



COUNCIL OF EUROPE CONSEIL DE L'EUROPE

Janua Linguarum – The gateway to languages
The introduction of language awareness into the curriculum:
Awakening to languages

Michel Candelier (ed.), Ana-Isabel Andrade, Mercè Bernaus, Martine Kervran,
Filomena Martins, Anna Murkowska, Artur Noguerol, Ingelore Oomen-Welke,
Christiane Perregaux, Victor Saudan, Janina Zielinska



European Centre for Modern Languages
Centre européen pour les langues vivantes

Janua Linguarum – The gateway to languages

In 1994, upon the initiative of Austria and the Netherlands, with special support from France, eight states founded the European Centre for Modern Languages (ECML) as an Enlarged Partial Agreement of the Council of Europe. It was to become „a forum to discuss and seek solutions to the specific tasks and challenges that face them in the coming years and which will play a decisive role in the process of European integration“. At the time of writing, thirty-three states¹ subscribe to the Partial Agreement. Following a successful initial trial period (1995-1998), the continuation of the activities of the Centre was confirmed by Resolution (98) 11 of the Committee of Ministers.

The aim of the ECML is to offer – generally through international workshops, colloquies and research and development networks and other expert meetings – a platform and a meeting place for officials responsible for language policy, specialists in didactics and methodology, teacher trainers, textbook authors and other multipliers in the area of modern languages.

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Preface

Nomen est omen

Or so they say. But does a name really say it all? In the present context, names will simply act as initial indicators preceding a publication whose ambition it is to showcase the role of the Janua Linguarum programme in developing the particular awakening to languages teaching approach.

Janua Linguarum or Ja-Ling as it is often abbreviated is in fact the programme's second name. It was borrowed from a work by the Czech educationalist Jan Amos Komenský, better known by the name of Comenius, who in 1631 published a book on the teaching of languages: *Janua linguarum reserata* (The language gateway).

The name suits our purpose perfectly, especially for those of us whose language allows a certain ambiguity with regard to the expression “language gateway”. This is certainly the case in French: “*la porte des langues*” can designate the gateway that leads to languages but also the gateway that languages open up onto other horizons. And that is certainly what the awakening to languages approach has in mind: to provide better access to language learning but also to contribute significantly to education in all its dimensions, ranging from the knowledge of today's world to developing an aptitude for reasoning, not to mention history, education for citizenship, the ability to listen to others, etc.

The programme's initial name was “DifCurEv”, which had the advantage of clearly stating the new elements the programme wanted to contribute: the existing approach, namely language awareness (*éveil aux langues*), was to be passed on (*diffuser*) while studying the conditions for its introduction into curricula (in fact the full title of the programme was – and remains – “The introduction of language awareness into the curriculum”).

DifCurEv – Ja-Ling: the 1.2.1 network of the ECML's first medium-term programme

The DifCurEv – Ja-Ling mission at the European Centre for Modern Languages in Graz began, like many other of the Centre's networks, with a preliminary workshop prepared by the co-ordination team (Mercè Bernaus, Spain; Michel Candelier, France; Ingelore Oomen-Welke, Germany; Christiane Perregaux, Switzerland; and Janina Zielinska, Poland).

The workshop's objectives were to present the awakening to languages approach and set up networks around the DifCurEv project; the workshop itself was held from

29 February to 4 March 2000. A total of twenty-six countries were represented at the workshop,¹ participants being divided up into four networks.

During the five subsequent network meetings, which were spread over the three years of operations, the definitive partnership as we know it today with its sixteen partners gradually established itself and restructured into three networks (set up according to both the age of the pupils targeted and, for one of them, geographic considerations). The shift from twenty-six to sixteen countries is due to the fact that certain participants in the preliminary workshop were unable either to show genuine interest in the approach or to contribute to activities due to professional constraints (including a lack of institutional infrastructure or financial resources). In some cases the team within the country had to be changed.

Over the three years the emphasis was placed in turn on producing and validating teaching materials, establishing an experimental set-up, drawing up an observation and evaluation protocol as well as data collating and analysis tools, data compilation, data processing and the present document.

The findings were presented to the representatives of twenty-five countries at a final workshop (24-26 April 2003), most of whom worked in an advisory capacity for their ministry, as editorial contributors to curricula, as inspectors or as teacher training officers. The interest shown by the participants proved that this was indeed a significant moment in the dissemination of the approach.²

A website – A CD-Rom accompanying the present publication

Beginning in the second year, two three-month grants (March to May and September to November 2001) awarded to a student (Núria Bonet, Spain) by the ECML enabled a website specific to the Ja-Ling project to be set up, thanks also to the support of the relevant personnel at the centre. The site was designed both to inform the general public and facilitate exchanges between partners. The grant-holder was also entrusted with translating documents on the awakening to languages (articles, teaching materials, etc.) from French (the language in which, for historical reasons, the vast majority of documents were written) into English. A third grant awarded in 2002 (October to December) to another student (Aurélié Chojnowicz, France) ensured the continuation of the work (both the website and the translations).

The main elements of the site have been put onto the CD-Rom which accompanies the present document. As with the website itself, it contains:

¹ The minutes of the meeting and the papers presented can be found on the CD-Rom accompanying the present publication. The same applies for the subsequent meetings of the DifCurEv – Ja-Ling networks.

² The Janua-Linguarum programme continues for a further year (until August 2004) as part of a Comenius programme (European Union, programme 95040-CP-1-2001-1-DE, co-ordinated by the Pädagogische Hochschule in Freiburg), with the participation of partners from ten countries among the partners of the Ja-Ling networks of the ECML (this programme also began in September 2001).

- the names and details of the participants in the Ja-Ling networks;
- the reports of the preliminary workshop and network meetings;
- articles and other related documents (in several languages) on the awakening to languages (including the full report of several hundred pages from an earlier programme, the Evlang programme, submitted to the European Commission in July 2000), and a bibliography;
- various (PowerPoint) slides on the awakening to languages and the Ja-Ling programme, in several languages;
- examples of teaching materials, also in several languages;
- tools used for the observation and evaluation of experiments conducted in various countries;
- a “News” item with a link to key events on the awakening to languages that took place in the participating countries or in other countries;
- links referring to, among others, the Catalan and French sites of the Ja-Ling networks and to various sources on the languages.

Happy reading, happy consultation ...

Michel Candelier
August 2003

***Chapter I:
Janua Linguarum – A phase in the development
of the awakening to languages***

Michel Candelier, Ingelore Oomen-Welke and Christiane Perregaux

A. What is the “awakening to languages”?

1. A pluralistic approach to languages and cultures

1.1 Pluralistic approach and singular approach

As we shall see in the course of this chapter the awakening to languages (under its various names and variants, to which we shall also be referring) is a response to a wide array of concerns. One such concern is the determination to break the isolation in which language teaching in schools has found itself. This isolation has been the permanent backdrop to the teaching doxies in languages during three quarters of the last century, from the direct method (which proscribed any translation) to behaviourism (which regarded transfers from language to language merely as disruptive interference).

Today it is all about synergies between the different methods for learning languages. We can monitor the course of this new orientation in various works published over the past twenty years in different contexts (see, for example, Roulet, 1980; McLaughlin, 1990; Balboni 1994). This idea, long a minority one, today represents one of the key concepts of the Council of Europe’s *Common European Framework of Reference for Languages* (Council of Europe, 2001), through the notion of “plurilingual and pluricultural competence” (see pages 168-169). As we know, it consists of the language communication and cultural interaction skills of a social player who, at various levels, masters several languages and has experience of several cultures:

“The notion of plurilingual and pluricultural competence (...) posits that rather than a collection of distinct and discrete communication skills depending on the languages he or she has mastery of, an individual has a plurilingual and pluricultural competence that covers the entire language register at his or her disposal.

‘Knowing a language’ also means knowing a good deal about quite a lot of other languages but without actually knowing that one knows them. Learning other languages generally enables an individual to activate his or her knowledge and make it more conscious, an aspect to be encouraged rather than pretending it does not exist.”

A pluralistic approach is therefore defined as a teaching approach in which the learner works on several languages simultaneously. Such an approach is necessary, among other objectives, to support the structure of a plurilingual and pluricultural competence as defined above, that is so that the learner can rely on an aptitude he or she may have in one language to establish aptitudes in other languages, so that the result is not an artificial juxtaposition of skills but a system of integrated skills within the same overall competence. Conversely a singular approach is defined as an approach in which the only subject is a particular language or culture taken in isolation.

1.2 Three types of pluralistic approach

Three types of pluralistic approach serve to situate the awakening to languages:

Integrated teaching and learning of the languages taught

This consists in a nutshell of establishing links between a limited number of languages (and cultures), those to be learnt in a conventional school course or even in a course aimed at different skills for the languages taught. The aim is to build on one's own language (or the language of the school) to facilitate access to a first foreign language, then to build on those two languages to facilitate access to a second foreign language, etc. (besides Roulet, 1980, already cited, see for example a publication by another ECML network (Hufeisen and Neuner, 2003) and Castellotti, 2001).

In this first case, the aim essentially is to develop communication, linguistic and cultural skills for each of the course's languages/cultures.

Inter-comprehension between related languages

This consists of working in parallel on several languages of the same family, regardless of whether it consists of the family of languages comprising the learner's own language (or the language of the school) or the family of a language that he or she has already learnt. It is a first step towards even greater plurality. The idea is to increase the number of languages taken into account, while accepting to limit oneself to certain skills, and to avail oneself of the most tangible assets resulting from membership of the same family of languages – assets linked to comprehension – which are then systematically cultivated.

While the main objective is still to communicate, clearly other aptitudes are developed more intensively than in the previous case. They include general metalinguistic aptitudes, the very ability to rely explicitly on knowledge of one language to “switch” to another, confidence in one's learning abilities, etc.

In recent years innovations of this type for adult learners (including university students) have been supported at the European level (see Blanche-Benveniste and Valli, 1997; Dabène, 1996; Degache and Masperi, 1998; Klein and Stegman, 2000). Projects targeted at schools are currently being drawn up.

Awakening to languages

We refer to the definition drawn up by the partners in the European Evlang programme, which we shall be discussing later:

“An awakening to languages is when part of the activities concerns languages that the school does not intend to teach (which may or may not be the mother tongues of certain

pupils). This does not mean that only that part of the work that focuses on these languages deserves to be called an awakening to languages. Such a differentiation would not make sense as normally it has to be a global enterprise, usually comparative in nature, that concerns both those languages, the language or languages of the school and any foreign (or other) language learnt.”

Evidently this represents another step towards plurality. One might even be tempted to call it the “ultimate” step, which might be problematic for an approach which, as we shall see, usually takes place at the start of language learning; or perhaps an “extreme” step, if it were possible to separate the term from its connotations of intolerance linked to extremism.

In this context, establishing communication skills would seem essentially to be a “second-level objective” if only because of the large number of languages the pupil is working on (generally several dozen). This does not mean it is considered as secondary but that the emphasis is on developing skills for the purpose of acquiring communication skills, whatever the language.

This is certainly what the *Common European Framework of Reference for Languages* calls “the prospect of a sort of general language education” (page 169), which can be seen as a preparation for language learning preferably as part of pre-school and primary education. This preparation aims to develop an interest in and stimulate curiosity for languages and cultures, to develop the learner’s confidence in his or her own learning abilities, his or her skills in observing/analysing languages, whatever they may be, the ability to rely on an understanding of a phenomenon in one language to understand more fully – through similarity or contrast – a phenomenon in another.

This approach can also be perceived as a supporting measure for language learning courses,¹ at primary school and beyond. In this case the notion of second-level objective loses its chronological antecedent aspect and refers to a continual and parallel development of the knowledge, aptitudes and attitudes necessary to achieve communication skills. It is a development to which, of course, each particular instance of language learning will also contribute.

The awakening to languages, then, takes us away from the area of teaching/learning a particular language (only so we can return better equipped) and leads us firmly into the area of general language education.

And yet the broadening of the scope goes further still. Right at the very outset we mentioned that the language gateway could be considered as the gateway languages provide into other educational horizons. They comprise what the *Guide for the*

¹ In a way this might be said always to be the case if one considers that work on one’s own language (or the language of the school), which begins already at pre-school level, also represents a form of “language learning”.

development of language education policies in Europe,¹ in reference to the awakening to languages itself, defines as “plurilingual education” (Beacco and Byram, 2003).

Besides aptitudes for listening to, analysing and learning languages, the awakening to languages also aims to promote the development of favourable perceptions of and attitudes towards not just the languages and their diversity but also those who speak the languages and their cultures. Naturally this applies all the more to the languages and cultures of allophone,² immigrant or native pupils, who are thus recognised by the school. Beyond its contribution to language learning, the awakening to languages represents a facet of the intercultural approach, of which it is an integral part along with its specificities. We shall come back to this point later.

Developing curiosity, interest and openness for and towards that which is different should also contribute towards diversifying the choice of languages pupils choose to learn.

It is also a matter of developing a “language culture”, knowledge specific to languages, particularly of a sociolinguistic nature. This knowledge represents a set of references that help to understand the world in which pupils live today and will live in the future.

This approach to languages also provides a means of access to knowledge, know-how and attitudes usually targeted by other disciplines: examining the places where the languages we encounter are spoken takes us to geography; discovering words borrowed from one language to another or the kinship between languages takes us to history; scripts, to calligraphy and plastic arts; the notation of figures, to mathematics; proverbs, to the study of the natural environment, etc. Not to mention the role of open attitudes in citizenship education.

¹ In the version presented at the Conference on Languages, Diversity, Citizenship: Policies for Plurilingualism in Europe, Strasbourg, 13-15 November 2002.

² Throughout this publication the term “allophone” is used in the sense of “children with a different linguistic and cultural (background or) origin”.

2. The social challenges of the awakening to languages

In the above we have been looking at what the awakening to languages approach hopes to bring to pupils. We now need to see in what way these contributions are desirable in today's society and schools.¹

Meeting the challenges of plurality – The awakening to languages, one aspect of the intercultural approach

The societies in which pupils educated in today's schools live and will live in the future are and will be linguistically and culturally diverse due to the combined influence of three easily identifiable factors: globalisation, whether it applies to the economy, information, exchanges or culture; migratory phenomena, which are set to continue and even to gather pace; and, for many countries on our continent, European integration, which is sought after politically and progresses to the rhythm of treaties and the gradual accession of new countries.

The aim of the awakening to languages is to allow diversity, which is all too often synonymous with tensions and rejections, so that it can be experienced in a spirit of solidarity rather than fragmentation.

The presence of immigrant children and adolescents is not without effect on schools as a place of activity and learning, and of language learning in particular, with everyone learning together and from one another. This entails acquiring knowledge about the language and culture of others, and in turn adopting the vantage point of others. Thus the supposed "normality" and the supposed "universal value" of that which is specific to us can be called into question. It is also a means of acquiring a different way of thinking.

Learning together and from one another represents the educational answer that should be given to the existence of multicultural societies. It means opening up to the cultures, languages and literatures contributed by immigrants and to other modes of reception and learning of traditional teaching contents. In fact gaining access to and understanding that which is foreign represents one of the functions traditionally attributed to the teaching of literature.

These are the objectives targeted at by the awakening to languages – but not by it alone. These are also objectives aimed at by intercultural education from its very beginnings: "the intercultural option (...) is the proclamation of solidarity, in the full awareness of specificities and communities" (Porcher, 1988, page 121).

¹ The following is inspired by Chapter 1 of *Evlang – L'Éveil aux langues à l'école primaire* (Candelier, 2003).

The convergence is real. And from this viewpoint the awakening to languages emerges as a particular facet of the intercultural approach, of which it becomes an integral part, with its own characteristics. These specificities can be grouped under three headings:

- Without ignoring the cultural dimension the awakening to languages certainly has a linguistic foundation, thus reiterating for its purpose the statement common in the didactics of languages (and cultures) according to which language is both a means of expression of a culture and a privileged access to that culture.

It seeks to add to the intercultural approach by taking into consideration more fully the cultural objects of language and communication, on the one hand, and, on the other, by highlighting what language and communication have to say about the representations of those who use them as well as the social structures in which they move.

- The awakening to languages is resolutely a part of the aim of establishing attitudes under the effect of cognitive activities pertaining to diversity.

Like the intercultural approach itself the awakening to languages expects little from all the talk about the need for a positive acceptance of difference. Nor does it believe much more in the effects of an anecdotal encounter with diversity: to ensure that attitudes of openness and solidarity are firmly anchored, the diversity of languages and cultures has to be the subject of a genuine drafting of knowledge and know-how justified at school level with which pupils will be able to experience the pleasure of a genuine, active discovery.

- This may be felt to be a roundabout way. But it is the most reliable way. It is not a matter of addressing from the outset the issue of injustice and inequality of opportunity but of establishing the notion that the diversity of languages and those who speak them is something normal, something obvious.

There is no need then to argue by moralising, an attitude which we all know is very often counter-productive, especially among young people. Turning languages that are usually discredited into legitimate teaching objects encourages positive attitudes towards those languages and those who speak them as well as the cultures they reflect and express. It does so not just among the pupils who do not speak the languages but also among those who do and who all too often are trapped inside a web of self-devaluation. Finally, while the intercultural approach, particularly at the beginning, confined itself to issues raised by the presence at school of immigrant pupils, the awakening to languages has from the very outset positioned itself at the general level of all linguistic diversities, whatever their status.

It is undoubtedly one of its strengths that it has placed socially discredited languages within the general paradigm of observed languages, on an “equal footing” so to speak with all the other languages. The variants usually denigrated become one element of diversity among others, recognised by the fact that they are studied within the school

context (see also de Goumoëns, de Pietro and Jeannot, 1999; Perregaux, 1995; Candelier and Macaire, 2001; Oomen-Welke, 2003d).

The awakening to languages and democratic citizenship

There is also a strong convergence between the ambition of the awakening to languages approach to help the experience of diversity through solidarity and the concerns which led the Council of Europe to develop activities around the contribution of education to democratic citizenship. The Council of Europe's action in this area concerns languages in particular since the work of the Modern Languages Project Group is officially part of the idea of democratic citizenship (see also the proceedings of a recent conference: *Linguistic diversity for democratic citizenship in Europe* (Council of Europe, 2001)).

Audigier (1998) reviews the key skills necessary for the full exercise of democratic citizenship, skills whose implementation education therefore needs to promote. We shall mention two for which adopting an awakening to languages approach – compared to a more “conventional” approach to language learning – is particularly striking: knowledge of the world today and the positive acceptance of differences and diversity.

If the official programmes or institutions are to be believed, these are two areas where language teaching can prove its educational value.

True, language teaching aims to “acquaint us with the country and its people”. And yet by its very nature – including cases where a language is spoken in many countries – its contribution is necessarily limited to the countries and societies “linked” to the language, and the knowledge to which it provides access applies to only part of the world today. As we have seen, the awakening to languages has a far greater potential to offer: the approach applies to the greatest possible diversity of languages and cultures, including those present in the classroom, in the immediate vicinity, elsewhere on the national territory, and in other countries of Europe and the world, independently of the place they might occupy on the school's agenda.

This point in particular is crucial for the second key skill defined by Audigier: the positive acceptance of differences and diversity. We might think that in the – obviously majority – case where the foreign language taught is a globally dominant language (which in most contexts applies to English), language teaching serves in fact to trap pupils inside a “bi-ethnocentrism” that consists of the locally dominant language/culture and the globally dominant language/culture (Candelier, 1996). Such a situation is particularly conducive to the rejection of any other third language/culture, especially if such a language also happens to be socially discredited.

The awakening to languages and the diversity of languages learnt

We noted above that the awakening to languages also hoped to contribute towards increasing the diversity of the choice of languages learnt by pupils.

The need to boost the diversity of languages taught in education systems is a principle that has enjoyed a broad consensus within European institutions for several decades. Unfortunately, the statements subscribed to by the nation states are rarely followed up in practice.

There is no doubt that achieving greater diversification demands certain financial efforts. Yet during a recent survey conducted in member countries of the Council of Europe, it was shown that the level of diversity achieved was no higher in the most affluent countries, which indicates that the financial issue is not necessarily the essential one (see Candelier, Dumoulin and Koishi, 1999). And if that is not the essential issue, it can only be the way the various players see languages themselves and the benefits of learning them. Hence the importance and appropriateness of one particular question: what are the schools themselves doing to change the perceptions of languages and to achieve a greater interest in diversity, which is likely to generate a more diversified demand for languages? Here again the contribution anticipated with the awakening to languages approach is urgently needed.

Primary schools and languages

The last twenty years have been characterised by the gradual implementation of foreign language learning in primary schools – at least in western Europe; in central and eastern Europe it is something that has long been achieved. On the one hand, this trend has boosted fears concerning the increase in the hegemony of languages that are already dominant in the education systems. On the other, there have been growing doubts about the very effectiveness of such foreign language learning on the development of the intended skills in pupils.

From the viewpoint of genuine language learning, the essential question with regard to what is learnt is knowing whether pupils who have been introduced to a language at primary school have an advantage over pupils that have not. The few studies that have sought to answer this question for pupils taught a language under the usual conditions of one to three hours (maximum) a week¹ have come up with relatively varied answers. One of the dominant traits appears to be the transitory nature of the advantage gained by those taught a foreign language over those who were not; another is that such advantages tend to be limited to “good pupils” (see Blondin et al., 1998).

As far as pupils’ age is concerned, the empirical data refute the widespread idea that the youngest pupils learn more effectively than older pupils (ibid., see also Gaonac’h, 2002).²

If we add to that the considerations regarding the difficulty of implementing language teaching at primary schools in many countries, due in particular to the insufficient

¹ We are not looking here at immersion teaching or bilingual teaching.

² “If we adopt a scientific approach to this question, we must conclude that we need to avoid any excessive enthusiasm about the wonderful learning aptitudes of young children [...]” (page 18).

number of teachers with a suitable job profile, we see that the issue of languages in primary education is not addressed entirely convincingly by the procedures most often implemented or recommended today. In this context the awakening to languages can appear as an alternative or complementary solution (depending on the situations and education levels) that would allow the primary school setting to be used more “profitably”, that is more in keeping with certain recognised objectives.

B. The awakening to languages before Ja-Ling

1. What its forerunners contributed

The awakening to languages as we see it is a direct descendant of the concept of language as a bridging subject throughout the curriculum, which had been introduced in the United Kingdom by Hawkins as of 1974. The approach emerged in the UK during the 1980s thanks to the theoretical and practical work of Eric Hawkins (see Hawkins, 1984) and other researchers and teachers within the language awareness movement.¹

Language awareness already featured most of the objectives listed above for the awakening to languages, whether cognitive or affective, including the aim of encouraging better relations between ethnic groups (Donmall, 1985, pages 7-8). Among the many motivations stated, the predominant one originally was the determination to combat failure in languages at school (in both English and foreign languages) (James and Garrett, 1992, page 3; James, 1995, page 27; Moore, 1995, pages 45-46).

The movement was not subsequently recognised by any institutions in the UK and underwent a genuine decline during the 1990s. Recently, however, the Nuffield Language Inquiry (2000) suggested that the “national action programme for early education” should introduce “language awareness modules whose contents would be designed to establish a bridge between teaching in English and teaching in foreign languages”. It also suggested “showing the link between languages, communication and citizenship” to promote the “acceptance of diversity”.

A large number of other studies, of differing scope, was carried out in the wake of this forerunner movement in several European countries. For reasons of space we shall look only at the studies from which the *Janua Linguarum* programme has benefited most directly: The activities on language awareness and *ouverture aux langues* in French-speaking Switzerland; the Socrates/Lingua programme entitled *Evlang*, which maintained close ties with the former; and the work carried out at Freiburg (Germany), focused essentially on taking into account the languages of immigrants at school.

All the other innovations have also contributed to the wealth of the thinking which has inspired our present work. They include the research conducted by Louise Dabène and her team at Grenoble (see Caporale, 1989; Dabène, 1995; Nagy, 1996) and the experiments carried out at Dijon by Ghislaine Haas (Haas, 1995). It is also the case for the work by two regional education research institutes (the Landesinstitut für Schule und Weiterbildung at Soest (Germany, Rhineland-Westphalia) and the Zentrum für Schulentwicklung at Graz, Austria), which officially introduced into the schools of

¹ A survey conducted in 1982 and 1984 revealed the existence of language-awareness-type activities in just over 250 schools in the UK.

their *Land* an approach partially inspired by the language awareness movement (under the names *Begegnung mit Sprachen in der Grundschule* and *Sprach- und Kulturerziehung* respectively) (see Haenisch and Thürmann, 1994; Huber and Huber-Kriegler, 1994). In Italy the language awareness approach influenced the work carried out more than twenty years previously under the heading of *Educazione linguistica* (see Costanzo, 2002).

We shall begin our presentation of the direct heritage by featuring the Eulang programme, which accounts proportionally for the largest share.

2. The Eulang programme

The Eulang programme, (1997-2001) backed by the European Union as part of the Socrates/Lingua programmes, stemmed from the idea that it was necessary at that stage in the development of innovations in the awakening to languages to set up a more substantial project capable of verifying whether or not the expectations raised by the approach were justified. It combined the efforts of some thirty researchers involved in language teaching in five countries (Austria, France, Italy, Spain and Switzerland).¹

The aim was to show that the approach could be applied on a broader scale, that it was realistic with regard to the means to be implemented, and that it would lead to the anticipated results – at least those that were discernible within the framework of a project lasting three years, a duration specified by the Socrates programmes.²

Activities

The activities focused on three main areas:

- Producing some thirty teaching resources for a course of one year to eighteen months (at the end of primary school, the choice being determined by wanting to show with what skills a pupil of that age could be provided before he or she starts

¹ The institutions involved were: Zentrum für Schulentwicklung in Graz; Universitat Autònoma in Barcelona; Istituto Universitario Orientale di Napoli (and Università Ca' Foscari di Venezia during the first year); Université René Descartes Paris V, Université Stendhal Grenoble III, Institut Universitaire de Formation des Maîtres de La Réunion, Institut de Recherche en Economie de l'Éducation at the University of Bourgogne; Centre de Linguistique Appliquée at Neuchâtel University, Faculté de Psychologie et des Sciences de l'Éducation at Geneva University, Institut de Recherche et de Documentation Pédagogique de Neuchâtel and Institut Pédagogique Neuchâtelois.

² The following lines are taken from the text of a paper presented by Michel Candelier at a conference organised by the Spanish authorities (The Need for Learning Foreign Languages in National Educational Systems, Valencia, 6 May 2002).

his or her secondary education). The resources cover a variety of topic areas¹ and involve more than sixty languages of every status and from all continents.

- The training of teachers capable of implementing these courses in their usual classes; the training was provided as part of in-service teacher training lasting two to three days; generally the teachers involved were not “pre-selected”.
- The quantitative and qualitative evaluation of the courses; it gave rise to a bulky report of some 1 000 pages.² The quantitative evaluation was carried out on some 2 000 pupils (compared with around half that number of testimonial pupils), based on prior and final tests and a very stringent scientific protocol. The qualitative evaluation focused essentially on some twenty classes, with interviews (teachers, pupils) and a detailed observation of the approach (video recordings and specific observation form). These were complemented by various questionnaires addressed to a larger number of teachers and parents.

Assessment

Quantitative evaluation – Effects of the course on pupils’ attitudes and aptitudes

As for Evlang’s effect on attitudes, the tests looked firstly at the pupils’ interest in diversity and secondly their receptiveness to the unfamiliar. For the development of language-related aptitudes the study looked at the ability to discriminate and memorise by listening, and at syntax skills using the method of text deconstruction-reconstruction in an unknown language.

In both cases – attitudes and aptitudes – the impact of the awakening to languages on the first of the two components mentioned (interest and listening skills) is confirmed in a large majority of samples. The effect was also shown for the second component (receptiveness and syntax skills) albeit in only a few cases. These differences can be explained: receptiveness evidently demands more than simple interest, and the deconstruction-reconstruction exercises were carried out much less frequently than the listening exercises.

The only relative disappointment concerns the effects on skills in the school’s languages, which are not noted, even if in the interviews and questionnaires conducted teachers tended to consider that they existed. The majority of Evlang initiators themselves expressed certain doubts in this respect concerning activities scheduled at the end of primary education.

¹ Inspired by the areas originally drawn up by the language awareness movement in the United Kingdom, in particular: languages in a spatial context (the environment, Europe, the world), relations between languages (history and development of languages, loan words), writing systems, sounds, and relations between languages and cultures. But also certain morpho-syntactic and textual regularities, variation, bilingualism, languages and their status, learning languages, etc.

² Available online at the Ja-Ling website (<http://jaling.ecml.at>).

It is essential to note that these results apply to a course which in general lasted thirty-five hours. Yet the study of the links between the number of hours (which varied from seven hours to ninety-five hours) and the intensity of the effects clearly shows that a longer course has every chance of leading to more generalised effects with a broader scope.

It should also be noted that Evlang's contribution to the development of attitudes essentially concerns the weakest pupils at school, and that the awakening to languages significantly promotes the desire to learn languages. In several cases it boosted interest in learning minority languages, including the languages of immigrants.

Aspects of the qualitative evaluation

Overall the teachers conducting the experiments believed that the awakening to languages develops/strengthens the metalinguistic aptitudes of pupils as well as the anticipated attitudes of interest and openness, even if at a more detailed level we note that they are more doubtful about aptitudes than attitudes. The practice of this approach often led them to be more "sensitive" to the presence of allophone pupils in their class, and to call upon their resources. For most of the teachers, referring to several languages simultaneously was seen as natural. Intellectual observance of the awakening to languages approach predominates and is often based on the realisation that it is consistent with and complementary to the other learning methods used in class.

The interviews conducted with pupils show that a majority found Evlang useful or even very useful, even if the reasons for its usefulness are not always perceived or clearly expressed. With the notable exception of Swiss pupils (who no doubt benefit more often from "active" methods), pupils generally appreciated the way they were asked to work (group work).

3. The awakening to languages and the openness to languages in French-speaking Switzerland

From the early 1990s, French-speaking Switzerland had been interested in the awakening to languages approaches¹ which it called awakening to language/openness to languages (EOLE) to specify that it was a matter of both developing pupils' metalinguistic skills and their plurilingual and pluricultural socialisation through comparison between languages, confrontation, reflection and discovery. Teams then drew up EOLE activities and tested them in class (Perregaux, 1995) while providing basic and in-service training programmes for teachers keen to adopt the approach. Teachers took individual initiatives to establish these activities in their classrooms while in several instances the schools preferred to set up projects that sometimes benefited from the skills of teachers who were native speakers. However, the teaching materials were still badly lacking and there ensued a discussion between school officials concerning the opportunity to free these approaches from their marginal existence. As in other countries it was a step waiting to be taken, given the increase in the population's linguistic and cultural diversity, the often ignored resources of pupils from immigrant families, the need to offer all pupils a new opening onto the world through a plurilingual and pluricultural linguistic culture, and the questions recurrently raised about teaching languages at school. In 1997 the Commission Romande des Moyens d'Enseignement (COROME) decided to commission a study group to evaluate the relevance of EOLE approaches in French-speaking schools in Switzerland and put forward a framework project, a genuine curriculum for all pre-school and primary levels.

The first activities, opting for a didactic approach based essentially on a problem-situation approach inspired in particular by work carried out on the didactics of French and mathematics, were put to the test in some forty classes. Regardless of the language makeup of their class (more monolingual or plurilingual), teachers expressed their interest in the approach, believing that it was addressed to all pupils and that they would be able to incorporate it into existing school disciplines. Despite the favourable results, the project was delayed somewhat by a certain amount of resistance from the institutions. It should not be forgotten that these approaches represent an undeniable paradigm shift as far as the recognition of multilingualism in schools and in society, and the teaching of languages are concerned. Taking EOLE approaches seriously implies breaking away from an additive and compartmentalised conception of languages and their presence in the classroom (de Goumoëns, 1999).

The European Eulang project (see above) was being set up at the same time and the Swiss group commissioned by COROME, which was expanded to include other

¹ The integration of French and German teaching in teacher training practised by Müller at the Ecole Normale in Neuchâtel triggered this interest as did several studies on the linguistic consequences of migrations conducted at the laboratories of applied linguistics in Neuchâtel and Basel. Moreover, Eddy Roulet was something of a forerunner for the awakening to languages approaches with his work on an integrated teaching methodology for the mother tongue – second language (Roulet, 1980).

researchers and institutions in French-speaking Switzerland, became its Swiss partner. Thereafter, the thinking undertaken as part of Evlang and that specific to COROME/EOLE strongly influenced each other despite the differences in target groups (pupils at the end of primary school for Evlang, activities covering the full education curriculum from 4 to 12 years for COROME/EOLE). The results of the research conducted as part of the Evlang project corroborated the choices made by the organisers of the EOLE project, underlining the influence of the time devoted to these approaches on the results obtained.

French-speaking Switzerland finally reviewed its decision and decided that, at the threshold of the twenty-first century, the education situation demanded that teachers be provided with EOLE teaching resources so that they could rely on “tools” to work on the diversity of languages in the classroom. The study group then took charge of management of the collection and, together with six authors,¹ compiled thirty-five activities for pre-school and primary education (see Perregaux et al., 2002).² Once these resources have been sufficiently distributed among those teachers who request them (their use is not compulsory), an outside monitoring facility will be set up to study the impact of these approaches on pupils’ education, from both an intellectual and a social point of view.³

The intense collaboration and complementarity of viewpoints that united the researchers and research teachers of the Evlang and EOLE projects were maintained with the Ja-Ling project, which in Switzerland was extended to the country’s different language regions (French-speaking, German-speaking, Romansh-speaking and to a lesser extent Italian-speaking). We shall be looking at this point later in Chapter II.

¹ Claudine Blasiger, Claudia Berger, Janine Dufour, Lise Gremion, Danièle de Pietro and Elisabeth Zurbriggen.

² This new pioneering collection in the French-speaking world comprised two volumes (one for elementary school teachers – that is, pupils aged 4 to 8 – and one for primary school teachers – that is, pupils aged 8 to 12), each complemented by a file of reproducible documents and two audio CDs. A complementary brochure contained a glossary of languages, listing the sixty-nine languages included in the activities, and a practical vocabulary list with words, everyday expressions and a text in twenty languages.

³ We should also mention the role played by several magazines in supporting the dissemination of these approaches by highlighting the educational innovation they provide, the (inter)cultural, sociolinguistic and psycholinguistic issues they raise, the institutional and personnel changes they require, and the training they demand. They include in particular *Babylonia* (babylonia@iaa.ti-edu.ch), the *Vals-Asla* bulletin (marinette.matthey@unine.ch), the *CREOLE* magazine (Christiane.perregaux@pse.unige.ch) and *Interdialogos* (mcwenker@freesurf.ch).

4. Research conducted at the Pädagogische Hochschule in Freiburg

The study conducted at the Pädagogische Hochschule in Freiburg (Germany)¹ on the attention to languages and children's awareness of language also represents one of the sources of the Ja-Ling programme. The aim of the project was to study children's subjective representations and theories of languages and their ability to think about language in order to create language courses better suited to their needs.

It focused on their views of not just minority languages but all types of languages and included the different questions children have about languages as well as anthropological and philosophical aspects. To our knowledge this was the first study of its kind to feature such a scope and use comparable methodological approaches. The project essentially rests on three foundations:

How children express themselves spontaneously about languages

An analysis was carried out on more than 100 documents/transcriptions taken from the language courses registered. It emerged that many children suggested their own observations on language phenomena as a subject of discussion in class. In other words they were aware of their linguistic environment. In most cases their starting-point consisted of the sounds or meaning of words and expressions. Bilingual or multilingual children compared the words of their native language(s) – usually the language spoken at home – with those of the language used at school. Children who speak a dialect did the same from time to time.

The elements collated were used to draw up a classification of the observations made by the children on their own language(s) or other languages.

Teachers are often opposed to these views put forward by pupils, feeling that they represent a disruption to the class. They do not see the usefulness as they cannot perceive how they might be able to benefit from it. This no doubt goes some way towards explaining why children tend to express themselves less and less spontaneously the older they become.

There is therefore an obvious need for a teaching formula that would allow the questions raised by children on languages and the observations they make about them to be put to good use. This aspect of the Freiburg project can therefore be considered to provide a founded and empirical argument justifying the significance of the Ja-Ling project.

¹ The study was financed by the *Land* of Baden-Württemberg, where Freiburg is situated.

