



EUROPEAN OBSERVATORY FOR PLURILINGUALISM



La Lettre de l'OEP N°66 (september-october 2016)

<http://www.observatoireplurilinguisme.eu>

Les Cahiers de l'OEP N°1 "Culture and Plurilingualism" in paper and digital issue

[Click here](#)

Editorial : Back to school column

1 Linguistic diversification

In France, diversification is the current linguistic fad of this new school year.

The teaching of English had been reinforced for 25 years everywhere in Europe including France. One has to go back to the period when Jack Lang was Minister of Education, from 2000 to 2002, for the teaching of foreign languages to become a priority. In his book, *An Exclusive School for All*, published in 2003 he wrote: « As the stakes of the 20th century demand that everyone should know several languages, the emphasis is on an objective just as important: school must ensure a wider diversification of the languages taught.

« To learn a foreign language is to discover a culture, to open up oneself to the others. To assert this natural link between language and culture is to be determined about the diversification of languages.

« No unbiased reason can justify the choice of the « all English » policy...

« Thus to let the implementation of a single foreign language in primary schools can lead to suppose that this language is enough to deal with all the situations in which a foreign language is necessary and useful. This is a mistake due to a poor knowledge of real life. The knowledge of English is essential but not sufficient » (pages 260-261).

10 years later, more than 90% of primary schools provide the teaching of English only. More than 90% of the first foreign languages taught in junior high schools is English.

Some will remember a minister who proclaimed that France had to become bilingual. Others will remember another minister experimenting the teaching of English in the nursery schools of the 7th arrondissement of Paris.

Consequently the « all English policy » is not a pure coincidence but the result of a policy.

After having come within a hair's breadth of a catastrophe, we are today returning to a more reasonable policy, but for how long... ?

In March 2015, the lady minister of Education announced the end of 'bilanguage' forms/grades (they are forms/grades in which 2 foreign languages are taught in parallel with a weekly extra number of hours), thus depriving the pupils of the access to the paths of excellence.

Finally, in September 2016, we have heard that 1200 ...->

Editing and writing : Christian Tremblay,
Anne Bui

La Lettre de l'OEP is translated by volunteers in [German](#), [Bulgarian](#), [Croatian](#), [Spanish](#), [Greek](#), [Italian](#), [Polish](#), [Portuguese](#), [Romanian](#) and [Russian](#). The texts can be read on-line. Thanks to the translators. You can add other languages. [Contact us](#).

[Click here](#)
to read the former Newsletters

In this issue

- Editorial - Back to school column
- Recent articles not to be missed
- Announcements and publications

->schools will provide an additional foreign language, i.e. 20% more than in 2015. Thus 22.5% of the schools will teach 2 foreign languages, among which English of course.

And what about « collèges » (the 4 years of middle school) and the « bilanguage » classes/grades ?

The minister of Education has announced that 750 « collèges » will offer a second foreign language, 700 of them offering German, but she does not specify whether these languages will be taught as soon as the 6th form/grade (the first year of middle school) as a continuity with primary school teaching. On top of that, this presentation is rather puzzling for in her press conference of January 22nd 2016, the minister announced a reduction of 30% of the « bilanguage » classes.

This is not very clear. Has the ministry improved her way of communicating or has there been a real improvement? Wait and ...->

-> see.

But it does not really matter. In a few months, after the presidential elections, the new minister of Education will make it a point of honour to do the opposite of her or his predecessor. So goes the political world. One must always be on the watch and never drop one's guard.

2 Europe stagnates

What's going on in Europe while France shilly-shallies? Europe moves forwards and backwards. We have already mentioned this. The English language improves in quantity but not in quality whereas other languages, German and French in particular have dropped.

This downswing is partially compensated by the increased number of Spanish learners. Of course, these are only rough evaluations..

Let's try to explain the phenomenon.

The member states can be classified in 3 fundamental patterns, by roughly 3 thirds thus avoiding mentioning the names of countries.

One third has followed the example of the United Kingdom which has eliminated the compulsory learning of a foreign language after middle school while setting the first teachings at primary school level at a younger age. Therefore some countries set the age for the first learnings at primary school, with or without diversification, and make a second foreign language compulsory only in middle school and optional in senior or secondary high school (lycée). This pattern is quite favourable to the "all English" policy and often leaves few opportunities for second foreign languages.

The second third chose an opposite strategy. It set the age of first learnings earlier in primary school but chose to postpone the learning of the second foreign language in high school (lycée), thus ensuring an almost absolute exclusivity to English for the first eight years of schooling.

