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Translated by Sylvie Aubert

Editorial : Reform of modern language teaching : Who said « diversification » ?

The reform of secondary school decided by the minister Najat Vallaud-Belkacem is, regarding language teaching, a very good example of conflicting policies which proclaim ambitions without providing the means to achieve them.

The aim of this policy is to improve the language level in two ways :

- in primary school where languages will be taught from the first year instead of the second.
- in secondary school where the teaching of the second language will start in the second year instead of the third.

In its first version, the project provided that the pupils would have the same number of hours spread over three years as they had in two years formerly, but there was such an uproar that the two hours, a week instead of three have now become two hours and a half.

Thus we do have an increase of the number of language teaching hours over the length of school attendance.

By teaching modern languages as early as the first primary school year, the pupils benefit from 54 extra hours of language teaching, actually mostly English, with 1h30 a week for 36 weeks.

By teaching the second modern language in secondary school over three years instead of two, with 2h30 a week instead of 3h, the pupils benefit from 54 extra hours of language teaching. Though the teachers noted that 2h30 a week is under the minimum required for effective teaching.

Besides, the minister published on 26 August a circular relative to the academic maps for foreign languages showing the will to offer linguistic diversity and to propose “a choice of foreign languages as early as the first primary school year”. This diversity should particularly strengthen the teaching of German. It is written that “any pupil having studied a foreign or regional language other than English in primary school should be able to pursue the study of this language in a bilingual class in secondary school”.

We should welcome these noble intentions.

Nevertheless, these measures are largely compensated by contrary dispositions or the absence of accompanying measures...->

-> in other languages than English can be organised, except in

Editing and writing: Christian Tremblay, Anne Bui

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In this issue

- Editorial : Reform of modern language teaching : Who said « diversification » ?
- The ratification by France of the European Charter for regional or minority languages
- Recent articles not to be missed
- Announcements and publications

-> It is amazing that foreign languages should not be taken into account in the competitive examination of primary school teachers. It is only noted that “a good level in a foreign language is also expected”. It must be added that for the time being no training in languages is included in the training to become a primary school teacher. For example in the Versailles academy, the teaching of English is organised for the secondary school teachers and the teaching of German is only a project. In other words, less is required of the future primary school teachers than of those studying for the baccalaureate.

As regards primary school, it is difficult to believe that the pupils will benefit from quality teaching and that classes ...->

-> By suppressing the bilingual classes

<p>Eastern France. We have reasons to think that this circular relative to the academic maps for foreign languages is a way to answer the European commitments about early language learning. We know that since the development of language teaching in primary school, no positive effect has been noted on language proficiency, mostly in English, at the beginning of secondary school and even that the proficiency is lower.</p> <p>Developing the teaching of languages at school without training the teachers is absurd and a waste of public money. Or shall we say that the Education Nationale expects the primary school teachers to act on the belief that foreign languages have a strategic role. This is a rather unprofessional attitude of the Education Nationale which seems to see languages as decoration more than as a major challenge.</p> <p>As regards secondary school, the effect of the suppression of the bilingual classes is that pupils whose family is not rich enough to afford private schooling are thus deprived of foreign language excellence. The bilingual classes were both a road to excellence in languages and a diversification lever, in so far as there was a continuity of teaching between primary and secondary school thus allowing a diversity of language teaching as early as primary school. ...-></p>	<p>and omitting to give the means of a quality and diversified teaching at school, the ministry contradicts itself and kills all possibility of diversification, thus securing the almost complete monopoly of English. No doubt, in suppressing the bilingual classes, the ministry makes a financial choice but it is also the choice of inefficiency.</p> <p>The road to quality and efficiency imply another strategy :</p> <ul style="list-style-type: none"> - training of the primary school teachers ; - reinstatement and development of the bilingual classes ; - general diversification teaching plan with academic language maps on three to five years. <p>Of course, there is a cost, but this the cost of ambition and an investment for the future. ◀</p>
<p>The ratification by France of the European Charter for regional or minority languages</p> <p>Is it necessary to reform the French Constitution to ratify the European Convention of regional or minority languages ?</p> <p>France is with Italy one of the nine countries who, having signed the European Convention of regional or minority languages, has not ratified it yet.</p> <p>In its opinion issued on 30 July 2015, the State's Council reminded that the Constitutional Council judged in its decision n° 99-412 DC of 15 June 1999 that Part II of the European Charter for regional or minority languages "<i>confers specific rights to groups</i>" of speakers of regional or minority languages, inside "<i>territories</i>" where these languages are used and that these dispositions "<i>tend to recognise a right to speak a language other than French</i>" either in "<i>private life</i>" or in "<i>public life</i>" by which the Charter means justice and "<i>administrative authorities and public services</i>". It has been deduced that by adhering to the Charter, France would disregard the constitutional principles of indivisibility of the Republic, equality before the law, oneness of the French people and official use of the French language.</p> <p>It is thus for a number of reasons pertaining to the history and structure of the French Republic, and not for the single constitutional change of 1992 declaring the French language as the language of the Republic, that the Constitutional Council judged that the European Charter could not be ratified.</p> <p>It might have been thought that the 2008 reform by which, among numerous constitutional adjustments, the regional languages have been declared a part of France's patrimony would have ...-></p>	<p>-> changed the situation. According to the State's Council, who does not even mention the 2008 reform, the constitutional incompatibility with the European Charter remains, and its ratification would create a legal contradiction that might cause legal insecurity.</p> <p>Admittedly the ratification, according to the constitutional project, would be accompanied by the <i>interpretative declaration of 7 May 1999</i> that the government of the time had joined to its signature. What does this declaration say ? It claimed particularly that it interpreted this text as not conferring collective rights to the speakers of regional or minority languages and not going against the principle of official use of French stated in the Article 2 of the Constitution.</p> <p>But, according to the State's Council, this interpretation contradicts the object of the Charter that aims, by stipulations that under Article 21 of this treaty cannot be subject to reservations, at giving rights to speakers of regional or minority languages and allowing these speakers to use their languages in the public sphere.</p> <p>It would seem that if a ...-></p>

