EMPOWERING LANGUAGE PROFESSIONALS
VALORISER LES PROFESSIONNELS EN LANGUES
SPRACHLEHRENDE IN IHRER ROLLE STÄRKEN

Promoting plurilingualism
Majority language in multilingual settings

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European Centre for Modern Languages
Centre européen pour les langues vivantes
Europäisches Fremdsprachenzentrum

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PROMOTING EXCELLENCE IN LANGUAGE EDUCATION

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Promoting plurilingualism – majority language in multilingual settings

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Part 1

What is MARILLE?

This publication is the result of a project of the European Centre for Modern Languages entitled "Majority language instruction as a basis for plurilingual education" (MARILLE). Frequent reference is made in the text to the project/publication through its acronym MARILLE.

For further information and materials relating to this publication, visit the website http://marille.ecml.at.

1 Introduction

Increased migration, multiculturalism and multilingualism in European countries is having an impact on the significance of languages in schools and consequently on the teaching of all languages, be it mother tongues, second or foreign languages. The full title of the MARILLE project is Majority Language Instruction as a Basis for Plurilingual Education and it is carried out within the context of the "Empowering Language Professionals" programme of the European Centre for Modern Languages (ECML). It focuses on an aspect which is often ignored by official school language policy because it is taken for granted by the people involved: the teaching of the ▶ language of instruction[1]. This language (or in some cases languages) is (are) most commonly also the ▶ official language of the country and, in many cases, the ▶ first language of the majority of school learners in the country (but not necessarily in the local area, the school or the class).

The school subject under consideration in this project is the one which the "Guide for the Development of Language Education Policies in Europe" (Council of Europe 2007) alternately calls the "national" or "official" language, "language of instruction" or ▶ "language of education". This has also recently been called the "language(s) of schooling" by the Language Policy Division (LPD) of the Council of Europe in its project "Languages in education, languages for education", which will be discussed later in this section. MARILLE, therefore, is looking at, for example, the school subject "German" in Austria, "English" in the UK or "Hungarian" in Hungary. We could call this subject the "language of instruction", but we agreed on a different term: ▶ "majority language".

We are not only using this term, as is often the case, in a situation where languages are in a classical majority-minority constellation, such as Burgenland Croatian as a minority and German as a majority language in Austria, Breton as a minority and French as a majority language in France, or Russian as a minority and Estonian as a majority language in Estonia. Majority language teaching in our understanding is taking place in all situations where national or regional official languages are the language of instruction in a school and are also taught as a separate school subject. Furthermore, there are countries and regions where several languages serve as languages of instruction, for example Luxembourg or Malta. In these cases we can assume that there are several privileged languages which together take the role of a majority language.

The teachers of majority languages traditionally – and in many cases even today – have less training for teaching a language as a second language or for developing the plurilingual repertoire of their learners than, for example, foreign language teachers. Today, however, learners in most regions of Europe bring many different languages to school with them. This means that the teaching of the majority language has to extend beyond teaching it as a first language and has to adopt elements of second language teaching. This is not, however, solely for the benefit of those learners whose first language is different from the majority language, but also for the benefit of "monolingual" learners whose first language is the majority language. This means that plurilingualism is an important component of

1 Terms preceded by an orange triangle are defined in the glossary in Part 4 of the publication.

education for all learners. To this end majority language teaching has to be an integral part of ► plurilingual education and all of its aspects, such as the development of a whole school language policy or the promotion of ► language awareness, as this involves, amongst other features, all language teachers developing strategies for co-operation.

MARILLE has made it its goal to research, collect and compare examples of principles, practice and strategies that show how plurilingualism can be fostered in majority language teaching in secondary schools. The project is mainly aimed at supporting teachers in secondary schools in dealing with plurilingualism, but should also provide advice on how education systems can deal with the challenges of ► multilingual societies and plurilingual learners in curriculum development, teacher education or school administration. The objective is to enable a "plurilingual shift" towards a new orientation of majority language teaching. In order to achieve this, we would like to reach the teachers themselves (with the help of professional networks and other multipliers), to help them develop their expertise above and beyond their original pre-service training so that they become agents of reform for the promotion of plurilingualism in majority language teaching.

MARILLE has connections to several other ECML projects in this current programme, as well as to earlier medium-term projects, such as Janua Linguarum (mainly focused on primary school), Tertiary Language Learning (mainly looking at foreign language classrooms), Language Educator Awareness (LEA) (geared towards teacher education) and VALEUR (documenting European plurilingualism with special regard to community languages). The most intensive relationship, however, is with the CARAP project (A Framework of Reference for Pluralistic Approaches; CARAP n.d.), since it also involves a systematisation of competences and activities with regard to the promotion of plurilingualism for supporting teachers, as does the MARILLE framework (presented in the following section). We believe that CARAP has achieved a great deal in clarifying a field that is often confusing, and it has provided a useful reference point when defining the MARILLE framework. In order to show how both projects are related, we are referring to some of the activities proposed by CARAP in the collection of resources and examples on our website. Some of our practice examples were even described using CARAP descriptors by the teacher proposing them. The approaches of MARILLE and CARAP are, however, fundamentally different. Without going into too much detail here, we would like to mention some of the differences.

- First of all, MARILLE explicitly deals with majority language teaching in secondary schools and therefore its scope is much narrower and concentrates on an area where plurilingual approaches have so far found the least recognition.
- The starting point of MARILLE is the traditional core content of majority language curricula, and therefore the focus is on integrating plurilingual approaches into "traditional" classrooms and achieving standard curriculum goals, rather than categorising pluralistic approaches and activities, as in CARAP.
- The MARILLE framework is not the main objective of the project but only functions as an orientation to explain and structure the other project outcomes, such as practice examples and "checklists" (reflective questions), and therefore it does not attempt to describe plurilingual competence fully and does not aim at the same level of refinement as the CARAP framework.

2 The LE project and MARILLE

The Languages in Education, Languages for Education (LE) project of the Council of Europe has been running since 2005 and, like MARILLE, it deals with languages of instruction in schools – mostly the national or official languages and the first languages of the majority of learners. In many contexts, however, these are a second (or additional) language because learners have different first languages. The LE project regards the needs of second language learners in terms of their competence in the national or official language as part of the complex fields of plurilingualism and linguistic diversity, while insisting at the same time that their linguistic abilities should not be reduced to their competence in their second language.

The original aim of the LE project was to develop a Common European Framework of Reference for Language Education in complement to the Common European Framework of Reference for Languages (Council of Europe 2001). In the meantime, instead, an interactive platform is being developed which should help to provide coherence and transparency in discussions and decision-making in relation to (language) policy on a national and international level. Some of the aspects which the interactive platform seeks to deal with are aims, results, content, methods and approaches taking account of the evaluation of the languages of education in the school. It is intended to focus on the needs of all learners in compulsory schooling, with particular consideration of 'vulnerable groups', that is learners who face disadvantages in the present system, such as learners whose first language is not the majority language (Council of Europe 2011).

For our work, the results of the LE project were and are, of course, of great interest, as we are indeed working on one aspect of the larger LE project and can benefit from the ideas and concepts developed there. Figure 1 shows the structure of the LE project. The top field in the overview shows the starting point – the learners and all languages present in the school, whether these are those languages brought in by the learners or those taught as school subjects, that is, regional, minority and migration languages and "traditional" foreign languages.

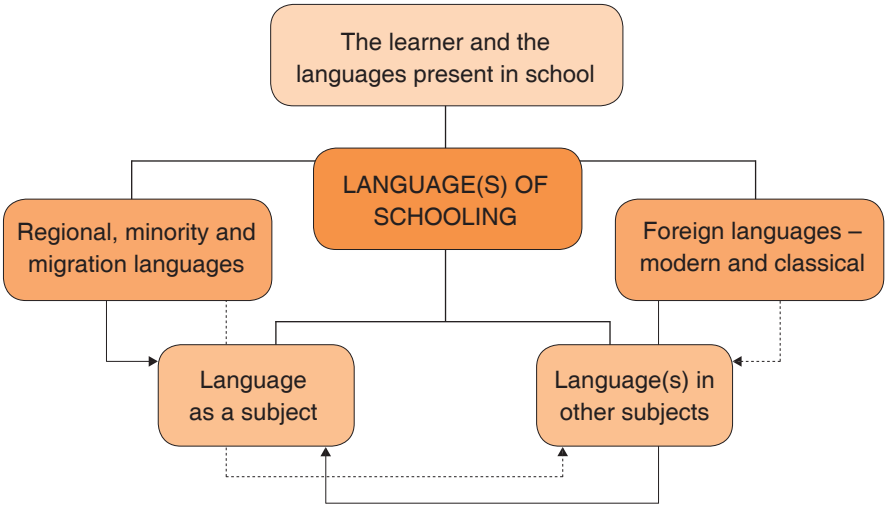


Fig. 1: Overview from the project Languages in Education, Languages for Education (Council of Europe 2011)

The central three fields designate the area that is particularly interesting for MARILLE: the "language(s) of schooling" which are taught as a subject, as well as having special significance as a medium for relating subject matter in other school subjects ("language(s) in other subjects"). The arrows from the fields on the far right and left to the central fields refer to the fact that foreign languages are also not only taught as a subject, but can play a role in other subjects – for example in the content and language integrated learning (CLIL) approach – or that regional, minority and migration languages are also partly taught as subjects and in some cases used as language(s) of instruction.

The two aspects of language(s) of schooling, namely language(s) as a subject and language(s) in other subjects, should not be viewed separately, because it is the very links between them that are of crucial importance when studying the educational and academic functions of language(s). The main functions of both aspects and the ways in which they are interrelated, are briefly explained below.

2.1 Language(s) as a subject

This list offers some examples of the functions of majority language teaching, for example "German" in Austria. For a more detailed description of the core contents of majority language teaching please refer to the section on the MARILLE framework in this publication and the tables illustrating the knowledge, understanding and skills of learners and teachers in the majority language classroom as seen from a plurilingual perspective.

- The main function of majority language teaching in most countries is the teaching

of general reading, writing and oral communication skills in various genres and text types.

- Another important, but sometimes overlooked, function of majority language teaching is to familiarise learners with the (dominant) culture, to contribute to identity building and to provide cultural information (for example by working with literary texts).
- A third essential function, of enhanced relevance in a multilingual context, is the development of procedural competences in working with texts and other information sources – competences of central importance for subject-oriented communication in other subjects (Fleming 2008).

Since the majority language itself is the focus of MARILLE, it is clear that it concentrates on the aspect of language(s) as a subject. However, in order to provide a full picture of the functions of majority language, it is important for us also to address the aspect of language(s) in other subjects (see section 2.2) and to consider the links between the two aspects (see section 2.3).

2.2 Language(s) in other subjects

The relevance of language(s) in teaching subjects other than language subjects has often been underestimated. However, its role is becoming increasingly widely recognised, and we often hear phrases such as "every teacher is a language teacher" when discussing learning and teaching. The LE project of the Council of Europe also states that language education takes place in all subjects: "subject learning is always language learning at the same time" (Vollmer 2007a: 1; see also Vollmer 2007b). Nevertheless, this knowledge is by no means familiar to all subject specialists.

Recognition of the significance of language(s) in other subjects is crucial. The language of the subject represents the knowledge structure of that subject and is one of the central tools for studying it. Language competence is thus an integral part of subject competence, and the two can hardly be separated from each other. Of course those for whom this has the most serious implications are learners who do not have the language of instruction as a first language.

2.3 Links

Three aspects of the links between language(s) as a subject and language(s) in other subjects will be briefly explained below. These emphasise the central role of language(s) and especially the language(s) of schooling for success in school. Other sections of this project publication will discuss other aspects.

- What has been said in 2.2 implies that learning a new subject largely consists of learning a new language. This is why learners of language(s) in other subjects

can draw on their experience and competences from language(s) as a subject that they have acquired beforehand or are acquiring simultaneously. For example, learning strategies or knowledge and understanding of systems and structures from language(s) as a subject can be applied to other subjects.

- The features of technical-academic language use (*Bildungssprache*) are relevant for both language(s) as a subject and language(s) in other subjects. It is "conceptually written language" and is more specific, explicit, abstract, formal and coherent than spoken everyday language. Concrete linguistic peculiarities in German technical-academic language, for instance, are increased use of the passive voice, the subjunctive, nominalisations and composite nouns (Gogolin, Neumann and Roth 2007: 59).
- Even the teaching of language(s) as a subject is not teaching of "pure language", because there is subject-specific communication in language subjects as well, such as when interpreting literary texts or analysing language, and this is why skills and structures for subject-specific discourse can be transferred or further developed from language(s) as a subject.