However the compulsory learning of a second foreign language at the level of the General Certificate of education A levels (baccalauréat) allows a diversification which can be carried on in Higher Education.

The last third coherently implements the model derived from the Barcelona Summit of 2002 which consists in the teaching of at least 2 foreign languages from the youngest age to the level of Higher Education.

There are two noteworthy exceptions to these patterns.

With only one compulsory foreign language until middle school, the United Kingdom goes on its own.

But Spain, with a single compulsory foreign language from primary school to higher Education is also a particular case which can easily be explained.

Finally all the countries have put in widespread use the early learning of foreign languages, learning which English has benefited from and in a majority of cases this polarization on English was done at the expense of the learning of a second foreign language in secondary schools. The general effort remained practically the same. The final result is completely negative as we have observed no improvements in the level (cf etude Cambridge ESOL), except in the very high levels of Higher Education (Master's degree etc).

If diversification is an objective regularly mentioned by the European authorities - Council, Commission or Parliament ...->

-> – diversification is necessary from primary school onwards as well as the teaching of two foreign languages throughout secondary school.

We have been going round in circles for fifteen years. Some countries are optimistic about it. In other countries, governments sign declarations without commitment and once back home they do something completely different.

During the OEP Conference, held in Brussels in May 2016, we agreed about the necessity of an initiative to re-launch the coordination of the educative linguistic policies of the member states, the only ones qualified to deal with this, with a view to raise the level and to succeed in a diversification of the languages taught.

3 Plurilingualism and communitarianism

There have been hints that the possibility to teach Arab, Spanish or Italian as soon as primary school could encourage communitarianism. We won't offend our readers by arguing on this point but as the presidential election is approaching in France, one must expect this kind of outrageous remark from some of the candidates.

4 Back to the essential points

The difficulties of learning to read are a common problem of our Western societies. It is a problem pointed out by the OCDE and the European Commission and to which the governments give more or less appropriate answers or no answer at all. In France estimations are that 20% of the students leave primary school and start middle school without the tools enabling them to follow a regular education and the situation has gotten worse in the last ten years. Those 20% will then form the herds of those called dropouts. 20% of an age group means 150.000 kids heading for disaster. The problem is seldom mentioned and one can count on one hand the politicians who really worry about it. Yet it is a national tragedy as well as an individual and collective tragedy. To try to solve the problem at the level of middle school is much too late and everyone perfectly knows that it is at the primary school level, even ...->

> earlier, that it is possible to take action. Risky situations can be detected as soon as early childhood.
 The policy of Education cannot of course be limited to this issue which nevertheless represents a major challenge.
 So, in all places and circumstances, particularly in the next presidential election in France, we invite you to carefully ...->

-> consider the declarations by the candidates and the contents of their educational programmes.
 Education is at the forefront to assure the future. ◀

**Do not forget to support the l'OEP.
 Please click [HERE](#) to join
 and [HERE](#) to donate**

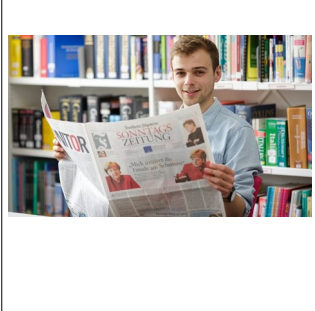
Articles not to be missed



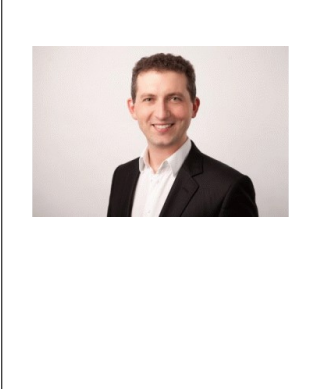
Langues vivantes : le russe, l'arabe, le japonais ou l'hébreu proposés aux élèves dès le CP
 VousNousIls.fr, 7 juin 2016
 A la rentrée, l'apprentissage des langues vivantes sera "plus précoce pour tous". Les "enseignements de langue et de culture d'origine" intégreront le socle commun.
[Lire la suite...>>>](#)







Svizzera: governo federale chiede ai cantoni di mantenere insegnamento di lingue nazionali
 Giovedì, 07 Luglio 2016, Informalingua.com Il governo federale della Svizzera ha presentato un nuovo piano per obbligare tutti i 26 cantoni della federazione a mantenere uno spazio significativo per l'insegnamento delle lingue nazionali nella scuola dell'obbligo. Diversi governi cantonali della Svizzera, in particolare quelli germanofoni, hanno infatti recentemente deciso di privilegiare...
[Lire la suite...](#)