What children and adolescents think about languages

Another study looked at the ideas and notions that pupils have of languages outside the scope of the classroom. It is described later on in Chapter III-B.

How teachers can use the knowledge of children in their classes

The two studies mentioned above helped to draw up a teaching model aimed first and foremost at in-service teacher training and might be used for introducing the Ja-Ling work.

The approach is aimed at assuaging teachers' fears of unknown languages with which they have to work. The teachers' approach comprises two main areas each consisting of several stages:

The language universe area allows teachers to discover the notions children have of languages, to use those ideas in the classroom to encourage children's thinking on languages and at the same time on the minority languages of children in the classroom using examples. Therefore, the fact of speaking several languages in class is a huge bonus.

The area entitled "opening up to the cultural universe" consists among other things of working on short texts (poems, tales, proverbs, etc.), with sign systems (numbers, scripts, body language, etc.). It develops theoretical thinking on languages and answers the more general questions raised by children.

It would seem that one of the main advantages of this approach is the integration of several viewpoints and ways of thinking. The aim is to avoid the ethnocentric focus typical of traditional teaching and to encourage children to participate in the teaching irrespective of their backgrounds.

C. The aim of Ja-Ling

Previous innovation programmes having revealed so much about the possibilities of implementing an awakening to languages approach and the effects it can be expected to have on pupils, it was only natural that the next stage should focus on dissemination.

However, any serious consideration of the principle whereby an innovation developed within a given education context can never be transposed directly to a different context has to acknowledge that the dissemination of a new approach is inseparable from studying the conditions of its incorporation into the curricula of various education systems. As we saw from the very first lines of the chapter dedicated to the term “DifCurEv”, those are the two complementary areas of the work carried out within the framework of Ja-Ling.

The focal point of our observations

We know that the concept of curriculum is one of the least clearly defined education notions. We do not aim to provide a definition of it here but we do need to specify the various aspects of the real situation which our determination to study incorporation into curricula has led us to observe.

The first area concerns introducing awareness activities into existing school activities. Very simply it is a matter firstly of gathering indications on their weekly frequency and their duration. It is also a matter of studying their relationship with school “subjects” or “disciplines” (Are awakening to languages activities integrated into existing disciplines? Are they an additional discipline?). Concerning the latter point it is also important to know whether or not the objectives or contents of the awakening to languages correspond – even partially – to objectives or contents already present in the school “syllabus”. The same question applies to the methodology: we need to know whether or not the teaching approaches recommended by Ja-Ling accord with the approaches recommended by these syllabuses or official instructions.

Besides the school organisation and the official texts, it is also crucial to look at the teachers themselves. The very possibility of successfully introducing an innovation depends closely on the way teachers respond to the innovation, whether in their ideas or practice. Obviously, previous programmes (Evlang in particular) had already taught us a great deal about these aspects. But they also showed that there are substantial differences between teachers’ responses to this new approach from one country to the next.

These aspects are the ones we considered as central when studying the integration of the awakening to languages approach into the curriculum proposed by Ja-Ling.

We added an initial analysis of parents' attitudes. While their influence on the possibility and success of introducing an innovation into the curriculum is far less decisive than that of teachers' attitudes and practices, their responses can either facilitate or impede the process. That is particularly true for the awakening to languages. Firstly, because the proposed approach does not correspond to the spontaneous objective, namely that of direct communicative "profitability", hugely biased in favour of English. And secondly because in certain situations the approach aims to make use of the parents' skill to support the work done in class.

As for the pupils, there was no question of evaluating once again the effects of the programme on their aptitudes and attitudes as this had already been done as part of Evlang: Ja-Ling did not provide the necessary conditions with regard to the course duration and the strictness of the experimental protocol. None the less, we gathered some information on their assessment of the teaching resources with which we asked them to work.

With hindsight we felt that the programme should have provided an opportunity to collate the pupils' initial views on languages.¹ This issue is also related to the curriculum, firstly because the results obtained will in future contribute to a more accurate definition of the objectives set for the awakening to languages and, secondly, because the results of a study on initial views can highlight any shortfalls in knowledge or prejudices among pupils which the learning of a specific language cannot remedy and which therefore justify the choice of the awakening to languages. It should remain clear, however, that collating pupils' initial views is not pitched at the same level as the investigation approaches mentioned earlier: it is not an observation tool for monitoring the approaches we have adopted to introduce these measures into the curriculum nor for monitoring their effects.

Overall view of the activities

Various types of activities have been adopted to disseminate the approach and complete its incorporation into the curricula:

- dissemination of knowledge of the approach: conferences, publications in specialist magazines and Internet sites;
- contacts with education authorities;
- production/adaptation of teaching materials, also for younger children at kindergarten (and therefore non-readers) and for pupils in secondary education;²
- teacher training/awareness raising;

¹ The "final" views were collated in June 2003, and will be subsequently processed.

² One of the conclusions of the previous studies was that the approach had to be spread, more or less intensively, over several education levels. We often encountered difficulties in implementing it in secondary education, where little scope is usually given to education that is not strictly linked to a particular discipline.

- implementation of activities in the classrooms;
- production of evaluation tools designed at monitoring the implementation of the approach;
- collating and analysing the data obtained.

The rest of this publication deals with the presentation of this work and the findings we were able to obtain as a result.

***Chapter II:
Ja-Ling – State(s) of the art***

Ana-Isabel Andrade, Michel Candelier and Filomena Martins

This chapter features specifically didactic activities (production of teaching materials, teacher training and teaching) carried out by the Ja-Ling teams in the various participating countries. The share of these various teams in the evaluation work aimed at monitoring the implementation of the approach will be shown in Chapter III, where the result of this study is presented.

For various reasons, due mostly to the size of the national teams and the material and financial means at their disposal, implementation was not the same for the sixteen countries participating in the network.¹ As a result we decided to divide Chapter II into two sections.

In Section A we report on the activities of the ten countries which participated fully in all the network's joint activities and for which the Ja-Ling co-ordinators supplied us not just with many details about their work but also with very substantial information on the situation of languages and language teaching in their countries,² as well as an analysis of the importance of the approach in their context and the difficulties they encountered.

Section B contains a summarised view of activities in five countries in which the evaluation could not be carried out. The presentation is based essentially on the annual reports provided by the co-ordinators. We have added a report on the activities in Switzerland, where the evaluation was carried out with partly specific tools and during a period prior to the one earmarked for the ten countries of Section A.

¹ The CD-Rom which accompanies this publication contains the names, functions and details of all the national co-ordinators of the Ja-Ling programme.

² The work was carried out using an analysis tool entitled "Language policy sheet" to be found on the CD-Rom (under the heading "Evaluation tools"). The tool is based on Candelier, Dumoulin and Koishi, 1999, borrowing the distinction between foreign language, native minority language and immigrant language.

A. Ja-Ling in ten countries

Ana-Isabel Andrade, Michel Candelier and Filomena Martins

We begin with a short summary of the data subsequently presented country by country. We then add a specific complement listing a number of points on the teaching resources adapted and produced by the partners (of the sixteen countries).

0. Overall view of the ten countries

0.1 Languages and language teaching

0.1.1 *Languages and their speakers*

The ten countries concerned obviously differ greatly with regard to their level of multilinguism and the status of the languages spoken there in addition to the official language(s). None the less, only three countries have a percentage of allophone speakers that does not exceed 4% (Finland, Poland and Portugal). Of the seven remaining countries, three are close to or exceed the 10% mark (Germany, Austria and Greece).¹

In six of these seven countries, multilinguism is due mainly to a significant number of immigrants (Austria, France, Germany, Greece, Slovenia and Spain-Catalonia) and, in one country, to the presence of native minority languages (Hungary).

The percentage of immigrants is lowest in two countries of central Europe (Hungary and Poland). Portugal stands out by virtue of an extremely low number of speakers of native minority languages.

The European Charter for Regional or Minority Languages has come into force in six of the ten countries (Austria, Finland, Germany, Hungary, Slovenia and Spain). Two countries have merely signed the charter (France and Poland). Two others have not: Greece (in spite of a high percentage of speakers of native minority languages) and Portugal (although the instance of its only linguistic diversity concerned, Mirandês, has been addressed by national legislation).

¹ It is important to remember that in many cases the figures available are approximate as many countries do not conduct strict surveys of people who speak other languages, as shall become clear when reading the examination of the situation of each country later on.

0.1.2 Language teaching

Foreign languages

In all ten countries English is the most frequently taught language, although only just in Hungary (where German almost accounts for the same number of pupils). The virtual hegemony of this predominance can be measured by a “dispersion rate”, which compares the number of pupils learning other languages with the number learning English (naturally in some cases this may involve the same pupils learning several languages in parallel). Hungary is the only country in which the rate exceeds 100%, which indicates that the number of pupils learning all the other languages is greater than the number of pupils learning English. In Poland it is 80%. At the other end of the scale are Austria and Catalonia, where the number of pupils learning a language other than English is five times and eight times lower respectively than those learning it.

There is a much greater variety in the language that comes second in terms of numbers: it can be either French (in Austria, Catalonia, Germany, Greece and Portugal), German (Finland, Hungary, Poland and Slovenia) or Spanish (France).

English is the first compulsory language on the curriculum in Greece. In several other countries it is *de facto* the language of choice for virtually all the pupils (Austria, Catalonia, Finland and Germany).

Native minority languages¹

It is much more difficult to draw up comparisons in this area and therefore obtain an overall view. Firstly, because the facts are more complex: the need to differentiate between teaching in the language and teaching of the language, different situations within one and the same country depending on the languages in question, intervention of the association sector in certain cases, difficulty of assessing the reality of demand, etc. Secondly, because the figures available are often inaccurate, incomplete or even non-existent.

What is striking once again is the diversity of situations. In several cases the offer can be qualified as satisfactory without any hesitation. This is the case of Danish in Germany, of Sami in Finland, of a large proportion of the native minority languages in Poland (where rights are available as soon as requested by a sufficient number of families, with the backing of the state), of Mirandês in Portugal (thanks to the association sector) and especially of Italian and Hungarian in Slovenia, which are also taught to Slovenian-speaking pupils in bilingual regions.

It remains quite satisfactory for a good number of the native minority languages in Austria (where the number of pupils attending the teaching courses remains low),

¹ The particular case of Catalan, the official language of Catalonia, is not incorporated in this overall view. See below, page 70.

Hungary (where the offer still depends on the opportunities available at each school) and for certain languages in France (in part with the support of the association sector).

The situation is the most unfavourable in Greece, Turkish being the only language that benefits from bilingual teaching and is confined to an area of the country where the application of an international treaty is imposed according to religious considerations, to which any linguistic differentiations are subordinated.

Romani languages are regularly among the languages that are at a particular disadvantage.

Immigrant languages

The situation is at least as diverse as for native minority languages, and overall much more unsatisfactory. It appears that immigrant pupils cannot benefit from any teaching of (or in) their language of origin in the education systems of Catalonia, Greece and Poland. In Portugal and Slovenia any such teaching is sporadic and linked to rare experiments or innovations. By contrast genuine rights are available to these pupils in Austria, Finland and Hungary (where the same opportunities – and limitations – apply as for native minority languages).

In other countries still (Germany and France), the education authorities usually refer back to initiatives by the countries of origin, initiatives which are only seized by countries that have the resources and the political will, which excludes the countries of sub-Saharan Africa and of Southeast Asia.

In all the other cases the associative framework remains the last resort.

0.2 Interest in the awakening to languages

It may be said that the awakening to languages approach was unknown in four countries (Finland, Greece, Hungary and Slovenia) at the time contacts were made to implement the future Ja-Ling network. Virtually the same was true of Poland. In Portugal many didacticians had heard of the experiments conducted in French-speaking countries in the 1990s, including before Evlang. In Germany the language awareness approach had had an influence independently of these experiments and had already been incorporated into an intercultural approach by Ingelore Oomen-Welke linked to the presence of immigrant pupils. In three countries (Austria, Spain-Catalonia and France) the awakening to languages had already been initially disseminated through the Evlang programme in which teams from these countries had participated. In Austria, Evlang itself had taken over from a programme inspired by language awareness

(*Sprach- und Kulturerziehung*). In Catalonia and France (but not Austria) those who had played an active part in Evlang took up the Ja-Ling programme.¹

A study of the information provided by the co-ordinators shows that considerations pertaining to the diversity of languages spoken on their national territories – and in most cases the presence of immigrant languages at school – represent an important motivation for their conviction that the Ja-Ling approach is of interest for the education system in their respective countries. In many cases the diversity itself had already resulted in the development of an intercultural approach, also as a methodology orientation recommended by the establishment (see, among others, the example of Germany or Austria), and the awakening to languages was seen as an extension or even a renewal of that prospect (see, for example, the case of Greece).

By contrast with this overall motivation the a priori perception of the significance of the awakening to languages for the development of metalinguistic skills remains in the minority (see, none the less, Catalonia and France).² The same holds true for the considerations on foreign languages and their choice (see, none the less, France and Hungary). This does not mean that these potential effects of the approach are not perceived but that they are not seen spontaneously and, as a matter of priority, as an essential motivation.

Naturally, the presence in official programmes of objectives that converge with those of Ja-Ling represents a facilitating element or even a complementary reason for taking an interest in it (which is clearly the case in Austria, Portugal and Slovenia). Yet the introduction of new domains or those of a greater flexibility in these official programmes, independently even of their contents, can also contribute to implementing the awakening to languages (see Greece and Portugal).

0.3 Activities conducted as part of the project

Sample	
Countries	10 countries: Austria, Finland, France, Germany, Greece, Hungary, Poland, Portugal, Slovenia and Spain (Catalonia)
Official languages	11 languages: Catalan, Finnish, French, German, Greek, Hungarian, Polish, Portuguese, Slovenian, Spanish and Swedish

¹ The language awareness approach, the developments in Germany, the *Sprach- und Kulturerziehung* programme and the Evlang programme are all featured in Chapter I.

² This is also a constant among the teachers themselves, see pages 142 and 145.

Schools	190
Types of school	187 state schools and 3 private schools, in Catalonia, with a convention agreement
Geographic location	62% of schools in urban areas, 18% in outlying districts and 18% in rural areas (data based on 45 schools, excluding Greek schools due to lack of precise data)
Allophone pupils at the school	Varies greatly: between 0-1% (in all the schools in Finland, Hungary and Poland) and 20-30% (Germany and Austria) ¹
Language(s) taught at school (by education level/school year)	<p>Besides the country's official language(s) the schools offer:</p> <p>English at all the schools; it is taught at all education levels, especially from 9 to 10-year-olds onwards (at the end of primary school).</p> <p>As an optional foreign language(s), in parallel with English (or not), schools offer:</p> <ul style="list-style-type: none"> ▪ French (6 countries) ▪ German (5 countries) ▪ Italian (2 countries) ▪ Spanish (2 countries) ▪ Russian (1 country)
Status of languages taught at school	All the schools offer the country's official languages as mother tongues/teaching languages; German, French, Spanish, Italian and Russian are taught as foreign languages; in Austria, German is also taught as a foreign language, and in Catalonia Spanish as a second language

¹ Three types of situation are conceivable with regard to the distribution of allophone pupils:

- a situation with virtually no allophone pupils (between 0% and 1%) in peripheral countries: Finland, Hungary and Poland;
- an intermediate situation featuring a transformation in the sociolinguistic structure of the population – that is, where the overall percentage of allophone pupils is low but showing signs of growth, perceivable in the outlying districts of towns and cities – this is the case of Portugal, France and Slovenia (where one school in the sample had 27% of allophone children);
- a third situation of countries with a high percentage of allophone pupils (varying between 10% and 30%): Austria and Germany.

Total number of classes per school year	Variable: between 1 and 5 classes per school year, depending on the schools On average: 2 classes per school year
Number of pupils per school year	Varies greatly depending on the size of the school: between 5 pupils at a French school in a rural area and just over 100 pupils in a French school (in outlying districts) and a Hungarian school. The average is between 20 and 25 pupils per class

Ja-Ling classes	735 classes (6 in Germany, 7 in Austria, Finland and Portugal, 19 in Catalonia, 61 in France, 575 in Greece, 14 in Hungary, 22 in Poland and 17 in Slovenia)
Total number of pupils	15 116
Levels	Primary education in Catalonia, Finland, France, Greece, Hungary, Poland, Portugal and Slovenia Kindergarten: in Catalonia and France Secondary education (lower secondary) in Germany, Austria and Hungary
School years	From -3 (kindergarten: from the age of 3) to Year 8, with a high frequency of classes from Year 3 to Year 5
Pupil age	Under 6: 1.3%; 6-8: 5.5%; 9-11/12: 92%; 12-14: 1.2%
Type/status of teacher	92.9% general subject teachers; 6.5% specialist language teachers; and 0.6% specialists in other subjects/fields
Allophone pupils	The percentage varies greatly and is generally below 5%, except in German and Austrian schools where the percentage varies between 15% and 30% Languages of allophone pupils: Turkish, Portuguese, Italian, Spanish, Polish, Czech, Russian, Arabic, Greek, English, various African and Chinese languages, Albanian, Bosnian, Croatian, Edo, Hindi, Kurdish, Romanian, Serbian, Twi, Pakistani, Wolof, Creole, Mayotte, Bulgarian, Ukrainian, Thai, Macedonian and Romani

Number of sessions	Varies between 3 and 22 (in Catalonia): between 3 and 6 (Austria, Portugal and Poland); more than 6 in the other countries: Germany (7-10); Catalonia (5-22); Slovenia (3-14)
Duration of sessions	Varies between 15 and 120 minutes, the average being 45 minutes

Teaching materials

Generally speaking all the teams drew up and adapted teaching resources (based on the materials from the Evlang and Ja-Ling projects). The activities and topics are very varied with subjects such as: the language portfolio and linguistic biographies; names and first names; the days of the week; politeness; and animal noises and onomatopoeia. These materials include different languages and are available on several types of media (paper, video/audio, computer data and online).

Teacher training

At the same time as the materials were adapted/produced, all the teams organised basic and in-service teacher training sessions. In some cases the training sessions were integrated into the curricula of the training institutions. In others they consisted of relatively short in-service training sessions, aimed at a more mixed, bigger and, above all, volunteer target group.

Teachers selected

Ja-Ling teachers are essentially general subject teachers who volunteered to implement the project and work with the available resources after basic and/or in-service training. Some of the teachers are training officers or trainees (students/teachers undergoing basic training) who, as part of their training, were invited to take part in the project's activities. In other cases still, the teachers selected for the sample were those who co-operated in the project evaluation process and made themselves available to hand over to the training officers all the completed evaluation tools.

Teaching/learning activities outside the sample

Following the basic and in-service training sessions, which took place either at teacher training colleges or at schools where training officers presented and distributed the materials, many teachers took an interest in the approach and took individual initiatives at their own schools. Other teachers continued to work with the Ja-Ling resources with the support of the various training teams. In Greece, where the Ja-Ling approach was

integrated into the official curriculum, all the public primary education schools were part of the sample.

We can therefore conclude that the Ja-Ling approach was essentially developed among pupils at a second phase of primary education (towards the end of primary school), that is after they had learnt to read and write and as they were being introduced to a foreign language (English). With the exception of a few isolated cases, in Germany and Austria, Ja-Ling classes have a low percentage of allophone pupils. The Ja-Ling approach, aimed at the awakening to languages and linguistic diversity, can therefore encourage an “ethno-linguistic decentralisation” (Perregaux, 1998, page 294) of pupils at any school that “from the outset confines pupils within one or two languages which, more often than not, are already preferred if not dominant languages” (Candelier, 1998, page 301).

The Ja-Ling teams were able to establish work ties by sharing teaching resources which they adapted to the different national and/or regional linguistic and cultural contexts. Indeed it was noted that many countries worked with the same materials, some adapted from Eulang resources that were available (for example, the resources *Des langues de l'enfant ... aux langues du monde* and *Les animaux prennent la parole*), others using new resources compiled as part of the Ja-Ling programme (for example, resources on names and first names, food and gastronomy, and politeness/forms of greeting).

The hundreds of Ja-Ling teachers are mainly general subject teachers with no specialised training in teaching/learning languages, who work in average-sized state schools located in urban areas and volunteered for training in concepts and materials on the awakening to languages and cultures. These teachers succeeded in bringing the approach to life in their classrooms.

0.4 Difficulties encountered

There were two categories of difficulties mentioned by the national co-ordinators (see below, country by country): material difficulties and difficulties due to the players' thoughts and perceptions. The former appear to be slightly more frequent.

Material difficulties

In several countries the lack of support from (national or regional) education authorities was an obstacle to the development of activities. It was the lack of financial support that was mentioned most often (Austria, France, Poland and Spain).¹ But it can also concern organisational backup or support with the project's orientations (see the regrets

¹ We also know that the lack of financial means discouraged certain members of the network beyond the ten countries mentioned here. It delayed the start-up of activities in several countries, which had to wait for the Comenius subsidy to be awarded before they could begin to produce the teaching resources.

of colleagues in Catalonia, page 75 – but already we are trespassing on the area of participants' thoughts).

The other main difficulty in material terms was time, from two different aspects. First of all, with regard to teaching time: where could the time be found in a timetable already overfilled and divided up into disciplines? (Spain, Hungary and Slovenia). This also applies to preparation time, since any innovation requires an additional effort on the part of the teacher (Slovenia), who may already be involved in other new educational projects (Portugal). The effort required is all the greater as it involves tasks related to the evaluation of the Ja-Ling programme (data collation – see the responses from German teachers, page 61).

Difficulties to do with the Ja-Ling materials themselves were mentioned on two occasions, due to cyclical unavailability and areas outside the remit of national coordinators: the lack of materials for younger children (Greece) and inadequate audio recordings (Hungary).

Players' thoughts and views

The teachers' thoughts and views are those most often cited.

We shall come back to these thoughts and views later on, those that teachers have of the approach – surveyed using a questionnaire – or those they have of its practical implementation in class – perceived through the judgment they make of the teaching materials (see Chapter III-A, sections 2.2 and 2.3). Where these views and thoughts are generally favourable or even very favourable, the difficulties noted represent problems that need to be resolved (and which, in part, have been resolved) rather than insurmountable obstacles.

These views are in fact very varied, and often clearly linked to the education context of each country or the type of teacher addressed.

Some concern the languages that need to be taken into account: in Finland, where it would seem that a monolingual perception of the country's reality still prevails among many teachers, there is a certain difficulty in not concentrating the awakening to languages on Finnish; in Portugal the advantage of working on geographically remote languages with a small distribution is not spontaneously perceived by all teachers. Another limitation concerns the target groups: in Spain it is sometimes difficult to make people understand that the awakening to languages does not apply merely to classes with a high number of immigrant pupils. In other cases there is a clash of educational cultures: whether it is a reticence to work simultaneously on several languages (Spain) or the habit of teachers to refer to several books and not follow a single teaching aid from cover to cover (Germany).

In Poland it appears that specialist teachers in one language are particularly difficult to convince of the benefits of introducing the approach to language courses (see the existence here of contradictory results, Chapter III-A, section 2.2.3, page 145). In

France disseminating the approach in secondary education is hampered by the lack of interdisciplinary culture among the teachers working at this level.

It is interesting to note that difficulties relating to the views and thoughts of parents are mentioned in only two countries: Portugal (reticence towards introducing other languages at primary level, whatever the form in which they are introduced, page 114); Slovenia (fear of an additional burden and of competition for the teaching of “global” languages). The fact that such fears are relatively rare tends to support the interest in the approach as underlined by the answers to the parents’ questionnaires which we were able to gather and which are reported on in Chapter III-A, section 3 (page 163).

0.5 Addendum: compiling Ja-Ling resources

This section was written by Ingelore Oomen-Welke

Working on several languages at the same time with potentially all the world’s languages as a field of investigation is a rather daunting, not to say terrifying, prospect for teachers. Their essential fear is due to the fact that they are not themselves proficient in the languages concerned, and this lack of competence does not go very well with the image they have of themselves. Ja-Ling does not require that they – or their pupils for that matter – be proficient in languages but that they make them a subject of study (see the purposes and objectives of our approach in Chapter I above).

It is precisely because teachers cannot be fully proficient – nor should they be – in the languages involved in the Ja-Ling activities that it was decided to provide teacher’s manuals with the corrected versions of the tasks featured in the teaching aids, and information on the languages concerned.

Our teaching aids must of course comply with specific requirements. Listed below is a summary of the characteristics that determined the preparation of the materials:

- The *topics of the units* relate to aspects likely to be of interest to the pupils: the reality of everyday life, the views, questions and thoughts of pupils, and cultural contents (not limited to a specific culture). (For the perceptions of pupils, see Chapter III-B.)
- The *wealth of languages* featured in the teaching aids is designed to create a plurilingual forum in which the existing knowledge, views and attitudes of pupils are able to flourish. Several teaching aids offer some ten languages or more in which the language units can be arranged – the days of the week; short texts such as *Little red riding hood*; writing numbers, expression of politeness, etc. – so they can be compared, deconstructed, analysed and reconstructed. The pupils assume the role of detectives assigned to conduct investigations on the languages and how they work.
- *Openness to contributions/learners’ contributions and questions*. Many of the units are not finished entities; on the contrary they are designed so that the

experiences and knowledge of the children can be integrated in order to enhance their contributions and make them a key element of class work.

- *Openness to other languages/linguistic diversities and cultures*, and to one's own culture(s). By going beyond what is specific to each individual – the language spoken at home, the language spoken at school and foreign language(s) – some teaching aids add other languages and cultures, in particular the languages and cultures of origin of certain pupils, including discredited languages and linguistic varieties. Bilingualism and plurilingualism are recognised as natural and are also sources of empowerment for children who speak other languages. The plurality of their contributions to the topic leads to comparison and reflection, and the discovery of other linguistic worlds.
- *Openness to the world outside school*. The materials are not intended to contain all the information necessary. On the contrary, one of the objectives of the approach is to make pupils autonomous so they can search for and discover the information for themselves. The sources are more or less numerous, depending on the topic: books, Internet, questionnaires, information requests made in writing to various institutions, etc.
- *Methodology*. The approach is based on a problem situation that has to be gradually resolved. Methodological thinking is its principal driving force. The pupils learn that they can decide about the work method. While the teaching aids offer a methodological approach (inspired by socio-constructivism) and sometimes provide alternatives, the pupils know from the very outset that it is up to them to decide how the actual learning process is to take place. In this way the teaching resources help them to acquire methodological competence, thanks in particular to co-operative work that allows them to build up individual skills and strategies through interaction and exchange.
- *Context-related transversal work*. Our teaching materials allow transversal and interdisciplinary work so that small projects can be drawn up for example. Our principles of openness and autonomous methodology can be ideally implemented. The course of action shown is merely a suggestion that can be modified by those participating in the project.
- *Taking historical and cultural aspects into account*. Issues of language diversity, origin and development are often present as are the pupils' questions.

The objective aimed for in drawing up our teaching aids is to encourage and involve all the pupils irrespective of their background and origin. We are convinced they all want to contribute and that they are capable of doing so. The comments made by the pupils prove it (see below, Chapter III-A, section 4). There is no miracle: our approach complies with the findings of neurobiology and constructivist theories.

The points listed above represent the common foundation on which Ja-Ling partners established their resources with the modifications specific to each of them, in order to

facilitate the work of both teachers and pupils. The form the teaching aids actually take on may then differ depending on the partners' decisions:

- pupil's booklet, either with accompanying material or a teacher's manual;
- teacher's manual with photocopiable documents;
- teaching aids on CD-Rom for the teacher to use at his or her discretion and to insert any modifications required.

We discussed the form of the teaching aids with the teachers during the in-service training courses. Their opinions varied:

- Many felt that the pupil's booklet is something personal and beneficial to the learner, and that it is motivating. On the other hand, it is more expensive and requires that virtually all the pages be filled out.
- Some teachers were worried that the schoolchildren would fill it out at home and that in class they would be obliged to find other activities.
- The teacher's manual with photocopiable documents seemed more flexible and less expensive. Its drawback is that it consists of isolated photocopiable documents that do not form a whole.
- The CD-Rom is welcomed by some; many are indifferent while a small group are totally against it.

Finally, we would mention that some teachers conducting experiments also took part in drawing up certain teaching aids, which is indicative of both their involvement and the determination of the partners to focus on the effective needs of pupils and teachers as well as the latter's teaching expertise.

1. Ja-Ling in Germany

1.1 Languages and language teaching¹

1.1.1 *Languages and their speakers*

Germany has a population of more than 82 million, of whom 75 million have German citizenship. Those inhabitants who have kept their original nationality come mainly from Turkey (2 million), the former Yugoslavia and its successor states (more than 1 million), Italy (600 000), Greece (360 000), Poland (300 000), Austria (180 000, German-speaking) and the United States (113 000). Official statistics are not available on how many of them continue regularly to speak the language of their homeland and whether or not they pass it on to their children.² The same goes for immigrant families who have taken on German nationality, to which must be added mixed couples (around 200 000 married couples). As in other countries the sociolinguistic studies reveal a broad and varied spectrum of practices.

There are around 150 000 speakers of native minority languages (Sorbian: 60 000; Danish: 30 000; Romani 30 000; and Frisian: 10 300). They are all bilingual to a certain degree, depending on their integration into various social contexts. Sorbs and Frisians speak German fluently as a second mother tongue, usually without any noticeable difference compared with monolingual speakers. Sorbian and Danish are officially recognised on their respective territory (Saxony and Brandenburg; and the Danish border).

Germany signed the European Charter for Regional or Minority Languages in 1992, ratified it in 1997, and it came into force in 1999.

German is the language used everywhere in public life. In court people are entitled to an interpreter. Radio broadcasts a number of programmes for speakers of certain other languages. The communities are free to form associations and create their own press media. Regional TV channels offer special broadcasts in the languages of the main language groups living in the region.

In large companies German (sometimes English or French in the Upper Rhine region) is the usual language used by management and for relations with customers, with employees free to use other dialects they have in common. There are many small companies where the company director and the personnel are not of German nationality and where other languages are spoken.

¹ This information was provided by Ingelore Oomen-Welke. All the sources are listed in the bibliography.

² In a pilot study conducted in 1999 in south-west Germany, Ingelore Oomen-Welke noted that most bilingual young families and adolescents wanted to raise their children in both languages and cultures. Some 90% wanted to preserve the language of the country of origin, alongside German. The social standing of the languages concerned plays a role in the variations noted.

1.1.2 Language teaching

Foreign languages

In primary and secondary education as a whole in 2001/02, there were twice as many pupils learning English (6.6 million) as there were pupils learning all the other languages combined: French: 1.6 million; Latin: 627 000; Russia: 151 800; Spanish: 130 400; Italian: 34 800; Greek (Classical and Modern): 12 900; Turkish: 11 700; and other languages: 43 000. A portion of the pupils thus counted learn more than one language. At primary school in most federal regions (*Länder*) English is an option from the third school year onwards (and from the first school year onwards starting in 2004 in some *Länder*); in the Upper Rhine and in the Saar region, the same holds true for French. After the fourth year in most of the *Länder*, pupils are grouped by level at the start of secondary education. Those whose level is considered low go to a *Hauptschule*, where they will only be taught English, with a few exceptions (including those regions where French tends to be taught at primary school). Those whose level is considered average go to a *Realschule*, where English is also taught in most cases and where there is a choice of another language among other subjects. Those whose level is considered high start at a *Gymnasium*, where they have a choice between several languages depending on the branch of studies. Current trends show a slight decrease for French, Russian and Greek while Latin remains stable over several years. Spanish and other less frequent languages are clearly gaining ground, as is Turkish to a lesser extent.

At primary school pupils generally benefit from two hours of foreign language a week. At the *Hauptschule* the weekly language timetable comprises three to four lessons of forty-five minutes each. It consists of four to five hours for the first foreign language at the *Realschule*, and of two to three hours for the second language. At the *Gymnasium* the number of hours varies depending on the significance, the branches of study and even the *Länder* (between two and six hours). At primary school grades are not given as a matter of principle. At secondary school compulsory languages are validated and taken into account for the pupils' further progress at school (with certain allowances for the third language). There is no difference in teacher training depending on the languages.

Native minority languages

In the former German Democratic Republic, Sorbs benefited from a bilingual education. While this status has been extended, it is sometimes difficult to find a sufficient number of interested pupils (which some people interpret as the result of a lack of determination on the part of the administration). Near the Danish border, in the region where Danish and German speakers are mixed, Danish and German schools have been set up side by side. Each school offers the other's language, to everyone's satisfaction it would seem. The limited number of Frisian speakers and the language's many dialects (for North Frisian) are not particularly conducive to the promotion of its

teaching (compared to Western Frisian, whose situation in the Netherlands is far better).

The children of itinerant groups (touring artists and Roma) are liable to compulsory education. It is rare for a teacher to accompany them and teach them their language. Normally the children have to attend the schools in the area where they are staying. The linguistic and school results are not satisfactory. The Sinti, who are sedentary, can obtain teaching in their language and culture if required, but not everywhere.

Immigrant languages

Immigration, which Germany had already experienced during the industrial boom, resumed from the mid-1950s in the Federal Republic of Germany and resulted in the migration of millions of people. It was a movement which to a large extent has shaped today's society. The countries of origin, eager to maintain contact with the families that had emigrated, often set up an education system in parallel with the German compulsory schooling from the 1970s onwards, offering language and civilisation courses in the afternoon since traditionally German schools are attended only in the morning. During the 1970s and 1980s some *Länder* took charge of teaching the languages of origin by themselves employing teachers of the country of origin. Once to five times a week, depending on the commitment of the consulate and country of origin, pupils of the same nationality gather at a school (not necessarily their own) for lessons in their language and culture of origin. The children's participation has always varied depending on the pressure applied by the consulates. One of the problems with this system is that those countries' minorities (Kurds for example) have no right to their language.

Russian-speaking children nationals of communities of German origin in the Soviet Union who arrived in Germany after the fall of the Berlin Wall were entitled to private German tuition. Other Russian-language groups have since benefited from tuition partly in Russian and partly in German.

Overall it can be said that the presence of native and immigrant languages has not had any real effect on language teaching in Germany.

In international comparative studies of skills acquired at school Germany is below average for 15-year-old pupils (PISA, 2000) and average for primary school pupils (IGLU, 2002). This poor ranking has been analysed largely as the result of the unsatisfactory integration and motivation of non-German-speaking immigrant pupils, particularly those from disadvantaged backgrounds in terms of schooling.

1.2 Interest in the awakening to languages

German didacticians are traditionally attentive to current developments in the Anglo-Saxon world, which is why the language awareness approach has been known since the 1980s. It has influenced the teaching of the mother tongue (German) in two ways:

- through contributions to the reflection on language (*Sprachreflexion*) by drawing attention to the pupils' thoughts and views, to linguistic variation (within society, even within each individual) and by providing a new label ("language awareness");
- by strengthening at the methodological level and justifying existing approaches aimed at integrating into the education system the languages of allophone children as part of intercultural learning.

Alongside this interest, there were also reactions of rejection among many teachers who were aware that they were not proficient in all the foreign languages and were concerned that they should not talk erroneously about them. Other teachers in multilingual classes were unable to implement as a regular classroom approach the consideration of the pupils' languages, which they spoke on occasion. It should be said that beyond very general propositions, the German teaching literature provided them with only isolated examples. As for the programmes, even if they did not prohibit the integration of the pupils' languages in the classes (in fact the programmes of some *Länder* had been encouraging such integration since the 1990s), they remained somewhat general in nature, specifying neither a methodology nor an approach.

It was against this backdrop that Ingelore Oomen-Welke sought to develop, as of 1995, a more systematic approach, as discussed in Chapter I (see page 15), thereby paving the way for the activities of the Ja-Ling programme, which she integrated from the very outset.

At the same time, in the 1990s, foreign language teaching also discovered the language awareness approach, which inspired the activities carried out under the heading *Begegnung mit Sprachen in der Grundschule* in the *Land* of Rhineland-Westphalia (also mentioned in Chapter I) and is taken into account by the didacticians drawing up the didactics of plurilingualism (*Mehrsprachigkeitsdidaktik* – see Meissner and Reinfried, 1998).

In the light of what has been said above concerning the status of languages in German society and schools it is not surprising to note the great interest triggered by the awakening to languages approach in the teaching of German as the school language and the advancement of the intercultural approach. However, the low level of diversification of foreign languages in the education system should have prompted foreign language teaching to show more interest in the approach than it has done thus far.