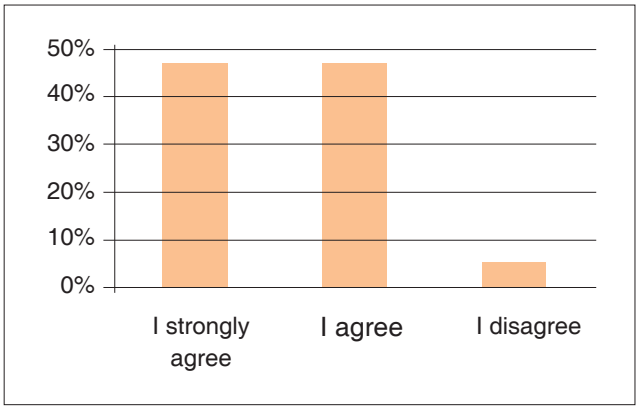
2.4 Implications for MARILLE

From these basic considerations of the LE project, the following points are of relevance to our project MARILLE.

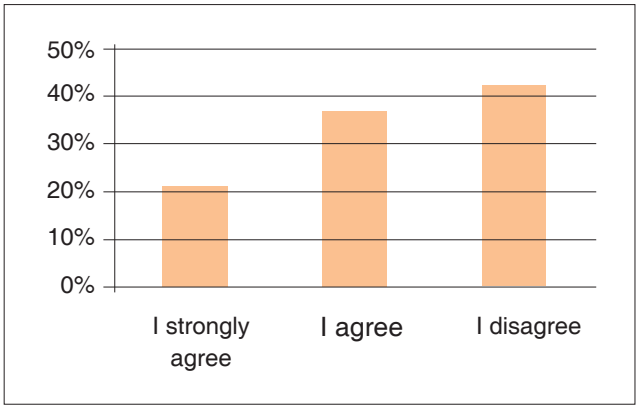
- Learners are bringing different ► languages (of origin) to the classroom. This means that there is not always a common linguistic base and this needs to be developed gradually (mainly in the majority language classroom).
- Therefore, majority language teaching has to develop from its traditional orientation to first language towards second language teaching, and towards an appreciation of plurilingualism and multilingualism.
- The linguistic base for the whole of school education, at least for all the subjects that are taught in the language(s) of instruction, has to be developed in the majority language classroom.

3 The MARILLE-questionnaire

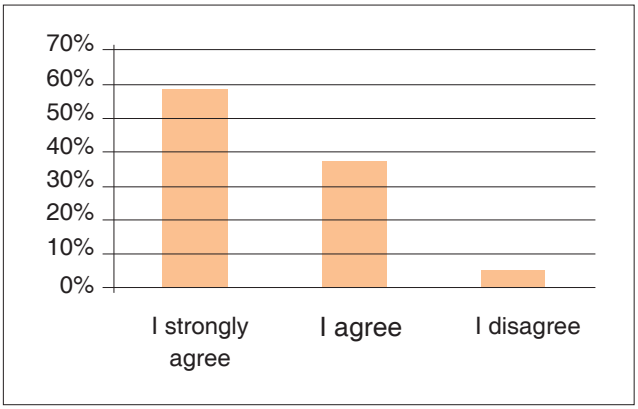
The participants in the MARILLE project, coming from different countries across Europe, filled in an online questionnaire in November 2009 and this demonstrated the importance of developing a plurilingual approach for the majority language classroom. The results (below) reflect perceptions of the situation in the participants' home countries.



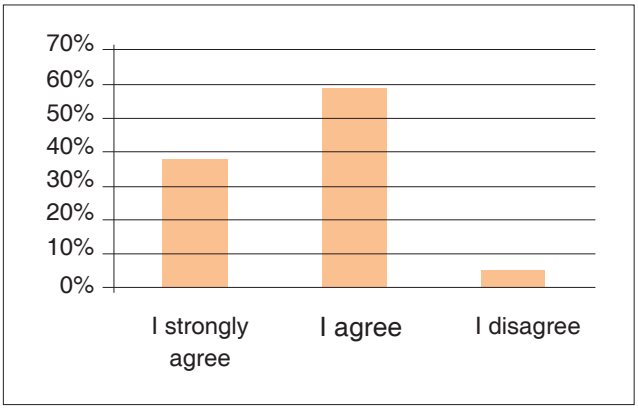
Question 2: The majority language curriculum should reflect plurilingualism.



Question 3: Plurilingualism in the classroom is generally considered to be a problem.



Question 4: Many teachers are not sure how to deal with linguistic and cultural diversity in classrooms.



Question 5: The classroom practice in the majority language classroom should promote plurilingualism.

A large majority thinks that it is extremely important for curricula (question 2) and teaching practice (question 5) to follow guidelines on plurilingualism. In reality, however, plurilingualism seems to be still perceived as a problem (question 3). Teachers are also overburdened with having to deal with diversity in classrooms (question 4)[2]. This suggests, therefore, that there is a demand for change to promote plurilingualism in all areas of education, in curricula and material development as well as in teacher training, school organisation and, finally, in practical classroom teaching.

2 The other questions of the survey are not discussed here.

With regard to changes in the system, participants want the borders between majority language, foreign language and minority language teaching – that is, all language subjects – to be eliminated.

> The different languages taught in a school should strengthen their collaboration. The invisible borderline that usually separates mother tongue (majority language), majority language as a second language, different foreign languages and different mother tongues (minority languages) should vanish and all these different languages should act as a united whole.[3]

It is very interesting to see that plurilingualism in itself is seen as a very positive resource, but often only in combination with the "right" languages, that is, English or other "high status" languages.

> A large majority associates a positive evaluation of plurilingualism with the prestige of a given language.

Plurilingualism in children is only seen as successful if they reach a monolingual level in all their languages. Nevertheless, very often people think of plurilingual children as having deficits, because people only consider their competences in the majority language, which can sometimes be perceived as deficient.

> Because the focus lies on improving the learners' competence in the majority language, their plurilingualism is often considered to be in deficit and is tackled in this way. The higher the school class that the student reaches, the greater teachers perceive the problems with these learners (compare with the study by Hilde Weiss, 2008).

For many European countries, the presence of increasing numbers of children with different mother tongues in school is still very new. This explains why only a very few initiatives and approaches have been developed.

> Plurilingualism is not considered as a problem. It is mostly ignored.

Even in countries that have long experience of linguistically diverse classrooms, attitudes change slowly. It takes politicians a long time to acknowledge that the curriculum has to be adapted and that much more has to be done if "new" minority languages are to be an integral part of society. It is therefore the responsibility of those elements in society who have experience in dealing with diversity on a daily basis to develop and enable the spread of changed attitudes towards multiculturalism and plurilingualism.

> Plurilingualism in my country is only considered to be a useful resource among educated people and those concerned with migration.

Many teachers of the majority language are not ready to face a linguistically diverse classroom, because these changes have happened relatively quickly. The majority language is mostly taught as if it were the mother tongue of all learners in the class.

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3 This and the following quotes in this section all come from responses to the online MARILLE questionnaire.

Teachers seem not to have enough background information and seldom have the chance to follow a training course on multilingualism. This was succinctly expressed by one of the participants.

> Ten to fifteen years ago 99% of our pupils had the same mother tongue. This has been changing fast, but teachers are not fully prepared to face this reality.

The situation is especially challenging among people who believe that the influx of new minorities threatens their own language. Such people find it difficult to even consider the potential value of the migrant languages.

4 An experience from Austria: using multilingualism in teaching German[4]

Multilingualism is part of everyday life in many Austrian classrooms. About 16% of all learners are using (an)other language(s) besides German in their daily life. In urban areas the percentage of learners with first languages other than German is considerably higher – often 50%, 70% or even 90% of the learners in the class.

When the MARILLE project is presented, teachers in in-service training events sometimes react with astonishment or slight irritation. In most cases, however, the idea of using and promoting the multilingualism present in the classroom during the majority language class in German meets with great interest. Teachers who work in migration contexts, in particular, have already had various experiences with this situation. They do not have to be won over to the idea, but find arguments themselves and know how to convince colleagues, superiors, and also parents and learners, that the German class has room for many other languages.

Reflection box

1. In what ways would the majority language classroom benefit from an inclusive approach which takes into account and makes the most of all learners' language repertoires?
2. Why would other languages used in the majority language classroom not hinder learners' development in the majority language?
3. Could you think of the possible benefits of developing the learners' plurilingualism?
4. If you can say without any doubt that your learners' first language is the majority language, how would a plurilingual approach to teaching the majority language impact on them? Is it relevant to them?

(Questions by Alexandra Melista)

4 This section is based upon the experiences of Anna Lasselsberger as an in-service teacher trainer in Austria.

Part 2

Promoting plurilingualism in majority language teaching

1 Background

The MARILLE framework is intended as a tool to facilitate the development of a more inclusive majority language classroom environment, with the aim of recognising, supporting and promoting plurilingualism. The framework identifies a number of fundamental ideas which together will contribute to the transformation not only of the curriculum content, but also to learning and teaching approaches. Figure 2 offers a visual overview of the framework which is explored in this section.

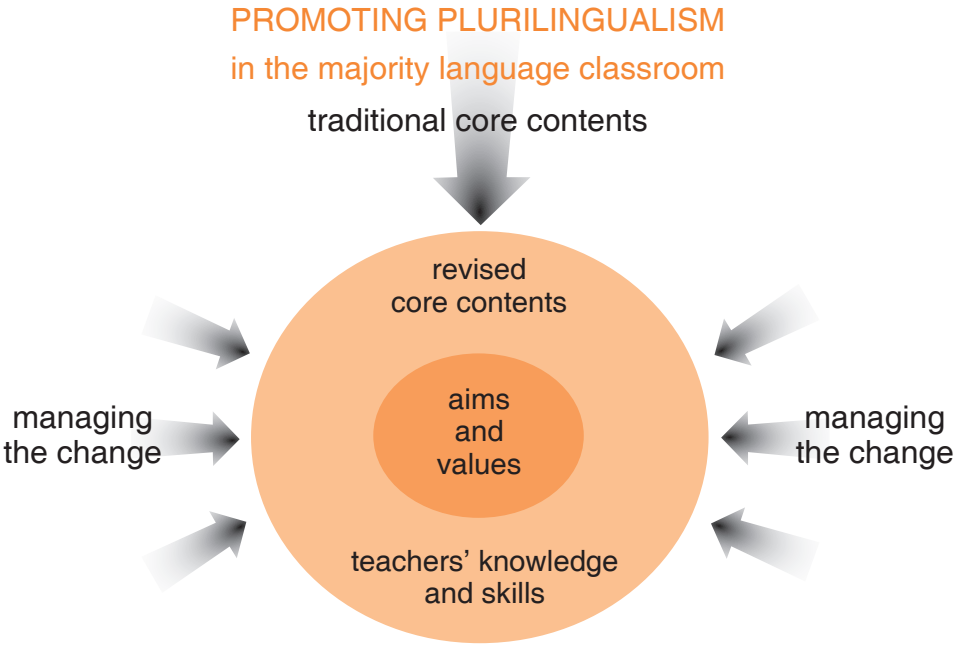

Fig. 2: The MARILLE framework

This description of the framework begins by identifying the aims and underpinning values of a curriculum designed to promote plurilingualism. It moves on to describe the core contents of such a curriculum, which acknowledge the features of a traditional majority language curriculum, while expanding on them in line with the aims and underpinning values identified. This section then moves on to a consideration of the types of teacher knowledge and skills which are required if learners are to benefit from the new curriculum, and finally outlines strategies which will enable the change from a traditional curriculum to this more inclusive one to happen.

2 Aims and underpinning values for promoting plurilingualism

In order to promote plurilingualism, enabling all learners to develop their full range of language and languages, it is crucial to educate *all* learners to be part of an increasingly multilingual society. Learners need to feel safe and secure in their plurilingualism, and this will be affected by the views of the wider society. If all learners learn to enjoy the diversity of languages in their communities, to develop curiosity about them and, with this, respect and esteem for languages and those who are plurilingual, this will provide an environment in which learners can be proud of their own plurilingualism. Plurilingualism should be an aspiration for all, with increased motivation to get to know more about languages in general, as well as learning more languages. Both a stimulus and an outcome of this is the appreciation and enjoyment of different cultures, literatures and texts, discourses, styles and genres. All learners also need to develop a critical perspective on language, challenging and rejecting language which is inherently racist and hence challenging racism per se. This includes informing parents and, sometimes, challenging their assumptions, as they may not themselves understand the benefits of developing their children's plurilingualism.

