals in our culturally diverse societies.

The White Paper should help us to mainstream intercultural education in our work programmes. Our work in the field of languages should contribute to the promotion of a democratic culture with respect for human rights and the rule of law. This is why the European Charter for Regional or Minority Languages is now within the same Directorate General as the Language Policy Division and the ECML as part of a Directorate of Education and Languages.

The Language Charter is a unique Council of Europe convention to protect regional or minority languages as part of the cultural heritage of the whole population. It promotes mutual understanding between all the linguistic groups in a country. States which ratify the Charter pledge to promote the use of these languages in public life and their action is monitored by the Committee of Ministers of the Council of Europe.

Yesterday, we celebrated the 7th European Day of Languages. On this occasion, I stressed that "language and language teaching are essential to the promotion of the Council of Europe values of democracy and human rights" and that "language skills help people to understand and respect each other, as well as talk and listen to each other. That is why the European Day of Languages on 26 September is so important". But language and language skills are too important to be celebrated only once a year. This is why the work of the ECML is so important. It makes every day a European Day of Languages.

4. The work of the Council of Europe in language policies and standards

Joseph Sheils
Head of the Department of Language Education and Policy,
Council of Europe

Introduction

The Council of Europe is pleased that so many of our partners are present at this major ECML event. Many of you were also present at the Policy Forum in Strasbourg this spring, and we appreciate this strong commitment to the Council of Europe's work in languages.

We are all stimulated by the very interesting outcomes of the second medium-term programme, and I congratulate all who contributed to the successful completion of this very ambitious ECML programme. We are grateful to the consultants, the project co-ordinators and teams for their dedication over the past four years. And of course they, perhaps better than most, know and appreciate the excellent work of my colleagues in the ECML Secretariat in managing, guiding and co-ordinating over 20 projects during that period. This last year of project consolidation has been particularly demanding and I know that you join with me in thanking all at the ECML for their hard work to ensure that member states can benefit fully from the results of the different projects.

I wish to thank in particular my colleague Adrian Butler for his leadership and commitment in enabling the Centre to achieve its objectives in this programme. During Adrian's period as Executive Director, the Centre has taken careful stock of its work after a decade as a permanent Council of Europe institution; it has consolidated its position in the European institutional landscape and has developed a strategic vision for its future work. Adrian will leave the ECML in the near future and we thank you, Adrian, for your contribution to the development of the Centre. I know that all here present join with me in wishing you well in your new responsibilities in Strasbourg when that time comes.

As the Secretary General has informed you in his opening message, we are in effect three instances working together in the field of languages. We are on the one hand supporting our member states in developing and carrying out their language education policies through the intergovernmental co-operation programmes of the Language Policy Division and the ECML. On the other hand, we are monitoring legislation and practice concerning the use of regional or minority languages in the 23 countries that have ratified the European Charter for Regional or Minority Languages.

The European Charter for Regional or Minority Languages is a cultural instrument designed to protect and promote regional and minority languages as part of the cultural heritage of the whole population. It is of course also concerned with mutual understanding and respect for all the languages and cultures in a country. The Charter is a unique standard setting instrument and, because it is a monitoring mechanism, operates in a different manner to our other policy instruments and tools for language education. Unlike the Charter, these "soft standards" do not have a normative function – as was repeatedly emphasised at our Policy Forum on the *Common European Framework of Reference for Languages* (CEFR) in February. One of our tasks no doubt will be to draw on these reference instruments and tools for implementation to assist member states in their follow-up to the Council of Europe's recommendations for action arising from the language Charter's monitoring process. I am thinking in particular of Article 8, which deals with teaching in and of minority languages.

The political context for Council of Europe language work

Before summarising some current developments, I shall briefly recall the political framework for our work in languages. This is provided in the first instance by the Action Plan drawn up by the Heads of State and Government at the 3rd Summit of the Council of Europe in Warsaw (May 2005). The importance attached to social cohesion and intercultural dialogue has already been highlighted in the Secretary General's opening statement.

Exactly two years after the Summit, in May this year in Istanbul, the Standing Conference of European Ministers of Education examined the contribution of education policies to the Action Plan under the conference theme "Building a more humane and inclusive Europe: role of education policies". They stressed the importance of ensuring access to quality education for all young people across Europe, and of developing concrete measures for inclusive education.

The Council of Europe's action is values and rights driven, and our response to these issues can be placed in the context of the right to education, which is enshrined in the European Convention on Human Rights, and within the development of values and competences for democratic culture and social cohesion. The ministers referred specifically to citizenship competences, intercultural competence and plurilingual competence.

Languages of schooling

This is the broader political context for the recent work that I will now summarise. I will concentrate on one project dealing with the main languages of instruction in

schools, which we initiated as a direct response to the Summit's concern with social cohesion and active democratic citizenship. This is also a logical extension of our work to promote an effective, coherent and harmonious approach to the development of all the languages and language varieties in the learner's plurilingual repertoire. This takes further our existing work on a holistic approach to language education, promoted in particular in our *Guide for the Development of Language Education Policies in Europe* and through our Language Education Policy Profile activity.

Our aim is to support member states in their efforts to ensure equal access to the curriculum for all learners so that every child, through language education and language use, can achieve his or her potential for personal development, active citizenship and employment.

This depends to a large extent on how well pupils develop the necessary competences in the main language of instruction in school, both as a subject (e.g. Polish in Poland) and as the language of instruction across the curriculum. Successful learning depends on the extent to which they acquire the "academic" subject-specific forms of discourse that are used in teaching and learning a range of different school subjects.

Language education is not limited to language as a subject but is also part of learning in all other subjects in the curriculum. The use of language across the curriculum in different subjects introduces rhetorical styles and rules which can be quite different from the vernacular language variety of many learners, and can be seen as a new variety to be added to learners' plurilingual repertoire. There may be significant gaps between the repertoires of socially disadvantaged groups and the language of schooling, in terms of knowledge and command of the language, the rules governing its use, discourse management and familiarity with different types of school text.

Pupils have a basic right to add these essential communication competences to their repertoire. We have therefore adopted an "entitlement" perspective in relation to the curriculum by looking at the minimum communication competences that are expected in member states in relation to language use across the curriculum for teaching subjects.

We are looking initially at minimum expectations in the curricula – the minimum linguistic and semiotic communication competences that learners are expected to acquire at key stages of education, whether explicitly or implicitly, so that they can progress with confidence and success in the next stage of the curriculum. The specific points of interest at this point are the end of primary education (or the point where learners move from one principal teacher to many teachers), and the end of compulsory education. Our initial analysis is focused on three subject areas – history, maths and natural sciences – and also on the transferability of competences between language as a subject and language across the curriculum.

Our work on the elaboration of a reference instrument for the languages of schooling inevitably has obliged us to address a wider range of issues than those in the CEFR, or at least has required us to develop a number of them in greater depth.

These include the specific contribution of education to personal development, culture and values, socialisation, identity building, knowing and acknowledging different linguistic and cultural traditions, the role of literature and creative language use, autonomous learning and thinking, and, of course, cognitive development based on language learning. We are very conscious of the need to address the social and cultural disadvantages of certain groups of learners, and ways to overcome them in the long run. Social inclusion along with active intercultural citizenship provides us with fundamental guiding principles for this process.

Our work must also of course take account of trends in education relating to globalisation, the knowledge society and lifelong learning, and the responses at European level, including actions undertaken by the European Union and the Organisation for Economic Co-operation and Development (OECD).

Towards an overarching instrument for the languages of education

We are attempting to integrate the main issues into a new overarching reference instrument in order to mainstream plurilingual education and education for plurilingualism within education. This means bringing all the languages in school and the languages of school into a coherent relationship within a vision based on a holistic concept of languages of education.

A reference instrument of this kind is concerned with the development of the full plurilingual potential of the learner by including ALL the languages of education:

1. main language(s) of schooling (national, regional/minority languages)
    - language as a subject (LS)
    - language for teaching other subjects (LAC)
2. regional/minority + migrant languages (+ varieties)
3. modern foreign languages.

Such an instrument would also take account of other languages or varieties present in the school environment as part of pupils' repertoires even if they are not formally included in the curriculum.

We are working towards a reference framework based on common European values and principles that facilitates a common understanding of key values, attitudes, abilities, competences, knowledge and skills. It would include perspectives on policy making at different levels, and domains such as curriculum development, the school environment, learning, teaching and teacher education, evaluation/assessment. It would provide a common terminology that will allow us to communicate about the issues and share our responses within our countries and in the wider European context.

We wish to provide support for a "community of practice" across Europe. This means that the framework would have not only a material but also a virtual dimension – flexible and open – that can take advantage in an ongoing manner of the knowledge and innovation that can be generated around the languages of education.

Time does not permit a detailed presentation of the scope of work under way in this project but I refer you to our website where you will find over 30 new studies posted last week. These have been prepared for the intergovernmental conference we are organising with the Czech authorities in Prague in November (www.coe.int/lang).

Conclusion

Any new instrument of this kind would of course build on and interact with the Council of Europe's existing instruments of reference and of implementation.

These are well known and allow me to briefly recall a few recent developments.

- The *Guide for the Development of Language Education Policies in Europe* is a reference instrument which is now supported by an ECML model for developing whole-school policies at institutional level.
- The CEFR: in the follow-up to the Policy Forum on the CEFR (the report is available), we will aim to exploit the full potential of this reference instrument with further reference material. This will include a *Guide for the Development of Curricula for Plurilingual and Intercultural Education*, which will be initiated with the assistance of SLO in the Netherlands. The aim is to promote an integrated approach to developing plurilingual profiling across languages. With this initiative, along with the *Framework of Reference for Pluralist Approaches* being prepared by the ECML, and training in linking curricula to the CEFR, we will be able to offer extensive guidance in designing and implementing curricula design for plurilingual education. The ECML kit promoting plurilingual approaches for teachers working in regions where minority languages are spoken will be another valuable contribution in this area.
- In another initiative following from the Policy Forum, a cross-language benchmarking seminar in 2008 will lead to new examples of oral performance for 15 to 16-year-olds standardised across several languages – a new and necessary step to be undertaken thanks to the generous support of the *Centre international d'études pédagogiques* (CIEP, Paris). In addition, the next ECML programme will offer support and training for linking exams to the CEFR and in this context it is useful to note that the revision of the *Manual for Relating Language Examinations to the CEFR* is being finalised and will be completed after a seminar in Cambridge later this year.

- The *European Portfolio for Student Teachers of Languages* (EPOSTL) will be a key European reference instrument and implementation tool with a hands-on approach.
- We are proposing that the development of new ELPs be supported by the elaboration of a series of templates for use by local portfolio developers, and the ECML training kit and website will provide essential reference tools for implementation.

The Language Education Policy Profiles are transversal to all languages and remain as an offer from the Council of Europe to assist member states in developing their specific policies for the languages of education based on our shared values and principles.

Our challenge is to develop forms of sharing and co-operation within the community of practice together – working with representatives of the different languages in school and of school, with a view to gradually breaking down the compartmentalisation that has existed for too long. We have at least begun this process and hope to take it further through the development of an open-ended reference framework for languages of education.

Section 2:
Conference keynote speakers

5. Language policy for cultural and social cohesion

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For common issues common instruments are needed

Humanities is about knowing humankind by understanding human beings present and exploring its past. Retelling mankind's history by exploring ancient styles of living and interpreting these from a modern point of view, applying old truths to recent beliefs, is the way to improve mutual understanding.

Communication and exchange of information are key issues that help to improve understanding of various economic, social and cultural areas, which, in turn, form the most important platform for development of common strategies of the nations that have decided to follow a common route.

For common issues common instruments are needed. The balance between the rights and duties of each human being is important and has to be regulated by a common convention. Economic, social and especially cultural rights are not just individual, but collective rights of groups or even nations, and therefore subject to special legitimacy. Cultural rights as well as economic and social rights derive directly from international law. International (human rights) law is also their superior protection system. The most representative as well the most authoritative document in international law is the Universal Declaration of Human Rights.[1] Its fundamental attribute is the legal obligation of governments to guarantee and assure their unmolested enjoyment by each individual. This legal character is based also in the United Nations Covenant on Economic, Social and Cultural Rights. Cultural rights embody individual and collective rights to education. In this context, education also means increasing awareness, tolerance and friendship among nations and racial, ethnic or religious groups. Cultural rights in general also enshrine other crucial aspects such as participating in cultural life,

1 Adopted by the General Assembly in 1948.

enjoying the benefits of scientific progress and its applications and using one's own language. European law also strives to attain the same goals as international law.

Language is the most direct expression of culture; it is what makes us human and what gives each of us a sense of identity. Article 22 of the Charter of Fundamental Rights of the European Union states that the Union shall respect cultural, religious and linguistic diversity. Article 21 prohibits discrimination based on a number of grounds, including language. Together with respect for the individual, openness towards other cultures, tolerance and acceptance of others, respect for linguistic diversity is a core value of the European Union. Multilingualism refers to both a person's ability to use several languages and the co-existence of different language communities in one geographical area. The European Convention on Human Rights and particularly the law of the EU set legal obligations upon states to guarantee and promote minority rights. National, ethnic, religious and linguistic minorities have the unalienable right to preserve and to develop their own culture and to foster essential elements of their identity – religion, language, customs and cultural heritage. Minorities contribute to cultural variety in general. The level of respect for their cultural rights is therefore the mirror of a society.

In the document *A New Framework Strategy for Multilingualism*[2], the term is used to describe the new field of the European Commission policy that promotes a climate that is conducive to the full expression of all languages, in which the teaching and learning of a variety of languages can flourish. The emphasis is on each individual's capacity to learn and use more than one language in social communication. The *Common European Framework of Reference for Languages* (CEFR)[3] is a key instrument for establishing a European educational space in the field of modern languages. Its main aim is to facilitate transparency and comparability in the provision of language education and qualifications. It is available in over 30 language versions. Plurilingualism of the single speaker is defined in it as: "the ability to use languages for the purpose 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" (2001: 168). It is for plurilingual education to encourage and expand this capacity. It is not a matter of turning Europeans into polyglots but of helping them to develop their plurilingual and pluricultural ability.

Intergovernmental co-operation programmes have been carried out by the Language Policy Division (formerly the Modern Languages Section) in Strasbourg since 1957, and by the ECML in Graz, Austria, since it was established by a Partial Agreement in 1994. The ECML and the Language Policy Division are two complementary bodies of

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2 Twenty official languages of the European Union, 60 other indigenous languages of non-indigenous languages spoken by migrant communities. Commission of the European Communities, Brussels, 22 November 2005. COM(2005) 596 final.

3 *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (available online in English: www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf).

the Council of Europe. The Language Policy Division focuses on the development of language policies and the facilitation of European language policy co-ordination and promotion of dialogue among decision-makers, and the ECML works on the implementation of language policy. The Division is responsible for designing and implementing initiatives for the development and analysis of language education policies aimed at promoting linguistic diversity and plurilingualism. The Division is particularly well known for its work in developing tools and standards to help member states elaborate transparent and coherent language policies. These instruments, which are disseminated and used not only throughout Europe but all over the world, have become a vital contribution to the establishment of a European education area for modern languages and serve as benchmarks for other bodies and institutions, such as the European Union.

These essentially aim to raise awareness on critical issues, provide training to language education practitioners and facilitate networks of specialists. In order to implement these objectives, the ECML organises a programme of international projects on language education. These projects are organised in a four-year medium-term programme, with the current programme running from 2004-2007 under the title of *Languages for social cohesion: language education in a multilingual and multicultural Europe*. Basing its work on the underlying values of the Council of Europe and its pioneering work in language education, the ECML is ideally equipped to act as a catalyst for reform in the teaching and learning of languages.

The *European Language Portfolio* (ELP) is, beside the CEFR, one of the major projects of the Council of Europe. It is a personal document in which language learners can record and reflect on their language learning and cultural experiences. The ELP varies according to countries and educational contexts. However, they all share common criteria and are all examined by a European Validation Committee, which accords an accreditation number. The methodology proposed by the CEFR, defining the descriptors for assessing achievements in language learning, has been accepted and used in all European environments. It is much harder to formulate appropriate and sufficiently transparent descriptors for establishing the level of intercultural awareness as they are related to acts and effects of perception and evaluation, knowledge and recognition into which an individual inscribes his/her assumptions and interests.

At the request of national or regional authorities, the Council of Europe provides expert assistance with the development of Language Education Policy Profiles, a process of analysis and reflection leading to proposals to support a global and coherent approach to language learning and teaching, and involving all languages in education. Experts' analyses and comments are based on national reports on language teaching supplied to them by national authorities and on face-to-face interviews which they are able to conduct on the spot during their visits, when they make contact with a wide range of interlocutors. Their report is intended to serve as a starting point for a national debate on language education – including the mother tongue/first language, recent and long-established migrant languages and foreign languages – as a source of national plurilingual potential. It has to be seen as a dimension of social policy in the

perspective of increasing and maintaining social cohesion by relativising cultural divisions through a policy of inclusion of cultural and language groups and careful management of relations with other societies.

Learning to respect and accept others

The tasks agreed by the Committee of Ministers in the area of educational practices are passed on directly to the national bodies responsible for implementation. They become integral parts of language policies which follow different approaches to reach the same objectives. The question is determining which local environments (spaces) can form entities in which the same values can be accepted. How can we identify what is shared, what is interchangeable and what is valid in entities which have been affected by the changes of globalisation? If the constant factor in the life of societies is eternal change, can we find a shared way forward here?

Intercultural education, which fosters respect for and acceptance of others, can help come up with solutions. In this connection, we are dealing with the cultural experience that takes shape in a constant process over the generations. While taking on the values internalised by previous generations, individuals incorporate their desire to further develop and accommodate the world around them. In their existential ambitions, they mature culturally, the process of the creation of cultural memory commences in them and moves forward if cognitive and emotional behavioural functions have been transferred (cf. Cole 1996: 113). Cultural memory is therefore the result of the manifold occasions in which factual circumstances are transformed into human values.

Linguistic communication – or language in general – is the conveyor of mental functions par excellence: it is both the material form and the content in which culture generates multiple and specific systems of cultural values.

Can we develop forms of encouragement and mechanisms for raising young people's awareness of interculturalism in the educational context? According to the model put forward by Bennett (1993)[4], in order to move from ethnocentrism towards ethnorelativism, it is necessary to go through six stages of personal maturity: denial, defensiveness, minimisation, acceptance, adaptation and integration.

Denial occurs when individuals do not wish to or cannot recognise the differences between cultures and habits because they are not part of their daily lives. Co-operation in different projects, friendships with young people from other environments and knowledge of art and various cultural activities are the educational practices for overcoming this negative phase in behaviour.

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4 Bennett, J.M. (1993), Towards ethnorelativism: A development model of intercultural sensitivity, in Paige, R.M. (ed.) *Education for the Intercultural Experience* (2nd ed.), Yarmouth, ME: Intercultural Press, pp. 21-72.

Defensiveness in relation to individuals' own ways of perceiving differences applies when those individuals seek to stereotype differences. In this case, it is necessary to study other people and their diversity in greater depth. If we want to appreciate our own culture, we must explore it and compare it with other cultures.

"We are all equal" is the line taken by those who wish to minimise or play down cultural diversity. They realise that differences exist, but also accept the world that is only made up of people who resemble one another. In this case, young people have to be encouraged to discover what is specific, different or new in the various cultures. While contrasting solutions to conflicts exist, the creativity around us can address this.

The acceptance of cultural differences is the decisive step towards interculturalism. Approaches which lead to the same goal and accept the different ways of perceiving or interpreting cultural relativism add to the richness of humankind. When educating young people, procedures must be introduced to foster respect for different cultural contexts and tolerance of uncertainty.

Adapting to differences without giving up one's own specific characteristics, seeing the world from other people's perspectives, understanding their languages, customs, religions and ways of accepting society means being fully aware of the relevant factors and becoming tolerant and showing empathy towards the outside world.

Integration does not necessarily mean the loss of individuals' cultural and national identities. The idea is to shape one's own identity while integrating it into an intercultural identity. In the pluricultural and multilingual context, there are many misunderstandings, complicated situations and even conflicts between cultures, religions and traditions. However, the plural, diversified context offers prospects for educating tolerant young people who wish to live together peacefully. The goal is attainable for individuals who approach differences with flexibility, adaptability and an ethical position involving assessment of their own values, in a two-way process with those of other people.

In Bennett's model, where theory alternates with best practices, the strong point is what can be learned from the external challenges facing us. The education content is not a subject to be learned, but an experience to be lived through, a process of transformation based on heuristic and integrative activities, or a form of discovery of the outside world. The challenge of discovering the unknown must be intensive enough to motivate the young people and produce results. Research, critical dialogue, case studies, debate and consensus-seeking and the acceptance of compromises are all tools which such education employs and builds on. Intercultural education, which increases respect for and acceptance of other people, can contribute to the development of support mechanisms for a world based on solidarity.

The European Union is founded on “unity in diversity”

The European Union is founded on “unity in diversity”: diversity of cultures, customs, beliefs and languages. It is this diversity that makes the European Union what it is: not a “melting pot” in which differences are rendered down, but a common home in which diversity is celebrated, and where many mother tongues are a source of wealth and a bridge to greater solidarity and mutual understanding.

EU policy on the multilingualism of nations has three aims: to encourage language learning and the promotion of linguistic diversity in society; to promote a healthy multilingual economy; to give citizens access to European Union legislation, procedures and information in their own languages. As a dimension of social policy, this should increase social cohesion and maintain management of relations with other societies.

Concerning language learning, policy makers have a crucial role to play in promoting common goals in their national education systems. National policies should establish clear objectives for language teaching at the various stages of education and be accompanied by a sustained effort to raise awareness of the importance of linguistic diversity. The teaching of regional and minority languages should be taken into account as appropriate, as should opportunities for migrants to learn the language of the host country (and the teaching of migrant languages). The advantages of the early learning of languages can only grow where teachers are trained specifically to teach languages to very young children, where class sizes are small enough, where appropriate training materials are available and where enough curriculum time is devoted to languages. Higher education institutions could play an active role in promoting multilingualism amongst students and staff, but also in the wider local community. The trend in non-English-speaking countries towards higher education teaching through the medium of English, especially where Erasmus students are integrated in courses, may have unforeseen consequences for the vitality of national languages. In such cases it essential that courses in national or regional languages be available too.

Over the past few years, a number of universities have introduced chairs in fields of study related to multilingualism and interculturalism. Learning a subject through the medium of a foreign language is being used increasingly across Europe. This approach provides greater opportunities within the school curriculum for exposure to foreign languages. In most countries at least half of all primary school pupils now learn a foreign language. The curricula and structures for training teachers of foreign languages are currently responding to changing demands about the language skills that pupils and students should acquire.

The links between language and economic processes in multicultural societies are most often characterised by benefits and costs related to different forms of intercultural/inter-group communication regulation, different approaches in labour markets, varying distribution of language inequality, varying roles of individual language in the

economic development of society and to the economic advantages of the policy of teaching different languages (Lukanovič 2002). Theories dealing with the role and status of languages and with language processes in societies marked by integration and globalisation, do not explicitly expose the economic aspect of language; rather, they link the economic value of language and the policy of plurality (Grin 1996). Thereby the following parameters are considered.

1. The value of linguistic diversity (majority language, traditional autochthonous/ indigenous minority language, immigrant language, foreign language), and the extent of financial and institutional support;
2. The value of adequate inter-group communication, which includes adequate language teaching;
3. The value of language vitality, which includes the effect of language upon commerce.

Thus, the value of language in intercultural communication becomes multilayered and hard to measure in an economic sense. In terms of the "value" of language, the economic aspect happens to be just one of the variables appearing in close relation to motivation, though only in cases where an individual is motivated, in terms of economy and status, to acquire command of another language and to use this language in specific situations. In many cases the economic variable affects an individual's attitude towards a specific language, and thereby also his attitude towards the other community. This means that the economic factor is related in complex ways – directly and indirectly – to all the aspects affecting language processes, from language preservation and decay to the strategies of language accommodation.

Language as a tool in multilingual economy

In activities promoting multilingual economy, intercultural communication skills are assuming an ever-larger role in global marketing. To trade with companies in member states, European businesses need skills in the languages of the European Union as well as in the languages of other trading partners around the globe. For the Single Market to be effective, the Union needs a more mobile workforce. Skills in several languages increase opportunities on the labour market, including the freedom to work or study in another member state.

Linguists, sociolinguists and sociologists of language agree that economic/social security and language processes are interrelated, although economists studying these problems are scarce. Pragmatically- and rationally-oriented experts treat the link between language and economy only in terms of cost analysis and non-profit investments, conditioned by the respect and implementation of the state's multicultural character: a necessary element in language planning, but a redundant item in the state

budget. However, such an attitude is a short-term investment even from the point of view of economy.

Studies of the relationship between learning languages and economic issues (Grin 1996) show that some authors treat language only as a means of communication and compare it with money. Language and money, for them, share similar characteristics, always serving as a means of exchange and offering the possibility of quantitative and qualitative changing of processes and relations. However, there are many other theories and links between economy and language, e.g. possessing a command of languages offers access to a broad spectrum of employment possibilities and is certainly an advantage in job seeking. Moreover, it shows respect for language diversity at the workplace and is useful when bilingual contacts are needed. All these parameters contribute to the production of human capital and exert indirect influence upon an individual's economic and thereby also social status.

An individual is usually not interested in language *per se*; rather, he likes the life associated with a certain language. The quantity of language use (the amount of time spent on reading and communicating in a certain language, the number of pages or books read) in this context can be measured and thereby included into the individual's applicative function. Reading and talking in a language means creating production. Regarding this economic approach, language also appears on the market, which, in turn, sets “price and demand” and governs its distribution.

The economic aspect of language also appears in regard to second language acquisition. Language can also be treated as human capital, enabling an individual to acquire financial means and improve his living standard. In such cases the wish and motivation for knowledge accumulation (command of a second language) represents a pure linguistic stimulus, the aim of which is not just to learn a second language to improve one's communication with neighbours, nor just to get to know their culture and history or just to contribute to co-existence in one’s surroundings; it means also that one is learning a second or third language because this is an investment in one’s knowledge. For an individual, knowledge of a language is basically an accumulation of intellectual capital (Grenier, Vaillancourt 1983), which, as an investment, brings one short-term profit and long-term profit – easier access to foreign markets, the knowledge of the culture and mentality of a market contributing to more sovereign and easier business making.

One of the great challenges of the reality of Europe today is the very attempt to carry out economic and political integration under the provision of cultural diversity and thus to offer to the global public, one century later, a new model of civilisation that does not equate socio-economic globalisation with the socio-cultural variant of the American melting pot. This new European model of civilisation will be confronted with its first test in the numerous European "contact" settings, where – in addition to the issues of international contact and settling functional social, economic and administrative issues – conditions for co-existence and mechanisms to protect the cultural specificities of different peoples, both ethnic and linguistic, are created, thereby stimulating social

cohesion. The abolition of different kinds of "frontiers" will demand a major revision of traditional and ethnocentric conceptions and social behaviours (Bufon 1997b).

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6. Social cohesion and language learning

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Introduction

This paper discusses the term "social cohesion" and its connection with languages against the backdrop of two key considerations. The first of these is the dramatic transformation of human societies worldwide under conditions of globalisation in which population mobility is central and at unprecedented levels.

Combined with demographic shifts in fertility rates these changes appear to be decisive and permanent and produce multicultural societies everywhere. Contrasting with this is the play of both nostalgia and established practices of states and education systems which are premised on uniformity. At the supranational level we see both: the instrumental rationality of efficiency, which dominates in economics and regional security but which is contested by the stubborn resistance of tradition, and even atavism.

The traditional aspiration of most national states has been for linguistic uniformity and the desire for secure homelands recognisable by cultural continuity and tradition. In reality this is often a myth, but a myth on which many national states have been forged, community imagined and economies constructed.

Sociolinguistics

The discipline that looks most closely at the links between language and society is called sociolinguistics, and classically this has two orientations, one is closer to society, the other closer to language. A language-oriented sociolinguistics describes and analyses society within language. If we prefer this approach we look at how gender, social position, profession, ethnicity or nationality, among other kinds of identity, are marked, displayed or negotiated in how we speak, read and write. A society-oriented sociolinguistics describes and analyses language within society. If we prefer this approach we look at role and importance of language, languages and different forms and kinds of communication in society.

Both of these, the broadly social and the broadly linguistic, are brought closer together with contemporary views of language that stress performativity and contemporary views of society that stress activity. These approaches to language and society focus on what we do rather than what we are, and view language as what we accomplish in communication in interaction with others, rather than what we know in abstract.

By focusing more on performance, i.e. the doing or activating of sociolinguistics, we open up a new space. We see that language and society do not just reflect each other but that they sometimes, or often, constitute each other. Here we enter a richer and deeper realm of thought which is very relevant to the projects that the ECML should favour, such as activities in which language learning and teaching are integrated into social actions favouring cohesive social relations among groups. In this way language learning and social cohesion can be more supportive of each other.

I will discuss social cohesion in relation to language learning for the most part but social cohesion as an ideal and as a problem has implications for language policy, for language research and for language curriculum design as well as for language learning.

Social cohesion and language learning

In May of 2001 violent rioting occurred in the town of Oldham, in the Greater Manchester area of England. According to most reports these were the worst riots with an apparently racial motivation in the UK for more than 15 years. That same summer there were other major riots in several English towns and some British newspapers came to call it the Summer of Violence, as rioting extended to confrontation along broadly racial divides in northern England towns and cities such as Leeds, Bradford and Burnley. Preceding the riots there was a considerable build up of attacks, abuse and interracial tension in Oldham between white and some south-Asian communities.

The October-November 2006 upheavals across France began in the suburb of Clichy-sous-Bois when two boys seeking to evade capture by the police climbed into a power substation and were electrocuted by a transformer, their deaths believed by their community to be the responsibility of the police. This incident too was preceded by years of economically based tension but still characterised by ethnic and religious tensions, with the 27 October incident serving to catapult these simmering tensions into open conflict that lasted some six weeks. The unrest spread, as we all know, thousands of vehicles were burned, but fortunately few if any deaths resulted. President Jacques Chirac was forced to declare a state of emergency on 8 November.

In Australia, at the beachside suburb of Cronulla in December of 2005 thousands of white Australian youths, the national flag painted on their half-naked bodies, attacked Lebanese people, a Sicilian gelato seller and anyone who looked vaguely swarthy and foreign in a struggle for the right kind of behaviour on Sydney's beloved beaches. Over the next few days there were attacks on mosques and retaliation from some Muslims on

various sites associated with mainstream Australian identity. All this too followed a percolating period in which talking descended to shouting, in which comprehension and communication were lost to angry denunciation, excess alcohol and the loss of reason and sense.

The most violent rioting in the British case occurred in Glodwick, a multi-ethnic district of Oldham, home to a large community of British people of Pakistani origin. Here some 500 youths confronted more than 100 police officers in full riot gear and with patrol dogs, as helicopters circled overhead. These riots lasted several days and petrol bombs, bricks, bottles and other weapons of convenience were used, injuring dozens of people.

Race riots are the classic moment of lack of social cohesion, the classic example where we can say the talking has stopped and fighting has taken its place. However they are one possible kind of inter-ethnic interaction, one kind of identity on display. As the Polish-British identity scholar, Henri Tajfel, once observed, a race riot is the classic moment when an individual's many personal identities are totally submerged to the collective and social identity. That individual merges into a collective single overarching self, a single being other than him or herself, but including him or herself. Individual actions are submerged in the collective will, specifically a will of hatred and hostility. If the race riot is the classic moment of social identity, then intimate interpersonal relationships, are the classic moment of personal identity. This is where individuals, perhaps even the same ones who might have been throwing bricks at one another in another time or setting, might reconstitute themselves and submerge all social identity into a personal one.

The sociologist Peter Berger calls this "segregated consciousness" (1963: 126) and argues that we constantly live our multiple identities, sometimes entirely contradictory ones, by segregating one from the other, like checking bags or coats in a locker room for a period of time, to become something other than who we purport to be normally.

Riots are a failure of language too: the volume rises, speaking turns are not negotiated, verbal etiquette is abandoned, repartee departs. Perhaps people go mad during hot summers; perhaps violence is more likely when the temperatures rise, perhaps body and climate are connected in some cosmic dance that makes people lose their vocal abilities. In what might be considered exquisite English understatement, a British House of Commons committee investigated the Summer of Violence, which it called "disturbances in Oldham, Bradford and Burnley" and concluded that they "revealed racial tensions between communities in those towns".

Of course race riots are the extreme end of the failure of social co-existence and it is tempting, though incorrect, to imagine that there is some direct and causal relationship between degree of difference in a society, such as differences of language and culture, and the breakdown of social cohesion. This is incorrect for two reasons.

First, because in many homogenous societies there is conflict, mistrust, crime and degradation not at all connected to differences of ethnicity, language and religion.

Second, because there are many multilingual, multicultural and multi-religious societies in the world with lower levels of conflict and higher levels of social cohesion than in more homogenous societies.

This isn't to deny that differences and conflict are not connected in some ways, but in any case our world is irremediably directed towards an intensification of diversity everywhere, as population mobility accelerates fuelled by environmental catastrophe and endemic poverty.

Social cohesion cannot proceed without taking into account difference and mobilising new ways of forging socio-cultural community that promote social capital, belonging and affiliation across and despite persisting differences.

The central theme of this conference of the second medium-term programme of the ECML is not national cohesion and language learning, but the wider, more complex and less well understood idea of social cohesion and language learning.

The social mind, learning and communication

In western intellectual history the term social has changed its meanings several times. With recent recuperation of some old ideas, social theorists concerned with language, thought and human identity now increasingly see the social as embodied even in the individual and his or her mind.

The Russian philosopher, literary critic and semiotician, Mikhail Bakhtin, is well known for his claim that all linguistic production is essentially dialogic, never monologic. Every expression we utter anticipates that it will be replied to and responds to something already said. In this way no utterance is isolated, it comes as part of something already said, and expects a reply.

If we adopt this spirit we can see that all human interaction is a conversation, and the link to language learning and social cohesion becomes clearer.