1.3 Activities conducted as part of the project

Sample	
Schools	2 schools
Types of school	Both schools are state schools
Geographic location	Both schools are in the city centre
Allophone pupils at the school	Their percentage varies between 10% and 30%; average: 20%
Language(s) taught at school (by education level/school years)	German and English are taught at both schools and French at one of the schools.
Status of languages taught at school	German is taught as the mother tongue/official language/language of the territory, necessary for the social integration of everyone. English and French are offered as foreign languages
Total number of classes per school year	There are 3 classes per school year, from the fifth year to the tenth year, except at 1 of the 2 schools where there is only a tenth year class, making a total of 34 classes
Number of pupils per school year	90

Ja-Ling classes	6 classes: 5 in fifth year and 1 immigrant preparatory class
Total number of pupils	159 pupils
Levels	Secondary
School years	Fifth year and different levels for the immigrant preparatory class
Pupil age	150 between 9 and 11; 9 between 12 and 14
Type/status of teacher	3 general subject teachers; 3 language specialists (including 1 trainee)

Allophone pupils	30% in one school and 15% in the other Their languages: Turkish, Portuguese, Italian, Polish, Czech, Russian, Arabic, Greek, etc; there were also allophone pupils of Ghanaian origin who spoke English and/or several African languages, and others of Chinese and Yugoslav origin
Number of sessions	7-10 sessions per class
Durations of sessions	45 minutes

Teaching materials

Adapted resources: (scheduled for a latter stage).

Resources developed: The first decision of the Freiburg team was to feature the resources as an A4 booklet, each booklet containing twenty or more pages. Four topic-related resources are currently available:

- *Vornamen* (First names): aimed at the seventh year, comprising ten units of forty-five minutes each, with a pupil's booklet and a teacher's manual, games and a reader;
- *Familiennamen* (Surnames): aimed at the eighth year, comprising twelve units of forty-five minutes each, with a pupil's booklet, a teacher's manual and a reader;
- *Höflichkeit bei Tisch* (Table manners): aimed at fifth/sixth-year classes, comprising seven units of forty-five minutes each, with a pupil's booklet and a teacher's manual;
- *Zahlen und rechnen* (Counting and calculating): aimed at the sixth year, comprising six units of forty-five minutes each, with a pupil's booklet.

Only the first two resources were used as part of the sample.

Teacher training

As part of basic training, the German team continually offers courses on language awareness, which are of great interest to students of German. The Ja-Ling team has also brought out a number of publications aimed at the language teacher training sector.

The theoretical approach and the teaching aids have been presented in several in-service training units in Germany (and in neighbouring German-speaking countries, Poland, Finland and Turkey). Both the approach and the booklets were very well received by the vast majority of teachers. A countless number of teachers who took the

booklets work with the resources as a whole or with photocopied excerpts. The in-service training units have always been organised by the officials of the region, who are therefore aware of the benefits of the approach (Institut für Lehrerfortbildung Hamburg, Pädagogische Hochschule Zürich, etc.). Several workshops have been suggested to Caritas employees, who are involved in social work.

Teachers selected

The German team approached two schools whose vice-chancellors it knew well and asked the teachers to trial the Ja-Ling material in a number of fifth year classes, even though the teaching aids were designed for seventh and eighth-year classes (the suggestions came from the teachers, who felt that the Ja-Ling resources were suitable for the first years of secondary education, that is fifth-year classes). The teachers themselves attended several training sessions.

Teaching/learning activities outside the sample

After training sessions at which the resources were freely distributed, teachers took individual initiatives with regard to the Ja-Ling experiments. The teaching aid *Höflichkeit bei Tisch* (Table manners) has been published in part in a magazine to which all the schools subscribe, thereby allowing a much broader field of experiment.

1.4 Difficulties encountered

The main source of difficulty was the question of time, which was necessarily limited. The teachers approached by those in charge of the project were competent, conscientious and qualified teachers who had already assumed a large number of tasks and who were asked not only to adopt and implement a new approach but also to take part in the collection of data for its evaluation. It was at this level that a certain amount of reticence appeared, compounded by reservations of principle concerning certain questionnaires, which seemed too easily to suggest approval or to lack rigour with regard to the academic requirements of reliability.

Finally, it was difficult to get trained teachers to make use of several school books to structure their lessons in such a way as to utilise all the teaching aids placed at their disposal.

Sources

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2. Ja-Ling in Austria

2.1 Languages and language teaching¹

2.1.1 *Languages and their speakers*

For a total population of around 8 million inhabitants, Austria has around 9% allophone speakers according to the latest statistics (2002). Just over 100 000 of them claim to speak a native minority language, a majority Hungarian (approximately 40%) or Slovenian (25%), Burgenland Croatian (20%) as well as Czech or Slovak, not forgetting Romani (more than 6 000) and Windish (a Slovenian dialect, several hundred speakers).

Among the very many immigrant languages those most spoken are Turkish and Serbian (approximately 180 000 speakers), followed by Croatian (130 000), Bosnian, Polish and Albanian (around 30 000), and then Arabic and Romanian (approximately 18 000).

Austria signed the European Charter for Regional or Minority Languages in 1992, and it came into force in 2001.

Slovenian, Burgenland Croatian and Hungarian enjoy the status of official languages in certain parts of the territory, with documents issued by regional and local authorities published in those languages, and the possibility of using those languages in certain legal procedures. Czech, Slovak and Romani are also recognised as minority languages.

Native minority languages are regularly used at the workplace for verbal communication between those who speak them. The same holds true for shops, cafés and religious services. In Carinthia, private or association initiatives seek to raise the profile of the Slovene culture in Austria (newspapers, radio and theatre). Austrian TV features programmes in Slovenian, Burgenland Croatian and Hungarian.

English is used in the business and advertising world and also for certain university courses. A radio station broadcasts in English six hours a day. News bulletins are available in English and French. There is an English Theatre in Vienna and an English cinema in Vienna and Graz. Films are usually dubbed although original films are also shown with subtitles in five large towns and cities (in “European cinemas”).

¹ This information was provided by Anna Grigoriadis.

2.1.2 Language teaching

Foreign languages

In primary and secondary education as a whole in 2001/02, just over 1 million pupils were learning English, around 110 000 French, half that number Italian, around 15 000 Spanish, just over 3 000 Slovenian, and 2 500 Russian or Croatian. Less than 1 000 pupils were learning the other languages (see list below).

The total number of pupils learning languages other than English (fewer than 200 000) represents around one-fifth of those learning that language (dispersion rate: $197\,530 / 1\,003\,170 = 19.7\%$). (In some cases of course the same pupils may be involved as they learn several languages at the same time.)

Language teaching begins at primary school, with the possibility of choosing between English, French, Italian, Croatian, Slovak, Slovenian, Czech and Hungarian. English accounted for 98% of choices. In secondary education around 50% of pupils started learning a second language (in the seventh year, possibility reserved for the best pupils, those attending *allgemein bildende höhere Schulen*). Those who attend the second level of secondary education must learn a second foreign language (French, Italian, Spanish or Russian). In vocational education the foreign language is English. There is no difference in the timetables for the different languages, except for those which depend on their status as first or second foreign language (the second foreign language having a lesser timetable than the first during the second level of secondary education).

Native minority languages

Just under half the native minority languages (once again Slovenian, Burgenland Croatian and Hungarian) can be used as tuition languages, usually for half the subjects taught, in both primary and secondary education. However, the number of pupils who benefit from this opportunity remains relatively small (just over 2 500 for Slovenian, 1 500 for Burgenland Croatian and 300 for Hungarian).

The six main native minority languages (the three mentioned above plus Slovak, Czech and Romani) are available to young speakers as a school subject at the various levels of primary and secondary education (and at pre-school level for Hungarian). For Romani this opportunity has only been available since the start of the 2002 school year. The total number of pupils who attend these classes is very low (fewer than 2 500 for all 6 languages).

In Carinthia certain primary (then secondary) schools offers pupils of German-speaking families the possibility of a bilingual education in German and Slovenian.

Immigrant languages

Tuition in these languages is provided for around one-third of the sixteen most spoken languages: Bosnian-Croatian-Serbian (all three languages together), Turkish and Albanian. Overall, it is estimated that around 15% of pupils concerned benefit from such tuition. Tuition of this type is provided at primary school and at the first level of secondary education, for a very high proportion of subjects at primary level (often more than 80%) and for a more moderate number of subjects at the first level of secondary education (10% to 50%).

In fact while all immigrant pupils are entitled to such tuition (under the responsibility of the Austrian minister), the actual opportunities depend on the number of requests submitted by parents.

For the main sixteen languages¹ in terms of numbers, pupils can have language tuition at the same school levels. Usually such language tuition attracts a slightly higher number of pupils than tuition in the language itself.

It is regrettable that the status of the teachers of these languages is lower than that of other teachers (teachers on a yearly contract with lower salaries), and they do not benefit from professional in-service training.

2.2 Interest in the awakening to languages

As we have seen, the situation in Austria is characterised by a considerable linguistic and cultural pluralism, and a number of significant measures are taken by the education authorities to ensure that minority languages are taught, even if the teaching of foreign languages is dominated outright by English.

Intercultural teaching is one of the didactic principles of Austrian schools. The new programmes of the *Hauptschule* (2000) for instance state that “pupils are guided towards acceptance, respect and mutual appreciation through identity building measures induced by knowledge of the similarities and differences between cultures, particularly in their everyday aspects (lifestyle habits, language, customs, texts, songs, etc.). Taking into account the cultural wealth of the communities living in Austria is important in all the *Länder*, even if particular emphasis may be placed in some of them” (Part 2, page 1).

The *Sprach- und Kulturerziehung* approach, whose kinship with the awakening to languages has already been highlighted in Chapter I, was initiated by the Zentrum für Schulentwicklung in Graz as early the mid-1990s (see Zentrum für Schulentwicklung, 1996). The centre subsequently took part in the Evlang project and produced many teaching materials aimed at primary education (available from www.zse3.asn-

¹ Albanian, Arabic, Bosnian-Croatian-Serbian, Bulgarian, Chinese, Hungarian, Kurd, Macedonian, Persian, Polish, Romani, Romanian, Slovak, Slovenian (ten pupils only), Spanish and Turkish.

graz.ac.at). All these studies have had an influence on the new programmes mentioned above.

The new programmes have generated teacher training and teaching material requirements for the awakening to languages.

2.3 Activities conducted as part of the project

Sample	
Schools	1 school
Types of school	State school
Geographic location	In the town centre
Allophone pupils at the school	30%
Language(s) taught at school (by education level/school years)	German is taught as the mother tongue to all pupils (up to the eighth year). English and German are taught as foreign languages (from the fifth to the eighth years). Italian is taught as a foreign language in the eighth year
Status of languages taught at school	German: mother tongue/official language/language of the territory. English, Italian and German are offered as foreign languages
Total number of classes per school year	Varies between 1 and 2 classes per level, that is 1 school with a total of 7 classes
Number of pupils per school year	Varies between 24 and 40

Ja-Ling classes	7 classes
Total number of pupils	133 pupils
Levels	First level of secondary education
School years	From fifth year to eighth year
Pupil age	64 between 9 and 11; 69 between 12 and 14
Type/status of teacher	1 teacher specialised in languages
Allophone pupils	Percentage: 30%. Languages: Albanian, Arabic, Bosnian, Croatian, Edo, Hindi, Kurdish, Romanian, Serbian, Spanish, Turkish and Twi
Number of sessions	3 to 6 sessions between September and December 2002. A celebration event was organised with the participation of parents
Durations of sessions	15 to 90 minutes, with a majority of 90-minute sessions

Teaching materials

In the context of the sample the pupils tested seven teaching materials adapted on the basis of existing teaching aids. The following teaching aids were used: *Language portfolio*, *Questionnaire on linguistic diversity*, *Comparison of languages*, *Memory*, *Domino*, *Peace* and *A culinary journey around the world*. These resources were designed for two to twelve sessions, depending on cases. Some included card-games and a pupil's booklet. Most of these teaching resources feature activities revolving around the twelve languages of the school's allophone pupils.

Teacher training

Teacher training for awareness of linguistic and cultural diversity was provided by Anna Grigoriadis (teacher at the school and member of the Ja-Ling project), who organised four sessions with video backup (Dr Renner Hauptschule).

The Ja-Ling training activities were aimed at a target group of teachers in basic training (four sessions – for a total of two hours for seventeen to twenty-five participants) and in-service training (three sessions – for a total of twelve hours for sixteen to twenty-five participants).

Teachers selected

The moderator of the Ja-Ling activities (project member and teacher conducting experiments) was selected by the Director of the Centre for the Development of Language Skills in Graz, in accordance with her availability and interest in working on the awakening to languages.

Teaching/learning activities outside the sample

The activities described above were preceded by other activities that took place during the previous school year. For instance during the 2001/02 year the Austrian team, working with one particular class, drew up a pilot project focused on the different mother tongues of pupils at the secondary school Dr Renner Hauptschule in Graz (activities: language portfolio, on the trail of the languages spoken by the school's pupils, comparing languages, politeness, etc.).

2.4 Difficulties encountered

The main difficulty is the teachers' lack of training (and simply of information) for this approach. In-service teacher training (determined by the latter's demand) is orientated more towards either intercultural aspects in general or the portfolio or the languages taken in isolation. Added to this are the effects of budgetary constraints.

Sources

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3. Ja-Ling in Spain (Catalonia)

3.1 Languages and language teaching¹

3.1.1 *Languages and their speakers*

It is impossible to talk of Spain's language policy in a general way for the Spanish state as a whole as the differences between the various communities are considerable. None the less, we shall attempt to sketch out an overall view before limiting ourselves, in a second step, to the case of Catalonia where the Ja-Ling activities we are reporting on were carried out. This complexity explains why this chapter is longer than those dedicated to the other countries.

Article 3 of the Spanish Constitution states that Castilian is the official Spanish language of the state, and that all Spaniards have the duty to know it and the right to use it. It adds that all the other languages of Spain are also official in the respective autonomous communities, and states that Spain's linguistic diversity is a cultural heritage that is to be respected and promoted.

Basque (Euskara) is the official language of the Basque Country (Euskal Herria) and is also spoken in part of the territory of Navarre (under Article 9 of an organic law), and is spoken by around 500 000 people. Catalan (6.5 million speakers as a first language and 5 million as a second language) is the official language of Catalonia, the Balearic Islands and the Valencian region (where the Valencian variant is spoken). It is also spoken in La Franja in eastern Aragon. The Galician language (Galego), the official language of Galicia, is spoken by more than 3 million people. There are also other languages recognised (but not as official languages) in the different communities: Aragon (or Fbla) in the north of Aragon (spoken by 10 000 people as a first language and by 20 000 as a second language); Aranese, an Occitan language spoken in the Aran Valley and recognised in the Statute of Autonomy of Catalonia (spoken by 2 000 people) and Bable in Asturias (spoken by 100 000 people as a first language and 450 000 people as a second language). One should also add Caló (a Romani language spoken by between 40 000 and 140 000 people), Extremeño (200 000 speakers) and Fala (10 000), languages of the Castilian group spoken in Extremadura.

Until very recently Spain was a country of emigration. The situation has been reversed over the past few years. Currently the immigrant population represents 2.7% of the total population of Spain, and 4.4% of that of Catalonia (which accounts for 25% of the total immigration in Spain in 2001 and where the immigrant population is constantly rising – 62% in six years). Also in Catalonia most immigrants are of Maghrebi origin (33%), followed by immigrants from other countries of the European Union (18.3%) and South America (17.7%).

¹ This information was provided by Artur Noguero.

The European Charter for Regional or Minority Languages was signed in 1992 and came into force in 2001. The Spanish Government assigned its management to the autonomous communities. It applies not just to the official languages of the autonomous communities but also to Aragon (Fabra), Asturian (Bable) and Aranese.

We shall now focus on the case of Catalonia.¹ In Catalonia the Statute of Autonomy (organic law of 1979) stipulates that “Catalan is the language proper to Catalonia”, which is the “official language of Catalonia, as is Castilian, the official language of the whole of the Spanish state”. It adds that the “Generalitat [the government of the self-governing community] shall guarantee normal and official use of both languages, adopting all the measures necessary to ensure they are known, and creating those conditions which shall make possible their full equality with regard to the duties and rights of the citizens of Catalonia”.

In fact while a large proportion of Catalonia’s population claims to understand Catalan (93.8% in 1991 – 94.9% in 1996), the proportion is smaller when it comes to speaking it (68.3% – 75.3%), reading it (67.6% – 72.3%) and especially writing it (39.9% – 45.8%).

The Language Standardisation Law recognises the use of Catalan in all areas of public life. Very stringent language policies aim to implement it in all areas: administrative authorities and public services; justice system; economic and social life; media; cultural activities and infrastructure. They sometimes come up against the resistance of the general administration of the Spanish state. There is still a long way to go today before Catalan achieves “normality” (in the sense of normal social use), where it has overcome once and for all the repercussions of the linguistic persecutions under Francoism. There is evidence of this in such indicators as the mass media or the use of Catalan in legal administration:

a) Of the seven terrestrial channels with general viewing shown in Catalonia, only two broadcast continuously in Catalan, with the percentage of broadcasts in that language varying between 0% and 14% for the five others. The share of Catalan is even more limited in publications (however, one needs to bear in mind that Barcelona is Spain’s publishing capital), even if the number of Catalan newspapers is currently on the increase.

b) In spite of some recent progress, only 46% of justice officials speak and write Catalan, 30% speak and understand it and 20% only understand it (and 4% have no skills in the language at all). None the less 83% of court rulings are drawn up in Catalan.

The use of foreign languages in public life is very limited. If and when it occurs (business life and advertising), the language involved is generally English. Most foreign films are dubbed.

¹ The statistical references date from 1991 (with a few corrections for 1996). The data for 2001 have not yet been published.

3.1.2 Language teaching

Foreign languages

At present a compulsory foreign language begins at the first middle level of primary school education (8-9 years). But many children already benefit from foreign language teaching at kindergarten (7% in state schools and around 40% in private schools). Private schools often advertise on the basis of the languages they teach. They educate 67 000 pupils (compared with just over 100 000 in the public sector) at kindergarten, and 140 000 at primary school (compared with 200 000). An optional language may be added to the first language at primary school and at the first level of secondary education. At the second level of secondary education and in vocational education up to two optional languages can be added to the first language, which remains compulsory.

While Italian is one of the languages which theoretically can be earmarked, the choice is made between essentially three languages (right from the start of language learning): English, French and German. English is overwhelmingly the language of choice as the first language learnt (it is the first language for more than 98% of pupils in secondary education). That leaves very little room for French (second language for 19% of secondary pupils), and virtually no room at all for German (only 2%). The total number of pupils learning languages other than English from kindergarten to the end of secondary education (fewer than 84 000) represents around 15.5% of those learning that language (dispersion rate: $84\,064/545\,495 = 15.41\%$), which is a very low dispersal rate. (This concerns virtually the same pupils, learning several languages at the same time.)

The teachers of all these languages are trained at the same level. The quality of the teaching is the same but the fewer number of hours set aside for languages other than English is highly detrimental to results.

The presence of public sector *Escoles Oficials d'Idiomes* represents an important system of checks and balances for secondary education (as the data available was insufficiently reliable, we decided not to use it).

Native minority languages

Catalonia's situation is a special one inasmuch as any child in the Catalan school system has one of the country's minority languages, namely Catalan, as his or her learning language. Castilian has the status of a second language in the curriculum (in primary education, for example, the number of hours assigned to Castilian is half that assigned to Catalan during the first years at primary school; this imbalance is compensated somewhat during the remaining years at primary level). These measures are aimed at preventing Catalan from dying out but also at obtaining good language skills in Spanish. In secondary education the amount of time assigned to both languages is the same.

The effects of such a policy are clearly reflected in the data on the language skills of young people in Catalan (which can be contrasted with the figures given above for the population as a whole): in 1996 around 98% of young people stated that they could understand, speak and read Catalan. Some 87% said they could write it. In 1991 only 52% of pupils who took the university entrance exam did so in Catalan; today more than 90% of them do so (they are free to choose the language). These results are higher than those of other Catalan language communities that did not make the same education arrangements. Several cultural, professional and trade union organisations support the efforts of the authorities in this respect.

Immigrant languages

From 1999/00 to 2002/03 the number of immigrant pupils rose from 20 000 to almost 52 000, with pupils originating from more than 150 countries, with a strong progression among Latin-Americans. Immigrant languages are not used as teaching languages within the education system. Sometimes these languages are taught by teachers of the country of origin, under the patronage of their own national authorities and on the basis of agreements with the Spanish state. Despite the best efforts of association movements the percentage of pupils concerned remains very low, and the quality of the teaching is often inadequate.

All foreigners under the age of 18 are entitled to education under the same conditions as Spanish citizens. In pre-school and primary education immigrant pupils benefit from the presence in class of persons assigned to assist them. For pupils who join the education system at secondary level there are several solutions available to ensure, over a limited period, that they are able to learn Catalan (adaptation workshops at school, grouping into one class pupils from different schools).

Finally it should not be forgotten that the vast majority of these children enrol in state schools even though public funds contribute to the running of many private schools, which financially they cannot afford to attend.

3.2 Interest in the awakening to languages

Given the context it is not surprising that the teachers and researchers are highly sensitive to the language problems. Many are interested in the awareness of linguistic facts that pupils may have and acquire. Among researchers we would mention in particular a group co-ordinated by L. Nussbaum and J.M. Cots (Barcelona and Lleida) in which several people involved in Ja-Ling are participating. The Barcelona Ja-Ling group also works with one of the many teams interested in intercultural activities in Spain. The group had already played an active part in the Evlang programme. Its activities focus essentially on Catalonia.

Several members of the group took part in the teacher training activities aimed at promoting Catalan as a learning language the moment the country returned to

democracy and to the compilation of its curricula. The group is therefore in contact with the authorities responsible for education within the autonomous community, and is in a position to advise it. However, the relevant authorities are showing a certain amount of difficulty in responding.

3.3 Activities conducted as part of the project

Sample	
Schools	5 schools
Types of school	2 state schools and 3 semi-state schools under the terms of an agreement with the Catalan education authorities
Geographic location	4 schools in towns and 1 in an outlying district
Allophone pupils at the school	The percentage varies between 1.2% and 9.9%; average: around 4.4%
Language(s) taught at school (by education level/school years)	State schools: Catalan is the teaching language, Castilian the second language and English the foreign language (from primary school onwards: 6-8 years) Private schools: Catalan is the teaching language, Castilian as of P3 in 1 school and as of P4 in the 2 other schools. English begins as of P4, French appears on the joint curriculum as of Years 5 and 6 and as an option as of the first year of ESO (ESO: compulsory secondary school – 12-16 years)
Status of languages taught at school	Catalan: teaching/learning language; Castilian as second language; English as the majority foreign language and French as a minority foreign language
Total number of classes per school year	Varies between 1 and 2 at state schools and between 3 and 4 at private schools.
Number of pupils per school year	Varies between 15 and 50 at state schools On average each group has around 25 pupils

Ja-Ling classes	19 classes, of which 12 at state schools
Total number of pupils	457 pupils
Levels	Pre-school and primary
School years	As of the three last years of pre-school (2 classes per level) to the last year of primary school – sixth school year (first year – 2 classes; third year – 3 classes; fourth year – 4 classes; fifth year – 1 class; sixth year – 4 classes)
Pupil age	Under 6: 150; 6 to 8: 107; 9 to 11: 200
Type/status of teacher	10 general subject teachers; 1 language specialist; 1 educational psychologist.
Allophone pupils	Percentage: 0.9% of allophone pupils at state schools Their languages: Arabic (3 pupils) and Pakistani (1 pupil)
Number of sessions	5 to 22 sessions per class
Durations of sessions	From 15 to 60 minutes

Teaching materials

Eight teaching resources have been adapted from existing resources: *1, 2, 3... 4 000 llengües; *Imágenes del mundo en distintas lenguas*; *Bon aniversari*; *Fruites i llegums*; **La llengua dia a dia (Nivell 1)*; *Al voltant de l'etiquetatge*; *De les llengües dels infants ... a les llengües del món*; and *Veus del món*. These teaching resources are intended for three to seven work sessions and aimed at primary school pupils. Two of the resources (marked *) are also aimed at secondary education.

As for the resources designed and compiled by the team, five original teaching resources have been produced: *Piolet, l'ocell rodamon*; *Bon dia*; *Les llengües d'Europa*; *El Viver viu (Una setmana cultural)*; and *Les llengües a l'escola* (adaptated version of the activities of different resources). These materials provide a total number of two to thirteen sessions and cover different teaching levels from pre-school to secondary.

Some seventeen other materials were compiled for the experiment: *El lladre de paraules*; *La caputxeta parla 6 llengües*; **L'Europanto*; **Les llengües del país 1*; *Globetrotters 1*; *Faire la pluie et le beau temps*; *Suivez la guide*; *Parlem estrangere*; *Braille. Une écriture pour les doigts*; *Faut-il donner sa langue au chat?*; *No solament paraules*; *I live in New York but ... je suis né en Haïti*; **Toponymie*; *Jouons avec des*

*langues parentes; Adivina quienes son; Le chaperon rouge; A la découverte des univers sonores; and *El llatí viu.* These materials are intended for two to six sessions and are aimed first and foremost at primary education even if four of them (again marked *) are also targeted at secondary education.

All these teaching materials are available in hard copy. A large majority of them include complementary audio documents on CD, video documents (*Globetrotters 1* and *No solament paraules*) and a CD-Rom-based computer programme (*La caputxeta parla 6 llengües*).

Teacher training

As part of basic training the team organised a number of sessions with a maximum of 20 hours for 120 participants.

As part of in-service training the team set up ninety-two sessions over a total of eighty-three days for ninety-five teachers.

The Ja-Ling team also organised 8 information events over a total of 20 days for 350 participants.

Teachers selected

The team set up a working group for implementing the project and each year it organised information and training events which always conclude with an invitation to participate in the programme. Those who showed interest and were motivated to participate were retained. The Ja-Ling working group also welcomed an establishment (Escola Pia) which expressed its intention to introduce the approach in its nineteen schools.

Teaching/learning activities outside the sample

In Catalonia 12 classes (175 pupils over an average of 15 months) have taken part in Ja-Ling continuously since 2001; 61 classes (around 1 500 pupils) took part in a more fragmented way over one month (using 1 or 2 teaching resources over 1 or 2 years, and usually with very little feedback); at 2 other schools (1 300 pupils), all the classes have participated variously in the project since 2001.

3.4 Difficulties encountered

The existence of two official languages and the issue of defending Catalan represent in themselves a good basis for introducing the Ja-Ling approach. Yet for the same reasons the Catalan administration has already introduced many innovations and is hesitant to go further. Today the project represents an innovation open to volunteers that is recognised by the administration even if it does not participate.

A more acute difficulty is that many schools have a blinkered and schematic view of the linguistic and cultural diversity issues raised by the presence of immigrant pupils among them. The questions they ask themselves concern these pupils only and they are unaware of the global social situation and the need to find solutions at that level. If this view is not broadened, especially through training, the awakening to languages will remain marginalised. For many teachers the Ja-Ling approach is useful only for classes with immigrant pupils. The administration's aid would be precious in disseminating the idea that diversity objectives are something that concerns all classes.

Finally the structuring of teaching represents an obstacle that can only be removed through the active participation of inspectors: the breakdown into characterising disciplines hampers the development of a transversal approach, the overall objectives and bringing about a change to the teaching tradition opposed to accepting the sense of an approach that involves several languages simultaneously.

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4. Ja-Ling in Finland

4.1 Languages and language teaching¹

4.1.1 Languages and their speakers

Finland has a population of 5 200 000. According to the official statistics of 2002 just over 92% had Finnish as their mother tongue, around 6% Swedish, 0.6% Russian (namely, around 30 000 people), 0.03% Sami (which represents around 1 500 people; other sources cite 2 500 to 3 000 people) and 1.66% other languages. Russian speakers settled in Finland during successive migrations while Sami speakers represent a native population established a very long time ago.

The Ethnologue website also mentions several thousand speakers of other Finno-Ugrian languages (Carelian and Estonian) and 4 000 to 6 000 speakers of Romani.

The official statistics indicate that just over 100 000 foreigners live in Finland (including 24 000 Russians, see above), or 2% of the population, of whom one-fifth are refugees or asylum seekers. Estonians (12 000) and Swedes (8 000) account for the largest nationality groups after Russians. Somali, Yugoslavs and Iraqis come next with 3 000 to 4 000 people, followed by a great diversity of nationalities (Iranians, Turks, Chinese, Thai, Vietnamese, Bosnians, Ukrainians, etc.).

The official languages are Finnish and Swedish.

Finland signed the European Charter for Regional or Minority Languages as early as 1992, and it came into force in 1998.

Also since 1992 Sami speakers are entitled to use their language when communicating with the authorities both in writing and verbally, and to receive replies in the same language (usually through translation). A radio station broadcasts daily programmes in the Sami language and a monthly magazine is also published. Samis have the possibility of reading newspapers in their language printed in Norway.

English is used in business and trade.

4.1.2 Language teaching

Foreign languages

While a foreign language is compulsory from the third year of primary school onwards, in some municipalities it can be taught from the first year onwards. The teaching of a second (optional) foreign language is scheduled from the fifth year onwards.

¹ This text is based in part on information provided by Sirpa Eskelä-Haapanen, complemented by the author.

The new legislation in force since 1999 no longer determines the spectrum of foreign languages on offer. However the state's second language (Swedish or Finnish) has to be learnt at one point or another during compulsory education.

In reality virtually all pupils learn English from primary school onwards, either as a compulsory first language or as a second optional language. As a result more than 60% of the total number of primary school pupils learn English and fewer than 10% German.

At the initiative of the Ministry of Education a programme of diversification has been put in place to encourage pupils to choose a language other than English as their first language. Encouraging results have been noted for several languages (for instance, the number of pupils learning French has tripled between 1996 and 2001).

Native minority languages

Sami has been established as a language in schools since 1980. The current legislation stipulates that any pupil speaking the language is entitled to receive primary and secondary education in that language or to attend classes in that language as a teaching subject. Around 600 pupils benefit from this opportunity.

Immigrant languages

Immigrant children are grouped together and receive tuition in Finnish (or Swedish) for a period of six months. During the three years that follow their arrival in the country, they are entitled to be taught in their language for two hours a week.

4.2 Interest in the awakening to languages

Finland's awareness of multilingualism remains uncertain, seemingly also in the minds of many teachers. The notion of "language awareness" is spontaneously limited to the awareness of how the dominant mother tongue, namely Finnish, functions, and to a means of learning foreign languages.

The Ja-Ling project has helped participants to glimpse a new dimension: considering one's own language and one's own culture among all the other languages and cultures, in a spirit of tolerance and respect. In their own judgment it represents a first step that needs to be taken to add to the relevant wealth of the education given to pupils.

4.3 Activities conducted as part of the project

Sample	
Schools	3 primary schools
Types of school	All the schools are state schools
Geographic location	1 school in the town centre, 1 in an outlying district and 1 rural
Allophone pupils at the school	Percentage: less than 1%
Language(s) taught at school (by education level/school years)	Finnish and Swedish are taught as mother tongues English is taught as a compulsory foreign language at all the schools from the third year of school onwards
Status of languages taught at school	Finnish and Swedish are offered as mother tongues, as languages spoken on the territory English, French, German and Russian are offered as foreign languages. English is compulsory in the third year and a second foreign language can begin in the fifth year (the choice being determined by the number of pupils available to form a classroom group)
Total number of classes per school year	Varies between 1 and 2 groups per school year
Number of pupils per school year	Varies between 20 and 28. Even in the case of the school in the town centre (the one with the largest group), it has to be said that all the groups are very balanced

Ja-Ling classes	7 classes (of which 1 made up of pupils from different school years)
Total number of pupils	160 pupils
Levels	Primary
School years	From first year to third year. There is only one group in the third year of school, the one with the largest number (28 pupils)
Pupil age	132 from 6 to 8; 28 from 9 to 11
Type/status of teacher	3 general subject teachers; 2 language specialists; 1 specialist in other subjects (special education needs)
Allophone pupils	Percentage: 0.6% Language: Arabic (1 pupil)
Number of sessions	More than 6 sessions per class
Durations of sessions	From 15 to 45 minutes (sometimes longer sessions)

Teaching materials

In the Finnish context most of the activities are carried out in line and in co-ordination with the teacher's specialist field. The following activities were conducted as part of the sample: special education activities using sign language and Braille; phonological awareness activities; language teaching activities; activities aimed at learning to learn; awareness activities on how one's language works; and co-operating learning activities.

Teacher training

The Finnish team organised twenty training sessions on various topics aimed at training teachers in the Ja-Ling approach: awakening to languages, activities for the class and for immigrants and their education. The team also tried to combine the Ja-Ling approach with its own agenda, which led it to organise sessions on special education, co-operative learning, learning to learn, and learning languages in Finland. Visits by experts from different universities throughout the country were also organised as part of the teachers' in-service training.

Teachers selected

Professor Viljo Kohonen from Tampere University contacted Sirpa Eskelä-Haapanen (Hameenkyro) and together, in their respective contexts, they brought together a group of seven professors with different specialties (languages, special education, cooperative learning, development of autonomy and linguistic awareness in the process of learning one's own language) who were interested in the project. This group of professors took part in all the training sessions organised by Tampere University.

Teaching/learning activities outside the sample

Beyond the scope of the sample, teachers who were interested in the Ja-Ling approach also had the possibility of following the activities and stages online, and also the possibility of using other media (paper or video). When carrying out the activities of the sample, an opportunity was provided to make the most of the knowledge and skills already worked on with the pupils.

4.4 Difficulties encountered

We already mentioned in section 4.2 that among Finnish teachers the spontaneous perception of the awakening to languages had not been that of an approach whose main dimension is discovering linguistic diversity, subsequently applied for teaching purposes of different kinds.

That undoubtedly has been the main obstacle. A certain amount of time was necessary before the approach was adopted on a sufficiently wide scale.

Sources

<http://virtual.finland.fi> (providing access to other sites, specifically: "Statistics Finland" and "The Sami in Finland").

Article on Finland by Piri, R. and Anttila, C., in Mis, B. (ed.), *L'enseignement des langues vivantes en Europe: le défi de la diversification*, Didier, Paris, 2002.

5. Ja-Ling in France

5.1 Languages and language teaching¹

5.1.1 *Languages and their speakers*

A survey related to the 1999 population census shows that more than a quarter of adults living in France today have heard their parents speak to them in a language other than French (regularly or occasionally). In half the cases (namely, 13% of the adults) it was a regional or border language; in the other half, an immigrant language. Around 400 languages were cited.

An official report drawn up in 1999 to prepare for France's accession to the European Charter for Regional or Minority Languages surveyed more than thirty native minority languages spoken in France and some forty other languages – including Creole languages – spoken in France's overseas territories and *départements* (Polynesia, Antilles Guyanna, Réunion, Mayotte, New Caledonia, the Wallis Archipelago and Futuna). For France itself the 1999 survey showed that Alsatian speakers were the most numerous (550 000 adults), followed by speakers of Breton (300 000), various Romance dialects of northern France (*langues d'oïl*) (200 000: Walloon, Picard, Normand, etc.), Catalan (130 000), Corsican (120 000), Platt (80 000, German dialect), Basque (45 000), etc.

The same survey revealed Arabic (in its different variants) to be the most spoken immigrant language (more than 900 000 adults), followed by Portuguese (600 000 adults). In 1990 immigrants from the Maghreb countries and from Spain, Italy and Portugal accounted for around two-thirds of all immigrants. Since then there has been a sharp increase in the number of immigrants from Turkey, sub-Saharan Africa and Asia.

In one-third of cases on average adults pass on to their offspring the language they themselves received from their parents. The rate is higher in the case of immigrant languages (except for the oldest languages) and lower for regional languages (with the notable exception of Alsatian – with a retransmission rate over 50% – and Basque).

The French Government signed the European Charter for Regional or Minority Languages in 1999 but was never able to apply for its ratification as the Constitutional Council ruled that the signature did not conform to the French Constitution.

The use of these languages in public life varies greatly depending on the number and dispersion rate of those who speak them. Although they are used most often in local trade or between work colleagues, their role in economic life as a whole remains very limited. The same goes for the administration, public services and the law courts (even if judges sometimes have to use the services of interpreters to ensure that justice

¹ This information was provided by Bérengère Dumoulin and Michel Candelier.

proceeds smoothly). The scope given to minority languages in the media is on the increase due to the development of association activities (local radio stations) and the efforts of public service radio and TV, particularly its regional network and Radio France Outre-Mer. There is also a private digital channel, TV Breizh, which broadcasts in Breton and French.