Schools say au revoir to languages, while universities proclaim Guten Tag (The Guardian)
 Universities are offering languages such as French and German from scratch to counteract the decline of modern foreign languages at A-level It's summer term: season of exams, light evenings and – for many year 12s – university open days. With fashionable courses from psychology to sports science beckoning, how many applicants will resist their lure and choose those beleaguered Cinderella...
[Lire la suite...](#)



[A 'one-language' EU policy would foster elitism and hit disproportionately the least advantaged \(Michele Gazzola by Democratic Audit UK 20/08/2016\)](#)
 In an increasingly anglo-centric world, is multilingualism still needed in the European Union? The answer is a resounding yes, according to a study by Michele Gazzola. Analysing Eurostat data, he finds that making English the only official language of the EU would exclude approximately four out of five EU citizens from having a deep understanding of official information. This would in turn foster...
[Lire la suite...](#)

	<p style="text-align: center;"><u>Une étude relance la querelle des Anciens et des Modernes</u> <u>(Le Figaro Premium)</u></p> <p>Dans les années quatre-vingts, il était de bon ton qu'un cours de langue, qu'il s'agisse de la langue d'enseignement ou d'une langue étrangère, porte sur un document, lequel document pouvait aussi bien être un extrait d'un grand auteur ou le mode d'emploi d'un sèche-cheveux. La qualité de document donnait à ces deux occurrences une même dignité pour servir de support à un enseignement....</p> <p>Lire la suite...</p>
	<p style="text-align: center;"><u>Roumanie : la langue, l'identité nationale</u> <u>et le lien avec la diaspora</u></p> <p>Article de Romania Libera relayé par Le Courrier des Balkans Traduit par Anna Marquer-Passicot vendredi 2 septembre 2016 C'est le 31 août qu'était célébré le « Jour de la langue roumaine », l'occasion de rappeler le rôle de cette langue comme vecteur de l'identité nationale, notamment parmi les minorités roumaines des pays voisins ou dans la diaspora. Le...</p> <p>Lire la suite...</p>
	<p style="text-align: center;"><u>Cómo nos imaginamos la industria de la lengua</u></p> <p>Source: "The Language Industry", 27 de febrero de 2016 <i>Gante, Lore Van den Bossche</i> - ¿Cómo nos imaginamos la industria de la lengua y qué podemos decir de ella? Esta ha sido la pregunta que he estado tratando de responder durante mis prácticas en The Language Industry.</p> <p>Seguir leyendo...>>></p>
	<p style="text-align: center;"><u>New publication: Who's Afraid of Multilingual Education?</u></p> <p>Conversations with Tove Skutnabb-Kangas, Jim Cummins, Ajit Mohanty and Stephen Bahry about the Iranian Context and Beyond Author: Amir Kalan Multilingual matters, 2016, ISBN 9781783096176 More than 70 languages are spoken in contemporary Iran, yet all governmental correspondence and educational textbooks must be written in Farsi. To date, the Iranian mother tongue debate has remained far...</p> <p>Lire la suite</p>
	<p style="text-align: center;">Une francophonie qui prend des couleurs !</p> <p>Les Français sont peut-être les seuls à croire dans le déclin de la langue française. Il se passent beaucoup de choses en rapport à la langue dans le monde francophone (voir le site de l'OIF), mais deux événements appellent l'attention : - D'abord, l'Organisation internationale de la Francophonie a lancé officiellement la seconde phase de l'Initiative « Ecole et langues...</p> <p>Lire la suite...</p>
	<p style="text-align: center;">Multilingualism and Globalization — Perspectives from Norway</p> <p>UiO Center for Multilingualism in Society across the Lifespan Published Jun 23, 2016 11:25 AM - Last modified Jun 27, 2016 04:24 PM Multilingualism and Globalization — Perspectives from Norway is one of the projects made possible by the University of Oslo's funding for five world-leading research communities. The project was developed by Pia Lane in close collaboration with...</p> <p>Lire la suite...</p>



La face cachée du rôle de l'anglais à Bruxelles (Yves Montenay)

Quels sont les enjeux linguistiques du Brexit ? Derrière la domination de la langue anglaise se profile aussi des intérêts économiques qui pourraient être remis en cause par les nouveaux équilibres au sein de l'Union Européenne. La facette linguistique du Brexit commence à attirer l'attention. Oh, ça ne va pas très loin : les articles signalent que peut-être, théoriquement,...