If the social is a group of interacting individuals, the language is the main instrument of their interaction.

We can develop this insight further using the ideas of British social critic Raymond Williams. According to Williams, past and future time are contained in communication in the here and now. In even the most mundane human communication we use, and therefore validate, the archaic world, that which has been said before us, before we come to speak we inherit all the tools with which to speak. They precede us. So the words I utter today, and that, you, my audience are listening to, interpreting and comprehending in this very moment, are tools that neither you nor I have invented.

The past lives on in this present conversation because we re-circulate words, expressions, points of grammar and conventions of culture and social relationships

from the past that allow conversation, and hence social relationships, to persist into the present. We continue the past in the present because none of us has invented any of the items that make the present possible. Similarly, we create the future in present communication using tools from the past because we imagine, devise, negotiate and construct what is possible next.

Williams and Bakhtin focus our attention to how the everyday, the normal, the ordinary conversation, not the disquisitions of philosophers or the speeches of politicians, construct the social in interaction in the present. The social is always being made and re-made, it isn't an abstract entity but a concrete relation which continually requires the activity of talk.

It is done in the routine work of everyday life. I hope you can see where I am going with this. I want to argue that language learning and social cohesion are not incidentally connected, as perhaps heads of government and political leaders might imagine, where social cohesion depends on better policing, or economic mobility, or controlling the borders. We cannot have in the modern world, ever again, the kind of social cohesion that the idealised national state imagined, where people of the same culture would interact with perfect communal sameness.

The social in epistemology and cognition

The great American ethnographer Gregory Bateson (1973, 1979; and Rieber, 1989) once argued that even at the level of cognition – which we have been taught to assume is highly personal and individual, essentially a physiological or chemical process, a sequence of synaptic connections and firings in the grey matter – can also be understood in social terms.

For Bateson, we have a social mind as our consciousness of limits and boundaries erodes when we enter interaction with other people, or with tools.

At its most extreme we lose all consciousness of separation when we enter "thought collectives" in which we jointly construct shared meaning, and individual contributions are elided and fused with those of others producing new syntheses. There are some biologists who also concede that the social is an essential component of their intellectual world, or at the very least that social interaction advances scholarship. As long ago as 1935, the Polish chemist Ludwik Fleck queried what the "scientific fact" is and how it comes about, offering the opinion that it was a result of social interaction rather than discovery by isolated geniuses.

Closer to home is the work of recent psychological research which increasingly shows tight connections between discourse and identity, between communication and our sense of our minds, between success in personal relationships, group behaviour and strategic interaction and how these are all significantly influenced by how individuals interpret and explain the social world around them (Valsiner 2007).

Such work, addressing the cognitive and motivational aspects of interpersonal behaviour linked to the social mind, shows how strongly culture and communication feature in our minds and even ultimately how this impacts on our brains, biologically as well as intellectually (Valsiner and van der Veer 2000; Forgas, Williams and Wheeler 2001). We start to see that, as language educators, one of our central claims that culture is intimately and deeply part of all communication is receiving remarkable documentation from diverse sources. More and more the isolated person is disappearing from the sciences.

This is deeply true of epistemology, the science of how we come to know what we know. In longstanding work on activity, Barbara Rogoff (1990, 2003) has conducted many close studies of "socially situated activities" which focus on our socially constituted practices. These identify how both the routine of activity and the problem-solving dimensions of activity depend on social and negotiated interaction. And therefore talk, in the form of the conversation.

Some pointers for language teaching

This work seems to me to provide clues to productive ways of thinking about social cohesion and its links to language learning and language use. Engagement in common problem solving but also in routine everyday tasks when it is guided by overall learning principles, one that Bateson calls the "metalogue", assists in engendering a sequence of social identities.

First, there is often the imagined community of practice in which individual differences are dissolved in the practice of engaging in shared activity or common tasks. In the course of running an activity whose essential problem has been solved, individuals seem to experience actual community and cohesive identities – the shared mind. Ideally, but not inevitably, this can remain, cognitively and experientially, as "remembered identity". Engaging in shared participation in tasks requires the negotiative compromises.

Language learning and language use are inescapable and central to this project, but not language learning that remains at the formal level of grammar, or even of teaching foreign cultures for admiration. Investing language learning with the practices of fostering social cohesion aims to insert within pedagogy practices that forge a sense of social cohesion via shared activity, in projects of conversation and communication that forge links across differences. This is a kind of shared activity-based language work.

The temptation is to locate such activity-based language learning around tasks that highlight joint citizenship projects, or community responsibility projects, and while these are worthwhile it is more important to make activity-based collaborative learning a practice throughout language learning.

Perhaps the thinker whose ideas are most used in defence of socio-cultural activity-based language pedagogy is the Russian theorist Lev Vygotsky. Vygotsky's work on intellectual interdependency in psychology, and more generally on activity as the basis of cognition and relationships, provides some useful pointers to how an organisation like the ECML might direct some research and project funding productively to support social cohesion ideals.

I have observed that contemporary scientific research in several fields stresses the essentially social quality of humans, whether in our political and cultural affiliations or our cognitive and even biological evolution and functioning. Bateson dedicated his career to re-introducing the "mind" back into the scientific equations as a constituent part of "material reality" regarding it as nonsensical to split mind from matter. He provided still barely utilised notions on conversations and the mental ideas of boundaries and how these can dissolve and dissemble. Bateson proposed a way to hasten the development of shared identity by structuring conversations around his idea of a metalogue, inspired by socially cohesive cultural practices he studied on the Indonesian island of Bali.

A metalogue is a conversation about problematic subjects which is structured so that for participants both the problem and the structure of the conversation as a whole are included in discussion. Bateson's ideas offer us inspiration if not methods for including in language pedagogies ways to teach languages via conversations in which learners can focus on both the rules of interaction and the content and object of study, in a collaborative structuring of learning and use.

Most linguists agree that the primary form of language is the conversation. It is, however, surprisingly neglected in language learning, even communicative methodologies barely deal with the conversation and yet when we ask language learners to imagine themselves in the target language culture and tell us what they are doing there, they invariably describe a discussion, a conversation, a chat, some kind of language mediated interaction.

Conversations are a key tool whereby we can make social cohesion a goal of language learning in a systematic way, rather than merely rhetorically. In the most practical and also in the highest scholarly circles the humble conversation, that routine of daily life as common as the morning *cappuccino*, needs more respect.

Some pointers for language

On 26 March 2007 the organisation Children in Scotland issued a media release in response to the Scottish Executive's Strategy for Scotland's Languages.

This small organisation welcomed the new policy on languages but stated that positive attitudes to indigenous, minority and migrant languages should also be supported and that programmes for very young children should not be neglected. The chief executive

stated that: “Children perceive at an early age that languages are valued differently and that hierarchies between languages and the people that speak them exist”.

This strikes me as a very perceptive linking between social attitudes and public policy. The project of linking social cohesion closer to language learning should be included in language policy as much as of teaching and teachers, citizenship, poverty reduction and other causes of social erosion.

National states have structured language learning around three essential goals:

- the consolidation of the national language as the naturalised choice for communication in all domains and settings; this has often meant repressing minority and regional languages and non-standard forms of speech, and of course immigrant languages;
- the expectation of mass or universal attainment of standard literary forms, but usually with a bias, so that elites gain cultural literacy and for masses education systems typically only deliver basic or functional literacy;
- the teaching of prestige foreign languages for mostly cultural and intellectual and strategic reasons, with the aim of either teaching admiration for a foreign culture or of gaining needed strategic or economic skills.

Today European languages only account for 3% of the total languages spoken in the world. Even Papua New Guinea and Vanuatu have more indigenous languages than there are continental European languages, suggesting that the project of forging national states on exclusive national languages in bounded territories has had considerable success.

But the Council of Europe’s 1992 European Charter on Regional and Minority Languages is a reminder that this project of obliterating minority forms of speech has not entirely succeeded. Today the challenge of multilingualism is wider and more extensive than the historical project of national formation in Europe: migration, generalised mobility, multiple identities and ICT all complicate the objectives we should have in language policy.

Social cohesion is invoked as a problem in many societies today from diverse points of view and origin. Crime rates regularly are one source of concern about a claim that social cohesion is eroding. Migration and cultural incomprehension is another. Public drunkenness, bad driving, religious bigotry, litter and natural environments spoiled by unchecked development, forest fires deliberately lit by pyromaniacs or developers: social cohesion is invoked.

The ideal model of the modern nation was one where linguistic, cultural, external and internal political borders all coincided with citizens speaking the same linguistic variety designated as the national language. This shared linguistic form was the key signifier of affiliation, the marker of community of communication (Lo Bianco 2005).

Concluding observations

This model will never be realised, its time is past. Today we have instead galloping diversity. The old assumption that social cohesion would come through uniformity is false. We can demonstrate this as follows.

First, in nearly homogenous countries there can be brutal civil wars. The near total absence of linguistic and cultural differences does not of itself protect societies from conflict. Consider Northern Ireland, Cambodia, or Burma, or ideological conflict in China over the 20th century.

Societies like Fiji, Canada, Belgium and Sri Lanka have known some level of social conflict around issues of language and culture mainly because there are few, two (in all of these cases) moderately equal communities struggling against each other. This isn't a problem of too much diversity, it is a problem of rival identifications.

The second piece of evidence for disproving the idea that multilingualism equals conflict comes from very multilingual and multicultural settings. Indonesians speak more than 200 languages but the vast bulk of social conflict in that country is economic, political or due to rival religious ideology, e.g. in Timor or Aceh.

India boasts more than 800 languages and has had multilingual policies since Emperor Asoka in the 3rd century BC. While many westerners have a view of India as riven with conflict this is hard to sustain. India counts almost three times the population of Europe and riots and communal tensions that exist there are mostly about religion, politics and economic ideologies. There have been many language conflicts but in the context of the vast diversity of India they do not seem so great and are not the principal cause of the social conflict that does exist.

Papua New Guinea's 4 million people speak almost 800 languages and Vanuatu's 110,000 people speak 100 tribal languages, English, French and an English-French creole called Bislama, and yet the level of social cohesion on a linguistic basis is rather high. South Africa recognises 13 official languages in its constitution. Social problems in that society are not due to linguistic diversity.

In monolingual societies there can be sharp divisions or differences of communication in style and ideological perspective. In highly multilingual communities there can be a shared common communicative form.

It isn't the existence of multilingualism *per se* that causes social conflict, but the absence of a shared form of communication. People who fight with each other in race riots don't fight because they can't communicate with each other. They fight because their values and ideas and interests conflict in some fundamental way.

Language policy can support social cohesion within multilingualism in three ways: first, by promoting shared forms of communication; second, by securing language rights for all minorities; third, by investing all language education with activities that promote shared identity, common activity and shared productive consciousness.

Practically, this would mean: widespread provision of opportunities for immigrants to learn national languages; for everyone to be plurilingual in whichever small, minority and immigrant and regional languages are a prominent part of the language offerings; for language teaching practices across all languages in which conversation and dialogue as I have mapped out above are a prominent feature. Dialogue as we know is absolutely central to all democratic practice and policy deliberation and yet the crucial role that language educators, researchers and policy makers play in this area is barely appreciated.

Of course I recognise that language policies won't produce social cohesion when there is inequality, discrimination and alienation. But education systems, and language teaching, are among the few sites in our complex societies which aggregate all residents in our societies. There are few other opportunities or institutions in which we are compulsorily brought together regardless of our differences.

The ECML can play a critical role in funding projects that trial these kinds of initiatives by building cross-faith, cross-ethnic, and cross-lingual communication and multicultural perspectives integrally into all language teaching.

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Section 3:
The contribution of the projects of the European Centre for Modern Languages' 2004-2007 programme

7. The achievements of the "A" strand of projects: Coping with linguistic and social diversity: provisions, profiles, materials

Frank Heyworth

As one of the four consultants to the ECML's second medium-term programme I was asked to be "attached" to the A strand of projects, "Coping with linguistic and social diversity: provisions, profiles, materials", which involved looking at project results and proposed publications and attempting to make sensible suggestions about them. This paper is not a systematic report – the conference proceedings will include more detailed accounts from members of the project team – but an impressionistic account of some of the issues raised and the achievements of the different projects.

This is the group of projects most directly linked to the overall aim of social cohesion in the second medium-term programme and all of them are concerned in one way or another with improving the quality of language provision for different minority groups. In a way, the title is a misnomer as it seems to assume that diversity is a problem to be "coped with", whereas much of the emphasis of the work has been directed towards identifying, preserving and celebrating diversity.

The different projects were:

VALEUR – Valuing all languages in Europe
(Co-ordination: Joanna McPake)

ENSEMBLE – Whole-school language profiles and policies
(Co-ordination: Antoinette Camilleri Grima)

LDL – Linguistic diversity and literacy in a global perspective
(Co-ordination: Brigitta Busch)

CHAGAL – set up
(Co-ordination: Grete Kernegger)

The projects all combine awareness-raising with the identification of good practice, creating networks and in some cases the development of instruments for innovation and improvement. Although the projects were distinct from one another, the combined results provide a set of insights into the issues involved in combining diversity and social cohesion. Among these are:

- The changing nature of linguistic diversity and the need for up-to-date information; the VALEUR survey shows how Spain and Ireland, for example, have changed from being mainly monolingual communities to countries with an enormous range of languages and cultural backgrounds (more than 200 languages present in Ireland alone). This is combined with the need for identifying more exactly the different languages present – it is sometimes assumed that because migrants come from a particular country they automatically speak its dominant language, whereas they might well come from a linguistic minority.
- The way in which recognition of and respect for a person's linguistic and cultural identity can be a key to educational success and more general social integration – successful social cohesion is better based on mutual exchanges between the different languages and cultures present than on unilateral assimilation to a dominant language and culture.
- The importance of developing networks to establish a common vocabulary and to exchange good practice – especially in the area of language policy, where there seems to be little Europe-wide community of approach and practice.

VALEUR – Valuing all languages in Europe

The first aim of the project was to raise awareness of the multiplicity of languages used in Europe. Participants in the different workshops reported on the number of languages present in their country and on the different kinds of educational provision made for

supporting those who speak them. One of the workshop reports tell us that: “The picture emerging is one of a very large number of languages in use across Europe (at least 438), but of educational provision for only a small proportion of these. The aim is to raise awareness about these 'invisible' languages and their contribution to multilingual Europe”.

The term used to describe the languages is “additional languages” and it covers languages of minorities within a country (Basque, Breton, for example), the languages of migrant groups, those of long-standing communities used in a number of different countries (such as Romany and Yiddish), and sign languages. The survey found that educational provision varies considerably from country to country, but is generally sparse; that there is very little international co-operation and cross-fertilisation between countries or those teaching specific languages. One of the important features of the project was to collect and make available good practice in approaches to coping with linguistic diversity in schools.

The contribution of the project to facing the issues raised and to disseminating its results is threefold:

- an attractively produced leaflet presenting the benefits of bilingualism and plurilingualism – for intellectual development, for social cohesion and for economic progress;
- a 64-page report on the project, describing the situation, defining the problem and ending with a set of 37 recommendations on measures to be taken to promote plurilingualism encompassing all languages spoken in Europe. The recommendations cover general educational policy, educational provision, teacher training, attitude change;
- the maintenance of the network created by the project so that some of the recommendations can be implemented.

ENSEMBLE – Whole-school language profiles and policies

The starting point of this project is the recommendation made in the Council of Europe’s *Guide for the Development of Language Policies in Europe* that in order to promote plurilingual and pluricultural education it is necessary to involve the whole school, not just the language specialists. For this reason, the target audience for the workshops was head teachers of schools.

In the project the emphasis was on identifying good practice in different ways of including stakeholders in the school community in educational development and in establishing links between the situation in the field and the principles of the guide. This led to a project publication which includes a number of case studies, together with a

conclusion generalising the lessons to be learnt from the case studies for developing whole school approaches.

The case studies cover a great variety of different situations – among them a description of how a school in Alsace with a large migrant population improved both attitudes and results through involving parents of all the communities in intercultural activities; an exploration of the whole-school issues raised when school subjects are taught in a foreign language; ways of enriching teacher development; involving the community in the preservation of minority languages and cultures (Sorbian in Germany, for example).

The case studies focus on different stakeholders involved in the educational process: head teachers, teachers, parents, the community at large. Their great strength lies in the way the experiences are specific and practical – although recipes are avoided, the different initiatives described will prompt similar ground-based approaches.

LDL – Linguistic diversity and literacy in a global perspective

At first sight this project is outside the Eurocentric scope of the ECML's activities; it is the result of collaboration between African and European linguists and educationalists. The project explored ways in which minority languages – in this case mainly languages of southern Africa – can be promoted so that they become the languages of education and of social and political life.

The first part of the project publication makes a trenchant case for the development of education in indigenous languages rather than the ex-colonial languages – English, Portuguese, French. If these remain the dominant languages with high prestige and as the best pathways to professional and social success, this harms the development of local, regional and national identity. The rest of the book explores ways in which this can be done. It included the translation of folk tales into a number of Nguni languages, since one of the problems of educational development is the lack of sufficient locally-based reading material.

The project also looked at different ways in which African languages could be promoted through publications, broadcasting, conferences and associations. A happy by-product of the book was the organisation of a Year of African Languages (not an African Year of Languages, but drawing on the experiences of the European Year in 2001). The methodological approaches described show how a general development of language awareness and awakening to languages is an important stepping stone to establishing African languages in education; since all the environments are multilingual and most of the learners plurilingual, it has particular relevance to Europe as well.

And this relevance to Europe is true of the project as a whole. The emphasis on the fact that plurilingualism is not simply the co-existence of several languages side-by-side, but that creating linguistic identity needs to take account of the prestige and status of

languages used; that minority languages can be irrelevant if *lingua franca* dominate social and economic life raises issues that need to be addressed in European language policy. Some of the specific developments in Africa are mirrored in work in Europe in the publication – the development of translations of folk tales in Bosnia and Herzegovina, for example.

CHAGAL – Set Up

This project is the continuation of a European Union Grundtvig project, which looked to develop approaches to curriculum design in higher education centring on the provision of language support for students studying in foreign countries or coming from environments in which, for various reasons, there is a need for adapting to the requirements of university studies and life. The central theme of the project was to emphasise learner-centred approaches to help international students access higher education. It describes how the plurilingual and pluricultural nature of universities can be exploited to promote contact between students and to ease some of the isolation suffered by some international students.

The output of the CHAGAL project is a website and CD-Rom, which includes a set of principles for learner-centred curriculum in university access courses. It provides "recipes" for doing this and has collected case studies from a range of subject areas to illustrate good practice. The spirit of CHAGAL can be best illustrated by extracts from the menu of the "recipes":

THE MENU

Hors d'Oeuvres
Learners come with a background
Training sessions for a change of career

Main course
Playing the role of a doctor in the classroom
Study skills through social learning
Learning without a teacher
Grammar and psychology
Finding friends made simple!
Languages tailored to engineers

Side dishes
Learn public speaking in three days
Presentation as a subject for a subject
Student self assessment

Dessert
English and mathematics are not enemies
Songs as the mirror of a nation
Bad manners throughout the world
A city becomes the classroom

The emphasis on social and cultural elements and practical learner-centred help are evident and the variety is reflected in the accompanying case studies.

At the ECML Conference 2007 the four projects were presented with tasters and illustrations of the different approaches, which led to lively discussion. They were complemented by a number of specific illustrations of approaches to coping with diversity: the experience of two cities, Dublin and Umeå (Sweden), in provision for immigrants, and an account of the motivation of the growing number of foreign learners of Irish Gaelic.

Those attending the sessions on the A strands gained a lot of information about the enormous and fast-changing diversity of languages and cultures, of the issues involved in facing the challenges this poses, together with lots of ideas on good practice.

8. The achievements of the "B" strand of projects: Communication in a multicultural society: the development of intercultural competence

Hermine Penz

In the last few decades mobility amongst the European population has increased enormously – even those who are not professionally mobile need to interact professionally and privately with more and more people from different cultures. This is why intercultural competence has been identified as one of the key competences to create cohesion in today's multilingual and multicultural societies. This conviction is also expressed in the language policies of the Council of Europe and the European Union (e.g. 2008 – Year of Intercultural Dialogue).

In recent years the myth of monolingual and monocultural nation states has been replaced by an awareness that "all national entities are multilingual, even those that call themselves homogeneous" (Beacco and Byram 2003, quoted from Bernaus et al. 2007:10). From this perspective interculturality is considered an integral part of multilingual societies. This view is also reflected in the *Common European Framework of Reference for Languages* (CEFR) which promotes plurilingual and pluricultural competences.

According to the CEFR (2001:43):

- the language learner becomes plurilingual and develops interculturality;
- the linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how.

Similarly the *Guide for the Development of Language Education Policies* of the Council of Europe (2007: 67) argues that "plurilingual education has two goals, the acquisition of linguistic competences, and the acquisition of intercultural competences, which does not necessarily involve the acquisition of actual language skills".

However the guide clearly points out that people may be plurilingual without necessarily being pluricultural (2007: 69): "One should not be misled by the proximity of the terms plurilingual and pluricultural: while all speakers have a plurilingual repertoire, this does not necessarily make them aware of other cultures. Acquisition of a new linguistic variety provides an opportunity, but only an opportunity, to acquire some knowledge of other communities that use that variety" (2007: 69).

Despite the acknowledgement of the importance of interculturality, some researchers believe that neither the CEFR nor the *European Language Portfolio* place enough emphasis on competences related to the intercultural dimension (Zarate 2003). This is why the group of projects located in the B strand of the second medium-term programme play a particularly important role for adding expertise in the development of intercultural competence.

What is intercultural (communicative) competence (ICC)?

ICC has been defined by various researchers and practitioners. It is generally viewed as an extension of communicative competence (various models of communicative competence and intercultural competence, such as Hymes 1972, Canale and Swain 1980, Van Ek 1986, Beneke 2000: 108-109, Byram 1997, Fantini 2000), are discussed in Lazar et al. (2007: 8-9).

A definition of intercultural communicative competence can also be found in the CEFR, which identifies as its major elements the components awareness, skills and know-how. Intercultural awareness includes the "knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the 'world of origin' and the 'world of the target community'" (CEFR 2001: 103).

Intercultural skills and know-how, according to the CEFR (2001: 104-105), include:

- the ability to bring the culture of origin and foreign culture into relation with each other;
- the ability to identify and use a variety of strategies for contact with those from other cultures;
- the capacity to fulfill the role of cultural intermediary between one's own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations;
- the ability to overcome stereotyped relationships.

The aspects of intercultural competence addressed by the various projects of the second medium-term programme even go beyond the definition of ICC provided in the CEFR. ICC is not just envisaged as relating to native and target culture(s) but also includes a wider range of cultures than those of the particular (foreign) languages learnt. What is more, it encompasses the ability of being able to build a space in-between cultures (i.e. interculture) which is different from native and target cultures.

The project on ICC in teacher education defines intercultural communicative competence as "the ability to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural contexts" (Lazar 2000: 9). The LEA project focuses on dimensions of plurilingual and pluricultural awareness such as

"identity", "knowledge of languages and cultures", "interaction skills in intercultural and plurilingual communication" and "attitudes towards languages and cultures".

A process-oriented view of culture and the development of intercultural communicative competence is reflected both in the LEA project and the transformational model of the ICOPROMO project, which focuses on the intercultural competences which need to be acquired in the course of professional mobility. Among the competences listed are "awareness of the self and others", "communicating across cultures", "acquiring cultural knowledge", "sense-making", "perspective-taking", "relationship-building", "assuming social responsibility". In sum these competences should lead to the "ability to interact effectively in intercultural professional contexts" (Glaser et al 2007: 17).

Focus areas of the projects (in the intercultural field)

The four projects in the 2004-2007 programme which deal with intercultural competence range from training teachers for intercultural competences (as well as plurilingual and pluricultural awareness) to the development of intercultural communication competence and/or critical cultural awareness, for both native and non-native speakers for graduate students in the field of social sciences. The projects address various aspects of ICC, yet the focus on interaction is common to all of them.

The intercultural projects of the programme are characterised by the dominance of the training aspect (target audiences: teachers, teacher educators and future professionals, schoolchildren). Thus the projects cater for a need which has been expressed by various practitioners as well as by experts from the Council of Europe and the European Union. Teachers will only make use of innovation and new developments if they are also provided with the necessary tools.

The development of intercultural competence is perceived as life-long learning, which is particularly evident in the ICOPROMO project. The process of acquiring intercultural competence never stops; each new experience adds to a person's ICC. This is why learners/trainees should be equipped with the skills and knowledge of how to further their own learning in the intercultural field.

In addition to teacher training activities, the project ICCinTE also compiled *Guidelines for the assessment of intercultural competence*. This chapter will be welcomed, especially in the context of teaching, as assessment is one aspect which needs to be explored further.

Project summaries

ICCinTE – Intercultural communication training in teacher education

(Co-ordination: Ildikó Lázár)

This project aims at placing training for intercultural communicative competence in teacher training programmes. The project group produced a guide including a theoretical background and practical resource materials for teaching and assessing intercultural communicative competence for language teachers and educators. It builds on the intercultural textbook *Mirrors and Windows* published in English and French by the ECML, yet offers additional training materials too, such as guidelines and materials for using literature, film and songs for the purpose of developing intercultural competence and a substantial chapter on the assessment of intercultural communicative competence.

LEA – Language educator awareness

(Co-ordination: Mercè Bernaus)

The project is firmly rooted in the plurilingual and pluricultural framework of the CEFR. The publication is geared towards teacher training for raising plurilingual and pluricultural awareness, yet some of the activities could also be used in the classroom. Teacher training in this project is viewed from a social, a personal and a professional dimension. More than 30 activities offer a wide range of materials from many languages which would be difficult to access otherwise.

ICOPROMO – Intercultural competence for professional mobility

(Co-ordination: Evelyne Glaser)

The project has developed training activities for developing critical cultural awareness of both native and foreign cultures and intercultural competence for social science graduates as well as professionals who plan to work in a different culture or an international company. The activities build on a model of intercultural mobility which focuses on the process of intercultural learning through mobility. The aim of the training activities is to provide members of multicultural teams with the necessary background to enable them to work comfortably and efficiently with people from other cultures and to respect their identities, particularly in situations of team work.

GULLIVER – To get to know each other leads to better mutual understanding

(Co-ordination: Magdalena Bedynska)

This project provided a forum for intercultural interaction among school pupils from 23 classes in 22 European countries using four languages (English, French, German, and Spanish). The publication is mainly geared towards language teachers who are

interested in integrating the use of an Internet forum in their teaching, yet also towards learners who want to take more responsibility for their own learning. It provides some useful information and advice about how an Internet forum with its possibilities of authentic (intercultural) interaction can be integrated into the routine of classroom teaching, also providing a concrete example of one teacher's pedagogic practice.

Conclusion

The projects of the ECML's second medium-term programme emphasise the importance of training and interaction in particular. They also show that the acquisition of intercultural competence is a process which continues over a person's whole life span, i.e. it must be viewed as a process of life-long learning.

As far as the future of developing intercultural competence is concerned, more attention should be paid to the connection between language levels and ICC activities (what activities can be done at what level?). The CEFR has provided very clear levels for assessing language skills, yet similar work probably needs to be done for the area of intercultural competence (the ECML project "Across languages and cultures" (ALC) can be considered as a first step in this direction, as it identifies the various competences involved).

Another area to be looked into is the assessment of intercultural competence in a school context: how can more subjective assessment methods (which are required for the assessment of intercultural competence) be integrated into the grading systems of schools which are largely restricted to numerical scales (e.g. from 1-5)?

All in all, the projects of the ECML's programme have taken the development of intercultural competence a step further, and at the same time they have opened up new avenues of research and application.

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9. The achievements of the "C" strand of projects: Professional development and reference tools

Frank Heyworth

There were eight projects in the "C" strand of the 2004–2007 programme.

Reference tools

- FTE – From Profile to Portfolio: A framework for reflection in language teacher education (Co-ordination: David Newby)
- ALC – Across languages and cultures (Co-ordination: Michel Candelier)

European Language Portfolio applications

- ELP_TT – Training teachers to use the *European Language Portfolio* (Co-ordination: David Little)
- Impel – ELP implementation support (Co-ordination: Hans-Ulrich Bosshard)

Kits and guides for teacher development

- CoCoCoP – Cohesion of competences, coherence of principles (Co-ordination: Ann-Brit Fenner)
- TrainEd – Training teacher educators (Co-ordination: Gabriela S. Matei)
- GroupLead – Group facilitation in language teacher education (Co-ordination: Margit Szesztay)
- QualiTraining – A training guide for quality assurance (Co-ordination: Laura Muresan)

All these projects were presented at the ECML Conference 2007, some with overviews of the theoretical background and the content of the reference tools created, some with tasters of the different activities for teacher training developed during the projects. This article is a brief and impressionistic account of the achievements of the projects in the strand, together with some examples related to the overall theme of the medium-term programme and the general work of the Council of Europe.

The reference tools

Two important reference tools were produced in this strand, both of them building on the "descriptor" approach of the *Common European Framework of Reference* and the *European Language Portfolios* and complementing them in different ways; the project on a framework for reflection in language teacher education (FTE) has produced a comprehensive set of descriptors of teacher competences, the *European Portfolio for Student Teachers of Languages* (EPOSTL). The descriptors are designed as tools for self-assessment, but they also define the domain of teacher education for languages.

Here is an extract of a set of descriptors concerning the methodology of teaching spoken interaction:

1. I can create a supportive atmosphere that invites learners to take part in speaking activities.
2. I can evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate.
3. I can evaluate and select meaningful speaking and interactional activities to encourage learners to express their opinions, identity, culture, etc.
4. I can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving, etc.).
5. I can evaluate and select different activities to help learners to become aware of and use different text types (telephone conversations, transactions, speeches, etc.).
6. I can evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials, etc.).
7. I can evaluate and select activities which help learners to participate in ongoing spoken exchanges (conversations, transactions, etc.) and to initiate or respond to utterances appropriately.[1]

The "can do" approach reflects that of the CEFR and the teaching competences described mirror the kinds of learner competence it describes. The relevance and usefulness of EPOSTL is emphasised by the fact that it is already being translated into several languages.

The ALC project also produced sets of descriptors; its starting point is the idea that language competence is not divided into separate languages and is not "a collection of

1 Newby, D., Allan, R., Fenner, A.-B., Jones, B., Komorowska, H. and Soghikyan, K. (2007), *European Portfolio for Student Teachers of Languages*, Council of Europe 2007.

distinct and separate competences" but "a plurilingual and pluricultural competence encompassing the full range of the languages available to him/her" [2].

The project has created a "Framework of reference for pluralistic approaches to languages and cultures" (CARAP), with comprehensive sets of descriptors covering the knowledge, skills and attitudes to apply the three pluralistic approaches to language teaching – integrated didactics for different languages, "awakening" to languages (*éveil aux langues*) and intercomprehension between different languages. It is a substantial and important achievement, with a very detailed analysis of the nature of competence (distinguishing usefully between the underlying knowledge and skill, and the capacity to activate them, defined as "resources").

The CARAP will have a variety of pedagogic applications in the development of a variety of pluralistic approaches (including CLIL), and its descriptors provide insights – especially with the detailed analysis of attitudes to language learning – which will be relevant to language teaching in general. The project will continue in the next ECML programme and focus on the development of pedagogic applications of the framework.

European Language Portfolio applications

The *Guide for training teachers to use the European Language Portfolio* combines guidelines on a lot of the practical aspects of implementing a *European Language Portfolio* with an exploration of the way in which using the portfolio allows the principles of the approach embodied in the CEFR to be integrated into teaching programmes. The CD-Rom and the guide address key issues in this domain – what do we mean by an action-centred approach to language education? What is the role of self-assessment and how can its validity be illustrated? How can the Portfolio provide a model for reflection for teachers, teacher trainers and learners? In what ways does it promote learner autonomy? How can it help develop plurilingualism and integrate intercultural elements into language teaching and learning? The project ran national events in over 20 different countries and is contributing greatly to the dissemination of the ELP as a tool for improved language education.

Impel is in many ways complementary to the guide for training teachers and aimed to develop resources for supporting teachers to use the *European Language Portfolios*. One of its main outcomes was the creation of a website which will create a data base of different approaches to Portfolio use and allow access to examples of good practice. It includes advice on setting up projects at different levels from a macro project at national level to work at school or individual levels. It summarises the benefits of portfolios for schools in very practical terms:

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2 Beacco, J.-C. & Byram, M. (2003), *Guide pour l'élaboration des politiques linguistiques éducatives en Europe – de la diversité linguistique à l'éducation plurilingue*, Strasbourg, Conseil de l'Europe.

- they get clear educational (language) standards;
- they get more possibilities to cope with diversity;
- they might get the language teachers "on the move";
- they get more coherence between languages learned at school;
- they can set up goals for shorter periods;
- they can see (and show) the ongoing language learning in their schools.

Development of the website as a tool for gathering information on good practice and exchanging experiences will continue in the next medium-term programme and will contribute to the networking role of the ECML.

Approaches to teacher education

The different teacher training projects were concerned with how the educative principles of the Council of Europe's work can be furthered. They developed a range of practical guides which illustrate reflectiveness, developing skills and attitudes conducive to learner-centred education and, together, providing a set of tools which can make language education both more diversified and more cohesive.

The CoCoCop project explored the more general issue of the relationship between theory and practice. The *Common European Framework of Reference for Languages* implicitly envisages a broader view of language education than simply concentrating on the purely linguistic aspects – to include intercultural and sociolinguistic aspects, pragmatic and existential competences, for example, as well as the need to develop the teaching of content areas in CLIL and the need to develop learner autonomy. The project tried to develop a coherent, principled approach to curriculum and materials development in this broader context, bringing together examples from different parts of Europe. The publication combines theory and practicality with articles describing different theories and exemplifying them with sample materials, so that the book can be used as a resource in teacher education.

