that they can use in the classroom to improve teaching and learning. I wish that Europe can help me and many others in our European countries to improve the quality of schooling, because this is my aim. All the effort in my job is to make sure, or to give a chance to all the children in our schools to succeed in school so that they have a good start in life.

Thank you for inviting me to speak to you today.

European Core Curriculum for Mainstreamed Second Language Teacher Education

Professor Hans-Joachim Roth and Dr Joana Duarte, University of Cologne

Professor Hans-Joachim Roth

Thank you very much for inviting us to this wonderful conference. It's very good for us to speak with colleagues from NALDIC and we want to talk about some issues that we have been working on in the Comenius Project over the last two years. We want to talk about the project, we want to talk about the curriculum as the product of our consortium, beginning with a short view on the process of the project - that will be done by Joana Duarte. Then I will present some theoretical frame of our work and some competencies as examples. We cannot present the whole programme here today, but you can view it on our website: http://www.eucim-te.eu/

Dr Joana Duarte

I am going to talk to you about how our project started, why it started and how it worked.

I will begin with the 'long' and the 'short' story of our project. The short story is connected to the project itself, and the long story is connected to the situation of pupils and students with a migration background in educational systems across Europe. Some of the issues that I will mention here today were touched on by Madame Delvaux in her talk about the situation in Luxembourg, and I think that that some of those issues are also in the UK system, and also in the German system, the Portuguese system, increasingly across Europe in general.

Our project started approximately two years ago and is about to finish, so we're about to 'disseminate and exploit', as the European Union jargon goes, the results. Our consortium is made up of 27 members from nine partner institutions in eight member states (Bulgaria, Germany, Luxembourg, Netherlands, Portugal, Slovenia, Sweden; and the UK). The philosophy behind the formation of the consortium was that it should open up new co-operative forms in educational institutions and throughout the whole

educational system. Higher education institutions, like universities, have been involved, of course, but we also have institutions concerned with in-service teacher training, like an institution in Germany, the RAA, or in Slovenia, for example; we have partners in teacher training; partners dealing more with schools; and, of course, partners dealing with administrative and public authority issues concerned with educational training, which represent more the policy-making side of education. This was the philosophy behind the formation of the consortium and which underpinned it throughout.

The work was done in several phases. In the first we conducted a needs analysis in each of the countries. We identified key stakeholders in each of the eight national contexts that would be willing to help throughout the development of the project, and would then, beyond the lifetime of the project, be key stakeholders in disseminating and exploiting the results of the project. The needs analyses also took account of: attitudes towards additional learning - how students were identified; ways of implementing the curriculum in more centralised and in more regional educational systems; and of the requirements of the curriculum itself - what should be included in each of the countries' curriculum.

This was followed by a very long phase where 27 different heads with different ways of ways of thinking came together to try to draft a single consistent and coherent curriculum on inclusive academic teaching, which was a long and difficult task, but we have now been successful and you will find it on the website mentioned earlier.

We are also now are preparing the national adaptations of this curriculum, so that the European Core Curriculum itself is not to be applied, it is a European document, not to be applied directly, but the national adaptations which are adjusted to the needs of each country, are going to be applied at the different sectors of the European system. We will also be presenting and disseminating our results at the national and at the European level.

The long story of our project has been concerned with the under-achievement of migrant pupils in educational systems across Europe. We know from PIRLS data (Progress in International Literacy Study http://nces.ed.gov/surveys/pirls/) on the German context, for example, that pupils whose both parents were born abroad, so second-generation migrants,

