



EU-Comenius Project: European Core Curriculum for Mainstreamed Second Language –  
Teacher Education



## **European Core Curriculum for Inclusive Academic Language Teaching (IALT):**

**an instrument for training pre- and in-service teachers and educators**

EUCIM-TE Consortium



“Ролята на обучението по български език за интегрирането на ученици в двуезична среда може да се разгледа условно в два плана: а) в социолингвистичен, за да се отчете връзката между езикови и социални структури, и б) в методически план, за да се има предвид връзката в езиковото съзнание на учениците между даденото (онова, с което идват в клас) и усвоеното в училище (в условията на обучение).”

Angelova, 2003



Skolans och lärarens uppgift blir [...] både att ta till vara alla elevers språkliga och kulturella resurser och att ge dem tillgång till skolans språk, texter och kunskap.

Axelsson, 2009

O primeiro passo para uma educação bilingue é (...) libertar as línguas, deixar que se manifestem sem restrições para depois as ajudar a crescer harmoniosamente.

Dulce Pereira, 2006



All Unterricht zu Lëtzebuerg ass Sproochunterricht.

Mady Delvaux, 2006

De toenemende internationalisering van leerlingenpopulaties op Europese scholen vraagt om een talenbeleid voor ALLE leerlingen, waarbij de traditionele scheidslijn tussen vreemdetaalonderwijs voor autochtone leerlingen en moedertaalonderwijs voor allochtone leerlingen en die tussen autochtone en allochtone minderheidstalen worden doorbroken.

Guus Extra, 2002



‘[...] bilingual education is above all, an enterprise of love for the children of the world who will be the men and women of the future.’

Ofelia Garcia, 2008

Lahko se mi kao družimo pa štekamo pa neki izigravamo kolege pa to, samo ne moremo se pa zares poštekati. Tako bratski. Nimamo istih stvari v krvi in gotovo. Mi smo čefurji in oni so Slovenci in to je to.

Goran Vojnović, 2009



Wer Zweisprachigkeit fördert, fördert ja ganz selbstverständlich die Zweitsprache Deutsch; ihr Stellenwert als gemeinsame Verkehrssprache in Deutschland steht in keiner Weise in Frage (...).

Ingrid Gogolin, 2007

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**Project coordinators:** Prof. Dr. Hans-Joachim Roth, Dr. Joana Duarte  
**Project coordinator organisation:** University of Cologne, Institut für vergleichende  
Bildungsforschung und Sozialwissenschaften,  
Humanwissenschaftliche Fakultät  
**Project coordinator telephone number:** +49 221-470-4620  
**Project coordinator email address:** [hans-joachim.roth@uni-koeln.de](mailto:hans-joachim.roth@uni-koeln.de)

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### Bulgarian Partners:

**Prof. Dr. Tatyana Angelova**

**Prof. Dr. Radka Vlahova**

Department of Teaching of Methodology, Faculty of Slavic Studies

Sofia University "St. Kliment Ohridski" ([www.uni-sofia.bg](http://www.uni-sofia.bg))

СОФИЙСКИ УНИВЕРСИТЕТ  
"СВ. КЛИМЕНТ ОХРИДСКИ"  
1504, СОФИЯ, БЪЛГАРИЯ  
БУЛ. ЦАР ОСВОБОДИТЕЛ 15  
ТЕЛ. + 359 2/93-08-200  
ФАКС +359 2/946-02-55



SOFIA UNIVERSITY  
ST. KLIMENT OHRIDSKI  
1000, SOFIA, BULGARIA  
15 TZAR OSVODITEL BD.  
TEL. +359 2/93-08-200  
FAX 00359 2/946-02-55

### Dutch partners:

**Dr. Peter Broeder**

**Dr. Mia Stokmans**

Faculty of Humanities

Department of Culture Studies Tilburg University ([www.uvt.nl](http://www.uvt.nl))



### German (NRW) Partners:

**Prof. Dr. Hans-Joachim Roth**

**Dr. Joana Duarte**

**Käthe von Bose**

Faculty of Human Sciences, Institute for Comparative Educational Research and Social Sciences, University of Cologne ([www.uni-koeln.de](http://www.uni-koeln.de))

**Christiane Bainski**

**Franz-Kaiser Trujillo**

**Volker Köditz**

RAA Essen (Regionale Arbeitsstellen zur Förderung von Kindern und Jugendlichen aus Zuwandererfamilien) ([www.raa.de](http://www.raa.de))

Universität zu Köln



Regionale Arbeitsstellen  
zur Förderung von Kindern  
und Jugendlichen  
aus Zuwandererfamilien

### Luxembourg Partners:

**Assoc. Prof. Charles Berg**

**Christiane Weis**

**Patrice Joachim**

**Romain Sahr**

CESIJE (National Youth Research Institute), University of Luxembourg  
([wwwen.uni.lu](http://wwwen.uni.lu) and [www.cesije.lu](http://www.cesije.lu))



Centre d'études  
sur la situation  
des jeunes

**Dr. Nico Kneip**  
Benjamin-Club / Group for Studies and Support to  
Child's Development ([www.benjamin-club.lu](http://www.benjamin-club.lu))



### Portuguese Partners:

**Prof. Dr. Cristina Flores**  
**Prof. Dr. Maria Alfredo Moreira**  
**Prof. Dr. Orlando Grossegesse**  
Minho University, Braga ([www.uminho.pt](http://www.uminho.pt))



Universidade do Minho

### Slovenian Partners:

**Mirko Zorman**  
**Dragica Motik**  
The National Education Institute, Ljubljana  
([www.zrss.si](http://www.zrss.si))



### Swedish Partners:

**Prof. Dr. Jarmo Lainio**  
**Dr. Birgitta Norberg Brorsson**  
**Dr. Renate Walder**  
Academy of Education, Culture and Communication at  
Mälardalen University  
([www.mdh.se](http://www.mdh.se))



### United Kingdom Partners:

**Prof. Dr. Constant Leung**  
**Prof. Dr. Bernard Mohan** (research fellow at King's College)  
**Prof. Dr. David Jenkins**  
Department of Education & Professional Studies, King's College London  
([www.kcl.ac.uk](http://www.kcl.ac.uk))



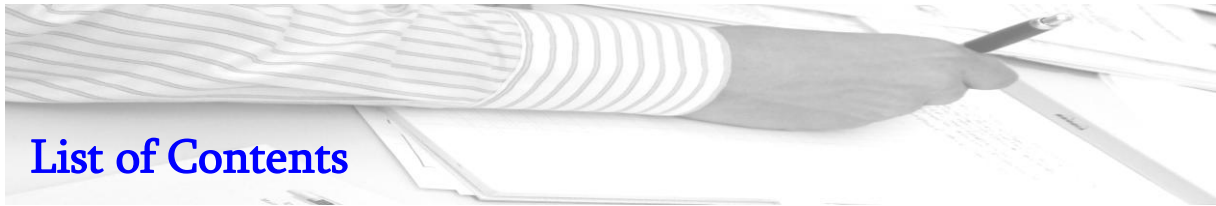
### Associated Partners:

**Jagoda Köditz**  
Ministry for School and Further Training NRW  
**Anja Brandenburger**

Ministerium für  
Schule und Weiterbildung  
des Landes Nordrhein-Westfalen







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## 1. Preamble: European Educational Context

At Lisbon in 2000 representatives of the Member States declared an ambitious target for the European Union, to become ‘the most competitive and dynamic knowledge-based economy in the world, capable of sustained economic growth with more and better jobs and greater social cohesion’. Although the suggested time frame is running out and recent economic trends have taken an edge off the optimism, there is renewed understanding that social cohesion is indeed an essential part of the policy package towards a vibrant knowledge economy. Successful implementation of this vision to a large extent depends on the ability of modern mobile Europe to cater for the needs of its citizens, including vulnerable groups, particularly those from linguistic minority or ethnic minority backgrounds<sup>1</sup> who may be in danger of becoming economically marginalised in a specialised knowledge economy. A number of policy initiatives are advancing arguments and proposals in this area. EUCIM-TE, the endeavour of drafting a European Core Curriculum for teacher/educator education, enabling future professionals to cope with linguistic diversity of their students should be considered in this context.

It would be reasonable to expect education to play an important ameliorating role with respect to the new demographics<sup>2</sup> but studies of the achievements of students with linguistic minority backgrounds do not make comforting reading. Indicators generally held to be appropriate benchmarks for education systems, e.g. improved performance on PISA (Programme for International Student Assessment) or PIRLS (Progress in Reading Literacy Study) assessment studies suggest that European education systems are falling short of reasonable targets with respect to their linguistic minority populations. Even if controlled for the socioeconomic status of the parents, a disproportionately high number of students born outside the country of their residence or whose parents were born abroad do not even reach the lowest levels of reading, mathematical or science literacy in comparison with their native peers. The same shortfall can also effect a second generation of students with a linguistic minority background, often due to inadequate early learning of the first language, or an inadequate coping of early care structures or schools regarding the increasing bi- or multilingual situation in families.

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<sup>1</sup> Terminologically, a set of related terms such as ‘linguistic minority’ students, ‘migrant’ students, and ‘second/additional language learners’ will be used throughout this (and other related) documents. The use of a range of subtly differentiated expressions reflects different accentuations of focus in different parts of the discussion and in the different European states.

<sup>2</sup> See European Union treaties relating to the free movement of persons and goods (European Parliament, 2001; available at: [http://www.europarl.europa.eu/factsheets/2\\_3\\_0\\_en.htm](http://www.europarl.europa.eu/factsheets/2_3_0_en.htm)).

This evident educational inequality has been shown by research to carry negative consequences for both economic development and social cohesion. OECD (Organisation for Economic Co-operation and Development) and EU commissioned studies have demonstrated a positive correlation between a country's average educational attainment and its economic productivity, but have also shown that measurable educational inequalities carry social and monetary costs in terms of worsened health conditions and increased criminality, for all of which require remedial action (Wößmann & Schütz 2006: 6ff).

Recent policy initiatives at the European level have sought to address these issues. Measures to improve the quality and efficacy of educational provision for students with linguistic minority backgrounds feature high in the equity agenda both of the EU and OECD. On July 3rd 2008 the European Commission published its Green Paper *Migration & Mobility: challenges and opportunities for EU education systems*. The following year the Parliament responded with a resolution and the Council published its 'conclusions' on the education of children with linguistic minority backgrounds, which committed both the Commission and the member states to take positive action. Research findings and practical results coming out of high linguistic minority countries such as Australia and Canada suggest that a global engagement with these language policy issues in schooling is moving in a similar direction to the propositions advanced by EUCIM-TE. Regionally, the project is embedded in and contributes to the Council of Europe's policy for the language of instruction (also called 'language across the curriculum').