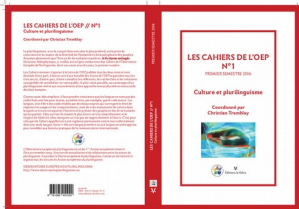
[Lire la suite...](#)

**Do not forget to support the l'OEP.
Please click [HERE](#) to join
and [HERE](#) to donate**

Announcements and publications

**The OEP needs volunteer translators
in English, Italian, Spanish, Greek, Dutch, Polish, Portuguese, Romanian
and any others**

Please write to contact@observatoireplurilinguisme.eu



Cahiers de l'OEP N°1

« Culture et plurilinguisme »

Le [#plurilinguisme](#), si on le conçoit dans son sens le plus profond, est la prise de conscience et le respect de la diversité de l'humanité et de la polyphonie des peuples. Assumer pleinement que l'être se dit de multiples manières, τὸ ὄν λέγεται πολλαχῶς (Aristote, Métaphysique, 7, 1028a), est la ligne conductrice des Cahiers de l'Observatoire Européen de Plurilinguisme, dont vous avez sous les yeux, le premier numéro.

[Lire la suite, voir le sommaire et commander](#)

Alice et autres merveilles

Théâtre de la Ville du 9 au 24 septembre.

Comment une écriture poétique peut-elle rejoindre les mathématiques et la créativité scientifique ?

Ce chef d'oeuvre pourrait servir d'introduction aux Cahiers de l'OEP N°2 à paraître à l'automne 2016 "Plurilinguisme et créativité scientifique". Nous citons la présentation qui en est faite par François Regnault pour le Théâtre de la Ville (de Paris).

« Il me paraît impossible de continuer à considérer comme des livres uniquement destinés aux enfants, ces poèmes à tous égards si précieux comme documents de l'histoire même de la pensée humaine » écrit Aragon en 1931 à propos des aventures d'Alice. C'est que Lewis Carroll, doué pour la poésie comme pour les mathématiques, révolutionne avec ses histoires d'apparences anodines l'idée même d'un monde logique, stable et rationnel, inventant des paradoxes dont les plus grands chercheurs s'empareront bientôt.

[Pour en savoir plus](#)



[Franglais, Spanglish et... Globish ? \(Maison de l'Europe de Paris\)](#)

A l'occasion de la Journée européenne des langues Lundi 26 septembre de 18h30 à 20h0035-37 rue des Francs-Bourgeois 75003 Paris Elle faisait "du brainstorming" pendant son "footing" avant de faire "un brushing"... Cette conférence examinera le mixage des langues européennes et se posera la question de savoir si l'Europe



	<p>va vers un type de Globish, un "anglais international", que les...</p> <p>Lire la suite...</p>
	<p style="text-align: center;">Les imaginaires de la traduction (colloque Campus Condorcet - Sorbonne - 4 mars 2017)</p> <p>Avec le soutien du Campus Condorcet (Universités de Paris XIII et Paris III, en partenariat avec l'Univ. de Gand) Samedi 4 mars, 9h00-18h00, Salle Bourjac, 17 rue de la Sorbonne, 75005 Paris* Cette Journée d'Étude, organisée dans le cadre des Journées de Doctorants du Campus Condorcet, rassemblera les réflexions théoriques et pratiques les plus récentes au sujet de la traduction...</p> <p>Lire la suite...</p>
	<p style="text-align: center;">Call for papers: Films in Translation – all is not lost: Pragmatics and Audiovisual Translation as Cross-cultural Mediation</p> <p>Belfast, July 16th to July 21st, 2017 Call Deadline: October 15th, 2016 The intention of this panel on AVT as Cross-cultural Mediation is to promote collaboration and the coordination of research in this new domain from a cross-cultural pragmatics perspective. The circulation of foreign-language films and media products relying on subtitling or dubbing to reach their public has increased...</p> <p>Lire la suite...</p>
	<p style="text-align: center;">DU Bilinguisme chez l'enfant: perspectives théoriques, pratiques et cliniques (Université Paris Descartes)</p> <p>Objectifs de la formation :</p> <ul style="list-style-type: none"> - Prendre conscience de l'universalité du multilinguisme (phénomène mondial) - Dépasser les idées préconçues sur les difficultés liées au bilinguisme - Avoir accès à des connaissances scientifiques dans plusieurs domaines - Comprendre les multiples aspects et conséquences du bilinguisme - S'approprier des outils d'écoute et d'accompagnement des familles... <p>Lire la suite...</p>
	<p style="text-align: center;">Projet ANR Jeunes Chercheurs/Jeunes Chercheuses ASADERA (Automatic Summarization for the All-Digital ERA) - Date limite 1er octobre 2016</p> <p>Proposition de thèse financée Le projet ANR Jeunes Chercheurs/Jeunes Chercheuses ASADERA (Automatic Summarization for the All-Digital ERA), géré par Aurélien Bossard, Maître de conférences à l'IUT de Montreuil - Université Paris 8, et chercheur au Laboratoire d'Informatique Avancée de Saint-Denis (LIASD), s'intéresse au résumé automatique. Il vise à traiter deux...</p> <p>Lire la suite...</p>
	<p style="text-align: center;">Colloque international École Supérieure d'Interprètes et de Traducteurs (ESIT) Université Sorbonne Nouvelle - Paris 3 1er et 2 décembre 2016</p> <p>Traduire, écrire, réécrire dans un monde en mutation</p> <p>Les questions de l'écriture et le problème du sens ont toujours primé chez le traducteur. Elles nécessitent un parcours, un chemin, des détours, des ruptures, tout comme le travail de la pensée qui serait donc un travail de distanciation, de séparation.</p> <p>Pour en savoir plus</p>