perform significantly worse than their monolingual peers and also than their peers whose families only have one parent from another country.
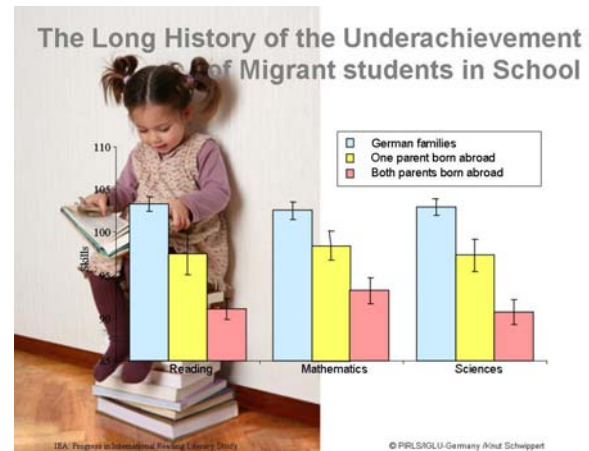
The situation of pupils with a migration background is not only worse in the language subjects, but across all subjects. PIRLS was conducted with fourth graders, but if you study the Programme for International Student Assessment results (PISA: http://www.pisa.oecd.org) with 15 year-old pupils, you will find a different situation, and probably not only for Germany but across Europe, although with certain differences.

There have been some explanations for the educational gap and educational inequality of pupils with a migration background across Europe. In the last 40 years there have been some responses - very different responses from different perspectives - to this issue. Some of those responsible for the first initial responses tried to blame migrant groups themselves for their differences in attainment in relation to the hosting society, for their failure in the educational system. Then there was a large range of sociological approaches mostly using Bourdieu's notion of capital and saying that the performance of the migrant pupils was due to the difference in capitals of the families themselves. More recently research has been identifying political and structural issues in educational systems which work as selection mechanisms for these pupils such as mechanisms of school retention and mechanisms of selection, selecting the pupils throughout the different tracks, as was the case in Luxembourg or in Germany for example, and other sorts of structural selection mechanisms leading to so-called institutional discrimination. One of these mechanisms that has now been renewed in the focus of research is connected with the peculiarities of the language of schooling or

the academic language, which was also mentioned by Madame Delvaux, when she was talking about the differences between the language that you speak outside school with your friends and the language which is required for learning academic subjects, language and content. This particular register, the academic language, is the focus of our project, and it will be further explained by Hans-Joachim when he explains the theoretical underpinning to our work.

Our guiding ideas were: to develop a common curriculum at European level with the national adaptations; to contribute to the integration of families with a migration background and to the general improvement of school outcomes; and we wish through this work to build new national and regional organisational structures that will carry on the work and the philosophy of the project beyond the lifetime of its existence, and then apply co-operation throughout all the levels of an educational system.

How do we do this? We have ambitious goals; we want to target the pupils with a migration background within educational systems across Europe and also pupils, monolingual pupils, with a reduced access to academic registers through reaching the student teachers at the pre-service level, the educators, at a training level and at in-service level, the in-service teacher trainers to trainers, and, of course, all the teacher trainers and policy-makers that influence choices of curriculum across Europe.

How exactly is this operationalised? The consortium, as I explained before, is composed of various members from different institutions. This philosophy of co-operation between different stakeholders was mirrored in the concept of the Teacher Education Partnerships, the so-called TEPs in our project jargon, which involve stakeholders from all of these institutions at a national level. You have the European consortium with this sort of structure and then in each of the eight national contexts we have formed national teacher education partnerships with the same stakeholders, which were involved in the first step of the project in performing the needs analysis, reviewing documents, filling out surveys on the requirements for the curriculum, identifying stakeholders, possibilities for implementation, then throughout the long phase of drafting, the TEPs, the national TEPs were always being consulted through national meetings on issues concerning the drafting, giving us feedback, pointing towards important issues and so on. In the last phase of the project, these

stakeholders are those who are actually going to work with the curriculum, implement it and also multiply its results by disseminating in their institutions, in their schools, in their ministries of education and so on. There will be one workshop specifically about the added value of Teacher Education Partnerships for research in education in general.

And now for the theoretical framework of the project.