The EUCIM-TE project corresponds exactly to these commitments and is a targeted intervention seeking to support initial and in-service educator and teacher education in the member states as they promote policies in this area, drawing upon the declaration of support by the education ministers of the 27 member states. The twin sources of the approach are an appropriate model both of language and pedagogy for the task and a situational needs analysis of various and diverse linguistic conditions of contemporary Europe. However, the consortium underlines that institutional care takers should repeatedly highlight the importance and quality of first language support. It proposes, in effect, a European Core Curriculum for educator and teacher education within its remit, based on its foundational principle of inclusiveness.

Progressing the European Commission's commitment towards inclusive practices as a policy goal necessitates both a deep understanding of the logic of the problem and a coherent policy for tackling it. The OECD publication *No More Failures: Ten Steps to Equity in Education* argues that segregating students into different types of school, tracks or streams can harm the learning of vulnerable groups in a way that institutionalises unfairness and erodes human rights (Field, Kuczera & Pont 2007: 15). These considerations led the EUCIM-TE consortium to its second foundational principle, supporting language across the curriculum. The European Core Curriculum moves from a 'compartmentalised' language learning for second or *additional language learners* to an 'inclusive education' in which second language education is seen as an integral part of a generalised and common curriculum process, i.e. *mainstreamed* second language education.



The argument is that in order fully to benefit from their education, language minority students need to engage with the subject knowledge of the curriculum so that learning a language and learning a subject do not become unhelpfully separated. The approach derives from what has long been recognised, that on the one hand subject learning (e.g. learning in Chemistry or Geography) is strongly dependent on learners' access to and competence in the language of instruction or the language of schooling (Byram 2008), what here is called the '*academic language*', and that, on the other, the content is used as a powerful resource for learning languages. All students with a limited access to academic *register*, including monolingual children and students from educationally distant backgrounds, can profit from this approach.

An analysis of the professional competences teachers and other educators need in order to be able to perform these roles, and their relative neglect in current provision, led to the view expressed above that the EUCIM-TE project might most effectively target the pre- and in-service training of educators and teachers and promote indirectly the educational sensibility of parents in the long run. On the other hand it is important to recognise that this sits within the broader issue of a whole-school inclusive provision for students or from linguistic minority backgrounds, and will impinge on issues of school leadership and the quality of school/community links particularly with parents of minority or linguistic minority students. Schools need to create and develop a welcoming climate in order to become organisations where literacy thrives and where access to powerful knowledge is given to most of their students.

The ultimate addressees for the EUCIM teacher education curriculum are young children and students with a reduced access to the academic register with a focus on children growing up with one or several languages in addition to the official language. The consortium is aware of this and believes that the most appropriate provision for these children would be a bi- or even multilingual option in which from an early age they receive instruction and support *in* several languages, among which the first language that has been learnt at home is crucial.<sup>3</sup>

There is suggestive evidence from research studies that such a solution has been positively beneficial in a variety of contexts. However, in many European countries instruction in the home language of children from a linguistic minority background is not offered, for various reasons. The *Inclusive Academic Language Teaching (IALT)* curriculum takes this limitation into account and explores alternative ways of offering schooling for these children, in order to improve the learning outcome of both 'subject' and 'language' learning. The current initiative, therefore, is for a 'mainstreamed' additional or second language education as an integral part of a common curriculum process.

In an inclusive learning environment, the responsibility for supporting second language acquisition is shared by educators, teachers of all subjects and parents. Contrary

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<sup>3</sup> For that the assurance of the quality of first language has to be respected, and the adoption of a systematic bi- or multilingual education by parents, care takers or educators as well.

to the assumption that a second or additional language is learnt spontaneously through osmosis or immersion, the findings of empirical research indicate clearly that competences required in academic or specialist subject language need to be identified and focused upon through conscious didactic effort and supported by specific pedagogical measures like f. ex. '*scaffolding*'. This implies that language teaching is pursued in close connection with knowledge acquisition in subject learning (Vollmer 2008; Ahrenholz 2010) and requires specific educational competences we will identify in the present curriculum. It is imperative that second language learners master the language appropriate to academic contexts, i.e. its *registers*, genres and *social practices*. To do so they need access to an ongoing language focus across the curriculum. Educators, teachers and parents facing the challenges of this approach need substantial support, either through initial on-site collaboration and/or continuous professional development. In Europe there is currently a fundamental lack of research based development and pedagogical education in this regard. The European Core Curriculum thus aims at designing the contour of this innovative field, which will play an essential role in the teacher/educator education of the near future.

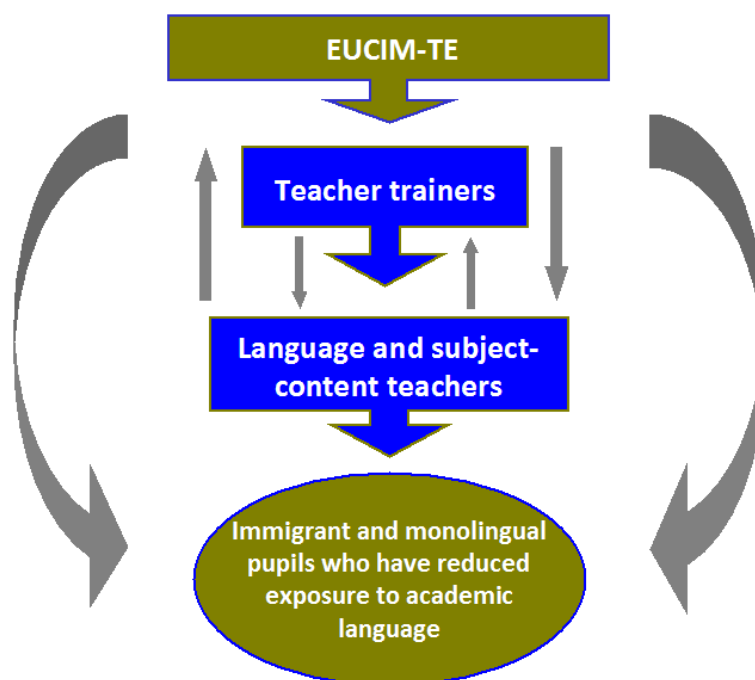
The present document does not intend to be a curriculum for direct application in pre- and in-service teacher training but rather a European document featuring the fundamental contents for the support of academic language for second language learners in mainstreamed educational contexts. In a first section, the target groups of the European core curriculum will be briefly explained. The contents, as well as its aims and implementation possibilities follow. After a synthesis report of the eight national adaptations produced by the EUCIM-TE consortium partners, a section with supporting material to the three modules of the curriculum as well as concrete examples has been added. At the end of the text, a glossary containing the central concepts of the IALT curriculum can be found.

## 2. To whom is this text addressed: target groups

EUCIM-TE addresses three sets of target groups, as displayed in the figure below. The direct addresses are the teacher or kindergarten educator students in pre- and in-service teacher training for both language and content from all school types.

The indirect targets are educational policy-makers, university staff, school inspectors and directors who are directly involved in improving and managing linguistically diverse school settings.

The ultimate subjects EUCIM-TE is in fact trying to reach by influencing the groups mentioned above are the students with a migration background across Europe, as well as monolingual students with a reduced exposure to academic register outside school and their families.



**Figure 1** – Target-groups of the EUCIM-TE Curriculum.



### 3. The European Core Curriculum (ECC) for Teacher Education: Inclusive Academic Language Teaching (IALT)

The concept of curriculum is contested and there are a number of definitions, some of which take the narrow view that a curriculum is a statement about intended learning outcomes and prioritise their behavioural specification. The EUCIM-TE project conceptualises curriculum as a multi-layered text but nonetheless sees the definition advanced by Stenhouse as lying at its heart:

A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice (Stenhouse 1975: 4).

The curriculum is founded on empirical findings and theoretical models in fields as diverse as (first and second) language acquisition research, linguistic analysis (with a special focus on systemic functional grammar), sociolinguistics, critical discourse analysis and language didactics in schools. In addition, a substantial analysis of the linguistic and demographic circumstances in eight European member states was mapped against current policies for language teaching in schools, and the reported level of support given to teachers and educators wishing to meet the new challenges of linguistic diversity and the needs of not only language minority children but also of monolinguals with reduced access to academic register. These findings were interpreted in the light of current understanding of sociolinguistic conclusions concerning the vitality of additional languages and the recognition of societal multilingualism in contemporary European.

The worth of any curriculum is its successful development in practice. However well grounded in research or cogently argued from general principles, until its ultimate validation in teaching and learning, the status of a curriculum is best regarded as a set of interesting ideas and plausible propositions.

#### 3.1 Statement of underlying principles

This section lays out the essential principles underpinning the IALT curriculum. These key principles were carefully considered by the EUCIM-TE curriculum developers and were used to develop its content.

### *Acknowledging of bi-/multilingualism and bilingual education*

The ECC acknowledges the importance of the students' home languages as a means of learning for a new and additional language. For this reason, bilingual education provision is considered as the desirable support for personal development, as well as linguistic development of the first language and the language of instruction in school for children from linguistic minority families who use their first language at home. However, the ECC was developed due to the recognition of the impossibility of extensive bilingual instruction across Europe and therefore centres its efforts on mainstreamed contexts.

In support of our advocacy for bilingual education, Inclusive Academic Language Teaching acknowledges competencies in the first or home languages as resources. They can be drawn upon by the teaching staff to promote learning in various ways depending on the school and curriculum context. However, a first requisite which can be met by all schools is an open and unprejudiced manner to encounter all learners and recognise all languages, cultural norms and values. IALT respectfully interacts with Bi- and Multilingualism in the pre-service training of future teachers as well as in in-service professional development. Similarly, IALT supports the active use of children's home or first languages.

### *The Curriculum as conversation*

A curriculum specification needs to strike the right balance between (1) identifying what knowledge, skills, dispositions and attitudes – i.e. competences – are required and (2) recognising the importance of processes, interactions and negotiations not only in implementing a 'ready' curriculum but in adapting a recommended curriculum that is sensitive to the concrete local context and is valued by the teaching staff. The present curriculum is not 'finished' in the sense that one can use it directly on site everywhere. It is more like a 'product concept' that resulted from the designing phase in that a European group of experts on language education with expertise for research, teacher training and further education in contexts of diversity have agreed on an approach and a set of necessary competences and subject areas. This does not mean a definite and static identification of curriculum contents, once knowledge is conceived as a dynamic element, as action, as activity in cultural practices (Applebee 1996). Curriculum modules do not only require a 'translation' into the national context but it must be adapted concretely at the sites of the individual educational institutions. This is not simply a technical process of connecting to existing structures, standards and contents but rather a communicative process involving teacher educators and policy makers on the basis of a common interest in improving the educational situation of students.

