

Education plurilingue et langue de scolarisation

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Summary

- The paradigm of plurality
- The notion of plurilingual competence
- Plurilingual and intercultural education
- Curriculum and plurilingualism
- Language of schooling and plurilingual education
- Options and conclusion
- Le paradigme de la pluralité
- La notion de compétence plurilingue
- L'éducation plurilingue et interculturelle
- Curriculum et plurilinguisme
- Langue de scolarisation et éducation plurilingue
- Options et conclusion

The paradigm of plurality

- Plurality of languages and of cultures
- Plurality of values
- Plurality of ways of socialization
family, peers, environment, community, media, school, mobility
- Plurality of social roles and social communities
- Plurality of aims for education systems
success, individual and human resources, identity building,
society of knowledge, democratic citizenship, social cohesion
- Plurality of school populations

The paradigm of plurality

- Plurality of identities...
and every identity is plural
- Plurality of cultures...
and every culture is plural
- Plurality of languages...
and every language is plural

*Plurality of tensions: a challenge for societies...
and especially for educational systems*

The notion of plurilingual competence

Initial definition

The capacity which a social agent has to call upon a repertoire of languages and varieties which he masters at different degrees, and to put to use this repertoire by adjusting its potential and resources according to different contexts of action.

The notion of plurilingual competence

- Components with different affective and cognitive values for the social agent and the learner. Inner differentiation beyond the communicative dimension
- Part of identity building and identity presentation and evolution

Plurilingual and intercultural education

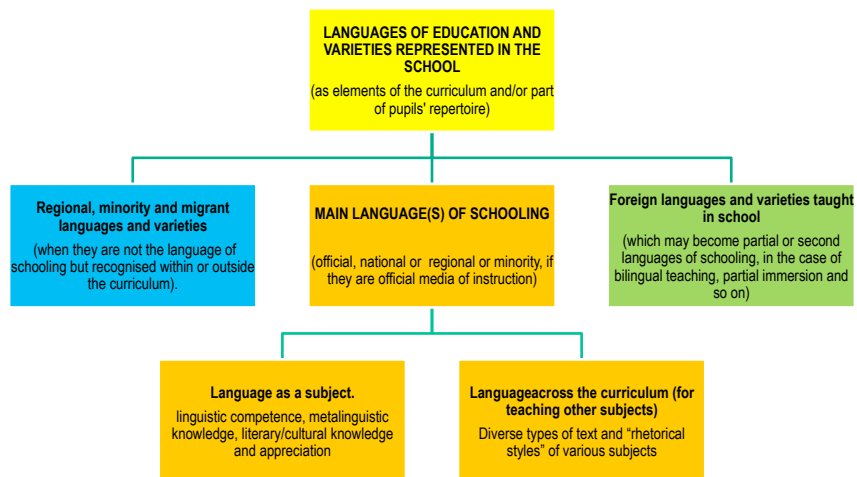
- Defining a level of analysis and intervention
 - In terms of didactic and methodological approaches?
 - or in terms of education policy?
 - Complementarity of the two ways
- Plurilingual education, values and the European educational space
 - Lisbon, OECD, Pisa, Right to quality in education
- Plurilingual and intercultural education and the general educational aims
 - Compatibility up to a point?

Curriculum and plurilingualism

Different cases and degrees of integration

1. Diversification and juxtaposition of foreign languages; objectives defined in reference to the CEFR levels
 - Risk of an assessment driven curriculum?
2. Plurilingual communication in the foreign language classroom
 - How far does it go?
3. Each language provides openings towards other languages and cultures
 - The case for English
4. « Inclusions » for moments of plurilingual projects or plural approaches
 - How are they taken into consideration and assessed?
5. One global language curriculum for foreign, regional and minority languages, with possibility of “scenarios curriculaires”
 - The necessity of contextualization