Professor Hans-Joachim Roth
We have been familiar with the term 'academic language' since the 1980s. The Canadian researcher on second language acquisition, Jim Cummins, for example outlined a theoretical model, which distinguishes between basic interpersonal communicative skills (BICS) and the cognitive academic language proficiency (CALP). Cummins established the difference between the language of daily communication and the academic language. Communicative skills are highly embedded in the context and situations that need only a low cognitive engagement both for the speaker and the. Thus the language is reduced or fragmented, there is no importance whether the utterances are formulated as complete sentences in a grammatical way, as we understand it.

In bilinguals, this ability to connect the knowledge of the world as a cognitive concept with the linguistic context and words has to be recognised as a specific one. We have to assume that this ability is strongly related to the primary language and the primary process of socialisation. Therefore second language learners acquire this ability in another language than the prevailing language. It may be that children growing up with double or simultaneous language acquisition are able to switch implicitly between their world knowledge and their languages in their superior style, but most second language learners need strong extra support by the school.

This is the core of Cummins' model, if you cut the student off from the language in which she or he acquired her or his knowledge of the world, you cut him or her off from further knowledge development and language development. In a monolingual school second language learners lose their first language as a resource for learning and developing.

We will illustrate what we mean by 'academic language' with two examples from the project. The pupils were given two stimulus images, one a

photograph showing heavy motorway traffic and the other a diagram illustrating the effect of emissions on global warming.

The task was to produce a written explanation. This first example was written by Ibrahim, who comes from a Turkish language background. The errors in the original German have been preserved in the English translation, though it should also be noted that 'protection plate' [ozone layer]is spelt incorrectly and nouns in German begin with an upper case letter.

The meaning isn't clear. What you see is a poor use of language with few technical concepts and. you can't understand the text if you do not know the context of the stimulus images. That is the problem with this text – we need the context.

The second example is by Igor:

> The greenhouse gas generated by us through cars and other pollution things reaches the atmosphere and cannot escape from there into outer space. Now, if the rays of the sun reach earth, these are held by the greenhouse gasses in the atmosphere and thus cannot escape.

And so on and so on – he's a seventh-grader from a Russian language background.

What we can see in Igor's work is that the meaning is completely clear. The text is embedded in a subject matter context and the register is an academic one. We can see a scientific explanation. It is decontextualised, but is however clearly related to different subjects like biology and chemistry. Linguistically, the register is academic. We can see technical terms like 'gas', 'greenhouse', 'atmosphere', 'species', 'principal extinctions' and related words like 'to result', 'to generate', 'to contribute'. The syntactical structure is complex and the meaning fits the syntactical structure in this text.

The aim of our project can be summed up by these two examples of students' texts –to scaffold students like Ibrahim to attain Igor's level of academic proficiency.

In times of renewed attention to an old problem well-known by experts, more people are coming to understand that we must distinguish between a conversational competence of communication and the special register of language, which we call now in short 'academic language'.

Another problem we see in most of the European states is that special courses for migrant or ethnic minority students are organised in additional courses in a compartmentalised way. The problem with this situation, also well-known and widely discussed for years, is the separation of students with language needs – in consequence they learn the state language without successful language role models, so that the motivation of the students and the expectations of the teachers are low, leading to lower school achievement in consequence. We know this from several studies, and this is why the IAL, the Inclusive Academic Language teaching curriculum, the curriculum that we present here today, calls for a shift in organising second and additional language learning from the compartmentalised way to an inclusive way. This shift is not only useful for students with migrant backgrounds, but also for all learners with restricted access to language as a form of cultural capital. Mainstream academic language learning and teaching is the precondition to reach all students and raise school achievement.

A fourth reason is organisational and systematic at the same time. The deep insight of the inclusive academic language teaching curriculum is that language learning and subject learning is not separable. Effective subject matter learning needs support in academic language, not only concerning the technical language, but across the whole range of academic language skills in comprehension, speaking, reading and writing.