Competences are more than bundles of knowledge, skills and attitudes appropriate to context. Thus, the implementation of a curriculum goes beyond teaching the recommended knowledge base and will involve a dynamic adaptation and adjustment of praxis



(practical experience of the field). The EUCIM-TE project emphasises the ‘idiom of activity’ and the communicative embedding of the curriculum in the school organisation, because the understanding of a curriculum as a ‘conversational’ process collapses the distinctions between curriculum planning, curriculum implementation and curriculum evaluation. The term ‘curriculum’ shifts from a set of plans to be implemented to ‘an active process in which planning, acting and evaluating are all reciprocally related and integrated into the process’ (Grundy 1987). This means that the ‘translation’ of curriculum principles and goals into objectives, contents and standards is an iterative process in which teaching staff and other stakeholders play an important role. A single implementation is not enough – IALT can only develop its full potential in a permanent dialogue with the respective prevailing aims and methods of the school education and the participating stakeholders. An appropriate form would be, for example, through engaging in action research.

### *Inclusion*

IALT moves away from a ‘compartmentalised’ approach to second language teaching to an inclusive practice of ‘mainstreaming’ academic language learning, and it is reasonable to ask what is implied in the shift. This shift is twofold. Traditionally, language instruction in second language in countries with labour migration since the 1960s is designed as an additional special provision. For a long time, it was assumed that separate preparation classes, for a period of between one and two years, constitute a sufficient basis for subsequent participation in schooling. In some countries in-class language support for linguistic minority students, often on a short-term basis for a specific curriculum subject/s, is preferred. However, measures that exclude students from regular education and generally assign them to learning groups associated with lower prestige tend to lead to demotivation and most notably to lower school achievement<sup>4</sup>. For this reason, schooling in the regular class is the preferable way. Hence, the curriculum speaks of an inclusive academic language instruction. The focus lies in a language-sensitive approach to instruction for all students; one that covers all subjects and strives for language learning that is cognitively productive and that develops a capacity to produce accurate meanings in appropriate language expressions in respect of social and curriculum demands<sup>5</sup>.

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<sup>4</sup> cf. Troyna & Siraj-Blatchford 1993; Hallam & Toutounki 1996; Slavin 1996; Ruesch 1998; Green 1999; Gogolin et al. 2010

<sup>5</sup> Orientation to the principle of inclusion does not mean that additional specific remedial teaching is entirely excluded; however, IALT is understood as the normal form. Segregating support groups can be added for specific purposes at times. Still, the concept of transitory preparatory courses and classes for lateral entrants is held on to.

### *Making meaning*

The EUCIM-TE project has adopted an explicit model both of language and language learning. The basis of IALT is an understanding of language as a resource for meaning. Seen in its light, language both constructs and interprets the meaning of content in the curriculum. The act of teaching a particular piece of the curriculum content can be understood as a communication process, an act of meaning making and meaning presentation by the teacher, in which meaning realised by the use of language is the most salient. Likewise, for students to learn any piece of curriculum content means, first and foremost, to make sense of the language used by the teacher and other students in classroom activities, and in teaching materials involving both spoken and written language. So, learning curriculum content on the one hand cannot be accomplished effectively without learning and using the language that communicates the meaning of the content. Curriculum content learning can, on the other hand, be used as a powerful means for language development.

### *Multimodality*

Meaning-making and meaning-taking in social communication (including communication in school) make use of symbolic resources which include verbal as well as non-verbal (including gestures and bodily expressions) communication, visual/audio material, graphic representations and actions. In other words, communication is multi-modal. Knowledge representation nowadays is in no way confined to written texts, it is multi-modal, e.g. visual representations on paper and on the screen increasingly play an important role (Kress 2010). All content subjects have their ways of using multimodality and it is important that teachers are aware of the multimodal nature of classroom communication, and students learn how to use the various modalities most effectively. This should be an important part of teacher education and continuous professional development.

## **3.2 Contexts of use and possibilities**

The IALT approach aspires to be both communicative and context-sensitive. As a part of the ECC it has been designed to be sufficiently open in structure to accommodate the needs of different national education systems; it encourages adaptation to meet national and local conditions. As indicated, it was developed by the EUCIM-TE consortium following a series of needs analysis studies conducted on a country-by-country basis, and it fully recognises variations in local contexts, not least in their widely varying linguistic and demographic contexts.

According to the needs analysis conducted in the EUCIM-TE partner countries, the pre-service teacher training arrangements differ considerably. For instance, in Slove-

nia there are no institutionalised programmes for second language teaching and courses for intercultural competence are optional and rare. In Bulgaria there are neither programmes for Bulgarian as a second language nor much attention to diversity related themes. In Portugal teacher training is currently undergoing the Bologna-inspired reforms, but at the time of the needs analysis there were no plans for dealing with Portuguese as second or foreign language during pre-service teacher training, although some universities have been developing masters' programmes with a focus in intercultural education. In North Rhine-Westphalia (Germany) there are specific courses in eight universities related to intercultural education and German as a second language will become compulsory in both bachelors and masters courses. In the United Kingdom English as an additional language (EAL) was identified as a priority issue for development by the Training and Development Agency for Schools and there is a working group for the development of EAL at the Institute of Education in London. In Sweden there is a substantial offer of second language courses at a pre-service level, mostly organised by the teacher training universities. In the Netherlands, second language teaching is offered as a specialist subject in pre-service teacher education. In Luxembourg pre-service training is strongly focused on multilingual education.

The development of the ECC took the different contexts of education into account. The initial professional training education of educators and teachers in all phases of schooling, including kindergarten and Early Years is clearly emphasised, but the importance of continuous professional development is also well recognised. It would additionally be possible and desirable to expand into home-based programmes which include parent education as 'Family Literacy' (FLY), for instance. This would require a special adaptation to different national and regional conditions. The value of cooperation with parents is an important content area of IALT in all levels of teacher and educators' training (see third section of the supporting material for further information).

The ECC IALT is designed to be incorporated into all levels of teacher training:

- initial training at university;
- pre-service training after university;
- continuous professional development/in-service training.

These levels are differently structured and organised in the EU countries. For this reason, the curriculum is concerned with the core competences, which then must be implemented in accordance with national and local circumstances and needs.

In doing so, one must take care of *vertical and horizontal continuity*. The competences presented below have been designed in order to initiate a conversation between general educational aims and methods associated with IALT. On the one hand, they have been developed with the background of practical challenges in society and school in mind. On the other hand these competences are seen as key to teachers' professional capacity to promote content and language learning. The different levels of teacher education and training represent *vertical continuity* which allows cumulative knowledge build-

ing. The establishment of TEPs – Teacher Education Partnerships is important for *horizontal continuity and sustainability*. These partnerships comprise teachers’ networks within schools (subject and language teachers) and networks within a local district and/or a wider professional community which can include policy makers, administrators and community members<sup>6</sup>.

As the curriculum is premised on the assumption of an interaction between language and subject areas and therefore a necessary cooperation between subject area and language teachers, implementation should be considered under this regard. At an institutional level, experts who are responsible for additional or second language learning and teaching can lead the implementation of IALT. Normally, this would be set in teacher education institutions or departments for language and its didactics. In some countries, study units in the field of Second Language Acquisition and Second Language Didactics are located in the curriculum segment of the respective national language or in studies on Educational Science (or Pedagogy). Successful implementation of the IALT-Curriculum requires cooperation which integrates language and subject didactics (Mathematics, Geography, History and so on). In addition, education science should be involved, where it includes in the field of language education and where it can establish a connection to issues of intercultural education in socially and culturally diverse societies.

### 3.3 The challenge of IALT

There is a wide range of different practices in the additional/second language teaching in the different national education systems within the EU. Some provide separate language programmes for linguistic minority students; others seek to help such students participate in mainstream subject lessons and learn the dominant language of schooling in the process. The most widespread situation is that of submersion where the educational provision does not have a specialist focus on the language learning needs of students from minority language backgrounds. In contrast the IALT model focuses primarily on academic language as it constructs meaning in the respective subject areas. Adopting this model would require some structural changes in school to facilitate cooperation between language teachers and subject teachers. The principles of content-language integration have been discussed since the 1980s but it has not been implemented on any appreciable scale<sup>7</sup>.

This hesitancy towards a whole language approach is broadly the situation across the EU as we move into the second decade of the 21<sup>st</sup> century. In light of this, the IALT curriculum has been designed to set out a framework to integrate inclusive language

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<sup>6</sup> For more information on the TEPs in general see the ECC IALT Manual and for more details on the EUCIM-TE national TEPs, consult the TEP Reports available at [www.eucim-te.eu](http://www.eucim-te.eu).

<sup>7</sup> After almost 20 years Ingrid Gogolin’s (1988) book “*Erziehungsziel Zweisprachigkeit*” calling for a ‘whole language approach’ for school and instruction can still appear revolutionary.

teaching as part of a holistic curriculum approach, developing an associated pedagogy to support and be supported by specific professional knowledge and practice. At the heart of this framework is a view of language that foregrounds meaning making in context and the constitutive part played by language in subject content-based communication. Within this view is the recognition that teachers need to actively assist students from diverse language backgrounds to learn how to use the respective school language (within a national context) for academic purposes.

The Core Curriculum recommends specific classroom approaches and methods, e.g. the so-called ‘scaffolding’ technique and *SIOP*. Examples for a comprehensive strategy for language-sensitive subject teaching are presented in the supporting material section.

At the level of school organisation the connection between IALT and whole school development is important, since inclusive learning can only be facilitated by means of a language plan, that pays attention to (1) synergy of academic language skills across subject courses, (2) adaptation of communication to the language and cultural background of individual students, and (3) monitoring progression of academic language throughout the whole school carrier of the students. This plan declares the schools language education policy across all subjects.

To monitor the implementation of this policy requires a basic familiarity with quantitative and qualitative research and evaluation methods for which further professional training may be required beyond initial teacher training. Some knowledge of empirical educational research will also be necessary for the use of language assessment instruments. This must already be embedded on the first level of training in communication, consultation and planning skills. A well-grounded scientific knowledge of ‘human communication’ is likewise a prerequisite. Some balance may need to be drawn between the initial and in-service education of teachers to meet this agenda.