It needs to be recognised that an education which promotes plurilingualism concerns all learners and all subjects. It must be inclusive, acknowledging and building on all language skills, no matter how slight, and recognising a range of proficiency profiles and cultural backgrounds. Any plurilingualism is an asset to society, and the curriculum as a whole and the learners experiencing it can benefit from all of the language capacities which learners possess. An environment which values plurilingualism can increase confidence, enjoyment and awareness in using various languages, while enabling learners to develop a strong and positive sense of their own identities. Respect for learners extends to including their voices in their own learning, through pedagogical innovation aimed at developing learner autonomy and ownership of learning processes and outcomes.

Aims and underpinning values for promoting plurilingualism

- educate *all* pupils for a multilingual and multicultural society through developing enjoyment of and curiosity, respect and esteem for languages
- increase motivation for learning languages and/or getting to know more about them
- appreciate and enjoy different cultures, literatures and texts, different discourses, styles and genres
- challenge and reject (language) racism
- inform parents about the benefits of developing their children's plurilingualism
- recognise that plurilingualism concerns all learners and all subjects
- be inclusive of learners with varying language skills, proficiency profiles and cultural backgrounds
- benefit from all the language capacities learners possess
- increase confidence, enjoyment and awareness in using various languages
- support identities work
- include student voice: learner autonomy and ownership of learning processes and outcomes.

3 Core contents: learners' knowledge, understanding and skills

As with many accepted curriculum models, this proposed curriculum consists of two dimensions: knowledge and understanding, and skills. The construction of knowledge and understanding provides the basis for analysis and enjoyment of different aspects of multilingualism, such as accessing texts and interacting with others. Skills development enables learners to use this knowledge in order to engage with their own as well as other languages and to build relationships between these languages as well as with those who use other languages. More detail is given in Table 1 below.

3.1 Learners' knowledge and understanding

In order to value plurilingualism, learners need to gain knowledge and understanding of the following: different languages and language systems; various literatures, texts, discourses and genres; language learning and language proficiency; language functions and language use; and social and intercultural understanding.

The development of curiosity and respect for languages and language itself, including for those who use different languages in their lives as well as for different language systems, is fundamental to the development of a sense of esteem for our own linguistic repertoires. The curriculum needs to offer opportunities to learn about and enjoy different languages and language systems, for example through exploring similarities and differences, in order to provide an environment in which plurilingualism is valued and to enhance sensitivity towards one's own language use.

Majority language classrooms tend to include the study of literature as a major part of their curriculum. This includes a focus on the thematic content as well as linguistic devices which impact on the reader. In order to nurture an appreciation of diversity, various literatures, texts, discourses and genres should be included. These will reflect a range of cultural and linguistic contexts, and will also include texts which describe and develop empathy with plurilingual and intercultural experiences.

Learners should develop the confidence to enable them to expand their linguistic repertoire throughout their lives in order to be able to adapt to any situation which might arise. Knowledge about language learning and language proficiency provides the basis for this. Metalinguistic knowledge facilitates the analysis and transfer of structures and patterns from one language to another, as well as supporting learners in becoming more autonomous in their language learning. Metacognitive knowledge offers underpinning support to learners' management of their own learning by developing awareness of effective language learning processes, their own learning needs, strengths and weaknesses, the tasks available to support learning, the strategies they might employ and their learning progress. Together they enable learners to learn languages more effectively for specific circumstances.

Knowledge and understanding about language functions and language use nurtures greater sensitivity in the use of learners' own languages, as well as others they may learn. They will be able to communicate more effectively in different social contexts, as well as becoming more aware of the impact of the language used and its links to identity. They will also learn why people use different languages in different social and cultural contexts, thus understanding and appreciating the benefits of plurilingualism.

By becoming more sensitive to ways of building on individual strengths, linguistic or otherwise, as well as to ways of working collaboratively in groups, learners will develop a deeper social and intercultural understanding. This will enable learners to value the contributions of others and help to break down prejudice and social fragmentation, as well as supporting a sense of identity.

3.2 Learners' skills

In order to support the development of this knowledge and understanding, as well as to enable learners to continue to extend it, learners will need to develop the following: skills of investigation and language use; skills in self-directed (language) learning; and skills in interacting, networking and discussion.

Skills of investigation and language use will enable learners to apply their knowledge and understanding and to become autonomous language learners and users. They include skills of observation, discernment, application, research and critical analysis, and reflection in order to access both language and meaning from different cultural and linguistic frames of reference. They also include the development of the communicative language skills of speaking, listening, reading and writing, both separately and in combination.

Learners' confidence and motivation for learning new languages is enhanced when they have opportunities to develop their skills through exposure to opportunities for self-directed (language) learning. This includes the development of skills in planning, monitoring and evaluating learning, as well as ways of exploiting resources and other opportunities for learning and using language in unpredictable contexts.

Learners need the opportunity to work together with a wide range of groups and individuals in order to develop the skills of interaction, networking and discussion which will prepare them for life in diverse communities. These skills imply a capacity to build relationships with others who come from different backgrounds, to communicate sensitively and appropriately, to empathise with different ways of communicating, to experiment with language and develop flexibility in its use, to find a voice and to mediate between users of different languages.

Major points	Detailed points (examples)
Knowledge and understanding	
Different languages and language systems	▪ linguistic knowledge and terminology needed to understand and discuss language ▪ analytical work with languages ▪ awareness of the languages spoken in school and the wider community ▪ knowledge of ways of comparing languages/ language varieties, spoken and written, standard and non-standard (structural features, communicative conventions, etc.) ▪ understanding of how and why languages change and develop over time
Various literatures, texts, discourses and genres	▪ texts from and about various cultural and language areas ▪ texts about plurilingual and intercultural experiences ▪ analysis of the ways in which language is used in different literatures
Language learning and language proficiency	▪ metalinguistic knowledge: recognising structures and patterns, developing rules ▪ metacognitive knowledge: managing one's own learning ▪ understanding of the different language skills needed in different situations
Language functions and language use	▪ registers related to genres and different social contexts ▪ impact of different ways of using language in different social contexts and texts ▪ relationship between language and identity and language and culture

Social and intercultural understanding	▪ understanding of how team work can help to get better results ▪ understanding of learning through interaction
Skills	
Skills of investigation and language use	▪ observing, identifying and comparing linguistic elements and phenomena ▪ observing, identifying and comparing cultural elements and phenomena ▪ applying skills and knowledge mastered in one language to another, and thus making optimum use of all the languages in one's repertoire ▪ strategic skills: reading for learning; linguistic clues for inferring meanings on various textual levels; speaking for different purposes ▪ accessing, understanding and interpreting oral and written information with varying cultural conventions ▪ using reference material with varying cultural emphasis and reworking information ▪ interpretation skills: critical analysis and reflection, clarification and explanation of the (cultural) meaning attributed to texts describing various cultural contexts (e.g. novel, story, poem)
Self-directed (language) learning	▪ increasing responsibility for one's own learning and the ability to develop one's own approaches to (language) learning ▪ finding alternative opportunities and resources for learning ▪ developing proficiency in planning, monitoring and evaluating one's own learning and the ability to define new goals on the basis of progress ▪ showing willingness to experiment more with one's learning ▪ applying metacognitive strategies and analogy, using principles of abstraction and generalisation

	▪ making use of previously acquired knowledge about languages and learning
Interacting, networking and discussing	▪ capacity to interact and establish relations and to work collaboratively with people from varying cultural, linguistic, learning and religious backgrounds ▪ linguistic/social capacity to organise team work ▪ ability to select the appropriate language register for a particular purpose ▪ ability to play with language ▪ mediation skills: translating from one language to another; summarising in one language a text written/ heard in another language

Table 1: Core contents: learners' knowledge and skills

4 Teachers' knowledge, understanding and skills for promoting plurilingualism

A multilingual group brings both challenges and resources to majority language classrooms. Teachers also face new kinds of expectations and demands from their knowledge and skills. The construction of knowledge and understanding leads us to consider the aspects of language learning in both first and second language, linguistics and didactic understanding that have not been considered in mainstream classrooms. Skills development enables teachers to use this knowledge in order to develop their classroom practices and engage with their colleagues across the curriculum. More detail is given in Table 2 below.

4.1 Teachers' knowledge and understanding

In order to promote plurilingualism, teachers need to gain knowledge and understanding of the following: first and second language acquisition processes and intercultural learning, basic linguistics and didactic knowledge about first *and* second language teaching.

In order to be able to focus on learners with varying language skills and proficiency profiles and to support individual pathways, teachers need to understand the first and second language acquisition processes which affect their learners: what kinds of steps and errors are typical of these processes and how can they be supported in an effective and timely way. Knowledge of plurilingual competence and the ways in which different languages are interrelated and interact in human cognition also helps in teaching. The ability to place oneself in the learners' position and to reflect on their own backgrounds provides a teacher with an insight into the cultural experiences and emotions which learners might face.

In addition to knowledge related to learning processes, a basic knowledge of linguistics is also required in order to be able to analyse language typologies and features of unfamiliar languages. Teachers should also be provided with tools for exploring the characteristics of language use for various purposes and appreciate the differences between genres.

Didactic knowledge about first and second language teaching derives from understanding the learning processes and the ability to evaluate them. It enables teachers to use their general language expertise in order to apply appropriate teaching methods according to the learners' needs.

4.2 Teachers' skills

When encouraging student voice and motivating all pupils to appreciate and learn languages, as well as educating them for a multilingual and multicultural society, the pedagogical skills needed include the following: inclusive, differentiated practice in order to manage language diversity in the classroom; building on learners' linguistic experience

and skills; flexible application of methods of teaching the language of instruction as a first or second language; ability to promote autonomous learning and support ownership of learning processes; language teachers' ability to work together via an interdisciplinary approach; and collaboration with other teachers in developing the transversal role of language as medium of teaching and learning other subjects.

Promoting the multilingual classroom requires inclusive, differentiated practice and language diversity management in the classroom. It is essential to create spaces for learners' languages in order to develop a mutual respect for all languages and their use in the classroom. Direct contact with a range of languages makes them a natural part of the school community and helps in creating an atmosphere where language skills are seen as aspects of people's identities and flexible tools in schoolwork and social relationships.

In order to contribute to this multilingual classroom, a special effort is required to promote and enhance learners' individual plurilingual repertoires. In order to achieve this, classroom activities should build on learners' linguistic experience and skills. In a multilingual society it is important to make all learners aware of their own plurilingualism and offer them possibilities to use their language repertoire, including both languages and dialects, in sensitive ways. Providing opportunities to make productive use of the repertoire learners possess leads to an appreciation of the contribution of little-known languages, as well as the usefulness of even limited linguistic skills, and that these are valuable resources.

In a linguistically and culturally diverse classroom teachers are required to develop skills in the flexible application of methods of teaching the language of instruction as a first or second language, in order to provide all learners with meaningful and learner-focused learning tasks. Close co-operation and shared projects with colleagues are of great help in reflecting on and developing one's pedagogical thinking. Optimal language learning often occurs when language is integrated with content, providing the learner with an authentic need for language use, and when teaching supports learners in interaction and participation. A balanced focus on all language skills both in teaching and assessment makes learners aware of their proficiency profiles and helps them in setting realistic goals for their own learning.

Applying the idea of lifelong language learning requires from learners an ability to reflect and develop their learning processes, styles and strategies. Teachers' ability to promote autonomous learning and support ownership of learning processes is essential and has a continuous impact on learning paths long after the end of a specific course or school. Aims set for learning should therefore encourage learners to think beyond the classroom and empower them with the kinds of skills and attitudes that are needed in autonomous and self-directed learning.