TrainEd is a practical guide for teachers who are taking on a training role for the first time – as mentors, in in-training sessions with colleagues or as full-time pre-service trainers. The 50-page guide is full of useful practical advice on things like how to run training events, give presentations, manage discussions, do observations, give feedback: it is complemented by some 60 worksheets, PowerPoint presentations and bibliographies. The approach is action-centred, starting from where the trainees are rather than a theoretical desired outcome, and there is an emphasis on facilitation rather than instruction as the most productive mode for teacher education; it also includes opportunities for reflecting on the role of the trainer, and a checklist of descriptors of trainer knowledge, skills and attitudes.

Another project, GroupLead, looks in more detail at the role of facilitation in teacher education. It is also action-based with proposals for different kinds of activities. In the Tasters these activities were presented at the conference. For example, participants looked at the way controversial statements can act as a trigger for discussion. One of the statements we looked at was: "Silent members of a group should be allowed to stay silent – some people learn best by observing". Another activity tried out was sharing interpretations of key quotations. Pairs, small groups, and the whole group considered the quote: "Conversation leaders can marshal a group through the shallows of trivia, the rapids of argumentation, or the clouds of abstraction". The project CD includes key quotations, articles, checklists, stories and activities, which provide both a practical kit for those acting as facilitators, and materials for teacher education activities.

QualiTraining is a guide for implementing approaches to developing quality in language education, dealing with basic concepts of quality – indicators, standards and benchmarks – and how they can be applied to language teaching. There is reflective work on how a quality culture can be developed, and on the role of leadership in achieving this. The practical aspects of quality management are covered in chapters on systems, processes and instruments to be used and with input on the assessment and validation of quality. The approach stimulates discussion and reflection on how the principles and methods can be applied in the reader's own environment and the book is complemented by a CD-Rom with a rich range of information on the topic.

To conclude, this strand of the ECML's 2004-2007 programme has created reference tools, practical guides and food for thought which can contribute significantly to the implementation of the Council of Europe's work on language education.

10. The achievements of the "D" strand of projects: Innovative approaches and new technologies in the teaching and learning of languages

Roy Cross

Section D of the conference brought together reports on the five second medium-term projects in this area plus two "stand-alone" papers from external conference contributors which addressed the same theme.

Four of the five project papers described projects in which ICT was absolutely integral and at the heart of the project; three of those four used ICT as their student learning platform.

The futurologist, Peter Cochrane, has written: "Imagine a school with children that can read and write, but with teachers who cannot, and you have a metaphor of the Information Age in which we live" [www.cochrane.org.uk]. The technology tsunami is upon us, and most of us over the age of 18 are struggling to stay afloat. Rather than be swept away by the tsunami, we need to surf it, but most teachers don't yet have the confidence to jump up on the surf-board.

One school of thought says that what is needed is transformational change, not the gradual incremental change that typifies the introduction of technology into the classroom. Such a solution presents a problem, however, since the more unsure teachers are of the technology and the more worried they are of losing control of technology, of the students and of the learning process, the more they cling to what they know and can control – thus exacerbating the disjunction between teacher-centred pedagogy and learner-centred technology.

Mario Camilleri's paper, *The Social Face of Web 2.0*, reported on Project D1, "BLOGS – Web journals in language education". Mario Camilleri suggested that most teachers are not yet sufficiently daring to explore the more valuable – and more subversive – side of "blog" technologies. Subversive, because they challenge our received notion of how teachers and students work together and highlight the quality-quantity and breadth-depth dichotomies. Mario quoted Marc Prensky's distinction between "digital natives" (most students) and "digital immigrants" (most teachers).

Ton Koenraad's paper, *The LanguageQuest Assessment Tool in Practice*, gave an account of Project D5, "LQuest – LanguageQuests", and in particular the tool the project has developed for the assessment of a WebQuest – "an inquiry-oriented activity in which most or all of the information used by students is online" – to enable a teacher

to determine if the tasks in the WebQuest have the appropriate "instructional qualities". The assessment tool Ton Koenraad presented was comprehensive, comprising 19 criteria against which a teacher can judge the suitability of a WebQuest for use with students.

The papers by Johann Fischer and David Marsh both looked at another series of issues: what will classrooms look like in 10 years' time? How will learning typically take place? Will the much-vaunted move from a focus on inputs and outputs to a focus on outcomes have taken place in most classrooms? Their premise is that the most important thing is where you want to get to rather than how you get there.

Johann Fischer's paper, *The LCaS project – Language Learning with Case Studies*, outlined Project D4, "LCaS – Language case studies". Like the first two projects above, this project also aims to give teachers the confidence to use an alternative methodology, case studies – described by Johann as "a task- and problem-based approach that has been particularly efficient in improving communicative competence". The project has developed both sample case studies and teacher training modules to support teachers who would like to use case studies in the language classroom but lack the confidence to move away from more traditional teaching methods and need more guidance.

David Marsh's paper, *The CLIL Matrix: An Internet Awareness-Raising Tool for Teachers*, framed the session devoted to Project D3, "CLILmatrix – The CLIL quality matrix". In contrast to the first three papers discussed above, here ICT is used as an aid for teacher development and awareness raising of the value of CLIL (Content and Language Integrated Learning). Like Ton Koenraad, David Marsh offered a comprehensive set of questions for teachers to answer – 80 in this case – to enable them to assess their own skills and knowledge and their professional preparedness to teach through CLIL.

In contrast to the more technologically-based papers discussed above, Marianne Nikolov's paper, *TEMOLAYOLE – The State of the Art*, gave an account of Project D2, "TEMOLAYOLE – Developing teachers of modern languages to young learners", and of the book of papers the project produced. The only role that ICT played here was in communication by e-mail between the members of the project team! Marianne suggested that:

a) innovation seems to be a key feature of the successful teaching of modern languages to young learners;

b) the whole area would benefit from much more research, for example on the relationship between teachers' own language proficiency and the methodology they use, and the impact these two factors have on young learner's attitudes and motivation.

Both stand-alone papers offered useful perspectives from practice on areas covered in the project papers. Laura de Renzis discussed *Foreign Languages for Children* and

Barbara Loranc-Paszylk discussed *Enhancing the Effectiveness of CLIL through Writing*.

Laura de Renzis' paper described an EU-funded project, FLaChi, which aims to promote multilingualism and multiculturalism in Europe through the creation of stimulating materials in primary education.

Barbara Loranc-Paszylk's paper was an account of one version of CLIL in practice at university level, in an International Relations course for undergraduates, which interestingly complemented David Marsh's discussion of the principles underlying CLIL.

This group of projects might be considered to have addressed the overall programme theme of social cohesion less directly than the other project groups. Whereas Group A, for example, dealt with issues of linguistic diversity and "additional" languages, Group D focused more on coherence – coherence of technology and methodology in the classroom, and coherence of content and learning outcomes. The latter set of challenges also require our urgent consideration if we are to avoid Peter Cochrane's nightmare scenario.

Section 4:
External experts' contributions
to the four thematic strands of the conference

Strand A:
Coping with linguistic and social diversity

11. Multilingualism and mother tongue education in Umeå

Tatjana Atanasoska

Introduction

Sweden has a long tradition of mother tongue tuition for children who have a minority home language. The current syllabus states that this form of tuition helps pupils to strengthen their self-esteem and identity. It was this point that led to my research question: what do the pupils themselves think about attending mother tongue education? Therefore I met some students from compulsory school in spring 2007 and conducted oral interviews with them. In the following I shall present some of my findings.

Mother tongue education in Sweden

"Hemspråk" versus "modersmål"[1]

Although the government decided in 1996 (see also *Utbildningsutskottets betänkande* 1996/97: UBU12) to change the name of mother tongue education from "*hemspråksundervisning*" to "*modersmålsundervisning*" (i.e. "home language education" to "mother tongue education"), the first expression is still commonly used in Sweden. The reason the government gave for the official change was that home language only includes the informal situation "at home", in the family (*Regeringens*

1 "*Hemspråk*" means, translated literally, "home language" and "*modersmål*", "mother tongue".

proposition 1996/97:110). Another good reason for not using the term mother tongue as the official expression is that it is not always the language of the mother that is taught in mother tongue education. It can be the language of the father or even the language of the grandparents.

History[2]

Mother tongue education has been offered in Sweden since the 1960s. At the same time the programme of Swedish as a second/foreign language was started. It was the large immigrant group of Finns who were the target group for this adopted measure. Until 1977 the local authorities could choose if they wanted to offer this tuition. In 1977 it became obligatory for the authorities to provide this teaching, when the *hemspråksreform* (home language reform) became effective. In order for the child to be able to attend mother tongue education, the mother tongue should constitute "a living part of family life" (Hyltenstam and Tuomela 1996: 46). Indigenous minorities were freed from this constriction.

Situation today

In 1994 the most recent changes to the regulations were introduced, which made it more difficult to get tuition in the mother tongue. According to these:

- there must be at least five children for the mother tongue education in one local authority;
- the mother tongue must be spoken in the home and family by at least one parent[3];
- the child should have a basic level in his or her mother tongue;
- outside the regular school curriculum the child can receive only seven years of teaching;
- the child can choose his or her mother tongue as a second language in school;
- the child can only receive tuition in one language (SFS 1994: 1194).

What is very good is that children can choose their mother tongue instead of the second foreign language that is taught from the age of 12 in Sweden. This heightens the status of mother tongue education. On the other hand the requirement that at least five children should reside in one local authority sometimes presents problems in a country like Sweden. Even more problematic is that some authorities interpret this passage as meaning that there should be five children in one school district or – even worse – in

2 For this chapter see also Hyltenstam and Tuomela (1996), Tuomela (2001).

3 This point does not include adopted children and children of indigenous minorities. The languages which have indigenous status are Sami, Meänkieli, Finnish, Romani Chib and Yiddish.

one school. For small languages it can be difficult to have the necessary speakers in one school or in one school district.

The rule stating how many years a child can attend mother tongue education is somewhat strange, with the interesting addition of "outside the curriculum". This means that a child, at least in principle, can have mother tongue education – if it is within the curriculum – from the start of kindergarten to the end of high school. There is though a problem for trilingual or multilingual children since they can only get tuition in *one* mother tongue.

Local authorities receive their funding for mother tongue education and Swedish as a second language tuition as part of the same budget, which is unfavourable for mother tongue education. Although mother tongue education constitutes a principle in the Swedish school system, there are also signs that this subject is not equal in practise. Since the 1980s there have been voices claiming that mother tongue education is too expensive and that Swedish is more important than the mother tongue (Otterup 2004: 175). Supporters of mother tongue education have often argued that this subject is important for students' ethnic identity (Hyltenstam and Tuomela 1996: 32). Another argument that is used is that the mother tongue is important for the child on the way to learning Swedish.

Umeå is special!

In the local authority of Umeå, government policy is interpreted in a very favourable way for mother tongue education. Although Umeå keeps to the rule that five pupils have to apply for teaching and tuition to take place, the pupils do not have to be at the same school or in the same school district. Nor are pupils resident in a single place. This means for the teachers of the mother tongue that they often have a 1:1 situation in the lessons. In Umeå teachers go to the children and teach them in their school or kindergarten. Umeå has also put into action the belief that mother tongue education should start in kindergarten, so all children from the age of three have the right to mother tongue tuition.

Umeå has a very liberal interpretation of the requirement that to receive mother tongue tuition the child should have a basic knowledge in that mother tongue; children who do not have any knowledge of the language can nevertheless receive tuition. Local politicians stress the importance of the mother tongue for ethnical identity.

The syllabus for compulsory school today

Mother tongue education in Sweden has a syllabus like all other school subjects. The last syllabus came into force in 2000. As for other subjects, the aims of mother tongue education are very broadly listed. The overall aim is to produce "harmonious" bilinguals who are double monolinguals. This, however, is not the situation for at least 90 percent of the bilingual children in Sweden. The syllabus states various arguments

for the aims of mother tongue education. Some arguments listed in favour of mother tongue education are:

- mother tongue education strengthens self-esteem and identity and pupils get a clearer understanding of their life situation;
- mother tongue education aims at developing multilingual individuals with a multicultural identity;
- developing one's mother tongue is also a way of learning Swedish;
- the mother tongue is the key to cultural heritage of the minority culture;
- pupils can make comparisons between different cultures and better understand their own situation;
- mother tongue education increases understanding between people and cultures, e.g. intercultural competence.

The assumptions are that bilingual children need a clearer understanding of their life situation because they have a different cultural minority background. Increasing intercultural competence is another argument for mother tongue education, which is in theory sound but in practice difficult to realise because of the high number of unqualified people who work as mother tongue teachers.

The specific objectives are defined as follows:

- pupils should develop their ability to understand and express themselves orally and in writing in the mother tongue;
- pupils should develop their ability to be able to read and understand different kinds of texts in the mother tongue;
- pupils should acquire knowledge of the structure of the language in order to be able to make comparisons between their mother tongue and Swedish and thus develop their bilingualism;
- pupils should acquire knowledge of their culture of origin and the ability to make comparisons with Swedish conditions;
- mother tongue education should strengthen their self-esteem and identity, and they should acquire dual cultural affiliation.

The development of an ability to read and write is important for children undergoing mother tongue education (those points are named twice in the syllabus). The understanding of culture is that of a stabile continuum which can be taught and where comparisons can be made with Swedish conditions. But which Swedish conditions: those in a village in the north with a Sami population or that of Rinkeby with its high immigrant population? In the aims of the syllabus oral bilingual competence is mentioned, whereas in the arguments often given in favour of mother tongue teaching

the terms multilingual and multicultural are used. This shift in emphasis is a consequence of the regulation that children can receive mother tongue education in one language only. Sweden wants pupils also to acquire a theoretical knowledge about language and thus make comparisons with Swedish.

The study

My study was conducted in the spring of 2007. I interviewed seven children between the age of 10 and 14 years who were attending mother tongue education. I developed an oral questionnaire because I knew that narrative interviews would be difficult to conduct with the children. The children had a mother tongue that is a European language and which is also taught as second foreign language in Swedish schools (French, German, Spanish). All children had parents from Western Europe. After conducting my oral questionnaires I examined the pupils' responses and grouped them according to developing themes. These themes developed as I worked through the responses; some of the initial themes merged into larger themes and other themes developed into more detailed ones. In this way I did not impose my own views on the children's responses, but rather allowed them to find their own voice in my analysis.

Findings of the study

"The monolingual habitus of the multilingual school"

The title of Ingrid Gogolin's dissertation is fitting for these children. Even though they speak an accepted and appreciated European language, their language knowledge is not used in the schools. An exception was a boy who was helping the teacher with his language because the whole class was going to visit his parents' home country. Because the teacher does not speak the language very well, the boy was preparing words that the other children should learn as homework. But it was only because of the class excursion that his knowledge played a role in school.

On the other hand another pupil was asked in school: "How do you celebrate Easter in your country?" This well-meant question did not have the effect of bringing new customs into the classroom the teacher expected because this pupil had never celebrated Easter in "her" country. She came from a mixed marriage where the father spoke a different language from Swedish, but did not speak it with his children[4]. All her life was "Swedish" – the way her mother lived!

4 Skutnabb-Kangas (1981) spoke of elite-bilinguals who come from a higher socio-economic status and support their children in all ways with their mother tongue. This example contradicts my own views: I do not think that socio-economic status predicts the support children get in their mother tongue.

Multilingualism in school and with friends

Although all children were bilingual and although there are a lot of bilingual children in Umeå, the children in the study had no bilingual friends and most were the only bilingual child in their class.

Mother tongue education

Mother tongue education was important for all the children I interviewed, but that is understandable considering that they had all chosen to attend tuition themselves. With the help of mother tongue education they wanted to improve their language, especially in writing. One pupil also said that she was afraid of forgetting her mother tongue and that tuition helped her not to forget. Some had also noticed some improvement in their language. In addition to speaking with the family member(s) who lived in the country where the language is spoken, the children wanted to improve their mother tongue because they might in the future study or work in the country of origin of the parent(s).

Summary

Mother tongue education can look back at over 40 years of history in Sweden and although there have been changes – not always to the benefit of mother tongue education – it is still part of school life in Sweden. One of the problems is that there are not always trained teachers who can conduct the tuition. This problem is not restricted to exotic languages.

The pupils I interviewed were of the opinion that mother tongue education is very important for them. It is through mother tongue education that their language gets a place in their school curriculum. Otherwise they are alone with their bilingualism in their classes and with their friends. To learn to write in mother tongue tuition is especially important for these pupils. This tuition fulfils a function which cannot be covered by other areas of education or by parents. As one pupil stated with a mocking face: “Without mother tongue education, I would have to study with my parents!”

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12. Taking the minority language beyond the minority

Ciaran Dawson

Introduction

Although there has been a long tradition of Irish language being studied in continental Europe and the United States, this has always tended to be motivated from an academic interest. Being one of the oldest written vernaculars in Europe has meant that the language provides valuable insights to linguists, folklorists and social historians. In the last decade, however, there has been a noticeable change in the profile of those arriving in Ireland from abroad interested in learning Irish. Rather than studying it for academic purposes, learners seem more altruistic in their approach to the language. This is true of both those learning it in Ireland and in various institutions abroad.

The purpose of this paper is to explore this phenomenon. It will begin with a brief description of the language itself. It will then describe Ionad na Gaeilge Labhartha (The Centre for Oral Irish) in University College Cork and the context in which it teaches Irish language to a diverse body of learners. Following this I will outline a survey carried out among non-Irish learners and the results attained. I will finish with a description of the implications of this to those tasked with promoting and teaching the language together with plans for further research and study.

Irish

Irish is one of the Celtic branch of Indo-European languages. More specifically it is one of the three q-celtic languages. It is estimated that in 1841 4,100,000 people out of a population of 8,100,000 spoke the language. By 1901 this figure had dropped to 619,710 of a population of 4,458,775. Today 1,731,915 speak the language out of a total population of 5,675,603 in both jurisdictions in the country. However, in the Gaeltacht, where Irish is the everyday language, it is estimated that 60,000 out of a population of 80,000 are speaking the language. Some more recent assessments put this number at between 20,000 and 30,000. One other significant statistic is that in the United States Census of 2000, 25,870 people said they use Irish at home.

Article 8 of *Bunreacht na hÉireann,* the Constitution of the Republic of Ireland, states: "The Irish language as the national language is the first official language". The Official Languages Act 2003 sets out the use of the Irish language by public bodies, sets up the office of An Coimisinéir Teanga and revokes the official status of English place names

in Gaeltacht areas in the Republic of Ireland. From 1st January 2007 Irish has been recognised as an official language of the European Union, meaning that all legislation and documents of major public importance or interest are now produced in Irish. Under the St Andrews Agreement the British government agreed to introduce an Irish language Bill. This, however, was deferred to the newly-formed Assembly where it was refused by Culture Minister Edwin Poots, despite the fact that most respondents to a public consultation on the issue were in favour of such an act.

Irish has a strong presence in the media. *Lá*, the daily newspaper published in Belfast, claims a readership of 10,000 and is also published on the web. The weekly newspaper *Foinse* claims a circulation of 7,000. It is published in Galway. Raidió na Gaeltachta, the Irish language radio station, broadcasts 24 hours a day and is also available on the Internet. There is also a wide variety of television programmes available on RTE, TG4 and the BBC.

In *Voices Silenced*, James McCloskey, Professor of Linguistics at University of California, outlines the criteria recognised by linguists for a language to be out of danger: structural support from government, a presence in the media, a critical mass of speakers, etc. He states clearly that Irish falls into this category.

Ionad na Gaeilge Labhartha

Ionad na Gaeilge Labhartha (The Centre for Spoken Irish) is an administrative department of University College Cork (UCC) Ireland, whose role is the promotion of Irish language among the students and staff of UCC and among the population of Cork in general. Since the year 2000 it has grown from a small centre with a permanent staff of four to having a permanent staff of 11 based in two locations: in the main campus and in its outreach site in the Gaeltacht in County Kerry. It also teaches courses in three other European countries: Spain, Poland and Germany. According to the *Annual Report 2006/7*, the centre dealt with over 2,000 staff and students through its various courses and schemes.

Learners from abroad make up a considerable grouping among Ionad na Gaeilge Labhartha's users. In fact they are not one single but several distinct groups. Firstly there are those learning Irish while in Ireland. Secondly there are those who are studying Irish in overseas universities and who receive support from us.

Visiting students take the credited modules GA1120/1 "Introduction to Modern Irish I & II". Since the year 2000, 1,483 students have opted to take these modules. A little over half the students are from the USA; although they are by no means of Irish descent as a perusal of their names will show. The other students are a mixture of European nationalities with the occasional student from the Far East, South America and Canada. A more recent development has been MX1004 "Irish for Medical Students". In its first year it was taken by eight students and a further 12 have enrolled

this year.[1] For those living in Ireland on a more permanent basis, a twice-weekly evening course begins every autumn. There are 20 places offered every year although intake usually goes to 26 or 27.

Moving abroad, Ionad na Gaeilge Labhartha provides support in the form of a one-week intensive course to learners in three European universities: La Universidad de La Coruña, Ruhr-Universität Bochum and Uniwersytet Jagielloński Krakow. The course in Coruña is a five-credit module in a taught PhD programme of Irish Studies in "Amergin: El Instituto Universitario de Estudios Irlandeses". It usually takes place in May. It began in 2006 and so far it has been taken by 20 students. The course in Krakow began in 2007 and was taken by 12 students. The first course in Bochum was in 2000. It began life as part of a module in Anglo-Irish literature in the English Department and was subsequently moved to "Der Optionale Bereich". It is now a credited optional module for all students of the university. Since its beginnings in 2000, 561 students have attended the one-week intensive course in Bochum. Many of those students have spent time in the Gaeltacht and several have attended UCC for a year where they opted to take GA1120/1. Since 2006 it has been in receipt of € 11,000 per annum from the Irish Government as part of a scheme to fund the teaching of Irish abroad.

The survey

Due to the growth of interest in Irish abroad since the beginning of the new millennium and due to the perceived change in motivation to learn Irish among non-Irish people, we felt there was a need for some hard data to assist in planning for the future. We decided to embark on a series of research projects among the learners to determine what factors influence their motivation for learning the language and how we could best meet the challenges they present to us. Such a wide-ranging undertaking must have a starting point. It was determined that those learning Irish as a foreign language in institutions abroad would be an appropriate starting point and that we should conduct some qualitative research among those opting for the module in the three universities in Spain, Poland and Germany. A short survey with three questions was prepared and given to the learners. We asked the following questions:

1) How did you become aware of Irish?

2) Why do you want to learn Irish?

3) On a scale of 1-5 what level of Irish would you be satisfied with?

1 It has resulted in quite a lot of dissent from Irish-born medical students who cannot take it and plans are in foot to introduce a course for those who have taken Irish in the leaving certificate and are now studying medicine at UCC.

The objective here was to determine both the nature and the scale of the motivation. Twenty students completed the survey (successfully). One stated that it was impossible for her to answer the questions.

Survey results Q1

In response to the first question, five stated that they became aware of the language through literature, four through music, four as part of their programme of education, three through the media, two via bilingual signs and two from friends. Some of the results are not as obvious as seems at first sight. For example the literature was not necessarily Irish literature. One student answered:

> The Three Investigators, my favourite stories as a child (10), have workers from Ireland who speak Irish with each other.

While another stated:

> When I became interested in sci-fi literature.

Likewise in one case the bilingual signs referred to a road sign on the wall of an Irish pub. The Donegal group Clannad figured prominently among those whose gateway to the language was music and the survey also revealed a high level of interest in Irish culture and history in Galicia, Poland and Germany.

Survey results Q2

While awareness of the language is important, it does not necessarily follow that this is converted to motivation to learn the language. The second question focused on this aspect. Interestingly most respondents gave more than one answer with one of the Galicians giving a quite detailed analysis of his motivation. Twelve informants mentioned Celtic culture in their answers. Five gave answers which referred to the unique nature of Irish. Four expressed a general interest in languages. Four stated that the "sound of the language" appealed to them.[2] For three it was part of their education while three others claimed it gave them better access to Irish literature. One expressed the connection to other minority languages. One other simply stated "I was just hooked on it".

Survey results Q3

When the survey was presented in Germany, the response of the course director was that "of course they will all opt for native speaker level". This assumption goes to the heart of the rationale for this particular question. The answers provide a clear indicator

2 Interestingly in a recent article in *The Irish Times* (23 October 23 2007) Colleen Dollard, an Irish American teaching Irish in Trinity College Dublin remarks of immigrants learning Irish that "…they hear the sound of it and are enchanted by it".

of motivation for learning the language. Interestingly only one learner (in Krakow) ticked box 5, expressing the desire to achieve native speaker level. Five ticked box 4 (one in Coruña, two in Krakow and two in Bochum). Eleven selected box 3 (two in Coruña, three in Krakow and six in Bochum). None chose box 2. Finally two respondents selected box 1 (one in Krakow and one in Bochum).

Implications

So what implications can we draw from this initial research and what further research needs to be carried out? I have managed to narrow the implications down to four points.

- There is a perception abroad of Irish language being integral to understanding Ireland, its culture and its people.[3]
- Other nationalities are attracted to Irish because of its perception as being different; left of centre.
- Many people are attracted to the sound of Irish being spoken or sung.
- Proponents of other minority languages find common cause with Irish and in some cases look to it to provide the way forward.

Further study

There are four areas which require further and deeper study.

- What are the motivating factors of those learning Irish as a foreign language in Ireland?
- How does the interest of other nationalities in Irish language affect the perception of Irish among Irish people?
- What linguistic challenges do learning Irish pose to speakers of the various other languages and what advantages do their own languages give them in learning Irish?
- Finally, what is the experience of other lesser-used languages in this area? Are languages like Welsh, Basque and Galician experiencing the same level of interest from abroad?

3 It must be borne in mind here that this is not necessarily the perception among Irish people themselves.

Finally, we hope that in exploring and researching this aspect of Irish we will also reveal something of how knowledge of other languages goes beyond the ability to communicate with other people and informs our position as citizens of Europe and the world.

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13. Developing multilingual awareness amongst primary school children in Ireland: a case study

Bernadette O'Rourke

Introduction

Over the last decade Ireland, and particularly its capital city, Dublin, has become an important point of entry for economic immigrants, refugees and asylum seekers. For much of the 20th century, Ireland was primarily known as a country of outward rather than inward migration and in the 1980s the country reported the highest levels of emigration in the European Union. However, this trend has been reversed and now Ireland has in fact one of the highest net immigration rates in the EU.

It is estimated that in the six-year period between 1996 and 2002, over 250,000 people came to live in Ireland and almost 50% of these were foreign nationals. This wave of in-migration is changing Ireland's predominantly English-speaking linguistic landscape as new modes of linguistic exchange are now appearing on the Irish language market through the 160 or so new languages spoken in Ireland today. The latest census of population figures indicates that approximately one in 10 persons living in the Republic of Ireland is foreign-born and speaks a language other than English.

It therefore comes as little surprise that Irish schools, particularly urban schools, can be identified as sites of linguistic diversity and concerns about the quality of education for children of minority language heritage now face Irish schools on a much more widespread level than has ever been experienced before.

The focus of the Irish education system, very similar to others like it in Europe, has been on the teaching of the dominant language of the host country and much of the discussion and debate surrounding language-related issues to date has centred on the teaching of English as an additional language[1]. In Ireland, EAL (English as an additional language) students are usually allocated a maximum of two years English language support, and in theory, are then subject to the same standardised tests as their native-English speaking classmates.

1 In the work carried out at Trinity College Dublin, David Little and his associates have incorporated a language awareness element in the *European Language Portfolio* for primary school pupils learning English in Ireland. More recently, a language awareness tool-kit has been developed and will shortly be piloted in Irish primary schools (David Little, personal communication).

However, international evidence shows that it takes a minimum of four years for EAL pupils to reach grade-level proficiency. On this level alone the deficit model of EAL support puts those who do not speak English as their first language at a clear disadvantage. However, these pupils are also disadvantaged by the fact that mother-tongue language skills are not always recognised in a classroom context.

Research on the role of language in education is very clear about the importance of mother tongue maintenance in children's overall personal and educational development (Baker 2000, Cummins 2000, Skutnabb-Kangas 2000). Maintenance of children's first language is regarded as crucial to their learning of additional languages and to academic progress in a new language. However, despite the existence of scientific evidence to support the positive effects of mother tongue maintenance, we still hear discourses which support the belief that the community language constitutes a handicap or a "problem" for the acquisition of the school language.

Developing multilingual awareness in an Irish primary school context: a case study

With these issues in mind, we undertook a piece of action research in one of Dublin's inner-city primary schools. The first stage of this project, which we will report on here, began in February 2007 and was completed in June of the same year. Similar to many of Dublin's inner-city schools, the school with which we have been working is characterised by the fact that a high percentage of the student cohort are of ethnic minority background. The major groups in the school included students from Poland, Albania, Bulgaria, Romania, Nigeria, Vietnam, Mongolia, India and the Philippines.

To better understand the needs of the school, in the early stages of the project we invited teachers at the school to participate in a group discussion on the topic of linguistic diversity and its role in educational practice. What emerged from this discussion was that teachers at the school were in general positively disposed to the idea of multilingualism and linguistic diversity. The principal at the school, for example, lamented the fact that by the time children reached the end of primary school many had forgotten their home language. He was supportive of the idea that children should be able to acquire the school language without abandoning their own language and culture.

While many of the teachers shared this view, there were some conflicting views on the topic. One teacher, whose role it was to provide additional resources to pupils of English as a second language, was particularly concerned that if enough emphasis was not placed on English the child might fall behind or feel isolated from the rest of the group. Other teachers, while supporting the idea of creating multilingual classrooms, were unsure about how this could be achieved in practical terms. They felt ill-equipped to deal with situations in which four or five languages were present in the classroom

both in terms of resources available to teachers and the methodologies they should be using.

It became clear from the discussion, that although the *European Language Portfolio* was used as a means of developing language awareness in the language support classes, explicit language awareness activities did not tend to be widely-used by teachers in the mainstream classes.

At this stage of the project our aim was to guide teachers towards the exploration of practical ways in which they could develop multilingual strategies which promote linguistic diversity in their classrooms. To do this we drew on examples of innovative action research initiatives (Chow and Cummins 2003), as well as language-awareness strategies and activities (see Candelier 2003, Armand and Dagenais 2005) developed in European and Canadian contexts.

The multilingual and language-awareness activities were piloted in the junior infants' class (ages 4 to 5 years) which consisted of 13 children, three of whom were Irish-born nationals and the remaining 10 foreign nationals. Along with the mainstream teacher for this class, a resource teacher was also present and assisted in pupils' learning activities. The multilingual activities took place once a week during the researcher's visits to the school.

In the initial stages of the project, the activities were developed as language-type activities and were independent of the pupils' regular curriculum. An example of this was an activity adapted from Armand and Dagenais' (2005) set of language awareness modules taken from the ELODIL (Language Awareness and Openness to Linguistic Diversity) website (www.elodil.com) and involved pupils sharing different ways of saying "hello" in their respective languages. As a follow-up activity each child created a "language flower" with the word in their home language in the centre of the flower.

As well as raising awareness about linguistic diversity amongst teachers and pupils in the classroom, the exercise also created dialogue with parents, who, on their morning visits to the classroom with their children, assisted us in the pronunciation of the new words. They were also able to provide us with the most colloquial way of saying "hello" in their respective languages and often made adjustments to the sometimes incorrect versions of the word we had found on the Internet. Parental input in the activity also alerted us to the fact that one of the pupils, who was registered as being of Albanian origin, had Turkish as his mother tongue. This discovery also signalled the need for a more rigorous method of collecting language-specific data on the incoming students than was currently in place.

As the weeks progressed, in collaboration with the teachers we looked at ways in which to integrate multilingual awareness, not as a stand-alone activity but as an integral part of other school subjects such as nature studies, science, geography and art. "The life cycle of the butterfly" is an example of an activity which although designed as a nature studies or science activity, also incorporated an explicit multilingual dimension. As part of the activity, the pupils, with the help of teachers, made a poster in which the phrase

"Watch me grow" appeared in the children's home languages. Again, as in the "language flower" activity, dialogue was established with parents who had been sent a note by the teacher asking them to translate the phrase into their respective languages and to teach the child how to pronounce it.

These and other such activities were put on display for parents who were invited to attend an intercultural morning at the end of the school year. This event further strengthened links with parents and was seen as another way of reinforcing the message that their languages and cultures were valued. One of the parents, of Indian origin, brought along children's books written in his mother tongue and taught teachers, pupils and the other parents how to pronounce different words. The event brought language issues centre stage and prompted interesting discussions with parents about the languages they use at home and questions on their part about how they should be managing their children's bilingualism.

Conclusions

This stage of the project had a number of outcomes. In the first instance, it sensitised teachers and pupils in the junior infants' class to linguistic diversity and made the teachers involved in the project more consciously aware of the range of languages spoken in the classroom and how to deal more positively with the linguistic diversity of their pupils.

Secondly, through the development and testing of different multilingual and language-awareness activities, teachers were exposed to some of the practical ways in which they can incorporate linguistic diversity into their classroom. At the end of the project they felt more confident and better equipped to deal with situations in which four or five languages were present in the classroom both in terms of resources available to them and the types of methodologies they could use.

The third outcome which can be identified is that, through the project, a dialogue was created with parents, who became key players in the development and creation of the multilingual activities.

The fourth important outcome of the project was the extended effect that it had on other teachers and classes within the school. Although the main focus of the project was on developing multilingual activities in the junior infants' class, the project also had a positive effect on teachers from other classes. The first class teacher, for instance, adapted the "language flower" activity and used the different ways of saying "hello" to create a poster representing linguistic diversity in her own classroom.

The topic of linguistic diversity also began to emerge in the staffroom and teachers shared ideas and views about multilingualism. The enthusiasm with which the first stage of the project was received has opened the way for the second phase of the project which will begin in October 2007 and will involve the piloting of multilingual

activities in other classrooms and moves towards the development of an overall school language policy.

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14. Teacher in-service training for minority language teachers: an Estonian example

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In Estonia, as in many other countries, one of the roles of educational institutions is to support the development of the national and ethnic identities of their students. The shaping of identity is a continuous process and it is influenced by many factors. A crucial role in this process is played by language. Language knowledge ensures access to the historical and cultural heritage and experience and gives students the possibility to communicate with representatives of their own – or other – cultures.