The curriculum for Inclusive Academic Language Learning and Teaching is an innovation. In some European countries, the basic ideas are available but in most schools and universities only few know of them. So, support for the implementation as well as for the exposure to the curriculum has to be made available in practice.

### **3.4 IALT aims, objectives & competences**

The IALT approach is conceptualised as part of a wider teacher education framework: It promotes (relevant) specialist knowledge drawing on informed pedagogic principles and practice, and it has a commitment to social cohesion and equity. It encourages reflective teacher practice and critical teacher enquiry on a career-long basis. Working with IALT is a collaborative enterprise involving trainee teachers, practitioners, school and universi-



ties, policy makers and local communities. Within language teacher education, it seeks to promote knowledge and understanding in all aspects of language in use for meaning-making and communication in society (i.e. language form and language use in a functional relationship). It promotes an open and unprejudiced manner to encounter all learners and their languages, cultures, norms and values. In particular, the approach takes into account similarities and differences in first and second/additional language and literacy development.

One general issue in curriculum specification is the preferred format for expressing the intentionality of educational programmes. Partly under the influence of the OECD's (Rychen & Salganik 2001) and the European Union's (Wößmann & Schütz 2006) definitions of key competences, there has been increasingly a tendency to use 'competences' as the basic descriptive category. The definition of 'competence' embraces clusters of knowledge, know-how, dispositions, attitudes, abilities and skills capable of being put to use in complex evolving situations; it necessarily involves the exercise of professional judgment in meeting complex demands by drawing on and mobilising intellectual and professional resources in a particular context. For example, the ability to communicate effectively is a competence that may draw on an individual's knowledge of language, practical IT skills and attitude towards those with whom he or she is communicating<sup>8</sup>.

Since a description of a 'competence' is pitched at a high level of generality it can often usefully be broken down into the knowledge, skills and attitudes it draws upon. It is also possible to post a model of progression. The competence level of trainee teachers and educators on first encountering its propositions perhaps rests initially on the diverse and broad experiences that constitute everyday knowledge, but the focus can develop to the appropriate application of existing skills and expertise. Subsequently one anticipates the development of a systematic conceptual and normative framework capable of guiding ethically consistent professional reflection and action. Finally the point of critical application and interpretation is reached, allowing the reflection on novel, diverse and conflicting positions. This echoes the hierarchy of learning domains in language teaching proposed by Macken-Horarik (1997) through which student teachers and future educators can be expected to progress.

The competences are not primarily focused on direct language instruction, but will meet the needs of both language and subject matter teachers. They aim at educational situations where young children and students have to increasingly use a context-reduced and technical language linked to a specific knowledge domain. This approach aims at transferring the benefit from new insights into the functioning of languages in contexts, to the professional educational practice in linguistically diverse classrooms; it is largely new for educators and teachers, for it is generally not provided in the educator and teacher education curricula of most European countries.

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<sup>8</sup> The Definition and Selection of Key Competencies, Executive Summary: <http://www.deseco.admin.ch/bfs/deseco/en/index/02.html>

### 3.5 The three modules

The underlying competences required for language teaching in the IALT approach were identified, analysed and developed by the EUCIM-TE team into three modules:

- Language acquisition in the context of schooling
- Methodology in Inclusive Academic Language Learning and Teaching
- School organisation to facilitate Inclusive Academic Language Teaching

These competences and associated pedagogical guidelines constitute the European Core Curriculum. As stressed above, the Core Curriculum is a strategy document and is designed to be implemented by means of national adaptations. Each module is described in terms of the competences being developed and indicative content derived from breaking down the competences into constituent knowledge, attitudes and skills.

**Module One: Language and language acquisition in the context of schooling**

#### *The competences framework*

This module explores the implications of adopting the IALT model of language, which is explicated and theoretically grounded in the following section. As this language model is the foundation of the IALT approach, student teachers and educators need to develop competences and skills in its use for successful language-sensitive subject instruction. These skills can be further developed in in-service professional development. This module combines theoretical knowledge with principles of practice based on a reflexive practice. Competence in applying the language model involves cultural sensitivity and the ability to analyse and adapt to concrete situations, thus going beyond routine ‘technical’ solutions.

The module supports both student and practising teachers in developing the following competences:

- Competence in enabling second language learners to learn the language of academic discourse, i.e. its registers and genres, and associated social practices. This involves the ability to pay attention to the language used in specific subject areas both in the classroom and in the teaching materials<sup>9</sup>.

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<sup>9</sup> This presupposes a general attention to the conditions of the learner (bio-genetical disposition, age, first language/mother tongue knowledge) and its pertinence for the required academic language.

- Competence in identifying the learning needs of second language students from diverse backgrounds and the role of language in relation to meeting those needs in mainstreamed subject classrooms. This involves the ability to marry language and curriculum content and understand practically as well as theoretically how they work together. To do this, they need to be sensitive to the constitutive role played by language in subject content, and in the students' socially situated identities, interests and status, as well as the prevailing local and institutional language attitudes, values, and power relations.
- Competence in marshalling the political, cultural and social arguments around whole school multilingual policy and their significance for second language students. For instance, in a school whose ethos promotes exclusive use of a single language of schooling, teachers would realise that it would be very difficult for second language students to exploit their full linguistic repertoire for learning.

### *Indicative content (attitudes, knowledge and skills)*

#### *(a) Attitudes*

The key expectation is that teachers and students appreciate that language use is a potential for social acts of making meaning. With this perspective in mind, language is seen not solely in terms of its form (e.g. its grammar and lexis) but as a relation between form and meaning, a relation between the language system and language use in communication and interaction. In principle, all teachers need to be sensitive to the demands of genres and registers appropriate in the various subject areas of the curriculum, open to creative solutions and ready to accept and involve – as far as possible – students' existing first language knowledge and skills as resources in the process of building an academic language in the second language. They will also have positive attitudes towards potentially vulnerable students, and be sensitive to the difficulties of language minority students and willing and able to support them in meeting their needs.

#### *(b) Knowledge*

Student teachers will develop a knowledge of language to help them analyse the language practices of their students and the academic language their students need to learn. They will be able to describe language in linguistic terms (phonology, graphology, morphology, grammar, lexis, semantics), and to discuss differences between literacy and oracy, and between everyday communication and academic discourse. They will know the IALT model and its central concepts – register and genre. They will understand the specific elements and structures of the register of their subject area. They will understand the importance of the context and the importance of multimodality for communication in the classroom among students as well as between teachers and students. They will know how to explain key patterns of meaning in curriculum content (e.g. to describe, classify, de-

cide, judge, explain (principles such as causality), and structure time. They will know how to selectively use these knowledge and skills (immediately above) for planning and implementation of teaching and the learning development of students.

The teachers will be informed about the current developments in a number of thematic fields including multilingualism, language policy and demographic trends affecting national and local linguistic profiles. They will give detailed consideration to the trajectories of first and second language acquisition as well as typical transitional phenomena ('zone of proximal development'), interference and transfer.

### *(c) Skills*

The underlying competences at the heart of this module involve the development and application of a specific set of skills. One important ability is to regularly observe and analyse linguistic acts to determine which genres and linguistic registers are being used. This will involve a consideration of the communication objects, the interaction conditions and the mode of the relevant register and how effectively they are being used to generate meanings. A further skill, based on these observations, involves a technical assessment of students' linguistic knowledge capable of supporting a planning process for linguistic development by individual students towards communicative competence in a range of interaction situations.

## Module Two: Methodology in Inclusive Academic Language Learning and Teaching

### *The competences framework*

In research on teaching and learning in diverse language settings, a variety of perspectives and disciplines has offered different theoretical approaches and methodological strategies. From a historical perspective, instruction for speakers of a second or additional language was long seen as part of the more general research on both foreign and, second language teaching methods as well, which has seen rapid changes throughout the last 60 years. As a result, second (and foreign) language teaching has moved from the typical grammar-translation method, to audio lingual and then to communicative methods, which have in turn spawned a variety of different interpretations.

The contents of this module assume that individual students come to school with a language repertoire which has a bio-cognitive basis, and it is influenced by socio-cultural factors. It also assumes that students' language development can be improved by informed inclusive language teaching. Language learning is seen as part of students' apprenticeship

into social practices in their school with the help of teachers; where this help is provided in a student-sensitive way, it can be seen as a form of scaffolding to support learning.

Teacher educators in Initial Teacher Education and in Continuous Professional Development need to recognise that:

- It is important to help students learn to use language appropriately in different curriculum/school activities. The aim is not to transmit knowledge on language structure, but to promote an effective participation in knowledge-oriented and school relevant communication;
- to do that it is necessary to adopt a view of language that relates language form to meaning in discourse (and vice versa) in a systematic way;
- a particular meaning can be realised in different language expressions, but only some language expressions are appropriate in certain contexts, e.g. the language of talk in spoken discussion is generally inappropriate for a written report in Science;
- students from diverse language backgrounds may benefit from explicit instruction in the different multimodal possibilities of expressing meaning using a combination of language/s, visual, audio and other symbolic means to represent their meaning; in addition students should be provided support to become independent users of language and other symbolic resources in ways that are appropriate to the task at hand.

In real-world language learning situations, learners can sometimes be vulnerable to alienating and humiliating experiences. Teachers should be able to affirm student identities by recognising and building on their existing linguistic and cultural knowledge and encouraging them to invest collaboratively in the teaching-learning process.

### *Indicative content (attitudes, knowledge and skills)*

#### *(a) Attitudes*

The most important attitude that is relevant to the above competences is that student teachers and practising teachers should develop an orientation which regards the coordination of language learning and content learning as a collaborative process in which decisions about appropriate methods are taken together with colleagues in a whole-school language policy that involves both 'language' and 'subject' teachers. Another critical attitude is openness to the linguistic background of the students as a valuable resource, whether based on their first languages or based upon everyday language registers. Student teachers and practising teachers should not be satisfied when students solve a technical problem correctly, but need to be additionally satisfied that effective and successful linguistic formulations are in place, going beyond narrow task accomplishment and looking to making a contribution to the student's linguistic enrichment.



### *(b) Knowledge*

Specific knowledge and know-how to be put resourcefully to use in IALT teaching practice can be outlined. These include a well-grounded knowledge of successful and effective methods and didactic arrangements concerning topics like text production, reading and reflection on language – individually, in groups or in the classroom conversation. There is also an accumulation of theoretical and professional knowledge concerning the conditions for ‘good’ teaching in linguistically and culturally heterogeneous classes as well as the importance of age and linguistic level of development as criteria for selection and use of methods. An important judgemental aspect of the general competences in this area is familiarity with the precise criteria that can be invoked in selecting appropriate tasks and exercises for language development. This know-how adds up to a flexible compendium of national and international ‘best practice’ supported by a collection of examples.