5.1.2 *Language teaching*

Foreign languages

In primary and secondary education as a whole in 1999/2000, around 6.8 million pupils were learning English, around 1.9 million Spanish, just under 1.4 million German, just over 230 000 Italian and fewer than 15 000 Russian; no other language was being learnt by more than 10 000 pupils. While there is a large number of languages that could in principle be learnt,¹ it is clear that the availability of many languages is more symbolic than effective (for example, 239 pupils learning Polish). The total number of pupils learning languages other than English (fewer than 3.6 million) barely accounts for more than half those learning this predominant language (a dispersion rate of approximately 53%).

Extending the teaching of a modern language to all pupils from the last year of pre-school education onwards, earmarked for 2005, has had to be postponed due to the lack of a sufficient number of competent teachers. In 2001/02, 94% of classes attended by pupils during the last two years of primary education taught a foreign language (English in 76% of cases). A second language is compulsory from the third year of secondary education onwards up to the *baccalauréat* (final school-leaving exam on completion of the second level of secondary education) for all pupils in general education (for vocational education it is compulsory in certain branches only). A third language is available as an option for pupils attending the second level of secondary education. Since the early 1990s, due to the range of options available, the percentage of pupils who choose a third language has been declining steadily (currently around 7% of pupils).

Native minority languages

In 2000/01 more than 150 000 pupils received tuition in a native minority language, essentially at primary school. The languages more often taught were the *langues d'oc* (south-west France), Corsican, Breton, Basque, Catalan and Platt. Teaching in the language itself is much rarer: it applies essentially to Basque (around 6 000 pupils) and Breton (5 000 pupils) and for another third relies on association-based activities (the

¹ For example, study programmes are available in the final three years of secondary education for the following languages: Arabic, Chinese, Danish, Dutch, English, German, Modern Greek, Modern Hebrew, Italian, Japanese, Polish, Portuguese, Russian, Spanish and Turkish.

ministry is seeking to incorporate this aspect into the realm of public education but once again comes up against the refusal of the Constitutional Council). There is a particular situation in Alsace, where the national education system is developing a bilingual French-German education programme. Although it is in progression, in 2002/03 it was limited to just over 5% of primary pupils and fewer than 1% of secondary pupils.

The new arrangements implemented in 2002 provide for regional languages to be taught in the same way as foreign languages at primary school, namely from one to three hours a week. For education as a whole it provides for “bilingual teaching with the same number of hours” and for “bilingual teaching through immersion”. It applies to Basque, Breton, Catalan, Corsican and Occitan at both *collège* and *lycée* level, plus Creole languages, Gallo, the regional languages of Alsace and Moselle, Tahitian and Melanesian languages in primary schools.

Immigrant languages

Apart from a very few exceptions, immigrant languages are never teaching languages in the French education system, public or private. The immigrant languages taught as a subject are Arabic (Algerian,* Moroccan,* and Tunisian*), Turkish,* Serbian,* Portuguese,** Italian,** Spanish,** Chinese, Polish and Russian. The languages marked * are available only to children of foreign nationality who are nationals of countries that signed agreements with France (in the 1970s). At present these languages and cultures of origin (ELCO) are taught outside school hours and on a voluntary basis on the part of the pupils. The languages marked ** are available to anyone in the public education system. One notes the total absence of languages of sub-Saharan Africa and south and Southeast Asia, spoken by around 15% of the immigrant population in the 1990s.

ELCO teachers are trained in their countries of origin, and recruited and remunerated by those countries. The teaching of these languages is very much called into question by many players who believe that they are no longer in line with the expectations and requirements of immigrant populations, who more often than not have no intention of returning to their country of origin. Very approximately the number of pupils who avail themselves of these facilities varies between one and two pupils in eight, depending on the languages. Access to the teaching of French is compulsory for all children under 16, the age up to which schooling is compulsory. Specific arrangements are provided for the others. Any child born on French soil has *de facto* the same rights as French children.

5.2 Interest in the awakening to languages

There are many motivations behind implementing an awakening to languages approach in France. They are due in particular to the determination to ensure that the specificities and identities of allophone pupils (immigrant pupils in particular) are recognised, to develop an interest in diversity among all pupils, to diversify the choice of languages, to improve the learning of languages and even to combat violence in schools.

There were sporadic activities on the awakening to languages in the 1990s, at a time when the intercultural approach, for its part, was undergoing a genuine development. The Evlang programme greatly increased the number of experimental classes on the awakening to languages and allowed the approach to be introduced to many players in the education system, including certain overseas *départements*. The Ja-Ling coordinator for France took an active part in it. Her duties as a training officer for the teaching of languages for primary school teachers were certainly an asset.

5.3 Activities conducted as part of the project

Sample	
Schools	9 schools
Types of school	All the schools are state run
Geographic location	5 urban schools, 3 schools in outlying districts and 1 rural school
Allophone pupils at the school	The percentage varies between 0% and 10%, and is much higher in the suburbs
Language(s) taught at school (by education level/school years)	French is taught as a mother tongue/official language/language of the territory 5 schools offer 2 foreign languages and 4 offer 1 foreign language (Usually English, and Italian at one of the schools) 8 schools offer English as a foreign language, 3 German, 2 Spanish and 1 Italian
Status of languages taught at school	French is taught as a mother tongue/official language/language of the territory English, German, Spanish and Italian are taught as foreign languages

Total number of classes per school year	Varies between 1 and 5 (the large number of classes per school year is at a school in an outlying district)
Number of pupils per school year	Varies between 5 (rural school) and 108 (outlying districts) On average each group has around 23 pupils

Ja-Ling classes	61 classes
Total number of pupils	1 460 pupils
Levels	Pre-school and primary
School years	Preparatory class (6 to 7-year-olds) – 10 classes plus 2 mixed classes; elementary class 1 (7 to 8-year-olds) – 7 classes plus 6 mixed classes; elementary class 2 (8 to 9-year-olds) – 10 classes plus 5 mixed classes; intermediate class 1 (9 to 10-year-olds) – 7 classes plus 7 mixed classes; intermediate class 2 (10 to 11-year-olds) – 6 classes plus 5 mixed classes; GSM: Grande Section Maternelle (last year of kindergarten) (5 to 6-year-olds) – 1 class
Pupil age	Under 6: 24; 6 to 8: 172; 9 to 11: 170
Type/status of teacher	20 general subject teachers, of whom 5 are training officers
Allophone pupils	Percentage: 7% of allophone pupils Their languages: Wolof; Portuguese; Creole; Mayotte; other African languages
Number of sessions	More than 6 sessions per class
Durations of sessions	Generally 30 to 45 minutes

Teaching materials

Three teaching resources were adapted based on resources developed as part of the Evlang project: *Les fruits et les légumes* (adapted from *Fruits et légumes en tous genres*); *Jouons avec les jours de la semaine* (adapted from *Les jours de la semaine*) and *Les animaux prennent la parole* (same title). All these teaching aids are designed for four sessions of forty-five minutes each (thirty to forty-five minutes in the latter's

case). These materials are available in hard copy together with an audio CD and a CD-Rom.

Five new teaching aids have also been published: *Le voyage de plume*; *Les mille et unes langues*; *Tintin polyglotte*; *Ecriture de nos origines à nos jours*; *Polytesse*. They correspond to three to seven sessions. All these teaching materials are available in hard copy with additional audio, visual or multimedia documents on audio CD and/or CD-Rom (a video for *Polytesse*).

Teacher training

Half a dozen training programmes were provided in basic training, ranging between six and twelve hours, for some fifteen to sixty participants in France and in Guyana, at teacher training colleges (*Institut de Formation des Maîtres*) or at university. As for in-service training more than 25 one-day training sessions were organised (for 20 to 150 participants) and 1 two-day session (in Guyana).

Other training programmes included a dozen presentations of around 2 hours at seminars and other events (with up to 150 participants) and ad hoc events for teaching students at various universities (half a dozen or so).

Teachers selected

The sample was drawn up at the end of the trial period for each of the evaluation tools, with all the teachers who had submitted the tools. It was the only selection criterion (they did not take part in any particular training and are not more experienced than others). The limited sample (nine classes) was put together by the teachers who submitted all the tools. This represents a very small number compared with the number of teachers who took part in the experiment (a total of around 120), which is due to the fact that many teachers only submitted part of the data.

Teaching/learning activities outside the sample

There were more than a hundred classes in addition to the classes which made up the final sample (see above). Again these were teachers trained during the various training programmes described above.

5.4 Difficulties encountered

The difficulties were essentially organisational. It is not easy to operate a network of 120 classes with limited institutional support (which depends on the benefits perceived by regional and local education authorities) and financial resources that remain

restricted. A great deal depends on the militancy of the players involved, who in most cases have to add their Ja-Ling activities to their ordinary working time.

In primary education the prior training given to teachers and their status as general subject teachers generally makes them more sensitive to the approach and its teaching methods. In secondary education the absence of interdisciplinary teaching culture – despite recent arrangements to this end set up by the ministry – has hampered the implementation of Ja-Ling activities.

Sources

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www.eduscol.education.fr and www.insee.fr (INSEE Première Nos. 458 and 748).

6. Ja-Ling in Greece

6.1 Languages and language teaching¹

6.1.1 *Languages and their speakers*

The population of Greece is currently around 11 million, including some 800 000 officially registered immigrants (2001 census).

Obtaining precise data on native minority languages is difficult as there is no recent specific census. The European Bureau for Lesser Used Languages (EBLUL) refers to the 1951 census, stating that it “greatly underestimated” reality. Generally it would appear that this is still the case in Greece today. According to SIL International (the *Ethnologue* site) there are said to be 200 000 speakers of Aromanian (a Latin language), between 50 000 and 140 000 Albanian speakers, 120 000 Turkish speakers, 40 000 speakers of Romani and Macedonian Slavic, and 30 000 Pomak speakers (southern Slavic language). This represents at least 500 000 speakers of native minority languages. In other words there are around 12% of allophone speakers in Greece.

Greece has not signed the European Charter for Regional or Minority Languages.

6.1.2 *Language teaching*

Foreign languages

English is compulsory during the last three years of primary education, which is attended by around 280 000 pupils. Only a few private primary schools – which are much fewer in number than state schools – also add lessons in French and German (a few hundred pupils). There is no language teaching at state-run kindergartens. Private kindergartens (which account for a total of 5 000 pupils – while state-run kindergartens are attended by around 140 000) sometimes provide language motivation classes.

The second foreign language is taught right from Year 1 of secondary education (that is at the *gymnasium*). It is compulsory, and pupils have to choose between French and German (there are still schools where the only choice is French). Once pupils start attending the *lycée* (that is as of Year 4 of secondary education), only one of the two foreign languages learnt at the *gymnasium* remains compulsory. The other language becomes optional. The following year pupils can also start learning a second optional language.

Throughout secondary and vocational education English is learnt by some 680 000 pupils, French by just over 330 000 and German by just over 90 000.

¹ A large part of this information was provided by Evangelia Kaga.

The total number of pupils learning languages other than English (around 420 000) represents around 44% of those learning that language (dispersion rate: 420 000/960 000). (This concerns in part the same pupils learning several languages at the same time.)

The timetables set aside for teaching foreign languages are often limited (two hours a week in many cases). There are many private language institutes – *frontisteria* – attended by pupils after school (late afternoon or in the evening) to acquire and validate genuine language skills. A recent survey by the Athens Pedagogical Institute revealed that 73% of all pupils attend these schools (or even more in urban areas). Of these, 97% attend English courses, 29% German courses, 27% French courses and 5% courses in other languages.¹

Native minority languages

In Thrace there are state-run minority schools, both primary and secondary, for the Muslim minority. Classes are taught in Greek and Turkish by Christian and Muslim teachers, in keeping with the 1923 Lausanne Treaty and the provisions of the Ministry of Education and Religious Affairs within the framework of international education treaties. In primary schools Modern Greek, history, geography, environmental science and civic education are taught in Greek. In secondary schools all general subjects on the curriculum are taught in Greek.

These lessons are attended by 6 500 Muslim pupils in primary schools, 800 at the *gymnasium* level and just over a hundred at *lycée* level. It is worth noting that these schools are not aimed at minority languages but at minorities defined by their religious creed. No other native minority languages other than Turkish are taught.

The future Muslim teachers for these schools are trained at a Special Pedagogical Academy at Thessaloníki.

Immigrant languages

Immigrant languages are not taught at Greek schools nor are any subjects taught in such languages.

At the intercultural schools established by the Ministry of Education and Religious Affairs since 1996 the teaching language is Greek and the foreign languages taught English and French. Today there are twenty-six intercultural schools throughout Greece, of which fourteen are primary schools, eight *gymnasias* and four *lycées*. The purpose of these schools is to ensure equal opportunities for all immigrant pupils,

¹ Quoted in Georgia Valavanidou-Ioannitou, *Les représentations sociales des langues et des compétences langagières – Des représentations aux pratiques sociales: recherches sur l’imaginaire des langues d’adolescents, en Grèce* (DEA dissertation, Université Paris III, 2002).

without discrimination, and to facilitate their integration in Greek society. The teachers at these schools have all attended special training courses.

6.2 Interest in the awakening to languages

Until the Ja-Ling experiment, the awakening to languages approach was a genuine innovation in the Greek education system. The various intercultural projects, which had often taken place in primary and secondary schools, were aimed at openness towards other cultures rather than linguistic diversity. The considerable number of allophone pupils in primary school classes (around 15% on average) prompted teachers to develop positive attitudes towards an awakening to different languages and cultures and to look for strategies capable of enhancing the mixed potential of their classes.

Primary education seemed the most favourable ground for applying a teaching approach aimed at awakening, due to the presence of a general subject teacher who taught all subjects (except English, which is taught by a specialist teacher). What is more, the 2001 education reform enabled Ja-Ling to be integrated officially in the primary school curriculum, in the “Zone of interdisciplinary innovations”, for two hours a week. The National Pedagogical Institute supports and finances the teacher training courses in the medium and long term.

6.3 Activities conducted as part of the project

Sample	
Schools	145 schools
Types of school	All the schools are state schools
Geographic location	Town centre, outlying districts and rural context
Allophone pupils at the school	Percentage: average 15% (10% in town centres, 20% at schools in outlying districts and 15% in a rural context)
Language(s) taught at school (by education level/school years)	Greek is taught as a mother tongue to all pupils at all levels. Allophone pupils therefore attend subjects in Greek. English (FL) is introduced at age 10. At the first level of secondary education, pupils have to choose a second FL (French or German). At the second level pupils have one compulsory FL1 (English, French or German) and a second optional FL
Status of languages taught at school	Greek: mother tongue/official language/language of the territory. English: FL1. French or German: FL2

Total number of classes per school year	On average 1 to 2 classes per school year. At primary school there are 6 years; at the first level of secondary education, 3 years, and at the second level, also 3 years
Number of pupils per school year	Between 30 and 60 pupils on average (in this case there are two classes/groups by school year)

Ja-Ling classes	575 classes (4 last years of primary school: from the third to the sixth year of school)*
Total number of pupils	11 600 (on average 80 pupils at each school)
Levels	Primary
School years	Third, fourth, fifth and sixth years of school. Primary school comprises six school years, that is six classes starting in Year 1 and finishing in Year 6
Pupil age	11 600 pupils aged 9 to 12
Type/status of teacher	575 teachers (of whom 570 are general subject teachers and 5 language specialists)
Allophone pupils	Percentage: 20%; languages: mainly Albanian, Russian and Polish. There are also other languages such as Bulgarian, Romanian and Chinese
Number of sessions	6 sessions per class
Durations of sessions	1 to 2 hours a week

Teaching materials

The teaching aids used when applying Ja-Ling in primary education were as follows: *Me and the others* – aimed at motivating pupils to gain an affective openness towards the diversity of languages and cultures in an intercultural context; *The linguistic profile* – invites pupils to share information on their linguistic and cultural environment with their classmates; *Listening to languages* – two teaching aids aimed at initiating pupils to listen attentively to statements made in unfamiliar languages and to imitate sounds; and *Writing in other languages* – two teaching aids aimed at awakening the interest and curiosity of pupils for the scripts of unfamiliar languages. Maps, audio cassettes, advertisement posters, photos, etc., were also used.

Teacher training

The team received three different types of training: teaching days, as part of basic training, aimed at introducing teachers to the principles and objectives of the awakening to languages approach; seminars, as part of in-service training, the main objectives of which were to make teachers aware of the need to integrate Ja-Ling in the language teaching/learning process; and teaching workshops, as part of basic and in-service training, aimed on the one hand at familiarising teachers with the activities contained in the teaching aids and, on the other, helping them to use those teaching aids more effectively according to their pupils' age, and to extend the activities triggered by these teaching materials.

Teachers selected

Given that in Greece Ja-Ling is an official project integrated in the primary school curriculum, the emphasis is on training all primary school teachers so there is no longer any mention of a sample since the data applies to all teachers.

Teaching/learning activities outside the sample

As Ja-Ling is integrated in the primary school curriculum, all teachers at all schools have in principle tested teaching aids that provide activities aimed at awakening pupils to linguistic and cultural diversity.

6.4 Difficulties encountered

Integration of the approach in the primary school curriculum greatly facilitated the implementation of Ja-Ling activities, both from an administrative viewpoint and with regard to dissemination and teacher training.

One of the difficulties noted is due to the current lack of teaching materials adapted to 7-year-old pupils. Such materials will have to be compiled. At present teachers are trying at their own initiative to adapt materials aimed at older pupils, and in some cases to create altogether new materials.

Sources

The school statistics were provided by the Ministry of Education and Religious Affairs (Directorate of Intercultural Education) and apply to the 2001/02 school year.

National Statistical Service of Greece (www.statistics.gr).

7. Ja-Ling in Hungary

7.1 Languages and language teaching¹

7.1.1 Languages and their speakers

Hungary currently has a population of just over 10 million inhabitants. The figures on native minority languages vary wildly depending on the sources. One reason is that certain ethnic groups, the Roma in particular, often prefer not to state their adherence to any particular language during censuses. So while the 1990 census indicates fewer than 50 000 speakers of different Romani languages, it is generally thought that the actual figure is three times higher. The same sources state that there are around 200 000 German speakers, some 100 000 Slovak speakers and around 90 000 Croatian speakers. The 1990 census also indicated the presence of around 9 000 people who spoke Romanian, and around 3 000 speakers of Polish, Serbian and Slovenian. It would seem there are few monolingual speakers among all these people who speak minority languages. According to the census, 1.3% of the population speaks one of these languages but we have already seen that the census underestimates the reality of it.

Immigrants do not yet represent a sizeable group within the country. The largest number are Romanian citizens but they stem from the Hungarian minority in Transylvania. It is estimated that there are between 20 000 and 40 000 people of Chinese nationality.

Hungarian is Hungary's only official language. It signed the European Charter for Regional or Minority Languages in 1992, coming into force in 1998.

In legal matters the legislation allows documents and proof to be submitted in a regional or minority language, and the entire judicial proceedings may be conducted in one of these languages. There are TV programmes aimed at minority language groups and broadcast in Romanian, Slovak, German and Lovari (a Romani language), Serbian and Croatian. They are broadcast in the morning, twice a week, and last around one hour.

7.1.2 Language teaching

Foreign languages

In primary and secondary education as a whole in 1999/00 just over 600 000 pupils were learning English, around 565 000 German, just under 35 000 French, around

¹ This information was provided by Sarolta Lipóczi and Ildikó Lőrincz, assisted by Agnes Vamos for the data on immigrants.

17 000 Latin, 13 000 Italian, and just over 10 000 Russian (a figure also reached by the total of all the other languages).

As a result, the total number of pupils learning languages other than English (655 000) exceeds the number of pupils learning English. It is a diversification situation that is sufficiently rare to be underlined (dispersion rate: $655\,000/600\,000 = 109.2\%$), even if the number of pupils learning languages other than the first two (English and German) account for less than 8% of the number of those who are learning them.

A first foreign language is compulsory from the age of 10 onwards. Prior to that it is at the schools' discretion to offer languages. Schools are obliged to offer a second optional language as of the first level of secondary education. The second compulsory language, at the age of 15, is limited to pupils attending *lycées*.

All the languages mentioned above can be taught already at primary school. In vocational education the choice is limited to the first three. The weekly minimum for any language learnt is three hours, whatever the level.

Native minority languages

Pursuant to an 1997 ordinance parents who speak a native minority language are entitled to demand that the language be taught as a subject if at least eight families request it and if the school is in a position to finance the courses (which at kindergarten and primary school may depend on a specific subsidy from the municipality). The basic national programme provides for seven possible types of programmes for teaching these languages, ranging from tuition entirely in the language itself (with only the teaching of Hungarian as a language) to the teaching of the language limited to four hours a week.

In 1999/2000 the number of pupils benefiting from one of these seven forms represented 5.7% of all pupils aged 6 to 14. For more than 80% of them it related to the teaching of German, for just under 10% to Slovak, for 5% to Croatian and for 2.5% to Romanian. These figures do not reflect the relative importance of the number of speakers of each of these languages, particularly as far as Romani languages are concerned but also for instance Slovak and Croatian.

There are many reasons for these disparities (for example, 66% of Roma pupils attend a rural school compared with 37% for the rest of the population). One interesting figure is the appeal of German, which continues to grow and prompts pupils who are not *de facto* German speakers at home to enrol in schools aimed in principle at German-speaking children. We see here how the "external" status of a language can influence its learning as a native minority language. This perhaps also explains in part why the share of these pupils who are in fact taught certain subjects in the language is lower for German (5.4%) than for most other languages (Serbian, Romanian and Croatian). In the case of the latter, the pupils concerned are exclusively those who speak the native

minority language with their family. (Overall the percentage is 7.5% or 5 900 pupils out of 77 500.)

Immigrant languages

In 1999/2000 the total number of pupils of foreign origin attending Hungarian schools was just under 7 500 (3 830 at general schools, pupils aged 6 to 14; and 3 566 in secondary education, pupils aged 14 to 18). The schools can apply to these pupils one of the seven forms of tuition provided for native minority languages. They can also decide what form of support to offer children of immigrant origin (separate classes or groups or complementary tuition). State aid is provided for in the legislation on education. Unfortunately there are no statistics on the number of immigrant children who receive or would like to receive tuition in their language of origin.

7.2 Interest in the awakening to languages

A study of national teaching programmes (NAT until 2001 and Teaching Reference Framework gradually implemented as of September 2001) shows that activities on the awakening to languages do not appear at any level of public education. And yet among the general affective objectives we find one of the main aims of the Ja-Ling project, namely the openness to the cultures and languages of other peoples (NAT: pages 10-11). As for knowledge content, during the first eight years of school education pupils must know “the most characteristic values of the universal culture”. Developing a metalinguistic awareness is among the cognitive objectives of the module entitled “Hungarian as a mother tongue”. However, this awareness-raising applies only to the language in a more descriptive approach, and disregards geographic and social diversity of the languages.

Some foreign language methods devote one to two sessions to the different script systems as a starter lesson. But according to the report of the Ministry of Education the awakening to languages and cultures remained in this underdeveloped state until the implementation of the Ja-Ling experiment. A description of the approach and a presentation of the objectives were none the less published in the journal of the language teachers’ association *Modern Nyelvoktatás* (VI/1, 2000, pages 3-13) and in a 2002 issue of *Nyelvpedagógia, Iskolakultúra Könyvek* by one of the people conducting the experiment.

The participants in the project were motivated by two reasons: firstly, the ongoing inadequate situation with regard to language diversity (particularly at primary schools) and the teaching of native minority languages (see the figures above). Secondly, the research workers, as primary teacher training officers, hold a relatively privileged position within the training system and have the possibility of intervening directly with the teachers (especially at the primary level but also in secondary schools).

7.3 Activities conducted as part of the project

N.B. The Ja-Ling activities conducted by the Hungarian team were launched in October 2002 using materials already published and distributed during an initial phase of the project, and also using training sessions organised during that phase.

Sample	
Schools	Seven schools (five in Győr and surroundings and two at Kecskemét)
Types of school	All the schools are state schools
Geographic location	Four schools in town centres and one rural school (Győr), two schools in town, one of which is an application school for the teacher training college at Kecskemét
Allophone pupils at the school	The percentage varies between 0% and 1%
Language(s) taught at school (by education level/school years)	Hungarian is the official and compulsory language, taught as a mother tongue. English or German are available as a first foreign language at the first two education levels (from the age of 9). French or German are the options for the second foreign language. German is compulsory (at one of the schools) from Year 4 onwards
Status of languages taught at school	Hungarian is taught as a mother tongue/official language/language of the territory. English, French and German are offered as foreign languages but the options depend on what the schools have to offer
Total number of classes per school year	Győr: 4 classes in Year 4 (age: 9-10); 6 classes in Year 5 (age: 10-11) Kecskemét: 4 classes in Year 6 (11-12); 2 classes in Year 7 (12-13)
Number of pupils per school year	Győr: Year 4 classes: 75 pupils; Year 5 classes: 110 pupils Kecskemét: Year 6 classes: 24 pupils; Year 7 classes: 56 pupils

Ja-Ling classes	14 groups, of which 8 make up a class. The others are groups of pupils who belong to different classes
Total number of pupils	355 pupils
Levels	Primary and lower secondary
School years	Years 4, 5, 6 and 7
Pupil age	184 aged 9 to 11; 75 aged 12 to 13
Type/status of teacher	10 teachers at Győr (2 general subject teachers, 6 language specialists, 1 specialist in other fields, 1 biology specialist). 4 teachers at Kecskemét
Allophone pupils	Percentage: 3%. Languages: Arabic
Number of sessions	More than 6 sessions per class
Durations of sessions	45 minutes

Teaching materials

Four teaching packs were tested and evaluated at the national level. The teaching aids were adapted to the requirements of Hungarian based on French and German materials, specifically: *Les animaux prennent la parole*; *Toponymes*; *Emballages*; and *Vornamen*. The latter, a teaching aid in German, featured in German classes during twelve sessions of thirty minutes each. Teachers dedicated three to five school sessions of thirty minutes to the other three teaching aids, which were adapted by the Hungarian team.

These four teaching packs, on paper, comprise pupil cards, a teacher's guide with a detailed description of the sessions, additional materials and a cassette with an audio aid.

Teacher training

At Győr two half-day sessions were held for thirteen teachers (two of whom were in basic training), with the following objectives: identifying the teachers' thoughts and views regarding the language and linguistic diversity; raising their awareness of cultural diversity; presenting the Ja-Ling objectives; presenting a teaching aid; and presenting and disseminating the evaluation tools. At Kecskemét the team provided

two training sessions for the four female teachers conducting the experiment and fifteen trainee teachers of German (whom were undergoing basic training).

A formal information session was also organised.

Teachers selected

The Ja-Ling team chose training officer teachers – who at the schools are responsible for the teaching practices of students undergoing basic training – to become teachers. These training officer teachers are better trained and have a wider experience of teaching. The team invited them to take part in the project as volunteers. These teachers receive a short training with Ja-Ling concepts and materials.

Teaching/learning activities outside the sample

Outside the sample an optional course aimed at the awakening to languages and cultures was offered to students undergoing basic training at the teacher training college in Győr. The approach was also presented as part of foreign language teaching, for the option of French as a foreign language.

7.4 Difficulties encountered

Thanks no doubt to the detailed information provided during the training, the teachers conducting the experiment showed very few worries or concerns about the wide range of unfamiliar languages to be presented. Moreover, most of them are specialists in modern languages and therefore have positive attitudes towards foreign languages. The head teachers of the schools supported the project, and parents also showed interest.

None the less teachers experienced difficulties due to the poor quality of the audio aids. They also stressed the problem of time scheduling. As the experiment did not benefit from special time slots the sessions had to be held as part of their normal timetable (modern languages, Hungarian and geography) and in part during the “administrative” sessions assigned to the principal teacher. This explains why the weekly session rate is so low (1.5 on average).

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8. Ja-Ling in Poland

8.1 Languages and language teaching¹

8.1.1 *Languages and their speakers*

Although the data varies depending on the sources there are said to be 300 000 to 500 000 German speakers in Poland, 300 000 Ukrainian speakers, 200 000 to 250 000 Belarusian speakers, 100 000 Kashub speakers (a Slav language) and 80 000 Lemki speakers (ditto). The number of people speaking other languages (Slovak, Romani and Lithuanian) is around 20 000. There are also 3 000 Czech speakers but there is no data available on the number of Yiddish and Hebrew speakers. All these people are in fact bilingual.

The leading immigrant language is Vietnamese (since the 1960s, with 20 000 to 30 000 speakers). There are just under 2 000 Turkish speakers (many of whom are still monolingual).

Poland is said to have 3% to 4% of allophone speakers (relatively few for Europe), again depending on the sources. The signing of the European Charter for Regional or Minority Languages is very recent (May 2003), but the Framework Convention for the Protection of National Minorities was ratified in 2000.

Under Polish law (decree of 1945 still in force), Polish is the only national language and the use of other languages in administrative and judicial procedures is not authorised. However, the new law of 1999 on the Polish language provides for the possibility of using other languages in public life if required under other international laws, decrees and agreements, and the new constitution of 1997 stipulates that:

“The Republic of Poland shall ensure Polish citizens belonging to national or ethnic minorities the freedom to maintain and develop their own language, to maintain customs and traditions, and to develop their own culture. National and ethnic minorities shall have the right to establish educational and cultural institutions, institutions designed to protect religious identity, as well as to participate in the resolution of matters connected with their cultural identity.”

Each minority publishes at least one magazine title and the largest minority groups have their own regular radio broadcasts (German, Belarusian, Ukrainian and Lithuanian). Those same groups have fifteen minutes of TV a week (less for other minorities). There are around 150 national and ethnic associations (of which 81 for the German-speaking minority alone).

The European Commission against Racism and Intolerance acknowledges the steps Poland has taken over the past few years “to address the problem of discrimination

¹ This information was provided by Janina Zielińska and Anna Murkowska.

through the introduction of relevant legislation, as well as moving towards an increased recognition of the existence of national and ethnic minorities” (2000 report).

According to the EU’s *Eurobarometer*, 21% of Polish people say they have a good knowledge of English, 16% of German, 28% of Russian and 3% of French. English is used in businesses, restaurants and hotels. German predominates in the region along the western border. Films are rarely dubbed – it is the reader’s voice-off that reads the translation. Some films have subtitles.

8.1.2 Language teaching

Foreign languages

In primary and secondary education as a whole around 4 300 000 pupils learn English, 2 400 000 German, 780 000 Russian, 260 000 French, 45 000 Latin, 9 000 Italian, around 7 000 Spanish, and fewer than 15 000 pupils accounting for all other languages.

The total number of pupils learning languages other than English (just over 3 500 000) does not equal the number of those learning English (dispersion rate: $3\,540\,929 / 4\,271\,930 = 83\%$).

The minimum specified by the ministry is the obligation to learn one language as of the fourth year. Before that, it is possible to introduce one or several languages as part of the hours at the school board’s disposal for introducing additional subjects. A single language is also compulsory during the first level of secondary education and in vocational education. A second language is compulsory only for the second level of secondary education.

The choice is made at the local level, and can in principle apply at any level to the languages listed above. It depends on the will of the school’s head teacher, who very often acts under the pressure of parents. English has the reputation of being “useful”. French is often considered as a language for the literary or a “girls’ language”. Financial factors also play a role as it is often the parents who pay for their children’s additional language courses. The same applies for the possibilities of recruiting a teacher for a given language (there is a lack of teachers of English and surplus of teachers of Russian, which explains the large number of pupils in rural schools who are learning Russian).

In principle all language teachers in the education system have the same status and the same training level. If teachers of English are nowadays usually less trained, it is due to the demand, which prompts schools to hire teachers without training (who must then complete their training by 2006). (Teachers’ position are not put out to tender nationally and each school is free to hire the teachers it wants.)

Private language schools represent a genuinely highly lucrative “industry”. They nearly always offer English and German as well as many other languages, even languages

rarely used in Europe. There is no data available on the number of pupils attending these schools.

The available data concern language courses offered by certain institutions such as foundations, regional public administration bodies, trade unions and religious associations. For a total of 350 000 pupils a year they show that English has a predominant position and is taught to seven times more pupils than German and almost forty times more pupils than French.

Native minority languages

Language teaching is provided for all the native minority languages mentioned above, with the exception of Yiddish. For German it applies to more than 30 000 pupils, that is a percentage of around 20% of pupils that are potentially concerned. For other languages it fluctuates between 4% and 8% (Belarusian, Kashub, Lithuanian, Czech, Hebrew and Slovak). It is even lower for Ukrainian, Lemki and Romani. At the parents' request these teaching courses can be set up from a minimum of seven pupils (in primary schools) or fourteen pupils (for secondary). While schools receive a special subsidy from the state, there are still difficulties in getting these languages recognised at examinations.

Only German, Ukrainian and Lithuanian are available as teaching languages but only for very low percentages of the number of pupils potentially concerned (fewer than 1 000 pupils for German and Ukrainian, and fewer than 200 for Lithuanian). Besides Polish these teaching courses do not concern the history and geography of Poland.

Immigrant languages

Immigrant languages are not taught at state-run schools. Two associations for Vietnamese immigrants organise such courses for their children. The state is obliged to facilitate access to learning for all immigrant children at state-run schools.

8.2 Interest in the awakening to languages

Only very few specialists were aware of the approach. However, there had been a few isolated experiments aimed at raising the awareness of children for languages (for example, the experience of teaching French with openings towards other languages as conducted by Janina Zielińska at a primary school some ten years ago, which already then had an interdisciplinary dimension).

As directors and training officers of language teacher training colleges, the Polish team in charge of the Ja-Ling network was able to implement activities as part of basic and in-service training courses.

In a first phase, the English Teacher Training College worked essentially with the teachers and pupils of a primary school situated in a suburb (at Komorów). The teachers were trained in 2000/01 and took part in adapting and implementing the teaching resources. In 2002/03 two degree seminars were set up at which the students worked on (among others) adapting and published teaching resources.

As part of the training for teachers of French, the Ja-Ling project focused from the very outset on the basic and in-service training of general subject teachers through the intermediary of their observations of the work of research students in class. The students prepared the teaching aids and accompanying documents as part of a degree course seminar, and experimented with the activities in class with children aged 6 to 10 during their teaching traineeship. There they taught French and worked under the supervision of general subject teachers and college training officers.

8.3 Activities conducted as part of the project

8.3.1 Activities of the team of training officers for teachers of English

Sample	
Schools	1 school
Types of school	State school
Geographic location	School in an outlying district
Allophone pupils at the school	The percentage is 0%
Language(s) taught at school (by education level/school year)	Polish is taught as the mother tongue at all levels and in all school years. English is taught as a foreign language
Status of languages taught at school	Polish: mother tongue/official language/language of the territory English: foreign language
Total number of classes per school year	1 class per school year
Number of pupils per school year	25 pupils

Ja-Ling classes	4 classes
Total number of pupils	100 pupils
Levels	Primary
School years	Years 2 and 3
Pupil age	9 to 11
Type/status of teacher	4 general subject teachers
Allophone pupils	Percentage: 0%
Number of sessions	More than 6 sessions per class, approximately 1 session a week
Durations of sessions	Around 30 minutes

Teaching materials

During the 2002/03 school year, twenty teaching units (thirty minutes each) were tested using the booklet of the Scripts team and the following chapters: “Differentiating between written and printed text”; “Names of scripts”; “Adjectives describing shape”, “Direction of writing”; “Labelling the handwritten texts with the names of scripts”; “Matching scripts and nationalities”; “Matching nationalities and the countries where those people come from”; and “Painting signs with paintbrushes”.

Teacher training

Teacher training in awareness of linguistic and cultural diversity was provided at the English Teacher Training College at Warsaw University during the 2002/03 school year, following the introduction of two seminars held during the third year of training of future primary school teachers. The seminar consisted of ten sessions of forty-five minutes per semester, and was attended by thirty students.

There were ten training sessions in 2000/01; twelve in 2001/02; fourteen in 2002/03 (up until the date the report was submitted); a presentation at the IATEFL (one session of one hour); one workshop for teachers who are training officers/supervisors (one session of four hours); and one workshop for teachers in service (one session of four hours).