Earlier studies have indicated that representatives of these minorities who have a connection with the culture of their ethnic country of origin and majority group will experience less stress in their psychological and social adaptation and will develop a balanced cultural identity (Schönpflug 2002, Verkuyten 2005). The ability to speak one's native language is an important factor in the formation of ethnic identity, particularly among minorities, where the surrounding cultural environment does not directly support the process.

The languages in Estonia and in education

Representatives of around 100 different nationalities reside in Estonia. Given the overall population of the country (approximately 1.4 million), their numbers are small. The largest language minority groups (2007) are Russians (344,280), Ukrainians (28,158), Belarusians (16,133) and Finns (11,035); 98% of all language minorities speak Russian as their first language.

Legislation on education in Estonia allows for the creation of schools with any language of instruction at the level of basic education. In reality this translates to 17% of all schools having Russian as a language of instruction alongside Estonian and three schools also teaching in English.

Native language and culture studies are offered by national minority culture societies, which are supported by the state. The number of schools supported in this way differs from year to year. The languages represented are Uzbek, Russian, Ukrainian, Azeri, Dagestani, Chuvash, Kyrgyz, Finnish, Hebrew, Turkish and Armenian.

The need for in-service training of teachers

Since 2004, all students whose native language is different from the language of instruction have had the right to apply to study their native language in schools as part of the national curriculum as an elective subject. By introducing this option, the state undertook to support the training of national minority native language teachers.

Teachers, including teachers of elective subjects, must meet certain qualification requirements. From the point of view of teacher training this was a new target group: there had previously been no formal requirements for teachers for native language and culture studies, which were simply provided by people who could speak the language they were teaching to some extent and knew the culture.

The language spoken at home by a large proportion of the national minorities living in Estonia was Russian, meaning that in fact it was only possible to learn and use the language at national minority Sunday schools, and access to culture in the native language was also limited. Therefore, in planning the training, several facts had to be taken into account: that the students who had shown an interest in their native languages could not speak them at all; that the groups were small and made up of students of different ages; and that many of the people providing the native language and culture studies lacked the training that would be required of them to teach in general education schools.

During the planning period of the training, the primary objective was to prepare these people to work in schools, which meant that the qualifications required of teachers had to be taken into account. A teacher working in a basic school must complete professional training in the subject or subjects that he or she teaches as well as teacher training or higher education in the field and a 160-hour (four credit points) pedagogical course. Such courses were available in Estonia's higher education institutions, but the desire to enable people who were already teaching national minority native languages and culture in cultural societies to do so in elementary and lower secondary schools led to the need for a specialised additional training course.

Evaluation of the minority language teacher in-service training

A three-module, 10-credit-point pilot training course (Appendix 1 of this contribution) has now been designed and carried out by the University of Tartu. In order to evaluate the effectiveness of the content and organisation of the training, the author of this article conducted a survey among national minority native language and culture teachers who had completed the course.

The background of teachers

First they were asked to describe their educational and professional backgrounds. The responses revealed that 85% had obtained a degree in higher education outside of Estonia, with two of the three who had studied in Estonia currently still at university. Majors ranged from economics, physics or history to journalism, with three teachers having studied philology, one of them in the language they were teaching. 60% of the teachers had a background in pedagogical education. 60% speak the language that they teach fluently or as their native language (Russian or Ukrainian) and 40% at elementary or intermediate levels. It can be assumed from this that culture is taught in some cases in Russian rather than the target language.

To all but one of those surveyed, teaching their native language and/or culture represented a sideline, with their main employment taking the form of school teaching (not as a teacher of a national minority language or culture but as a teacher of another subject), private business, college and university administration or retirement. In summary it can be said that the people who are teaching national minority native languages and culture had not received any specialist training prior to this course and that such teaching is a sideline to their main employment. 30% of people had taken part in short in-service training courses, some of them in their country of origin, and three in courses organised by the country of origin (Ukraine, Israel and Russia). Taking into consideration the current requirements for teachers in Estonia, three of the people who took the course and completed the survey would be qualified to teach their native language and ten to teach their culture.

The range of subjects taught at national minority Sunday schools is diverse: the native language, national dance, culture, history, folklore, music, art and the situation of the national group in Estonia. Two subjects are generally taught, with each subject being taught for two hours per week. The number of students in a group can be anywhere from 6 to 30, but most have around 10. This means that the curricula of national minority Sunday schools are fuller than would be required for them to be taught as an elective subject in a general education school (two hours per week), but in all but two cases the number of students would be sufficient to create classes in general education schools.

Feedback on the content of the training course

In developing a training programme for national minority native language and culture teachers, the institution doing so needed to take into account the conditions listed above. It was for this reason that the emphasis in Module I was on language teaching methodology, the Estonian education system and education legislation, including the

organisation of national minority education, the learning environment and co-operation between the school and the family.

In developing Modules II and III, the wishes of the students who had completed Module I were also considered (based on feedback conducted by the institution). When asked which courses they found most interesting and useful, 30% of those surveyed nominated "Language learning methodology and didactics", 50% nominated "Drama pedagogy", 20% nominated "The organisation of studies and preparation of study materials", and 10% nominated the "Multicultural literacy" and "Bilingual studies in the Estonian education system" courses. The knowledge and skills the teachers used most in their work were the preparation of study materials and organisation of studies integrating elements of drama studies into class work and the use of different language learning methods.

Given that not all of the teachers who took part in the training course teach their language and that for a variety of reasons there is not a great deal of interest in native language and culture studies among the national minorities living in Estonia, it is understandable that the knowledge and skill areas most frequently nominated were those which help to diversify the learning process and make it more engaging and entertaining (with most classes being held on weekends or in the evening). Finding study materials was not raised by the teachers as a problem, but it is clear that it is difficult with the existing materials – which the teachers get from the Internet, buy themselves from their home country or in some cases receive from acquaintances there – to find those that would suit groups of students of varying ages and language abilities (often including those with no skills whatsoever). As such, teachers adapt what is available to them and make their own.

Feedback on the organisation of the training course

Module I of the training course (four credit points) was planned to be carried out as two- to three-day cycles over a period of one year. Given the nature of the target group – working for employers with little interest in their employees being trained in this area – the manner in which the course was offered needed to be amended slightly: the course followed a two-day cycle on weekends, which was stressful for the trainers, who are university and college lecturers, and those being trained. Everything nevertheless went as planned and subsequent modules have been carried out on the same basis.

The trainees also expressed the wish to take part in the following courses, pointing out that they would have to be offered on weekends. Feedback from the institute shows that this is one of the problems in planning new training, as finding trainers is difficult when the courses are not part of their annual teaching load. When asked whether they would be prepared to participate in training courses offered by the Open University, 80% of respondents said that they would prefer a special group. The reasons they gave for this were that their employers do not cover the cost (even partially) of such training,

as it is not connected to their main employment; national minority Sunday schools do not have enough resources; difficulties with the schedule; and concerns about inadequate skills in Estonian (even though colleges and universities also offer some courses in Russian). One of the most important aspects they highlighted of groups that are specially put together was the opportunity they provide to share their experiences and get to know each other better.

The potential developments in future training of minority language teachers

The quality of the teaching depends largely on the teacher. Based on the experiences of a number of different countries it could be said that finding teachers with the necessary training and who are fluent in the language of teaching at the required level is not easy. The formal education system sets precise requirements for teachers in terms of qualifications. Today we have 25 teachers teaching their language and culture in national minority Sunday schools who would also be able to do so in elementary and lower secondary schools. However, survey results show that the majority of them doubt whether they would start teaching in schools. Making plans for the future is also complicated by the fact that it is difficult to predict which languages teachers will be needed for and in which areas. What then could be the solution?

The current 10 credit point course could be used as a base course for those who are prepared to teach their language and culture within the formal education system but who lack the necessary teacher training. The state launches competitions for such courses to be carried out only every two to three years. Short-term in-service training courses will continue to be provided for existing teachers. The third option is the issuing of scholarships for in-service training to be carried out in the teachers' native countries.

These options would be effected to complement one another, but may not produce new teachers. It is for this reason that another option has been discussed which would see special courses developed for university and philology students undergoing teacher training enabling them to learn to teach national minority languages in elementary and lower secondary schools. The criteria for studying this additional subject would be fluency in the language in question.

Summary

The situation continues to prevail in Estonia that it is useful and necessary to support the teaching of the native languages of language minorities. At the same time, the state assumes responsibility for ensuring quality. The teacher has a key role in shaping a

motivating learning environment. National minority language and culture teachers have been given opportunities to take part in a range of courses. The in-service training course examined in this article was the first systematic attempt to provide the means of improving formal qualifications. Based on feedback from participants, this attempt can be considered a success. Alongside the skills and knowledge that have been obtained, it is also of great importance that a network has been produced that also allows teachers to share their problems and experiences in a non-formal context.

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Appendix 1: Curricula of teacher in-service training for minority language teachers

- Didactics of language studies
- Self-assertion in the study group
- Producing and searching for teaching materials on the computer
- Drama pedagogy
- Multicultural literacy
- The role of the curriculum in a multicultural society

- Bilingual teaching and learning
- School and family co-operation
- The learning environment and modifying it
- Planning a lesson
- The differences and similarities between language learning and other subjects

- The rights and obligations of the teacher
- The legal regulation of informal education and private schools

- Nationality, national identification and ethnicity and language and culture in history and in contemporary sociology
- Cultural autonomy in Estonia
- Comparison of Estonian culture with a national minority culture

Strand B:
Communication in a multicultural society

15. Multimodal co-operation and academic identification in French as an Academic Language

Fred Dervin and Marjut Johansson

In contemporary, postmodern and highly individualised societies, language teaching and learning, especially in academic settings, are not only connected to, amongst other things, lifelong learning and the development of plurilingual and intercultural competences, but also to the characterisation of the different types of experts that language learners will become in their future professional fields. In order to educate language professionals who will promote social cohesion, language-teaching curricula have to take into consideration varied discourse communities and their complex multilingualism (House and Rehbein 2004, Johansson and Pyykkö 2005) and culturality (or culture as an "endless creation", cf. Dervin 2006). In other words, language teaching and learning should be planned so that students understand the complex and hybrid interactions embedded in the variety of contexts that make up the globalised world.

In this article, we propose to describe an academic learning environment in which multimodal co-operation contributes to the learning of both French as an Academic Language (FAL) and academic identification. In this process, one of the basic components is individual plurilingualism, that is a learner who is capable of speaking and writing several languages and who in this particular case is mastering in French. Our main objectives are to examine, through one case study, how learners can be trained towards "expertise". The notion of expertise has been analysed from various angles: as individual competency and skills (Ericsson and Lehman 1996) or as a capability of functioning in professional communities (Engeström and Middleton 1996). In this paper, we investigate how students assess their own identification process as apprentice-experts.

As we see it, the future professional expertise needs to be based on what we call "academic language expertise" that will allow the learners to engage in various professional fields related to languages. A "language expert" is therefore a social actor who is capable of performing communicative activities in the best appropriate manner with very different others in various socio-cultural contexts and media (Johansson and Dervin forth.). Moreover, s/he needs to construct meaning through the use of

language(s) and demonstrate meta-cognitive knowledge about the processes and products of communication. In view of this definition, teaching and learning should incorporate various contexts and different types of interactional relationships. Moreover, they should involve the students in an ongoing process of evaluation of their knowledge building and learning process.

FAL and multimodal co-operation: data and learning environment

Our paper is based on data which were collected during the academic year 2006-2007 at the Department of French Studies of the University of Turku (Finland). The data contain semi-structured questionnaires, developmental narratives and reflective narratives on the learning process. The participants were Finnish-speaking and Master students in French Studies. Their main fields of study included linguistics, applied linguistics, and enunciative and discursive approaches to intercultural communication. In our analysis, we use excerpts from the questionnaires or the narratives that were translated from either Finnish or French. Each excerpt is followed by a code that refers to the students (e.g. E4 = student 4).

The respondents took part in a one-year Bachelor course, which aimed at preparing them to write and defend a thesis. The course contained several modules: an introduction to linguistic research, academic writing in French and the defence of the thesis. The main objective of the course was to produce a scientific paper of 15 to 20 pages on a linguistic topic. The course is one of the core courses in the curriculum and it is based on the principles of collaborative task-based learning and process writing. The course also included activities that aimed at helping the students to develop meta-cognitive skills (such as reflecting on the learning process and products, cf. Mutta 2007). Two members of the teaching staff lectured separately on the course (introduction to linguistic research and academic writing), while the last part of the course (defence of the thesis) gathered both staff and students (cf. Dervin, Johansson and Mutta, forth.).

The learning environment was blended: it contained face-to-face work and mediated writing on an LMS (Learning Management System). Moreover, it was composed of various teaching and learning situations and different types of relationships with the people involved in the course were established. First, some classes were based on classroom interaction between teachers and students while other lessons incorporated mostly group discussions between students. Second, as the papers progressed, the students regularly met their teachers for feedback in dyadic interaction situations during office hours. Thirdly, the students were tutored by their peers, or more precisely advanced students who participated in the course during the previous academic year, and who guided them in basic language skills and technical matters concerning computer-mediated writing. Finally, the writing process took place entirely in the LMS

on a weekly basis: the students published different versions of their papers for either their peers or the teachers to comment upon.

Academic identification

Within the framework of this specific course, the concept of "academic identification" was coined to render the idea that expertise in the academic field (i.e. FAL, academic knowledge and savoir-faire) is unstable and is constantly (co-)constructed with interlocutors, contexts, etc. It allowed us to move away from an essentialist vision of identity as an element, which is created once and for all (the term identity comes from the Latin term for "same", while in "identification", the suffix "-ation" shows that identity is a never-ending process). By making the students aware of this paradigm, we wished to teach them to be more flexible (by accepting e.g. that one cannot know everything and that one changes all the time, depending on interlocutors) and to develop "self-programmed capabilities" (Castells 1996). The latter has been theorised as "proteophilic competence" (Dervin 2006) within our context, and which is defined as the acceptance and constant reflection on the instability involved in multiple role-taking, role-switching, role-mixing (as is the case with our learning environment). The following analysis is based on this understanding of academic identification.

From dialogic assessment of selves to the roles of others in academic identification

Self assessing selves

In the data, the students look back on what was achieved during the course and introduce various selves to describe their learning process. During the process, the identification of the students seems to shift from novice identifications to language expertise. In the following three excerpts, an expert identity starts to emerge.

1. One of the most important inputs was finding my own working habits (E10).
2. Last year, I was still a bad writer in French who couldn't handle academic writing in that language: now I notice how much more confident I have become as far as writing (and speaking) are concerned (E10).
3. My research was the most important piece of work in my study time (E10).

In the first excerpt, the student explains how s/he has found a "working self". In the second example, the same student describes her/his awareness of the expertise and asserts that s/he is more confident about it. In the last example, it is the knowledge-

building aspect of the learning process that is put forth, as the academic paper produced during the course is perceived as an important step in the student's academic career.

In the process, the learners become aware of the nature of writing and of the type of research that they are producing. It is a never-ending process that includes different types of emotions.

4. A continuing process accompanied with stress (E4).
5. In my own understanding of what has been achieved, the format and contents of my research have often changed during the trip, the end result was something very different from what I expected (E4).

In both excerpts the learner explains her/his understanding of the process and her/his feelings about it, which oscillate from stress to unexpectedness. In excerpt 5, the learner also uses the metaphor of travelling "trip" in her/his discourse and thus implicitly indicates the different phases that s/he went through.

Role of the others in the building up of identification

Many others are also included in the students' speech when they narrate their experiences: staff (teachers), other students (peers but also former students) and "language experts" (French students). This section examines their roles in the construction of academic identification.

We have classified these "others" in two main categories: positive and negative others. These two categories show that the presence of otherness in the construction of academic identification has a twofold meaning. The first category contains the following subcategories: "others as mirrors", "others as consultants", "others as relievers" and "complementary others". The second category is composed of: "others as intruders" and "conflicting others". Due to limited space, we shall only report on the subcategories "others as mirrors" and "others as conflicting others".

In the first two excerpts, the students show how important it was to see their "selves" in the work of the others. In other words, the others became "mirrors" and this increased their motivation as they noticed e.g. that they shared the same problems while writing their papers.

6. It was important because I learnt to understand that although we all had different topics, the work allowed convergence between us (E4).
7. Work in the groups was quite good, I saw how others progressed and what sort of problems they had (E5).

On the other hand, there were also signs of uncertainty and confusion in the students' discourse, for example when they talked about the French tutors' and the Finnish tutors' input.

8. The tutors helped us with French, but the French tutors' advice was a bit contradictory. You would think that they are able to correct mistakes, but once they had to discuss among themselves the right answer to one of my questions and it turned out that I was right. After that, I felt unsure about who I could trust (E7).
9. I received good comments from the tutors on my work. I also got some contradictory comments, which made it difficult to choose between alternatives (for instance in the choice of some words to use in the thesis) (E9).

The adjective "contradictory" appears in both excerpts to describe this input. While we believe that this aspect is essential and constitutive of collaborative work and of the construction of academic identification, some students seem not to appreciate it and feel puzzled by it. This is indicative of the fact that contradictory input in task-based group work needs to be addressed more implicitly in the kind of experiment described here.

Conclusion

Our paper has demonstrated the importance of reflecting on identification within the context of language learning and teaching at university level. As an increasing number of courses are taught online and involve various "others", it seems important to make language apprentice-experts aware of the instability of identification. As was evidenced by our analysis, academic identification is not only a personal construction but it is also – and above all – co-constructed through interaction with others. What our analysis shows is that, when students recall the processes that they experienced during a research course, they cannot but involve and compare past and future selves and those who were involved in the making of the course (staff, peers, etc.). Thus, the more the students are made aware of these "occasional identities", the readier they will be to work with and accept "otherness" (that of the "other" but also their own) in the academia but also in their future lives and professions.

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16. (Inter)cultural awareness in the curriculum and the textbooks for state schools in Greece

Joseph E. Chryshochoos

Introduction

In this paper we shall examine the *Common European Framework of Reference for Languages*, the revised curricula for English in Greece and the textbooks which are being produced and will shortly be used in schools. Both the CEFR and the revised curricula encourage student involvement and participation in a learner-centred environment. They also include the element of (inter)cultural understanding and respect in the acquisition of knowledge, skills, attitudes and values. Learners need to develop their full capacities in order to study, live and work in dignity. Interculturalism as an awareness-raising educational tool can help learners make informed choices while they continue learning throughout their lives. The new textbooks include tasks which aim to bring about (inter)cultural understanding.

The Common European Framework of Reference for Languages (CEFR)

The CEFR provides a common educational basis for the explicit description of objectives, content and methods in a language course. It also enhances the transparency of courses, syllabuses and qualifications and promotes European and international co-operation in the field of modern languages. The CEFR provides a tool to offer guidance and lists criteria to be elaborated at regional level. Therefore it proposes a set of parameters within which discussion, comparison and co-ordination of language teaching curricula can take place.

According to the CEFR, language learners can develop a range of general competences while participating in tasks in order to process texts creatively in relation to specific topics, by activating those learning strategies which seem most appropriate for carrying out the tasks to be accomplished. This contextualised use of general competences incorporates the (inter)cultural element which is an important ingredient to be included together with the element of plurilingualism in all courses on offer (Byram 1997).

The revised curricula for English in Greece

Taking into consideration the importance of the CEFR, the revised curricula for English in primary and secondary schools have implemented the guidelines provided

by the CEFR and incorporated a cross-curricular approach and the project method. Literacy, plurilingualism and pluriculturalism are the main components of the curricula. Learners are encouraged to be involved in the learning process and to tailor the content of the educational material to their needs and interests.

The general goal of the revised curricula for English is the acquisition of life skills and attitudes within a changing and developing information society. The learning process becomes more engaging with concrete aims for practical implementation within the school and the broader social environment. Eventually, the learning process is transformed into a procedure through which students "learn how to learn" through practice by using information from all school subjects (Chryshochoos et al. 2002).

The revised curricula for English have also encompassed an (inter)cultural approach. Learners discover how their own identity is defined by others in inter-language communication and reflect on their own culture by acquiring ways of understanding other cultures. The (inter)cultural approach provides a multiple perspective, whose purpose is not to evaluate which opinion/belief is better but rather to become aware of cultural stereotypes and their negative influence on people's attitudes towards each other. The learners can participate in group discussions, brainstorming activities, role-plays, interviews and team work and consult different sources of information in order to express their point of view. Learners are invited to work on projects and prepare their own portfolios by working on simulations and realistic communicative tasks.

In the following section we describe (inter)cultural tasks for primary and lower secondary school learners. The tasks correspond to the ideas expressed in the CEFR and the revised curricula for English in Greece.

Sample tasks in primary school

Task 1

Pupils listen to short traditional musical pieces. They identify the types of musical instruments (e.g. woodwind, string, brass or percussion as in the table below) heard and the country each piece originates from.

Woodwind	String	Brass	Percussion
the clarinet …… …… ……	the violin …… …… ……	the trumpet …… …… ……	the drums …… …… ……

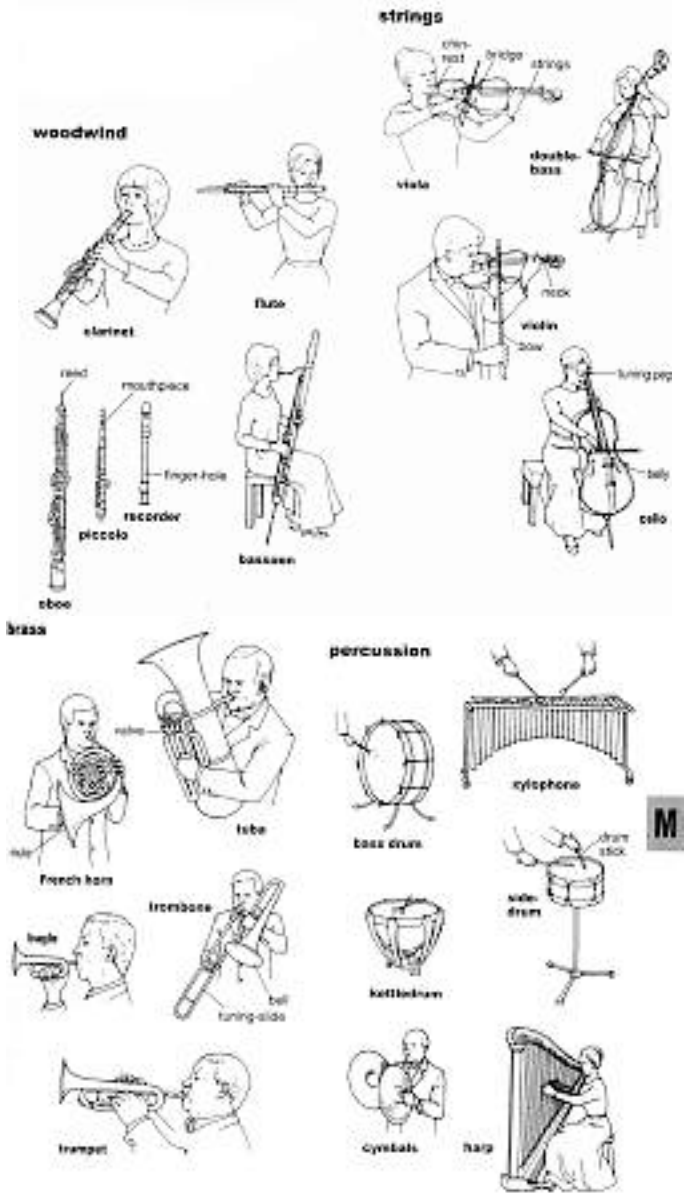

Illustration of musical instruments (Hornby 1995)

In addition, pupils identify the countries of the musical instruments on the map (e.g. the bouzouki and folk music in Greece, the violin and traditional music in Austria or in Ireland, etc). The class discussion that follows aims to focus on the fact that

neighbouring countries have similar musical rhythms and that music is a cultural element that can contribute to the demolition of barriers.

In order to enable pupils to further elaborate on the soothing nature of music, the teacher encourages young pupils to talk about fairy tales or myths with relevant content. For example, *The Magic Flute*, i.e. the story upon which Mozart's well-known opera was based, can be discussed. To explore the content of the story, the teacher can present pupils with information concerning the writer Emanuel Schickaneder's idea of integrating the concept of the power of music and its influence on both humans and animals into the libretto and developing it through the lines of his written work.

Task 2

Initially pupils are presented with a leaflet announcing the Edinburgh pop festival and a poster advertising the Museum of Popular Instruments in Plaka, Athens. This material aims to expose pupils to different sources and to encourage them to talk about music festivals organised in the village or at the resort where they spend their summer holiday as well as about their favourite kinds of music. Furthermore, pupils can be encouraged to talk about the musical instruments on the poster. Perhaps they have such instruments in their homes. They could share their knowledge about particular instruments or even play an instrument which they know. Finally, they could also explain why they would like to learn how to play a particular instrument.

Then the pupils can co-operate in teams in order to further reflect upon folk music and its role as a unifying principle as well as to engage in activities allowing them to use the English language in order to communicate meanings relevant to the topic under discussion. To this end, the teacher asks pupils to form groups of 3-4 and to decide on which of the five continents they are going to focus on. Then they find information concerning musical instruments that the people use to play local music. Moreover, the teacher asks pupils to search for the names of instruments in local languages/dialects on the Internet and to translate and present them in class. Alternatively, in co-operation with the music and the art teacher, pupils could construct musical instruments using material found in most homes. For example, two paper plates, with loose beans inside, can be glued together along the edges to form a rattle. While clay flowerpots, wire and a broom handle can be used to make pot chimes.

Moreover, pupils (in pairs of groups) can be asked to produce posters on which they express their opinions about music by producing comprehensive statements, such as "music unites people", "people love to listen to different kinds of music", etc. Pupils can also be encouraged to draw illustrations which express their statements on posters. In this way the theory of multiple intelligences (reading, drawing, visualising, etc) is taken into account to the benefit of the pupils. Later the posters can be displayed in the classroom so that the pupils can admire the work of their peers and discuss the statements with the writers.

Finally, the teacher can ask pupils to sing a song in their mother tongue, or if they are foreign, a traditional song originating from their parents' or grandparents' birthplace. If possible, a grandparent or even a popular singer could be invited to the class/school in order to give a performance. Furthermore, the pupils can be taught a traditional dance related to one of the countries mentioned in the lesson. This activity aims to provide pupils with the opportunity to become aware of the fact that "cultural differences" in music and dance do not have to separate but that they can join people with different cultural backgrounds. The motto is: "all different all equal".

Sample tasks in lower secondary school

Task 1

Lower secondary students co-operate in order to decode the symbolism underlying different types of currency, the history of money as a means of trading etc. They look up in their history books and search for data concerning the types of currency used in their country in different time periods. To this end, the students can search the Internet for information concerning people and civilisations that still barter, i.e. they apply the practice of exchanging goods instead of using money, to buy and sell. To get a more global idea of the role money plays they discuss and form correlations between the use of money and the economic growth of a place. A visit to the Numismatic Museum in Athens is recommended. Students can further reflect upon the coins/notes portrayed and formulate hypotheses as to the representations that decorate the monetary pieces and the underlying symbolism. Through this activity, students can develop an awareness of historical and cultural elements that characterise the civilisation of other peoples.

Task 2

Students are divided into small groups. Each group is given a coin or note from a specific country (as illustrated below), one from each continent in order to make inferences concerning the country of origin and its distinctive characteristics as expressed through the representations that decorate each sample. Students are encouraged to justify their inferences based on their general knowledge, geography and travel experience.

South African Currency

American currency

Greek currency (before the introduction of the Euro)

When the name of the country is revealed to each group, students are assigned a different task: to compare and contrast their own conclusions with information they gathered about the country in question (e.g., notes in South Africa depict wild animals, notes in the USA depict male presidents, etc).

The teacher can further ask students to think, discuss and decide upon the symbols that they believe should decorate the coins and notes of the European Union. To this end, students in groups talk about the elements that bring the people closer, especially children, from different European Union member states and decide which symbols to

use. This task encourages students to use their imagination and express their opinions and preferences. In co-operation with the art teacher, students can then design a series of modern coins/notes. When group work is finished, a spokesperson from each team presents their ideas and argues in favour of their choices in order to justify and to support them. When this process is completed in the form of class discussion, the pupils vote and reach a common agreement on the most preferred representation.

Alternatively, a similar activity could be based upon stamps/telephone cards, etc., instead of money, incorporating the fauna and flora of neighbouring countries allowing for common environmental, historical and cultural characteristics to emerge.

Conclusion

The revised curricula for English in Greece have implemented the guidelines and descriptors of the CEFR. (Inter)cultural awareness tasks have enriched the content of the new textbooks to be published in 2008. The tasks presented in this paper are representative of the way learners are involved interactively in the learning process. Co-operation between teachers of similar/different school subjects is encouraged through project work. The learners are also invited to collect indicative samples of their work to show their progress in a portfolio.

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Strand C:
Professional development and reference tools

17. Les enseignants d'allemand et le plurilinguisme – Résultats d'une enquête menée auprès de participants au congrès de l'Association internationale des professeurs d'allemand, Graz, août 2005

Françoise Crochot

Depuis 2001, l'enseignement des langues vivantes en Europe repose sur la notion centrale de compétence plurilingue. Le développement dans le cadre institutionnel de cette compétence complexe et évolutive implique un changement de paradigme en didactique des langues.

L'enquête présentée ci-après a été menée auprès d'enseignants d'allemand afin d'évaluer leur disposition à s'ouvrir à ce nouveau paradigme. La présentation des résultats sera précédée par une rapide description de la démarche ayant présidé à l'élaboration du questionnaire.

Interroger les représentations, le niveau d'information et les pratiques

Les auteurs du *Guide pour l'élaboration des politiques linguistiques éducatives* admettent que le plurilinguisme est une notion non exempte d'ambiguïté. Il est donc primordial de recueillir les représentations que les enseignants en ont. Comment en effet obtenir que tous les acteurs œuvrent dans le même sens si chacun appuie son action sur une définition personnelle de l'objectif central?

Le changement de paradigme en didactique implique un certain nombre de ruptures dans les pratiques du cours de langues. L'évaluation du degré d'adhésion des enseignants à ces pratiques doit permettre de mesurer leur ouverture à la didactique du plurilinguisme.

Parallèlement, on va chercher à savoir dans quelle mesure les instruments de diffusion de la politique linguistique européenne que sont le *Guide pour l'élaboration des politiques linguistiques éducatives* et surtout le *Cadre européen commun de référence pour les langues* sont connus des enseignants et se renseigner sur les attitudes que ceux-ci entretiennent à leur égard. On pourra alors tenter d'évaluer dans quelle mesure ces instruments sont efficaces, c'est à dire si les enseignants se montrent d'autant plus ouverts au plurilinguisme qu'ils en ont une meilleure connaissance.

Quelles ruptures pour l'enseignement des langues?

Dans la mesure où le plurilinguisme n'est pas seulement l'objectif, mais bien souvent aussi le point de départ de l'enseignement scolaire des langues, il devient incontournable d'intégrer dans les cours « les biographies linguistiques et culturelles des élèves ».[1]

Une synergie s'imposant entre les didactiques des différentes langues enseignées – y compris la langue maternelle (ou de socialisation), une didactique du plurilinguisme se doit de mettre en place et de favoriser les stratégies de transfert inter- et intralangue.

S'appuyer en cours sur la ou les langues maternelles des apprenants et établir des ponts entre les langues apprises à l'école implique de mettre fin au recours exclusif à la langue cible. Or, cette sorte de « dogme monolingue » préside encore à beaucoup de conceptions du cours de langue étrangère.

Il ne s'agit plus de viser une maîtrise complète de la (des) langue(s) cible(s). La compétence du « locuteur natif idéal » cesse d'être l'objectif à atteindre.

On doit envisager de ne pas enseigner systématiquement les quatre compétences. Peut-être faut-il même, pour arriver au plurilinguisme, « renoncer à apprendre chaque langue complètement »[2], voire « laisser la compétence d'expression écrite aux locuteurs natifs »[3].

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1 HU in Bausch Karl-Richard, Frank G. Königs, Hans-Jürgen Krumm (eds.) (2004), p. 69.

2 „Mehrsprachigkeit ist zu erreichen, wenn darauf verzichtet wird, jede Sprache komplett zu lernen“, ibid. p. 46.

3 „Der mehrsprachige Lerner kann (und sollte daher) keine muttersprachlich akzeptable Schreibkompetenz entwickeln“, „Diese Teilkompetenz sollte meines Erachtens dem Muttersprachler vorbehalten bleiben“, in Klein Horst G., Dorothea Rutke (eds.) (2004), p. 33.

Le contexte de l'enquête

Le questionnaire a été diffusé par le biais d'Internet auprès des 2 000 enseignants d'allemand ayant participé à l'IDT à Graz en août 2005[4]. Les 150 réponses recueillies peuvent être qualifiées de représentatives pour la population visée, à savoir les participants à l'IDT. Trois spécificités importantes de cette population sont à noter:

- il s'agit d'enseignants d'une langue dont l'apprentissage est actuellement en perte de vitesse dans de nombreux pays;
- ces enseignants exercent dans le monde entier (42 pays), mais près d'un tiers en Allemagne, en Autriche ou en Suisse où ils enseignent l'allemand comme langue seconde à des populations migrantes;
- l'échantillon comporte une forte proportion d'enseignants formateurs, donc particulièrement intéressés par tous les aspects de la didactique des langues. On pouvait donc s'attendre à des réponses plutôt favorables et relativement homogènes.