If we want language and subject matter teachers to work together we need a new curriculum, because the normal way in most of the European states is separated education, beginning already in the initial training. Student teachers learn from the beginning of their studies that the division of labour is not only normal but also the right setting of learning, like a pedagogical order. This way, a hidden curriculum of our current systems is that separated learning is normal and good. The inclusive academic language teaching curriculum will change this tradition and develop a core curriculum for educator and teacher education addressing new qualifications for all teachers dealing with students with migrant, or minority language backgrounds as well as students with restricted access to academic language.

We prefer the concept of inclusion instead of integration because on the one hand, integration in several national contexts is a synonym for social assimilation, on the other hand, inclusion is a strong concept of the UNESCO formulated in 1994. The concept of inclusion has been extended from learners with special educational needs to all learners running the risk of social exclusion. The shift from integration to inclusion is more than just a terminological nuance.

The consortium discussed the concept of the specific language learning of our target group – the student teachers. The different concepts are used throughout the eight national contexts of the project. So in Great Britain you speak of 'additional language learning', in Portugal and Germany we speak about 'second language learning and teaching', and in the Netherlands 'ethnic and linguistic minority language', and for the special focus of the European curriculum, we reached a consensus on the concept of 'academic language proficiency', academic language instead of this long-winded term by Cummins I quoted before, and instead of the language of schooling as well.

Language of schooling stands for a similar understanding of academic language, but the term

academic language outreaches beyond school – this term insists that we deal with the language register that is important and common all over the process of education and personality building, thus equally building one's identity. Academic language also comprises the technical languages of the school subjects, for example the language of mathematics or history or geography, and these specific technical languages are strongly related to different fields outside the school, craft and other labour-orientated research and so on.

Now we come to the models and some principles we had to describe. When we constituted the curriculum we recognised that we need clear principles, both general principles for the curriculum, construction of specific principles concerning inclusive academic language teaching. I think that the principle of inclusion combined with this one of language across the curriculum has been sufficiently explained, but what do the other principles mean? We will focus on the highlighted ones.

Curriculum as a conversational process – we don't want to bore you with curriculum theory, but it's important to say a few words concerning this topic. David Jenkins called our attention to a tradition of curriculum theory that points out an understanding of a curriculum as a process that needs a dialogue for realising its ideas, its aims and its methods. So we were advised to adopt a model of the curriculum that fits with our thinking about academic language teaching. This teaching is a process and it initiates processes with the students, with the colleagues and so on. So we adopted a process model that is flexible and appropriate with a focus on inclusive academic language teaching and learning and also to redeem the situation in the member states, their political, organisational and didactical limitations in realising the curriculum.

At the same time the curriculum has to be a European one, which means it has to be related to the official European curriculum policy in order to have a chance of being implemented in the educational systems. Firstly the curriculum needs to find the right balance between identifying what knowledge skills, dispositions and attitudes, that means competencies, are required and secondly recognising the importance of processes, interactions and negotiations not only on implementing a radical curriculum but in realising a draft curriculum sensitive to the local context and local situations. That's why the curriculum presented here is

not finished in the sense that you can use it directly and apply it in a direct way. It is ready in the sense that a European group of experts, experts on language education, with expertise from research, teacher training and further education in the context of diversity, have agreed on a set of necessary competencies in subject areas. This set does not only require the translation into the national or regional context, but it must be adopted concretely for the individual educational institution.

This is not simply a technical process of connecting to existing structures, standards and contexts, but rather a communicative process on the matters of the common interest of improving the linguistic situation of students and their success.

Secondly – acknowledging multilingualism and bilingualism in education. Language learning and teaching is embedded in the situation of the European societies that is marked by growing multilinguality, but the world of schooling is normally ruled by the state language. Bilingual teaching is an exception in most of the European states, even just bilingual teaching in home languages of migrant students. From the point of view of the consortium, it would be an advantage to these students to be taught in both languages, the home language and the official language. But we have to look for alternative ways in schooling as bilingual models are not always possible.

The curriculum we presented today acknowledges the home languages as a resource and a filter for learning another language and knowledge, and it looks for a way of teaching languages in a more efficient way that we call inclusive academic language teaching.