Teachers selected

The Polish team at the English Teacher Training College chose the directors of the teaching courses (supervisors/course instructors) to test the materials used for the awareness of linguistic and culture diversity. The choice is justified by the experience and better training of these teachers. To be able to use the materials for the awakening to languages, the directors of the teaching courses took part in a workshop run by members of the project.

Teaching/learning activities outside the sample

During the 2001/02 school year the Polish team, working as part of the training of future English teachers, adapted and developed its own materials (paper and video aids). Twelve teaching units were produced for a teaching duration of thirty minutes each.

The pupils tested five modules of materials on the awakening to languages: (1) *The languages I have heard* – it consists of a chart in which children record the languages they have encountered during their life; (2) *Where did you encounter the languages* – distinction between languages encountered at school and those encountered outside school; (3) *Animals speak* – adaptation of the translation into Polish of the Evlang material on onomatopoeia; (4) *Scripts* – adapted from a video document by Christiane Perregaux (Université de Genève, Switzerland) on different types of script; and (5) *Little red riding hood* – comparison between this version of the fairy-tale and the traditional version of the Polish fairy-tale, and work on the titles of the tale in different languages.

These materials were compiled in the portfolio of languages, an individual document for pupils.

8.3.2 *Activities of the team of training officers for teachers of French*

Sample	
Schools	3 schools
Types of school	All the schools are state schools
Geographic location	All the schools are in the city centre
Allophone pupils at the school	Very low percentage between 0% and 1% (a total de 3 pupils)

Language(s) taught at school (by education level/school year)	Polish, French and English
Status of languages taught at school	Polish is taught as the mother tongue/official language French and English are taught as foreign languages
Total number of classes per school year	6 classes
Number of pupils per school year	Varies between 77 and 83

Ja-Ling classes	18 classes
Total number of pupils	224 pupils
Levels	Primary
School years	From Years 1 to 3 (6 classes per school year)
Pupil age	78 pupils aged 7, 83 aged 8 and 77 aged 9 From 6-8: 161 pupils; from 9-11: 77 pupils
Type/status of teacher	18 specialist teachers of French as a foreign language in traineeship/basic training
Allophone pupils	0.4% (1 pupil) Language: Ukrainian
Number of sessions	4-5 sessions per class
Durations of sessions	45 minutes per session

Teaching materials

The team drew up the following teaching aids in a bilingual Polish/French version:

Porozumiewać się inaczej – Dziecko w świecie niewidomych/Communiquer autrement – L'enfant voyant face au monde des non-voyants; Powiedz mi co jesz, a ja powiem Ci .../Dis-moi ce que tu manges et je te dirai ...; and Świat pełen języków/Le monde

plein de langues. In a French version only, the team compiled *Dans l'univers des prénoms et des noms*. The first of these aids is aimed at primary education while the others are scheduled for secondary education (the last one) and the first level of secondary education (the other two aids).

The team adapted the following teaching aids available in both French and Polish versions:

Des langues de l'enfant aux langues du monde/Od języka dziecka do języków świata; L'élève dans le monde multiculturel et multilingue/Uczeń w świecie wielokulturowym i wielojęzycznym; and *Portfolio des langues/Portfolio językowe*.

These three teaching aids are earmarked for primary education.

The following teaching materials are nearing completion and are intended for primary education:

Les animaux prennent la parole/Zwierzęta mówią and *Qui a peur du loup plurilingue – Les stratégies de lecture des textes en langues inconnues/Kto się boi wielojęzycznego wilka – Strategie czytania tekstów wielojęzycznych*.

All these materials are available on paper and comprise a pupil's booklet and a teacher's booklet, also in a paper version. The teaching aids *Świat pełen języków/Le monde plein de langues* and *L'élève dans le monde multiculturel et multilingue/Uczeń w świecie wielokulturowym i wielojęzycznym* include an audio cassette. These teaching packs are intended for four to seven sessions of thirty minutes each.

Teacher training

The team developed several different types of training. Basic training begins with a weekly seminar of ninety minutes (in 2000/01, 2001/02 and 2002/03) for eight to ten students in each school year. Still as part of basic training, during the last two years the team organised two training sessions of eight hours each for a total of thirty-eight students, including training in action (three to five guided sessions in class, observed and evaluated).

In-service training: nine general subject teachers from the primary school attended a training course through the intermediary of the observations and experiments conducted by the students in their classes (three to four sessions in 2002 and four to five sessions in 2003). The team also organised the *Kto się boi wielojęzycznego wilka* workshop (Who's afraid of the plurilingual wolf) for thirty participants (ninety minutes) as part of the Ja-Ling conference in Warsaw, Comenius 2 programme; another training workshop for primary teachers (postgraduate training) – teachers of English (twenty participants – four hours); and a seminar for teachers studying for a doctorate – teachers of German (three sessions of forty-five minutes each).

Information sessions: in 2001 the team showcased the Ja-Ling approach as part of the meetings of the Organising Committee for the European Year of Languages; it also

presented Ja-Ling to primary school teachers (the school where the experiment took place) and to the directors of the French Teacher Training Colleges. In 2002 the Ja-Ling project was presented at the Evlang colloquy (Neuchâtel, Switzerland); during the 1st Congress of French Teachers of Ukraine; at the annual meeting of the Fédération Internationale des Professeurs de Français (FIPF) at Sèvres, France; and at the 27th Conference of the ATEE, the Association for Teacher Education in Europe, at Warsaw University.

Teachers selected

All the teachers are teachers in basic training or trainees in their last year of training as teachers (future teachers of French). There was no selection: all the trainee-students took part in the experiment, which was an integral part of their training as teachers.

Teaching/learning activities outside the sample

The activities were carried out in 2001 and 2002 in primary school and secondary school (first level) classes, by Ja-Ling students (and former Ja-Ling students, in their French classes).

8.4 Difficulties encountered

The first obstacle was financial, due to the lack of funding from schools or the education authorities.

The co-ordinators, entrusted with training the language teachers, also had to overcome other obstacles to be able to suggest introducing the approach as part of the training for non-specialist teachers. In most cases these two types of training are segregated in Poland (provided at other colleges or faculties).

It proved difficult to persuade the students as future language teachers of the benefits of introducing the approach to a language class. That is why, as of this year, accompanying materials are being drawn up to go with language books. In spite of other difficulties (getting teaching materials across during twice weekly language classes times of forty-five minutes), the project co-ordinators continue to believe that it is extremely important for language teachers to be made aware of the approach and that they learn to integrate it in their practical class work.

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9. Ja-Ling in Portugal

9.1 Languages and language teaching¹

9.1.1 *Languages and their speakers*

Portugal has a population of around 10 million. A very small number of its inhabitants, namely around 10 000 people, speak the native minority language Mirandês (a variant of Asturian-Leonese) and 5 000 people speak Caló (an Iberian Romani/Gypsy language).

Many immigrants from Portugal's former colonies speak Creole, in particular the Creole of Cape Verde (more than 50 000) and Guinea Bissau (180 000). There are also speakers of various African languages (35 000) and more recently of immigrant languages from central or eastern Europe. It should be noted in this connection that in 2002 the number of residency permits issued to nationals of those countries exceeded those for nationals of countries with Portuguese as the official language (Africa and Brazil): 35% were issued to Ukrainians and 13% to Romanians. Finally several tens of thousands of residents (for economic, social, cultural, geographic reasons, etc.) have other languages of western Europe as their mother tongue: at least 16 000 have English, more than 12 000 have German and 10 000 have French.

Portugal has not signed the European Charter for Regional or Minority Languages but the national assembly has decreed Act No. 7/99, which recognises the language rights of the Mirandêse community as an official minority language, and the normative text No. 35/99 of the Ministry of Education provides for Mirandês to be taught at compulsory education schools in the region (pupils aged between 9 and 15).

Mirandês is present in certain public services of the region, in toponyms, economic and social life (agriculture), trade and of course family life. It is also present in cultural activities (literature, music and folklore). Mirandês is rarely used in the media (a few articles in the written press and on radio stations). Caló (and Romani) are used in public life and in sociocultural events of the Roma/Gypsy community.

Several official languages of European countries spoken by residents in Portugal are featured in the media and public services (information at post offices, banks and in the health service): English, Spanish, French, German, Russian and Romanian.

Generally speaking, audiovisual documents are not dubbed (TV and cinema).

¹ This information was provided by Ana-Isabel Andrade and Filomena Martins.

9.1.2 Language teaching

Foreign languages

Foreign languages are optional at kindergarten (3 to 5-year-olds) and the first level of basic education (6 to 9-year-olds). A foreign language becomes compulsory at the second level (10 to 11-year-olds), and two languages are compulsory at the third level (12 to 14-year-olds). In secondary education pupils study one, two or three foreign languages depending on their branch of study.

English and French are the languages normally chosen as optional languages by pupils under the age of 10 even though any language is possible in theory (there are a few isolated cases of pupils learning German, Italian, Dutch, etc., at this level). The first compulsory language chosen at the second level is usually English (French being increasingly rare, with approximately half a class per school). Spanish and German are possible in theory. French and English are again essentially the two main choices of second compulsory language. In secondary education, German is also added more often and in a few cases Spanish.

In 1999/2000 there were just over 1 150 000 pupils attending basic (compulsory) education, consisting of level 1 (primary), level 2 and level 3. Just over 300 000 pupils attended secondary education (ages 15 to 17). It is estimated that virtually all the 660 000 pupils at levels 2 and 3 of basic education were learning English, with some 400 000 pupils learning French. In secondary education around two-thirds of pupils were learning English.

It cannot be said that there is any particular discrimination with regard to timetables or teacher training that might penalise foreign languages which are taught less often, nor as regard the quality of the teaching materials (although there is less choice available in the market).

In towns there are foreign cultural institutes or private institutions offering foreign language courses, attended by pupils from every level of the education system although the languages on offer are virtually the same (English, French, German, Italian, Spanish, etc.).

Native minority languages

It is estimated that every second pupil concerned is taught Mirandês (in keeping with normative text No. 35/99 of the Ministry of Education mentioned earlier). It should be noted, however, that the teaching of this language is not financed by the state. While it is authorised, the costs are covered by local associations. The teaching of this language is available to pupils from other regions or countries.

There is no specific teacher training for Mirandês. The language is taught by Mirandês speakers who teach other subjects. Mirandês was introduced very recently and all

initiatives are linked to research groups (for example, the Porto Faculty of Letters) or the region's cultural associations.

Immigrant languages

There is no official measure concerning teaching of/in immigrant languages. There are merely isolated experiments with certain projects and associations of immigrants, in some cases with the intervention of the High Commissariat for Immigration and Ethnic Minorities. This is the case in particular in the suburbs of Lisbon where the majority of the school population is of immigrant origin. There are no official figures on the subject.

Likewise there is no specific teacher training for the teaching of immigrant languages. The languages are taught by native speakers who teach other subjects and take part in immigrant and parents' associations or research groups.

Schools are obliged to support immigrant children linguistically by teaching Portuguese (see Despacho No. 178 – A/ME/93; Decreto-Lei 219/97 and 6/2001, Article 8.a) in the spirit of Portugal's Constitution (Articles 13 and 15. See also the Basic Law on the Education System, 1986).

9.2 Interest in the awakening to languages

As we have seen above, although Portuguese remains the mother tongue of the wide majority of pupils, Portugal is beginning to experience situations of linguistic and cultural pluralism due to the effect of immigration that is sometimes recent and highly diversified.

The feedback to the awakening to languages approach perceived by Portuguese didacticians at the end of the 1990s proved that there was already a great deal of awareness of the issue, as proved by the scope given to the awakening to linguistic and cultural diversity as of 2001 in primary education texts (*Currículo Nacional do Ensino Básico – Competências Essenciais*); it appears to be the principle that guides the development of communication skills that integrates several language types.

Other initiatives by the Ministry of Education have encouraged this trend: the flexible management of the curriculum, the autonomy of schools and the publication of materials supporting the intercultural approach. In fact this approach is increasingly integrated in teacher training programmes. Several research-training projects have been conducted in parallel with other plural approaches to languages and cultures (inter-comprehension between related and unrelated languages, relations between one's own tongue and the foreign language, etc.).

9.3 Activities conducted as part of the project

Sample	
Schools	5 schools
Types of school	All the schools are state schools
Geographic location	2 schools in the town centre, 2 schools close to the town centre and 1 rural school
Allophone pupils at the school	The percentage varies between 0.7% and 5%; average: around 2.7%
Language(s) taught at school (by education level/school years)	Portuguese is taught as the mother tongue to all pupils. 4 of the 5 schools offer English and 2 French, for only a few classes (especially in Year 4), as optional languages. At the fifth school pupils have no possibility of contact with languages other than Portuguese before the end of primary school
Status of languages taught at school	Portuguese: mother tongue/official language/language of the territory, necessary for the social integration of everyone English and French: foreign languages. At one of the schools (EB2/3), two foreign languages are compulsory up to Year 9: English from Years 5 to 9; French from Years 7 to 9
Total number of classes per school year	Varies between 1 and 4. The rural school has only 1 class per school year (4 classes in all) while in town there can be 3/4 classes per school year (13 classes in total). The total number of pupils per school varies between 64 (rural school) and 300 (school in town centre)
Number of pupils per school year	Varies between 12 and 89 depending on the number of classes per school year. Each class has 20 pupils on average

Ja-Ling classes	7 classes, of which 2 are made up of pupils from different school years
Total number of pupils	140 pupils
Levels	Primary
School years	From Years 1 to 4 (1 class for Year 1; 1 class for Year 2; 1 class for Year 3; 3 classes for Year 4)
Pupil age	44 pupils between 6 and 9; 96 pupils between 9 and 11
Type/status of teacher	5 general subject teachers; 4 language specialists (including 3 trainees)
Allophone pupils	Percentage: 4.2% Their languages: English, Thai, Chinese, Russian, Polish
Number of sessions	3 to 6 sessions per class
Durations of sessions	15 to 90 minutes, with a majority of 90-minute sessions

Teaching materials

Three original teaching resources were produced: *Os empréstimos linguísticos na sensibilização à diversidade linguística e cultural*, *As línguas visitam a escola* and *O Mundo Romanófono*.

Five teaching resources were adapted from existing resources: *Das línguas da criança às línguas do mundo*, *Frei João à volta do mundo*, *O capuchinho vermelho*, *Feliz aniversário* and *Os universos sonoros*. They are aimed at pupils from kindergarten to Year 4 of primary school, and are designed for five to six work sessions. A logbook on the awakening to languages to be filled out by pupils as they go along is part of the first of these resources.

Generally speaking these materials are adapted and designed as part of basic and in-service training situations for general subject teachers at primary schools and kindergartens.

Teacher training

Basic training has been set up at the University of Aveiro based on two propositions: one optional semester-based teaching unit and one optional annual seminar organised in parallel with the teaching traineeship at schools, culminating in monographs and the

design, trial and evaluation of teaching resources. In-service training has also been secured for voluntary teachers.

Teachers selected

Teachers were selected in a variety of ways. Most of the teachers concerned were approached either because they had already received training on the awakening to languages at the University of Aveiro and taken part in education projects or because, in their capacity as teacher-trainers, they were to take charge of teachers in basic training as part of the seminar mentioned above. One of the teachers, who has allophone pupils in her class, came forward herself to participate in the project. They all received training either as part of the training programmes already described or as part of a specific short training course.

Teaching/learning activities outside the sample

Over the three years, the introduction of the awakening to linguistic diversity in (basic and in-service) training contents at the University of Aveiro reached more than fifty teachers, many of whom carried out activities in class outside the sample proper.

9.4 Difficulties encountered

There was a certain amount of resistance from the education community, which in general attaches a great deal of importance to widely spoken languages and perceives the geographic remoteness of certain languages as a reason not to take any interest in them.

Moreover, practising teachers sometimes had difficulty comprehending the full educational impact of the approach, despite their initial motivation. This is due undoubtedly to the still insufficient depth of the training provided. Overall teachers had difficulties reconciling the many educational projects in which the school or class was involved simultaneously.

Finally – and this is a phenomenon which contrasts with the situation in most other European countries – many parents are reticent about the introduction of other languages during the first years of school, regardless of the way in which they are introduced. They are worried that they will interfere with the introduction of writing in Portuguese.

Sources

Immigration and Frontier Control Department (www.sef.pt).

10. Ja-Ling in Slovenia

10.1 Languages and language teaching ¹

10.1.1 *Languages and their speakers*

Slovenia has a population of around 2 million. Less than 1% of the population speaks a native minority language (Hungarian: 8 000, Italian: 3 000 and Romani: 2 300). Virtually the entire population also speaks Slovenian, the country's official language. Italian and Hungarian are also official languages in the bilingual territories concerned.

In addition to speakers of native minority languages there are immigrant speakers, far greater in number, who speak either other southern Slav languages (Croatian, around 50 000; Serbian or Montenegrin, also around 50 000; and Macedonian, just over 25 000) or Albanian (3 500 speakers). (Other immigrant languages do not have more than 500 speakers.)

Slovenia signed the European Charter for Regional or Minority Languages in 1997, and it came into effect on 1 January 2001.

Italian and Hungarian are used in court, municipal administrations, elected assemblies and on public signs, and far less in enterprises, both state-run and private, even if these are languages that are used among peers at the workplace and in everyday commercial transactions. The people who speak these languages have their own press media (weekly for Hungarian and daily for Italian) as well as daily radio programmes in their own language. Many TV programmes are broadcast daily in Italian, and a few hours each week in Hungarian.

Programmes in Romani are much rarer (one hour of TV every two months), likewise with press media (two quarterly publications). Romani speakers recently called for the same rights as the two other native minorities.

The use of foreign languages is important whether in economic and business life or because of tourism. Magazines and books in foreign languages are easily accessible. Foreign feature films and documentaries are subtitled.

¹ This information was provided by Soča Fidler.

10.1.2 Language teaching

Foreign languages

In primary and secondary education as a whole in 1998/99, just over 200 000 pupils were learning English. There were 88 000 learning German, 13 000 Italian (to which one should add around 7 000 Slovenian-speaking pupils living in bilingual regions – see below), 3 300 French, 2 900 Latin (Spanish: 100; Russian: 90; and others: 100).

The total number of pupils learning languages other than English (just over 100 000) therefore accounted for around half the number of those learning English (dispersion rate: $107\,680/206\,232 = 52\%$). (In some cases of course the same pupils may have been involved as they learn several languages at the same time.)

Right from pre-school education (pupils aged 4 to 7) many schools offer the opportunity of learning a language (one-third of schools in 1992, and more since), to be financed by the parents. At schools providing basic education over eight years one language is compulsory as of the fifth year of school (that is at age 11), and schools can offer another language as an option. A first language is compulsory from the fourth year onwards at the new basic education schools (over nine years), and a second language is among the subjects to be chosen for a compulsory option from the seventh year onwards. In general secondary education, pupils have to study two languages – or more if they so wish. In vocational education they study one language only.

Overall in primary education the Slovene education system offers a choice of nine languages: English, French, German, Classical Greek, Hungarian, Italian, Latin, Russian and Spanish. The choice of the first language is usually limited to English or German. The other languages (except Spanish and Classical Greek) can be offered as an option during basic education. The languages that are taught the least are not usually offered at all in vocational education.

In secondary education there is no difference in the weekly schedule set aside for the various languages. In basic education the first language (namely, English or German) has three hours a week, and the second language two hours only. All the languages have the status at exams, even if the strong economic demand for English and German tends to make pupils focus particularly on these two subjects. There is no difference in teacher qualifications, and the quality of the teaching materials is comparable.

There are many private schools that teach foreign languages.

Native minority languages

In the bilingual regions teaching in the mother tongue is provided for all pupils who speak Italian or Hungarian. This is true only for a limited number of pupils in the case of Romani. The teaching covers all levels of school education from pre-school to secondary school (including vocational education) for Italian and Hungarian. It is lacking for secondary education as a whole in the case of Romani.

In this context, Hungarian and Italian enjoy the same status as Slovenian with regard to exams and teacher qualifications as well as the quality of the teaching itself.

While the education situation appears to be satisfactory for these two languages, the same cannot be said of Romani. Efforts are being made to improve the situation.

In the bilingual regions the teaching of Italian or Hungarian (depending on the region) is compulsory for Slovenian-speaking pupils. For Hungarian it concerns (bilingual) teaching in a minority language.

Immigrant languages

Only very few immigrant pupils receive additional tuition in their own language (in 2001/02: sixty-four pupils for Macedonian, twenty-four for Albanian, fourteen for Croatian and twelve for Arabic). Nor do immigrant pupils benefit from their language being taught as a school subject. However, Croatian can be taken as a subject at the school-leaving examination.

Like all the other children of school age living on the Slovenian territory, children who do not have Slovenian nationality are subject to compulsory school education and have to learn Slovenian. Like all the other pupils they can also receive general support tuition if required.

10.2 Interest in the awakening to languages

The awakening to languages approach as part of Ja-Ling represents a new approach for Slovenia, even if it is likely that some teachers had previously implemented in part similar approaches in a few cases. None the less it may be said that the new primary school curricula (1998) have paved the way inasmuch as some of the objectives of the awakening to languages approach concerning interest attitudes and openness to diversity are spelt out for various subjects related and unrelated to languages.

This convergence between the curricula and the objectives of the awakening to languages is one of the reasons that prompted the person in charge of the Slovenian team to launch the Ja-Ling programme in her country. She also believed that the purposes targeted by the approach (in their various dimensions) justified the effort she had to make, and considered that as she worked at a teacher training centre she could set up a group of primary teachers capable of drawing up teaching materials and disseminating the new ideas. Participating in the project was also a means of boosting the recognition of Slovenian by the other partner countries by initiating its introduction into the teaching materials.

10.3 Activities conducted as part of the project

Sample	
Schools	9 schools
Types of school	All the schools are state run
Geographic location	4 urban schools, 1 school in an outlying district and 4 rural schools
Allophone pupils at the school	The percentage varies between 0% and 27%, with an average of 6.6% of allophone pupils per school
Language(s) taught at school (by education level/school years)	Slovenian is taught as a mother tongue/official language/ language of the territory 2 offer only English as a foreign language; 5 schools offer English and German; 2 schools offer English and French
Status of languages taught at school	Slovenian: teaching/learning language English is taught as first foreign language at 8 schools and German at 1 school. As optional foreign languages pupils can choose German at 4 schools, French at 2 schools and English at 5 schools. Pupils are allowed to drop optional languages without any repercussions from the school authorities
Total number of classes per school year	Varies between 1 and 5
Number of pupils per school year	Varies between 10 and 136 pupils On average each group has around 19/20 pupils

Ja-Ling classes	17 classes
Total number of pupils	328 pupils
Levels	Primary
School years	From Year 1 of primary school to Year 4 (Year 1 of school: 2 classes; Year 2 of school: 5.5 classes; Year 3 of school: 4.5 classes; Year 4 of school: 6 classes)
Pupil age	From 6 to 8: 153; 9 to 11: 175

Type/status of teacher	11 teachers, of whom 9 are general subject teachers and 2 language specialists
Allophone pupils	Percentage: 0.8% of allophone pupils in all the classes (the percentage of allophone pupils varies between 0% and 33% for the school near the town centre). 9 out of the 17 classes have no allophone pupils Languages: Serbian and Croatian especially, Polish, Bosnian, Macedonian, English, Romani
Number of sessions	3 to 14 sessions per class
Durations of sessions	From 45 to 60 minutes

Teaching materials

In Slovenia the Ja-Ling project team drew up, adapted and tested some twenty teaching resources. The materials are aimed at pupils aged 6 to 10 and focus on subjects already in their curriculum. On average each topic requires three hours of school work, which seems appropriate for this type of pupil.

Six materials were tested the most, specifically: *Linguistics* (aimed at children aged 9 to 10 and tested by nine teachers); *Language detective* (aimed at children aged 9 to 10 and tested by eight teachers); *Cooking detective* (aimed at children aged 9 to 10 and tested by nine teachers); *We count* (aimed at children aged 6 to 8 and tested by five teachers); *Proper names* (aimed at children aged 6 to 8 and tested by four teachers); and *Cooking detective junior* (aimed at children aged 6 to 8 and tested by two teachers).

Teacher training

The teachers were not selected for their specific skills but for their readiness to contribute to the implementation of the Ja-Ling approach. However, it is fair to think that these teachers have a better level of training.

Teachers selected

The teachers who tested the Ja-Ling resources volunteered to join the team and took part in all the work meetings.

Teaching/learning activities outside the sample

Of all the Ja-Ling classes only two classes (thirty-five pupils) were not included in the sample as they had just joined the project. In any case the teachers of those two classes took part in the meetings and were informed about the principles of the Ja-Ling approach.

10.4 Difficulties encountered

The teachers involved in the testing were faced with time problems, either within the class timetable (as existing programmes do not allow much scope) or for preparing their teaching (as with any new approach Ja-Ling activities require more preparation at first).

Parents voiced their concern that, again as with any innovation, the awakening to languages would represent an additional burden on pupils.

Like any small country, Slovenia has to make substantial efforts to find its place in the European and global economic market. For this reason attitudes towards languages are very much shaped by the determination to acquire a great proficiency in “world” languages, and the awakening to languages approach may be perceived as contrary to that intention.

So in future it will be important to convince all the players involved (teachers, parents and educational officers) of the benefits of the approach, not only in general educational terms but also specifically in terms of the contribution to language learning (raising awareness of languages in general at both the affective and the cognitive level, and contributing to the development of the aptitude to learn them).

Sources

Nečak-Lük, A., *National description of the system of foreign language teaching – Slovenia*, 2000 (translation – to be published).

Mekina, I., “Neenakopravne manjšine”, *Mladina*, 26 February 2001, pp. 16-19.

National Statistics Office, 1991.

Information given by phone by persons representing the two minorities and the Romani ethnic group.

B. Ja-Ling in six other countries

Michel Candelier

1. Ja-Ling in Latvia

The Ja-Ling team in Latvia was headed first by Iveta Vitola and then by Gunta Purmale (Riga). It consisted of seven primary school teachers, who introduced Ja-Ling activities to around 200 pupils aged 7 to 9 by seeking to incorporate them into various disciplines: natural science, Latvian, mathematics and a foreign language (English).¹

Some seven teacher training sessions/work meetings of one day each were held, in most cases immediately after the meetings of the European network on which they were reporting.

The team produced and tested four teaching activities revolving around the topic of food (ingredients, meals, health, festivities, customs, national dishes, etc.).

2. Ja-Ling in the Czech Republic

The Ja-Ling activities were co-ordinated by Marie Fenclová (Prague).

Teaching materials corresponding to seven teaching sessions (spread over two teaching aids) were produced (largely based on Evlang materials) and tested among some fifty pupils aged 8 to 11 at two schools. Two teacher training sessions were held, each lasting one full day and each involving five teachers.

A considerable dissemination effort was achieved: interventions at four conferences (including one specific conference organised on the occasion of the European Year of Languages), publication of three articles in teaching magazines and one article in a general information newsletter, and a radio interview. The study of the awakening to languages approach was introduced into basic teacher training seminars.

¹ N.B. The information provided here in Section B is based essentially on the annual reports submitted by the national co-ordinators.

3. Ja-Ling in Romania

The activities were co-ordinated by Catalina Chiriac (Bucharest).

Teaching materials corresponding to some fifty sessions of lessons were produced and adapted for primary education, including video material. The materials covered a wide range of topics from numbers to surnames, colours, forms of greeting, the calendar, seasons, songs and stories.

Three one-day training programmes were used to train some fifty teachers working at around twenty schools scattered throughout various regions. Around 1 500 pupils were involved in the experiment. A conference was subsequently presented.

4. Ja-Ling in the Russian Federation

The activities were co-ordinated by Olga Fedorova, who set up a team of some ten researchers, teachers and students at the State Language University in Moscow.¹

The keen interest in the Ja-Ling approach shown by the university was also evident in the introduction of discovery conferences on the approach at all the teaching faculties, and the inclusion of practical workshops in the training programmes for teachers of foreign languages.

Two teaching resources were produced (one adapted from the Evlang teaching material *Des langues de l'enfant aux langues du monde* and the other, *La vie des prénoms*, based on suggestions by Ingelore Oomen-Welke).

The experiment was conducted at two Moscow schools with thirty pupils aged 9 to 10 and twenty adolescents aged 14 to 15 (for the latter, during French lessons). The teachers had previously received specific training.

The team is continuing its work in order to introduce the approach to a wider audience.

5. Ja-Ling in Slovakia

The activities were co-ordinated by Anna Stankovianska (Bratislava), essentially in 2001.

Two teaching resources (corresponding to some ten sessions of lessons) were adapted from Evlang materials (*Des langues de l'enfant aux langues du monde* and *Le petit chaperon rouge*).

¹ The information is taken from a specific report submitted by Olga Fedorova in 2002.

A training session was organised for three teachers. Some 90 primary school pupils, from three classes from three different schools, were involved in the experiment.

A detailed analysis of school programmes for pupils aged 9 to 10 was conducted in view of the awakening to languages.

A dissemination conference was held and, thanks to interventions by the co-ordinator, some effects are discernible in several teaching documents such as the official curriculum.

6. Ja-Ling in Switzerland

Section written by Victor Saudan

Officially Switzerland is a quadrilingual country (German, French, Italian and Romansh) but in fact it is highly plurilingual: around 50% of pupils in towns such as Geneva or Basel have L1s other than the local language. Since the early 1990s this situation has prompted education circles to design and develop education approaches that were better adapted. They have included welcoming classes, plurilingual activities during regular classes and intercultural teacher training. The *Begegnung mit Sprachen* approach (reference work: Schader, 2000) and the projects *Qualität in interkulturellen Schulen* in Zurich and *Kultur- und Sprachbrücke* in Basel are proof of the approach in the German-speaking part of Switzerland. Moreover, the innovative activities carried out in French-speaking Switzerland as part of projects supported by education institutions (Evang and EOLE) have made those concerned more aware of the approaches to the awakening to languages throughout Switzerland.

A decisive step was taken in 1998 with the *Concept Général des Langues*, a set of proposals made to the cantons by the CDIP (Swiss Conference of Cantonal Ministers of Education) to reform language teaching in general: the awakening to languages approach plays an important role in it.

In 2001 a group of education experts, researchers and training officers from all the regions of Switzerland was set up under the guidance of the languages working group of NW EDK (North-West CDIP) to implement the Ja-Ling Switzerland project, in close co-operation with the European project.

Some forty teachers (German, French or Romansh-speaking) took part in the project from August 2001 to August 2002 with their classes from three different levels: kindergarten (4 to 6-year-olds), Years 1 and 2 (6 to 8-year-olds) and Years 5 and 6 (11 to 13-year-olds).

The aim was first of all to find out more about how teachers use the approaches and their opinions of it compared with the activities on offer, and also their thoughts and views on the effect they have on the pupils. The project also looked at the response of

the pupils and tested the materials (essentially borrowed from the Evlang project, translated and in part complemented). On the basis of these findings an evaluation and assessment report aimed at the cantonal authorities was drawn up with a view to introducing the awakening to languages approach to Swiss schools in general. The report is to be published at the end of 2003 and will be available on the CDIP website (www.edk.ch).

After an opening and training day for all the participants, the teachers introduced the activities in their classrooms in three phases (awareness raising, main activity and follow-up activity) between September 2001 and April 2002 using the document packs distributed. Two regional meetings provided an opportunity for an exchange of experiences made and to plan the subsequent activities together. At a closing event all the participants were able to sum up the experience gained by debating an initial evaluation report, drawn up on the basis of the findings of the scientific monitoring of the project.

The feedback from the teachers is very positive with regard to virtually all the aspects of the project. They mention the keen interest shown by pupils, the favourable effect on interaction in class and the boosting influence on allophone pupils in the classroom. Of the forty teachers who took part, thirty-eight would like to continue with Ja-Ling-type activities, which have also been favourably received by parents. The only points criticised concern the quality of the materials on offer and a lack of time with regard to the existing curriculum.

The evaluation and assessment report is to be presented at a colloquy aimed at the cantonal officers responsible for education and teacher training. Meanwhile, a project aimed at producing teaching materials and training multipliers over three years is to be launched in German-speaking Switzerland based on the approach that led to the publication of the EOLE material in French-speaking Switzerland (see Perregaux et al., 2002). The financing for drawing up a project concept has just been confirmed by the relevant committee for north-west Switzerland.

***Chapter III:
Results***

A. The introduction of the awakening to languages into the curriculum

1. Effects on the education establishment

Michel Candelier

Before we look at the attitudes and responses of teachers, pupils and parents during the introduction of the awakening to languages activities as part of the Ja-Ling programme, we shall first take a broader view to report on the effects which the programme's implementation has already had on various aspects of the education contexts as viewed from an institutional standpoint. Firstly, the measures adopted or considered by education authorities at different levels and secondly, and more modestly, the changes in attitudes of those authorities in cases where no measures or decisions to adopt measures have yet been noted. There is nothing surprising or disappointing about the absence of measures: as the Slovenian co-ordinator said with regard to the situation in her country, it is normal for a ministry to await the end of an experiment and its results before taking any decisions.

When evaluating the effects of Ja-Ling on the educational establishment we should not forget that in those countries where the programme is not the first instance of innovation in the awakening to languages approach, it is often difficult to know what share of the changes noted is due to Ja-Ling or other innovative experiments (including of course Eulang, where applicable). We shall try and bear this complexity in mind.

In the following we shall be working on the information provided by the national co-ordinators.

1.1 Measures adopted or considered

As we know one of the initial intentions of Ja-Ling was to disseminate the awakening to languages approach. Whatever the risks to which any innovation inevitably exposes itself once it becomes an official innovation and later a commonplace element of the curriculum, its integration into the education establishment is a natural objective for its dissemination, one that ensures its full expansion.

From this viewpoint the case of Greece is a particularly positive reference for Ja-Ling since the innovation it represents has penetrated the upper echelons of institutionalisation such as the official curricula, teacher training and the production/dissemination of teaching materials (wherever it is adopted by the education

authorities). We shall therefore begin with this case, and then look at various other, more partial measures that have been taken or considered at national, regional or local levels.

1.1.1 Ja-Ling in Greece – An official innovation

Ja-Ling has been integrated into the primary school curriculum since September 2001 or the “Zone of interdisciplinary innovations and activities” to be more precise (duration: two hours a week). The measure was adopted following the successful experiments with Ja-Ling at ten primary schools in 2000/01, which helped to convince the Ministry of Education and Religious Affairs, the National Pedagogical Institute and the Director of Primary Education of the importance of the approach.

The production of teaching material was financed by the National Pedagogical Institute, which also set up training courses for senior education officials and several hundred teachers.

Since 2002 the principles of the awakening to languages approach have been one of the disciplines studied by teachers in order to pass the entrance exam for the Faculty of Higher Teaching Studies.

Current discussions between the national co-ordinator and the education authorities are aimed at increasing the frequency of in-service training programmes, creating a network of multipliers and providing teachers who apply the Ja-Ling approach with better material support.

1.1.2 Measures concerning teaching programmes and curricula

In the sections on the source of the interest in the awakening to languages approach in each country we saw in Chapter II that the Evlang programme and/or other innovations inspired by the same principles (such as the *Sprach- und Kulturerziehung* approach in Austria, see page 65) seemed to have had an influence on recent education programmes (see also the comments about the situation in Portugal, page 111).

In France the work that led to the formulation of the new programmes for primary education was carried out in 2000 and 2001. Accordingly, it was essentially the outcome of the Evlang programme that was presented to the authorities with the aim of encouraging the introduction of the awakening to languages in these new programmes. However, the Ja-Ling programme helped to fill out the overall picture of the approach for education officials who appeared more sensitive to its introduction in the first few years of primary school than in the years preceding the transition to secondary school (it is important to remember that Evlang, unlike Ja-Ling, applied only to the last two years of primary school). We were therefore able to provide real examples of materials

and experiments conducted from kindergarten onwards.¹ Initially public statements made by the minister seemed to indicate that the awakening to languages in all its aspects would be retained as the approach recommended for the second of the three levels of primary education. Ultimately, this was not the case but the new programmes of 2002 have evidently been sensitive to the ideas conveyed by the awakening to languages. Indeed, besides the teaching of a particular language as of the second level from 2005 onwards, we note the determination that pupils should discover “that different languages are spoken in their environment and throughout the national territory”, and that it applies to the whole of kindergarten and throughout the second level. More generally there is mention of “familiarisation with the diversity of cultures and languages” and ensuring that pupils develop “an attitude of positive curiosity towards them”. At the third level (the last three years of primary education) “the comparative observation of several simple phenomena in different languages (including French)” is recommended, “thereby giving pupils sufficient distance to enable them to be more sensitive to grammatical realities and strengthen their language proficiency”.