In the multilingual school, it is important that language teachers working in different types of language classroom collaborate to support their learners' various language learning needs. This means that teachers of the language used most commonly in the school classroom, of languages being taught as foreign languages and of languages which are used by children outside the classroom need to collaborate in order to share teaching strategies and build on all children's linguistic repertoires in all language-oriented lessons. Language teachers

should be able to work together using an interdisciplinary approach. Many practitioners have introduced good examples of this kind of co-operation, but finding the best local practices naturally requires openness to new ideas, long-term co-working, negotiation of meaning and the development of shared activities which focus on certain phenomena to be learnt. It also demands the development of an increased, multilingual awareness of language and languages in order to enable teachers to see where learners might benefit from, for example, linguistic comparison.

The language experts in school share a mission and therefore their co-operation has a special importance in promoting plurilingualism. Nevertheless, collaboration with other teachers is also needed in developing the transversal role of language as a medium of teaching and learning other subjects. Through this collaboration, all teachers can learn to appreciate their role as language teachers and support their learners in transferring all their linguistic skills to other subjects. Both learners and teachers ought to recognise the central role of language in learning all school subjects. Action research might serve as a tool in continuing professional development within the school community. Learners might also take part in these research projects.

Major points	**Detailed points (examples)**
Knowledge and understanding	
Knowledge of first and second language acquisition processes and intercultural learning	▪ knowledge of the different language acquisition and/or learning processes in first, second and foreign languages (e.g. phases/sequence of acquisition, strategies in second language learning, role of first language, interlanguage) ▪ knowledge of what plurilingualism and plurilingual competence is (definitions, characteristics, forms, etc) and of different hypotheses about bi-/plurilingualism ▪ knowledge about misconceptions about language learning (e.g. avoidance of transfer from first language, of code-switching and language mixing) ▪ developing one's own subjective theory of language acquisition and use ▪ cultural awareness and reflection about one's own (inter)cultural experiences and emotions
Basic knowledge of linguistics	▪ knowledge of language theories (e.g. language typologies, language structure, characteristics of language for general vs. special purposes, etc)

	▪ knowledge of sociolinguistics ▪ general language expertise: ability to analyse features of unfamiliar languages
Didactic knowledge about first *and* second language teaching	▪ knowledge about teaching all the language skills in a second and/or foreign language ▪ knowing the difference between methods for first, second and foreign language teaching ▪ knowledge about (alternative) teaching methods and ability to evaluate and apply them according to the learners' needs
Skills	
Inclusive, differentiated practice: language diversity management in the classroom (multilingualism)	▪ demonstrating the effort and ability to let all languages have a meaningful role in the classroom ▪ showing respect for all languages ▪ creating spaces for learners' own languages, culture and traditions, making languages visible ▪ offering direct contact with various languages (including minority languages)
Building on learners' linguistic experience and skills (plurilingualism)	▪ showing the importance of languages in the world (including English and the other traditional school languages, but not focusing on them alone) ▪ raising learners' awareness of all languages they possess (e.g. strategic and language competences, language repertoires, languages, varieties and dialects) and offering opportunities to use their language repertoire ▪ showing learners that little-known languages/dialects can also be a resource ▪ being able to productively make use of transfer between languages and ability to design activities engaging learners' full language repertoire ▪ making the most of learners' previously acquired knowledge and skills

Flexible application of methods of teaching the language of instruction as first or second language	▪ being able to reflect on one's own teaching and to develop it ▪ being open to classroom visits and constructive ideas of others ▪ respecting varying/individual learning rhythms/ speeds ▪ being able to integrate content and language learning ▪ addressing all language skills (listening, speaking + interacting, reading, writing) ▪ setting meaningful learning tasks ▪ designing the activities according to the needs in learners' everyday life and supporting learners in interaction and participation
Ability to promote autonomous learning and support ownership of learning processes	▪ helping learners to understand their learning strategies ▪ helping learners to learn effective ways of studying languages ▪ showing learners that it is never too late to learn a language, emphasising lifelong learning in languages ▪ developing strategies for learners to learn autonomously ▪ promoting a learner-centred classroom
Language teachers' ability to work together via an interdisciplinary approach	▪ developing possible ways for teachers of different language subjects to co-operate ▪ listening openly to other language teachers' ways of teaching ▪ developing shared activities focusing on a certain phenomenon to be learnt

Collaboration with other teachers in developing the transversal role of language as a medium of teaching and learning other subjects	▪ enabling learners to transfer majority language knowledge and skills to other language and non-language subjects ▪ recognising the central role of the majority language as a basis for learning in all subjects ▪ continuing professional development in the school community (e.g. through action research activities)

Table 2: Teachers' knowledge, understanding and skills for promoting plurilingualism

5 Strategies for change management

The development of a learning environment conducive to the promotion of plurilingualism is a project which requires considerable commitment to the aims and underpinning values which this entails. It also involves a strategic approach to bringing about change. In order to achieve this, it will be necessary to petition a broad range of support. Such support will need to come from those responsible for the organisation of the school, as well as from curriculum developers, teacher educators, both in initial and in-service teacher education, professional networks, producers of learning materials and researchers (see Table 3 for detailed information).

In order to bring about change, the whole school organisation needs to facilitate a developmental rather than a conservative approach to education. Schools need a certain amount of autonomy in order to develop flexibility in school structures and organisation. The school needs to be responsive to its context, given that every context is different. This requires that the school is an integral part of its community, reflecting its nature and needs. To avoid assumptions about what is appropriate, it needs to promote involvement of the language (and cultural) communities, which includes of course the fostering of parental involvement and consultation through, for example, establishing partnerships with parents' organisations. It also involves schools working together to ensure that local needs are met. School networks will facilitate better partnerships between schools, as well as the sharing of resources and the collaborative development of materials. The curriculum needs to be enriched and learning support enhanced through reaching out to external partners, including the setting-up of flexible co-operation with social workers and various relevant organisations. Coherence will be supported by projects which penetrate all levels of school organisation at local and regional levels. The curriculum also needs to be constructed in such a way that activities combining majority, foreign and minority languages can be supported. Of course this all constitutes a very different type of school organisation, with new requirements for head teachers and other members of staff. For this reason, in-service training has to be provided for head teachers in order to raise their awareness of issues relating to plurilingualism. Such awareness will lead to increased levels of continuing professional development and training for the whole school community, including non-teaching staff. For change to happen, everyone in the school community needs to be involved in developing a whole-school strategy which penetrates every aspect of the organisation and which has clear shared aims to address jointly selected issues. A senior member of staff with responsibility for such issues, together with a range of specialist mentors, will need to monitor, maintain and sustain development of a positive ethos.

Curriculum developers at whichever level is appropriate (national, regional, local) also need to be enlisted for change to take place. They will need to provide curricula which articulate appropriate aims and objectives, principles and content, as well as learning and teaching strategies. Such a curriculum needs to follow an integrative approach, crossing subject borders and including assessment strategies which support plurilingualism rather than negating it. The focus needs to be on the process of learning and not just the product.

Of course the hidden curriculum should not be forgotten. Existing hidden messages which arise from a "monolingual habitus" need to be exposed, broken down and reconstructed to create attitudes which are conducive to plurilingualism.

In order to achieve the above, the support of initial and in-service teacher educators needs to be enlisted. There is much to be gained by the joint training of student and in-service teachers, especially as many experienced teachers will be new to these issues. All languages and all types of language learning need to be valued, and the implication of this is that language teachers, rather than perceiving themselves as just teachers of one specific language, should see themselves as general language experts prepared to promote all language development, including languages which they do not speak themselves. This demands training opportunities which will raise their awareness of the implications of having different languages and cultures in teaching situations, including how they might benefit all learners, how plurilingual learners gain from exploiting their plurilingual repertoire, and ways of avoiding situations which might militate against this. It is best achieved through building teams to work across subjects and to develop plurilingual approaches, and training opportunities can galvanise this, with trainers organising teamwork in which teachers work together towards a common goal in order to develop the required knowledge and skills for the multilingual context, as well as to collaboratively prepare learning material. Training methods can include working with video material of effective practice, bridging theory and practice to create a deeper understanding and application of the learning. Innovative approaches to professional development can also include encouraging teachers to gain living experience in other countries.

Professional networks are another source of support. These may be facilitated by teacher associations, national and international organisations (such as ECML), or other types of face-to-face or virtual networking opportunities which bring teachers together and disseminate effective practice in plurilingual education. Through facilitating networks of institutions at different educational levels, from pre-school to higher education, such networks increase the possibility of reaching (and teaching) *all* teachers, as well as enabling them to share what they are doing at a grass-roots level.

Publishers of learning resources must also accept their responsibility towards the multilingual society, providing plurilingual materials which are able to support teachers in achieving their aims. These materials should reflect the reality of plurilingualism in all subjects across the curriculum, not just in language lessons but beyond. The development of virtual learning environments on school websites is also an important tool in the 21st century for establishing teacher-teacher, teacher-student, and student-student interaction on issues related to the plurilingual curriculum aims.

Support from school organisation

- develop flexibility in school structures and organisation/autonomy
- promote involvement of the language (and cultural) communities
- foster parental involvement and consultation, establish partnerships with parents' organisations
- school networks: facilitate better partnership between schools (sharing of resources, collaborative development of materials)
- set up flexible co-operation with social workers and various relevant organisations
- set up projects which penetrate all levels of school organisation (local and regional)
- set up activities combining majority, foreign and minority languages
- provide in-service training for head teachers in order to develop awareness of plurilingual issues
- provide continuing professional development and training for the whole school community, development of a whole-school strategy with shared aims and jointly selected issues
- designate responsible staff, including specialist mentors, to maintain a positive ethos and sustain its development

Support from curriculum developers

- provide curricula which articulate objectives, principles, content and also learning and teaching strategies
- follow an integrative approach with curricula crossing subject borders and assessment appropriate to plurilingualism
- focus on learning process and not just the product
- make the "hidden" curriculum visible (break down the "monolingual habitus" and construct one which is conducive to plurilingualism

Support from initial and in-service teacher education

- provide combined training for student teachers and in-service teachers
- perceive language teachers rather as general language experts than teachers of one specific language with a view to them also promoting languages they do not speak themselves

- raise awareness among teachers of the implications of different languages (and cultures) in teaching situations
- build teams to work across subjects and to develop plurilingual approaches
- ensure all language teachers work as a team towards a common goal in order to develop the required knowledge and skills for the multilingual context
- prepare learning material collaboratively
- link theory and practice, e.g. through work with video material of effective practice
- encourage teachers to gain living experience in other countries

Support from professional networks

- disseminate the ideas of plurilingual education
- facilitate networking with institutions at different educational levels
- reach (and teach) *all* teachers

Support from learning materials

- provide plurilingual materials
- provide cross-curricular materials
- establish interactive school websites for teacher-teacher, teacher-student and student-student interaction

Support from research

- promote project collaboration with universities
- provide support for and from action research

Table 3: Strategies for change management

Reflection box

1. Do I have a plurilingual class? What languages are spoken in my class? What are the first languages (mother tongues), heritage languages, home languages, additional languages or varieties/dialects?
2. How do I as a teacher and my school in general support learners' language repertoires?
3. What is my own language repertoire like? What hinders me from benefiting from it?
4. What skills do I need in order to bring the learners' language repertoires into the classroom? How can I acquire them?
5. What do I know about teaching languages, bilingualism, plurilingualism or intercultural education? How can I improve my knowledge?
6. Where do I find examples of successful implementation of plurilingual education in the majority language?
7. Who else in the school is interested in implementing plurilingual education in the majority language? Are there possibilities for co-operation/ team work/ cross-curricular projects?
8. Can I establish co-operative networks with schools, training institutions, professional associations and school administrators to help me in my work?

(Questions by Eija Aalto and Alexandra Melista)

Part 3

Plurilingualism in practice: practice examples

The MARILLE project has from the very beginning taken a bottom-up approach to its work. Even the conceptual framework described in the previous section has very practical applications: to provide teachers with an overall understanding of what plurilingualism could mean in the majority language classroom and to offer direct help and tools for working towards the project's aims.

In order to offer concrete examples of ways in which schools are promoting plurilingualism, we asked teachers in different countries to describe effective practices they have implemented in their classrooms. Below we present five examples of these practices, which focus on genres and grammatical issues typical in majority language classrooms. For more concrete suggestions and ideas related to effective practice please visit the project website at http://marille.ecml.at.

The five examples presented in this section each consist of a description of the concrete activities along with their connections to the conceptual framework in Part 2. They illustrate how the aims, values, knowledge, understanding and skills can be put into practice. It is clear that activities aimed at fostering plurilingualism usually correspond to more than one aim and strengthen the learners' competences in various aspects of knowledge and understanding, as well as developing different skills in multifaceted ways.