-> contradiction lies between the interpretation of the European Charter by the French government and the Charter itself, then the Charter is in contradiction with itself.

In the European Charter of Plurilingualism that the OEP adopted following the 1st Conference on Plurilingualism, there is a wording premonitory of today's debate. The OEP and its many copywriters had then written thus the article of this Charter titled "For a differentiated approach to plurilingualism" : "At the present stage of human development, we can proclaim that all languages, as testimonies of human experience, must be preserved. All languages cannot have the same vocation, in science, commerce or international relationships, but all deserve to be studied, used, and taught, as an intellectual and cultural system of reference open onto the world. The right to language and linguistic diversity cannot be divided. The value of interculturality and plurilingualism thus ascertained, the protection and support of regional and minority languages cannot be done to the detriment of official languages and the necessity to learn them (Ref : European Charter for regional or minority languages)."

As a matter of fact, the preamble of the European Charter for regional or minority languages also states that the protection and promotion of regional or minority languages in the different countries and regions of Europe represent an important contribution to the construction of a Europe founded on the principles of democracy and cultural diversity, but that this contribution is done within the frame of national sovereignty and territorial integrity. Here is a wording very similar to the interpretative reservation of the French government. It suggests that the European Charter organises the compatibility between opposed principles : acknowledgement of specific rights on the one side, and respect of national sovereignty and territorial integrity on the other.

It can be noted that in almost all areas, be it education, medias or cultural action, French legislation has made the necessary arrangements to meet the conditions of the European Charter. The last change, in 2014, provides that the Regional Councils will be responsible for "the preservation of regional identity and the promotion of regional languages". The future of regional languages now depends as much on the civil society as on legislation and deliberate public actions, especially locally...->

-> Then what would ratification bring that does not already exist ?

It must be stressed that the European Convention targets not only the regional languages but also the minority languages, either territorialised or not.

The main element is that ratification would include the European Charter in the internal legal order with a value superior to law, which means that the Charter would make it impossible to reverse the laws and rules favouring regional languages.

Besides the symbolic aspect, this is the main contribution of the ratification.

One question remains that gives rise to many fantasies, that of legal proceedings led in regional languages as mentioned in Article 9 of the Charter. The Charter mentioning "if necessary by means of interpreters and translations" clearly shows that concerning litigants speaking perfect French this is somewhat surrealistic. The matter is nevertheless relevant as regards the migrants but these are not in the field of application of the Charter. It is difficult to undo a multi-secular law, the 1539 ordinance of Villers-Cotterets by François 1^{er}, which replaced the use of Latin by the use of French in legal administration.

Therefore we should not be afraid of the European Charter for regional or minority languages, quite the opposite.