Résultats

Les représentations du plurilinguisme: deux constats

D'une part, les enseignants interrogés ne se considèrent pas tous comme plurilingues (17% répondent qu'ils ne le sont pas). D'autre part, invités à formuler par eux-mêmes ce qu'ils entendent par plurilinguisme, ils proposent des définitions très variées:

- plus de la moitié de leurs formulations (56%) renvoient à des conceptions qui ne correspondent pas vraiment ou pas du tout à celles du Conseil de l'Europe. Reposant pour la plupart sur l'idéal du locuteur natif, elles conditionnent le fait d'être plurilingue à la « maîtrise » d'au moins deux langues étrangères en plus de la langue maternelle. 8% renvoient même à la possession de plusieurs langues maternelles;
- seul un petit tiers des définitions est véritablement proche de celle du *Cadre européen commun de référence pour les langues.*

4 IDT: *Internationale Tagung der Deutschlehrerinnen und Deutschlehrer* (Congrès international des enseignants et enseignantes d'allemand) est le plus grand forum de rencontre pour les enseignants d'allemand langue étrangère et d'allemand langue seconde. Cette manifestation, qui a lieu tous les quatre ans, regroupe plusieurs centaines d'enseignants d'allemand exerçant dans le monde entier. Elle est organisée sous l'égide de l'IDV, *Internationaler Deutschlehrerverband* (Association internationale des enseignants d'allemand), www.idt-2005.at/index.php.

Pour ces enseignants, la notion de plurilinguisme est loin d'être univoque, elle peut même s'éloigner grandement de celle qui est prônée par l'institution, voire lui être diamétralement opposée.

Le Cadre européen commun de référence pour les langues (CECR)

- Une grande majorité des enseignants interrogés connaît le CECR, même là où il a peu ou pas du tout d'influence sur les programmes en vigueur.
- Presque tous sont intéressés par le CECR, la moitié déclarant même lui porter un grand intérêt.
- Ce sont surtout les échelles de niveau et les descripteurs de compétences qui retiennent l'attention des enseignants.

Le CECR est connu et apprécié comme instrument de mesure et d'harmonisation (voire de standardisation) dans l'évaluation des compétences en langues. Il n'est par contre que très rarement associé à la notion de plurilinguisme.

Les pratiques plurilingues

En ce qui concerne les innovations didactiques liées aux ruptures présentées plus haut, deux tendances se dégagent. Les enseignants interrogés sont tout à fait enclins à:

- prendre en compte d'autres langues que la langue cible. En effet, 90% y voient un facteur de motivation pour les élèves et 92% se déclarent prêts à construire leurs cours en fonction des expériences liées à l'apprentissage d'autres langues;
- axer le cours de langues sur la mise en place de stratégies transférables (seuls 13% n'y sont pas favorables);
- travailler en interdisciplinarité.

Le consensus est rompu en ce qui concerne deux aspects fondamentaux de la didactique du plurilinguisme:

- seulement 35% des personnes interrogées se déclarent clairement prêtes à axer le travail en classe sur la mise en place de compétences partielles et un quart sont même opposées à cette démarche. Les enseignants, même les plus motivés et par ailleurs ouverts au plurilinguisme, « rechignent » apparemment « à l'enseignement, à leurs yeux réducteur, d'une compétence partielle. »[5] Concernant

5 « Préparés à n'enseigner qu'une langue étrangère, convaincus que leur mission est de la transmettre à leurs élèves dans son intégralité, les maîtres ne peuvent que rechigner à l'enseignement, à leurs yeux réducteur, d'une compétence partielle. »: Ploquin Françoise, 2003, Esprit de famille: on peut déjà se comprendre entre locuteurs de langues romanes, *Le Monde Diplomatique*, numéro de janvier, p. 23.

un groupe par ailleurs globalement ouvert au plurilinguisme, ce constat met en lumière une contradiction interne, car le refus des compétences partielles remet en cause la notion même de plurilinguisme;

- 36,7% des personnes interrogées sont plutôt d'accord et 7,3% tout à fait d'accord avec le fait que le monolinguisme est garant de l'efficacité du cours de langues. On peut donc en déduire que près de la moitié des répondants est opposée à l'utilisation en cours d'autres langues que la langue cible, ce qui ne semble pas cohérent avec les réponses données aux questions précédentes.

Facteurs déterminants

Rôle du Cadre européen commun de référence pour les langues

Plus les enseignants le connaissent et s'y intéressent, plus leurs conceptions de l'enseignement des langues et leurs pratiques semblent en cohérence avec le paradigme plurilingue. On constate ce type d'attitudes pour moitié chez des enseignants relativement anciens dans le métier et engagés dans la formation de leurs collègues.

Le niveau d'intérêt et de connaissance du CECR semble principalement le fruit de motivations individuelles. En effet, là où le CECR n'a pas vocation à être appliqué, les enseignants n'en expriment pas moins un certain intérêt et ont des attitudes plutôt positives à son égard[6]. Certains vont même jusqu'à envier le CECR aux Européens, essayant de le propager au-delà des frontières européennes.

Le cas de l'allemand langue seconde

Tandis que l'adhésion des enseignants d'allemand langue étrangère au paradigme plurilingue semble liée avant tout à des motivations individuelles, on constate que la plupart des enseignants d'allemand langue seconde sont ouverts au plurilinguisme du fait de leur pratique professionnelle. Partisans à 100% de l'utilisation des ressemblances entre les langues et des expériences de leurs apprenants dans l'apprentissage d'autres langues que la langue cible, ils estiment que ces pratiques ne sont pas contradictoires avec celle du monolinguisme en cours[7]. Leur connaissance du CECR étant plutôt moyenne, on peut faire l'hypothèse que c'est avant tout leur expérience de terrain qui fait d'eux des « experts » du plurilinguisme.

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6 Lorsqu'il revêt un caractère obligatoire, on s'aperçoit que le CECR n'est pas forcément bien accueilli par les enseignants. On lui reproche par exemple d'être réducteur, de correspondre à un effet de mode ou d'imposer, de par son aspect bureaucratique, une surcharge de travail.

7 „Trotz der Nutzung der Mehrsprachigkeit ist ein möglichst einsprachiger Unterricht in der Zielsprache sinnvoll.“, ou „Aufgrund der vielen Nationalitäten wird einsprachig unterrichtet.“

L'échantillon interrogé comprenait une forte proportion d'enseignants d'allemand langue seconde. Leurs commentaires, ainsi que l'ouverture relativement plus importante de ce groupe aux pratiques plurilingues, permettent de conclure à une réelle spécificité de cet enseignement. Les enseignants de DaZ[8] sont en effet en prise directe avec le plurilinguisme de leurs apprenants et ils savent que le cours d'allemand fonctionnera d'autant mieux s'ils s'appuient sur le vécu linguistique de ces apprenants. Toutefois, pour la plupart d'entre eux, il ne s'agit pas uniquement de mieux « faire passer » l'allemand, mais aussi de contribuer à la reconnaissance réelle des nombreuses langues présentes sur le sol du pays d'accueil.

C'est ce qui, dans le cadre de cette étude, les différencie le plus de leurs collègues enseignant l'allemand langue étrangère à l'extérieur des pays germanophones. Ceux-ci semblent avoir du plurilinguisme une conception relativement plus abstraite ou plus restrictive.

Conclusion

De l'étude menée ici auprès de professeurs d'allemand qui se sentent concernés par la didactique de leur discipline et qui sont ouverts aux innovations, on retira deux enseignements principaux:

- si l'on veut que les enseignants soient véritablement partie prenante de l'éducation plurilingue, il faut continuer non seulement à en propager les instruments, mais aussi à en préciser la terminologie, à l'adresse des enseignants et avec leur participation. Le plurilinguisme reste en effet une notion polysémique qui est sujette à des interprétations multiples, y compris de la part de praticiens engagés et progressistes. Il serait donc nécessaire, pour s'orienter vers une finalité partagée**,** de travailler à la construction d'un sens partagé du plurilinguisme;
- former des apprenants à une langue étrangère est autre chose qu'enseigner une langue seconde. Dans le premier cas, la dimension plurilingue ne va pas forcément de soi alors qu'elle s'impose dans le deuxième.

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18. Weltweite frühkindliche Vermittlung der deutschen Sprache

Beate Widlok

Im Rahmen der Spracharbeit des Goethe-Instituts werden entsprechend dem Bedarf der Länder, in denen sich Niederlassungen des Goethe-Instituts befinden oder mit denen das Goethe-Institut in anderer Form kooperiert, gezielt Materialien für den Deutsch-als-Fremdsprache-Unterricht entwickelt und angeboten. Für den frühen Fremdsprachenerwerb waren die Zielgruppen bisher in der Regel Grundschullehrer und -lehrerinnen sowie Fortbildungseinrichtungen, Behörden und Institutionen im Ausland, die sich mit der Aus- und Fortbildung von Deutschlehrkräften befassen. Durch die Bedeutung, die das Englische als erste Fremdsprache weltweit gewonnen hat, ist das Interesse am Deutschlernen in der Grundschule vorübergehend zurückgegangen. In Europa ist schnell die Erkenntnis gewachsen, dass Kinder schon früh möglichst mehr als nur eine Fremdsprache kennenlernen sollten, wenn sich das Interesse an fremden Kulturen entwickeln und der sprachliche und kulturelle Reichtum Europas erhalten bleiben soll. Auch ist die Überzeugung inzwischen wissenschaftlich untermauert, dass Kleinkinder zwar zunächst ihre Muttersprache sicher beherrschen müssen, um erfolgreich Fremdsprachen zu lernen, dass sie aber auch durch die Begegnung mit zusätzlichen anderen Kulturen und mehreren Fremdsprachen gleichzeitig kaum überfordert werden können. Die entscheidende Frage bei der frühen Fremdsprachenvermittlung ist das „wie“, damit Kinder für das Lernen motiviert und damit nicht überfordert werden.

Schon Kleinkinder nehmen heute Nachbarländer mit ihren fremden Sprachen und Kulturen als nah und erreichbar wahr, sie kommunizieren über die neuen Medien leicht über Grenzen hinweg miteinander. Soll das nicht ausschließlich über eine *lingua franca* geschehen, müssen frühzeitig attraktive Angebote gemacht werden. Hier setzt die Spracharbeit des Goethe-Instituts an.

Deutsch als Fremdsprache – Schnupperangebot für den Kindergarten

In vielen Ländern, in denen bisher der Unterricht in Fremdsprachen erst ab der 5. oder 6. Klasse angeboten wurde, wird seit kurzem verstärkt versucht, nun schon in der 3. Klasse damit zu beginnen. Dabei wird Englisch zur Pflichtsprache, andere Sprachen rangieren als freiwilliges Angebot. Wenn Kinder schon vorher, zum Beispiel bereits im Kindergarten, andere Fremdsprachen kennen lernen, besteht die Chance, dass sie später daran anknüpfen wollen.

Noch gibt es in Kindergärten keine festen Unterrichtspläne, und es bleibt zu wünschen, dass das freie Spielen den Kindergartenalltag weiter bestimmen wird. Englischangebote, wie sie heute häufig schon in Kindergärten in Deutschland bestehen, sind oft stark verschult und lassen für das spielerische Lernen manchmal zu wenig Raum.

Das Goethe-Institut hat im Herbst 2007 in einer Erprobungsfassung curriculare Basis-Empfehlungen für den Einsatz von Deutsch-als-Fremdsprache im Kindergarten entwickelt und auf den Markt gebracht. Diese Materialien stellen den spielerischen Aspekt des Lernens absolut in den Vordergrund: Nur der Spaß am Fremden, am Neuen, das Spiel mit dem Klang und dem Aufnehmen unbekannter Laute sollen die Kinder öffnen und neugierig machen. Kleine Sprach-Schnuppereinheiten sollen sie auf das spätere Lernen in der Schule vorbereiten. Dieses erste Angebot soll also nicht schon vorzeitig Wissen vermitteln, damit die spätere Wissensvermittlung leichter vonstatten geht.

Bisher verfügbare Materialien:

Die Basis-Empfehlungen bestehen aus

- 1 Handbuch in zwei Teilen (für Erzieher/-innen und für Ausbilder/-innen, existiert bisher nur als Erprobungsmaterial)
- 1 Handpuppe
- 1 Musik-CD
- Bonusaufkleber für die Kinder
- Malvorlagen

Geplant:

- Webauftritt

Endfassung des Gesamtpakets: Herbst 2008

Curriculare Basisempfehlungen Teil I

In einem ersten Teil der Basisempfehlungen werden institutionelle Voraussetzungen, Ziele, Inhalte und Themen des frühkindlichen Umgangs von 4-6-Jährigen mit der neuen Sprache beschrieben.

Allgemeine Lernziele, die die kreativen, sozialen, kommunikativen und sinnlichen Kompetenzen der Kinder fördern, werden von drei Leitzielen begleitet, die sich aus den aktuellen gesellschaftlichen und politischen Veränderungen ergeben:

- Erziehung zu einem nachhaltigen Umgang mit Natur und Umwelt
- Medienerziehung
- Erziehung zu Interkulturalität und zu Interesse an Mehrsprachigkeit

Besonders wichtig ist anschließend die Frage nach den Methoden, mit denen in diesem frühen Stadium vorgegangen werden kann. *Total physical response*, narrative Methoden und der Einsatz der Handpuppe stehen hierbei im Mittelpunkt. Anhand von Beispielmodulen wird gezeigt, wie kleine Fremdspracheneinheiten aussehen könnten. Dabei soll die Erzieherin/der Erzieher bewusst planen, welchen Wortschatz sie/er benutzen will und gezielt darauf achten, dass kein Kind zum Sprechen der Fremdsprache aufgefordert oder gar gezwungen wird: Das Kind spricht gegebenenfalls in der Muttersprache und zeigt durch seine Reaktionen, dass es versteht. Wenn es sich sicher fühlt, wird es von selbst versuchen, die fremde Sprache zu benutzen.

Ein umfangreiches Repertoire an Kinderliedern, Materialienlisten, Spielvorschlägen und Malvorlagen ergänzen das Angebot, so dass Erzieherinnen und Erzieher mit dem Basismaterial einen ersten Versuch starten können, im Kindergarten Deutsch als Fremdsprache anzubieten. Der modellhafte Aufbau der Module lädt dazu ein, eigene kleine Sprachsequenzen zu planen.

Vorab müssen Eltern unbedingt in die Planungen einbezogen werden. Sie und ihre positive Haltung zu dem Angebot sind eine entscheidende Voraussetzung für das Gelingen. Sie können Kinder mit ihrer Haltung motivieren oder, wenn sie nicht dahinter stehen, das ganze Angebot auch scheitern lassen. Eltern haben oft sehr hohe Erwartungen an die Lernerfolge ihrer Kinder; zuviel Druck kann die Kinder zum Verstummen bringen.

Curriculare Basisempfehlungen Teil II

Soll ein Fremdsprachenangebot in einem Kindergarten erstmals aufgebaut werden, sind zahlreiche Faktoren zu bedenken. Einer der wichtigsten ist wohl die Verfügbarkeit von geeignetem Personal. Ganz kleine Kinder für eine neue Sprache zu gewinnen, heißt unbedingt, dass der/die Erzieher/-in die Fremdsprache auf einem guten Sprachniveau beherrschen muss. B2-Niveau nach dem europäischen Referenzrahmen und dabei eine gute klare Aussprache sind sicherlich erste Voraussetzungen für das Gelingen und eine dauerhafte Durchführung des Angebots. Wenn sich keine Erzieher/-innen finden lassen, die diesen Ansprüchen genügen, könnte man auf Primarstufenlehrkräfte ausweichen. Aber sind sie methodisch geeignet? Denn es geht hier nicht um Unterricht wie er in der Grundschule angeboten wird, sondern um Spiel und Spaß, um Freunde am Klang, um die Öffnung für Fremdes, um Neugierde-Wecken. Schreiben und Lesen, ja sogar vielleicht das Sprechen sind erst einmal nicht gefragt.

Abgesehen von diesen wichtigen sprachlichen und methodischen Voraussetzungen sind viele organisatorische Dinge zu berücksichtigen. Bildungsbehörden sollten die Entscheidungen von Kindergärten mittragen und curricular und finanziell unterstützen. Ausbildungsordnungen sollen langfristig sichern, dass Erzieher/-innen für den frühen Fremdspracheneinsatz geschult werden und so dazu beitragen, dass die späteren Schulkinder einschätzen können, was sie tun, wenn sie sich für mehr als nur eine Fremdsprache im Unterricht entscheiden.

Erprobungsfassung

In etwa 100 Kindergärten wird das curriculare Basismaterial zurzeit weltweit erprobt. Es ist so allgemein gehalten, dass das Goethe-Institut hofft, Erzieher/-innen in Ungarn, China oder Argentinien gleichermaßen bei der Implementierung von Deutsch als Fremdsprache zu helfen. Aber auch Kindergärten in Deutschland und Österreich haben Interesse signalisiert; sie erhoffen sich, Migrantenkindern ein nützliches Angebot beim Erlernen der deutschen Sprache zu bieten. Hierfür sind allerdings aus unserer Sicht andere Ansätze erforderlich. Auch wenn Themen, Inhalte und Methoden für den Deutsch-als-Zweitsprachenerwerb sicherlich ebenso gut passen dürften wie für den Deutsch-als-Fremdsprachenerwerb, so sind doch Wortschatzumfang und die Frage nach der Einbettung in den Alltag und das Lernumfeld der in Deutschland lebenden Migrantenkinder anders zu bewerten. Das Material wird bis Ende März 2008 rezensiert und dementsprechend erweitert und angepasst. Ab Herbst 2008 wird das gesamte Materialpaket über das Goethe-Institut erhältlich sein.

19. Enhancing the effectiveness of CLIL through writing

Barbara Loranc-Paszylk

Introduction

This paper explores the integration of content and language in a higher education context through a case study of a year-long project involving 34 undergraduate students of International Relations, who were offered CLIL classes as an alternative to attending a traditional language course. These students were learning either "History of European Integration" or "British Civilisation" through English as an instructional medium. More importantly, systematic writing practice was incorporated into the framework of the CLIL formula. It may be assumed that although our research was conducted among undergraduate students, some practical solutions and class procedures employed here could be successfully applied to a secondary school context as well.

Theoretical framework

Our primary interest was enhancing the effectiveness of CLIL in terms of linguistic achievement; therefore, when designing our project we took into particular consideration two issues relating to linguistic and educational research: development of productive skills and development of academic language skills.

The need for productive skills development was advocated by Swain (1985) on the basis of immersion research that illustrated that although the immersion students developed nearly native speaker-like level of receptive skills, their level of productive skills remained significantly lower and far from satisfactory. Thus, in the comprehensible output hypothesis, Swain (1985) claimed that for successful language learning to occur, students need more than merely language exposure, they need to interact with and, more importantly, produce forms of discourse in the target language themselves.

Writing as a productive skill was selected for this project for a number of reasons. The first one was its growing significance in professional life – according to opinion polls, 80% of office workers admit that they spend more than half of their working time on writing (Craig 2001). In an educational context, in most cases, it is through writing that students are assessed on content knowledge. Furthermore, in the view of this research,

it was assumed that writing should be developed at the level of academic education not only because as a productive skill it influences language learning (Iluk 1997) but also because it introduces students to and engages them in academic discourse.

Another important element of the CLIL formula addressed in our project was the development of academic language skills. In order to function successfully in a foreign language in the school context, students need to develop language competence that allows them to summarise, analyse, evaluate, construct texts, interpret diagrams, tables and select relevant information. Cummins (1984) defined this type of competence as CALP (Cognitive Academic Language Proficiency) stressing that it signifies the progress from Basic Interpersonal Communicative Skills (BICS) and can be developed only after seven years of learning a foreign language. The construct of academic language competence was further developed by Chamot and O'Malley (1987), who introduced the model CALLA (Cognitive Academic Language Learning Approach), essentially based on working with academic materials in order to develop academic language skills along with explicit instruction about learning strategies.

Furthermore, as a number of researchers stress, academic language skills should be taught in the context of authentic academic materials (Adamson 1989), so the development of academic language skills entails incorporating authentic academic materials into their classes and enhances the potential of task-based instruction. However, since authentic academic materials in most cases mean authentic academic texts, students should be taught specific skills necessary to process textual information in academic writing. Horowitz (1986) enumerates the following: selection of relevant information from the text sources, reorganisation of information in the view of task response and, finally, encoding information into academic English.

When designing our project we selected comparison/contrast rhetorical structures as a permanent pattern for a number of essays that the students had to write as their homework. We find it particularly useful in CLIL classes, as it is one of the most basic and universal rhetorical patterns used in academic discourse: comparing/contrasting can be applied to almost all subjects taught through a foreign language, it can also be exercised in a wide range of issues, ideas, documents, etc. Comparing and contrasting is a typical academic task (Skull 1987) and, at the same time, it is very practical for the teacher: topics for comparison/contrast essays can bring an interesting perspective on a given issue, and they can be found easily within textual material. Besides, it is one of the most difficult rhetorical patterns as far as the organisational structure is concerned – students must first comprehend the source text, select relevant data and then organise it according to the comparison/contrast pattern. Thus, such practice makes students develop good habits of keeping their writing tightly organised and logically structured.

We may also assume that writing comparison/contrast essays as a part of CLIL classes may successfully contribute to students learning the content. Organising information and structuring essays according to the comparison/contrast pattern can be a very effective strategy of learning content (Hamman and Stevens 2003). Besides, writing

comparison/contrast essays can serve as a testing method for the teacher to assess students' progress in content knowledge.

Research questions

Within of theoretical framework outlined above, the following research questions were posed.

1. Is it possible for students who are taught using content and language integrated approach to achieve higher results in tests on Academic Reading, Academic Writing and Use of English tests than those attending an English as a foreign language course?
2. Will the experimental (CLIL) groups make comparable progress in developing language competence despite the fact that they have been studying different content components?

Method

Participants and setting

Our research was conducted at the Academy of Technology and Humanities in Bielsko-Biala during the 2006/2007 academic year. The participants (69 second-year undergraduate students of International Relations) were members of two types of groups with very different course programmmes:

- 34 students of the experimental groups (CLIL) studying social studies in English (group A: "History of European Integration", group B: "British Civilisation");
- 35 students of the control groups (traditional language classes) learning English as a foreign language.

The participants from both the experimental and the control group were comparable in terms of age and educational background: the students were 21 and 22-year-olds, they mostly came from one county and attended the same secondary schools in the local area. The time exposure variable regarding classes taught through English for all the groups was identical: 90 minutes per week during two semesters (60 hours in total for the whole course).

Materials

The experimental (CLIL) groups worked with a variety of course materials: academic textbooks[1], Internet resources[2], handouts prepared by the teacher with explicit instruction on academic writing (with reference to Leki 1998), and selected grammar exercises. Furthermore, the experimental students' work was organised into collaborative tasks and individual work. Examples of students' collaborative work would be the following: adapting texts from the Internet to the form of reading exercises (i.e. gap filling, true or false questions, completing texts with missing words/paragraphs, comprehension questions), presenting viewpoints, class debates and discussions, preparing vocabulary quizzes, etc. The experimental students' individual work included: reading assigned texts for each class (4-6 pages on average), writing summaries of original documents, and, as a systematic homework assignment, writing comparison/contrast essays (400 words).

Data collection

The aim of this stage was to assess the students' achievement and progress in selected English language skills. The instruments used to measure students' academic reading and academic writing skills were the standard tests from respective sections of Cambridge ESOL exam, IELTS[3]. The development of grammatical competence was evaluated through the results of the Use of English test of Certificate of Advanced English. The testing was carried out in two sessions: at the beginning and at the end of the course.

Results

When comparing the pre-testing and post-testing results of both experimental and control groups, it was revealed that the experimental groups achieved significantly higher results than the control groups (see Table 1).

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1 We worked with the following academic textbooks: group A studied *European Integration. From the Idea to Practice* (Buszello and Misztal 2003); with group B, it was *British Civilization. An introduction* (Oakland 2002).

2 Complementary materials were prepared on the basis of texts from the following websites: www.europa.eu and www.bbc.co.uk

3 For more information see: www.ielts.org

Group	Academic Reading pre-test results	Academic Reading post-test results	Academic Writing pre-test results	Academic Writing post-test results	Use of English pre-test results	Use of English post-test results
Experimental groups	51%	72%	50%	72%	33%	53%
Control groups	50%	51%	53%	52%	35%	39%

Table 1. Pre- and post-testing results: the experimental and control groups

Progress made by the experimental and control groups is illustrated in Table 2.

Group	Progress in Academic Reading	Progress in Academic Writing	Progress in Use of English
Mean of experimental groups	21%	23%	20%
Mean of control groups	1%	-1%	4%

Table 2. Progress made by the experimental and control groups

The data collected suggests the following experiment results:

First of all, the experimental (CLIL) groups have made greater progress than the control groups: the experimental groups' results in the case of Academic Reading test exceeded the control groups' results by 20%; in the case of the Academic Writing test, by 24%; and, finally, in the case of the Use of English test, by 16%.

Secondly, when we compared the results of both experimental groups (group A and group B) the data indicated that both groups have made comparable progress (see Table 3).

Group	Progress in Academic Reading	Progress in Academic Writing	Progress in Use of English
Experimental group A	21%	24%	20%
Experimental group B	20%	22%	20%

Table 3. Comparison of the experiment results achieved by two experimental groups

Conclusions

We can conclude that the results of our project suggest that incorporating systematic writing practice into the CLIL formula may enhance the effectiveness of this innovative approach. The students who attended CLIL classes for two semesters (60 hours in total) achieved significantly better results than the control group students who were learning English as a foreign language. Although the content component in the case of both experimental groups was different, it clearly had no influence on the effectiveness of the CLIL course in terms of linguistic achievement. We may also assume that employing the comparison/contrast rhetorical pattern contributed to the effectiveness of this course as it entailed students performing textual transformations and in-depth processing.

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Strand D:
Innovative approaches and new technologies

20. FLaChi – Foreign Languages for Children

Laura De Renzis

FLaChi (www.flachi-socrates.eu) is a European project partly funded under the SOCRATES programme of the European Commission, with seven partners from four countries. FLaChi seeks to promote multilingualism and multiculturalism in Europe through the creation of flexible training courses and stimulating teaching material for widely-used languages which are little studied – such as French and German – or very little studied – such as Italian and Slovene – in primary school education. It aims to increase children's motivation to study languages and children's and teachers' familiarity with teaching technologies.

The multimodal teaching model for language learning at an early age and the teaching materials for a training course in the target languages identified (Italian, Slovene, French and German) have been designed for children in their final years of primary schooling (8 to 10-year-olds). The project seeks to create teaching material based on an integrated approach, centred on the pupil, which brings the functional and operative dimension of the language to the fore.

The project seeks to help overcome the widespread belief that the computer is an additional teaching aid which has been superimposed onto others, in favour of a wider vision which integrates the new technologies as tools able to "support" specific activities and to develop and implement processes and activities which promote language teaching (interaction, individualisation of learning and active building of knowledge).

The aim of FLaChi is the production of multimodal language courses in French, German, Italian and Slovene for children aged 8 to 10. The project is co-financed by the European Commission under the Socrates Lingua2 Action Line and has a duration of two years. The project activities started in October 2006 and will end in October 2008. The partnership is made up of seven institutions from the four countries of the target languages.

The promoter of the project is ICoN (Italian Culture on the Net) www.italicon.it (Italy), which is also in charge of the co-ordination and of the educational aspects for the Italian language (didactic model and language course). Lynx www.lynxlab.com (Italy)

is the partner in charge of the multimedia and technological aspects of the project. Insight & Co (Italy) is the partner responsible for the monitoring and evaluation activities. Direzione Didattica Tarvisio (Italy) is the partner involved in the ongoing experimentation of the language course. Klett (Germany) is the partner in charge of dissemination and of the German version of the language course. Icademie (France) is the partner in charge of the French version of the language course. University of Koper (Slovenia) is responsible for the experimental phase and of the Slovene version of the language course.

With FLaChi the computer is not used to do exercises that could be done with pen and paper, nor to do drills and games to enhance regular lessons, but is rather used to create, build, control, integrate, manage and share. The computer represents an extension of the course, which allows the teachers and pupils to enrich the educational journey with their own productions (audio, texts, images). The approach of FLaChi may be defined as "blended learning", since it integrates classroom, computer-based and web-based learning, always under the direction and the management of the teacher.

The structure of FLaChi breaks with the traditional educational tool of the textbook and opens up the way to a less rigid and mono-directional teaching method. The course is conceived as a real "environment" for teaching/learning activities based on two key structural characteristics:

- it is not a textbook characterised by a closed range of stimuli offered in sequential order but rather an assortment of heterogeneous spaces to be covered in varied order, which can be expanded or restructured according to the specific needs or particular interests of each group of learners;
- it is developed with the general structure of a game and as far as possible also looks like one. The educational sequences offered in the various environments will have the characteristics of games in which students can earn points and will include various random factors.

The game-playing dynamics are not intended to be used merely to relieve the learning activities. This aspect represents the actual lesson to be learnt in a play-like environment, where, similar to role playing, students become a fictional character (avatar) in order to act in the world of the foreign language and to shape it according to their own imagination.

In terms of its language-teaching approach, FLaChi takes into particular consideration the lexical approach (Lewis 1993); nevertheless, it does not rigidly adopt just this single method but aspires to enrich it with the best of what other language-teaching approaches have to offer the target learners. The definition of the methodology is based on several fixed points:

- the centrality of the student with his/her needs, his/her personality, his/her learning styles;
- the centrality of the text as a point of reference for communicative tasks;

- the definition of activities as progressive steps of the textual research that the learners are asked to conduct;
- the configuration of the role of the teacher as a guarantor and facilitator of the activities and as a source of support and integration of the learners' work;
- the possibility to return cyclically to previously used content;
- the possibility to anticipate, in an organised if not analysed manner, particular linguistic elements with respect to specific usage needs.

Taking into account the "learning by doing" principle and the idea of the shared (between teacher and students) building of the learning path, the story telling of this approach is not intended as a given story that students must read to discover a surprise ending, but rather as a rough draft or a scenario that gives them the chance to weave new stories. Each story created and lived by the students while walking on their own paths will probably differ from those of the students in the classroom next door.

The teacher has a key role to play in the use of FLaChi. He/she is responsible for the organisation of the teaching materials and the identification of the appropriate number of tools necessary for each group of learners. The teacher is granted full co-authorship functions that can be exploited at several levels: less autonomous teachers will be able simply to follow the order suggested by the authors as an example of a possible journey; teachers with mid-level autonomy will be able to create an original and flexible order and to integrate each phase with new educational opportunities, by using the tools and environments supplied; teachers with greater autonomy will also be able to design new phases or even completely reorganise the course.

FLaChi moreover promotes collaborative learning. The "game" (see above) is usually played in small teams with groups that vary from situation to situation. The project's forms of co-operation are not limited to the class group but incorporate various levels, including the mechanisms of collaboration and aid found on the Internet site. Learners will be assigned a variety of tasks to carry out: individually (in a limited number of instances), in small groups; with the entire class; in collaboration with other classes in the same school, and with classes from other schools (via the Internet).

FLaChi, as stated, is not a self-instruction course, it is not a CD-Rom supplied with exercise-books and textbooks, but is rather a different way of conceiving language learning in a group, as a multi-sensorial activity that involves the learners not only in a cognitive but also in an affective activity. The CD-Rom and the website the groups of learners are admitted to must be seen as a set of tools intended to be used to create a scenario that can be shared within their own group, and potentially with groups in other schools.

The current methodological structure of FLaChi, which came about as a result of extensive studies and discussions amongst the partners, has been conceived according to the following viewpoint: the child who studies a foreign language undertakes an extremely complex task. In order to raise the level of the effectiveness of the teaching

activities to the maximum, it is necessary that the context is highly motivating and that the communication tasks take place on a concrete horizon, whose co-ordinates are easily recognisable.

We believe that the product we are creating completely fulfils these premises; therefore it will have a positive impact on the target group (children between the ages of 8 and 10) in terms of: increasing the pleasure of studying a foreign language; effectiveness of learning; acquaintance with the new technologies used in learning contexts; easier access to the study of less known and studied languages and cultures.

Those who teach a foreign language to children are included amongst the end users. With regard to this group of end users, the expected positive impact is in terms of: the availability of flexible teaching materials; the ability to use the computer in a way that is at the same time coherent and integrated into the learning paths, and – above all – the key role assigned to the teacher, who is a sort of co-author of the course, no longer forced to follow the sequential order rigidly established by the authors, but able to design and create tailored paths according to the needs of his/her class in full autonomy.

The FLaChi framework consists of a strongly innovative linguistic path, that goes beyond some methodological parameters that guided language teaching in the past (i.e. the use of a fixed educational unit, the sequential order of the topics, the role of the teacher). For this reason, a positive impact is expected both in the practice of language teaching and in the promotion of the study of foreign languages, which will be in keeping with more modern and updated principles that are closer to the imagination and know-how of children of today.

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21. … from a distance: Teaching languages in a virtual environment

Ursula Stickler and Regine Hampel

Introduction

The Open University (OU) is the UK's biggest university with more than 180,000 students enrolled in open and distance learning courses. The OU was established in 1969 to offer tertiary education to everyone over the age of 18 regardless of prior qualifications. The principle of education open to all is applied not only to entry levels but also to the mode of delivery: open and distance teaching allows a maximum number of people to benefit from education at a time and place that is suitable for them with flexible learning hours and support through mail, telephone and – ever increasingly – online.

Since 1996, the OU has also been offering language courses at a distance, providing students with a set of materials in print and audio-visual media and voluntary tutorials delivered either face-to-face or online in an audio-graphic conferencing environment (see Buckingham Shun et al. 2001). Today, four languages are offered: French, German, Italian and Spanish, with English for academic purposes and Welsh coming soon. Overall, approximately 7,000 students study a language with the OU.

The Virtual Learning Environment

In 2005, the Open University (OU) decided to introduce Moodle as a Virtual Learning Environment (VLE) for all its students and staff. Moodle is an Open Source learning environment that is based on a constructionist learning theory (see Dougiamas 1998) and lends itself well to collaborative and communicative learning styles. In order to evaluate Moodle's tools for the purpose of language teaching, the authors decided to carry out a pilot project – CyberDeutsch, an intensive German course run fully online.