The basis of inclusive academic language teaching of this core curriculum is founded on an understanding of language use – talking, writing, understanding and reading – that is attached to its function to produce or create a meaning or meanings. The first thing children want when they begin to talk is to be efficient. They want to reach someone, they want to reach something. They don't want to learn words or grammar. They want to make a meaning in a concrete situation or interpersonal context. Primarily, they act when they talk. Talking is the efficient way of acting that exceeds the limitations of space and time. Therefore language begins as interpersonal action. Language acquisition is situated in contexts, with gaining access to knowledge of the world and to opportunities to communicate with others. And this will stay the main

motivation for talking, writing and so on. That is why the European core curriculum starts with the function of making meaning – seen in this light, language both represents and constitutes subject meaning in the curriculum.

Now we come to our models, given the time constraints we will not present all the competencies we decided to include in this curriculum, but you can check out the website for yourself.

To start with, I want to explain the competence model behind this. In the process of the curriculum construction the consortium discussed which model of competence should be chosen and we agreed to choose a model that should be appropriate to the usual European conditions in curriculum construction. So we decided to follow the competencies concerning firstly the language model described before, the didactical settings and the methodologies and thirdly the framing aspects of the whole school approach.

The competencies are described as a framework that will work and transfer to a concrete local, regional or national situation. The given contents are indicative. That means they show the way of the curriculum, but they are not the curriculum itself. Within this framework we define different dimensions of competencies, known as knowledge and skills. Student teachers can know the importance of knowledge and efficient methods for teaching, but they will not work unless embedded in appropriate attitudes.

For example: for effective, contrastive language instruction one needs not only the knowledge of the two languages and the methods to teach in a contrastive manner, but also the attitude that acknowledges the students' home languages as resources and as valuable means for meaning-making language learning and interacting. So attitudes, skills and knowledge form a vital core of the whole competencies.

Competences' model

attitudes · knowledge · skills

Universität zu Köln
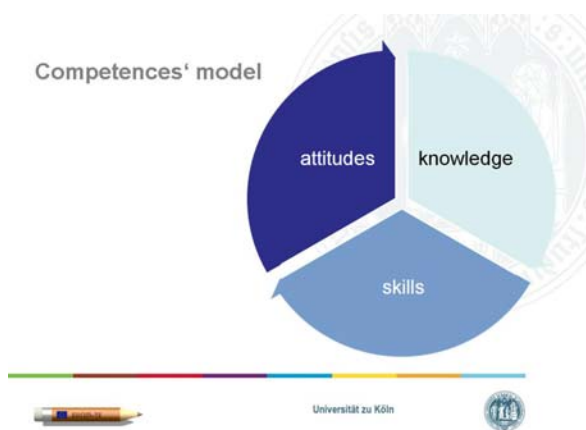
Dr Joana Duarte

As Hans-Joachim has said, we don't have time to give you an example of the whole of the competencies, skills and attitudes in the whole of the curriculum. You can find this online.

The European Core Curriculum is composed of three large modules – one is the language module, which we use as a basis for the curriculum. The second one deals with one complete methodology for the classroom, for the teachers. As an example of this approach we'd like to introduce you to Module 3 which is a more organisational model dealing with the whole school approach for inclusive academic language teaching. It is based on the principle that one teacher alone, in one classroom alone, cannot make a difference. As soon as they start cooperating, networking and seeing things from a general approach, they can reach a larger number of pupils.

Here is a summary of the competencies and the skills of Module 3, dealing with school organisation to facilitate inclusive academic language teaching.