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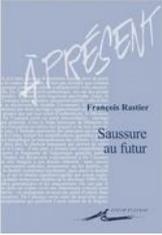
Articles not to be missed

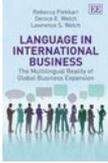
	<p style="text-align: center;">Postcards to defend the bilingual and European classes</p> <p>Since the reform of the secondary school has been announced, the ADEAF, numerous associations and personalities have protested against the suppression of bilingual and European classes. To put pressure on the government, the ADEAF launches a great national action on the occasion of the European Day for Languages on 26 September : « Operation postcards ». The parents, teachers and citizens are asked to send to the President of the Republic a postcard drawn by the draughtsman Plantu....</p> <p>More</p>
	<p style="text-align: center;">Japão se mobiliza para proteger 8 línguas em desaparecimento</p> <p><i>Preservação cultural: comitê vai criar arquivos digitais destes idiomas e dialetos, organizar reuniões de seus falantes e atividades escolares para promover seu uso</i></p> <p>[Da Efe.] Tóquio – O governo do Japão criou nesta quinta-feira [27/08] um comitê especial para proteger oito línguas em risco de desaparecimento indicadas pela Organização para a Educação, a Ciência e a Cultura (Unesco), todas elas faladas em territórios remotos do país. Continuar lendo →</p>
	<p style="text-align: center;">International research – a plurilingual practice (oead-News-95)</p> <p>Gabriela Slezak Traduction : Anne-Sophie Watrin Article original : https://www.oead.at/fileadmin/oead_zentrale/ueber_den_oead/publikationen/pdf/oead.news/2014/oead-news-95-web.pdf</p> <p>Plurilingualism during a project in Burkina Faso. Communication in several languages is a chance and not an obstacle. In the globalizing strategies of universities and other higher training institutions, competitiveness and economic interests are priorities. Mobility and an international orientation of training have fully positive effects on institutions and their members, this is what is deduced from the experience. Though attention is hardly given to the personal changes occurring in the professional lives of the teachers, researchers and students...</p> <p>More</p>
	<p style="text-align: center;">Géopolitique : l'atout caché des Français (chronique de Bernard Guetta - France inter)</p> <p>Semaine de la langue française (et non French Week) oblige, on dit les Français pessimistes. Voici une chronique qui devrait leur remonter le moral. Nous l'avions déjà dit, mais quand le sujet est repris sur la première radio française d'information généraliste, France Inter, évidemment, cela prend plus de poids, n'est-ce-pas ? Donc, n'en déplaise aux adeptes du french bashing, le...</p> <p>Lire la suite</p>

	<p><u>TAFTA : CEATL is happy with the recommendations adopted by the European Parliament</u></p> <p>Source : CEATL, European Council of Literary Translators' Associations, Brussels, 8 September 2015</p> <p>In its communiqué of 2 February 2015 , the CEATL was alerting to the fact that publishing was included in the mandate of the TAFTA negotiators, which could endanger the the measures for the protection and promotion of books, especially the policy of one-price...</p> <p>More</p>
	<p><u>México: Presentan navegador de internet en 26 idiomas indígenas para poner en valor las lenguas maternas</u></p> <p>Con el objetivo de conservarlas, Mozilla Firefox lanzó la versión beta de su software adaptado a 22 idiomas indígenas propios de México y cuatro del resto de América Latina. Para el diseño del navegador, que estará disponible para las comunidades autóctonas de Puebla, Chiapas y Yucatán y otros estados mexicanos, se necesitó la participación de diferentes hablantes de lenguas...</p> <p>Lire la suite</p>
	<p><u>Globalesisch, oder was?: Ein Plädoyer für Europas Sprachen (Jürgen Trabant)</u></p> <p>Nachdem Wirtschaft und Wissenschaft sich schon seit längerem sprachlich globalisiert haben, raten nun Sozialwissenschaftler und Philosophen, Bundespräsidenten und ehemalige Bundeskanzler dem Land und Europa dringend, fleißig Englisch zu lernen, um die vielen Sprachen Europas, diese Hindernisse der Verständigung, aus dem Weg zu räumen. Diese Kampagne ist völlig überflüssig, weil die...</p> <p>Weiterlesen ...</p>
	<p><u>Pense-t-on mieux seul...ou à plusieurs ? (Philosophie Magazine 92)</u></p> <p>Le langage au coeur de ce numéro 92. Ci-après, les premiers mots de l'éditorial d'Alexandre Lacroix qui donnent l'envie de tout lire "Si nous marchons avec nos jambes, nous pensons avec des mots. Nos jambes nous appartiennent. elles sont vraiment les nôtres. Mais les mots? Ils nous emmènent ici et là,,ils nous font voyager dans la connaissance et dans l'imaginaire – mais ils ne sont pas...</p> <p>Lire la suite</p>
	<p><u>Des romans-monde: les incontournables de la rentrée littéraire 2015</u></p> <p>RFI - Les voix du monde - Publié le 19-08-2015 Modifié le 20-08-2015 à 17:18</p> <p>Rentrée littéraire 2015 : Ils s'appellent Boualem Sansal, Yasmina Khadra, Raphaël Confiant, Dinaw Mengestu, Joydeep Roy-Bhattacharya, Toni Morrison, Jean Hatzfeld, Jean-François Samlong, Zoë Wicomb... Ils sont Français, francophones ou étrangers. Leurs romans-monde font entrer les turbulences du global...</p> <p>Lire la suite</p>
	<p><u>Anti-cigarette butt campaign in a cosmopolitan city : when efficient communication is achieved through plurilingualism</u></p> <p>More</p>