This experimental pilot, which was carried out at the Department of Languages at the Open University from November 2006 to March 2007, offered the opportunity to investigate the potential of online tools for the teaching and learning of languages. The target audience were intermediate-level students who had completed one of the OU's distance learning courses and wanted a free, non-credit-bearing course to bridge the gap before their next course.

The tools chosen for the course were – as far as possible – those already integrated into the OU's Moodle VLE platform, or tools similar to those that will be introduced into the learning environment over the next months. In particular, these were Moodle forums, wikis, quizzes and feedback functions. In addition, the course used FlashMeeting, a videoconferencing software developed by the Knowledge Media Institute (KMi) of the Open University. As the Moodle blog at the time of the project did not allow commenting – a function that was deemed essential for community building in an online course – a freely available alternative (blogger.com) was chosen instead. Another free software, SurveyMonkey, was chosen for its accessibility and ease of use; in contrast to Moodle surveys, it allows multiple questions and answers, and lets users set their own survey.

CyberDeutsch

After the course designers (the two authors) and a materials developer had created the syllabus of the online course CyberDeutsch and a series of activities, two experienced distance teachers were employed to teach two separate groups of students for a five-week period. Before the start of the course the tutors were trained in the technical use of the Moodle environment and given some pedagogical guidelines on e-moderating.

Computer-mediated communication lends itself to a learner-centred approach that offers students choice and autonomy in language learning. Moodle and the other tools used in this course are comparatively democratic tools which give learners quite a high level of control over the learning environment. At the same time, students were supported by tutors who guided them through the course, led the synchronous sessions, and gave feedback.

The design of the course was informed by a constructivist view of learning which sees learning as an active, creative, and socially interactive process (Rüschoff and Ritter 2001: 221). This allows students to build on their previous experience and create knowledge actively rather than rely on a transmission approach, with the teacher passing on what needs to be learned. It also emphasises the process of learning over the product. Moodle, as a learning environment based on constructivist learning theories, fitted this approach well.

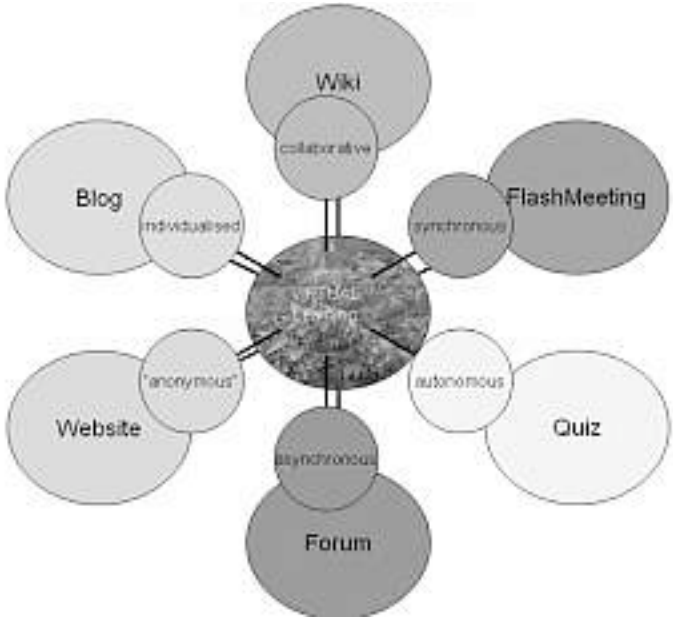

Illustration 1. Overview of tools used

The VLE offers the opportunity to integrate different tools and link them from a course website constructed along the linear timeframe of a calendar to additional activities and information. The course in question built up in complexity, using fewer tools at the beginning to allow students to familiarise themselves with the learning environment. Course writers and editors built the original content of the website; throughout the course, tutors and users added more content in the different tools. Tutors also had editing rights for the website.

The course focused on learning German online, and the medium became the message: each week a new online tool (www, blogs, wikis, SurveyMonkey) was introduced and tasks were offered around these tools. The weekly synchronous group sessions with the tutor were conducted on FlashMeeting (http://flashmeeting.open.ac.uk), a desktop videoconferencing tool developed by the KMi of the Open University. Students had worksheets to prepare for each meeting and a reflective task after the meeting. Because FlashMeeting sessions are automatically recorded, students were able to go back to their last session and listen to their contributions.

Illustration 2. Screenshot of FlashMeeting

Every tutor group had a written, asynchronous forum where tutors or students could raise questions and create new discussion strands. Students worked on their individual blogs and commented on other people's blogs; from week four on, they also worked on a collaborative group wiki about learning German online. Every week concluded with a short quiz on the Moodle website to allow students to review their learning.

Feedback

Feedback was collected from tutors and students throughout the study and is being used to analyse the learning needs of students and the training needs of future "Moodle tutors". Data was collected by the following means: FlashMeeting recordings and data analysis, text production (blog, forum, etc.), Moodle log (records of website uses and access); wiki history; pre- and post-course questionnaires; Moodle feedback forms; interviews and focus groups after the course ended in February 2007.

Tutor role

The feedback shows that tutors felt that the course had been successful and that they and the students benefited from the experience. The design of tasks contributed to this as the following tutor comment demonstrates: "I thought the materials were very well prepared, very clearly structured. They were building on to each other from week to week ...". Tutors also received positive feedback on their teaching, as the following quote shows: "[Students] felt quite overwhelmed, they said that they would have liked…um…some introduction to the tools beforehand, maybe in English...er…some of them. So I think…er…maybe the time was a bit short for what they were supposed to do. But the…the...idea was really good and the best comment I heard was they felt, you know, it wasn't just using the language for the language sake but actually doing something productive with the language in this really good group activity and…erm…I think that is the best compliment you can get".

However, a number of issues arose around the role of a tutor in such an environment. These can be summarised by the following questions: How much tutor input is needed? If and when should errors be corrected? How should tutors give feedback? How does a tutor facilitate collaborative learning? Training thus needs to be an essential element if we want tutors to teach successfully in a VLE and this is the current task the languages team is working on.

Conclusion

As the Moodle VLE will play an increasingly central role in future language courses at the OU, it is essential that tutors feel confident in dealing with Moodle tools and tasks. For this purpose, a number of activities are currently taking place:

- dissemination of project findings within and outside the department;
- training sessions to prepare tutors for their future role;
- creation of a workspace for the independent use by tutors;
- support for tutors who would like to try out some of the new tools experimentally.

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22. Online Language Teaching in the EU project "Problem SOLVE" [1]

Kristin Brogan

Introduction: Problem student orientation and language preparation for vocational experiences (Problem SOLVE)

This project won the European Award for Language in 2006. The Problem SOLVE project was developed, designed and tested as a multilingual, multicultural preparation online module for students undertaking mobility placements in vocational training. It merges the key concepts of language, culture and vocational education. The modules consist of language and cultural exercises in a number of virtual situations in user-friendly CD-Rom and website format.

The primary objective of Problem SOLVE is to encourage students to interactively troubleshoot potential challenges they may face while on placement in a different country. In addition to improved language skills for students who complete this module, they will also have an increased cultural and practical knowledge of their host country.

Overview

Problem SOLVE is a Leonardo da Vinci (LdV) Pilot Project which received over €320,000 funding from the EU Commission. LdV programmes are targeting the vocational training sector and are dealing with students/trainees who are going on work placements abroad as part of their vocational training, which is very often accredited.

This was a two-year project, which started with its first partner meeting in Dublin in November 2003. The project partners, who were from Ireland, Germany, Spain, Slovakia, Italy, Sweden and Switzerland, were mobility coordinators, language lecturers and experts in multimedia within third-level institutions. The languages within the project are English, German, Spanish, Slovakian, Italian, Swedish and Swiss French.

The project has been developed through feedback from mobility coordinators. Representatives indicated a need for a preparation tool for students undertaking

1 An earlier version of this paper was published April 2007 as part of the proceedings of the conference Multilingualism across Europe (Bolzano/Bozen, 24 to 26 August 06).

placements abroad. Deficiencies in language skills relating to practical issues and culturally-biased problem solving abilities were identified as key areas for further development. Most mobility coordinators at International Offices don't have the time to give courses to prepare their students prior to departure for the placement abroad. Some language lecturers do not take into account the necessity to prepare for a placement abroad when only a minority of their students opt for the residence abroad as it is often the case in the IoT (Institutes of Technology) sector. Different core modules of teaching, e.g. literature/translation, might be insufficient to prepare the student for the experience of studying/working abroad. A means of autonomous learning was needed.

The target group concerned are tertiary-level participants in the LdV mobility programme. The sector targeted is education, more specifically transnational vocational training placements. Universities and other institutes acting as sending organisations in the LdV mobility programme will utilise the website produced in this project.

Aims and objectives

The aim of the project was to provide students/trainees with a practical and useful preparation tool for placements abroad, which would increase their language skills while supporting autonomous learning. The ability to exercise problem solving skills in another cultural context would also strengthen the students'/trainees' abilities to cope with the challenges while on work placement abroad.

The overall objective was to provide mobility coordinators with a preparation tool for students/trainees that combined language and cultural modules within vocational education and in doing so increased the labour market mobility of graduates with the help of well prepared and therefore successful placements.

List of project partners

- Hibernia Learning Partnership – Dublin, Ireland (Co-ordinator)
- Associazione SINTESI – Sicily, Italy
- ComEAST – Madeburg, Germany
- Halmstad University – Halmstad, Sweden
- Institute of Technology Blanchardstown – Dublin, Ireland
- Institute of Technology Tralee – Kerry, Ireland
- Letterkenny Institute of Technology – Letterkenny, Ireland

- Slovak University of Technology – Bratislava, Slovakia
- Universidad de Salamanca – Salamanca, Spain
- Swiss Occidental Leonardo (SOL) – Sion, Switzerland (SOL is a self-financing partner)

Methodology and research

At the beginning more than 130 work placement students in all project partner countries were asked to complete questionnaires in order to provide important information for any future applicants who would avail of the work placements opportunity. Students were requested to list important vocabulary lists or unusual phrases for the linguistic data. For the data on cultural competence they were asked to give brief anecdotes from personal experiences while being on work placement; cultural misunderstandings, examples of cultural differences, etc., were part of this section. The selected topics for students to comment about were: Travelling, Accommodation, Work, Socialising and Emergencies. The same topics were used for the online material. Any recommendations by the students for placement preparations were also investigated.

In addition to these surveys, each project partner researched orientation, cultural and linguistic preparation for their country. At the final phase of the project students were consulted once again with the assistance of questionnaires and were requested to test the draft online modules of the project for the selected topics. The students' feedback was used to modify the master CD-Rom and the website.

Prototype template for online material

The Irish partners played a key role in the development of the template that was at a later stage used by all other partners in order to design and upload their material. Letterkenny IT designed the text files for the Irish location. This was used as guidance by all the other partners when they designed their content in their target languages. IT Blanchardstown was responsible for the multimedia part of the online material and had to give instructions to all partners how to upload their material. IT Tralee was the quality manager and had to ensure that deadlines were met and the content of the material was of an approved quality.

Secondary sources were used for the collation of the information for content. These sources included government websites, cultural institutions, general information about tax and income and the legal requirements of living and working in another country.

There are information pages under each heading in the project which offer practical information to the students/trainees. Web links were another important feature.

Common structure

Each of the selected topics of Travelling, Accommodation, Work, Socialising and Emergencies had the same structure: introduction page with general knowledge, key words with audio files and English translation, key phrases with audio files and English translation, animated virtual tours with text files of dialogues in target language and English translation, and audio files.

For example the socialising topic has a virtual tour (animated bilingual dialogue with audio files) for a situation in a restaurant, a pub and at a party. Each virtual tour was followed by a mix of various exercises that made sure the student/trainee was able to process the information provided from a linguistic and cultural viewpoint as long as they speak English. Instant feedback was given to the student in order to ensure that s/he keeps motivated. Advice from former work placement students was compiled in the section of "dos and don'ts". A text file on cultural issues was followed by a final self assessment with the individual scores appearing at the end. All text files are bilingual.

Didactic approach

The project creates an autonomous learning environment, combines user-friendly technology and navigational components, open access, native speakers preparing all of the content, virtual tours, questions and quizzes. Problem SOLVE incorporates authentic contemporary situations in an outside classroom environment and task based learning. The availability of high frequency vocabulary as a method, audio files and an in-built feedback system are used throughout the sections. Different learning styles are addressed by providing bilingual text files for reading, visual material through the animated virtual tours in each section and audio files for listening. The interactive nature of the material will ensure that students are self motivated and it offers the opportunity of autonomous learning. In addition to the quantitative research and the didactic approach, LSP (Language for Specific Purpose) is also used as a method, e.g. the section on the work topic. Examples of how to open a bank account, a business phone call or the student's first day in the office differ from the usual language text book content.

Mobility

Today, great importance is attached to enhancing the mobility of the European labour market. However, there are socio-economic, linguistic and practical difficulties which, in one way or another, hamper the international mobility of students. A lack of knowledge of a foreign language and of certain cultural aspects, remain two of the main obstacles to mobility. The project Problem SOLVE increases language skills, cultural awareness and problem solving abilities. This will have an impact on the success of the placement and the ability to adjust to a new culture and environment.

We have to recognise the importance of cultural awareness as part of modern language teaching and the fact that native speakers created all the country-specific content with cultural issues in mind will hopefully assist that the student/trainee can combine linguistic and cultural awareness.

The extensive research with students before and after the construction of the material made it possible that the content is relevant, user-friendly and based on students'/trainees' own experiences while being abroad. This project can be used by incoming and outgoing students/trainees for work placements (Leonardo da Vinci) as well as study programmes (Erasmus). International experience is directly useful, in terms of language skills and cultural understanding. In addition to practical academic results and employment-related benefits, there is often an invaluable personal advantage to be gained from the experience of working and studying and living in another country. Students report that their exposure to different aspects of life and learning increases their maturity and self-confidence and better prepares them for life's challenges in general. See also various studies on the year abroad by Byram (2006), Coleman (1995), Parker (1995), Freed (1995) and Walsh (1996).

It is not only valuable for mobility coordinators, but also for careers officers at secondary level and guidance councillors in tertiary level institutions. Due to the flexibility of the product it can be customised to fit any language level, e.g. primary, secondary, third level or general conversation levels. Hence it is of value in both educational and business environments, in particular SMEs (small/medium enterprises). Online availability ensures that anyone who has access to a PC can use Problem SOLVE.

Results

Problem SOLVE is a website product that combines linguistic and cultural information for vocational educational purposes. The presence of a website ensures that the content created is available long after physical products such as CDs and brochures have been distributed.

- CD-Rom: The final version of the CD-Rom was available in August 2005 and 500 copies were delivered to each partner. The CD-Rom has been introduced to the main stream activities of the partners operations and active dissemination on the part of all partners has created awareness of the pre-departure tool.
- Brochures: Copies of each language version of the brochures were given to each partner for dissemination/valorisation.
- Surveys: The results from the Needs Analysis questionnaire were used in the partner content. These were particularly important in the useful words, phrases and student advice sections.
- User-testing questionnaires: 104 students from the partner countries tested the CD. These test results were incorporated into the final CD-Rom and web version.

The test versions of the CD-Rom received excellent feedback with almost 97% of respondents saying they would recommend the CD to other students and would use it again.

ITT presented a paper at various conferences about Problem SOLVE and received very positive feedback. ITT obtained further funding from the EU Commission by participating in the Lifelong Learning Programme and applied with a Transfer of Innovation project. The result is the follow-on EU project VOCAL (Vocational Orientated Culture and Language) with more international partners, more languages and further inclusion of LSP topics. The project started in November 2007 and the issue of updating the information on the website could also be addressed by VOCAL.

Location of the multimedia learning resources

See www.problemsolve.org – please note that Internet Explorer and Macromedia Flash plugin are necessary in order to access the modules.

See www.vocalproject.eu

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23. Deux sites innovants pour l'apprentissage des langues

Stéphane Delaporte

Le ministère de l'Education nationale français a suivi les recommandations du plan d'action 2004-2006 décidé par le Conseil de l'Europe qui visait à promouvoir l'apprentissage des langues et la diversité linguistique. La France a ainsi élaboré un Plan de rénovation des langues pour relancer l'apprentissage des langues dans l'enseignement primaire et secondaire.

Celui-ci a, entre autres priorités, décidé de généraliser et rendre obligatoire l'enseignement d'une langue vivante étrangère dès l'enseignement primaire et renforcer le dispositif des sections européennes ou de langues orientales dans l'enseignement secondaire en tablant sur une progression de 20% du nombre de sections en France d'ici à 2010. Les sections européennes ou de langues orientales entrent dans le cadre des dispositifs bilingues comportant, dans un premier temps, un horaire renforcé en langue et, dans un deuxième temps, l'enseignement d'une discipline non linguistique (mathématiques, histoire et géographie, éducation physique et sportive, hôtellerie…) en langue étrangère. Pour en savoir plus sur le plan de rénovation des langues: http://eduscol.education.fr/D0067/prl.htm.

Pour soutenir et accompagner ces deux volontés politiques, le ministère de l'Education nationale a souhaité créer deux sites d'accompagnement dont la réalisation et l'animation ont été confiées au Centre international d'études pédagogiques (CIEP):

- Prim*L*angues (www.primlangues.education.fr) pour accompagner les professeurs qui enseignent une langue vivante étrangère dans le primaire;
- Emilangues (www.emilangues.education.fr) pour accompagner les acteurs des sections européennes ou de langues orientales dans le secondaire.

Ces deux outils, financés par le ministère de l'Education nationale, sont au service des personnels de terrain pour les informer, les professionnaliser et leur apporter des ressources pédagogiques dans sept langues (allemand, anglais, arabe, espagnol, italien, portugais, russe sur Prim*L*angues et allemand, anglais, chinois, espagnol, italien, portugais, russe sur Emilangues, auxquelles il faut ajouter trois disciplines non linguistiques: histoire et géographie, hôtellerie, sciences de la vie et de la Terre).

Parmi l'ensemble des sites Internet existant, les sites disciplinaires académiques, les sites d'établissements, les sites personnels d'enseignants, les blogs, etc., Prim*L*angues

et Emilangues ont une envergure nationale et accompagnent la mise en œuvre de la politique du ministère de l'Education en matière de langues.

Les deux sites nationaux ont été conçus pour répondre à des préoccupations communes:
centraliser les ressources pour faire face à la dispersion de l'information sur Internet et faire ainsi gagner un temps précieux aux utilisateurs;

- apporter des contenus directement utilisables dans la pratique quotidienne et validés par l'institution;
- informer pour tenir les utilisateurs au courant des initiatives intéressantes;
- offrir un espace de dialogue, de questionnement et de mutualisation pour sortir les praticiens de leur isolement géographique et répondre à leurs divers questionnements.

a) centraliser les ressources pour gagner du temps: tous les textes officiels sur un même site;

b) centraliser les ressources pour en créer de nouvelles: sitographies, etc.

Un site est un espace privilégié pour développer chez l'utilisateur une démarche comparatiste. Des dossiers sur une même thématique permettent ainsi de réunir en un seul espace l'existant. A l'internaute ensuite de produire ses propres ressources:

c) apporter de nouveaux contenus validés pour professionnaliser: ressources pédagogiques, formation;
d) informer pour aller plus loin: lettre d'information, actualités sur le site, veille informative;

e) mutualiser et dialoguer: forums, FAQ, questions aux experts.

Results of the 2004-2007 programme from the perspective of European language associations and institutions

24. Language education in a multilingual and multicultural Europe: achievements and challenges from the point of view of CercleS

Carol Taylor

As President of CercleS, I am delighted to take part in this Conference, and in the discussion of the ECML projects. CercleS, the European Confederation of Language Centres in Higher Education, founded in 1991, is a confederation of associations of university language centres. There are presently 11 national and transnational associations which are full members, and 11 associate members, which together give CercleS nearly 300 member language centres in 22 European countries. All our members were invited to attend this conference virtually, via Internet, thanks to our mailing list.

From the point of view of CercleS, I believe the most valuable aspect of the ECML Conference was being able to see how the ECML projects have tackled and made progress on themes which are also major topics within our confederation. I found all the projects worthy of interest, and most of them relevant to CercleS. Some stand out in my mind as filling a major gap. One of these is "QualiTraining – a training guide for quality assurance" since the challenge of quality assessment, which we are more and more called upon to meet, is something we have had little help with so far.

Three projects should help us substantially in implementation of the ELP at university level:

- FTE – From Profile to Portfolio: A framework for reflection in language teacher education/*European Portfolio for Student Teachers of Languages* (EPOSTL);
- ELP_TT – Training teachers to use the *European Language Portfolio*;
- Impel – ELP implementation support.

Four other projects must be mentioned because of their relevance to the debate on language pedagogy for university contexts:

- LCaS – Language case studies;
- CLILmatrix – The CLIL quality matrix;
- LQuest – LanguageQuests;
- BLOGS – Web journals in language education.

I am also very pleased to see that progress is being made in the challenging field of education for intercultural communication, for example with the project ICCinTE – Intercultural communication training in teacher education.

If we review CercleS' statutory aims, we can see how very relevant these projects are to them.

→ To support language centres in providing language training backed up by appropriate technological and pedagogical resources.

Of course renegotiating and re-elaborating the notion of "appropriate technological and pedagogical resources" has been a constant concern since our foundation, and this conference has been significant in this regard. We have promoted quality and efficiency through the use of technology in language teaching, learning and testing. We have favoured the application of the CEFR in curriculum design, teaching, and testing. "The *Common European Framework* in European Universities" was the title of a CercleS seminar, held in Helsinki in September 2005 (proceedings: www.helsinki.fi/kksc/cef2005/index.html).

CercleS has its own version of the ELP, designed for university students and validated in 2002, which is widely used among its members. The university context offers opportunities for research on the use of the ELP, and degree theses have been written in several universities making use of the growing archives of data on ELP implementation at university level. The original English and French version of the CercleS ELP is now complemented by translations into Italian, Spanish, Czech, Slovak and German. In June 2007 we held a three-day ELP seminar in Dublin (www.cercles.org/en/main.html).

→ To promote research in foreign language learning at an international level.

To this end we organise a major international conference every two years. The next one, our 10th, will take place in Seville on 18 to 20 September 2008. We also organise monothematic seminars. The proceedings of our conferences are published regularly, and we are now planning a series of monothematic volumes, the first of which will be

on the ELP. CercleS is a partner in European projects (LATE, PICTURE, Lingu@net, EXPLICS).

→ To encourage international and interdisciplinary co-operation between language centres in order to facilitate the pursuit of their common objectives.

CercleS offers ample opportunities for networking, not only at the conferences and seminars, but also at its committee meetings and general assembly, as well as through the website (www.cercles.org) and the Bulletin (now at issue 23). It promotes and supports special interest groups, staff exchanges, and the sharing of materials and know-how.

CercleS has always had a policy of plurilingualism and of intercultural dialogue. This challenging commitment is evident in the pedagogy it promotes as well as in its own practical organisation of the website, events, meetings, and publications.

It is essential that CercleS members across Europe know about the ECML projects and their results, in order to avoid duplication of efforts, and to refer to them in their research and apply them in their practice, as well as getting those working with them and learning from them to do the same. Possible means of dissemination include our mailing list, the website, the Bulletin and the Seville conference. CercleS should be added to the ECML mailing list, and our secretariat can forward relevant messages to all our members. There should be links between our websites and our Bulletin could host articles on this conference and on particular projects.

It might be possible for the ECML Project Fair to be on display at the next CercleS conference, and presentations there on relevant projects would be welcome. In the future, however, it would be important for CercleS to be more directly involved first in the process that leads up to the results, and then in the dissemination of these. Our confederation has a lot to offer in experience, data, research and expertise (linguistic, pedagogical, technical and managerial) that could be pooled with that of others for the general good of language learning in Europe.

25. Language education in a multilingual and multicultural Europe: an FIPLV perspective

Terry Lamb

According to its mission statement, the World Federation of Modern Language Associations (FIPLV) exists for the worldwide support, development and promotion of languages through professional associations. Central to its work is a commitment to multilingualism and to finding ways of supporting collaborative endeavours to achieve an environment in which plurilingualism can flourish.

For this reason, the VALEUR (Valuing all languages in Europe) project, co-ordinated by Joanna McPake and Teresa Tinsley, has a special resonance for FIPLV. The recognition of linguistic diversity as an asset to society, and the inclusion within this diversity of all languages in use in society (and not just the official or national languages of European countries), offers an inspiring vision for our changing world. It also brings with it the challenge for those involved in education, especially policymakers and teachers, to find new and appropriate ways of building on this diversity in inclusive ways, enabling everyone to enjoy (rather than tolerate) the languages they see and hear around them.

The findings of this project indicate that the extent of linguistic diversity is far greater than earlier surveys suggested, with at least 440 spoken and at least 18 sign languages in use, in addition to the dominant languages (McPake and Tinsley 2007: 26). It also makes a significant contribution to the development of policy and practice through its description of "good practice" case studies, such as those which show children learning the languages of their neighbours as well as the more traditional languages taught in schools.

The implication for language teachers is that they are not just (for example) French, German or Spanish teachers. More importantly, they need to consider the ways in which they can prepare their learners to be open to learning any language at any point in their lives. They also need to embrace the development amongst their learners, but also in themselves, of intercultural competences such as those explored in many of the ECML projects, e.g. the ICOPROMO project aimed at those who are professionally mobile. This places new demands on teachers, and they need support through focused teacher development activities along the lines of the LEA (Language educator awareness) project and the ELP_TT project, which supports teachers in using the tool of the *European Language Portfolio* as a way of validating a range of language competence gained in a range of settings.

Such a changing world necessitates new thinking in educational structures and pedagogies. Flexibility is a key concept, and curricular models and teaching methodologies need to respond to this. People are learning languages for a broad range of purposes, both within and beyond educational institutions. Formal classroom teaching is being supplemented by innovatory practice exploiting the potential of new technologies, such as self-access and distance learning, as well as community-based learning, such as complementary education, family learning and tandem learning. Weekly drip-feed approaches to language learning are being complemented by short, intensive periods of study in summer schools and exchange programmes.

The ECML projects on "innovative approaches" document developments which are useful models for encouraging teachers to think creatively. Ways of supporting learners in these new learning contexts must continue to be explored; for example, learners increasingly need to be autonomous learners, and this brings with it a new role for the teacher (Jiménez Raya, Lamb and Vieira 2007; Lamb and Reinders 2005).

An important lesson to be learnt from European projects is the significance of contextual appropriateness. It is unlikely that any policy, curriculum or innovatory practice can be replicated in another context, given the profile of conditions and constraints which are unique to every setting. This places another demand on us when we wish to learn from developments reported in the ECML projects, namely to reflect critically on what is needed to support successful interventions. In other words, we need to synthesise the significant patterns and theories across the projects to identify that which is possible, and to gain insights into ways of overcoming constraints. We can then be empowered professionally, motivated to try out new ways of working.

Empowerment is a theme adopted by the ECML for its next programme of activity. A fundamental aspect of empowerment is collaboration, since the opportunity to learn with and from others opens up new possibilities to teachers and policymakers, and the ECML projects, both in their development and their dissemination, offer valuable opportunities for this.

A further benefit of collaboration is that it enables language teachers to explore together their common values and pedagogic models, helping to overcome the threat of competition between teachers of different languages. FIPLV, working together with the ECML, is well placed to facilitate such collaboration through its network of international unilingual and national multilingual teacher associations. In doing so, we hope to support the ECML in widening the impact of its projects.

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LAMB, T.E. and REINDERS, H. (eds) (2006), *Supporting Independent Learning: Issues and Interventions*, Frankfurt-am-Main: Peter Lang.

MCPAKE, J. and TINSLEY, T. (2007), *Valuing all Languages in Europe*, Graz: ECML.

26. Language teaching in a multilingual and multicultural Europe: outcomes and challenges from the point of view of the FIPF

Janina Zielińska

The International Federation of French Teachers (FIPF) is made up of 172 associations from 130 countries, which are grouped together in seven regional committees and one inter-regional committee (French as a mother tongue). With 80,000 members forming a network of highly qualified professionals, it covers the entire planet.

The general secretariat in Sèvres in France is the contact point which facilitates the pooling of the activities of the Federation's member associations. Its executive bureau is international and the whole world is represented on its management board.

The term "monolingual federation" often used to describe the FIPF therefore seems inappropriate. Being made up of teachers from different cultures who speak thousands of different languages and dialects, it is a key forum for promoting multilingualism and a federation that brings together teachers of several languages.

The statutes of all FIPF member associations include activities to promote the languages the members teach. The associations recognised long ago that these must take place in a multilingual context and should involve support for the teaching of several languages. The activism which the associations' members have had to engage in to protect the language they work with, i.e. French, is therefore also harnessed for promoting the development of a multilingual and multicultural society.

In Europe, the Federation's members are very often the driving forces of language teaching projects. To give only the example of the countries in the FIPF committee for central and eastern Europe which I have the honour of chairing, in Hungary, Latvia, the Czech Republic and Poland, it is active members of French teachers' associations who co-ordinate language projects such as the ELP and language awareness.

The great success of the 2007 FIPF annual colloquy ("The European Framework: a global reference tool?") among European and non-European participants alike bore witness to the interest of French teachers' associations worldwide in the Council of Europe's projects aimed at strengthening social cohesion through language teaching. It is therefore to be expected that all ECML projects relating to this issue will meet with a very favourable response from the members of our entire community.

There can be no doubt that this will also be the case with the projects involving training in the use of the ELP. This tool, which, on the face of it, seems well-known among all teachers, is struggling to make headway in most education systems (IMPEL and ELP_TT projects).

The ECML's second medium-term programme includes a number of projects involving the establishment of a discussion framework concerning the presence of languages in education systems (in various forms). These projects, which also identify best practices for diversifying language teaching in schools (VALEUR project, ENSEMBLE project), will undoubtedly generate great interest among French teachers.

Our Federation's members will certainly be willing customers for all ECML publications offering practical tools which they can use in their training (LEA, Train Ed projects).

Teacher trainers will welcome with great enthusiasm the *European Portfolio for Student Teachers of Languages*, which was based on the FTE project, especially since teacher training (both in-service and initial) in innovative approaches is one of the federation's priority objectives.

The FIPF's members include teachers from all categories. They will therefore be interested both in more theoretical projects or research projects (such as ALC, the project to establish a framework of competences to support plurilingual and pluricultural approaches, and TEMOLAYOLE, for teaching modern languages to young learners) and in projects aimed directly at teachers working in the classroom (such as the Gulliver and BLOGS projects, which promote interactive learning of intercultural competence through the use of educational ICT).

The need for materials to expand intercultural competence, whose importance is no longer questioned by teacher trainers, is making itself felt in most countries. National authorities will therefore be very pleased to be able to draw on the practical activities offered in certain projects (ICCinTE, LEA and ICOPROMO).

In many of our Federation's member countries, bilingual education, involving courses of particularly high standards, is a source both of pride and also of many concerns. Specialists in this area are undoubtedly eagerly awaiting the quality matrix proposed under the CLILmatrix project. Teachers in this area, who often lack teaching materials suited to their pupils' levels and capable of capturing their attention, will be able to draw upon projects involving innovative approaches to language teaching such as the language case studies of the LCaS project.

The Federation, which has many communication tools, including websites (three FIPF sites* consulted worldwide, sites of the committees and member associations) and publications (publications of the FIPF** and associations), can play a large part in helping to disseminate the results of projects conducted by the ECML.

The national and regional congresses and, above all, the World Congress to be held in Quebec in 2008 offer excellent opportunities for promoting the ECML's activities. The

conferences, roundtables and workshops held to disseminate the results of the work done by the participants in ECML projects are always included in the programme of major FIPF events. However, in order to publicise the projects widely, we need to receive tools produced in the projects at the earliest opportunity – as hard copies and, above all, online.

In conclusion, it must be said that the 21 projects presented at the ECML Conference are of great value and offer a wide variety of proposals. The consistency between these proposals and the objectives pursued by the Federation means that they should be of great benefit to French teachers if the dissemination of the project outcomes is in line with their quality.

* Websites

FIPF site: www.fipf.org

Site of the Organisation Internationale de la Francophonie (OIF), produced by the CIEP and FIPF: www.franc-parler.org

The site of the international journal for French teachers abroad, *Le français dans le monde:* www.fdlm.org

**Publications

The journal, *Le français dans le monde*

The proceedings of the *Dialogues et cultures* meetings

The quarterly, *Echanges*

27. Towards plurilingual approaches in learning and teaching languages: an impression of the ECML's second medium-term programme

Gé Stoks

The final conference of the ECML's second medium-term programme offered a possibility to take stock of the results of all the projects and to discuss these with colleagues. A rich variety of materials, mostly available in English and in French, were presented. In this contribution I will refer to some of the projects and show their particular value from my perspective as a teacher educator and as a member of the editorial team of the journal *Babylonia* (www.babylonia.ch).

Contribution to theory building

At the theoretical level, a project in which the theoretical underpinnings of the notion of plurilingual competence were further developed (ALC – Across languages and cultures) which produced the CARAP, an instrument in support of plurilingual education) deserves mentioning. Materials from several countries and languages were analysed in order to arrive at a conceptual framework. It is a good example of how justice is being done to work carried out in different linguistic and cultural contexts to develop a conceptual framework for plurilingual competence. It will, however, be necessary to further clarify these notions and to illustrate them by developing more concrete materials. This will probably happen in the new ECML programme.

Teacher education

At the level of teacher education many materials were presented, among them the project CoCoCoP (Coherence of principles, cohesion of competences). This publication is mainly meant for teacher education and contains contributions made by teacher educators, who work in different contexts and who have made different choices as to what to include in their training programmes. The articles provide materials for discussion on theoretical issues and an attempt is made to bring these together in a coherent framework.

As a teacher trainer I am particularly interested in the student teacher portfolio (FTE – EPOSTL), a tool for initial and continued teacher education but also a challenging document to be used by teacher educators to analyse their own teaching curriculum. Likewise, the instruments for quality assurance (QualiTraining) are challenging and invite critical reflection on the organisation and content of teacher education curricula.