The Competencies Framework

- Collaborative networking
- Planning in heterogeneous school settings
- Language assessment in contexts of language(and cultural) diversity
- Counselling in multilingual and multicultural environments

Attitudes

- cultural empathy and an open attitude to interact with diverse actors: students, teachers, parents, and other educators
- awareness of their own teaching performance

- readiness to cooperate in planning, evaluation, counselling and supporting
- IALT as an important part of the schools' philosophy
- reviewing their own teaching as embedded in the whole school context and the surrounding community
- language learning as development of students' competencies and democratic participation

Knowledge

- knowledge of successful conditions, methods and strategies of communication, cooperation, and implementation of innovative elements in the areas of language planning and language education policy, parental participation and language-based further training
- knowledge of prevalent and valid language diagnostic methods and tools

Skills

- to select the appropriate communicative repertoire given the cultural background of the other actors
- to work on a *school language plan* as a central axis in a school's language curriculum
- to organise, evaluate and advise on the collaboration of language and subject teachers
- to select the appropriate methods of formative and summative language assessment and language diagnostics

This illustrates how we approached each of the modules; we broke down the competencies and the attitudes and the knowledge that teachers and schoolmasters and directors and school inspectors must have when assessing schools from the perspective of inclusive academic language teaching.

So I will finish on that and I will just tell you two stories – again, a short one and a long one, to finish as we started.

The short one is concerned with what is going to happen next in our project. We are finishing the national adaptations, we will implement the curriculum in the kindergarten teacher training, in the pre- and in-service teacher training, in universities, in our departments and our institutions, we are in the process of disseminating the results nationally, and
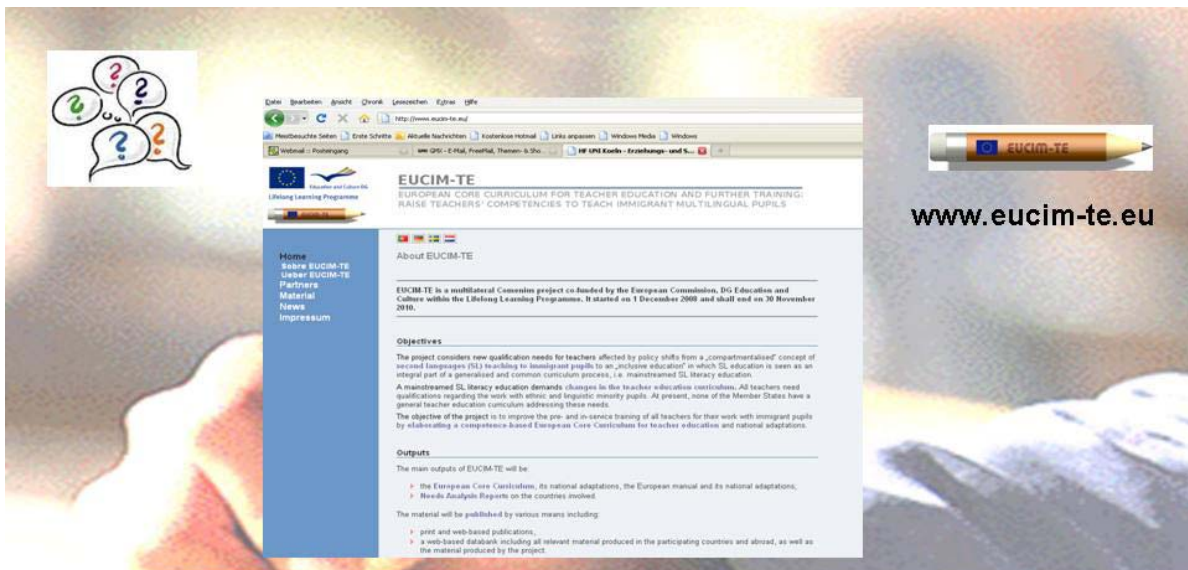
then the consortium members are open to offer advice in close European cooperation.

The long story of what will happen next with our project is also connected with the vision that we have for the future of educational systems in Europe. We hope that this curriculum will increasingly contribute to the reduction of educational inequality and to the increase of social provision throughout Europe so that we can provide better and more appropriate educator and teacher training to deal with all students, in particular with pupils with a migration background. We hope also that with the model of the teacher education partnerships and the consortium that we have provided a model for innovative educational cooperation forums.

Please visit and explore our website for fuller details and exemplification.

Thank you very much.