	<p>Rapport : La place des langues de scolarisation dans les programmes Par Jean-Claude Beacco, Daniel Coste, Piet-Hein van de Ven et. Helmut Johannes Vollmer Conseil de l'Europe (CoE), 07/2015 Toute construction de connaissances en contexte scolaire, quelles que soient les disciplines considérées, passe par un travail langagier. Ce texte présente une démarche qui permet de créer des programmes d'enseignement de l'histoire, la littérature, les mathématiques... Lire la suite...</p>
	<p>La didactique des langues et ses multiples facettes. Hommage à Jacqueline Feuillet (coord. Marlène Lebreton) Nous avons le plaisir de vous annoncer la parution de l'ouvrage :La didactique des langues et ses multiples facettes. Hommage à Jacqueline Feuillet coordonné par Marlène Lebreton, aux Éditions Riveneuve (série « Actes académiques »), Paris, juillet 2015. ISBN : 978-2-36013-316-1. Prix TTC : 24€. Commande possible– sur le site internet : http://www.riveneuve-editions.com/?p=3905–... Lire la suite...</p>
	<p>Situations de plurilinguisme et politiques du multilinguisme en Europe Cailleux, Sakhno, Raviot (eds.) Collections : Travaux Interdisciplinaires et plurilingues Peter Lang, 2016,ISBN : 9782875743534 Dorothee Cailleux, Serguei Sakhno and Jean-Robert Raviot Au sein des organisations internationales, des États, d'institutions telles que l'école ou les administrations, la question du multilinguisme est devenue, par force, incontournable. Les auteurs de la présente monographie ont souhaité... Lire la suite...</p>
	<p>Mille langues et une oeuvre (Samia Kassab-Charfi et François Rastier) Ouvrage coordonné par Samia Kassab-Charfi et François RastierÉditions des Archives contemporaines, février 2016ISBN 9782813001887, 118 pages, 20 €, diffusion VRIN (http://www.vrin.fr) Poèmes, récits, aphorismes, essais, vingt et un écrivains venus de maints pays disent la présence de mille langues dans leur oeuvre. Libre de tout préjugé d'appartenance identitaire, la mille et unième... Lire la suite</p>
	<p>Du « fait linguistique » au « fait plurilingue » à l'école française 38 2015 : Varia Expériences & Recherches Gilles Forlot p. 73-86 Partendo dal terreno della formazione degli insegnanti della scuola primaria e secondaria, ed in modo in un certo senso programmatico, ci interesseremo in quest'articolo al fatto che la scuola, in quanto istituzione, prende in considerazione le lingue come oggetti d'apprendimento e solo raramente in quanto... Lire la suite...</p>
	<p>Spiegeler Avocats, juillet 2015 La langue dans les contrats internationaux (I): une comparaison entre le système français, néerlandais et européen, une tour de Babel ? La langue dans les contrats internationaux (II): la langue de rédaction des contrats La langue dans les contrats internationaux (III): un droit linguistique européen</p>

**Do not forget to support the l'OEP.
Please click [HERE](#) to join
and [HERE](#) to donate**