### *(c) Skills*

Teaching ‘methods’ are not isolated ingredients in a teacher’s repertoire; they comprise particular sets of knowledge and skills combined into overall arrangement for teaching and learning. This involves the professional and practical ability to integrate subject-related and linguistic targets in the context of student’s learning prerequisites and needs. For that purpose, they need the ability and technical knowledge to perform a ‘needs analysis’, as well as to suit methods, teaching strategies, materials, classroom arrangements, etc. to their learners and properly assess them.

Effective classroom management means not losing sight of teaching aims while achieving an adroit handling of programmed learning time frames within a curriculum. In general, skilled teachers can recast linguistic utterances from a casual to an academic language level, and they are capable of switching from an implicit level to an explicit treatment of linguistic formulations. They employ teaching strategies that promote the development of suitable, effective learning strategies in students, making use of multi-modal options, such as graphic organisers.

## **Module Three: School organisation to facilitate Inclusive Academic Language Teaching**

### *The competences framework*

This module considers some necessary but not sufficient conditions of a vibrant whole school language policy and the full implementation of the IALT approach. It addresses academic language in the context of school organisation and outlines some of the basic conditions allowing successful institutionalisation of the IALT approach in school.

In view of the IALT approach, it is of great importance to systematically incorporate language learning into the curriculum and this third module introduces trainee teachers and practising teachers to the underpinning competences involved. The invocation of these competences will depend on the language and cultural diversity of the school population and the teaching competences of the staff. Moreover, the argument here is that language and subject teachers should not only work in conjunction but also contribute to policy development. Such decisions and successive implementation of decisions are not made by individual teachers but are the result of joint and communicative processes in schools and have to be initiated and anchored at the organisational level.

A successful implementation of the IALT curriculum requires four competences:

- Collaborative networking in context of diversity: In order to cope with the multilingual and multicultural environment (the classroom, the school context, and the social-cultural background of students), teachers develop skills to communicate effectively in such social situations. The overall aim of collaborative networking is to strengthen the participations of all actors in school: students, teachers, parents, and other educators.
- Planning in heterogeneous (diversity in language and cultural background of students) school settings: Teachers need planning competences for classroom activities, scheduling inclusive learning across all courses, and general administrative school management tasks. The aim is to arrange a learning environment that will provide opportunities, encouragement and support for both students and teachers.
- Language assessment in contexts of language (and cultural) diversity: Implementing IALT in a heterogeneous school population requires that one is able to identify the language competences of individual students in order to monitor progression as well as designing a tailor made learning and teaching plan.
- Counselling in multilingual and multicultural environments: counselling requires an open, reflective teaching practice. Teachers need competences to analyse and reflect on teaching activities and results to counsel, on the one hand, students and parents concerning educational progress and on the other hand, colleagues (and self) to improve teaching practices.

These competences show strong similarities with the key competences required of the teaching profession (and thereby also required for IALT) in collaborative policy deliberation and planning as identified by the European Union:

- competence to work with work with knowledge, information, and technology;
- competence to work with their fellow human beings, as learners, colleagues and partners in education;
- competence to work with wider society at local, regional, national, European and global levels.

### *Indicative content (attitudes, knowledge and skills)*

#### *(a) Attitudes*

The global required attitudes for student teachers and practising teachers are language awareness, cultural empathy, open-mindedness, social initiative, and reflectivity.

Effective communication with actors (students, teachers, and parents) of diverse language and cultural background requires cultural empathy as well as an open attitude to be able to interact with these diverse actors in an unprejudiced manner. In addition with social initiative, frequent cooperation and networking with these actors can take place to strengthen the engagement of all actors in school: Students, teachers, parents, and other educators.

Reflexivity ensures that teachers are constantly aware of their teaching performance in order to adapt their practices to the needs of the cultural diverse teaching context. Teachers review their work as embedded in the overall context of the school and the surrounding community.

Such teachers are ready to cooperate in the planning of an inclusive academic language teaching, to mutually evaluate, and to offer to counsel and support. They also contribute to the development of a common philosophy of their school, one that understands inclusive academic language teaching as an open to differences, intercultural education and affirms the democratic participation of all stakeholders as part of a successful school, and also on the level of student's developmental competences.

#### *(b) Knowledge*

Several key areas of useful knowledge that might be applied can be further specified. These include a sound 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. Another area of accumulated knowledge and established know-how is a comprehensive knowledge of prevalent and valid language-diagnostic methods and tools for different age groups, which can be mapped against the technical conditions of their teaching in order to achieve 'constructive alignment' (Biggs 1999).

#### *(c) Skills*

For the implementation of an IALT, trainee and practising teachers need to develop communicative skills to interact effectively in social settings that are (directly) related to the educational context. Trainees should be able to select the appropriate communicative repertoire given the cultural background of the other actor (students, parents and teachers).

In addition, trainees need to develop organisation and planning skills that lead in later practice to the creation of a solid 'school language plan' as a central axis in a school's curriculum organisation: this can include establishing a working relationship between the classes offered for each official language, minority languages and foreign languages in the overall plan.

From the IALT perspective on, the requisite skills to organise, evaluate and counsel – particularly given the different registers involved – are connected to the necessary cooperation of language and subject teachers. Linked to this, is the ability to select the appropriate methods of formative and summative language assessment and language diagnostics in multilingual settings in the implementation and evaluation by oneself as well as with assistance from experts; also the skill to intelligibly 'translate' the significance of results on individual and group-ordered assistance and educational measures.

The ability to create a coherent and defensible language plan can be seen in initial teacher training as progression through three phases.

- In the first phase of pre-service education, students acquire the ability to create a language plan on the basis of their membership of a team observing and analysing 'school reality' from within the framework of an internship.
- In the second phase of the preparatory service, they particularly try out their language-diagnostic skills on a broader basis and recommend medium-term and long-term actions for planning linguistic learning opportunities under supervision of their mentors. In dealing with parents, students and teachers they deepen and train their consulting skills.
- In the third phase of training student teachers reach the ability to not only participate in a comprehensive planning of language education at their school but to carry it out on behalf of the council or school administration. In doing so, they include external experts and important stakeholders in the community or in the neighbourhood and work jointly in a network with other schools.

### **3.6 Assessment and evaluation of the implementation of Inclusive Academic Language Teaching**

Today within Europe there are national standards in a number of state education systems that are reflected in an evaluation of the performance of individual schools. In this context, it is certainly not just about the performance of individual students but the performance of schools as educational systems. Specialised provision and services are considered in the context of internal school development (school and classroom management) and public accountability (in relation to communities, districts and national systems). The

interrelation between school organisation, educational administration, instruction and school performance has been examined closely in studies that looked in more detail at quantitative as well as qualitative features and offer some interesting data concerning successful schools as educational systems with respect to linguistic and cultural diversity.

Nonetheless there are no current national and international standards for school performance or performance of curricula for additional or second language instruction. In consequence no accepted evaluation criteria exist. However, it is possible to take up the existing measures and benchmarks to evaluate the implementation of new curricula in general.

In general, the evaluative frameworks in different (teacher and management) training systems are defined by systematic assessment. The national versions of the Core Curriculum should include such an evaluative framework (defined at the school and teacher level). From the perspective of the EUCIM-TE team, the first premise is that the national evaluation framework should embrace national and local requirements which are operationalised more precisely within the light of IALT. Furthermore, the project team considers it as essential to incorporate a formative as well as a summative dimension in the evaluative framework.

The evaluation plan has two aims: On the one hand, it should make verifiable, whether the proposed teacher and management competences have been achieved and on the other hand, evaluation will support the subsequent planning of inclusive academic language teaching. In addition, the outcomes of the evaluation have to be recognisable by both, the student teachers themselves as well as the training institutions and their management. Therefore, the evaluation has to be created summatively and formatively: giving data about reaching the aims and information about the process of implementation.



## 4. Inclusive Academic Language Teaching (IALT)

The following section considers the IALT proposition in relation to teaching and learning. It first examines language learning in multilingual settings, and then explicates the language model advanced by the EUCIM-TE consortium and the policy consequences of adopting it.

### 4.1 Learning language in linguistic diverse contexts

Since the sixties it has generally been acknowledged that minority second-language students whose first language is not the language of instruction are placed in a precarious situation. From Picht (1964) to PISA via Bernstein (1971) and Oevermann (1972) research findings are comparable. Studies of student achievement typically indicate that minority students have serious disadvantages in academic learning; they also tend to experience difficulties in the vocational training market as well as the job market. At the beginning of the 21<sup>st</sup> century PISA findings resulted in a broad discussion about the educational underachievement of linguistic minority children – a phenomenon that all contemporary industrial countries are confronted with. This phenomenon does not only affect countries that have had active labour immigration for the last 40 to 50 years. Even countries that have been emigration countries themselves during that period are now concerned with questions of the integration and education of minority students<sup>10</sup>.

Researchers have identified a considerable number of possible reasons for these low educational outcomes, ranging from sociological to political or structural factors (Fend 2008: 38-44). However, research has shown that linguistic factors play a central role in the school achievement of linguistic minority students. Similarly, over the last 50 years, educational debates and discussions in most European countries with numerically significant labour immigration or linguistic diversity have made people more aware of the concepts of ‘academic language’ as well as ‘second/ additional language learning and teaching’.

Evidence currently goes beyond simply recognising the importance of linguistic factors, for specific processes have been identified on which the acquisition of relevant the relevant cultural knowledge and skills depend. The problem indeed is not language in general but rather a special type of language: academic language. In the field of ‘second language learning’ research the distinction between everyday language of communication

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<sup>10</sup> See McPake et al. (2007) for a recent overview of the status and position of the additional language in European countries.

and academic language has been known for decades, in one form or another. One widely known model was developed on the basis of Canadian and Swedish educational research: the differentiation between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) (Cummins 1979). Studies indicate that bilingual learners acquire BICS relatively quickly but CALP takes much longer. Cummins also holds that with bilingual learners, elements of their proficiency in the first language will transfer to their proficiency in the second language. In other words, there is a 'Common Underlying Proficiency' (CUP) between L1 and L2. Furthermore, Cummins believes that CALP transfers much more extensively than BICS.

