



Standards vs. Diversity: Council of Europe's work on Language Education

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The Council of Europe

www.coe.int

Strasbourg, founded 1949

Oldest and geographically largest
European institution, 47 member states

Intergovernmental co-operation

Areas of action

Human rights (European Court of
Human Rights)

Legal co-operation

Social cohesion

Education, Culture & Heritage,
Youth & Sport





Council of Europe and languages

Language competences provide the basis for intercultural dialogue, social cohesion, democratic citizenship

Promotion of and support for:

- Linguistic diversity in member states
- Plurilingualism of citizens
- Plurilingual education



Linguistic diversity

- linguistic diversity in Europe is a fact
- linguistic diversity is not a problem to be solved but a potential to benefit from



Plurilingual people living in multilingual societies

- plurilingualism: ability to develop skills in and use more than one language
- natural, innate potential of human mind
- needs support to develop
- we are all created equally plurilingual





Plurilingual education

- good quality education is a pre-requisite for social cohesion, democratic citizenship and intercultural dialogue
- well developed language ability is a pre-requisite for good quality education
- plurilingual education aims at supporting development of appropriate language competences as a basis necessary for full participation in educational processes
- it aims at taking into account and making use of all languages competences available for the learners and developing those required for educational success
- a coherent approach to all languages present at school





Department of Language Education and Policy

- Language Policy Division, Strasbourg, France
- European Charter for Regional or Minority Languages, Strasbourg, France
- European Centre for Modern Languages, Graz, Austria





Plurilingual and intercultural education: documents and tools

- Common European Framework of Reference for languages (CEFR)
- European Language Portfolio (ELP)
- Manual for relating language examinations to the CEFR, with accompanying materials
- Autobiography of Intercultural Encounters
- European Portfolio for Student Teachers of Languages (EPOSTL)
- A framework of reference for pluralistic approaches (CARAP)

A

C

Languages for social cohesion

Language education in a multilingual and multicultural Europe

B

D

Les langues pour la cohésion sociale

L'éducation aux langues dans une Europe multilingue et multiculturelle

ECML programme 2004 - 2007

www.ecml.at/socialcohesion

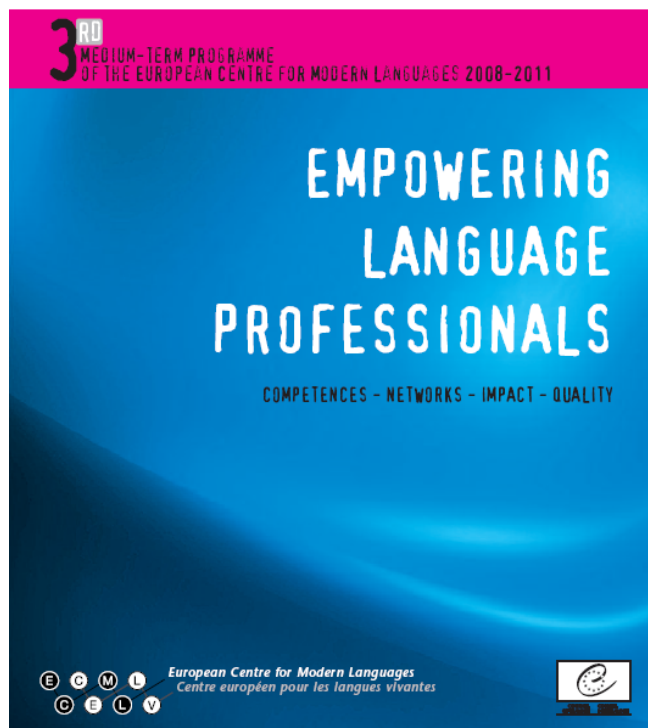
All publications are available online in downloadable format free of charge

- Books
- CD-ROMs
- Project websites
- Project flyers
- Travelling exhibition available for conferences and fairs



ECML programme 2008–2011

www.ecml.at/empowerment



20 projects, 4 thematic areas

Evaluation

Continuity in language learning

Content and language education

Plurilingual education



Plurilingual and intercultural education

A Council of Europe platform of resources and references:

- Foreign languages – modern and classical
- Regional, minority and migration languages
- Language(s) of schooling:
 - Language as subject
 - Language(s) in other subjects



**Recommendation (2008)7
of the Committee of Ministers to member states
on the use of the Council of Europe's
Common European Framework
of Reference for Languages (CEFR)
and the promotion of plurilingualism**

*Adopted by the Committee of Ministers on 2 July 2008
at the 1031st meeting of the Ministers' (Deputies)*





Standards vs. Diversity

- Individual needs and rights vs. societal expectations, economic developments and collective interests
- Standardisation vs. Quality Assurance
- Status and function of Council of Europe documents





Implementing the plurilingual concept recommended by the Council of Europe means to:

- Raise *awareness* of the value of being plurilingual in a multilingual European society
- Use *strategic planning* and adopt a *global, coherent* language policy
- Encourage *all* students and staff to learn languages
- Encourage students and staff to learn *a variety of languages*





Implementing the plurilingual concept recommended by the Council of Europe means to:

- Promote and support *intercultural mobility* of students and staff
- Attract and integrate *international students*
- Provide good quality *CLIL in a variety of languages*
- Encourage and educate both *language teachers* and *language students* to become *plurilingual* – not just *bi-lingual*





Implementing the plurilingual concept recommended by the Council of Europe means to:

- Secure *good quality* of language instruction
- Increase the *number of languages* on offer
- Support *independent* learning
- Support *co-operative* learning
- Make *wise* use of technology and media





Implementing the plurilingual concept recommended by the Council of Europe means to:

- Cater for *individual needs*
- Adopt a „*positive*“, „*added value*“ approach
- *Integrate* out-of-school experience and proficiency
- Teach *how to learn* languages
- Support *learner autonomy*





Implementing the plurilingual concept recommended by the Council of Europe means to:

- Set *clear and achievable objectives*
- Value *all* linguistic and intercultural *competences*, even at modest level
- Provide *valid, reliable, fair and transparent assessment*
- Secure *comparability and compatibility of outcomes*
- Use a *common framework of reference* in communication with stakeholders





More information on the Council of Europe language education policies, initiatives and instruments:

- www.coe.int/lang
- www.coe.int/portfolio
- www.ecml.at

Thank you very much for your kind attention!