Plurilingual approaches

An important point is the multilingual aspect present in most projects and publications. In multilingual and multicultural societies teachers are increasingly asked to look beyond the borders of their own language. They are invited to assist learners in becoming plurilingual citizens and not only to teach English, French, Italian or any other language, but to be aware of the fact that the teacher should try to contribute to the development of the learner's plurilingual competence. Materials developed within the ECML projects are highly suitable for multilingual teacher education. All too often students are mainly focused on learning to teach the language(s) they studied at university. Through the use of the ECML materials student teachers will develop a better understanding of the work of their colleagues who are responsible for the other languages in the school curriculum. It is good to see that more and more projects now address language teachers and not teachers of individual languages.

Valuing all languages

With the changing population in Europe, due to migration and globalisation, classrooms now often have students from very different language backgrounds. It is important to value these languages, to become aware of the various linguistic and cultural backgrounds in the classrooms and to give the students the feeling that these languages also count. The *European Language Portfolio* is of course a valuable instrument to do this, but several publications address this issue of valuing all languages in Europe. An electronic platform like the one created in the Gulliver project is important because a space was created for students to interact and communicate in several languages. English appeared to be the most widely used languages on the platform, but other languages were also used to communicate in a multilingual environment.

Dissemination

For an institution like the ECML, disseminating project results is of the utmost importance. Dissemination cannot only be a problem to be addressed towards the end of a project, but should be part of the project planning from its very start. Much attention has been given to dissemination activities in the various projects: local workshops to disseminate ideas, practical material for teacher education and concrete tools to assist teachers and teacher educators in their work, all available on the ECML project websites.

Babylonia and the ECML

Babylonia and the ECML share the same interests in the promotion of plurilingualism and intercultural understanding, and innovative approaches to language teaching and learning. These areas were all addressed in the programme. The editorial team of *Babylonia* will take stock of the various project publications, involve project coordinators and group members for future thematic issues and invite them to act as guest editors and article writers. In this way the journal can make a contribution towards the dissemination of the work of the ECML.

28. Language education in a multilingual multicultural Europe: Irish issues

Anne Gallagher

Introduction

Many language professionals working in the area are of the view that the salvation of European lesser-used languages lies in Europe. For too long, minority language education operated in a bubble, partly as a defence mechanism, and was therefore cut off from good work done in the teaching of other languages, in particular languages which have traditionally had greater resources available to them. Learners now expect more and better. Since, historically, the teaching of lesser-used languages suffered as a result of their lowlier status, we must now ensure that the experience of the learner of these languages is at least as positive as when learning other languages.

The projects presented in the context of the second medium-term programme are about good practice, looking at new and practical approaches to language teaching and learning in ever changing language contexts. One project, the VALEUR project, sets out the context in which most of us work: a Europe with a rich diversity of language. The point is often made that this diversity represents a threat for minority languages. I believe the converse to be true. In Ireland, at least, the presence of so many new languages (about 200) causes Irish people to look at their indigenous language through different eyes and reinforces the idea that languages are not just about communication but are about ways of being. They are, as Joseph Lo Bianco put it in his keynote address to the conference, “acts of identity”.

The third medium-term programme

In an ideal world, I would like to see the new programmes focus on two areas which are particularly relevant to my country at this juncture:

1. language teacher education;
2. international co-operation between ministries of countries linked by migration.

Language teacher education

At present many countries have set up programmes introducing children to foreign languages at primary school. Many of these programmes have had limited success. On the continent of Europe the focus has largely been on English. In Ireland languages taught have been mainly French, German, Spanish and Italian. In the case of the first three languages, problems have arisen because students subsequently find themselves in second-level classrooms with classmates who have no knowledge of the language or who have learned a different language at primary level. A language awareness programme, based on the work of the ECML ALC project, including references to many of the new languages of Ireland, would be a better way of preparing students for subsequent language learning and would serve to integrate newcomers and valorise all languages in the classroom. Preparation for teaching these kinds of programmes should be included in language teacher education courses.

A further addition to the preparation of teachers should be stand-alone modules dedicated to mother-tongue instruction of lesser-used or community languages. In many countries, including Ireland, these languages are taught as foreign languages, resulting in poor outcomes. Qualified teachers from community language backgrounds could access these modules, which would be adapted to the needs of the language communities in the different countries and based on best international practice.

International co-operation between language educators of countries linked by migration

As has been signalled by the VALEUR project, patterns of migration have changed significantly in the past 10 years or so. In some cases, families migrate for a few years and return to the country of origin. While such a short-term move may have little impact on the lives of adults, it may be quite traumatic for school-going children and for the educational systems which receive them, leading to language and cultural deficits, which can hinder progress in learning. It is not unreasonable to suggest that, in the case of countries which have strong migration links, such as Ireland and Poland or Ireland and Lithuania, language educators co-operate in preparing children for their departure to the new member state and for their return to their country of origin. One approach could be the development of information packs in the country of origin and the provision of mother tongue instruction in the receiving country in order to ensure language maintenance.

As was mentioned several times in the course of the conference, our educational systems were set up to deal with populations which were very different to those which they now encounter on a daily basis. In countries with no tradition of immigration, languages were often perceived as an optional extra; it has now become clear that, today, language learning is the key to full participation in society.

Section 6:
Preview of the 2008-2011 programme:
Empowering language professionals

29. Expected contributions of ECML projects in the area of evaluation

Isabel Landsiedler

Importance of the area of evaluation

The view of language learning adopted by many methodologists nowadays is not merely a question of linguistic competence (grammar, vocabulary, pronunciation), but a question of fulfilling tasks in an appropriate way and acquiring competences for these communicative tasks. Language learning is therefore based on the learners' needs and motivations (cf. Heyworth 2004: 14, 15). This emphasis on a learner-centred approach in language learning has great impact on the issues of assessment and evaluation and further development has to be promoted.

The areas of assessment and evaluation are very significant for the third medium-term programme as they fulfil formative as well as summative functions in the learning process. The approaches applied in evaluation and assessment have to be based on ensured quality principles and have to be developed in coherence with European standards (cf. *Common European Framework of Reference for Languages*, *European Language Portfolio*, etc.) and the principles of modern language teaching and learning (e.g. communicative language learning, task-based and action-oriented approaches, learner-centred approaches, autonomous language learning, use of new media/new technologies). The projects of the ECML in this strand aim to develop guidelines to enhance the competence of language professionals in this important and demanding area.

Assessment and evaluation should ensure that learning has taken place, make transparent and comparable to what extent learning goals have been achieved and should facilitate the planning of future learning. Therefore, assessment and evaluation are instruments of utmost importance in managing change in our classrooms. The focus of this strand is not on testing alone but on the following three issues:

- quality assurance in testing and assessment;
- innovation and good practice in assessment and evaluation;
- evaluation of learning.

All the projects have one central aim – empowering language professionals in these issues.

A further major aim of the projects in the third medium-term programme is to foster a culture of assessment and evaluation that is appropriate for the new and demanding challenges that are to be considered in the language learning of and for the future.

Work in the strand of evaluation

This strand will be very prominent in the third medium-term programme, involving several projects. In drawing up the new programme attention was given to including project work for all different levels of education, so as to create prototypes enabling language professionals to adapt guidelines, materials and training kits to their specific needs.

The following issues will be dealt with in the projects:

1. linking exams to the CEFR (secondary level);
2. student teacher portfolio (teacher education);
3. culture of evaluation (all levels);
4. establishment of reading and writing levels linked to the CEFR (primary level);
5. guidelines for university testing in the area of Languages for Specific Purposes (tertiary level);
6. quality assurance in language learning and teaching (all levels).

In addition to the project work in the four strands of the programme there will be special focus areas dealing with other important issues in these areas. In the area of evaluation, support materials to link teaching components to the CEFR will be disseminated to teachers.

Short description of the projects

1. Student teacher portfolio (teacher education) (EPOSTL 2)

The *European Portfolio for Student Teachers of Languages* (EPOSTL) was produced in the second medium-term programme. The EPOSTL is a document intended for students in their initial teacher education, to encourage them to reflect on their didactic knowledge and necessary skills in order to assess their own didactic competences and structure their further learning and development. In the third medium-term programme an information pack on the EPOSTL is planned and examples of good practice will complement the document. These measures will assist future users in making efficient use of the EPOSTL.

2. Culture of evaluation (all levels) (ECEP)

This project is intended to empower language professionals in the way they conceive their profession and will try to show the various possibilities of the CEFR. It is hoped that teachers will come to the realisation that the CEFR is a framework with guidelines but also with enough freedom to develop their own concepts and integrate them into the concept of the CEFR. Teachers are to be familiarised with the CEFR and a training kit for developing a culture of evaluation will be a result of this project. An investigation of different cultures of evaluation across Europe and the possibilities, limits and challenges of implementing the CEFR in these different educational settings could be a very interesting result of the project.

3. Establishment of reading and writing levels linked to the CEFR (primary level) (AYLLit)

This project aims to produce materials which primary teachers can use to establish the level of reading and writing of young learners, linked to the CEFR. The establishment of sets of general descriptors, illustrated with benchmarks, will be of high interest and very useful to language professionals in the primary classroom. A result of the project will be a tool to enable teachers to judge whether a reader is able to read a given text.

4. Guidelines for university testing in the area of Languages for Specific Purposes (tertiary level) (GULT)

This project aims to further develop current trends in language testing, evaluation and assessment. The planned outcome is a set of guidelines for university language testing within the framework of the CEFR with special attention to teaching in the area of Languages for Specific Purposes. The basis of this work is to develop a task-based approach for university language testing. The need for guidelines in LSP and task-

based testing at universities is high and therefore the results will be of great significance for university language teachers.

5. Linking exams to CEFR (secondary level) (CEF-ESTIM)

An existing online tool for linking exams to the CEFR will be adapted. As this tool supports the implementation of the CEFR, it is of great interest to practicing teachers. The tool should help language teachers to estimate the level of a test or the level of a task or of the combination of the two. The outcome of this project is intended to be a user-friendly online tool that supports teachers in the difficult process of estimating the level of language tasks and tests in coherence with the CEFR.

6. Quality assurance (all levels) (QualiTraining 2)

In the second medium-term programme the project QualiTraining developed a training guide for quality assurance. The aim of the QualiTraining project was to achieve a better standardisation of approaches to quality assurance training and to address quality assurance in a coherent way across fields of language education. The existing QualiTraining Guide will be further disseminated, workshop materials will be adapted and further case studies will be integrated.

Expected contributions

Nowadays there is still a lot of insecurity among language professionals concerning testing, assessment and evaluation linked to the CEFR and the ELP and to the new approaches in language teaching and learning. Therefore, the experts working in the strand of "evaluation" of the third medium-term programme will face considerable responsibility, as their project outcomes will be of high importance for language professionals; the results are urgently needed and awaited.

Several important tasks should be fulfilled by these projects:

- describing different cultures of evaluation and assessment and accepting this fact of variety;
- bridging the gap between different cultures of evaluation and assessment among teachers from different countries;
- making the CEFR and the ELP more widely known and consequently more frequently used;
- making transparent the implications of the CEFR and ELP for testing, assessing and evaluating in language learning contexts;

- developing concepts of evaluation within the framework of the CEFR and the ELP and other European developments significant for language teaching;
- preparing future teachers to face the challenges of assessment and evaluation;
- supporting teachers with user-friendly tools and guidelines in the demanding area of evaluation and assessment;
- developing materials that can easily be adapted to other levels and other educational sectors.

The result of work in this area will be of great importance as there is an urgent need for user-friendly, practical and useful tools and materials to encourage language professionals in their daily assessment and evaluation tasks. Furthermore, evaluation and assessment have to take into account further important tendencies like increasing learner autonomy, increasing use of new media and their implications on testing and assessment.

The challenges in the areas of assessment and evaluation are manifold as they are embedded in so many different learning and teaching cultures: "Different systems with different learners in different contexts simplify, select and combine features in different ways for different kinds of assessment" (CEFR 2001: 196). As a consequence, the project coordinators have taken on a very significant task, the results of which can be expected to be innovative, practical and user-friendly. However, the following should not be forgotten:

> What seems particularly important at the present time is that those working at the cutting edge of the development, mediation and implementation of theories also give sufficient attention to taking classroom teachers on board and to avoid the alienation that new theories often leave in their wake […] (Newby 2003: 41).

David Newby's words are very true for the area of assessment and evaluation as our language teachers feel insecurity concerning new theories and new concepts and they see a gap between theory and the actual everyday teaching. Bridging this gap is one of the major challenges for the project teams working in the strand "evaluation" in the third medium-term programme, as their results can support teachers in their practical teaching, assessment and evaluation tasks.

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30. Expected contributions of ECML projects in the area of continuity in language learning

Hanna Komorowska

The importance of continuity in language education

Ensuring continuity in language learning is a key factor in the process of quality assurance in language education. It is often believed that lowering the starting age for language learning is a solution to all the problems. Yet, the early start, however beneficial, will not guarantee success if language learning stops at the end of the early learning programme, only to be taken up again several years later, as continuous language provision is the *sine qua non* condition for success.

To achieve desired outcomes, suitable approaches and methods are also needed to ensure smooth transition between educational levels and cater for the psychological needs of each particular age group. Within these approaches steps need to be taken to foster and sustain motivation, as it tends to fade away with the diminishing attraction of novelty. This will help to guarantee that language learning does not stop with the end of the learner's formal education. The above requirements are important pre-requisites for ensuring the quality of the learning of any foreign language across and beyond school levels.

The language policy shared by the Council of Europe and the European Union promotes the learning of two languages other than the mother tongue. Implementation of this policy calls for new teaching approaches – usually referred to as "whole language education" – which help to equip students with learning skills, and thus facilitate the acquisition of further languages. Teachers of both the mother tongue and all the foreign languages taught in a given school should, therefore, co-operate in order to work out common approaches and methods of language teaching to help learners develop a set of transversal skills.

For that purpose teachers need new media and new tools. As students' needs, interests and learning styles differ not only across age groups but also at various rungs of the educational ladder, teachers also need skills to use the new tools which will not only improve the quality of learning but will help to encourage students to become autonomous learners.

Continuity as a thematic strand in the ECML's third medium-term programme

The ECML places continuity among four basic thematic strands in the process of enhancing the professional competence of language teachers, strengthening professional networks and the wider community of educators, enabling language professionals to have greater impact on reform processes and contributing to better quality of language education in Europe. There are several reasons why continuity has been selected in the 2008-2011 programme as an important current concern of language education.

Firstly, continuity is one of the crucial issues for the implementation of the Council of Europe Language Policy Division's medium-term programme (2006-2009) entitled "Language Policies for Democratic Citizenship and Social Inclusion," in which European standards for languages play a leading role.

Secondly, continuity is a significant factor in achieving the Lisbon strategy objectives in education and training set by the European Union, as well as in guaranteeing successful lifelong learning promoted in the EU action programme for the years 2007-2013.

Last but not least, the great majority of EU member states, when asked to give details of present ongoing debates in their educational systems, stress the importance of continuity. (http://eacea.ec.europa.eu/portal/page/portal/Eurydice/EuryPresentation)

Projects in "continuity in language learning"

The third medium-term programme aims at promoting the idea of continuity and at designing new, useful solutions which go beyond general education, where the problem of continuity tends to be given rather more attention. What is needed to achieve this objective is the enrichment of teachers' didactic competences, especially those related to information and communication technology. For that purpose, action to enable teachers to develop new skills and improve those they have already acquired in their pre- or in-service education is indispensable. This can be done by means of websites and through the provision of appropriate training activities. The ECML project DOTS promotes continuity at the tertiary level, while E-VOLLution aims at ensuring it in vocational education.

DOTS – Developing online teaching skills

DOTS, coordinated by Ursula Stickler, is a project which aims at providing support for teachers and teacher educators, who, although offered a wealth of online materials for teaching different languages, often lack skills to use them. Support of this kind will

enable teachers to help their pupils develop language competences, competences in technology as well as skills of learning to learn. The project will also identify training needs of teachers and teacher trainers who already have basic knowledge of digital technology. Twenty ten-minute, bite-size training activities with guidance for reflective tasks will be designed to be completed either individually or in the course of collaborative work. Moodle has been selected as an open-source, user-friendly website platform in order to provide equal access to online training materials in a cost-effective way. Collaborative tools will enable peer mentoring and reflection, while the product will also help teacher trainers in the formal, institutional context to integrate training and reflective activities with the existing teacher development curricula.

E-VOLLution – Exploring cutting-edge applications of networked technologies in vocationally-oriented language learning

E-VOLLution, coordinated by Anthony Fitzpatrick, aims at updating the content of the successful GRAZVOLL website which caters for continuity and quality in vocational education. The project is designed to identify needs in the field of vocational education as well as to present the current state of the art. An updated version of the website will invite open participation (e.g. blogs, wikis, podcasts), include case studies illustrating the use of modern media in VOLL and serve as a "market place" for training needs and training efforts. In this way a network of qualified multipliers will be formed in order to help document successful events and form smaller, well-focused networks to work on specific aspects of ICT in VOLL.

The programme strand devoted to the issue of continuity also aims at further promotion of the *European Language Portfolio*. The ELP has so far proved to be an excellent tool for awareness-raising and motivating students to learn languages as well as for encouraging them to reflect and self-assess. As reflection is an ongoing process and self-assessment is closely linked to progress, the *European Language Portfolio* is perceived as a powerful instrument in ensuring continuity in language education and for that reason it has been selected as the focal point of the programme. The *European Language Portfolio* has a considerable impact not only on students, but also on parents, teachers, and head teachers. So far, this aspect has not been researched or supported strongly enough and that is why it deserves the special attention of linguists and educators in the process of the further promotion of the ELP. Two projects will look at the role of the ELP in the field of continuity.

ELP_WSU – ELP in whole-school use

ELP_WSU, coordinated by David Little, is a project aiming at identifying various stakeholders, such as students, parents, teachers, or head teachers, and preparing a guide for developing, implementing and evaluating whole-school ELP projects which will outline aims and objectives of the *European Language Portfolio* and inform readers of the possibilities and ways of using the ELP in various educational contexts.

This will help develop transversal competences to facilitate the learning of various languages and non-language subject areas of the curriculum and thus contribute not only to language learning, but also to whole-school education at the secondary level. A set of case studies presenting whole-school ELP projects will also be prepared.

ELP_TT2– Training teachers to use the European Language Portfolio – follow-up project 1

The project, coordinated by Margareta Nezbeda, is another way of offering assistance to teachers who decide to work with the *European Language Portfolio*. It is a training kit showing ways of introducing the Portfolio, encouraging students to work with it and offering guidance in the process. The kit was a product of the former ECML project (www.ecml.at/mtp2/ELP_TT/html/ELPTT_E_news.htm) designed in the second medium-term programme. The training kit will be disseminated in order to help teachers who have never worked with the Portfolio to make a start in this direction. The kit will also help those who have already worked with the ELP to find new ways of putting it to use in the teaching and learning process.

Summary of expected outcomes

The projects of the European Centre for Modern Languages in Graz will:

- offer collaborative, reflective teacher education activities for teacher trainers and multipliers who want to develop their competence in technology and thus be able to assist their colleagues and students in acquiring ICT and learning-to-learn skills, indispensable in ensuring continuity in their language education;
- present case studies showing valuable ways of using modern media in language teaching;
- train multipliers, thus helping create regional and national networks encouraging continuity in vocational education;
- prepare a guide for developing whole-school ELP projects for various stakeholders who want to participate in the process of awareness-raising and motivating students;
- promote the teacher training kit for teachers who want to start working with the *European Language Portfolio* and learn how to put it to good use with their students.

As can be seen from the above, new projects will concentrate on ensuring continuity in language learning through attention given to teachers and to their work with ICT and with the ELP in both general and vocational education. This is in line with the ECML's

vision of an overall concept of language education and with the third medium-term programme's emphasis on the empowerment of individual language education professionals.

31. Expected contributions of ECML projects in the area of content and language education

Hanna Komorowska

Content and language education

The popularity of teaching content through language and of Content and Language Integrated Learning (CLIL) is growing in all educational systems. The reason for this is the fact that CLIL paves the way for plurilingualism and multilingualism, facilitates the integration of languages within a broader curriculum, and causes language to appear in a natural, motivating context, thus inviting acquisition processes rather than externally enforced learning. ECML member countries are aware of the value of cross-curricular and interdisciplinary teaching, as well as of its role in the development of intercultural competence and in shaping skills transferable to other content areas.

Yet, numerous practical difficulties grow with the mushrooming of CLIL across Europe. First of all, organisational questions have to be answered; some programmes consist in enriching the content of foreign language classes, and some in teaching a selected school subject through the medium of another language. Teachers and administrators need support in taking decisions as to which solution is better in a given educational context, how to organise language education at lower levels, what content of foreign language classes to introduce in order to make teaching content through the medium of another language possible at higher levels of school education, or how early to introduce such a measure.

One of the most powerful issues that hinders the effectiveness of CLIL is the lack of coherent training modules for CLIL teachers, who are, therefore, recruited from the ranks of language teachers with no subject area preparation or subject-teachers with no language teaching qualification. Both groups need competences and skills in integrating language and content and those skills do not form part of typical pre-service teacher education programmes. Teachers are often uncertain as to the proper balance between language and content in the CLIL approach, which becomes an even more serious problem when it comes to evaluating students' performance. These questions are important for teachers in both general and vocational education.

Content and language education as a thematic strand in the ECML's third medium-term programme

The ECML's new programme for 2008-2011 places "content and language education" among its four main thematic strands. CLIL is in line with the promotion of linguistic diversity and language learning – the main aim of the Council of Europe – and in particular with the Language Policy Division's medium-term programme (2006-2009) entitled "Language Policies of Democratic Citizenship and Social Inclusion", due to the importance of CLIL for the language policy of member states.

CLIL is also recognised by the European Union as an important educational approach, beneficial in multilingual contexts, as content can be taught through a wide range of languages – foreign, second, languages of school education, national/official, minority or migrant, thus contributing to the mobility of students and workers. Teaching content through language is also an important tool for developing intercultural competence in a multilingual context and is, therefore, in harmony not only with the Lisbon strategy objectives, but also with the preparation of the European Year of Intercultural Dialogue (2008).

In all the member states CLIL is dynamically growing, which makes it an important organisational aspect of schooling, supported by a wealth of cross-curricular activities such as the European Language Label or e-Twinning.

In placing "content and language education" among its four thematic strands, the ECML works to implement its vision of empowering teachers through:

- enhancing the professional competence of language teachers;
- strengthening professional networks and the wider community of educators;
- enabling language professionals to have greater impact on reform processes and
- contributing to better quality of language education in Europe.

Projects in "content"

Five projects target the issue of content and education in the third medium-term programme. EPLC targets primary education, CLIL-CD, CLIL-LOTE-START and CLIL-LOTE-GO secondary education, while ConBat+ aims at both primary and secondary education.

Enseignement précoce des langues modernes par des contenus (EPLC)

EPLC, co-ordinated by Renate Krüger, aims at preparing curriculum modules for CLIL in the age group of 8 to 11, in three languages: French, German and Russian. Modules will cover the content from the areas of history, geography, music, arts and sport and will be accompanied by sets of learning materials for the children and pedagogical support materials for their teachers. Modules will be prepared so as to be used both in language lessons and in the course of integrated, interdisciplinary primary school teaching. A CD-Rom as well as a website will help promote and disseminate the modules in pre- and in-service teacher education programmes.

The programme devoted to the issue of continuity will be supported by projects aimed at promoting the idea of CLIL in teacher education, in order to prepare materials helpful for teachers with a qualification in language only, a qualification in a non-language subject only, and a double qualification in language and in subject teaching.

Curriculum development for CLIL (CLIL-CD)

CLIL-CD, co-ordinated by Maria Jesús Frigols-Martin, aims at the preparation of a curriculum framework for CLIL. A CLIL pre-service training curriculum will be prepared as a flexible, generic tool which could be used with various age groups, for various languages and for a variety of subject areas, to be used in initial teacher education programmes. National/regional multiplier points will also be launched in order to encourage local practitioner networks.

Content and Language Integrated Learning through languages other than English – Getting started (CLIL-LOTE-START)

The project, coordinated by Kim Haataja, aims at producing guidelines for the setting up of CLIL education through languages other than English, highlighting good practice from the context of CLIL in German.

Good practice in Content and Language Integrated Learning for languages other than English (CLIL-LOTE-GO)

The project, coordinated by Gérard Schlemminger, aims at developing guidelines and modules for teacher training for CLIL teaching in French as a foreign language, taking into account different patterns of teacher training curricula.

There is a common focus in both of the projects above with parallel work going on for two languages, i.e. French and German, though some specific issues will be looked into in each of the projects.

Content-based teaching + plurilingual/cultural awareness (ConBat+)

The project, coordinated by Mercé Bernaus, will develop materials for building a plurilingual repertoire in learners at both primary and secondary school levels. The aim of the project is to raise the awareness of values inherent in plurilingual and pluricultural education as well as to provide teachers and trainers with a training kit of materials in electronic and paper format with evaluation questionnaires for both learners and teachers.

Summary of expected outcomes

In the "content" strand, the projects of the European Centre for Modern Languages in Graz will:

- develop CLIL curriculum modules for children aged 8 to 11 in three languages (French, German and Russian) to be made available on CD-Rom and through a website;
- create a flexible and generic CLIL curriculum for teacher education;
- create a training kit and manual with materials and examples of good CLIL practice for French and German, also available on DVD and website;
- create a pre- and in-service teacher training programme for German CLIL supported by a collection of examples of good practice for lessons of languages and non-language subjects;
- develop a training kit for teachers and trainers aiming to develop plurilingual and pluricultural awareness in their learners.

As can be seen from the above, the new projects will concentrate on providing high quality materials from the field of CLIL in primary and in secondary education, aiming at providing support for both learners and teachers through ICT, CD-Roms, DVDs, websites and learning platforms. Parallel programmes for learners and teachers and a collection of examples of good practice in the field of content and language education will contribute to the development of new pre- and in-service CLIL teacher education programmes.

Coherence and synergies between the three CLIL projects presented above and the two content-based teaching oriented projects discussed here as well as joint interest of all the projects in both learner and teacher development demonstrate that the "content" strand offers a strong and homogeneous programme.

32. Expected contribution of the ECML projects in the field of plurilingual education

Frank Heyworth

Why plurilingual education is one of the priorities in the ECML programme

The encouragement of plurilingualism and the defence of linguistic diversity is one of the central pillars of the Council of Europe's work in language education. Member countries have adopted policies which undertake to offer all schoolchildren the opportunity to learn at least one foreign language, preferably two or more. The *Common European Framework of Reference* considers that there are not separate competences for each language known by individuals but that:

> The Council of Europe and its member states have taken the position that it is the promotion of linguistic diversity which should be pursued in language education policy. For in addition to mobility, intercomprehension and economic development, there is the further important aim of maintaining the European cultural heritage, of which linguistic diversity is a significant constituent. This means, then, that language teaching must be seen as the development of a unique individual linguistic competence ('knowing' languages whichever they may be) and also as education for linguistic tolerance.[1]

Putting these policies into practice, however, raises a number of challenges – what is the nature of the "unique individual linguistic competence"? What kind of methodological approaches can be effective for plurilingual learning? How can the learning of a number of languages be fitted into school timetables, and how can this be integrated into the other subjects of the curriculum? How can teachers of different languages best co-operate to promote plurilingualism? The search for practical solutions to these and other challenges are the focus of this strand of the new medium-term programme – as they have been in the previous programmes, too.

1 Beacco, J.-C. and Byram, M. (2003), *Guide for the development of language education policies in Europe, Council of Europe*, Strasbourg.

The plurilingualism strand in the ECML's third medium-term programme

In the Call for Proposals, the ECML described the plurilingual education strand:

> Council of Europe policy attaches particular importance to the development of plurilingualism – the lifelong enrichment of the individual's linguistic and cultural repertoire – with the aim of enabling Europeans to interact in a number of different languages and cultural contexts. How can plurilingual education be put into practice when teachers themselves are not plurilingual and/or do not have experience in multicultural environments? How can learners best be encouraged to value and respect other languages and cultures apart from their own?[2]

The projects which have been selected cover a broad range of relevant issues, with an ambitious attempt in the CARAP project to create a thoroughly researched descriptive framework for pluralistic approaches to language education, the development of a training kit for primary-level teachers teaching minority languages (EBP-ICI), a study in the MARILLE project of the strategies used by secondary teachers in dealing with plurilingual classes, and a project exploring how schools can support teachers in these contexts – and other ECML work – can best be promoted through national and international teachers' associations (LACS). All these projects complement other areas of Council of Europe work – especially in the increasing emphasis on the language of education in general in the curriculum, rather than being limited to what is taught in foreign language classes.

Brief overview of the projects

- CARAP (with Michel Candelier as coordinator) is the continuation of a project from the medium-term project 2004-2007). This created a framework for pluralistic approaches to language teaching – the integrated didactics of teaching different languages – the "inter-comprehension of related languages", and "integrated didactic approaches to different languages" studied (in and beyond the school curriculum), so that the learning of each complements and reinforces the others; the work done in previous ECML and European projects on "awakening to language" (*l'éveil aux langues*) and "the intercultural approach" to language teaching and learning. The project developed a very comprehensive – and groundbreaking – set of descriptors of the knowledge, skills and attitudes involved in these approaches. The task of the new project is to develop didactic applications of the fundamental research and to redraft the framework in ways which will make it accessible and usable by teachers, trainers, curriculum developers and materials

2 ECML 2007 2011 – Medium-term project 2008-2011 – Call for Proposals.

developers and authors, so that the pluralistic approaches can be more widely and effectively integrated into educational practice.

- EBP-ICI (coordinated by Claude Cortier) will explore the same issues as CARAP – especially those related to integrated didactics and intercultural learning – in the specific field of minority languages. Its starting point will be work done in regions where minority languages have an important place in primary education – the Val d'Aosta in Italy, Scotland, the regions of France where minority languages are spoken – and it will look at ways in which intercultural awareness, awakening to language in general and inter-comprehension of different languages can enrich the educative experience and contribute to the safeguarding of linguistic diversity. The project will seek to extend this experience to other European regions where minority languages are used and to create networks, supported by a website, where good practice can be shared and developed further. The networks will be underpinned by development and communication of the theoretical basis for plurilingual education and by a practical kit for teachers in these areas.
- MARILLE, which Klaus-Börge Boeckmann is co-ordinating, will deal with another aspect of plurilingual education. In many schools in Europe where there are large migrant populations the language of education is not the first language of all the pupils in the class. The project will concentrate especially on the teaching of this "first language" – called "majority language" in the project – as a school subject (French in France, German in Austria, etc.) and examine the strategies teachers can use to include elements of L2 teaching to respond to the learners' needs. The project will develop a number of practical tools to help to achieve this improvement – an inventory of good practice in policy documents, curriculum development, teaching materials, teacher training activities; case studies on how to transfer good ideas to other contexts in order to improve majority language teaching with regard for plurilingualism, concentrating on how change and innovation can be managed and achieved. Rather than aiming at a comprehensive study, the project will seek to provide detailed contextualised information of successful strategies which will help others to implement them in a variety of local contexts.
- LACS is coordinated by Terry Lamb and is concerned primarily with how the ECML's work can be disseminated most effectively through partnership with teachers' associations. In doing this it addresses one of the ECML's major concerns – how can its work be more widely known among teachers so that the resources it provides can be used and developed further. The project is based initially on collaboration between the ECML and FIPLV (World Federation of Modern Language Associations), but will extend to other associations by looking at the kind of activities that teachers' associations can organise to spread ideas and information on good practice. "The project will map the ways in which a wide range of language associations are organised (nationally, regionally and locally) and how they support their own networks of members through practical interventions (workshops, publications, newsletters, websites and web fora, etc.) as

well as through opportunities to have an impact on policy reform (both within their own institutions and locally and nationally) towards the development of a vibrant, high quality and inclusive environment in which multilingualism can flourish."[3] It will produce a manual to help associations to disseminate ideas effectively and will, crucially, evaluate how successful different approaches have been.

The expected contribution of the plurilingual education strand

The mission of the ECML is to stimulate innovation and to provide support to the practical application of Council of Europe policies. The area of plurilingual education is one where one could say that there is a good deal of hopeful statement of political ideals but rather less actual success in widespread application of these ideals. The projects in the strand seek to remedy this by working on:

- the development of sound theoretical bases for the pluralistic approaches which are a requirement for the change and innovation which will be needed to make genuinely plurilingual education a reality;
- comprehensive, coherent descriptions of the knowledge, skills and attitudes needed to develop curricula, produce materials and choose appropriate didactic approaches;
- examples of good practice in two crucial areas of plurilingual education – how languages are to be taught in areas where there are one or more minority languages, and the strategies for teaching the "majority language" as a subject area in schools where not all the learners have this as an L1;
- the establishment of networks and the creation of resources, available on websites, to support change and innovation in these areas;
- a systematic approach to how ECML projects can be disseminated through teachers' association and thus used much more widely.

3 Project description of the LACS project at www.ecml.at

33. Expected contribution of the new ECML projects to the implementation of language education policies in Europe

Waldemar Martyniuk

As stated in the Call for Proposals for its third medium-term programme, the mission of the ECML is to promote excellence and encourage innovation in language education. The Centre works with experts to assist its member states in implementing recent European language education policies and tools and bringing about change in the teaching and learning of languages. The new medium-term programme, with its particular emphasis on the empowerment of individual language education professionals, takes place within a context of major developments in the domain involving both the Council of Europe and the European Union. A brief summary of these developments is given below pointing at the relevant projects of the new programme.

Council of Europe and language education: policies and tools

In 2005, the heads of state and government of the member states of the Council of Europe outlined an action plan laying down the principal tasks for the Council in the coming years (Council of Europe 2005). With regard to education, the plan calls on member states to build a more humane and inclusive Europe by ensuring social cohesion, promoting democratic citizenship in Europe, protecting and promoting cultural diversity and fostering intercultural dialogue. Language education plays an important role in pursuing all these goals. An increasing emphasis is now placed on addressing the new challenges to social cohesion and integration brought about in the 1990s, a period that witnessed the rapid enlargement of the Council of Europe, and subsequently of the European Union. Language skills are seen as essential to enable individuals to benefit from opportunities in employment and mobility, but they are also necessary for active participation in the social and political life of the multilingual societies which make up today's Europe.