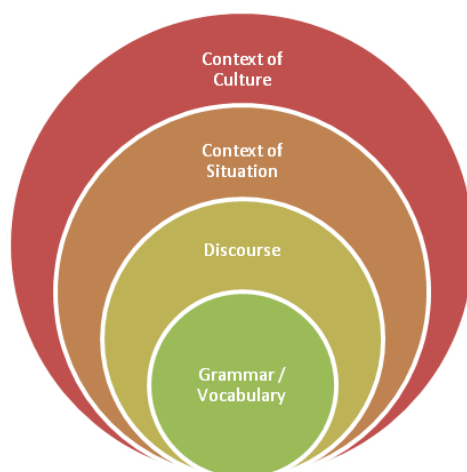
In the school context, BICS, CALP and CUP are helpful concepts. For a long time, attentive teachers in school have noticed that students with quite fluent verbal skills in everyday communication (BICS) may have significantly greater problems and more complex linguistic challenges when writing texts which create technical explanations, detailed arguments, accurate descriptions in formal academic language, and making sense of complex reading material (CALP). Competences in these areas of academic language are positively linked to success in school. Hence, as far as the linguistic constituents are concerned, they can help address the educational disadvantages of children and adolescents of linguistic minorities. Furthermore, several studies have shown that bilingual students with good competences in academic language are not only not being disadvantaged (PISA 2000) but can provide even better output compared to students who are native speakers (cf. Gillborn 2006: 23). One implication from this result is that there are native-speaker students (as well as language minority students) who can benefit from support to increase their academic language proficiency. As a consequence of these deeper insights into academic language proficiency, current research and development in school systems is now giving greater attention to the specific challenges of academic language (cf. Gogolin et al. 2010). Current research in this field recognises the importance of academic literacy and writing, as well as the academic language and subject area registers that are linked to it. During school age this notably is the access to school relevant knowledge.

It is therefore essential for every teacher to have a clear understanding of the differentiated ways in which language and related symbolic resources both represent and constitute meaning in the curriculum and classroom activities for which they are responsible. The development of academic language, of language as a means of learning, is of fundamental importance in students' capacity to learn and is of benefit both to minority language students and to many native-speaker students. This means that every teacher should be familiar with the registers and genres used in the school curriculum in their and other teaching areas, and how the register meanings of their teaching area are communicated multi-modally. Every teacher should be able to support their students to use these registers, genres and multimodal meanings appropriately. Accordingly, the IALT curriculum extends previously established notions of language development to take account of the rich contemporary understanding of academic communication and communicative competence.



## 4.2 The IALT language approach

EUCIM-TE aims to support educators whose care-settings or teachers whose classrooms contain linguistic minority learners and other students who may not be achieving their educational potential for reasons related to the development of academic language. Increasingly, teachers who teach linguistic minority students are expected to teach not only their subject, but also the underlying academic language proficiency that learners are required to learn for their subject area. Traditionally, it has often been taken for granted that learners will simply develop the ability to use this academic language successfully, but that assumption has been found to be highly questionable. Therefore, teachers need to become more aware of the academic language they use, how they can better support students to develop it, and how they can convey to students the importance of academic language for their academic achievement. It is important to select a model of language which is appropriate to this purpose, and which addresses the functions of language in academic contexts. For this reason, rather than a formal model of language which deals with the language system only, EUCIM-TE has selected a functional model of language which relates the language system to its functional use and provides an understanding of communication processes in the classroom. The basis for the IALT-Curriculum is the functional model of Systemic Functional Linguistics (SFL; Halliday 1989), which analyses language as a resource for meaning, and describes how people make meaning in the texts and social contexts of their everyday lives. Language development takes place as part of the process of gaining access to knowledge of the world and communicating with others.



**Figure 2** – Relation of language to social context

This language model explores how language varies with context and it relates language to context using various levels: culture, situation, discourse, and grammar/vocabulary (see Fig. 2). For example, one can look at a classroom lesson in its context of culture (the school climate and subculture in society), in its context of situation (the

situation of teacher and language and cultural diverse learners talking about a topic), as a discourse process (such as a class discussion) and as grammar/vocabulary in combination or 'lexicogrammar'. The context of culture of school and society includes the disciplines and subject areas of education. By contrast, many other traditions of research in language learning in general and also additional language learning have not aimed to relate language, discourse and context as a meaningful whole, and have therefore not been able to address the role of language as a means of learning or to relate language to diversity adequately.

The IALT Language Approach aims to address issues of diversity in classrooms or care settings and recognises social and cultural contexts as relevant not only for the learning of academic language but also for success in school and society.

The SFL model of language offers two central concepts which can be used to view how academic discourse operates across the curriculum and to guide processes of learning and teaching academic discourse. One of these concepts is '**genre**', which refers to specific types of text or discourse. "For us a genre is a staged, goal-oriented, social process. Social because we participate in genres with other people; goal oriented because we use genres to get things done; staged because it usually takes a few steps to reach our goals." (Martin & Rose 2007: 8). It must be strongly stressed that genres are not rigid, regimented patterns, but are flexible and variable. They can be seen as general tendencies subject to situated modifications. Some of the prototypical genres of schooling are Recount, Narrative, Procedure, Report, Account, Explanation, and Exposition (see Schleppegrell 2004: 85). They can furthermore be linked to the developmental levels of first language or the qualitative level of the academic language used to attain a specific learning objective. The emphasis is not on the (sometimes arbitrary) authority of written genres, but insists that through an adequate pedagogical sensitivity of teachers, educators and parents more members of society should have the right to access genres, as a gateway to becoming educated (Halliday & Webster 2009: 122). Thus language teaching and language across the curriculum gains importance beyond the classroom and especially beyond the language classroom. The link between linguistic genre and socially relevant knowledge enables young children and students to grow and to effectively participate in the world outside schools.

Prototypical genres take more specialised shapes within subject areas: a Science Explanation, which explains why scientific phenomena occur, is different from a Historical Explanation, which explains the causes and consequences of historical events. Students need to understand the subject area genres they are expected to read in their textbooks and expected to construct in their writing. They are also expected to participate in the oral genres of the classroom. The genres of schooling have great value for content teachers who wish to understand the language demands made on their students and for language teachers who aim to support them.

The other of these concepts is '**register**'. Register is defined as "a set of meanings that is appropriate to a particular function of language, together with the words and structures that express these meanings. We can refer to a 'mathematics register' in the

sense of the meanings that belong to the language of mathematics... and that a language must express if it is being used for mathematical purposes” (Halliday 1978: 195). The register of a discipline (such as mathematics) is a ‘meaning potential’ that enables students to interpret and produce the texts of the discipline. The register is the linguistic means by which teachers and students interact and jointly construct their shared experience of the discipline. From a linguistic point of view, a central part of the role of the teacher is to help learners construct the register of their discipline or subject area. A deeper understanding of the variety of ways in which teachers accomplish this aim can be invaluable to content teachers who wish to understand the role of academic language in the processes of teaching and learning in their own classrooms.

### 4.3 Policy consequences of adopting the model

The EUCIM-TE project has developed the IALT approach and associated pedagogy with the declared intent of shaping the culture of teacher education across Europe in response to the circumstances and needs outlined in the Preamble, particularly with respect to language minority students.

Although EUCIM-TE has no direct control over the extent to which the core curriculum will be implemented – and like many externally produced curriculum initiatives it should be adaptable at the point of adoption, it is reasonable to ask what full adoption would entail. Aspects of the ECC are candidates for insertion at all four levels (see below) of teacher education and professional development, but full implementation would include all:

- initial teacher training at a university, e.g. a four or five year concurrent course combining a degree with qualified teacher status
- post-degree professional qualification, e.g. a postgraduate certificate in education offering qualified teacher status
- pre-service training in school, accompanied by teacher education courses
- in-service training and professional development, e.g. focused short courses
- modules within masters’ programme

These levels are differently structured and organised in the EU countries. For this reason, the ECC declares a number of core competences, the introduction and accomplishment of which will depend on national and local circumstances. It provides a framework for local and national adaptations. In a full national adoption a group of IALT specialists would be trained as academic language advisors, able to support the continuing tasks as planning, organisation and coordination as well as facilitating further training in academic language teaching. It would not be unreasonable to look for at least one such specialist in each school. IALT is not an appendix of language teaching but a constitutive part of classroom teaching and school organisation and management.

The challenges posed by linguistic and cultural diversity and the expansion of an intercultural approach towards the education of all students inevitably means that teachers in Europe will need to mobilise new skills. The Eurydice report (2004: 70) identified three issues that in our view need to be addressed in European teacher education: the critical importance of teaching the language of instruction; recognition of mother tongues of the students from diverse language backgrounds as a potential resource; and the promotion of interculturalism. From a teacher education perspective, support for the language development of language minority students sits within the broader principle of equality of entitlement; several recent EU policy documents<sup>11</sup> have declared the aim of removing socially structured barriers to children and young people realising their full potential. This requires that school systems develop appropriate pedagogy for students and students with diverse socio-economic and ethno-linguistic backgrounds and learning needs. Given that teachers cannot re-shape their students' past experiences, biological endowment or socio-economic circumstances – although all of these are relevant to teaching and learning – the principle of equality of entitlement should lead to student-sensitive pedagogies and to a curriculum provision that can enable students from diverse language backgrounds to learn effectively.

Adopting the IALT model would involve both learning about curriculum content in the area of academic language development, training in the principles of a student-sensitive didactics, and school organisation to facilitate inclusive learning. It would equip student teachers and educators with a capacity to understand the pivotal role that school language – usually the majority or official language of the country – plays in teaching and learning across all subject areas, and actively to promote subject and language learning through informed pedagogic choices. As indicated above, the term inclusive academic language teaching (IALT) is used to signal the value commitment to the principle of inclusion that is attached to this particular view on language when operating in linguistic and cultural diverse settings.

Teacher education is at its best when it not only responds to changes in schools but also supports the direction of change. There is an emerging consensus among educators that, in principle, students' academic language development should be considered as an integral part of the teaching of all subjects. In practice there is a need for teachers to pay attention to how language resources (e.g. vocabulary and grammar) are used in specific curriculum areas. Language teaching should not be left to the teachers of the national language or the teacher of foreign or heritage languages (those are in fact subject courses in which a particular genre and register is used). Furthermore, language and subject teachers should collaborate to ensure that their students' academic language needs are addressed across all subjects. This collaboration involves teachers of different subjects

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<sup>11</sup> E.g. the European Commission's 2008, Green Paper Migration & mobility: challenges and opportunities for EU education systems or the 2009 European Parliament's resolution in this issue.

sharing their teaching objectives and adopting appropriate teaching approaches to promote both content and language learning.