In Poland the ministry’s interest in the approach was such that it is to be considered as a project to accompany the introduction within the country of the European Language Portfolio, which is currently being tested.

Whatever the conclusive importance of the official programmes drawn up or recognised by the higher education authority (the ministry), each regional or local authority has the possibility, at its level and to a degree determined by just how centralised the education system actually is, to grant a measure of official recognition to an innovation.

This applies to all levels of the administrative hierarchy. The measure adopted by the head teacher of a Polish school to grant one hour more a week for the implementation of the Ja-Ling experiment in the relevant classes of his school is more than just a facilitating measure. It is also an act by which he as the person responsible explicitly institutes the approach as part of the curriculum of pupils at his school.

The same interpretation can be given to the decision, in France, of certain primary education inspectors and academy inspectors (who are responsible at *département* level) to commission teaching counsellors or language teaching officers in the area under their authority to develop the approach in schools by training teachers, by ensuring they are supplied with teaching materials and by monitoring their activities.

¹ The reports submitted also referred to experiments conducted as part of another network, limited to France, called *Education aux langues et aux cultures*, headed by Dominique Macaire.

1.1.3 Teacher training measures

Besides the incorporation of an awakening to languages approach in the official curricula for pupils, its official recognition as part of teacher training is an important step, one which it may be felt precedes others, if only because there is little point in training teachers in a particular approach if they are not subsequently to apply it.

In Hungary a presentation of the findings of various ECML networks organised in January 2003 at the National Pedagogical Institute for In-Service Training gave the country's two Ja-Ling co-ordinators the opportunity to showcase their work to representatives of the Ministry of Education. The latter suggested integrating into the list of approved in-service training programmes a Ja-Ling training course of forty-five hours aimed at primary school teachers, and decided that teachers who had already taken part in the programme could subsequently have the activity credited as approved in-service training. In Catalonia the Ja-Ling approach also featured in the official programmes for in-service teacher training, and participation in the programme is recognised as training by the administration.

In Baden-Württemberg¹ there is no doubt that the Ja-Ling programme has had an influence on the decision to provide, as of October 2003, a compulsory module on the subject of *Sprachaufmerksamkeit* (attention to/awareness of language) for all teachers undergoing basic training.

Naturally, less committed measures such as a contribution by the ministry to the financing of training activities as envisaged in Slovenia do not have the same effect as far as the official recognition of the approach is concerned but they do represent a certain form of recognition none the less.

In situations where teacher training officers and training institutes have a certain autonomy *vis-à-vis* the administrative education authorities they can decide to introduce the awakening to languages without committing the authorities. While the institutionalising effect is less, their decision still has an important effect inasmuch as teacher training represents an effective means of disseminating an approach in the classroom.

This is the case generally for schools at which national Ja-Ling co-ordinators who work as teacher training offices also carry out their activities. We would mention for instance, again in Hungary, the Higher Teacher Training Colleges at Győr and Kecskemét or in Poland the Training Colleges for English and French Teachers at Warsaw University (more details on these aspects can be found in the sections entitled "Activities conducted as part of the project" in Chapter II-A).

In France several university institutes for teacher training (IUFMs) have introduced awakening to languages in their basic training, and the Ja-Ling team is often called

¹ To appreciate the measure one should not forget that in Germany most of the competence in education matters is in the hands of the *Länder*.

upon to provide in-service training activities as part of the official (regional) academic training schedules. In Portugal the curricula for basic and in-service teacher training at several higher education institutions have benefited from the introduction of contents clearly aimed at developing the ability to stimulate children's interest in linguistic and cultural diversity.

1.1.4 Other measures

In one country, Belgium, which is not an official partner of the Ja-Ling network but now takes part in its activities through a research team at Liège University,¹ the French Community's Minister for Basic Education heard of the approach (also as a result of class visits to Geneva, Switzerland) and after parliamentary debate decided to implement an official experiment involving several schools as of the start of the 2003/04 school year.²

1.2 Effects on the attitudes of education authorities

We shall not be discussing here the teachers participating in the programme, whose attitudes have already been addressed in section 0.4 of Chapter II and will be described in more detail in sections 2.2 and 2.3 below.

In several countries (for example, Germany and Austria) there has been a great deal of interest on the part of other teachers keen to find out more about the awakening to languages. In other cases, such as in Slovenia, the limited number of sites where the experiment is carried out is perceived as an obstacle obstructing the interest of other teachers.

Generally speaking, the national or regional education authorities contacted showed a great deal of interest, for example in Portugal the ministry and the Instituto de Inovação Educacional. Often the interest is related to the predominant concerns of the day. In Catalonia, it is linked to the perceived need to co-ordinate the two official languages (Catalan and Castilian) in the curriculum and to meet the education challenges of immigration. In Germany, it is clear that the attention given to the awakening to languages is based on the second aspect (and therefore more specifically the attitude element of the approach's potential effects).

¹ Consisting of Christiane Blondin and Catherine Mattar.

² More details can be found on the CD enclosed with this publication, under the heading "News".

2. The teachers' appropriation of the approach

Mercè Bernaus, Martine Kervran and Artur Noguero

We used three tools to study the teachers' appropriation of the approach: a questionnaire, a "teacher's log" and a class observation tool. We shall first describe the three tools before looking at the results obtained from their application.

This particular order can be followed when reading the report. An alternative is to read the results obtained for each tool immediately after reading its description (2.2 after 2.1.1; 2.3 after 2.1.2; and 2.4 after 2.1.3).

2.1 Tools¹

2.1.1 *Questionnaire aimed at teachers*

Mercè Bernaus

a. Objectives

The questionnaire's main objective was to evaluate the teachers' views and thoughts on the Ja-Ling project and the approach's effects with regard to:

- the attitudes of pupils towards unfamiliar languages and those who speak them;
- the pupils' competence for learning languages;
- the pupils' metalinguistic competence.

The second objective was to find out whether the teachers thought they had changed their teaching methods (changes of methodology) after using the teaching materials available.

The third objective was to find out their views on the teaching materials they had been using during the project.

¹ The three complete tools can be found on the CD-Rom which accompanies this publication. It is useful to refer to the tools for a better understanding of the description given here.

b. Description of the tool

The teachers' questionnaire consisted of three discrete sections:

- Section 1 (A, B, C and D) – Demographic data:

This section comprises: (1) data on the teacher's professional experience and training (four items: A1, B1, B2 and B3); (2) data on his or her pupils (seven items: C1, C2, C3, C4, C5, C6 and C7); and (3) data on his or her previous experience of the awakening to languages and his or her knowledge of languages (three items: D1, D2 and D3).

- Section 2 (E) – Views and thoughts of the teachers on the effects of the Ja-Ling approach:

This section includes twenty-four items on the teacher's assessment of the practical application of Ja-Ling teaching resources.

These items are featured as a Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree).

- Section 3 (F) – Evaluation of Ja-Ling teaching resources:

The final section consists of six items and relates directly to the evaluation of the teaching resources by the teachers conducting the experiment.

c. General description of the sample

Some 122 teachers from 9 countries responded to the questionnaire, including 17 students undergoing basic training (as future teachers of French as a foreign language).

To obtain an overall view of the sample we first proceeded to describe the data obtained with the demographic items of section 1.

Each country was free to decide the number of experimenting teachers who responded to the questionnaire. None the less, the sample distribution per country does not show any particular imbalance (from 5% of the sample for Finland to 17% for France or Poland).

The item "category of teacher" shows a much higher percentage of general subject teachers (65%) than specialist teachers (21%), the rest (14%) consisting of students in basic training (Polish students).

The answers obtained for training courses were grouped into four categories: no courses, science, language teaching or others. The category "others" includes training courses for the awakening to languages. There is a balanced distribution between no courses (27%), language teaching (21%) and others (33%). The percentage of science

courses is lower (9%) and close to the percentage of teachers who did not answer this item (10%).

We also note that more than 50% of teachers who completed the questionnaire stated that their class did not contain any “pupil whose mother tongue was not the language of the school”. Just over half the classes with allophone pupils had only between one or three such pupils.

There is a considerable diversity in the number of hours a month devoted to the project, ranging from none to thirty hours. A few teachers did not use the teaching materials at all. They include the students in basic training and teachers who took part in training courses for the awakening to languages but who have not yet been able to use the resources. We decided to keep these questionnaires in so far as these teachers, through the training they have received, already have views and thoughts on the effects which the teaching resources can have on pupils.

Finally the teachers in the sample who had taken part in previous projects on the awakening to languages before becoming involved in the Ja-Ling project represented just under 16% of the total (mostly French or Portuguese teachers).

d. Processing of the data

To facilitate the analysis of the data we drew up categories depending on the answers obtained for certain demographic items.

We also grouped items from sections E and F referring to similar or related concepts to obtain five new variables (aggregate variables) likely to help highlight any correlations with the groups resulting from the analysis of the sample population. The variables were subjected to a reliability analysis. A few items in these sections remained isolated (E2, E3, E19, E20, E21, E22, E23 and E24) and were not used in the analyses of variance.

The five new variables created are as follows:

- *Attitudes* (resulting from adding variables D3, E1 and E4).
- *Competence for learning languages* (resulting from adding variables E7, E8 and E9).
- *Changes of methodology* (resulting from adding variables E10, E11 and E12).
- *Metalinguistic competence* (resulting from adding variables E 13, E14, E15, E16, E17 and E18).
- *Evaluation of teaching resources* (resulting from adding variables F1, F2, F3, F4, F5 and F6).

The results of the reliability analyses were as follows:

Variables	Standardised alpha item
Attitudes	.5226
Competence for learning languages	.6668
Changes of methodology	.8169
Metalinguistic competence	.7173
Evaluation of teaching resources	.5732

Variable reliability

The alpha values are sufficiently high to enable us to consider that the data are reliable, particularly the data that make up the aggregate variables *changes of methodology* and *metalinguistic competence*, which show very strong correlations between the aggregate items.

2.1.2 *Teacher's log*

Martine Kervran

a. Objectives

The purpose of this tool is to collate the comments and suggestions the teachers made about the teaching resources. It has three main objectives:

1. Ensuring that the experiment is followed up:

This link with the test classes proved very useful, particularly in countries where there was a large number of classes or where the classes were scattered, and where it was therefore difficult to ensure a continuous individual follow-up and to know the choice of resources used by each of the experimenting teachers, the pace chosen for their implementation and any difficulties encountered.

2. Enabling the resources to be evaluated so they can be improved, with the prospect of a much wider use after the experimental phase:

The step-by-step evaluation of the activities throughout the teaching resource and the log chart at the end of each resource were the main tools used to achieve this objective. The teachers' assessments enabled us to find out, for each national context, the most appropriate resources and the changes to be made in both the concept as a whole and the details of its implementation.

3. Enabling the analysis of the way in which teachers perceived and implemented the suggested activities:

The data collated in the log chart contained at the end of the teaching resource, while useful particularly for the second objective, none the less enabled us to note certain trends specific to these questions. However, it is the comments made in the second part of the logs (more open questions) which, once collated and summarised, have enabled us to list not just the difficulties encountered but also the areas of success, and to try and filter out a certain number of indicators on the teachers' appropriation of the approach, as reported on below.

b. Description of the tool

The teacher's log is to be found at the end of each teaching resource. The teachers are therefore encouraged to fill out their log-book at the end of each teaching resource once they have been implemented in the classroom. The log consists firstly of a numbered assessment chart comprising seven items to be filled out according to the level of agreement with the statements listed, and secondly of a series of six more open questions on the implementation conditions for the activities (successes, difficulties and suggestions). This second part is more flexible (with one answer box for each question) and gives the teacher more scope to express his or her views.

In certain countries a step-by-step evaluation of the activities was added to this form at the end of the teaching resource. It is placed in the margin of the teacher's manual in the form of assessment points to be ticked and a more open heading for the teacher's comments.

c. General description of the sample

The teacher's logs provided the main source of information. The logs collected refer to thirty-five different teaching resources from the following ten countries: Austria, Finland, France, Germany, Greece, Hungary, Poland, Portugal, Slovenia and Spain.

Country	Number of resources involved in the evaluation	Number of logs filled out in each country
Germany	1	1
Austria	1	11
Spain (Catalonia)	2	3
Finland	2	2
France	6	15
Greece	4	2 300

Hungary	2	20
	3	4
Poland	5	20
	1	17
Portugal	2	6
Slovenia	6	36
Total	35	2 432

Teacher's logs: summary table

d. Processing of the data

Each partner submitted a summary for his country, resource by resource, grouping together the answers of all the teachers who had implemented each of the teaching resources. As the table shows, however, the disparate nature of the data with regard to both the resources implemented (each country adapted or designed its own resources) and the number of teachers in the various national samples meant that we had to abandon the idea of a quantitative analysis (mean values) of the answers to the chart items featured in the first part of the log and conduct a more general study instead.

Besides national summaries relating to the teacher's logs, the analysis also takes account of another source: the section from the teacher's final questionnaire (see tool described under 2.1.1) on the assessment of the teaching resources, resource by resource. This is section F8 ("Assessment of each teaching resource used"), with the following requirement: "Spontaneously evaluate the resources in terms of utility, quality and efficiency with regard to the intended objectives" (see final questionnaire on the CD-Rom which accompanies this publication). The answers to this section of the questionnaire relate to twenty-seven different resources, each analysed by two to ten teachers, in five countries (France, Hungary, Poland, Portugal and Slovenia) among the ten listed above. Here again there was little point in drawing up quantitative mean values as the resources concerned and the number of teachers who assessed them varied greatly; however, the analysis of the answers and the comparison with the log data can provide interesting insights into the views and thoughts of the teachers.

We proceeded with a systematic analysis of the national summaries. With regard to the items to be ticked we simply tried to define a "range" in the levels of agreement expressed by the teachers with each of the statements offered. As for the answers to the open questions in the second part of the log, we first compiled the answers, which we then sorted, grouped together and finally classified in order to highlight categories likely to reflect indicators of the level of appropriation of the approach.

2.1.3 *Class observations*

Artur Noguero

While the tool “class observation” can be classified as a non-structured observation instrument (in the same way as ethnographic studies on class interactions) it does present certain characteristics of structured tools such as those used in evaluating the Evlang project (see contribution by S. Genelot and F. Tupin in Chapter 4 of Candelier, 2003).

This observation mode was chosen due to the number of cases expected for the study (one or two classes per participating country), which would have made it difficult to process the information obtained with more open and more complex tools.

a. Objectives

This instrument, while directly related to the two previous tools, nonetheless provides a change of viewpoint. Unlike the two previous tools it does not feature the teacher’s viewpoint but that of an outside observer.

The tool aims to obtain:

- data not perceived by the teacher himself concerning class activities, to allow a more objective evaluation of the activities tested during the project. Indeed, should educational practices pertaining to linguistic and cultural diversity be extended, it is important to know precisely how the proposals of the Ja-Ling project are put into practice using teaching resources within the framework of the didactic concepts on which the awakening to languages is based. For this the teachers’ viewpoint (as featured in the final questionnaires and the teacher’s logs) has to be complemented by an outside observer’s viewpoint;
- behavioural patterns that can be transferred to other contexts but can also give the teachers responsible for putting the materials into practice a more global vision of what happens in the classroom as well as knowing how to address issues that arise in different classroom situations;
- more precise data on the elements that come into play when addressing linguistic and cultural diversity as a “fact” of education rather than a “problem”.

b. Description of the tool

This tool consisted of three discrete parts:

- the first is designed to explain the context of the observation;
- the second, namely the core of the tool, collates the notes taken during the observation of the session;
- the third part allows the observer to summarise his or her views of what he or she has observed.

Notes have of course been added to assist with the observation and to provide the observer with a set of instructions for using the tool correctly.

The first part is split into two data sheets: the first (entitled “General information”) is used to fill out general data such as the teacher’s name, the name and address of the school, the pupils’ age and their school level, the layout and furnishings of the classroom, the status of the languages taught at the school, and the number of pupils who speak/understand languages other than the school language, etc. The second data sheet (entitled “Information on the session observed”) focuses on more precise information on the session concerned such as the date, the material used and the preparations for the session.

The second part, the actual core of the tool, is divided into four columns: “duration”, “teacher”, “pupils” and “observations”. The “duration” column indicates the duration of each period or stage during which notes were taken. The “teacher” and “pupils” columns are set aside for taking notes. Three options are available within these columns: (a) notes pertaining to the teacher; (b) notes pertaining to the pupils; and (c) notes pertaining to the interaction between pupils and teacher, to be described across both columns.

The key part of the tool has been divided into three main sections: the first concerns the initial situation (or anchorage situation); the second, the research situation; and the third, the synthesis and conclusion phase for the activity.

The third part of the tool consists of various “observation flags”, based on a series of questions each of which focuses on one of the aspects likely to clarify the observation. These questions are communicated to the observer in advance and are to be used as a guide to ensure a more accurate observation.

c. General description of the sample

The class observation tool was used in the following countries: Germany (three classes); Austria (one class); Spain (two classes); Finland (one class); France (two classes); Hungary (two classes); Poland (two classes); Portugal (three classes);

and Slovenia (three classes – six sessions); namely a total of eight countries, sixteen classes and nineteen sessions observed.¹

Most the classes observed are primary school classes, essentially at the end of the primary school education (pupils aged 9 to 11), with only four classes with younger pupils and two classes at secondary level (pupils aged 11 to 16).

The majority of the classes comprised twenty to twenty-five pupils, with only four classes with fewer than twenty pupils and three classes with thirty pupils or more.

The observations were generally made in the pupils' usual classroom. The layout of the desks followed the "traditional" arrangement in around half the cases (with generally very little space for pupils to move around in). However, in most cases (namely, more than three-quarters) the arrangement was reorganised for group work. The classroom decoration was generally very bland even if there were some elements relating to the languages (it should be noted that most of the observations were made during sessions pertaining precisely to that discipline) but there were only very rarely any traces of the Ja-Ling project in the classroom decorations.

As far as aspects linked to plurilingualism are concerned, we should note that few classes had a majority or sizeable number of immigrant pupils (only four classes had a proportion of more than 25% and ten classes less than 10% of immigrant pupils). The number of pupils who had arrived in the country only recently was even lower (only one class, in Germany, made reference to this category of pupil).

Likewise in the majority of classes, due to their composition, no provision had been made to take account of immigrant languages (at best participation in courses outside the scope of the school are encouraged), even though many observers have highlighted the positive attitudes observed in the classrooms with regard to these pupils.

In summary it can be said that despite the small size of the sample the undeniable diversity of the conclusions we have been able to draw gives us a sufficiently broad view of what can happen if activities such as those proposed by the Ja-Ling project are implemented.

d. Processing of the data

Each part of the tool was processed differently depending on the characteristics of the data presented and their function.

The data processing for the section on contextual data ("General information" and "Information on the session observed") was purely quantitative.

For the actual observation of the class the basic data for processing were extracted from the answers given by the teacher to the questions in the last part of the tool

¹ The following code will be used later on: Germany (1A, 2A and 3A); Austria (1B); Spain (1D and 2D); Finland (1E); France (1F and 2F); Hungary (1G and 2G); Poland (1H and 2H); Portugal (1I, 2I and 3I); and Slovenia (1aC, 1bC, 2aC, 2bC, 3aC and 3bC).

(“observation flags”). It should be noted here that all observers (except for two) answered these questions. The notes taken by the observers during the session were used as anchor points for drawing up various conclusions and as examples to help visualise the approaches observed.

To define the analysis categories we turned to the studies on class interactions (inspired by socio-constructivism) and to more specific studies conducted as part of the Eulang project (see Candelier, 2003).

The activity development phases were used as the basis for drawing up the report listed in 2.4. As we shall see, the interpretation of the analysed data was complemented by the observers’ “comments” and by excerpts from what both the teachers and the pupils had to say, as reported by the observers.

2.2 Teachers’ thoughts and views

Mercè Bernaus

2.2.1 Challenges

Adults have countless thoughts and views on the world and their social environment; teachers also have thoughts and views on their work, their pupils, the subject matter they teach, their role as teachers and their responsibilities. Johnson (1992) shows that there is a very definite relationship between the thoughts and views of educators and their practical work as teachers. Woods (1996) posits that the decisions taken by teachers with regard to how they plan their lessons and their practical work in the classroom are directly linked to their thoughts and views of languages and how they should be taught. As part of Ja-Ling, attempts have often been made to modify those views during training courses that are sometimes very short. But if – as Johnson also shows – the practices of teachers are influenced by both theoretical considerations and the experience gained through practice, it is desirable that a study of their thoughts and views be made at the end of a practical course, as was the case for our work (with a few exceptions) (see below).

To grasp fully the extent of what is at stake with the teachers’ representations, we refer to a recent study (Masgoret, Bernaus and Gardner, 2001). The study shows that teachers’ thoughts and views, which are closely linked to their attitudes, can bring about a change in the attitudes of pupils towards the learning situation. It would even seem that the greatest impact on pupils’ attitudes is achieved not simply by using efficient teaching practices but by firmly believing in the teaching strategies and practices used and in the objectives set by the curriculum in terms of knowledge, know-how and interpersonal skills.

2.2.2 Overall results¹

It would be tedious to describe one by one the results obtained for each of the items in sections E and F of the questionnaire. We shall merely state that the majority of items average more than three on the Likert scale of 1 to 5 (1 being the lowest assessment and 5 the highest).

None the less, we would stress the fact that the four items (of which three were filled out by all the teachers in the sample) with the highest average (around 4.5) concern the teachers' thoughts and views on the motivation and attitudes of pupils: E1 – “Awakening to languages encourages the development of positive attitudes in the pupils towards other languages and cultures” (average 4.48); E4 – “This approach encourages in pupils new attitudes towards speakers of other languages” (average 4.48); E5 – “This approach helps to trigger pupils' curiosity for and interest in learning languages” (average 4.50); and F6 – “My pupils' responses were positive” (average 4.43).

The only item with an average below 3 is item E21 – “This approach should be introduced only in classes with pupils from immigrant families” (average 2.19). However, the way the item is formulated clearly shows that a negative answer is a positive statement as regards the potential of the approach, which is then seen as being of interest to all the classes and not just some of them. In fact the average is too high and shows that some teachers have not yet fully absorbed the fact that the approach is also highly beneficial to classes that have no or few children of immigrant origin.

2.2.3 Thoughts and views, and conditions of implementation

We cross-referred the values obtained for the aggregate variables *attitudes*, *competence for learning languages*, *changes of methodology*, *metalinguistic competence*, and *evaluation of teaching resources* (see 2.1.1 above), with different groups of topics drawn up on the basis of characteristics gathered in the first part of the questionnaire (demographic data). For this we used the analysis of variance (ANOVA), which compares the variance of variable averages between the topics and between the groups.

The table below shows the results of the analysis.

We have indicated the significance threshold in the right-hand column. The figures in bold type correspond to a significance threshold equal to or lower than *.05* (which means we can be 95% confident that the result is representative of the association prevailing between the two variables under consideration). The figures in italics indicate a tendency towards significance.

¹ The data was analysed using the statistical tools SPSS, version 11.5 for Windows.

Analysis of variance (ANOVA)

Dependent variables	Independent variables	Significance threshold
Country	Attitudes	.006
	Competence for learning languages	.000
	Changes of methodology	.000
	Metalinguistic competence	.001
	Assessment of teaching resources	.000
Categories of teachers	Attitudes	.293
	Competence for learning languages	.000
	Changes of methodology	.007
	Metalinguistic competence	.006
	Assessment of teaching resources	.016
Number of years of teaching experience	Attitudes	.700
	Competence for learning languages	.383
	Changes of methodology	.065
	Metalinguistic competence	.207
	Assessment of teaching resources	.330
Training courses	Attitudes	.000
	Competence for learning languages	.000
	Changes of methodology	.006
	Metalinguistic competence	.031
	Assessment of teaching resources	.014
Number of pupils for whom L1 is different from the language of the school	Attitudes	.069
	Competence for learning languages	.060
	Changes of methodology	.423
	Metalinguistic competence	.511
	Assessment of teaching resources	.136

Number of hours of Ja-Ling per month	Attitudes	.473
	Competence for learning languages	.000
	Changes of methodology	.015
	Metalinguistic competence	.319
	Assessment of teaching resources	.000
Participation in previous awakening to languages projects	Attitudes	.520
	Competence for learning languages	.003
	Changes of methodology	.241
	Metalinguistic competence	.001
	Assessment of teaching resources	.641

The variables with a greater variability between groups when they are associated with independent variables are the *country* variable and the *training courses* variable.

Behind the difference in *country* there are of course many other differences due not just to the context (social, linguistic, educational, teaching, etc./general context or context specific to the majority of classes in the sample of the country concerned) but also to the way in which the experiment was set up. The evidence of a sizeable variation due to the country confirms overall the importance of these various factors in the perception that teachers have of the approach, and therefore in the results it can achieve. It justifies the basic options of Ja-Ling as a project: disseminating a new approach cannot just be a simple transfer and any dissemination work has to be supported by a meticulous study of the effects in different situations and conditions (see Chapter I, introduction to section C).

However, the overall variation with the country tells us nothing about the factor(s) involved for each of the associations noted. For this we need to examine the averages of the independent variables. We can use the example of the two variables *competence for learning languages* and *metalinguistic competence*. We note that their value is particularly high among French and Portuguese teachers.¹ The explanation is that these teachers also indicated more frequently that they had previous experience of the awakening to languages approach. Indeed if we look at the variable *participation in previous awakening to languages projects*, we note a significant association with these variables. So it is not because these teachers are French or Portuguese that they are particularly convinced of the effects of Ja-Ling on these two areas of competence, but because they have a wider experience of the awakening to languages than some of their

¹ *Learning competence*: for France 26.58, for Portugal 26.63 and for the countries as a whole 24.35. *Metalinguistic competence*: for France 12.85, for Portugal 13.13 and for the countries as a whole 11.39. In both cases France and Portugal are the two countries with the highest average.

colleagues from other countries. We see here the link between teaching practice and convictions mentioned by Johnson (see above).

This link also explains at least in part some of the differences noted depending on the variable *categories of teachers*, in particular the generally more negative thoughts and views of teachers in basic training. There are also differences between general subject teachers and language specialists. The averages for the thoughts and views of specialist teachers are higher. We were somewhat surprised by this result since in the Eulang programme – and very often later in the Ja-Ling programme – we noted a great deal of interest on the part of general subject teachers, who were attracted by the interdisciplinary potential of the approach, and reticence on the part of language teachers, who did not always see the benefits for their own subject matter. A more in-depth investigation is necessary so that we can better understand what might have caused this contradiction.

It is also interesting to note that the variable *attitudes* is not affected by the variation in the category of teacher. If we look at the table as a whole we note that overall it depends very little on the contexts and the types of implementation. In fact everything appears to indicate that we are dealing here with a “stronghold” of the awakening to languages approach: belief in the effect on pupils’ attitudes is so strong that it is (virtually) unshakable.

Unlike other dependent variables the variable *number of years of teaching experience* shows no significant relationship (at .05) with independent variables, if we exclude a tendency towards significance for the variable *changes in methodology*. This tendency is more pronounced for teachers in the category “six to ten years of experience”, who have a higher average than their colleagues. These teachers have a higher average than the other colleagues for items E10, E11 and E12 of the questionnaire (“This approach made me change my way of teaching/helped me to set up interdisciplinary links/made me change certain objectives and contents of my lessons”). It would seem, then, that teachers with a relatively short experience of their profession are more open to implementing new teaching approaches.

The variable *training courses* is associated with significant differences with all the independent variables. The reasons for these differences are shown in the table below:

Independent variables and categories of the variable *training courses*

Variables	Categories	Number	Average	Minimum	Maximum
Attitudes	No courses	33	12.03	4	15
	Science	11	13.73	10	15
	Languages	26	13.08	8	15
	Other courses	40	14.18	10	15
	Total	110	13.23	4	15
Competence for learning languages	No courses	31	9.94	5	15
	Science	10	11.60	9	13
	Languages	24	11.46	7	15
	Other courses	39	12.59	9	15
	Total	104	11.44	5	15
Changes of methodology	No courses	32	9.50	3	14
	Science	10	11.40	9	15
	Languages	25	11.24	7	15
	Other courses	39	11.79	5	15
	Total	106	10.93	3	15
Metalinguistic competence	No courses	31	23.19	15	29
	Science	10	23.80	20	27
	Languages	24	25.04	21	30
	Other courses	39	25.46	18	30
	Total	104	24.53	15	30

Assessment of teaching resources	No courses	26	18.08	13	23
	Science	10	19.10	15	24
	Languages	23	18.70	14	24
	Other courses	37	20.35	14	24
	Total	96	19.21	13	24

We see that teachers who have not attended training courses (in general, regardless of topic) have mostly lower averages than teachers who have attended courses. This means that their thoughts and views towards the approach of the Ja-Ling project are less favourable than those of other teachers. It could be said that those teachers are less interested in innovations in teaching or at least less curious.

We also note that the teachers in the category “other courses” (which include training courses for the awakening to languages) have more favourable thoughts and views on the effects of the approach than teachers who have attended courses in science or language didactics.

With the variable *number of pupils for whom L1 is different from the language of the school*, we note a tendency towards significance for two independent variables, with regard to *attitudes* and to *competence for learning languages*. For these two variables, teachers who have a larger number of pupils whose mother tongue is different from the language of the school have more positive representations. With regard to attitudes an explanation can easily be given: these teachers undoubtedly find themselves more often in situations where they are fully aware of the importance of such attitudes and probably have occasion more often to note the positive effects on attitudes directly in the classroom. The explanation is not as clear for the language learning competence. Perhaps they are confronted more often with failures in languages at school?

The *number of hours devoted to the Ja-Ling project* each month shows significant associations with the variables *competence for learning languages*, *changes of methodology* and *evaluation of teaching resources*. In all these cases the teachers who devote the most hours to Ja-Ling are those with the most positive representations. Although the result as such is not surprising it tells us nothing about the direction in which the effect takes place: is it because they have more positive thoughts and views that they devote more hours to the approach? Or is it because they have devoted more hours to the approach that they have become more convinced of its benefits? No doubt the two are inextricably linked.

Finally, as was to be expected, the variable *participation in previous awakening to languages projects* is linked to significant differences for the variables on the thoughts and views of teachers on the effects of the project on pupils with regard to their

competence for learning languages and their *metalinguistic competence*. The thoughts and views are more favourable in the case of teachers who have previous experience of other awakening to languages projects. Here again it should be noted that the conviction that Ja-Ling leads to positive attitudes establishes itself in the same way for everyone, regardless of whether or not they are newcomers to the subject of awakening to languages.

2.2.4 In conclusion

A reminder simply of the essential facts: the teachers' representations on the effects the approach can have on pupils in terms of attitude are very positive and particularly stable, with genuine variations only with regard to whether or not the teachers previously attended training courses and, to a certain extent, depending on the composition of the class (presence of allophone pupils). Their thoughts and views on the effects the approach can have on improving the pupils' metalinguistic competence and their competence for learning languages are also clearly positive, even if one notes more differences with regard to dependent variables as far as the approach's effects on aptitudes are concerned. Overall this means that the conviction that the effects on metalinguistic aptitudes exist is more difficult to integrate, and depends more on outside conditions than the conviction concerning its effects on attitudes.

As for changes of methodology, with the exception of teachers who have not attended training courses, we note that all teachers stated in the same way that they had noticed changes in the way they teach. Finally the evaluation of teaching resources was also positive in general, even for teachers who stated they had not attended training courses.

2.3 Practices in class (viewed from the inside): what teachers have to say ...

Martine Kervran

2.3.1 Endorsing the approach

If we look the answers to the items to be ticked in section F8 of the final questionnaire (items F8.1 to F8.5) and the seven items of the chart of the teacher's log (JE.1 to JE.7) we see that teachers have a very positive view of the resources: the answers are mostly situated from 3 to 5 and levels 1 and 2 on the scale (negative assessment) are ticked only very exceptionally, and this holds true for all the items.

This positive evaluation covers the following indications: the teachers feel that the teaching resources are well suited to the pupils' level (items F8.2 and JE.1) and that the contents are interesting (items F8.3, JE.2 and JE.3). With regard to the objectives, not

only do they find them “useful” (item F8.1) but they also state very generally that they were reached (item JE.4). They consider that in most cases the resources helped to involve the pupils in the activities (item JE.6), that the resources offered are rather easy to use (item JE.5), and that they facilitate the implementation of interdisciplinary extensions (item JE.6).

2.3.2 Indicators of the appropriation of the approach

Once these general indications had been identified we sought to obtain more detail and to complement them by compiling and summarising the comments and suggestions formulated by the teachers in the second part of the log (open questions on the difficulties and successes of the implementation).

The difficulties encountered are due mainly to material problems (quality of audio documents, number of photocopies, length of sessions and lack of time) but some teachers also noted problems with the concentration or behaviour of pupils (who were noisier or more agitated during awakening activities). Some teachers also mentioned the discouragement of pupils faced with the difficulty of certain activities, particularly where auditory discrimination is concerned.

As for the successes, the elements most often cited are the novelty and interest of the topics addressed in the resources, the attractive nature of the activities and the pupils’ enthusiasm generated by these two key points.

The attempt to categorise the elements collected in this second part of the log according to signs of an appropriation of the approach they might reflect led us to identify three main indicators of such an appropriation:

1. suggesting modifications;
2. suggesting extensions;
3. taking an interest in the approach.

The order in which they are listed above reflects the degree of appropriation of the approach to which they correspond. Indeed we believe that the fact of suggesting modifications is not as strong a sign of such an appropriation as suggesting extensions, and that insisting on the approach is the strongest sign of all.

For each of them we shall be describing below the sub-categories into which it is broken down, classifying them once again according to the degree of appropriation they reflect. We shall also be citing a number of representative quotations designed to explain the categories and make their itemisation more tangible.

Indicator 1: suggesting modifications

- according to the age of the pupils (to reduce, simplify, modify the instructions/to reduce, simplify or modify the activities):
 - “I reformulated the instructions according to the age of my pupils.”
 - “I introduced several changes to make the activities easier to carry out.”
 - “I replaced this document by another more in keeping with the age of my pupils.”
 - “Several teaching resources ought to be made based on this one, according to the age of the pupils.”

- according to the configuration of the class (adding languages spoken by the pupils in the class/adding languages and cultural elements linked to the country or region):
 - “The pupils expended a great deal of thought on the diversity of languages in the Iberian Peninsula and the links with Portuguese.”
 - “I added words from the mother tongues of some of my pupils (Albanian, Russian, Polish).”
 - “I added a session where the aunt of one of the pupils came to teach a song in her language to the whole class.”
 - “It is important to add the mother tongues of the pupils for whom the language differs from the language of the school.”

Indicator 2: suggesting extensions

- additional or complementary activities on the awakening to languages:
 - “After this teaching aid a discussion took place on the notion of communication, verbal and non-verbal.”
 - “The pupils suggested recording the song in different languages: I accepted.”
 - “The pupils brought in genuine letters and stamps and we spoke about them.”
 - “The pupils did some research on the same words in other languages.”

- interdisciplinary activities:
 - “This work was extended by a discussion of openness towards others.”
 - “I added interdisciplinary activities, in Greek in particular [language of the school].”
 - “I appreciated the possibility of adding activities on history, geography, painting and music.”

“It is a good introduction to learning German as a foreign language but also Hungarian [language of the school].”

Indicator 3: taking an interest in the approach

- forms of work:

“Activities in small groups are those that work the best.”

“What worked best was team work, which was very rewarding and very much appreciated by the pupils.”

“What worked best was research work in groups.”

- collaboration between pupils:

“The teaching approach encourages participation and exchanges between pupils.”

“The pupils exchanged a great deal and corrected one another.”

“The pupils collaborated a great deal and put forward numerous suggestions because they had enjoyed the activities.”

“The topic and activities of this teaching resource changed the working habits of the pupils: they got very involved and communicated much more among themselves.”

- endorsement of the approach:

“It is a unique opportunity for me and my pupils to learn words in all these languages.”

“The teaching resources are varied and complementary.”

“It pleases me to see my pupils curious about other languages.”

“Now my pupils want to learn several languages.”

“I became aware – and I am pleased that I did – that one needs to talk to the pupils about multilingual and intercultural matters.”