The priority which the Council of Europe accords to education for citizenship and intercultural dialogue in the 21st century is reflected in the educational goal of enabling citizens living in multilingual European societies to interact in a number of languages across linguistic and cultural boundaries. The language policies proposed and promoted

attach particular importance to the development of plurilingualism – the lifelong expansion of the individual's linguistic repertoire. Each individual plurilingual profile is made up of different languages and language varieties at different levels of proficiency in terms of various competences and skills. It is dynamic and changes in its composition throughout the life of an individual.

Three documents developed by the Council of Europe are of particular significance: the *Guide for the Development of Language Education Policies in Europe* (Council of Europe 2007); the *Common European Framework of Reference for Languages* (CEFR) (Council of Europe 2001) and the *European Language Portfolio* (ELP). They may be used as a set of instruments for the implementation of the proposed principles and measures with regard to language education.

Guide for the Development of Language Education Policies in Europe: from linguistic diversity to plurilingual education

The aim of the guide is to offer an analytical instrument which can serve as a reference document for the formulation or reorganisation of language teaching policies to promote plurilingualism and diversification in a planned manner so that decisions are coherently linked. 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. The guide conceives of plurilingualism as one competence, encompassing – potentially – several languages, "a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact". In this cumulative model of linguistic competence, all languages encountered by the learner have an important role to play, both in enhancing the learner's overall competence and enabling her or him to participate fully in social and cultural encounters in a wide range of contexts.

Expected contributions of the related ECML projects

One of the four thematic strands chosen for the 2008-2011 programme is focused entirely on approaches to plurilingual education. The following projects are addressing the issue of plurilingualism and showing ways to implement the principles outlined in the guide:

- CARAP will develop a draft version of a framework for pluralistic approaches which will be a purpose-built tool for teachers for promoting the use of more languages;
- EBP-ICI will develop a kit for teachers in minority language areas for promoting plurilingual approaches;

- MARILLE will examine teachers' strategies in dealing with linguistic diversity in classrooms and investigate the support currently given by education systems.

The development of plurilingual competence is also the subject of one of the projects within the thematic strand "content":

- ConBaT+ will produce material for teachers and learners for CLIL teaching to develop a plurilingual repertoire.

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)

The CEFR includes a descriptive scheme of language use and learning and scales of proficiency for the different parameters of this scheme. The comprehensive descriptive scheme is a tool for reflecting on what is involved not only in language use, but also in language learning and teaching. The CEFR provides a common basis and a common language for the elaboration of syllabuses, curriculum guidelines, textbooks, teacher-training programmes, and for relating examinations to one another. It allows the different partners involved in planning and delivering language provision and in assessing language progress and proficiency, to co-ordinate and situate their efforts. It is in effect a common reference tool across languages (the CEFR is non-language specific) and is widely used in developing coherence in provision across different languages. It is also used in policy making as a means of ensuring coherence and transparency through the different sectors or stages in language education. Many countries have used the publication of the CEFR to stimulate curriculum and examination reforms in different educational sectors.

The growing acceptance of the standards presented in the CEFR has created a situation in which public bodies, examination institutes, language schools and university departments concerned with the teaching and testing of languages are increasingly interested in relating their curricula and examinations to the Common Reference Levels. A problem that arises in this regard is the question of assuring a consistent interpretation of the levels in different contexts. A Council of Europe *Manual for relating Language Examinations to the CEFR* (Council of Europe 2003), to be published in its final version in 2008, envisages the process of linking an examination to the CEFR in four stages.

- Familiarisation: get well acquainted with the Descriptive Scheme and the Common Reference Level system of the CEFR.
- Specification: define the coverage of the examination in categories of the CEFR.
- Standardisation: ensure a consistent interpretation of the Common Reference Levels, using illustrative test items and samples of performances already calibrated to the CEFR elsewhere.

- Empirical Validation: check that the results produced by the examination relate to the levels of the CEFR in the way foreseen.

Expected contributions of the related ECML projects

Addressing the growing needs of its member states, the ECML is supporting several projects that aim at training language professionals in using the CEFR and relating their assessment to the CEFR approach and levels.

- CEFESTIM will adapt an existing online tool for teachers to use in linking exams to the CEFR.
- RelEx will develop training materials and train developers of national language examinations to relate the exams to the CEFR (applying procedures proposed by the Council of Europe Manual and using the accompanying tools).
- ECEP will familiarise teachers with the CEFR and produce a training kit for developing a culture of evaluation.
- AYLLit will develop material to establish reading and writing levels linked to the CEFR.

The *European Language Portfolio* (ELP)

The *European Language Portfolio* is a document in which those who are learning or have learned any language – whether at school or outside school – can record and reflect on their language learning and cultural experiences. The Portfolio aims to document its holder's plurilingual language proficiency and experiences in other languages in a comprehensive, informative, transparent and reliable way. The instruments contained in the Portfolio help learners to take stock of the levels of competence they have reached in their learning of one or several foreign languages in order to enable them to inform others in a detailed and internationally comparable manner. There are many occasions to present an up-to-date Language Portfolio: for example a transfer to another school, change to a higher educational sector, the beginning of a language course, a meeting with a careers advisor, or an application for a new post. In these cases the Portfolio is addressed to persons involved in making decisions of importance to the owner. A learner may also be interested in having such documentation for him/herself.

Expected contributions of the related ECML projects

Two projects within the “continuity” strand are devoted specifically to the implementation of the *European Language Portfolio*.

- ELP_WSU will focus on the role of the ELP, in particular of self-assessment and self-reflection, in whole-school development processes embracing stakeholders at different levels (students, parents, teachers, head teachers). The aim is to develop complementary information packs on the use and the objectives of the ELP for various stakeholders.
- ELP_TT2 will disseminate the ELP teacher training kit developed at the ECML within the second medium-term programme.

New strategy for multilingualism in the European Union: policies and tools

Following the principles well established by the Council of Europe, the promotion of language learning and of individual multilingualism, combined with an emphasis on linguistic diversity has been a corner stone of the EU's educational policy since the Socrates-Lingua programme promoting language teaching and learning came into force in 1989. The more recent years have seen the promotion of an inclusive language education policy, in support of the learning of all languages, including regional or minority, migrant and major world languages.

The learning of languages in the EU is no longer regarded as being beneficial to the individual citizen only, but as being of special value for the achievement of the aims specified within the Lisbon Strategy for economic growth and social cohesion. Improving foreign language learning in the member states was included as a specific objective in "Education and Training 2010", the education and training component of the Lisbon Strategy (European Commission 2002). Communication in foreign languages was listed as one of the eight key competences for lifelong learning in the *European Qualifications Framework* (EQF) (European Commission 2006).

A Language Passport, adopted from the *European Language Portfolio*, was integrated in the Europass scheme offering tools for the implementation of the EQF. The Action Plan "Promoting Language Learning and Linguistic Diversity 2004-2006" (European Commission, 2003) put forward several concrete proposals for action at national level leading to a general consensus on basic issues such as the importance of languages as a key competence in a lifelong learning perspective, the need for teaching pupils at least two foreign languages in their initial education, and the necessity of quality language teaching and transparent assessment. Reforms launched or supported by the Action Plan have focused on such areas as:

- review of the educational system in the light of a lifelong language learning approach;
- introduction of early language learning;
- introduction of Content and Language Integrated Learning (CLIL) in curricula;

- increased offer of languages at secondary level;
- increased investment in language teacher training;
- review of curricula, examinations and certificates to align them to the Council of Europe *Common European Framework of Reference for Languages* (CEFR);
- the use of European programmes and tools developed by the Commission and by the Council of Europe to review national education systems, develop suitable language materials and tests, and to promote language teacher training abroad and European cooperation in schools.

In 2005, "multilingualism" became part of the portfolio of one of the Commission members and specified in *A new Framework Strategy for Multilingualism* (European Commission 2005). In parallel, the Commission started developing an indicator for language competence in order to benchmark the language competences of students in the member states at the end of their initial education.

In 2007, multilingualism was made a separate portfolio, assigned to one of the new Commissioners. It is understood in the EU documents as the ability of societies, institutions, groups and individuals to engage, on regular basis, with more than one language in their day-to-day lives. In addition, the term multilingualism is used for referring to the co-existence of different language communities in one geographical or geopolitical area or political entity.

Expected contributions of the related ECML projects

Several projects within the new mid-term programme are devoted to the implementation of Content and Language Integrated Learning (CLIL) approaches (CLIL) – one of the explicit priorities of the Action Plan followed by the EU member states.

- EPLC will develop CLIL teaching modules in three languages (French, German, Russian) for use in primary schools.
- CLIL-CD will produce a macro framework for CLIL teacher education and design adaptable CLIL curricular models applicable for different languages and age groups.
- CLIL-LOTE-START will produce guidelines for the setting up of CLIL education through languages other than English, highlighting good practice in CLIL in German.
- CLIL-LOTE-GO will produce guidelines and modules for teacher training for CLIL teaching in French as a foreign language, taking into account different patterns of teacher training curricula.

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Section 7:
Biographies of contributors

Atanasoska, Tatjana was born in the former Yugoslav Republic of Macedonia but raised in Austria. There she studied German Philology, DaF/DaZ, Linguistics and Slavic Studies at the University of Vienna. She ended her studies in June 2008. Her Master's thesis was titled *Mother language tuition and language identity in Umeå, Northern Sweden*. From 2005-2007 she was a mother tongue teacher in Umeå, Sweden. In 2007/08 she was working at a teacher college in Toruń, Poland, and in autumn 2008 she will begin her job at the University in Veliko Tarnovo, Bulgaria.

Brogan, Kristin has been a lecturer in German since 1994. She teaches third-level Business, Science and Engineering at various levels. EU language projects since 2003 – quality manager role and design of modules. Co-founder of language network (IoT language policy and planning network) for the Institute of Technology sector, active promotion of the learning of languages, e.g. organisation of public lectures and conferences. Presenting of papers (national and international) on an ongoing basis, currently registered as a PhD student in linguistics and intercultural communication. Teaching German at primary level since 1996. Member of IAM, IRAAL, GDI (Chair of regional group).

Butler, Adrian has worked for the Council of Europe for 30 years in a number of different sectors of the organisation's activity. He was Executive Director of the ECML from 2003-2008, bringing the first medium-term programme to a close, steering the Centre through its second and launching the third. He has now returned to the headquarters of the Council in Strasbourg, working in the Directorate General of Education, Culture and Heritage, Youth and Sport (DG IV).

Crochot, Françoise has conducted various research projects in the area of language teaching methods and then policy for over 20 years, alongside her work teaching French as a foreign language and then German. She is also involved in initial teacher training. Drawing on the field she is most familiar with, i.e. French and German, she is currently seeking to help promote plurilingualism, which she covered in 2006 in a Master's thesis under the direction of Michel Candelier. In her studies for this Master's in language policy and teaching methods, she focused in particular on the approaches to intercomprehension between the speakers of different languages and contributed to their promotion by the DGLFLF (General Delegation for the French Language and the Languages of France), a department of the French Ministry of Culture and Communication.

Chryshochoos, Joseph E. started teaching EFL in 1980 in both the private and the state sector. Initially, he taught secondary school students until he was appointed as a School Advisor. At present he is an Educational Consultant at the Pedagogic Institute, an advisory body to the Ministry of Education in Greece. Furthermore, he has also written many articles, presented papers at conferences, conducted pre- and in-service teacher training seminars, participated in the writing of textbooks and organised student exchanges.

Čok, Lucija is Professor of Multilingualism and Interculturalism, Scientific Counsellor in the field of early multilinguality, and Rector of the University of Primorska. She has paid particular attention to the social, psycho-linguistic and didactic aspects of teaching and studying foreign languages; her research findings have been published in numerous papers in French, Italian and English. She has lectured at foreign universities, has been responsible for national development projects, and has coordinated international projects. She is a member of numerous boards of experts that have prepared research and education policy in Slovenia as well a member of High Assessment panels within the directorates of European Commission.

From 2000–2002, she was a member of the Slovenian Government. As Minister of Education, Science and Sport, she contributed to reforms in the educational system, participated in the drawing up of national strategies related to the integration of Slovenia in European Research Area (ERA) and the European Higher Education Area (EHEA). For her work she has received high awards: in 2005, Knight of the Order of the Grand Cross of Merit of the Republic of Italy (Cavaliere della Repubblica Italiana) and in 2006, Knight of the Legion of Honour (Chevalier de la Légion d'honneur) by the President of the Republic of France.

Cross, Roy has been Director, British Council Scotland since September 2005, based in Edinburgh, where he leads a team of 60 colleagues working on a range of Scottish, UK and EU-funded projects and programmes in education, governance, languages, science and the arts. His involvement with the ECML dates back to 1995 when he was working in Bucharest and was invited to join the Romanian team attending the first annual colloquy. Since that time he has been both a fan and a co-worker, reviewing project proposals for the second and third medium-term programmes and acting as consultant to the Secretariat on a cluster of projects during the 2004-2007 programme.

Dawson, Ciaran holds BA and DPhil in Irish from the University of Ulster and Postgraduate Diploma in Teaching and Learning in Higher Education from the National University of Ireland. Since 1997 he has been working in University College Cork as co-ordinator for the use of ICT in the Centre for Oral Irish and as a member of the University's Teaching and Learning team. He has been teaching Irish language to non-Irish nationals since 1988. He teaches Irish language annually in Germany and Spain.

De Renzis, Laura was born in Naples. She graduated in Political Science and then attended the College of Europe, Warszawa-Natolin, Poland. Since January 2001 she is in charge of the international and external relations of the ICoN Consortium. Among other events, during the years she has presented ICoN activities at Weeks of the Italian Language all over the world, American Council on the Teaching of Foreign Languages (ACTFL), North East Conference on the Teaching of Foreign Languages (NECTFL) (USA), Online Educa Berlin, etc.

Delaporte, Stéphane is an Arabic teacher and educational webmaster of the Emilangues institutional website (focusing on CLIL/bilingual education). He also helps to manage and run the PrimLangues site (focusing on language learning in primary schools). He works for the foreign languages division of the CIEP (International Centre for Educational Studies), an agency of the French Ministry of Education. He has served on the editorial board of the SCEREN-CNDP Arabic language teaching journal, *MIDAD*, and takes a particular interest in the issues of interculturalism in teaching.

Dervin, Fred is a Senior Lecturer in French Studies at the University of Turku, Finland. His fields of research are modern foreign language didactics, intercultural communication and education, and discourse analysis. His latest research deals with the construction of identity and otherness in Erasmus students' narratives.

Gallagher, Anne A native speaker of Irish and English, Anne Gallagher is Director of the Language Centre and former Dean of Celtic Studies at the National University of Ireland, Maynooth. She has taught English at the universities of Bordeaux and Rennes, and Irish and English at the University of Brest. She has also taught Irish, French and German at third level in Ireland. She is a former President of the Irish Association for Applied Linguistics (2004-2007) and was a member of a government Gaeltacht Commission (2000-2002) appointed to propose measures to strengthen the Irish language in the Gaeltacht (Irish-speaking regions). Her current research interests are language testing, the teaching of Irish and multilingualism in Ireland. She sits on a number of committees dealing with issues around multilingualism, and is a member of the Comhairle (Advisory Board) of Raidió na Gaeltachta, Ireland's national Irish-language radio.

Hampel, Regine Dr is Senior Lecturer in Modern Languages (German) at the Open University in the UK. Her research explores theoretical and practical issues around the use of new technologies in language learning and teaching, focusing in particular on affordances of the new media, task design, tutor training, and learner interaction. She has written numerous articles and book chapters as well as a co-authored book on *Online Communication for Language Learning and Teaching* with Marie-Noëlle Lamy (Palgrave Macmillan).

Heyworth, Frank is one of the four programme consultants of the ECML, where he has worked in a number of projects, mainly in the fields of innovation, quality assurance in language education and in teacher education.

Komorowska, Hanna is Professor of Applied Linguistics and Language Teaching at Warsaw University. After the fall of communism she headed the Expert Committee for foreign language teaching and teacher education reform in Poland. Former Vice-President of Warsaw University and the Polish delegate for the Modern Languages Project Group of the Council of Europe, she is now member of the EU High Level Group on Multilingualism, consultant to the European Centre of Modern Languages in Graz and co-author of the *European Portfolio for Student Teachers of Languages*. She publishes widely in the field of FLT methodology and teacher education.

Lamb, Terry taught languages in secondary schools for 16 years, and now works at the University of Sheffield, where he is Director of Initial Teacher Education and of the MA in Applied Professional Studies in Education, as well as supervising doctoral students in his research fields of learner autonomy, linguistic diversity and language policy. Terry is convenor of the AILA Research Network on Learner Autonomy in Language Learning. Terry's work with a number of key national and international bodies involves him in policy development in the UK and beyond. He has also acted as consultant to the Ministries of Education in Malaysia and the Czech Republic on the development of learning and thinking skills, and been a visiting lecturer and keynote speaker in many countries. Since January 2007, he has been President of FIPLV.

Landsiedler, Isabel is the director of the Language Centre of Graz University, Austria. She has worked on a number of national and international projects on language learning (new media, language policy, quality assurance, etc.). Her main fields of interest are language learning and new media, learner autonomy, lifelong learning, language policy and quality assurance.

Lo Bianco, Joseph holds the Chair of Language and Literacy Education at the University of Melbourne and was formerly Director of the National Languages and Literacy Institute of Australia. He is also Honorary Professor in Language Education at the University of Hong Kong. He has worked on language policy, literacy planning, bilingualism and multicultural education in many countries including Australia, Sri Lanka, Vietnam, Western Samoa and Scotland. He is also the founder of the National Languages and Literacy Institute of Australia, and the author of Australia's first explicit language policy, the National Policy on Languages (1987).

Loranc-Paszylk, Barbara works as a lecturer (teaching academic English skills and European History in English) in the Department of International Relations at the Academy of Technology and Humanities, Bielsko-Biała, Poland. Her main field of expertise is applied linguistics and she has recently written a doctoral dissertation on the development of foreign language competence and academic language competence among the university students participating in a CLIL programme organised at the higher education level.

Marjut, Johansson is Professor at the Department of French Studies, University of Turku, Finland. Her research interests lie in the areas of pragmatics, interaction analysis and sociolinguistics as well as foreign language teaching and learning at the university level. She has been working on different genres of mediated interaction; on political media interviews and most recently on computer-mediated communication. She is also interested in multilingualism, in language policies and practices in the European Union and in ideologies and attitudes concerning languages.

Martyniuk, Waldemar was appointed as the new ECML Executive Director in October 2008, replacing the previous Director, Adrian Butler. He was formerly Assistant Professor of Applied Linguistics at the Centre for Polish Language and Culture of the Jagiellonian University in Krakow, Poland. Teacher trainer, author of textbooks, curricula and testing materials for Polish as a foreign language. Secretary of the State Certification Commission for Polish as a Foreign Language. Visiting professor and lecturer at universities in Germany (Bochum, Gießen, Göttingen, Mainz, Münster), Switzerland (Basel) and in the USA (Stanford University). Director of the Jagiellonian University School of Polish Language and Culture (2001-2004). Translator of the *Common European Framework of Reference for Languages* into Polish (2003). Seconded to the Council of Europe's Language Policy Division (2005-2006).

Newby, David is Associate Professor of Language Teaching Research and Methodology at the University of Graz, Austria. He has worked on a number of projects for the ECML and is the co-ordinator of the *European Portfolio for Student Teachers of Languages*. He has also worked extensively for the British Council and Council of Europe as an in-service trainer and consultant in a variety of countries. His main field of interest is pedagogical grammar.

O´Rourke, Bernadette is a lecturer in Applied Language and Sociolinguistics. Her research interests include minority language issues (with a particular interest in Galician and Irish), language policy and planning, language identity, multilingualism and intercultural communicative competence. She currently holds a Visiting Research Fellowship at the National University of Ireland, Galway.

Penz, Hermine is Assistant Professor at the English Department of the University of Graz. Her main areas of research include: discourse analysis, pragmatics and sociolinguistics with a focus on "language and culture" and "language in the media". Her current research focuses on using English as a *lingua franca* for intercultural communication at the ECML. She has participated in various ECML projects and served as a consultant for the Centre's second medium-term programme.

Sheils, Joseph is Head of the Department of Language Education and Policy at the Council of Europe. The Department consists of three units: Language Policy Division, European Centre for Modern Languages, European Charter for Regional or Minority Languages. As Head of the Language Policy Division he is particularly involved in developing European reference instruments and supporting member states in reviewing their policies to promote plurilingual education.

Soll, Maie is responsible for language teaching and learning among ethnic minorities at the Ministry of Education and Research. She participated in the ECML project VALEUR. She deals with questions of quality of language teacher training. She is writing her doctoral thesis about ethnic and national identity of language minorities at the University of Tartu.

Stickler, Ursula was born and educated in Austria. She moved to the UK in 1993 and, after working as a language tutor and language advisor at the University of Sheffield and Sheffield Hallam University, she moved to the Open University, Milton Keynes, in 2002. There she has written materials for three distance-learning courses for German and conducted research into tandem learning, autonomous learning and online language learning and teaching. She has given several presentations and published papers on these topics.

Stoks Gé studied English and Applied Linguistics in the Netherlands and Germany. He taught English at a Dutch secondary school before joining the Netherlands Institute for Curriculum Development (SLO). He was responsible for several major curricular reform projects, including the introduction of English in primary education, the reform of the modern languages curriculum in upper secondary education and the introduction of the *European Language Portfolio*. He was the representative of the Netherlands on the Council of Europe's Modern Languages Projects (1985-2001) and co-chaired the Modern Languages Project Group between 1996 and 1998. He now works as a teacher trainer at the Alta Scuola Pedagogica di Locarno in Switzerland, is co-owner of IDEA Sagl and a member of the editorial team of *Babylonia*.

Taylor Torsello, Carol is president of CercleS (European Confederation of Language Centres in Higher Education). She became full Professor of English Language and Linguistics in 1994, and since 1997 she has held the Chair of English Language and Linguistics in the Humanities Faculty at the University of Padua, Italy, where, besides teaching in undergraduate, graduate and doctoral programmes, she has directed the university language centre. She was President of AICLU (the Italian Association of University Language Centres) from 2001 to 2004. Amongst her research interests are systemic functional linguistics, linguistic approaches to literature, English language teaching and testing, and e-learning. She is the author of numerous articles and nine books, and editor of nine collected works.

Widlok, Beate studied Slavic and Romance languages and qualified to teach at junior and senior secondary level. She joined the Goethe Institute in 1988 and trained as a lecturer (including German as a foreign language). Her activities have included teaching work with many different target groups in Göttingen and Düsseldorf, and she has worked abroad for the Goethe Institute in Turkey, the Baltic states and Finland. In particular, she has focused on educational co-operation and the use of the Internet and music in teaching. Since 2006, she has been responsible for early foreign language learning and teaching methods for multilingualism at the head office of the Goethe Institute. A major focus of her work has been developing curricula and materials for early language learning from nursery school age. On behalf of the Goethe Institute, she has edited the specialist journal, *Frühes Deutsch*, and produced materials which can be consulted at www.goethe.de/Kinder.

Zielińska, Janina is Vice Chair of the FIPF (International Federation of French Teachers, a partner of Canal Académie (web radio of the Institut de France)), and Chair of the central and eastern Europe committee of the FIPF. In July 2007, she was appointed FIPF Adviser for European Affairs and is therefore also responsible for contacts with the ECML. She is director of Warsaw University's training college for French teachers and a specialist in language teaching methods. She was a member of the steering group of the JALING project (Janua Linguarum – The gateway to languages: the introduction of language awareness into the curriculum: awakening to languages, 2000-2003). She was previously involved in various other ECML projects, and also co-chaired a national training event in Poland in 2005 as part of the ECML TrainEd project.

Section 8:
Projects of the second medium-term programme of the ECML and their websites

Second medium-term programme, 2004-2007
Languages for social cohesion: language education in a multilingual and multicultural Europe

A – Coping with linguistic and social diversity

Valuing all languages in Europe (VALEUR)
www.ecml.at/mtp2/Valeur/html/Valeur_E_Results.htm
Project coordinators: Joanna McPake and Teresa Tinsley

Whole-school language profiles and policies (ENSEMBLE)
www.ecml.at/mtp2/Ensemble/html/Ensemble_E_Results.htm
Project coordinator: Antoinette Camilleri Grima

Linguistic diversity and literacy in a global perspective *(LDL)*
www.ecml.at/mtp2/Ldl/html/LDL_E_Results.htm
Project coordinator: Brigitta Busch

CHAGAL – Set Up
www.ecml.at/mtp2/chagal_setup/html/Chagal_E_Results.htm
Project coordinator: Grete Kernegger

B – Communication in a multicultural society

Intercultural communication training in teacher education (ICCinTE)
www.ecml.at/mtp2/Iccinte/html/ICC_E_Results.htm
Project coordinator: Ildikó Lázár

Language educator awareness (LEA)
www.ecml.at/mtp2/Lea/html/LEA_E_Results.htm
Project coordinator: Mercè Bernaus

Intercultural competence for professional mobility (ICOPROMO)
www.ecml.at/mtp2/Icopromo/html/Icopromo_E_Results.htm
Project coordinator: Evelyne Glaser

To get to know each other leads to better mutual understanding (Gulliver)
www.ecml.at/mtp2/Gulliver/html/Gulliver_E_Results.htm
Project coordinator: Magdalena Bedyńska

C – Professional development and reference tools

Cohesion of competences, coherence of principles (CoCoCop)
www.ecml.at/mtp2/Cococop/html/CoCoCoP_E_Results.htm
Project coordinator: Anne-Brit Fenner

A training guide for quality assurance (QualiTraining)
www.ecml.at/mtp2/QualiTraining/html/QualiTraining_E_Results.htm
Project coordinator: Laura Muresan

From Profile to Portfolio: A framework for reflection in language teacher education (FTE)
www.ecml.at/mtp2/Fte/html/FTE_E_Results.htm
Project coordinator: David Newby

Across languages and cultures (ALC)
www.ecml.at/mtp2/Alc/html/ALC_E_Results.htm
Project coordinator: Michel Candelier

ELP implementation support (Impel)
www.ecml.at/mtp2/impel/html/IMPEL_E_Results.htm
Project coordinator: Hans Ulrich Bosshard

Training teachers to use the European Language Portfolio (ELP_TT)
www.ecml.at/mtp2/Elp_tt/html/ELPTT_E_Results.htm
Project coordinator: David Little

Training teacher educators (TrainEd)
www.ecml.at/mtp2/Trained/html/TrainED_E_Results.htm
Project coordinator: Gabriela S. Matei

Group facilitation in language teacher education (GroupLead)
www.ecml.at/mtp2/GroupLead/html/GroupLEAD_E_Results.htm
Project coordinator: Margit Szesztay

D – Innovative approaches and new technologies

Web journals in language education (BLOGS)
www.ecml.at/mtp2/Blogs/html/BLOGS_E_Results.htm
Project coordinator: Mario Camilleri

Developing teachers of modern languages to young learners (TEMOLAYOLE)
www.ecml.at/mtp2/TEMOLAYOLE/html/Temolayole_E_Results.htm
Project coordinator: Marianne Nikolov

The CLIL quality matrix (CLILmatrix)
www.ecml.at/mtp2/CLILmatrix/html/CLIL_E_Results.htm
Project coordinator: David Marsh

Language case studies (LCaS)
www.ecml.at/mtp2/Lcas/html/LCaS_E_Results.htm
Project coordinator: Johann Fischer

LanguageQuests (LQuest)
www.ecml.at/mtp2/Lquest/html/LQuest_E_Results.htm
Project coordinator: Ton Koenraad

Section 9:
Projects of the third medium-term programme, 2008-2011, and their websites

Empowering language professionals: competences – networks – impact – quality

Projects of the ECML programme 2008-2011

Evaluation

Piloting and implementing the *European Portfolio for Student Teachers of Languages* (EPOSTL 2)

David Newby

Will work on supplementing the EPOSTL with examples of good practice and an information pack for stakeholders. http://epostl2.ecml.at/

Targeted sector: teacher education

Encouraging the culture of evaluation among professionals (ECEP)

Marie Berchoud (2008-2009), Enrica Piccardo (2010-2011)

Will familiarise teachers with CEFR; training kit for developing a culture of evaluation. http://ecep.ecml.at/

Targeted sector: all educational levels

Assessment of young learner literacy, linked to the *Common European Framework of Reference for Languages* (AYLLit)

Angela Hasselgreen

Will develop material to establish reading and writing levels linked to the CEFR. http://ayllit.ecml.at/

Targeted sector: primary level

Guidelines for university language testing (GULT)

Johann Fischer

Will develop guidelines for a task-based approach to testing in LSP (languages for special purposes) at university level. http://gult.ecml.at/

Targeted sector: tertiary level

***Common European Framework of Reference for Languages* level estimation grid for teachers (CEF-ESTIM)**

Claire Tardieu

Will adapt an existing online tool for teachers to use in linking exams to the CEFR. http://cefestim.ecml.at/

Targeted sector: secondary level

Quality training at grassroots level (QualiTraining 2)

Laura Muresan

Will disseminate the QualiTraining Guide elaborated within the last ECML programme. http://qualitraining2.ecml.at/

Targeted sector: all educational levels

Evaluation	**Training in relating language examinations to the *Common European Framework of Reference for Languages* (RelEx)** **José Noijons** Will disseminate support material for teachers on the basis of the Council of Europe *Manual for relating language examinations to the CEFR*. http://relex.ecml.at *Targeted sector: stakeholders in national language examinations*
Continuity in language learning	**Developing online teaching skills (DOTS)** **Ursula Stickler** Will develop a training kit for distance teaching. http://dots.ecml.at/ *Targeted sector: tertiary level*
	The *European Language Portfolio* in whole-school use (ELP-WSU) **David Little** Will focus on the role of the ELP in whole-school development processes embracing stakeholders at different levels (students, teachers, head teachers). http://elp-wsu.ecml.at/ *Targeted sector: secondary level*
	Training teachers to use the *European Language Portfolio* – follow-up project (ELP_TT2) **Margarete Nezbeda** Dissemination of ECML ELP teacher training kit. http://elp-tt2.ecml.at/ *Targeted sector: teacher education*
	Exploring cutting edge applications of networked technologies in Vocationally Oriented Language Learning (E-VOLLution) **Anthony Fitzpatrick** Will develop and update the existing ECML GRAZVOLL website on ICT materials for use in vocationally-oriented language learning. http://evollution.ecml.at/ *Targeted sector: vocationally oriented level*

Content and language education

Content-based teaching for young learners (EPLC)

Renate Krüger

Will develop CLIL teaching modules in three languages (French, German, Russian) for use in primary schools. http://eplc.ecml.at/

Targeted sector: primary level

Curriculum development for Content and Language Integrated Learning (CLIL-CD)

Maria Jesús Frigols-Martin

Will produce a macro framework for CLIL teacher education and design adaptable CLIL curricular models applicable for different languages and age-groups. http://clil-cd.ecml.at/

Targeted sector: primary, secondary, tertiary level

Content and Language Integrated Learning through languages other than English – Getting started (CLIL-LOTE-START)

Kim Haataja

In cooperation with project CLIL-LOTE-GO. Will produce guidelines and modules for teacher training for CLIL teaching in German as a foreign language, taking into account different patterns of teacher training curricula. http://clil-lote-start.ecml.at/

Targeted sector: primary, secondary, tertiary level

Good practice in Content and Language Integrated Learning for languages other than English (CLIL-LOTE-GO)

Gérard Schlemminger

In cooperation with project CLIL-LOTE-START. Will produce guidelines and modules for teacher training for CLIL teaching in French as a foreign language, taking into account different patterns of teacher training curricula. http://clil-lote-go.ecml.at/

Targeted sector: primary, secondary, tertiary level

Content-based teaching + plurilingual/cultural awareness (ConBaT+)

Mercé Bernaus

Will produce material for teachers and learners for CLIL teaching aimed at developing a plurilingual repertoire. http://conbat.ecml.at/

Targeted sector: primary and secondary level

Plurilingual education	
	A framework of reference for pluralistic approaches (CARAP) **Michel Candelier** Will develop the existing draft framework for pluralistic approaches into a purpose-built tool for teachers for promoting teaching/learning activities involving several varieties of languages or cultures. http://carap.ecml.at/ *Targeted sector: teacher education*
	Minority languages, collateral languages and bi-/plurilingual education (EBP-ICI) **Claude Cortier** Will develop a kit promoting plurilingual approaches for teachers working in regions where minority languages are spoken. http://ebp-ici.ecml.at/ *Targeted sector: primary level*
	Majority language instruction as basis for plurilingual education (MARILLE) **Klaus-Börge Boeckmann** Will examine teachers' strategies in dealing with linguistic diversity in classrooms and investigate support currently given by education systems. http://marille.ecml.at/ *Targeted sector: secondary level*
	Language associations and collaborative support (LACS) **Terry Lamb** Dissemination of ECML publications through the networks of language teacher associations. http://lacs.ecml.at/ *Targeted sector: all educational sectors*

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Languages for social cohesion

Languages for social cohesion

Language education in a multilingual and multicultural Europe

David Newby and Hermine Penz (editors)

The ECML's "Languages for social cohesion" programme (2004-2007) involved approximately 4 500 language professionals from Europe and beyond.

This publication focuses on key developments in language education promoted through the work of the European Centre for Modern Languages of the Council of Europe (ECML). It serves three main functions. Firstly, it summarises the ECML's contributions to fostering linguistic and cultural diversity in European societies. Secondly, it contains the proceedings of the ECML Conference, held in September 2007 at the University of Graz, to communicate the results of this programme to the wider public. Thirdly, it provides a preview of the projects which comprise the next programme of the ECML (2008-2011): "Empowering language professionals: competences – networks – impact – quality".

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ISBN
978-92-871-6428-5

http://book.coe.int
Council of Europe Publishing

€25/US$50