The first example focuses on the issue of children's rights, including work with different languages, and provides an opportunity for students to involve their whole linguistic repertoire. This example also shows an efficient way of combining (majority) language teaching with other subjects, and thus demonstrates a way of crossing subject borders. Language here is not only a school subject but is also used in its function as a medium for subject teaching. In addition, it expands this approach to include not only the majority language but also other languages, thus reflecting a plurilingual approach. This example is therefore an illustration of the approach promoted by the Council of Europe in the LE project (see Part 1).

Example 1: “Children’s Rights – in more than one language”

Anna Lasselsberger, Paula Bosch, Alexandra Melista (contextualisation: A. Lasselsberger)

Description of the lessons

This series of lessons explores children’s rights in different languages and helps students to discover how children’s rights are implemented in various countries around the world. It can be used in mainstream majority language teaching and second language classrooms, as well as in subjects such as History or Social/Political Studies for learners aged 12+.

The basic material for the lessons is an abridged and simplified version of the United Nations Convention on the Rights of the Child (published by the Austrian Federal Ministry of Education, Arts and Culture / Bundesministerium für Unterricht, Kunst und Kultur). This material makes the content of the Convention easily accessible even to younger learners and is available in 24 different languages, including many of the common minority languages.

Students receive a copy of the simplified Convention in a language they do not speak and have to work in groups to guess the language. In the next step they are asked to name characteristics of the text genre – even if they do not understand the language – and to infer the meaning of the text using a variety of clues (e.g. numbers, cognates, function words such as prepositions), comparing the language of the text to other languages they know. Students who know the language(s) may of course act as experts and provide feedback to the groups.

While this part of the lesson plan focuses on language awareness and thus can be easily integrated into the majority language classroom as well as any second language classroom, the next steps may help to foster plurilingualism in subjects such as history or social/political studies.

Students or groups of students can be asked to carry out research into how the convention and the standards laid down in it have been implemented in different countries around the world. Online research might be performed in any language of their choice (though younger learners may need close guidance in this).

The information gathered has to be carefully chosen, structured and condensed in order to create new texts (essays, posters, collages, etc.) in the majority language and/or any language present in the group. Finally, the results of their work are presented to the class in the majority language.

The framework in action

The lessons correspond with the following aims:

- be inclusive of learners with varying language skills, proficiency profiles and cultural backgrounds;
- recognise that plurilingualism concerns all learners and all subjects;

- benefit from all the language capacities learners possess;
- include student voice: learner autonomy and ownership of learning processes and outcomes;
- educate *all* pupils for a multilingual and multicultural society through developing enjoyment of and curiosity, respect and esteem for languages;
- increase motivation for learning languages and/or getting to know more about them;
- appreciate and enjoy different cultures, literatures and texts, different discourses, styles and genres.

In this example, the "traditional" core contents of both subjects – the language of schooling/majority language and history/social studies/political studies – are extended by including different languages. The language awareness activity at the beginning of the lessons can, if desired, focus on the foreign languages taught as part of the school curriculum. In a multilingual context, however, working on the languages present in the classroom offers a fruitful opportunity for raising awareness of the languages spoken in school and the wider community. Students are asked to identify and observe linguistic phenomena and to apply skills and knowledge mastered in one language to another, thereby making optimum use of all the languages in their repertoires.

When carrying out research into children's rights in different countries around the world, students are using reference material with varying cultural emphasis and reworking the information gathered. Working in multilingual groups helps students to use their linguistic capacity to organise team work, and this enhances their capacity to interact and establish relationships, as well as to work collaboratively with other learners from varying cultural and linguistic backgrounds. Finally, in preparing the products and presentations students will develop mediation skills, translating and summarising in one language a text written in another language.

The multilingual approach to children's rights outlined above aims at celebrating the multilingualism present in the classroom, raising all learners' awareness of the languages present and also providing an opportunity to draw on the first language capacities of the learners. If teachers decide to employ such an approach, the following reflective questions should be answered beforehand:

- How many languages are spoken the classroom, and which? Where can I find basic information on these languages?
- What is the proficiency of the plurilingual students in their first languages or in any other languages they speak?
- Which students feel confident enough in their first language to act as language experts?

Finally, it has to be stressed that, in the lessons, students should be free to use any language they wish and at no point should they be obliged to work in a particular

language. Students who feel shy or uncomfortable in using their first language should be encouraged sensitively but at no point forced to do so.

This example can, of course, be carried out in monolingual classrooms, as the text can be made available in all of the foreign languages commonly taught in schools. Learners can therefore work with the language of schooling and improve their knowledge of different foreign languages. Whilst this example used the same text in different languages, it can also be very stimulating for learners to work with the same text genre, but using texts from different language and cultural backgrounds. Working with literature and texts from different cultural contexts can help students to explore if and to what extent these texts are written in similar or different ways while covering similar topics. In the next example newspaper articles are used. The example draws on a broad language repertoire – the majority language, a foreign language studied at school and the learners' first languages – and provides an excellent illustration of how all of these languages can be meaningfully used in order to achieve a common target, as well as be compared with each other.

Example 2: "Working on news"

Alexandra Melista

Description of the lesson

Twenty-four students, 16-17 years old and in late secondary education, bring to the classroom newspaper articles referring to accidents and teenagers from Greek, Albanian and English newspapers (paper versions). All students have Greek (school/official/majority language) and English (school's first foreign language), and six students have Greek, English and Albanian (heritage language), to various degrees.

The students work in eight groups. One group reads articles from Albanian newspapers, four groups read articles in Greek, while the rest read articles in English. Their task is to choose two stories in English, two stories in Albanian and two Greek pieces on these particular topics. Students read the pieces through and answer questions on worksheets referring to their content and form, with the aim of identifying and describing the language usage, as well as the specific characteristics of the text form. When they have finished, the groups exchange worksheets and newspaper articles (one Albanian-speaking group hands the Albanian material to the other Albanian-speaking group in exchange for the Greek material which they have studied). They check their classmates' answers and discuss problems as a whole class using another worksheet which aims at organising and interpreting similarities and differences in language style and text form in all three languages. They then rewrite (they do not translate) the English news articles in Greek, the Greek ones in English or Albanian, and the Albanian ones in Greek. Finally, they discuss as a whole class the issues raised and they evaluate their own texts.

The framework in action

This lesson plan corresponds with the following aims:

- be inclusive of learners with varying language skills, proficiency profiles and cultural backgrounds;
- educate *all* pupils for a multilingual and multicultural society through developing enjoyment of and curiosity, respect and esteem for languages;
- benefit from all the language capacities learners possess;
- increase confidence, enjoyment and awareness in using various languages;
- include student voice: learner autonomy and ownership of learning processes and outcomes.

In this example students can use their language repertoire and benefit from the language proficiency of their classmates. They can also develop curiosity and respect for all languages and cultures in the school community. In this lesson plan, students observe similarities and differences in language structures and styles in three languages, as well as

learning about similar conventions in a particular text genre in different cultures. They also explore the relationship between language forms and text genres in different languages, as well as the relationship between culture and language usage in newspaper articles. They become aware of their own languages by comparing and identifying structures and communication strategies, and they are enabled to distinguish ways of encoding messages in different languages. Students gain practice in switching codes effectively, in applying skills and knowledge mastered in one language to the other in the framework of the same text genres, and in reworking information in different cultural contexts. They also have the opportunity to explore how different cultures deal with the particular topics (accidents and teenagers) in newspapers. Students feel more secure in languages and cultures that are present in the wider community, while parents can play an active role in helping students and teachers to approach texts in languages in which they have little or no proficiency.

Above all, this practice example shows that adjustments can easily be introduced into the majority language classroom in order to revise the "traditional" core content and promote an inclusive approach to teaching of all of the languages in a student's repertoire.

This lesson plan is focused on a specific language use and text genre. Teamwork, intense reading strategies and feedback from classmates are its main features. Students are urged to study in detail language use and text genre in the languages which make up the class's language repertoire. Carefully designed worksheets, aimed at scaffolding learning, play a crucial role in this practice example. Furthermore, the teacher has to help students locate and interpret language structures, for example, in language(s) they have less mastery of (see Table 2 above). Parents' involvement can of course be very helpful in such cases.

Newspapers have always played a crucial role in the majority language curriculum, as have folk tales. In the next example, learners are asked to compare a text genre, in this case folk tales, in different languages. A wide range of languages and cultures can be included in the activity. As in the first example, learners will use all of their language capacity, infer meanings and use all text clues to understand the overall content. Mediating skills are fostered through encouraging the learners to retell the story in another language.

Example 3: “In the world of folk tales”

Alexandra Melista

Description of the lesson

Students (13-14 years old and in early secondary education) in a multicultural and multilingual class work in groups formed according to their language background (Albanian, Ukrainian, Russian, English, Polish, Urdu, Georgian, French). Each group has to choose a magic folk tale written or narrated in the language of the group. Their task is to present the fairy tale to the other groups of students in a short film made by using Windows Movie Maker. Their sources can be the Internet, books, music CDs, family or social environment or others. They have to record the tale in their language and add written background in order to illustrate the narration. After having created the video, they exchange their work with another group in the classroom. At this stage each group has to watch a video in a language they do not speak or understand. Their new task is to find out what the tale in the video is about with regard to the cultural background and then write and/or retell the tale in the majority language (Greek, in our example). The group which knows the language can provide feedback to them. Finally, in the whole group, students compare storytelling patterns in different folk tales, cultural elements, fairy tale language structures or vocabulary in different languages.

The lesson has various positive features: interaction, group work, use of new technologies and, probably, family involvement. A very wide variety of languages in different forms (written or not) will be used. Cultural background information will also be needed, searched for and “visualised”. Coding and decoding strategies will be used and developed as well. The disadvantage of this example maybe lies in the extensive use of new technologies, as students need to be able to use specific software, though this is another opportunity for learning. This practice example can also be carried out as a 4-5 hour project.

The framework in action

This lesson plan corresponds with the following aims:

- be inclusive of learners with varying language skills, proficiency profiles and cultural backgrounds;
- benefit from all the language capacities learners possess;
- include student voice: learner autonomy and ownership of learning processes and outcomes;
- educate *all* pupils for a multilingual and multicultural society through developing enjoyment of and curiosity, respect and esteem for languages;
- increase motivation for learning languages and/or getting to know more about them;

- appreciate and enjoy different cultures, literatures and texts, different discourses, styles and genres.

In this practice example, teachers take into consideration all students' language capacities and cultural backgrounds, which are often ignored in the majority language classroom. Students who have limited capacities in certain languages will have the opportunity to benefit from their classmates' skills, not only as far as languages are concerned, but also regarding new technologies and ways of learning through them, searching for resources and using them in order to convey a message. This kind of lesson develops curiosity not only for foreign languages spoken in the students' environment, but also for foreign literature, art, traditions and ways of life. Students become aware of the diversity of languages and cultures within their community.

Furthermore, students develop skills and strategies in understanding codes which are unknown to them. Metacognitive knowledge will also be acquired, since students have to collaborate and organise their own learning. They are encouraged to combine oral and written texts, music and pictures, Internet texts and information, and previous knowledge and experience. They have to observe, identify and compare sounds, words, letters and characters from different writing systems, storytelling patterns and cultural elements, in order to make sense of a complex framework of narrative created by their classmates. They have to apply skills and knowledge from their language repertoire, infer meaning from clues drawing on a wide range of linguistic and cultural backgrounds, and make use of mediation skills, transferring stories from one language to the other. They have to find similarities and differences in folk tales from many countries and reach conclusions about this particular genre and its universal characteristics or peculiarities.

Parents will also have the opportunity to get involved in the process by providing material and supporting students' activities in a language which they may not know very well. In some respects, the teacher will function as a student in this practice example. His/her role is to organise group work, facilitate the transfer of knowledge and language skills from one language to the other, and encourage students to make use of previously acquired knowledge and skills.

The next example differs from the ones above, as it is not a lesson plan that can be accomplished in just a few hours. Instead, it describes a whole-year programme focusing on inclusive grammar activities, which involves an analysis of all languages spoken in the classroom, as well as foreign languages being learnt in school in relation to the majority language.