## 5. National adaptation of the European Core Curriculum for Teacher Education – Inclusive Academic Language Teaching

### 5.1 Context

The European Core Curriculum for Teacher Education (ECC) has been developed as a response to two socio-demographic and educational developments across the European Union: increasing ethno-linguistic diversity in the school populations (e.g. students from migrant and minority community backgrounds whose first/home language is other than the school language), and the need for systematic and principled provision for language-sensitive pre- and in-service education for all teachers (not just language specialists).

The ECC, as a supra-national curriculum statement, can be used in at least two ways. Firstly, it can be used as a set of reference points for analyses of needs in the teacher education systems in all member states. Secondly, it can be seen as a set of educational principles and guidelines for strategic national adaptation and long-term development.

It is recognised that at the present time the teacher education systems across the EU have responded to ethno-linguistic diversity in different ways. The way/s in which a national education system has responded to ethno-linguistic diversity can be seen largely in terms of histories of migration and settlement of minority communities, policy trajectories of social integration, and prevailing educational values and practices.

From the point of view of synthesising the potentials and challenges of the adaptation of the ECC in the different EU teacher education systems, three dimensions appear to be salient for consideration:

- national statutory frameworks and regulations governing teacher education, particularly regarding pre-service teacher education
- political and ideological dispositions regarding additional/second language education and bi/multilingual education
- infra-structural capacities of universities and other teacher education institutions to accommodate and adapt new curriculum initiatives.

These three dimensions are analytically distinct, but in day-to-day practice they are linked from the point of view of teacher educators.

Given that different national systems are at different places in terms of their current policy and practice, it is not possible to assess the potentials and possibilities of adoption and adaptation of the ECC in any simplistic evaluative fashion. Instead, an analytic schema comprising the above three dimensions may serve as a device to construct a snap-

shot of the positions of each of the teacher education systems within EUCIM-TE consortium.



## 5.2 National Analyses

Teacher education system	National statutory frameworks	Political and ideological dispositions	Infra-structural capacities
<b>Bulgaria</b>	Flexible, individual universities can introduce new material into (pre-service) teaching methodology modules; (in-service) continuous professional development (CPD) a possibility	Teacher educators are engaged in discussion on issue such as 'how to make consistent EU and national expectations regarding mainstreaming of all students?'; there appears to be room for negotiation and development	Universities can introduce new teacher education programmes; existing networks of educational professionals (teacher educators, teachers, ministry officials et) can be activated to promote development
<b>Germany (North Rhine-Westphalia)</b>	Autonomy of universities concerning creation of curricula; most universities see necessity to include second language learning issues in one course, specialty subject or master's course within range of current reform of teacher training; in-service teacher training at present does not address issue in a comprehensive way; however, RAA has started training courses for teacher trainers; modules for in-service teacher training, language advisors under revision according to ECC IALT in cooperation with Ministry for Schools	New state government is interested in matters concerning language learning under conditions of plurilingualism; survey among students and teachers clearly shows interest in and distinct need for competence concerning language diversity, but a notion of language support as a task integrated in everyday school work and focussed on academic aspects of language in all subjects has not yet developed.	Universities can introduce courses as a voluntary measure; RAA has developed an implementation plan in cooperation with the Ministry for Schools concerning courses for teacher trainers in seminars, to be followed by in-service training and language advisor training, also including 100 parent organizations through an umbrella organisation as well as an extension by participation in the FörMig transfer centre and cooperation with RAA sister organizations in six other federal states.
<b>Luxembourg</b>	Strong possibility of change to em-	Widespread acceptance societal	Potential threats to national adop-

	brace new curriculum ideas; political support is potentially available	multilingualism; educational concerns are focused on enabling high levels of achievement for students of all language backgrounds	tion and adaptation of ECC: lack of co-ordination between different ministerial and professional bodies ambivalent intellectual leadership from university authorities
<b>The Netherlands</b>	Existing teacher education qualification framework needs to be extended to accommodate and define ECC in terms of level; ECC has to be expressed in professional competences	Debates on whether multiculturalism should be part of Dutch as a 2nd language; professionally there is room for teacher educators to negotiate new curriculum content and delivery; financial crisis and recent change of government may impact on curriculum development	Considerable space for the development of an ECC-inspired curriculum
<b>Portugal</b>	Rigid national legislation governing pre-service teacher education that can hinder any adoption and adaptation efforts; (in-service) continuous professional development (CPD) a possibility	Ethnolinguistic diversity is linked to social problems; 2nd language education is regarded as distinct from mainstream curriculum learning in school	Possibilities of putting aspect of ECC into core teaching methodology modules in individual universities and in in-service teacher training; shortage of qualified teacher educators may act as a brake
<b>Slovenia</b>	National framework can be developed to accommodate an ECC-inspired initiative; (in-service) continuous professional development (CPD) a possibility	The language learning needs of minority student is recognised; a national strategy is in place to integrate minority students; there is professional and academic support for further development	At present there is no curriculum provision to support teacher education in respect of integrating minority students; the National Education Institute has action plan in place to take an ECC-inspired initiative forward
<b>Sweden</b>	Established university autonomy means uneven developments in	Signs of a shift towards blurring 2nd and 1st language issues in pub-	Evidence of support for local projects; growing awareness of the

	teacher education provision for Swedish as a second language; (in-service) continuous professional development (CPD) a possibility	lic educational debate; bilingualism (and bilingual education) is regarded as detrimental to academic achievement in some quarters	importance of language in minority students' educational experience; new government policy on teacher education will vet all teacher education programmes and this may impact on ECC-inspired programmes
<b>UK (England)</b>	Strong central government prescription on pre-service teacher education curriculum; nascent government support (or requirement) for MA level teacher education; issues related minority language education are not articulated in the pre-service education curriculum (e.g. English as an additional language is not a subject specialism in the pre-service programmes; (in-service) continuous professional development (CPD) a possibility.	Strong rhetorical support for multilingualism and high level of educational achievement for all students; but no dedicated curriculum for English as an additional language; additional/second language issues are eluded into English (L1-normed subject) and English literacy	Local and regional CPD initiatives are possible but largely without central government support; active professional networks are in place but their efforts may be restricted to CPD, as the pre-service teacher education curriculum is prescribed; ECC-inspired developments may need to be low-key and seek integration with existing pre-service programmes in opportunistic ways at a local level

### 5.3 Summary

In almost all the national/regional teacher education systems surveyed the need for teacher training concerning matters of language diversity in classrooms has been acknowledged. However, in most cases how this need might best be accomplished in terms of effective adaptation in the classroom and teacher education/training at different levels is still at an exploratory stage. An overview of the present capacity and readiness for national adaptation suggests that a range of varied and context-sensitive approaches to disseminating and adopting the European Core Curriculum for Inclusive Academic Language Teaching at a national level would be required. A one-size-fits-all approach would not be appropriate because of the diverse political and administrative environments in which teacher education is carried out. The adoption and adaptation process is likely to be complex in all cases; teacher educators have to negotiate their paths through legal and (education-related) structural frameworks and changing political climates. Therefore there is a need for all members of the EUCIM-TE project and their national teacher education partners to continue to take account of the national needs and policy developments; at the same time they would need to consolidate and strengthen existing networks of collaborative stakeholders and professional partners. For the ECC IALT to be embedded in the national teacher education systems across the EU it would be necessary to engage all interested parties in sustained dialogue.

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## 7. Glossary

### Introductory remarks

The following glossary comprises key concepts, terms and acronyms that have been found useful in the EUCIM-TE project. It seeks to elucidate terms, expressions and acronyms as they have been used in the project discussions and documentation. Rather than offer formal definitions, it briefly elaborates the terms sufficiently to place them in the argument.

<b>academic language</b>	See <i>cognitive academic language proficiency; languages of schooling</i>
<b>acts of meaning</b>	In semiotic terms, ‘parole’ (‘speech’) is a literal act governed by conventions that enable it to carry meaning (e.g. declarative or interrogatory meaning) while ‘langue’ (language) is the system of meaning potential from which any particular acts of meaning are drawn (Saussure 1916). Although ‘acts of meaning’ has become a technical term and considerably elaborated in post-structural linguistics, it also points to the general importance that meaning-making holds in human action (Bruner 1990).
<b>additional language</b>	See <i>second language</i>
<b>assessment</b>	Assessment is the purposeful gathering of data on student learning for an appropriate administrative or pedagogical purpose. Some assessments are diagnostic and/or formative, aimed at tuning adaptive teaching strategies or offering supportive feedback on written assignments. More formal assessment is likely to be periodic perhaps in the form of an examination or a standardized test. Testing can either be norm – referenced (ranking students) or criterion-referenced (assessing against benchmarks). The purposes of assessment vary, but will include feedback on assignments, verifying learning achievements, meeting certification needs, and ‘gate-keeping’ -- managing the progress of individuals through the system. Assessment cannot, therefore, be a politically or morally neutral activity.
<b>attitudes</b>	An attitude is generally understood to be an enduring pattern of evaluative responses towards a person, object, or issue. They primarily concern the learner's or teacher's feelings, beliefs and values. Attitudes are manifest in behaviour, but they are also in part dispositional, with cognitive and affective dimensions. In the European Union the Life-long Learning Programme is committed to promoting ten ‘key competences’ in which the ‘attitudes’ associated with projected new European values, alongside knowledge and skills, play an important part. Educationally speaking, however, changing attitudes in areas of cultural prejudice like racism or xenophobia is a non-trivial task. See also <i>competences / competence development</i> .
<b>basic interpersonal communicative skills (BICS)</b>	This concept was proposed by the educational psychologist Cummins, and refers to the types of communication associated with informal and routine social interaction, e.g. greetings, although the boundary of