“This approach absolutely has to be integrated into the school programmes.”

To conclude we would cite the teacher who after giving a rather negative assessment to the various items in the chart (1, 2 or 3, never more, contrary to the general trend) showed in fact that she had actually appropriated the approach: indeed, the reason she chose the “disagree” boxes is that she wanted improvements in the form of a greater involvement on the part of teacher and pupils since she suggested “taking the pupils’ suggestions into account” instead of following the procedure set out in the teaching booklet. And as the main success for the pupils she indicates the fact that they “realised the diversity of languages and the different ways of finding out about a language”. She ends by suggesting that “each teacher be given the freedom to adapt the material according to his or her class”. Which we for our part can only endorse.

2.4 Practices in class (viewed from the outside): what observations show ...

Artur Noguero

In the sections 2.2 and 2.3 above the teachers' views of the Ja-Ling project were presented from two different viewpoints. The aim here is to complement their individual views by an outside view gained from observing activities actually implemented by the teachers.

In doing so we hope to provide a better understanding of how the Ja-Ling programme has enabled the practical implementation of the teaching methods suggested by the awakening to languages approach. Specifically we need to measure the degree with which teachers have appropriated the approach. It is also the only means of obtaining sufficiently diversified indications to enable the proposals of the Ja-Ling project to be applied to other contexts.

The project's teaching materials are formulated within a framework inspired by socio-constructivism (see the contribution by C. de Goumoëns, A. Noguero, C. Perregaux and E. Zurbruggen in Candelier (2003, Chapter 2). We felt it was very important to follow here the order of the didactic phases suggested by that framework to highlight more effectively what happens during their application. The sections are therefore as follows: preparation of activities (2.4.1); didactic phase of establishing or anchoring (2.4.2); main didactic or "research" phase (2.4.3); and synthesis phase (2.4.4). We shall end the section with a brief summary (2.4.5).

Depending on the teaching materials considered, the procedure based on three didactic phases (as listed above) can be carried out either with the overall economy of the sessions of one teaching resource (one session being entirely devoted to the establishing phase, another to the research phase, etc.) or in the internal structuring of each of the sessions (the first part of the session for the establishing phase, the second part for the research phase, etc.). As a result, the observation of one session may well show up only a single phase, which does not mean that the three-phase structure is not observed but only that the other phases are set aside for other sessions. This gives us a certain irregularity in the results of the observation.

The great diversity in the types of class (due also to certain changes for one and the same class, between two separate observation sessions) is also an important characteristic of our data analysis and interpretation. As we have seen in the description of the tool (2.1.3) the diversity relates to the age and number of pupils, the class and the teachers. It is due to a multitude of factors themselves due to the great diversity of arrangements involved in setting up the experiment depending on the country. That is why it is difficult on the one hand to pinpoint and highlight common general conditions yet this in turn has the advantage of showing us that the transfer to other contexts is possible and of providing us with ways to facilitate such a transfer.

2.4.1 Preparation of activities¹

The first thing we shall analyse is certainly a prior aspect but it can give us some interesting insights into the teacher's appropriation of the approach. How does the teacher prepare his or her class? How does he or she adapt the materials (where applicable)?

There is a first group of teachers comprising those who have been carrying out activities of this type for a while already, and who in some cases are themselves authors of teaching materials. Naturally this gives them a greater knowledge of the materials and a better appropriation of the didactic approach. These teachers are able to carry out the activities without referring to the step-by-step description of the teacher's booklet yet still remaining within the framework of the objectives indicated: *She does not apply the instructions on each page (1A)/She started without the resource but followed the indications of the resources. Wonderful (3A)* (for the references between parentheses, see footnote on page 140). This assessment shows how a good preparation can make it easier to implement the activities.

Some teachers who are less familiar with the approach implement the activity by following the teaching indications to the letter. In some cases this leads to significant differences in the monitoring of the situation: *Unfortunately, due probably to a lack of preparation, the teacher is frightened to read the texts in Chinese and the one in Arabic so she (...) gets a pupil to read it who is seeing it for the first time (2H)*. Which then prompts the observer to make the following comment: *Female teacher, smiling and likeable, sometimes fails to respond to the questions of her pupils (lack of time? Lack of knowledge of the subject?) (2H)*. The lack of preparation is seen negatively as it prevents the activity from being carried out adequately. And all the more so where it involves situations in which it was not difficult to find a solution: *Not enough. No doubt it would have been better for the teacher to slow down the pace or to divide the work up into two parts (2aC)*.

The need to adapt the material assumes a certain amount of preparation. Admittedly, it is often difficult to detect any such adaptation: *I can see no trace of it (2F)*, and some teachers believe that adaptation is not necessary as they have a positive view of the materials: *The exercise is adapted to their cognitive and psychological development, and also from a pragmatic point of view, they found the work on animal noises very amusing (1G)*.

Even though such an adaptation is considered necessary only in certain cases (*Only in part, when it was necessary (1aC)*), it is seen as essential: (a) when one has to adapt to a specific environment, for example *by referring to Polish dialects (1H)*; (b) to boost the pupils' motivation: *She has found a way to motivate the students. She has followed our teaching resource on the awakening to languages by drawing up a new page (1E)*;

¹ In the following sub-chapters the interpretation of the analysed data is complemented by the observers' comments (in italics) and by certain comments made by the teachers and pupils (in italics within quotation marks).

and (c) when one has to adapt to the pupils' abilities: *Yes, she adapted the teaching resource to the level of the pupils (they are not yet able to read)* (31).

In summary: the teaching materials are well appreciated but the observers none the less feel that preparation is essential in order to ensure that the activities take place more efficiently and that the materials are better adapted to the teaching context and the pupils' abilities.

2.4.2 The initial phase or anchorage situation

The function of this first phase is to put the activity into context to let pupils know what the lesson is about and to create a multilingual environment to favour the updating of previous knowledge and the construction of representations related to the topic of the unit. The materials allow for this function, but, in most cases, the activity has been presented very quickly, simply by making reference to what had been carried out on previous days (in a proportion of two to one observed sessions). Let us take two specific examples:

An observer took the following notes: *Questions: "What is the difference between an onomatopoeia and the sound made by an animal? Have you found different ways to imitate animal sounds?" Answers, then synthesis and definition. The pupils have asked the teacher to have a look at their diary (motivation!) (2G). Here the teacher, without dealing with such a proposal, moves on to the next activity. A similar case occurs in another class on the same topic. The teacher introduces the topic of the session after having asked students about what they had done during the previous sessions: A quick distinction is made between the noise we make and the sound made by an animal. The pupils answer: "Meow, grrrr grrrrr, gloub gloub (...). You had told us that (...)". The teacher asks a group of children to hand out worksheets, while the students continue exchanging opinions about onomatopoeias (it is obvious the pupils like that) (2F). Once again the teacher ignores the pupils.*

The teachers that are more accurate in the execution of this phase present real-life situations or those in which pupils can project themselves more easily. In this way, the required multilingual and multicultural environment is established. For example, in one of the classes, with the help of a transparency about one of the materials (the one related to eating manners), the teacher starts the interaction to generate the updating of the presentations and the creation of the multilingual and multicultural environment. *The pupils say the name of the meals, etc., in their respective languages. (...) "Does an adult eat in the same way as a child?" The children tell about how they eat spaghetti (with a spoon and a fork), about the problem with the sauce that stains, about how the little children eat (...). "He has bad manners, he needs good manners" (2A).*

In another class, a problem arose due to the fact that in the previous lesson with other children discipline problems had emerged and when the children arrived at this classroom, they were irritable and restless. The observer wrote: *The children enter the class without taking any notice of the teacher. The teacher stands in the middle of the*

class, without speaking, gesturing for the children to sit down and then starts some relaxation exercises. After the observer is introduced to the class, the teacher starts telling the story (2D).

Another example can be found in another class in which, with the help of the recollection of a story read in class (*Voleur de mots*) the teacher begins to specify the demands, to the point that the pupils become involved in the multilingual environment that has been created in the class. “Do you remember the *Voleur de mots*?” *The pupils remember the story: “The thief that stole the words from everybody else”. (Good participation by the pupils throughout the first phase. All hands were up.) “What is done to substitute the words?” The pupils reply: “Take words from other languages. The synonyms and inventions as well”. “What would we do if someone stole the French words from us?” The pupils put forward proposals: “Use Spanish, English, Wolof (like in Senegal) (...)” (1F).*

In order to achieve the development of positive attitudes among the pupils, it is essential to rely, as much as possible, on the elements which reveal the relationship established by pupils with languages and cultures.

If this phase is not given enough attention, there is a danger that the activities cannot fulfil their functions and remain simply “more or less” motivating, but never effective for the learning objectives of the project.

2.4.3 The research situation

This is the central phase of the learning process. The objective is to introduce elements that create the cognitive conflict necessary so that the pupils, through investigation and study, integrate the new knowledge. The execution of co-operative work activities (which is the organisation of the class usually proposed for this phase of the process) help the introduction, debate and solution of the cognitive conflict, as the interaction between such matters and the teacher play a fundamental role in the development of this phase. The materials offer sufficient guidelines for the creation of this conflict, but the teacher has to organise the activity in such a way that each pupil feels personally concerned with this cognitive conflict.

For the analysis and interpretation of the data, the evaluation of the Evlang project has been taken as a reference. In that project, the analysis of this central part, as well as the initial study of the cognitive conflict, is based on three elements: (a) the importance of the interactive construction of the contents (its diversity and who intervenes the most); (b) the involvement of the pupils in the process (precise description of the type and contents of contribution and how they are generated); and (c) the teacher’s guiding role.

a. *How to introduce the conflict*

The basic mechanism is produced with the presentation backed up by social interactions of elements that disturb the mental structure (knowledge, representations, etc.) of the individual. This is the process proposed in the didactic material, though here, we are not interested in analysing such material, but how the teacher, using the proposals in the materials, helps pupils advance in their investigation on diversity and how he or she takes advantage of the occasions, in which it emerges, to apply the premises of the awakening to other languages to other realities.

It can be said that, generally, in the classes observed with pupils who speak only one language, little attention is paid to the contributions that the cognitive conflict could produce. In one class *there were some pejorative comments about Jewish*, a language spoken by a minority community in that country. The intervention of the teacher was simply: *“Would you like the Poles to be called like that?”*, without redirecting the situation to the analysis of what had happened. The observer stated: *I think it is necessary to say that there are some negative sayings in Polish about Jews being penny-pinching, and this comment could have been the result of that* (1H), which suggests that an activity based on sayings and common phrases from the country could have helped outline the conflict of these negative representations.

This lack of answers is found in a considerable number of classes: *No such remarks were heard* (1bC). Or at least these situations are not used to their full advantage, in contrast to the interest of the pupils: *They are fascinated by the diversity and multitude of languages. The teacher does not take much advantage of this fact (perhaps due to lack of time? Or due to her lack of knowledge about this topic?)* (2H). In certain cases, this might be justified, as it was not the main objective of that particular unit: *She did not really, but perhaps this was connected with the objectives of this particular lesson, which were not about comparing languages* (1aC).

On the contrary, there is a plan of action that can clearly match with the premises of the project. This occurs when the teacher *mostly listens to the students* (2aC)/*The teacher refers to other languages and makes comparisons between distinct languages. The pupils also make comparisons, yet these are very often based on stereotypes. She listens to the ideas of the pupils and completes them and provides explanations about what has to be done* (3I)/*Or ends up by encouraging reflection and exchanges* (1F), which teachers and pupils alike appreciate as really positive: *Positively. Everybody is interested* (2aC).

On other occasions, the pupils become interested and get involved in the process by applying their own reality to the general objective (it is a multilingual group): *The pupils have made references to languages other than those that are put forward in the material, above all to Serbian and Hebrew, which can be explained by the social context of the class. This is, without any doubt, due to the fact that the teacher continuously stimulates such initiative* (2G).

The teacher transfers her leading role in the activity to her pupils. *Diversity is demonstrated by making them feel like the protagonists, above all the shier pupils (1D)*. She tries to encourage personal involvement in the process: *“Who do you think has done it in the best way? How would you do it?” (2D)*. This handing over of the main role leads to the acknowledgement that *she herself learns a lot from the ideas of the pupils (2A)*.

Sometimes, the introduction of languages other than the ones in the materials is not seen during the course of the observed lesson but thanks to the observation of external elements: *Not in the observed lesson, but judging by the posters, they introduced Portuguese and Russian, which were not in the material (2bC)*. This shows us that the project has had repercussions beyond the time specifically dedicated to the didactic material.

b. How to organise interaction

As stated in the previous section, the cognitive conflict that is presented in the materials of the project aims at the social construction of knowledge through contrast in the interaction. To achieve this, it is extremely important to determine the way the teacher organises the interaction, its development and pupils' contributions.

The first aspect that needs to be highlighted is the structuring of the roles in the interaction: *The students distributed the roles in the groups. The teacher did not interfere. The students' initiatives within the groups could not be monitored (1bC)/The teacher lets the pupils free, allowing intervention and dialogue amongst themselves (2I)/Most of the session was done in small groups. After each part one student reported the work done (1B)*. In some cases, in certain groups and because of the proposed activity, the organisation takes on special characteristics: *students in pairs, all the time, which favours the solution of problems together, depending on the languages (1A)*.

As for the balance of the interaction between the teacher and the pupils and among pupils themselves, the observer, in various classes, acknowledged that *both exchanges were well balanced (2bC)*, which coincides with the answer of which kind of interaction is dominant (Teacher-pupils = 43%; peer interaction = 57%).

However, if we look at the references globally, the weight of teacher-pupils interactions is greater: *The teacher definitely promotes everybody's participation (1bC)/As it is a game, the participation can vary a lot. That is why the teacher goes from group to group ensuring the participation of each pupil (1D)/They answer the teacher's questions. Their initiative is kept within the scheme of teacher-pupil exchanges only (1F)*. This sometimes limits pupils' possible initiative, *but several times the teacher cuts short the pupils' initiative (2A)*.

This role of the teacher, in the groups in which the teacher holds a clear intervening position (which is not in the majority of cases), is centred on the discussion that builds knowledge: *Teacher-students interaction was dominant but group interaction was also*

represented during the discussions (1E)/The teacher guides the pupils and moderates the participation (1I). This explains why the teacher uses the questions as a fundamental resource in the interaction: *She encourages students to think for themselves and helps them with leading questions if necessary* (1aC). It would have been very interesting to have been able to analyse the different types of interaction and the constructed content, like in the evaluation of the Eulang project, however, the type of observation tool used makes it impossible to obtain this type of conclusions.

In this construction of knowledge, the teacher's feedback, both to assure achievements as well as to favour the continuity of the activity, plays an essential role. The general rule is that feedback is given *whenever it is possible* (1B). The distinct types of feedback serve different functions, always with the objective of helping the construction of knowledge derived from the cognitive conflict: *systematic reactivation to handle the exchanges and make the discussions advance. The contributions are adequate* (1F). This is even the case in situations where utterances that traditionally would have been regarded as mistakes occur: *She accepts the wrong answers too (...)* *The teacher takes into consideration all the interventions made by the pupils* (1G). The important thing is the reflection that will allow the progress of learning: *Whenever there is a contribution, there is feedback and, if possible, with an added question to make them reflect on what has just been said* (2D). As a rule, it can be said that the teacher who organises the interaction also uses feedback frequently.

c. *The role of the pupils*

In the previous sections, the role of the pupils in the activities of the project has been partially analysed. The objective of this section is to describe this role more accurately.

Broadly speaking, there are two types of teaching methods which determine the role of the pupils: (a) that in which the teacher gives guidelines on everything that is done in the class without listening to the interventions of the pupils (*The teacher asks children a lot of questions (...) frequently the teacher cuts short the flow of the class*), and usually without suggesting any proposal for co-operative work (*Unfortunately, there are not any* (2A)); and (b) that which promotes and requests pupils' participation continuously (...) *in pairs, all the time* (1A).

The first model presents a traditional teaching structure and the role of the pupils is reduced simply to that of passive listeners: *active, but for long periods of time they only listened to the teacher* (2A). It is simply required that they *react well and participate* (1F) or adopt *the role of hard-working pupils* (2F).

The second model, although based on the teacher's proposals, involves the pupils in the process: *To discuss in groups the topic, to learn from each other* (1B). This converts them into true agents of their own learning: *They have turned into researchers* (2H)/*They took an active role in the lesson; they asked, found out, discovered. They deepened their knowledge of the diversity of cultures and languages* (1E)/*They*

discover, guess, recall and are prompted to think and understand diversity and be tolerant (1H).

The participation of the pupils, however, is seen on the whole as something positive, without paying attention to whether students are skilled or not, monolingual or multilingual; nor to the working model in their class: *The difference was not really obvious as everybody seemed to be engaged in the task. During the discussion a lot of children raised hands, wishing to contribute (2bC)/They all wanted to say their name, speak about their country and were willing to do their tasks well (1A).* This participation has a very clear function: *Mainly to give their opinion and make suggestions (3I).* This is very important when dealing with multilingual pupils: *They are the language experts (1B).* Although what happens many times is that *there are very few of them and they are not asked to participate in a special way, and they do not make any particular contribution in class (2F).*

The role of protagonists motivates them and allows them to take a more active role in the learning process: *What I have particularly appreciated is that the pupils took on the role of the teacher's partners and even, during the presentations, the role of the teacher, which has added value to the activity (2G).*

In any case, this fact is not valuable simply because teachers give voice to their pupils, but also because pupils' appropriation of the learning process favours the correct development of the activity: *I did not get the impression that the pupils were lost. They took the initiative, even the shier ones, thanks to the feedback from the teacher (1G)/It seemed that they have internalised them well and were active participants. They are used to working like this; to making observations, to writing down notes, asking questions, making comparisons and drawing conclusions (1E)/The teacher continuously outlines the process and the objectives that need to be achieved (2D).*

d. The role of the teacher

In the previous sections, we have seen how the teacher plays a fundamental role in the application of the material. It is the teacher who holds the role of the guide in the construction of knowledge, be it as a support for the changes and restructuring carried out by the learners, or preserving the initial representations. These functions were already clearly detected in the Evlang project (see the contribution of Sandrine Aeby and Jean-François de Pietro in Candelier, 2003, chapter 8).

This guiding role already appears in the initial phase (anchorage situation): *She uses a lot of elicitations and references to previous knowledge, topics, etc. (1H).* And it becomes more specific throughout the development of the activity (*The teacher turned the students into independent researchers, which the students gladly accepted (...) The teacher guided them without providing the answers (1aC)*), according to the demands of the didactic proposals (*She has opted for the participation of the pupils by not giving answers until having listened to each group. In the same way her continuous feedback has encouraged pupils (1G)*). Yet, such intervention was not always adequate: *The*

teacher told the pupils about some of her cultural experiences, which was sometimes an obstacle to the development of pupils' activities (2A).

The appropriation of the didactic process demands an adaptation to reality. This is why *the teacher follows the activity plan stipulated in the teacher's guide, she does so without leaving much space for free expression by the pupils (except during the very first phase)*, which expresses her lack of a good appropriation of the approach, despite the fact that *he has good control of the contents and organisation of the activities (1F)*. This attitude of the teacher is not in accordance with the objectives of the project.

On the contrary, teachers' appropriation of the project could cause the teacher to leave aside, at least partially, the specific proposals of the project to deal with the real-life situations of the class: *She does not follow the material page by page (1A)/She started without using the backup material but follows the guidelines of the material (3A).*

Another point that can show us the appropriation of the project is the reaction given to diversity. On some occasions, the multilingual pupils were asked to participate as experts: *Depending on the language of the cards, it encourages the children to participate as if they were experts (a child of Basque origin (...)) (1D)*. On other occasions, the positive evaluative comments related to the fact that all pupils received equal treatment (*The observer did not notice any difference in her treatment of the students (1bC)*) could conceal the negative comments linked to the fact that students' contributions about diversity were either ignored or not used to their full extent: *I could see some reactions on the pupils' part about the languages they know. But the teacher has not really taken advantage of this (2F)*. Maybe this was so because a multilingual environment has not been created yet (*There are not any in this class (2H)*) or because a literal interpretation of the didactic proposals does not favour the creation of such environment: *No specific participation (but the topic has little to offer in this respect) (1F)*.

Though, despite the deficiencies, it has to be said that, on the whole, the pupils that participated in the project were highly motivated towards the subject matter: *The pupils were really interested in learning more about different cultures (1B)/The children were enthusiastic even if they had to sit during the whole lesson at their desks (1E)*. That is why, the teacher who listens to the class has to adapt his or her practices to the pupils' reactions (*The growing interest of the pupils towards the activities has influenced the behaviour of the teacher (...) about the diversity of languages and cultures in Europe (2H)*), to time restrictions (*The time stipulated has not been respected, and this has led to the lack of time at the end of the lesson and the omission of the conclusion (2G)*), or to the conditions set by the class context (*Before coming to the class the pupils had participated in an activity that had made them restless and thus, when they arrived in the classroom, they were too excited (...) and the teacher had to regulate the activity (2D)*).

To conclude this section, it is interesting to quote a statement that, although it is not a principal point, outlines a central theme of the project. Perhaps it has to be recognised

that the teacher (...) sometimes does not react to the pupils' questions (due to a lack of time? Due to the lack of knowledge concerning the topic?) (2H).

2.4.4 The final synthesis phase

The synthesis phase represents the termination of the disruption of knowledge introduced in the previous phase. This occurs when a collective agreement is reached on the possible solutions, which affect the concepts, the abilities and the attitudes towards language. In the previous phase, some partial elements of synthesis appeared (for example in 2G this is done systematically after each of the activities of the session), but now the aim is to carry out a selection of the main aspects which were dealt with throughout the session or, and this is considered one of the problems of the analysis, throughout the development of the whole unit.

If we look at the sixteen observed classes, we can see that 40% of the classes did not carry out the synthesis phase, whilst 30% did so briefly and quickly, only 25% set homework as a follow-up task, and only three classes (20%) carried out the synthesis phase completely. We can give two explanations for such absences and reductions of the synthesis phase. The first one is the structure and the characteristics of the session within the unit: there exists the possibility that the session being observed does not correspond with the synthesis phase. For example, one of the units consists in a game that is played over a period of time. In the observed session children were playing a game, the synthesis of this activity makes no sense if it is not carried out after various sessions like the one that was observed. Another explanation, as it was mentioned earlier, is the bad distribution of time by certain teachers (*A lack of time, once again?* (2H)).

As we saw in the previous sections, there are two ways of carrying out the activities: (a) in the first case, the teacher ignores the demands of real learning, probably because he or she is too worried about following the guidelines of the unit: *The teacher has not formulated any conclusions, she has not corrected certain wrong answers. She sometimes does not answer their questions, she concentrates too much on the execution of the exercise and not on the true needs of the learners* (2H). This might also explain why she pays little or no attention to pupils' contributions: *No such remarks were heard* (1bC); and (b) in the second case, the teacher aims at promoting learning: *At the end of the class the children, in my opinion, are left in suspense, as their curiosity has been awoken (...) and at the same time she sets homework, which allows the continuation of the activity* (1G).

These two distinct behaviours on the teacher's part can also be seen during the process of the activity; when partial synthesis is asked for. The first group of teachers *is not systematic, and they rarely incite reflection on what the pupils say (the teacher is in a hurry and says so to the pupils (...))* (2F). While the second group behaves differently and carries out *systematic reactivation to guide the exchanges and allow the discussion to advance* (1F). This ensures a system of learning that is more coherent with the

proposals of the project because *the pupils were really interested in learning more about different cultures* (1B).

2.4.5 Summary

The first clear point is that the setting up of the observation allows us to obtain global conclusions, which cannot be extrapolated from one country to another, because there are too many variables at stake.

However, in the development of the activities of the project there is such a complexity and multiplicity of elements that intervene that it is impossible to expect a purely mechanical application of the proposals included in the material. As a result, the guidelines that are drawn up in the observations of these sixteen class sessions cannot be interpreted as “prescriptive” proposals that should distinguish between a “good” and a “bad” teaching style. What, in fact, the elements highlighted in the class observations shows us is that the teacher has to be skilful in the use of strategies allowing the adaptation of the materials to his or her own learning situation without failing to meet the objectives that he or she wants to achieve.

In the same way, it is obvious that, in addition to what the materials propose, the teacher has to internalise the steps in the development of the didactic units that ensure they fit the premises of the socio-constructive learning approach. The key element for the implementation of the proposals of the Ja-Ling project following the grounds of the awakening to languages approach is, precisely, the creation of a teaching milieu in which pupils are encouraged to verbalise, through teacher-students and student-student interactions, their previous representations and knowledge about linguistic and cultural diversity.

3. Representations and attitudes of the parents

Janina Zielinska

3.1 Challenges and methods

The pupils' parents have a very important role to play in the approaches, which, like Ja-Ling, are deeply anchored in the children's lives; moreover, their implementation goes beyond the school setting. We firmly believe that parents have to be kept informed about the projects carried out by their children and that the results obtained have to be communicated to them. It is equally important to seek their opinion on the benefits of the project for the intellectual and cognitive development of their children. And yet this is a delicate task. Especially when parents are asked to express themselves in writing on issues that concern problems with which they are not always familiar.

Each partner in the project operates in a different social and educational context. Bearing this in mind the group responsible for preparing the project evaluation tools for the parents¹ suggested a general framework for devising the questionnaires and drawing up the scenarios for the interview meetings. The group also provided all the participants with the questionnaires drawn up by the different national teams as part of the Evlang project.

Each national Ja-Ling team was to prepare its own questionnaire.

By suggesting a general framework we were taking account of potential resistance from parents. We insisted on the fact that the questionnaires be worded clearly and avoid any jargon that may be difficult to understand and discouraging for non-specialists.

For various reasons four out of the ten national teams taking part in the evaluation preferred to question parents at another time (at the end of the school year) or to dispense with it altogether. We therefore received six reports, consisting of the national questionnaires and the analysis of the parents' answers (from Finland, Greece, Hungary, Poland, Portugal and Slovenia).

Although each partner was free to choose from the questions on offer those which suited his or her context best, the majority of the questions asked overlapped, which enabled a comparative analysis.

In total the questionnaires were sent out to 786 parents, of whom 538 replied (response rate: 68.4%). The table below shows the figures for the distribution of and response to the questionnaires in each country.

¹ Besides Janina Zielinska they initially included members of network 1 (Olga Fedorova, Marie Fenclova, Evangelia Kaga, Artur Noguero, Filomena Martins, Anna Stankovianska), then a smaller group consisting of Soča Fidler, Anna Grigoriadis, Anna Murkowska and Sirpa Eskelä-Haapanen.

Country	Number of parents questioned	Number of answers	Percentage
Finland	129	103	80%
Greece	120	70	58%
Hungary	185	90	49%
Poland	100	57	57%
Portugal	25	25	100%
Slovenia	227	193	85%
Total	786	538	68.4%

3.2 Description of the sample

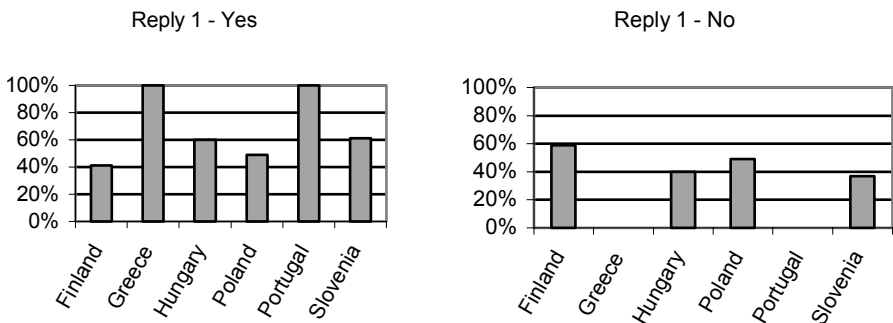
In Finland the questionnaire was sent out to the parents of three experimental schools. The children, aged 7 and 8, were nearly all monolingual (one child is of Arab origin). In Greece the pupils came from twenty classes, fifteen of which were situated in urban areas and five in rural areas. They were aged between 9 and 12. One class (of thirty pupils) was multilingual, with around one-third of allophone pupils (Russian, Albanian and Polish). In Hungary the questionnaires were distributed to all the families in the Ja-Ling sample (184). The children, aged 9 to 11, came from five different schools, four of which were in urban areas and one in a rural area (fourteen pupils). Some ninety parents replied to the questions (but only two from the class in the country). The classes were predominantly monolingual (with two children of Arab origin). In Poland the questions were given to 100 parents of pupils (the entire Ja-Ling sample of the Polish English-speaking partner). The pupils came from four classes of a primary school in the capital suburbs. It was a state-run school. Most of the pupils were from comfortable backgrounds and had a high level of education. They were no allophone pupils. In Portugal the questionnaires were given to an experimental class located in the town centre. The state-run school was attended by children from relatively wealthy families. The parents themselves took a great deal of interest in their children's school life. The children were very young (7). The principal teacher of the class was someone with a great deal of experience in the awakening to languages. The questionnaires were handed over to each parent in person. All the parents replied to the questions asked. They were no allophone pupils in the class. In Slovenia the questionnaires were addressed to 227 parents at 6 different schools (3 in the capital, in the city centre, 1 in the suburbs and 2 in the country). The children were aged between 6 and 10. Of the fourteen classes in the sample, seven were multilingual classes.

3.3 Analysis of the answers

The answers to the questions were analysed by each national team according to the model suggested by the group responsible for the tool. For each closed question they were asked to specify the number and percentage of positive and negative answers, of hesitations and of missing answers. For the open questions the synthesis questionnaire asked to indicate the frequency of the answers, grouped according to general categories, using assessments of the type: “everyone”, “majority”, “minority” and “no one”. They were also asked to quote examples of answers for each category.

Question 1

The first question concerns the parents’ knowledge of the activities carried out in class by their children (“Does your child speak at home about the activities carried out in class as part of the awakening to languages project?”).



In most countries parents’ knowledge of the activities carried out in class is below or just above 50%. Portugal is an exception, due on the one hand to the small sample size (one class) and on the other to the experience of the class teacher, who took part in a previous multilingual project. The case of Greece can be explained by the fact that the Ja-Ling project is part of the official curriculum in primary education.

In reply to the open question that went with and complemented the closed question (“If so, what activities in particular?”), the parents mentioned concrete activities carried out in class (alphabets, fairy-tales in several languages, animal noises, etc.).

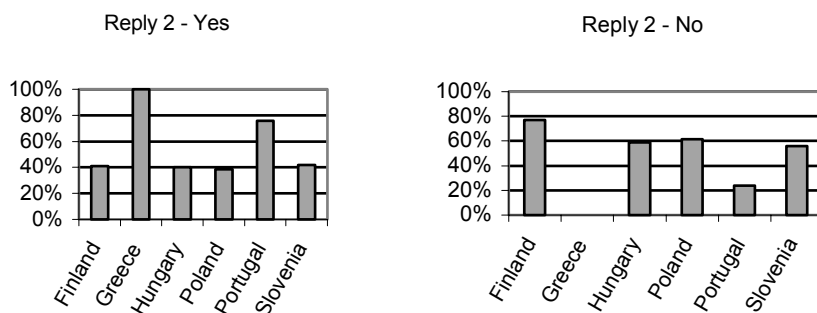
Most parents referred first and foremost to activities that contributed to increasing their children’s knowledge: *My child found out about new alphabets, the origin of certain words, the notion of onomatopoeia, etc./My child learnt to look up the meaning and origin of words in dictionaries.*

Many of them also passed comment on the children’s change of attitude with regard to cultural and linguistic diversity as a result of the class activities: *he has learnt to accept*

other customs, he has understood and accepted the fact that there are different languages in each country. The parents also stressed the interest that children have in the Ja-Ling activities. Their interest was often linked to the playful nature of the exercises: *The topics featured in the materials are interesting for my child, the activities are fun, he enjoys himself.*

Question 2

The second question was aimed at finding out whether the parents had noted any differences in their child's attitude towards different languages and cultures after the Ja-Ling activities ("Have you noted a different attitude in your child with regard to foreign languages, customs and cultural elements different to his or hers?"). The charts below show the results obtained:

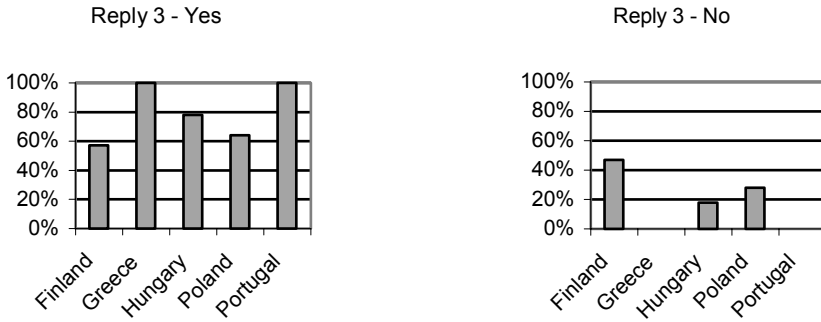


We see that more than half the parents noted a change in their child's attitude, mostly in the form of a greater interest on the part of the child in foreign languages and cultures. At virtually all the sites (countries) they cite examples that illustrate the awakening of the child's curiosity for languages and other cultures: *He started asking questions about the origin of words in his language and the languages he is learning/that he hears spoken around him/When travelling he tries to guess the meaning of words in the country's language, he tries to understand it/He asks questions more often about other cultures.* In Greece all the parents in the sample mentioned the change in the children's attitude towards their allophone classmates: *He now has a more positive attitude towards his Albanian and Russian classmates.* At the Slovenian site the majority of parents noted their children's growing interest in learning foreign languages: *He wants to learn new languages.*

Some parents remarked that their child had become more tolerant towards those who were different from him: *He accepts more easily the differences between people from different countries/He accepts handicapped people.* But they were a minority who did so. It is significant that these comments were made especially by parents in multilingual classes (Greece and Slovenia).

Question 3

This question was aimed at finding out whether parents had noticed a change in attitude in their child towards otherness (“Is your child more curious about what is strange/foreign/different? (openness, respect for others, tolerance ...)?”)



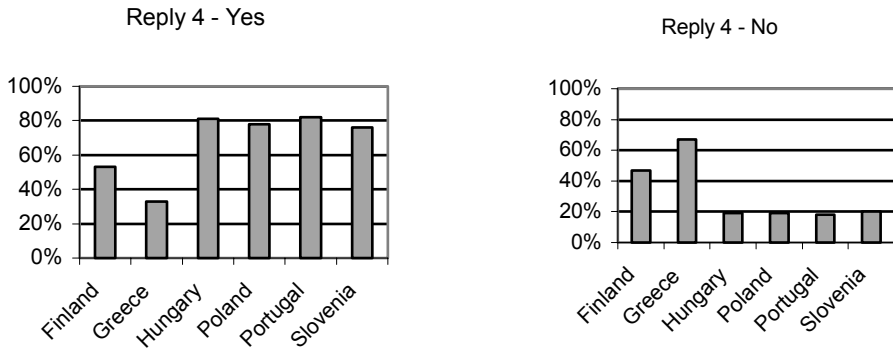
(The question was not asked in Slovenia.) At all the sites most parents felt that the approach was capable of awakening the curiosity of their children for languages and cultures: *He is more interested in different religions/He wants to write letters in a foreign language/He asks many more questions/He notices in newspapers photos of other countries and asks questions about what he sees.*

In multilingual classes parents noticed the change in children of foreign origin (allophone): *My child is no longer ashamed of speaking about his origins, our language and our culture,* and among native children: *He now respects those of his classmates who are of foreign origin; he no longer makes fun of their different accent/He helped a new classmate of foreign origin to settle into the class (Greece).*

Question 4

Question 4 actually consists of two complementary questions:

“Does he ask more often for explanations about words and their origin? Does he ask questions about languages and cultures?”



The answers to both these questions show that many parents are asked by their children for help in understanding languages. The parents also noticed that the children were starting to become interested in the origin of words.

It was only in Greece that most parents did not seem to be questioned by their children in this respect (67%). This may be due to the contents of the activities provided in that country (if there were no activities on the origin of words, the children could not have been interested in the subject).

Question 5

Question 5 asked parents about their participation in meetings aimed at presenting the approach (“Did you take part this year in an information or training event on the awakening to languages?”).