Example 4: “Grammar and reflective language exercises”

Isabelle Limami

Description of the programme

This example is not a plan for one lesson, but rather a curriculum for a whole year. It demonstrates an approach that was used in a third grade class in France. Grammar activities in the majority language are here completely integrated into all language teaching activities, and these activities always involve making comparisons with numerous languages. Some of these languages are spoken by learners in the class, some are foreign for all children, but there is no discrimination of languages according to perceived status.

At the beginning of this one-year programme, it is advisable to use an “icebreaker” to show the students how rich their language repertoires already are. In this example this is called “Presentations around the world”, and encourages students to recognise the diversity of languages as a means of communication. This material also aims to demonstrate the role of oral and written communication in developing phonological awareness (links between spelling and phonics, segmentation) and oral discrimination. It can be seen as a first step in learning a first foreign language in school.

The next stage draws on activities from the “language awareness” approach. Useful sources of ideas are the Evlang and Janua Linguarum projects and EOLE (Education et ouverture aux langues à l’école). These activities are integrated into the French grammar curriculum. All the activities aim to develop the students’ knowledge in the following ways:

- deepening the cognitive connection between spelling and phonics (French phonographic deficit compared to other Romance languages, French as an inflected language, the importance of non-audible graphemes);
- developing skills of analysis of word formation (developing morphosyntactic competence: how derivation, compound word building, inflection and nominalisation work);
- identifying and understanding the syntax of different languages in comparison to each other (verb syntax, affirmative and negative sentences, the place of adjectives);
- identifying and developing knowledge of the different word classes (nouns, determinants, adjectives, verbs) in a comparative manner with the respective first language as reference point;
- understanding the origin of words, that is, the etymology of words, and showing the strong connections in language families (this aspect of the language lessons can effectively be connected to history or geography lessons and thus lead to a cross-curricular approach in teaching).

This approach incorporates many advantages, such as the recognition of all languages spoken in the classroom, the wider community and the world, and the valorisation of these

languages. Students can explore these languages and build strong connections between them. It is very valuable for schools that *all* languages can be integrated in the curriculum: the languages of the students, unfamiliar languages and foreign languages learned in school. The language of the majority is used as the basic means of communication. It can enhance students' performances in language(s) by creating motivation and facilitating transfers between languages. The students' metalinguistic knowledge can be enriched through a cognitive-constructivist approach to learning.

Some difficulties can be encountered when language teachers want to work in a cross-curricular way. Another problem may be that some teachers do not see the possibility of including many languages in their majority language classroom, as grammar is often taught in a very traditional, normative way.

The framework in action

This lesson plan corresponds with the following aims:

- be inclusive of learners with varying language skills, proficiency profiles and cultural backgrounds;
- recognise that plurilingualism concerns all learners and all subjects;
- benefit from all the language capacities learners possess;
- increase motivation for learning languages and/or getting to know more about them.

Furthermore, students can develop varying aspects of knowledge and understanding. They get to know different languages and language systems and they learn about how languages differ in their functions and their use. In this curriculum, students are often encouraged to work in a team, and this experience can enhance their social and intercultural understanding.

Students can be encouraged to develop many skills, in particular the skills of investigation and acquisition. As a class or in small teams, they can interact and discuss grammar from different perspectives.

Instead of starting from the language of the majority, this curriculum focuses on the students in the classroom themselves, taking as a starting point their language biographies and their linguistic knowledge. With this as a starting point, their knowledge and skills about languages, including the majority language, are expanded. Students learn to interact, share their views, help each other, respecting their differences and acquiring self-confidence. They learn that language is social before being academic.

This curriculum needs teachers to have wide knowledge and many skills. Of course, the teacher has to have the knowledge about first and second language acquisition processes and intercultural learning. It is important for him or her to use different teaching approaches and to be flexible in applying methods of teaching the language of instruction as first or second language. He or she should enable students to see all the language capacities

that they themselves possess and be well equipped to support autonomous learning and ownership of the learning process.

All of this can be achieved especially well by the primary teacher, as he or she teaches (almost) all subjects to the students. He or she can incorporate learning with and through languages not only in the language classroom, but also in the mathematics or history classrooms. He or she can create links between the subjects and between languages whenever possible.

As seen in the above curriculum, it is essential that teachers not only know "their" majority language, but also understand the learning and teaching of foreign/second languages. Teachers do not need to know everything about all the languages used in the classroom, but they should encourage the students themselves to find connections between languages. Furthermore, they should have a basic knowledge of language typologies and language families.

The next and final example in this section shows how teachers can plan one/several lesson(s) regarding a specific grammar phenomenon and still incorporate all languages spoken in the classroom. Working in a team can be seen to help students make connections between languages.

Example 5: “Word classes in the news and ads”

Eija Aalto

Description of the lesson

Learners (about 13 years old and in secondary school) revise word classes which have been studied already in primary school. First they work in groups formed according to their language background. All the mother tongues should be represented but also other languages learners know should be put to use in this activity. Each language group chooses a short piece of news related to a topic jointly agreed in the class, and a couple of advertisements aimed at a particular target group. They pick up and list all the verbs, nouns, adjectives, numerals and pronouns and count the number of each of them. After this they compare the news and advertisements together using questions such as the following:

- Which word classes are most prominent in each genre and which are less common?
- How do words in the same word class differ from each other in news and advertisements? For example, what types of adjectives are used, which verb forms (imperatives, passive forms, finite forms) are typical, are there any pronouns and which persons do they refer to?
- Why do differences occur?

Learners also pay attention to the form patterns of a particular word class in that language, for example what is typical for nouns, how you often recognise adjectives, which words are longest or shortest. In order to become aware of the characteristics of a specific language, they can translate the words into another language and explore how the word form changes.

In the second phase, learners work in mixed language groups and they present their results to learners from other language groups and compare the findings from various languages. They discuss the characteristics of the word classes in different languages. Those who do not know a particular language then make an effort to make short sentences using the words listed. The sentences can follow simple sentence patterns such as adjective-noun-verb-noun/adjective. Those who know the language can give feedback and explain crucial requirements, such as word order, which are necessary to form comprehensible sentences.

Finally, the learners discuss why it is useful to be able to distinguish word classes from each other and how they can use that knowledge in different situations.

The framework in action

This lesson plan corresponds with the following aims:

- be inclusive of learners with varying language skills, proficiency profiles and cultural backgrounds;
- benefit from all the language capacities learners possess;

- include student voice: learner autonomy and ownership of learning processes and outcomes;
- educate *all* pupils for a multilingual and multicultural society through developing enjoyment of and curiosity, respect and esteem for languages;
- increase motivation for learning languages and/or getting to know more about them;
- appreciate and enjoy different cultures, literatures and texts, different discourses, styles and genres.

This activity both requires and develops multifaceted knowledge and skills in learners. It focuses both on patterns in language use and the forms and meanings of word classes. Learners need linguistic terminology and metalinguistic skills to be able to recognise structures and patterns, develop rules of language use, and discuss language analytically. Simple counting is also involved, which is less common in the language classroom.

It is essential that all languages are considered to be valuable and of interest. Optimally, the activity illustrates similarities and differences between genres and displays how the same functions and meanings are expressed in different languages. As the foreign languages studied at school are also examined in the activity, a step is taken to cross the threshold from the majority language to foreign languages. Learners not only become aware of the first languages of their classmates but also see the traditional school languages in relation to the mother tongue.

The activity develops understanding of texts from various cultural contexts and the ways in which language is used in them. The ability to observe, identify and compare cultural elements and phenomena is developed.

The activity builds very much on learners' linguistic skills and experience. In order to attain the aims of the activity, learners need a capacity to work collaboratively and to learn through interaction. Everyone can act as an expert in his/her own language. In that sense the activity strongly supports autonomous learning and learners' own ownership of learning processes and outcomes.

In all five practice examples presented in this section it was stressed that this teaching approach needs teachers to be committed to developing and reflecting on their teaching and willing to explore carefully both their learners' prior knowledge and skills and their current learning processes. It is important to know which languages are present in the classroom and which of the students feel confident enough to use their mother tongues or less known languages in public. In order to be able to support learners from various linguistic and cultural backgrounds to progress on their individual learning paths, teachers need a constructive attitude towards diversity and considerable knowledge and skills which might not have been included in their prior university education.

Reflection box

1. Can you imagine a practice example that would encourage autonomous learning in a plurilingual classroom?
2. Why should a (majority language) teacher have knowledge about second and/or foreign language acquisition processes and teaching methods/ practices? Why is the knowledge about the linguistic background of the learners in the classroom important?
3. Why can cross-curricular projects and activities be appropriate for promoting plurilingualism? Can you think of an example?
4. What difficulties would you face if you decided to use one of the contextualised examples in your classroom? What reactions would you expect? What difficulties could you encounter?
5. What resources do you need to apply a plurilingual approach in your classroom? How can you get more information or guidance?

(Questions by Alexandra Melista)

Part 4

“Checklists”: reflective questions on promoting plurilingualism for different roles in education

1 Reflective questions for teachers

- Do I have a plurilingual class? Which languages are spoken in my class? What are the first languages (mother tongues), heritage languages, home languages, additional languages or varieties/dialects?
- If none are present, how can I encourage the learners to look around and find out which languages or language forms are spoken in their environment?
- What do I know about those languages and cultures? How can I learn more about them? Do I have personal resources such as a rich language repertoire that I can exploit for promoting plurilingualism?
- Am I aware of my learners' emotional and social backgrounds? Can I establish co-operative networks with social workers and guidance teachers/psychological counsellors?
- Is there an opportunity for me to gain new insights into multilingualism and plurilingualism by experiencing life in a foreign country through scholarships or exchanges?
- What skills do I need in order to bring the learners' language repertoires into the classroom? How can I acquire them?
- What do I know about teaching languages, bilingualism, plurilingualism or intercultural education? How can I improve my knowledge? (Language teachers)
- What methods and strategies are available for my subject in order for me to bring the learners' language repertoires into the classroom? How can I find out about them? (Subject teachers)
- How can I get more information and training with respect to plurilingual education in the majority language?
- Who else in the school is interested in implementing plurilingual education in the majority language? Are there possibilities for co-operation/team work/cross-curricular projects?
- Who is going to support me/us inside and outside the school – head teacher, colleagues, parents, partner schools, professional networks, school administration, in-service trainers, wider community, etc?
- Is there any teaching material and how can I find out about it and get it? Do I have to produce my own material? Can anybody help me with producing materials?
- How am I going to evaluate what I have achieved? Is it possible to focus on the learners' learning processes instead of learning outcomes/products? Do I act as a "reflective practitioner" and can I co-operate with universities or other training/research institutions to establish action research activities?
- How/where can I find out more about other languages in the classroom and get at least some basic information (e.g. on pronunciation, writing system, some important words, etc.)?

2 Reflective questions for teacher educators

- Which languages are teachers/will student teachers be confronted with in schools?
- What is expected of teachers/will be expected of student teachers in schools?
- How is multilingualism handled administratively/legally in primary and secondary schools in my country?
- Is there special support for the majority language as a second language in schools?
- How should (student) teachers themselves handle multilingual situations?
- What kind of knowledge/skills do (student) teachers need in order to be prepared for a plurilingual approach? How can they best develop this knowledge/these skills?
- How do I prepare student teachers to deal with multilingual settings successfully from a psychological and educational perspective?
- Is it feasible/necessary to offer special courses to (student) teachers on how to introduce/integrate linguistic and cultural diversity into their teaching?
- How am I going to make (student) teachers aware of the benefits of plurilingual education in the majority language? How can I motivate them to try out plurilingual approaches?
- What kind of examples of successful implementation of plurilingual education in the majority language can I provide and how (presentation format/training event type)?
- How can I explore (student) teachers' attitudes towards cultural and linguistic diversity and how can I make them aware of these attitudes?
- How can I teach my students to value other linguistic and cultural groups and their members?
- How can I teach (student) teachers not only to accept, but also to actively promote plurilingualism/multilingualism?
- How can I motivate (student) teachers to exploit their own personal resources, such as rich language repertoires?
- How am I going to respond to the (student) teacher's objections (e.g. "Why the majority language class? Why not the foreign language class?") Where can I get help in finding arguments?
- What materials do I need in order to introduce (student) teachers to plurilingual approaches? How can I or (student) teachers get access to these materials? Do I have to produce my own material? Can anybody help me with producing materials?
- What kind of activities should I organise to let them experience plurilingual approaches? Is it possible to organise opportunities for direct contact with the countries of origin or with minority groups/communities in the country, such as through field trips, scholarships or exchanges?