Announcements and publications

	<p>Plurilingualism, pluriculturalism and English in globalisation (conference 7-10 Octobre 2015, Angers) Practices and issues of globalisation in training 7-10 October 2015 Université catholique de l'ouest - ANGERS Program : http://www.uco.fr/evenements/anglaissup/programme/</p>
	<p>Cultural diversity and civil society, good practices and perspectives (Colloque, Paris, 10 October 2015) The Observatory of Cultural Diversity is organising on Saturday 10 October 2015 in the Centre Culturel Jean Cocteau des Lilas, an international conference on cultural diversity. 2015 is the 15th anniversary of ODC, but also the 10th anniversary of the convention on the protection and promotion of the diversity of cultural expressions ratified by 138 countries... More information</p>
	<p>Séminaire "Languages of the pupils, languages of the school" (14 October 2015, ESPE Gennevilliers) It is now acknowledged that it is possible to use one's linguistic knowledge to learn a new language. This implies that learning a foreign language at school should be connected with the other linguistic, curricular or extracurricular knowledge of the pupils and that teaching should be differentiated, while taking into account the linguistic and cultural diversity of the class and the language experience of the pupils. Read more...</p>
	<p>Traductology and Ideology (Call to contributions) Closing date : 15 October 2015 Organisers : James Archibald (Université McGill, Canada), Lynne Frangié (Université Lille 3), Mathieu Guidère (Université Toulouse 2), Astrid Guillaume (Université Paris Sorbonne) Place : Université Paris Sorbonne (Paris IV), Maison de la Recherche Date : 1st February 2016 More information</p>
	<p>6th Médiçi Days : « Multilingualism : Hindrance or catalyst to scientific diffusion ? » 19 to 21 October 2015 - Marseille For the last five years the MÉDICHI network has been organising training and information sessions for the personnel of public scientific publishing. In 2015, the 6th session in partnership with CNRS, MESR, LabexMed, Aix-Marseille University, University of Coimbra, AVITEM, the French Embassy in... More</p>
	<p>Call to contributions The challenge of linguistic borders in organisations (Paris, 17-18 March 2016, GEM&L-ESCP-Europe) Closing date : 30 November 2015 10th International Conference of GEM&L : Management & Language, Paris, 17-18 March 2016 ESCP-EUROPE 79, avenue de la République, 75011 Paris France Call to contributions : The challenge of linguistic borders in organisations. problems, theories and solutions. The organisations have to be on networks and share information nationally... More information</p>