This question was asked neither in Portugal nor in Slovenia. In three countries a majority of parents questioned admitted they had not taken part in any information or training events (60% in Finland, and more than 80% in Hungary and Poland). This was not the case in Greece where more than 80% said they had taken part in such a meeting.

The open question that followed asked parents to think about the role they could play in such an approach (“What place could parents assume in such a project?”).

With the exception of Hungary, the majority of parents preferred to play the role of observer – albeit an attentive observer: *We have to follow the progress our children make, take interest in what they are doing.* In Hungary a large majority of parents did not answer this question or stated that they did not know. Those who answered saw

themselves more in the role of facilitators in realising the project. In other countries many parents stated they thought it was necessary to help the children do the tasks involved in the project: *Parents can help the children do the tasks, create the right conditions for their openness to the world, try to answer their questions.*

Some would very much like to complete their education in languages and cultures for their own personal benefit or to be able to help their children: *Parents must also be interested in languages/We want to motivate our child to do the tasks involved in the project but we do not know how to go about it, we would like to attend a course on the awakening to languages.* Others regretted that they did not have more information on the project and consequently that they were unable to support their child: *As I was not informed about the project, I do not know how I can help,* or simply stated their ignorance: *I do not know, my child does not tell me what he does.*

Question 6

In the last question parents were asked to give a general assessment of the effects of the project on their child's intellectual and affective development. ("In your opinion is the awakening to languages something positive as far as your child's development is concerned?").

An overwhelming majority of parents (95.6%) felt that the project was something positive for their child. There is no notable difference, from this point of view, between the countries, whose scores were always above 85%.

In answer to the open question: "If so, can you say what it can offer your child?", they provided many examples of its contribution.

The majority of parents considered that the project's main benefit was to awaken the children's curiosity and interest in languages and cultures. They thought it was a sound investment in the child's future: *He will be able to use what he has learnt: as he has started to be interested in languages, he will be able to benefit more from travel/He is more interested in foreign language TV programmes, it will make it easier for him to learn languages and gain access to information.*

Parents also appreciated the fact that the project contributes to the acquisition of linguistic and cultural knowledge: *He has already learnt lots of interesting things, he will be able to learn lots more if you continue the project/He has added to his own language (mother tongue), his vocabulary has increased.*

Question 7

At the end parents were invited to submit suggestions and comments about the project ("Suggestions and comments you would like to add").

The majority supported the project: *You must continue with the project!/You need to devote more hours to it/We need this sort of project, well done with your initiative.* They also made concrete suggestions about expanding the approach: *The project has to be included in the school curriculum as a compulsory subject/One could organise extra-curricular activities for all children interested in the project/One could invite representatives of other nationalities and linguistic minorities to the class.*

The parents also indicated their need for training in and information on the approach: *We would like to have more information about the project.*

But they also made some critical comments: *It would be better if the children had more hours of English classes/The quality of the recordings leaves a lot to be desired/Certain activities are not interesting/I do not understand this project.*

3.4 Conclusions

The survey among parents was conducted only in a limited number of countries. None the less it would seem that we can make a few general statements about parents' attitudes towards the Ja-Ling approach.

What seems to be the most important is that virtually all the parents found the approach positive for the development of their children. They noticed in particular the changes in the interest that children have for everything that is foreign, and particularly for foreign languages.

Some are concerned none the less that the approach might take the place assigned in the curriculum to teaching a particular language (English especially). To make parents understand that there is no conflict between learning a language and an approach which has as one of its main objectives the development of learning strategies in children, it is necessary to offer parents more information and training events.

What we also need to stress and what is rarely mentioned in the parents' answers is the relation that exists between such elements as the quality of the materials used, the quality of their implementation in class, the teachers' conviction about the benefits of the approach and the parents' assessment. It was not possible in this study to correlate all the data systematically but there is no denying the fact that the representations and attitudes of the parents are greatly influenced by the quality of the training offered to their children.

4. Pupils' evaluation of the Ja-Ling materials

Ingelore Oomen-Welke

The general impression that emerges from what the teachers say and from what we noted during the visits we made to the classes is that pupils enjoyed working with the teaching materials we produced (for the description of those materials see Chapter 2-A, section 0.5). Often they asked for even more.

A more systematic questioning was carried out and the initial results are presented here. Although they concern only four countries, they do seem to reveal a general trend.¹

The pupils were asked to evaluate the materials using a small questionnaire on the last page of the teaching material they were using. It consisted of sentences to be completed: "What I learnt about [indication of topic] is that ..."; "What I really liked was ..."; "What I did not particularly like was ..."; "The booklet would be better if ..."; and "What I would also like to know about languages is ...". (In Poland the number of questions was greater and they were more precise.) The questions were aimed at reviewing what the pupils had learnt. The children's comments were analysed using a qualitative method to filter out a typology.

We need to mention a few methodological reservations about this work. Firstly those who analysed the pupils' answers were also those who drew up the material, and there was no parallel control analysis carried out by other researchers. What is more the results of each country were translated either into English or into French, outside their context, which makes the data less precise. In spite of all these shortcomings we believe that the evaluation provides us with a spectrum of effects felt by the pupils and therefore helps us to improve our work.

We report on the evaluations carried out by primary school pupils in Poland, Portugal and Slovenia and by secondary school pupils (*Hauptschule*) in Austria:

¹ The study is continuing as part of the follow-up to Ja-Ling as the Comenius programme.

In Slovenia,¹ the children worked on several materials:

Material	Class/year	Number of questionnaires
<i>Cooking detective</i>	Years 3 and 4	158
<i>Cooking detective junior</i>	Years 1 and 2	57
<i>We count</i>	Years 1 to 3	68
<i>Linguistics</i>	Years 3 and 4	162
<i>Proper names</i>	Years 1 and 2	73
<i>Language detective</i>	Years 3 and 4	143

The vast majority of children were able to give overall or precise information on the contents of the materials and what they learnt: words, letters, pronunciation, countries, scripts, knowledge of languages, etc. Some noted that they had acquired knowledge in general. The vast majority stated that they liked everything (although a little less for the *Linguistics* material). They would like to know even more, especially about the topics addressed by the materials but also on the countries where all these languages are spoken.

In Portugal,² the answers were provided by primary school pupils who worked on the material *1, 2, 3, ... thousand languages*. They said they had acquired a certain amount of knowledge about the languages of the world. Approximately one-third mentioned the differences between the languages in sound and writing. They also mentioned similarities. Nearly all of them liked everything, with the few points of criticism aimed at various details. Half stated that they were more motivated to learn several languages while others would like to know everything about one or several languages.

In Poland,³ eight questions about the material *The world full of languages* were asked of ninety-six primary school pupils. The answers were collected by future teachers undergoing training. The material appealed to the vast majority of children (eighty-six). While half particularly enjoyed the singing, the other activities were also favourably assessed. Few pupils wanted changes to the teaching documents. Their suggestions were twofold: add new activities and modify a few of the existing activities. Most of them found the activities easy and felt they had been successful, with the exception of a single activity (*Learning words in Arabic*). Around 20% stated they wanted to learn even more things.

¹ This survey was conducted by Soča Fidler.

² This survey was conducted by Isabel Andrade and Filomena Martins.

³ This survey was conducted by Janina Zielinska.

In Austria,¹ 102 of the 125 pupils in Years 7 and 8 who worked on the teaching material *Vornamen* (First names) completed their evaluation forms. Almost every second pupil said he or she had gained knowledge about his or her own name and where it came from. It is worth noting that three girls, of Turkish origin, said they were satisfied to know that their first name was just as justified as all the other first names. Some of the pupils mentioned that they had acquired a degree of methodological knowledge through the unit. Half would like to know even more about names all over the world, and a third wanted more information on the history of names. Some of them, who particularly enjoyed some of the activities, would like even more. The games and riddles were equally much appreciated and commented on. The other criticism, which was very limited, had to do with the material. Many left the space reserved for criticism blank or repeated that they had enjoyed the work.

It should be noted, however, that five adolescents wondered why foreign first names were mentioned in an Austrian school. It would be mistaken to think that one could influence attitudes with just a few activities.

On the basis of all these judgments we can no doubt conclude that the Ja-Ling materials are well suited to interest and motivate pupils, and to enable them to acquire knowledge and perhaps even some elements of methodology. What the team co-ordinators of the other partner countries were able to find out during their visits to classes and among teachers would seem to indicate that the same holds true for the pupils of these other countries.

The limited number of those who do not want to know more (*That is enough now*) encourages us to continue along this path, while taking account of the little criticism expressed and the weak points they reveal.

¹ This survey was conducted by Anna Grigoriadis.

B. The world of languages: what children and adolescents in Europe think

Ingelore Oomen-Welke

The aim of the Ja-Ling project is, among others, to introduce pupils to topics and methods likely to give them the best possible benefit, from the point of view of both knowledge and of attitudes and aptitudes.

To achieve that aim it is useful to know more about the thoughts and views of the pupils, including what is referred to as their “subjective theories”. So far there have only been a few pilot studies on this subject.

Under item 4 of Chapter I-B above we mentioned the project *Sprachaufmerksamkeit und Sprachbewusstheit* conducted in Freiburg. One of its areas comprises field research on the thoughts and views of children and adolescents by means of a semi-guided interview. It was tempting as part of the Ja-Ling programme to broaden the scope of that initial study by adapting its methods and modifying the questionnaire in order to establish a sort of “status” of our population at the start of the project. It was also tempting to transform the tools used into a teaching instrument aimed at introducing the pupils to the universal world of languages.

To show the scope of the research conducted as part of Ja-Ling we must first reveal the methodology and findings of the original field research. Next we need to explain the broadening of that scope to several countries and the modifications made necessary by that new context. Then we shall feature the results gained on the thoughts and views of children and adolescents from nine countries of both northern and southern Europe, from east and west and from central Europe. A few additional figures are included on the CD-Rom enclosed with this publication.

1. Field research conducted in Freiburg on young people’s thoughts and views about language

The relevant section of the Freiburg project (Freiburg/Breisgau, Germany) began in 1996 with a number of interviews with children in order to collect the answers of children and adolescents and understand their thoughts and views on language and languages. Most of the interviews took place in language classes (German class), in some cases also after school, in groups of around ten pupils.

The statements they used to express their knowledge, interests and questions were systematically processed and added to with categories taken from the literature on

didactics.¹ Open questions emerged as a result. A semi-directive questionnaire was gradually built up.

The main questions concerned the following language areas:

- languages in the world;
- language and dialect;
- languages other than that of the school/the country of residence;
- secret codes;
- the language of babies;
- the language of animals;
- how languages are learnt (mother tongue(s), second languages and foreign languages);
- the structure of languages (words, grammar, phonology, semantics, etc.);
- interest in languages, suggestions made by children about the research they would conduct if they were language researchers.

For each of the main questions the semi-directive questionnaire provided subordinate questions in the event that the children did not answer a question. The interviews were organised at schools in groups of three to four children, with participation on a voluntary basis. Each time all the pupils of a class without exception wanted to take part. They were committed and disciplined in answering the questions, aware that they had important things to communicate to our research. We did not have the possibility of drawing lots as a field study requires. We felt this was only a minor drawback since our study was not aiming for the status of valid quantitative research but that of qualitative research seeking first and foremost to find out the spectrum of thoughts and views of pupils on languages.

In this project the interviews were conducted by young researchers and by students who had reached a certain level of studies, all trained in questionnaire practice. During the interviews they recorded the spoken dialogues and then wrote them down using formal transcription, assigning an identification code to each pupil. The same people took turns to act as adviser for the analysis. The first interviews were also used to draw up the categories for questionnaire analysis and to provide a typology for the contents. The information was gradually added to as the data was collated.

From the 196 pupils interviewed aged 4 to 18, we concentrated for the purposes of our sample on the 138 pupils of compulsory schooling age, namely those aged between 6 and 15. By coincidence the group consisted of ninety-two monolingual and forty-six bilingual or plurilingual pupils.

¹ For example, Neuland, 1993; Kutsch, 1987; Switalla, 1993.

We noted an average of eighteen answers to the nine bundles of questions. An identification code was used to pinpoint individuals, those who contributed a great deal and those who practically did not. It was clear that the pupils had things to say. The small group used for the interview encouraged dialogue. None the less some pupils did not contribute to each question while others answered the same question several times. Although there were twice as many monolingual pupils as there were bilingual and plurilingual pupils, overall there was a higher number of answers from the latter, whose answer average was three times higher than that of monolingual pupils. It could therefore be said that the plurilingual environment inspires children to take an interest in and think about languages.

2. Field research in nine countries of Europe

The same questionnaire was presented to the Ja-Ling partners in 2001. They felt that besides a research tool it could also be a resource for initiating pupils in the universe of Ja-Ling languages. This second function proved effective in both the classroom and the teachers' in-service training.

The idea was also hit upon to use the questionnaire to find out the thoughts and views of pupils in Europe about languages, in a less demanding way in terms of interview time and methodology than the Freiburg project. To this end the questionnaire was reduced to seven questions without explicitly indicating the auxiliary sub-questions. Wherever possible we asked the questions either in writing or orally in co-operation with the teachers themselves. The pupils were not identified using a code. In each country taking part in this part of the project (Finland, France, Hungary, Poland, Portugal, Slovenia and Spain) the questions were put to several classes. The questions were again modified half-way, in view of a new survey at the end of the Ja-Ling course in each class. For some countries (France and Slovenia) there is a second set of data, analysed differently, which is to be the subject of a broader Ja-Ling interpretation at a later date.

In each case the classroom survey was conducted by the teachers, with the assistance of the researchers from the Ja-Ling team, who then collated the data. The oral and written answers were not analysed separately, which might represent a weak point for an empirical approach. While we are aware of this fact we are certain that this procedure enables us to learn a great deal about the pupils' thoughts and views.

The approach also experienced other empirical difficulties and differences in its implementation. In some countries the teachers did not ask all the questions (Finland and France); in some cases they also modified them substantially (France). In other countries the questionnaire was carried out differently on two occasions (Poland and Slovenia). All these variants, while justified *per se*, do not allow an analysis that is too comparative or more particularly quantitative.

This European survey did not cover the whole of compulsory education as was the case in Germany. Depending on the possibilities of the partner teams in each country it was oriented either towards primary or secondary schools. There were undoubtedly also other influences not controlled methodologically, such as the monolingual or bi/plurilingual experience of the pupils interviewed. Naturally no representative sample was set up (as is the case in major international studies such as the OECD's PISA study). Nor was the number of classes or pupils per country harmonised. We shall therefore take care not to mix up the data and seek to retain the specificity of the regions and countries through the figures and their interpretation.

3. Results

We list here the questions and answers given by pupils in the European countries which took part in the survey. For each question we indicate the types of answers – according to the countries' data – along with the absolute or relative quantity. For the reasons already mentioned our intention was not to obtain a mean value but to show up the spectrum of thoughts and views on languages and the theoretical constructions that concern them.

It should be noted before the presentation that the absence of one type of answer in a country is not, in our opinion, necessarily significant in terms of the particularities of that country. It is just that pupils, who inspire one another, insist on one idea and forget others. Even though the data of one country always relate to several classes its quantity per country is perhaps not sufficiently important to draw any real conclusions. None the less for the spectrum of thoughts and view that we intend to present, the comments made by the pupils mutually complement one another.

3.1 “What languages have you already heard of?”

The first set of questions is an introduction to the plurality of languages based on the knowledge and experience of the children. Some spoke of their experiences with one or several languages. Most of the children gave several answers, and there were very few indeed who gave none.

The vast majority of children first mentioned the official language of their country. But not always: it seems that sometimes the language of the country is so natural that they do not think of it or mention it. In Catalonia the vast majority mentioned Catalan and Castilian together; very few mentioned only one of these two languages. In Austria some adolescents mentioned Austrian or a dialect as their language while most said German.

As was to be expected, second place goes to English. What is more interesting is to look at the modern languages as the chart below shows. Often the children mentioned the languages of minorities in their country, whether regional or not.

Whenever the geographic distance increases, the difference between continent, country and language begins to fade. We often came across African as well as American (which no doubt often refers to Anglo-American) and very rarely Asian and Indian (from India, not America). By contrast some remote languages such as Chinese and Japanese are well known. In Portugal the children also spoke of Brazilian (in the same way as others spoke of Austrian). Sometimes one discerns from the comments made by the children the idea that a language corresponds precisely to a country.

Austria	Germany	Spain (Catalonia)	Finland	Hungary	Portugal	Poland	Slovenia
German 113	German 118 (87 + 31)	Catalan and Castilian 169	English 68	Hungarian M	Portuguese 47	Polish M	English 69
English T	English 49 (37 + 12)	English and other European languages; Indonesian, African, Moroccan, Egyptian, Greek M	Swedish 64	English and more than 15 Languages Other languages by class (without figures for individual languages)	M: English, French, German, Italian Spanish Brazilian	English M	German 52
Italian 72	French 47 (40 + 7)		Finnish 53			German M	Croatian 51
Turkish 62	Russian 7 (0 + 7)		German 46			Chinese, Italian, Hungarian, Hebrew, French, Russian Min	Slovenian 38
French 59	Lebanese 3 (0 + 3)		French 43				
Spanish 35	25 other languages		Russian 33	Romani and Swabian	American, Mexican, Egyptian R	Chinese 19	
Slovenian 28	166 x, 1 to 6 x each		...	Roman/Latin 32		...	
Hungarian 16						American 3	
Styrian 6 Bavarian 5 ...	Dialects 5 (1 + 4)	Latin R	Estonian 16	American, African 4	Language of animals	Latin R	Two Slovenian dialects 4
Austrian 2 Viennese 1			Sami 1	Fictitious language 1		Body language	
						Norwegian, White Russian, Eskimo 1	Paraguayan 1

Legend: 43 = absolute figure; T = totality; M = majority; Min = minority; R = rarely; and for Germany the figures in brackets break down the total figure between monolingual and bilingual/plurilingual pupils.

3.2 “Is [dialect, minority language, regional language, sociolect] a language? Why do you think so?”

This question is designed to give us an insight into the concepts that children have of a language. In the Freiburg project we asked whether the region’s dialect (Badisch) was a language and were convinced that the question was aimed first and foremost at the children native of the region. It emerged, however, that allophone or bilingual children were just as capable of answering it in a well-argued way.

In the context of a European project we did not want to drop the question but it was not easy to find a way of asking it. It was not a foregone conclusion that each language would have its own dialects. The terminology was also a sensitive issue: certain partners did not want to talk of patois, Creole or Gypsy. Each partner was free to find an appropriate terminology or to paraphrase in his or her own language.

The contradictory comments made by one and the same pupil clearly show that children’s theories develop as they speak, communicate or write. The quotes listed below show traces of subjective theories in the making. We can deduce that the questionnaire did indeed encourage children to reflect and think about issues, a process we are keen to find out more about.

“It is different but you speak it in the same way.”

“Mallorcan is the language of Mallorca and it is like Catalan in Catalonia.”

“They took the words from [Language X] and changed them.”

“[XY] is a difficult language but you can understand it.”

“They are languages but they are funny.”

“The person wants to say the same thing but says it differently.”

“Some people speak slowly and others quickly.”

“There are several ways of saying ‘me’ (*ich*) in dialect: [ix], [iç], [i], [iř] ...”

“I speak dialect with my grandma but my Mum does not like it.”

“All ethnic groups have to have a language.”

“Of course they have a tongue otherwise they would not be able to eat.”¹

¹ In some languages, as we know, there are two different words, one designating a part of the mouth (“tongue”, “*Zunge*”, “*lengua*”, etc.) and the other the act of speaking (“language”, “*Sprache*”, “*idioma*”, etc.). But sometimes it is possible to use the word for the part of the mouth to designate the act of speaking (either metaphorically or normally). In Finnish, for example, there is only one word so that here the child is referring to people’s physique. It is the same in some languages for “word”: “individual word” and “speech”, “*die Wörter*” and “*die Worte*”, “*slowo*” and “*wyraz*”, etc. Note that the differences are not the same in the respective languages! There are different words for the linguistic entity language (“*langue*”) and its usage spoken language (“*langage*”, “*parole*” and “*parler*”).

A large number of pupils believe that the existence of a territory accounts for the ability to speak a language. Others think first and foremost of communication and the social group. It would seem that the minority languages of a given country do not play an important role in the children's thinking. The situation is evidently different for Catalonia, where very early on children learn two different ways of speaking that are referred to as languages, and where visibly they are more conscious of the history of the languages and countries/territories. They appear respectful of languages and diversities: they respect what is specific to them and what is characteristic of others.

3.3 “What makes languages different from one another?”

No doubt it has been noticed that the initial questions are structured like a funnel. Their range decreased little by little to obtain answers that are more and more precise. The aim was to achieve a level of precision similar to that which some children had already reached for the second question (for example, “me” (“*ich*”) in dialect).

The data would seem to indicate the opposite: most of the children and adolescents speak of differences in certain areas but do not show any signs of a comparative methodological approach. If they were being questioned in writing we might understand the lack of such an approach. But with spoken questions? Why this difference compared with the children of Germany? The oral method in a small group used in the Freiburg project gave the young interviewees the possibility of specifying their thoughts with the aid of complementary questions. It is probable that pupils are less inclined to talk about their experiences due to the situation where a full class is involved.

But what do they actually say? A small number in some countries noticed that there are differences without saying what those differences consisted of. Sonority is an important factor of difference (pronunciation, sometimes spelling). Another argument, which corresponds to the second question, is picked up again: Different social groups speak different languages in different countries, so that it is impossible to understand them. Only two Catalan children referred back to history. It would seem that the role of writing and grammar is not mentioned everywhere, especially in the classes of the youngest primary school pupils.

“People are born in different places. For example, if you speak Portuguese to a foreigner, he will not understand.”

“Despite the differences you can understand Czechs or Russians.”

“Spanish is almost like Portuguese.”

“The words are not the same.”

“Some words are similar in different languages.”

“Letters and pronunciation.”

“All languages come from the same language.”

3.4 “Do animals have a language? Why do you think so?”

This question appeals greatly to pupils of all ages, even in secondary education. In fact it is raised again in the last question as a subject of envisaged research. The question is asked here to try once again and define what a language is for pupils, to understand more clearly the link between observation and representations (young animals learning a language) and to grasp how pupils establish their conception of communication.

Children understand that animals use their body language and sounds to understand one another within a species and even between different species. Is it enough to constitute a language more or less similar to that of human beings? Does the idea that animals speak differently in Italy mean that young animals learn the language of their species with their mother? And if one can observe that young animals do not yet have the sounds specific to their species, does that mean they will acquire them later without effort? Or do they have to learn them from their mother? Has anyone ever seen a dog meowing? Is observation sufficient to provide a valid result or do other aspects have to be taken into account to arrive at that result?

No one doubts that there is communication between animals. The question is whether or not it is a language.

“But you cannot understand them!”

“Cats cannot understand dogs.”

“Each species has its language, they communicate among themselves.”

“Dolphins communicate through whistling.”

“No, they only make noises.”

“Dogs bark, cats ‘meow’”

“Some animals talk but there are others that do not.”

“Parrots talk like humans.”

“I have got a rabbit and it does not talk.”

“A Polish cat and a French cat can understand each other.”

“In Italy cats speak a little bit differently.”

“Small animals, when they are born, make noises. But their mummy teaches them animal language by always doing ‘meow’ until the little ones know how to do it.”

3.5 “How do you learn a language?”

This complex question, broken down into three parts (language of the country, mother tongue and foreign languages or languages learnt later on) in the Freiburg project, was condensed into a single question in the Ja-Ling project simply to reduce the number of questions. And yet the answers given by the pupils can be divided into two parts: general answers for one’s mother tongue and more differentiated answers for foreign languages. There are no clearly discernible answers that relate to second languages or to bilingualism. Sometimes it is difficult to know whether the pupils are talking about their mother tongue or a foreign language.

So the question asked concerns both the awareness of acquisition strategies (mother tongue) and of learning strategies (foreign languages). According to the majority of children the mother tongue is learnt (from birth?) in a family environment and is transmitted by adults. The method is simply listening. There is no effort involved in learning it. Most pupils stated that during the initial phase one’s mother tongue is acquired by less interactive means and the role they attribute to other children is not very important. The importance attributed to school as a factor in this process is remarkable (methods: reading and writing). However, it is not possible to be certain whether they are always talking here about their mother tongue or foreign languages which at school are taught using the same methodology. The data would seem to indicate that there is an area in the interview where the different types of learning are mixed up.

Foreign languages are learnt in a language class and in the country of that language (by speaking). In the pupils’ view the methodology used in class consists less of games and singing than of repetition and learning by heart, with reading and writing. Pupils in Hungary are more aware of the way in which progress is made, and they do not find it too difficult (admittedly they were Year 5 pupils, a class where they start learning foreign languages: evidently they have been told how language learning takes place, using grammar). In the Freiburg project there was a clear difference between primary and secondary education: in primary school French as a foreign language (in the Upper Rhine region) is taught using songs, games, scenes from plays, videos, etc., which does not appear to be the case for secondary education. In other words a distinction should be made depending on the education level and specific situations.

“With others.”

“By listening to it.”

“People talk to us when we are babies.”

“Your mother tongue is in your genes.”

“Young French children have probably got organs [allowing them to speak] that are different from the organs of Polish people because they do not have any problems pronouncing French sounds, and we have problems with it.”

“It is automatic if you go abroad.”

“You need to study a little bit every day.”

“As soon as you are small, right through to the exam.”

“With teachers and books.”

“You work on it every day, first you do words, then rules and then you build sentences.”

“You do grammar and translation.”

“First you do simple things then you do dialogue.”

“By listening to the cassette and then by reading the text and then by doing dialogue.”

3.6 “What is a word?”

Few pupils were unable to answer this question, and most of them were very small. There are several possibilities for defining an object: giving an example, describing where it occurs, saying what you do with it, or explaining its function or how it is formed. One can also say what the object is not/what it does not mean. Obviously we did not expect complete definitions, if only because linguistics itself does not have any.

Many pupils gave examples, which is the simplest way. Very few mentioned grammatical categories, for example “verb”. Another group, in nearly all the countries, mentioned the fact that language and/or the sentence (or a statement) consist(s) of words and that we use words to speak. They are characterised by their occurrence and the function.

A majority knew perfectly well that a word means something, namely that the expression conveys a meaning. Few said that words give names to objects and stressed that words and objects are not the same thing. The arbitrary nature of the meaning of words is rarely mentioned, no doubt because children have not been made aware of this point. Things were different with the Freiburg project, where pupils were asked whether you could also call an apple “a pear” or “a banana”, etc. This idea triggered a wealth of explanations that led to the notion of a convention between human beings to understand one another (only this result is mentioned here).

It is interesting to note the role which in all the countries sound and writing play in young people’s representations. Once children know how to write, the word is seen by a majority as a graphic unit: it consists of letters. Some pupils said that the letters themselves carry a meaning and that is how the word is formed. Sounds do not play the same role, except in Hungary. There is also mention of syllables, although there is no way of knowing whether the pupil referred to the sound or graphic unit. All this shows that the difference between sound and letter is not easily grasped, and has to be the subject of specific learning.

“Sounds you understand. What comes out of your mouth.”

“It is what you write and others say.”

“A word has a minimum of two letters.”

“A sound unit that carries a meaning.”

“I think a word consists of letters which together mean something.”

“An object is not a word, it becomes a word when you name it.”

“Parts of the sentence.”

“People agreed on the meaning of words, otherwise we would not be able to understand each other.”

3.7 “What research would you like to do on languages if it was your job?”

With this question we wanted to know what young people were particularly interested in. The pupils mentioned their areas of interest. These are in part areas already mentioned in other sections of the interview or questionnaire but they also mentioned others too. If some of the topics mentioned are not featured at this level, it may be due to the fact that the children did not want to mention any more the questions previously addressed and in a way dealt with. They did, however, mention a topic such as the language of animals (true also of adolescents in secondary education). There was a great deal of interest in the origins of human language or the differences between languages as well as learning them. It is worth noting that areas such as the language of animals and the origin of language are mostly absent from the curricula. This is also true very often of the differences between languages even though schools offer to teach several languages.

“Why is it that in foreign languages you do not write what you say?”

“I would travel and speak with others.”

“I would like to know how languages came about and who invented them.”

“I would do research on culture because the Slav language is widespread in Europe.”

“Find out whether the Tower of Babel is true.”

“How many languages there are in the world and why they are so different.”

“Do research into the language of dinosaurs and other prehistoric creatures and learn the language of cats.”

“I would discover the language of people in flying saucers, of mysterious languages that no one knows.”

“The ancient language of the Aztecs.”

“What will be the language in the year 2500?”

“Secret codes and proverbs.”

“What came first: language or thought? I personally think it was language because you need to learn it. But afterwards you can also think without words.”

4. Conclusion

This study encountered several difficulties: Firstly, differences depending on the countries in the methodology of the questioning and the moment of implementation; and, secondly, the pooling of the different data by the author of the overall report.

We feel none the less that the study is full of facts and teachings about attitudes towards and knowledge of languages and how they are used. We see that these attitudes and knowledge are in the process of being formed and structured. It is therefore the right time to intervene by giving the necessary “push” to help them construct adequate representations from the point of view of both their validity and the ethical point of view. The pupils must also be helped to set up methodology elements that develop not just the interest that is already there but also an aptitude to work on language and languages. This approach is certainly in keeping with current cognitive and constructive theories, which highlight the importance of existing interest and knowledge for the acquisition of new knowledge.

The obvious interest of pupils for questions relating to languages represents an additional argument in favour of implementing the Ja-Ling approach, which adds established knowledge to that interest and helps develop attitudes along the lines of openness towards others. The ultimate aim being after all to encourage competent exchanges between pupils and their participation on an equal footing not just in class work but also in society later on.

***Chapter IV:
Conclusions***

Michel Candelier

In a few words what can we retain of Ja-Ling as a stage in the development of the awakening to languages approach?

First of all, even if it seems an obvious thing to say, the fact that it was possible to establish activities in sixteen countries, which compared with the Evlang project triples the number of countries concerned.

Secondly, and far less trivial, the fact that in those sixteen countries with different sociolinguistic contexts and teaching traditions there were no subsequent “counter-indications” to the use of this approach.

This does not mean that everything took place in the same way in all these countries. Fortunately – after all, our objective was to gather a wide array of experiences so that in future the approach could be implemented in different contexts more harmoniously and efficiently.

With regard to the origins of the interest in the awakening to languages in these countries we were able to verify the – obviously facilitating – effect of the prior dissemination of previous innovation programmes in certain national contexts. In many cases the programme concerned was Evlang but also more generally the language awareness movement and other initiatives it inspired. Its traces were noticeable in the official programmes themselves and in any case in the thoughts and views of didactics researchers and some teachers.

We also saw the importance of the motivation that can be generated by a multilingual national or regional context, and in particular the presence of immigrant children. And also that their presence be clearly perceived as a reality of today or tomorrow or that teachers – and with them society in general – are slow to become fully aware of it, in which case the awakening to languages appears not so much as a consequence of the perception of diversity but rather as an approach that encourages such a perception. To a certain extent, this phenomenon was already perceptible within the framework of Evlang, with a number of teachers showing that as a result of the programme they had genuinely had a personal experience of the discovery of diversity (see Candelier, 2003, Chapter 10).

The Ja-Ling experiment confirmed for us the interest of most education authorities in the awakening to languages. However, it did not really tell us a great deal more about the reasons why that interest did or did not result in concrete measures for its official recognition, as the case may be. No doubt because these reasons form a complex network of mutually enhancing motivations, making it very difficult to isolate a particular element one might consider as decisive.

It is true that Greece is among the countries in our sample in which the percentage of allophone pupils is the highest. But if that were the key factor for a “maximum” of official recognition of the awakening to languages in that country, why has it not been officially recognised in the same way in Germany and Austria, which also have particularly high levels of allophone pupils due essentially to migratory phenomena, as is the case in Greece? Is it because these two countries already had a better

“established” and more developed official policy with regard to intercultural education? It is difficult to tell. Just as it is difficult to know whether in spite of the fact that Greece, unlike the other two countries, sees itself traditionally as monolingual and is still highly reticent to recognise the existence within the country of native linguistic minorities, it paradoxically helped to encourage the adoption of an educational innovation resolutely turned towards the acknowledgement of diversity.

In the absence of more tangible explanations one is tempted to assign a substantial influence to reasons that might be termed circumstantial. It would appear to be true that proposals for innovation such as the awakening to languages have a much better chance of being retained if they are made at a time where, coincidentally, the education authorities are looking for new ways and are considering reorientations. This aspect is mentioned by a number of national co-ordinators, and it is true that in Greece the moment seemed particularly opportune due to the implementation of the “Zone of interdisciplinary innovations and activities” in the curricula.

In any case we can feel a certain satisfaction at the list of elements of official recognition from which Ja-Ling has benefited, particularly in teacher training, which can be seen as the “antechamber” to a more comprehensive official recognition. The acknowledgement given by intermediate hierarchical levels, whenever they have had sufficient latitude to do so, is also considerable and remarkable.

It was also interesting to note that the difficulties felt by the national co-ordinators during the programme’s implementation were more material in nature than representational. In the absence of official inclusion in the relevant pages of the curriculum (as in Greece) the question that recurs constantly is that of the approach’s place in the school timetables, and it would seem that the solution already formulated as part of Eulang remains the best: as an interdisciplinary approach the awakening to languages has to be incorporated simultaneously into several disciplines.

The study of the teachers’ representations confirmed that their attitudes towards the approach were generally positive and often very positive, a fact we already knew from the conclusions of the Eulang programme. Difficulties did emerge here and there, as pinpointed by the national co-ordinators: difficulties to do with the languages addressed, the target groups (the notion that the approach is valid only for classes with a high proportion of immigrants), dominant education policies, etc.

As emerged already in the Eulang evaluation (see page 30 above) we note that teachers are more convinced of the potential effects of the approach on the attitudes of pupils towards the diversity of languages and cultures than of its effects on their metalinguistic aptitudes. One cannot avoid comparing this finding with what has been said earlier about multilingualism – particularly when resulting from migration – as a factor of interest for the awakening to languages.

In general parents advocate Ja-Ling, even if some concerns were voiced about the awakening to languages replacing the teaching of a language, to which they remain attached. The aspect of the approach they commented on most is none other than the

one of which we remarked that it spontaneously convinces teachers and raises interest most easily: while noting that children try to understand texts in a foreign language – which refers at least partly to the development of aptitudes – the teachers mentioned in particular the changes in the attitudes that children had towards what was foreign to them.

Finally, we see confirmation that it is definitely as an approach aimed at ensuring a positive acceptance of diversity that the awakening to languages achieves spontaneous approval, rather than as an approach likely to develop language observation and analysis skills in order to encourage the learning of those languages. It is a lesson we shall need to draw from.

Overall while teachers like their pupils were satisfied with the teaching resources available they once again drew our attention to the question of the quality of the audio recordings, which clearly represents the biggest material difficulty encountered with these teaching materials.

From the observation of class practices we may conclude essentially that the teacher's ability to adapt the teaching materials to the specific situation of his or her class is crucial, even if this occurs as part of the socio-constructivist approach to learning, which he or she must have sufficiently internalised.

The last few lines of the section on classroom observations remind us that the very core of the awakening to languages approach consists of bringing about a teaching situation in which pupils are asked to express and structure their thoughts and views in words. Which is why it was also useful as part of Ja-Ling to conduct a study of the children's and adolescents' initial representations of languages. The more accurate knowledge we now have of these representations should help to guide our work in the future, whether in terms of the choice of contents and objectives or the compilation of teaching materials.

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*Janua Linguarum – The gateway to languages
The introduction of language awareness
into the curriculum: Awakening to languages*

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Discovering at school the diversity of languages and cultures, listening to dozens of languages, including some of the languages spoken by classmates, marvelling at the way those languages are written, comparing them and understanding how they work, taking an interest in those who speak them ... These are the types of activities that the awakening to languages offers pupils; to help them open up to what is different, and develop their ability to observe and learn languages. This approach is an integral part of efforts by the Council of Europe aimed at plurilinguism, promoting the diversity of languages in education systems and democratic citizenship. Already it is a story that goes back a long way ...

The Janua Linguarum programme, developed at the European Centre for Modern Languages between 2000 and 2003, has focused on disseminating the awakening to languages approach in sixteen countries of Europe and on studying the conditions under which it was introduced into their curricula. It has provided a better understanding of how the approach can be introduced according to the context. Janua Linguarum has also taught us more about the wide array of obstacles to be overcome and the successes we can anticipate.



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