- Can I establish co-operative networks with schools, training institutions, professional associations and school administrators to help me in my work?
- How am I going to evaluate what I have achieved? How and how often can I get feedback from (student) teachers and other stakeholders? Do I act as a "reflective practitioner" and can I co-operate with universities or other training/research institutions to establish action research activities?

3 Reflective questions for head teachers

- How multilingual is my school? Which languages are spoken – by the learners, but also by the teachers? What can I do to make the school's multilingualism visible and to ensure that all languages in the school are treated with equal respect?
- What is the school climate/atmosphere like with regard to multilingualism/plurilingualism? Are there hierarchies with regard to different languages and their teachers? Are learners proud of their languages or do they "hide" them?
- What do teachers in my school know about the linguistic repertoire of the students? What do I know of the linguistic background of my teaching staff?
- Given that my learners are plurilingual, but the teachers mostly monolingual, how can I make the teaching staff more plurilingual? Have I ever encouraged teachers to become more plurilingual?
- What legal/administrative basis (curricula, etc.) is there for promoting plurilingualism in the majority language class? How open/active/competent do I consider my teaching staff are with regard to the topic?
- How do I convince my team (especially my majority language teachers) of the usefulness of making plurilingualism a topic in the classroom – for teachers and learners?
- Do the learners get the opportunity to introduce all their languages into the (majority language) classroom? Are the language (learning) experiences of learners recognised? Are these experiences seen as strengths, fostered and promoted in teaching and developed into conscious competences?
- Is special in-service training needed to promote plurilingualism in majority language teaching? Are there experts who can be asked to give a training session in my school?
- Does the school have enough materials and resources to promote plurilingualism in majority language teaching? Does, for instance, the school library have multilingual literature for children and young people? Where can I get funding/financial support to purchase it?
- As regards language teaching in general, how do I promote interdisciplinary co-operation between teachers of all language subjects – majority language(s), foreign and classical languages and (if applicable) minority languages/languages of origin? Is it possible to develop a "whole school language policy", which integrates all languages taught or otherwise spoken at my school?
- As regards language teaching, how do I promote interdisciplinary co-operation between teachers of all language subjects – majority language(s), foreign and classical languages and (if applicable) minority languages/languages of origin? Is it possible to develop a "whole school language policy", which integrates all languages taught or otherwise spoken at my school?

- Will there be resistance to a plurilingual approach from my team, school administration, parents or learners? If yes, how can it be overcome? Where can I get support in arguing for changes? How do I motivate my team to try something they have never done before? How do I cope with reluctant colleagues? What is needed to convince parents?
- Are there institutions (at the local, regional or national level) that could support me in establishing the topic of promoting plurilingualism at my school? Can I get funding (and where) for extra measures necessary to implement a plurilingual approach?

These lists were compiled as a result of group work in the network meeting using additional ideas from Anna Lasselsberger, Alexandra Melista, Magda Maver and Veronika Pólay.

Glossary

First language(s)

First language and mother tongue refer to the same language, which is the first one a person learns. The term "mother tongue" is used in everyday language, but it is misleading as children can acquire their first language (= mother tongue) from someone other than their mother and they can acquire more than one first language simultaneously.

> First language is the term of academic origin used to refer to what is generally understood by the term mother tongue. (…) Mother tongue is the corresponding everyday term which, however, has affective connotations such as family and origin that are not present in the term first language. Furthermore, it is not always correct since children do not acquire their first language only from their mothers and they may acquire several first languages (two or more) simultaneously in multilingual family environments. Native language and heritage language are other terms used in this sense and they also have similar associations with a group to which one belongs, with which one identifies. It will be noted that the linguistic variety in which one may define one's belonging to a group is not necessarily the first language, but may be a variety acquired later on.
>
> (Council of Europe 2007: 51)

In a linguistic sense, the first language is seen as the language acquired very early in childhood, before the toddler years end.

> First language: language variety(ies) acquired in early childhood (approximately before the age of two or three years) in which the human language faculty was first acquired. This term is preferred to mother tongue, which is often inaccurate as the first language is not necessarily that of the mother alone.
>
> (Council of Europe 2007: 114)

The children's primary socialisation takes place in their first language – that supports the above mentioned convention that the first language is acquired in the first three years of every person's life. This does not necessarily have to be the language that a person identifies as his or her mother tongue which has the connotation of belonging to a specific linguistic (and cultural) group.

> It may also be the one through which the child begins to discover and appropriate the rules of language and, at the same time, the rules of linguistic behaviour (for example, who, how and when to greet).
>
> (Council of Europe 2007: 51)

Even though several first languages are possible, most people have one language that was truly their first learned and which poses a special significance in their lives.

> [First language is] the primary acquired language of a child. This term presupposes potential multilingualism, which means a specification of one of several (possibly later to

> be acquired) languages as the first learned language or a significant language in a person's linguistic biography.
>
> (Glück 2000: 192 – own translation)

The first language(s) of people who live in countries other than the country they originally come from lead to the formation of new language minorities in the host countries. These new minorities result mostly from migration movements.

> The first languages of people or of groups that have been obliged to settle in other countries are another type of minority language.
>
> (Council of Europe 2007: 56)

Some of these new minorities bring very different first languages with them to Europe. Some of the new minority languages are languages of European origin, but many are languages that are linguistically not closely connected to the majority language. It should be borne in mind that new minority languages can be languages that are spoken by large groups in other countries; they are not necessarily "small" languages.

> The first languages of migrants have many origins: some are other European languages that may allow a degree of mutual understanding with the official varieties of certain countries and are themselves official or regional varieties. Others are from outside Europe, but familiar because of colonial history which provided some contact, or, conversely, are perceived as very different. These, in their turn, are the languages of countries or large cultural groupings or minority languages in the countries of origin.
>
> (Council of Europe 2007: 57)

Language awareness

In schools throughout Europe different language subjects are taught: the majority language (as first language), foreign languages, the majority language as foreign or second language, ethnic minority languages and classical languages. The language teachers teaching these different languages often have little to do with each other. Not even the terminology for speaking about language and the language classroom has been unified. There are only isolated attempts at bridging the gaps between language teachers, though this bridge is very necessary.

> Twenty-five years ago, in the UK, the different kinds of language teacher (of foreign languages, of English mother tongue, English as a second language, ethnic minority languages and the classics) remained sealed off from each other, in schools, universities and training colleges. Teachers of these subjects never went into each other's classrooms to hear what their colleagues were saying about language. They had not even tried to agree a common vocabulary in which to talk about language. In the years that have elapsed, little has changed in this respect, though there have been isolated advances. Pomphrey and Moger (1999) report on a pioneering project in the parallel training of foreign language and English teachers. Our ALA journal 'Language Awareness' has been influential in promoting

> discussion of the issues. But the absence of collaboration still blocks the development of a coherent language apprenticeship in the schools.
>
> (Hawkins 1999: 124)

One of the approaches to building a bridge is the language awareness approach which aims at increasing the language knowledge and sensibility of students and people. The focus shifts from what is wrong or right in language to what is an appropriate use of language in a given situation.

> [Language awareness is] concerned with fostering communicative ability, increasing people's knowledge and sensitivity about how language is used in a variety of contexts and environments, and raising levels of positive, informed tolerance. (…) It seeks to promote the ability, through education, not only to use language effectively but also to assess the use and abuse of language in the context of everyday life; it emphasises what is appropriate rather than what is perceived to be correct or incorrect.
>
> (Harvey 1988)

Language awareness is a broad term, and it may be appropriate to focus on different elements in different contexts. Hawkins (1999) sees language awareness as a "pentagon" of five elements: mastering the mother tongue; language awareness in the curriculum; education of the ear; *ouverture aux langues*; and learning how to learn the foreign language.

In the publication, "Language and cultural awareness: practical ideas for classroom use" (Evans et al. 2005), Lamb identifies three main aims of language awareness programmes:

- investigating language: developing an awareness of language;
- learning how to learn: developing an awareness of language learning;
- enjoying diversity: intercultural awareness and multilingualism.

Language(s) in/of education

Language(s) in/of education are all languages or language varieties present in the school. These can be mother tongue(s), native or home languages, regional, migrant and minority languages, second and majority languages and, of course, foreign languages. This term does not only refer to "taught" varieties or *Bildungssprachen* (classroom languages), but also to all of the languages that pupils bring to school, even if they are not part of the curriculum. It is interesting to see that the Language Policy Division has chosen the term "languages of schooling" for languages that are traditionally known as being part of educational settings.

Teachers of the different languages of education are normally educated in different faculties using different methods. This means that teachers of foreign languages mostly have significant knowledge of foreign language teaching and only slight awareness of how majority languages are taught, while for teachers of the majority language it is the

other way round. In our modern educational world, where many schools feel the effects of migration in a rising number of children with another mother tongue in their classrooms, it would be important that all language teachers know more about the connections between majority language, second languages, foreign languages and so forth.

Language(s) of instruction

In many cases, the language(s) of instruction is/are the national or official language(s). This presents a problem for speakers of other languages in that their languages do not have the same prominent position in the education system, which can lead to the loss of their first language.

> There are (…) many programmes in which the official language is used as the language of instruction: in situations in which learners who are speakers of a minority language are, as it were, immersed in the official school language, their first language will, if it is not in use in the community, tend to die out (…) or, conversely, acquisition of the linguistic variety used in the host country (...) will not lead to the loss of the first language.
>
> (Council of Europe 2007: 56)

Different European countries try to tackle the possible loss of students' first languages using different measures. In some schools, some of the first languages are offered as a school subject. Still, some families do not want the education system to focus on their family language as they have the feeling that this reduces their possibilities to integrate.

> In order to teach subjects other than the language itself, schools use a linguistic variety which is generally the (or one of the) official language(s). Educational mechanisms have been developed for the children of migrants (whose first language is not the language used in schools) in which the children's mother tongue plays this role to make things easier for them, although some families may see this as an obstacle to their integration in the host country.
>
> (Council of Europe 2007: 59)

The language of instruction is often identical to "the so-called mother tongue" (national language(s), official language(s)) which often may well be the mother tongue of a majority of children in the country (majority language(s)), though not necessarily in the individual school or classroom. The provision of mother tongue instruction (that is, mother tongue as a subject) for those who do not belong to this majority is by no means guaranteed in all countries. Normally there is even less provision of instruction through the mother tongue for minority language speakers, that is, teaching of other subjects via the medium of the mother tongue. So the definition seems somewhat optimistic, especially with regard to those of recent migrant backgrounds as opposed to autochthonous minority groups.

In addition to this, there are schools with a profile for foreign languages, where the language of instruction differs from the national or official language(s) of the country,

and which use the method of language immersion to support the second/foreign language competences of their students. These immersion programmes teach regular school subjects through a second/foreign language as medium of instruction to a majority population. The use of the term "immersion" in connection with minority students (as in the example) can therefore be misleading.

Language(s) of origin

Languages of origin are the languages or language varieties that are often also denoted as first language(s). Through migration many people move to live in other countries where they have to learn the majority language of the host country.

> Language of origin: language variety, often the first language, of persons or groups who have moved to live in other States. These speakers must adapt linguistically to the new environment and learn, at least partially, the language (or languages) of the host country.
>
> (Council of Europe 2007: 115)

Languages of origin have often been learnt as a first language during primary socialisation. Until the move to another country, these languages serve many functions for the speakers – functions that are partially taken over by the new language in the new environment.

> […] language varieties of the countries of origin are often learnt as a first language (L1) in the process of primary socialization, and they are used for in-group communication.
>
> (Extra and Verhoeven 1999: 14)

For the first generation, the language of origin often still possesses a great value. Regarding the second and third generation, there is always the lingering possibility that they may lose their connection to the language(s) of origin which leads to those languages becoming merely heritage languages.

> But this also raises the question of recognising the mother tongues of the migrants' children in a manner comparable to those of established national minorities. These languages are likely to be lost and, by the third or fourth generation, to be merely a heritage language. 'Ethnic mobilisation' around cultural identities does not necessarily focus on the transmission of original languages.
>
> (Council of Europe 2007: 23)

In many cases, the language of origin is still the language used for primary socialisation of the children. This language is the language that is the basis for their language development. Their language repertoire is later enlarged by the majority language and other foreign or second languages.