	<p align="center">"L'enfant entre deux cultures : familles et professionnels en situation transculturelle" Journée d'étude organisée par AFaLaC destinée aux professionnels de l'éducation, du soin ou du secteur social 11 décembre 2015 Le Mans www.famillelanguescultures.org</p>
	<p align="center">International Conference "Cultures, Societies and digital media" Montreal - 15-16 October 2015</p> <p>Following the publication of its study « For a diversified network culture », the Centre d'études sur l'intégration et la mondialisation (CEIM) of the University of Québec in Montréal (UQAM) organises on 15 and 16 October 2015 in Montréal the international conference "Cultures, Societies and digital media". More information</p>
	<p align="center">Saussure au futur de François Rastier</p> <p>Ce petit livre poursuit un but modeste: donner envie de lire ou de relire les écrits originaux de Saussure, pour mesurer la singularité de sa pensée. La découverte en 1996 de manuscrits inédits a favorisé un courant international de réflexion qui permet de réévaluer le statut et les perspectives de la linguistique, notamment dans ses rapports avec la sémiotique et les sciences de la culture. Pour en savoir plus</p>
	<p align="center">Écrire en langues (O. Anokhina, F. Rastier)</p> <p>La notion de littérature nationale doit beaucoup aux nationalismes du XIXe siècle et sa validité reste d'autant plus douteuse que les langues de culture sont transnationales. Elles attirent des écrivains de toute nationalité, qui à bon droit rivalisent avec ceux qui écrivent dans leur langue maternelle. Par leur connaissance des langues comme par leurs... Pour en savoir plus</p>
	<p align="center">Réédition de la brochure Les approches plurielles des langues et des cultures</p> <p>Les approches plurielles des langues et des cultures sont des approches pédagogiques préconisant un apprentissage basé sur la mise en regard de deux ou plusieurs langues. A contre-pied de l'enseignement traditionnel, ces méthodes présentent l'avantage de développer la compétence plurilingue de l'apprenant et permettent de devenir plus autonome dans l'usage des langues vivantes étrangères.</p> <p>Cette publication s'adresse à toute personne intéressée par l'enseignement/apprentissage des langues : enseignants, apprenants, parents d'élèves. Télécharger ou commander la brochure</p>
	<p align="center">Numéro 3/2015 des <i>Langues Modernes</i> : « Enseigner les langues à l'université, un métier qui s'apprend ? »</p> <p>Numéro a été coordonné par Marie-Christine Deyrich et Norah Leroy. Sommaire et résumé des articles à consulter sur le site de l'APLV : http://www.aplv-languesmodernes.org/spip.php?article5923</p>

	<p align="center">Cultural Migrants and Optimal Language Acquisition (parution 2015)</p> <p>Edited by Fanny Forsberg Lundell and Inge Bartning This volume studies language acquisition among cultural migrants. The chapters investigate different aspects of their linguistic knowledge and production and make an important contribution to our understanding of the possibilities and limits of L2 ultimate attainment.</p> <p>Pour en savoir plus</p> <p>Latest book news from Multilingual Matters.</p>
	<p align="center">Language in International Business : The Multilingual Reality of Global Business Expansion (R. Piekkari D. Welch, L. S. Welch, novembre 2014)</p> <p>Responding to the growing interest in the role of language in international business, this book presents language as a critical management challenge for the internationalizing firm. Several... More information</p>
	<p align="center">Blog of the International Observatory of Linguistic Rights</p> <p>Article 5.1 of the Law on official languages and the 2015 plan on official languages by Michel Doucet, Professor and director of the International Observatory of Linguistic Rights, Law Faculty, University of Moncton, Canada. Legal issues of the Ottawa sports-study affair : Council of public schools... More information</p>
	<p align="center">Francoprovençal: A study of an emerging linguistic norm (Tesis doctoral: Kasstan, Jonathan. 2015)</p> <p>This variationist sociolinguistic study investigates language change in the Francoprovençal speaking communities of les monts du Lyonnais in France, and the Canton of Valais in Switzerland. Francoprovençal is the label given to a highly fragmented grouping of Romance varieties that have long been in decline in parts of France, Switzerland and Italy. However, emerging new speakers are now leading efforts to reverse language shift: terming their varieties instead Arpitan, these speakers campaign for wider recognition, more favourable language planning policies and increased literacy. While these activists publically decry standardisation, they have also adopted a proposed pan-regional orthographical norm with a series of recommended pronunciations for learners.</p> <p>More information</p> <p>Información en la web de Infoling: http://www.infoling.org/informacion/T164.html</p>
	<p align="center">Conflict, Exclusion and Dissent in the Linguistic Landscape (Rubdy, Rani; Ben Said, Selim, 2015)</p> <p>This book focuses on the linguistic landscape as a site of conflict, exclusion, and dissent arising from mechanisms of language policy, language politics and language hierarchies. It examines the way language can be used in particular ideologies to marginalize and conceal other language and as a vehicle for social contestation, impacting local communities as well as the vitality of certain sociolinguistic groups. Pour en savoir plus</p> <p>Información en la web de Infoling: http://www.infoling.org/informacion/NB1287.html</p>
	<p align="center">Language, Borders and Identity, Watt, Dominic; Llamas, Carmen, eds. 2014, Edinburgh: University Press (288 págs.)</p> <p>Language, Borders and Identity includes a wide-ranging and multi-disciplinary discussion of the connections between language, borders and identities. This book covers political, socio-psychological and symbolic borders, takes a multi-disciplinary approach by combining sociolinguistic research with human geography, anthropology and social psychology, and uses international case studies and examples throughout. More information</p> <p>Información en la web de Infoling: http://www.infoling.org/informacion/NB1276.html</p>