Languages of Education in School



Language of schooling and plurilingual and intercultural education

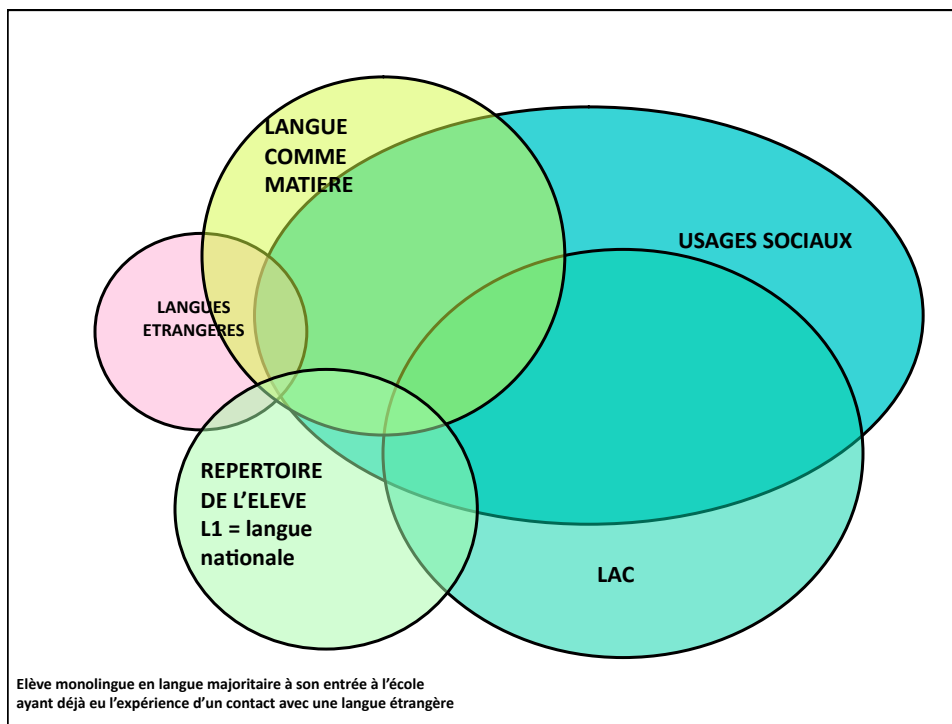
- Language of schooling as subject and across the curriculum
- An obstacle to the development of plurilingual education? Or an asset?
- The common, unified and homogenous language, identified with (the norm of) writing

Language of schooling and plurilingual and intercultural education

- The paradox of homogenous / heterogenous classrooms at the level of primary school
- Norm(s) and variation(s)
- The language of schooling, space of regulated plurality
- The paradox of plurilingual competence as presented in the European Portfolios
- Two principles

Language of schooling and plurilingual and intercultural education

- Dans la mesure où elle joue un rôle central dans la réussite scolaire et dans partie de l'environnement social, la maîtrise de la langue de scolarisation importe au premier chef parmi les objectifs de tout projet éducatif. Il s'agit là d'une donnée incontournable.
- De même, l'école doit aujourd'hui ouvrir et s'ouvrir à la pluralité des langues et des cultures et ceci moins pour des raisons de fonctionnalité pratique qu'en raison de finalités plus globales touchant au futur de nos sociétés.
- Concilier ces exigences sans compromis : **le défi est de faire en sorte que ce qui, dans l'école, se pratique en dehors et à côté de la langue de scolarisation bénéficie à cette dernière et, inversement, que la manière dont celle-ci est pratiquée, développée, réfléchie, ouvre sur la pluralité.**



Language of schooling and plurilingual and intercultural education

Options and conclusion

- - The importance of elementary school as a place where contacts and circulations occur between linguistic varieties
- - Contextualisation and standardisation
- - Tools for analysis and evaluation:
 - Descriptors to be extended
 - Genres to be identified
 - Empirical experiences to be chosen
 - Portfolio to be revised
- Choosing a strategy

Adresse générale du Conseil de l'Europe

<http://www.coe.int>

Pages de la Division des Politiques linguistiques

http://www.coe.int/T/DG4/Linguistic/Default_fr.asp