> More typical are those families in which the language of origin takes the bulk of communication while alongside the usage of [the majority language] German is also applied in some scale, whereas generally the migrants' children tend to a more comprehensive use of the German language. (…) It means for small children growing up in the family in many

cases the language of origin is taken as the basis of their language development.

(Ehlich 2005: 131)

We can summarise that the language of origin is the first language (or mother tongue) of people who reside in a host country with a different language from the language or language variety of their home country. The term is mainly used in connection with processes of migration due to the fact that it expresses the spatial, cultural and linguistic distance between the place of origin and the receiving country. The acquisition of the language of origin for migrants takes place directly in their country of origin. The language of origin basically contributes to the signalling of group identity (Extra and Verhoeven 1999: 9). For the next generations the language of origin will be transmitted in the country of immigration within the family (so called "intergenerational transmission" according to Brizić (2007: 197)). Therefore the language of origin mostly occupies the domain of family or group language in contrast to the language of the host country as the language of education or the language of the environment. Especially as far as the second generation is concerned, we can use the term "family or parental language", or "heritage language", precisely because the language of origin is the language used by immigrant family members of the speakers; however, it does not reveal anything about the real birthplace and language repertoire of the following generation.

Other terms used in a similar or partly synonymous sense for language of origin are: family or parental language, immigrant language, immigrant-family-language, source language, native language, mother-tongue or first language. Like the terms "heritage language" (in terms of language of familiar and cultural heritage) or "home language" (in terms of language of homeland and used language at home) these terms are not the same as the term "language of origin", but bring with them a range of diverse connotations or underline different aspects of meaning.

Majority language(s)

Majority languages and minority languages are seen as two opposites. The situation of a minority language depends on different factors, for example how the minority is geographically dispersed and what status the minority language has in comparison with the majority language, but also with other minority languages.

> The severity of the recognition problems (…) minorities give rise to depend on such characteristics as:
>
> - their demographic weight in relation to the national entity in which they are present and their degree of geographic concentration (dispersion among the majority group or concentration in certain places where its members form the majority) (…)
> - the status of their linguistic variety and its 'degree' of acceptance by speakers of the majority language: if it is regarded as very 'exotic' (...) or very 'minor', the feeling of foreignness will be more acute.
>
> (Council of Europe 2007: 18)

The first language(s) of the majority of the population in (a defined region of) a country is/are in many cases also the national/official language(s) of the state and the language(s) of instruction in schools. The special role of the majority language is due to the combination of several features that increase the societal importance of the language in such a way that nobody living in this society can manage without it, even if it is not his/her first language.

It should be noted that minorities form local majorities in many cases: these can either be formed by several minorities in combination or by one single very concentrated minority. Many languages of minorities can be the national/official languages in other places; hence the status of a language depends on the region. Nevertheless, there are many minorities in this world that perhaps form local majorities and whose language(s) can be languages of education in these local regions.

Multilingual (education)

Many societies today are discussing the place that different languages should have in their system. A multilingual system wants every language to have its place in society, regardless of whether these are regional, national, heritage or foreign languages.

> In a true multilingual system, all languages can have their legitimate place: mother tongues, languages of regional, national and wider communication. English and all other world languages can play their role; they can be healer languages and not 'killer languages'
>
> (Skutnabb-Kangas et al. 2009: 5-6).

Linguistically diverse contexts cover a range of scenarios. Broadly speaking, however, these correspond either to more traditionally diverse situations, where several or even up to many hundreds of languages have been spoken in a region over a long period of time, or to more recent developments (particularly in urban concentrations), the result of migratory phenomena, where in some city schools there may be as many as 30 or 40 different mother tongues among students. In all cases, there is a need to take into consideration the specific learning needs of children in relation to the language or languages of the home and those of the school (UNESCO 2003: 13).

> The resolution supported the view that the requirements of global and national participation, and the specific needs of particular, culturally and linguistically distinct communities can only be addressed by multilingual education. In regions where the language of the learner is not the official or national language of the country, bilingual and multilingual education can make mother tongue instruction possible while providing at the same time the acquisition of languages used in larger areas of the country and the world. This additive approach to bilingualism is different from the so called subtractive bilingualism which aims to move children on to a second language as a language of instruction.
>
> (UNESCO 2003: 17-18)

To accept the multilingualism of societies is a first step towards interlinking various languages, instead of only focusing on the differences between them. Models of multilingual education have been developed that foster this perspective.

> Acceptance of multilingual reality and the formulation of language allocation decisions on the basis of this implies a perspective which seeks interlinkages between various languages rather than oppositions between them. This perspective can be realised on the basis of enrichment-oriented models of multilingual education which are essential for the development of both linguistic resources and cultural understanding.
>
> (Pattanayak 1990: 90)

In Europe, a special idea of nationalism is still very prevalent – the idea that arose at the beginning of the 19th century that a nation is monolingual with one majority language. If one looks further than the borders of Europe, it is easy to see that the normal situation for a state is that it is multilingual.

> The political history of the 19th and 20th centuries and the ideology of 'one state – one nation – one language' have given rise to the idea that monolingualism has always been the default or normal case in Europe and more or less a precondition for political loyalty. Facing this situation, it has been overlooked that the vast majority of the world's population – in whatever form or conditions – is multilingual.
>
> (Braunmüller and Ferraresi 2003: 1)

Definitions of what multilingualism and plurilingualism denote are not clear-cut; discussions about these definitions are still going on. Therefore readers may find very different ideas about the term "multilingualism". The Council of Europe and the ECML have decided to use the following distinction between the terms "plurilingualism" and "multilingualism". While plurilingualism is the competence of an individual being able to use different languages, multilingualism is a feature of societies with members speaking different languages.

> This leads to the distinction between plurilingualism as a speaker's competence (being able to use more than one language) and multilingualism as the presence of languages in a given geographical area: there is a shift, therefore, from a perspective focusing on languages (a state may be referred to as monolingual or multilingual) to one that focuses on speakers .
>
> (Beacco and Byram 2003: 8)

Plurilingualism as a competence of speakers focuses on a slightly different aspect than multilingualism. It is possible to have a multilingual society without having plurilingual inhabitants, as a society can incorporate a co-existence of different languages. The Council of Europe and hence the ECML seeks to increase the plurilingualism of citizens in countries with varying degrees of multilingualism.

> In recent years, the concept of plurilingualism has grown in importance in the Council of Europe's approach to language learning. Plurilingualism differs from multilingualism, which is the knowledge of a number of languages, or the co-existence of different languages in a given society. Multilingualism may be attained by simply diversifying the languages on offer in a particular school or educational system, or by encouraging pupils to learn more than one foreign language, or reducing the dominant position of English in international communication.
>
> (Council of Europe 2001: 4)

National language(s), official language(s)

> Receiving newly arrived migrants involves setting up language education structures for them and their children, in the absence of which the acquisition of the national or official language will take place spontaneously only with respect to oral forms. This would lead to later handicaps as a result of inability to write the language. (…) The need to maintain the stability of official languages leads dominant social groups and the state apparatus to set norms which are disseminated by education systems, in particular by the teaching of the so-called mother tongue and the teaching of other subjects in that language.
>
> (Council of Europe 2007: 21)

As the name says, national (or official) languages have a lot to do with the educational system in a given country. The state has an active interest in promoting the official (national) language as the knowledge of this language receptively and productively is seen as important for citizens.

> A[n official language is a] linguistic variety which has the role, sanctioned by the Constitution or other legal instruments, of language of communication between state and citizens (government departments, the judicial system, schools, etc.). (…) In national states (...), the official language may become a factor of identity, i.e. of belonging to a national community. (…) The term national language is, therefore, far more emotionally charged than official language.
>
> (Beacco and Byram 2003: 52)

The term "national languages" conveys national emotions that are rooted in the history of the country. If this national background is not to be focused on, the term "official languages" can be used.

> This supposes that in private communication citizens may use any linguistic varieties (…).

Normally, the existence of one or more national/official languages does not prevent people from using any other language in private contexts, although it can happen that the state wants to enforce the use of the national language.

> National language does not (…) coincide with citizenship (...), even if some knowledge of the official variety is expected or required of those applying for citizenship.
>
> (Beacco & Byram 2003: 52)

The connection between citizenship and national language is widely discussed in many European countries. Some countries now actively require the applicants for citizenship to prove that they have reached a certain language level in the national language.

Plurilingual education

It is not only migration that leads to linguistic diversification in many countries. Countries may have linguistic minorities who have been living in a particular region for many, many years, and who form a regional majority. Plurilingual education wants to offer educational opportunities to manage different languages and linguistic varieties and give them a place to further develop.

> The plurilingual perspective may provide some answers to such problems: it recognises and accepts the diversity of all speakers; a principle of plurilingual education is that the management of plurilingual repertoires and their development should be differentiated (...). Techniques are available for establishing ways of teaching linguistic varieties which are not a matter of exclusive choices, but can be modulated (over time, for example) and are therefore negotiable. From this point of view, plurilingual education can enable both majorities and minorities to have a better understanding of the nature of their relationships and of their own aspirations.
>
> (Council of Europe 2007: 71)

As stated by the Council of Europe's Language Policy Division, all speakers' language skills should be developed, regardless of whether they are speakers of a majority or a minority language.

> It is posited that the purpose of plurilingual education is to develop speakers' language skills and linguistic repertoires.
>
> (Council of Europe 2007: 12)

Plurilingual education aims to teach many languages, as opposed to programmes that focus on language awareness. Language awareness activities want to raise awareness of linguistic diversity, but do not offer language teaching in order to deepen students' linguistic capacities.

> Plurilingual education will refer to all activities, curricular or extra-curricular of whatever nature, which seek to enhance and develop language competence and speakers' individual linguistic repertoires, from the earliest schooldays and throughout life. Education for plurilingualism will refer to plurilingual education (for example, teaching national, foreign, regional languages), in which the purpose is to develop plurilingualism as a competence. It will be noted that plurilingual education may also be achieved through activities designed principally to raise awareness of linguistic diversity, but which do not aim to teach such languages, and therefore do not constitute language teaching in the strict sense.
>
> (Council of Europe 2007: 18)

Plurilingual education is not restricted to language teaching alone; the approach can be incorporated in many different ways. No language is left out; less used or less learned languages will also have a place in plurilingual education. One possible positive outcome is, of course, the development of intercultural competence and linguistic respect, though this is only one of the aims of plurilingual education.

> Plurilingual education: manner of teaching, not necessarily restricted to language

> teaching, which aims to raise awareness of each individual's language repertoire, to emphasise its worth and to extend this repertoire by teaching lesser used or unfamiliar languages. Plurilingual education also aims to increase understanding of the social and cultural value of linguistic diversity in order to ensure linguistic goodwill and to develop intercultural competence.
>
> (Council of Europe 2007: 116)

To put it literally, plurilingual education means the use of two or more languages in curricular contexts (Freeman 1998: 2). According to Hornberger (1991), one model of plurilingual education is the "enrichment model". Such programmes aspire to a general encouragement of minority languages, language awareness and additive plurilingualism not only for immigrant but also for indigenous schoolchildren. In model enrichment programmes all languages that are different from the national language(s) will be seen as resources which make a contribution to pluralism in education and society. This model of plurilingual education follows the pedagogical approach of inclusion. Inclusive pedagogy matches the instructional conditions to the needs and special features of the pupils and has the aim of valuing diversity and welcoming heterogeneity in education – and therefore the full acceptance of language diversity in school as well (Couillaud and Kahn, 1989).

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Promoting plurilingualism
Majority language in multilingual settings

Klaus Börge Boeckmann, Eija Aalto, Andrea Abel, Tatjana Atanasoska and Terry Lamb

This publication is targeted at:

- Majority language teachers of secondary schools
- Teacher trainers, head teachers, curriculum developers and school administrators

Traditionally, teachers of majority languages receive less training to teach a language as a second language or to develop the plurilingual repertoire of their learners than, for example, foreign language teachers. Yet, in today's societies, learners bring many different languages to school. This means that the teaching of the majority language has to extend beyond teaching it as a first language and adopt elements of second language teaching.

This publication aims to encourage teachers to become agents of reform for the promotion of plurilingualism in majority language teaching. The range of proposed actions includes small-scale activities, such as planning a lesson relating to a specific aspect of grammar which incorporates all languages spoken in the classroom. More comprehensive strategic approaches proposed in the materials involve head teachers or parents.

For further information and materials relating to this publication, visit the website: http://marille.ecml.at

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