	<p>what might count as ‘basic’ depends on circumstance, so BICS is not a variety of language comprising everyday words and sentences. Moreover, not all informal language use is BICS, e.g. small talk between strangers in a social gathering can be quite complex and difficult, particularly in a second/additional language. Teachers often use everyday common expressions to explain very complex concepts (Cummins 1992, 2008). See also <i>cognitive academic language proficiency</i>.</p>
<b>Benjamin Clubs</b>	<p>Benjamin Clubs (1981-2010) were an exceptional initiative supported by an NGO the <i>Groupe d'aide au développement de l'enfant</i> and developed in close cooperation with the Luxembourg Ministry of Education's Special Needs Department. The clubs supported inclusive language education in Early Years, offering an original blend of children-parent playgroups, guidance and counseling, qualified therapeutic interventions, community regeneration and parental education. The future of these clubs is uncertain as funding priorities shifted following the Spring 2009 elections in Luxembourg.</p>
<b>cognitive academic language proficiency</b>	<p>This concept was proposed by the educational psychologist Cummins (e.g.1992, 2008)_to refer to the types of communication associated with ‘academic’ work in school and university. It is generally held that CALP comprises formal language expressions and technical vocabulary of scholarly domains. Developing CALP to an appropriate level of effectiveness is a long-term task; in the case of second/additional language users this can take up to 8 years or more. See also <i>basic interpersonal communicative skills (BICS)</i>.</p>
<b>code switching / code mixing</b>	<p>Code switching (or code mixing) is a phenomenon linked to the concurrent use of more than one language or language variety. It occurs when a multilingual person shifts between one language or language variety and another, for instance from German to English, or from a formal to a casual register. Such switches, manifested syntactically and phonologically, are used to serve communicative purposes. The multilingual resources involved can be influenced by the social (Auer &amp; Li, 2007; Poplack 2004).</p>
<b>Common European Framework of Reference for Languages: Learning, Teachings, Assessment (CEFR)</b>	<p>Developed as part of the Council of Europe Project 'Language learning for European Citizenship', the reference framework specifies policy guidelines on a “full range of language use as well as the many kinds of knowledge and skill necessary to proficient use, so as to enable any of its users to describe their objectives and achievement". CEFR was devised as a tool to describe achievements of foreign languages learners across Europe and is also used as a reference tool by the EU and many of the national educational systems as a benchmark for language curriculum development and language assessment.</p>
<b>common underlying proficiency</b>	<p>This concept was proposed by Cummins (1992) to refer to a crucial concept in his analysis of bilingualism. Graphically and metaphorically the model has been represented as an iceberg with two peaks. Above the water (everyday language experience) appear two separated peaks representing L1 and L2 as separate entities. But beneath they are fused, neither language functioning separately, but both operating through</p>

	the same processing system.
<b>communicative competence</b>	Communicative competence is generally held to consist of an ability to apply the grammatical rules of a language in generating meaningful sentences. In addition it also implies possession of sufficient sensitivity in language use to use a register appropriate both to the situation and the social relationships of the interlocutors involved. Originally formulated by Hymes (1972) the term was re-contextualized by Canale and Swain (1980) and others for second/additional language teaching, where it has subsequently informed both research and pedagogical development.
<b>competence</b>	A competence is the ability to draw appropriately upon some combination of pre-acquired knowledge, skills and attitudes in a way appropriate to context, particularly in new situations requiring a flexible response. In the EU 'competence development' is often the preferred format for expressing the intentionality of educational programs despite their high level of generality. The Lifelong Learning Program, for example, specifies 10 key competences that are essential for personal fulfillment, active citizenship, social inclusion and employment. See <i>communicative competence</i> .
<b>content and language integrated learning (CLIL)</b>	Content and Language Integrated Learning (CLIL) occurs when 'subject' teaching and learning (e.g. in Physics, Geography or Integrated Humanities) takes place concurrently with language teaching, particularly with respect to a foreign language. In English Language Teaching (ELT), forms of CLIL have previously been known as 'content-based instruction', 'English across the curriculum' and 'bilingual education'. In CLIL language development takes place in knowledge acquisition contexts, and content learning serves the purposes of language development.
<b>critical literacy</b>	Critical literacy concerns how language is put to use in social contexts and views language, texts, and discourses as a normative technology for underpinning world-views, constructing social categories and moderating personal identities. This approach to literacy has the potential to destabilize taken for granted categories and socially constructed notions such as gender and identity. Criticality is a cast of mind as well as a methodology and implies that students need to become able to read texts in an active, reflective manner in order to better understand power, inequality, and injustice in social relationships.
<b>curriculum</b>	The term 'curriculum' is contested with definitions shifting across time. Under the influence of the psychometric movement, earlier definitions saw curriculum as a statement about desired student learning outcomes. More recently the idea of 'curriculum criticism' and a renewed interest in the processes and idioms of educational encounters have led to a view that a curriculum is both a feasible proposal for action (Stenhouse 1975) and a multi-layered text (Pinar et al 1975), negotiated rather than given and capable of being analyzed from a variety of vantage points (e.g. many curricular are 'gendered') Curricula are cultural artifacts, reinterpreted by teachers for their own con-

	text, as we trust will happen to EUCIM-TE.
<b>English as a second / additional language (ESL / EAL)</b>	In the language education literature this term tends to be used to refer to the use and teaching and learning of the English language in three contexts: (a) English for immigrant groups and linguistic minority communities in English-speaking countries who may speak their mother tongue at home in their local communities, but use English at school and at work; (b) English when it is widely used within the country but not the first language of the bulk of the population, e.g. in India; and (c) English used by speakers whose first language is not English.
<b>FÖRMIG</b>	FÖRMIG (Förderung von Kindern und Jugendlichen mit Migrationshintergrund, which offers support for immigrant minority children and youth) is a BLK (Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung) program aiming at improving opportunities for children and young people with a migrant background. The main aim is to support innovative approaches by the Federal States (Bundesländer) in the field of language education, to evaluate them and facilitate a transfer of good practice as well as guide future planning. FÖRMIG is an important antecedent of EUCIM-TE.
<b>functional linguistics</b>	Functional grammar differs from traditional grammar in focusing on language as a meaning-making resource rather than as a set of syntactical rules. This perspective foregrounds the relationship between language form (wording) and meaning in context.
<b>genre</b>	The word 'genre' comes from the French word for 'kind'. Historically the term referred to literary genres such as epic or poetry, but has broadened to include the social uses of language where form is governed by expectations and codes that are to some extent conventionalized. The term is currently widely used in literary theory, media theory, and more recently linguistics, to refer to a distinctive type of text bearing 'family resemblances' e.g. the spaghetti western or the Japanese haiku. An understanding of genre allows a critical and nuanced interpretation of individual texts by reminding us of the social nature of their production.
<b>graphic organizers</b>	Graphic organizers are instructional tools which offer an iconographic map of the relationship between ideas in a text, thereby using a complementary mode to represent the structure of the discourse. They are recommended for their usefulness in multi-modal teaching methods, which have not always been as highly valued in academic subject teaching as they might be (Jiang and Grabe 2009).
<b>language awareness</b>	Language awareness refers to the kind of knowing when we step back from the direct experience of using language and develop a systematic meta-cognition concerning its codes and conventions, in short how language 'works'. Although at one level this consists of explicit knowledge about language as an apparatus both in everyday life and specific social contexts, it also supports critical deconstruction of texts (i.e. facilitates rhetorical criticism) enabling the learner to see through language that manipulates or discriminates.

<b>language ecology</b>	The term 'language ecology' (Haugen 1972) treats language as analogous to a life form occupying an ecological niche. It is commonly understood as the study of the interactions between a specific language and its human environment. Haugen's imaginative idea has been revived recently and language ecology is now viewed as a separate interdisciplinary field that cannot be reduced to linguistics or cognitive science. Its approach to language learning and language use is non-linear, contingent upon their position in geographical space and human history, a site of struggle for the control of social power and cultural memory.
<b>language education in early childhood</b>	There is an obvious interest to educators in language acquisition in early childhood and the role of education in supporting it. Linking talk to simple shared activities around which 'conversations' can be built forms part of the folk wisdom of motherhood and is an embryonic form of scaffolding. Bruner (19xx) and others have noticed how the ritualised scenarios in early childhood fulfil these conditions: e.g. having a bath, getting dressed, role-playing and exploratory play. Here the adult adjusts intuitively the level of language complexity required to the competence of the child and encourages language development through verbal interaction.
<b>Language Education Policy Profile</b>	Language Education Policy Profiles are an activity of the Language Policy Division of the Council of Europe, which provides member states with an opportunity to analyze their current (and past) policy and practice and to formulate possible future developments. The focus of a profile can be an entire member state or a region or city within a member state. The activity was first conceived and launched in 2002-2003 ( <a href="http://www.coe.int/lang">www.coe.int/lang</a> ). See <i>language portfolio</i> .
<b>language portfolio</b>	The European Language Portfolio was developed and piloted by the Language Policy Division of the Council of Europe from 1998 until 2000. It was launched on a pan-European level during the European Year of Languages as a tool to support the development of plurilingualism and multiculturalism. Follow-up projects were dedicated to training teachers to use the portfolio as an instrument for monitoring language development in individual learners in formal and non-formal settings, but also to record and document progress in language learning and cultural experiences in general. See <i>plurilingualism; Language Education Policy Profile</i> .
<b>languages of schooling</b>	From a functional linguistic perspective, the language of schooling is a special case of the interpenetration of language and social context. It can differ significantly from the everyday language of the student (see CALP) and this gap could become particularly problematic for language minority students whose language repertoire may need to be extended. It is also of note that the Council of Europe Language Policy Division launched a project titled 'the languages of schooling' in 2006 (Vollmer 2006); In policy terms, this built on CEFR but moved towards an increased recognition of multilingual identities and a con-

	cern for vulnerable groups. See <i>Common European Framework of Reference (CEFR)</i> .
<b>linguaging</b>	'Linguaging' occurs when plurilingual individuals make flexible use all the linguistic resources they have in different 'languages' to communicate with one another, without strict adherence to the conventions of any particular language in their repertoire. See <i>plurilingualism</i> .
<b>Lisbon strategy</b>	Named after the location where they were agreed, the Lisbon strategies set out procedures for the implementation of the objectives set by the informal European Council in Lisbon 2000 around the twin aspirations of European sustainable economic growth and social cohesion. There was an endorsement of the concept of 'knowledge societies', the emergence of which was considered crucial for the attainment of both goals.
<b>literacy</b>	<p>In general this term refers to the ability to read and write in a language; a good deal of the current research in this field foregrounds the social practices associated with reading and writing (Street, 2005). Freebody and Luke (1990) advanced a model of effective literacy that attempted to reconcile the separate approaches of whole language, phonics and critical literacy, drawing on a repertoire of practices that required readers and writers to engage in four activities:</p> <ol style="list-style-type: none"> <li>(1) <i>Breaking the code</i>: this involves recognizing and using the fundamental features and architecture of written texts including: alphabet, sounds in words, spelling, conventions and patterns of sentence structure and text;</li> <li>(2) <i>Participating in the meanings</i>: this involves understanding and composing meaningful written, visual and spoken texts from within the meaning systems of particular cultures, institutions, families, communities, nation-states and so forth;</li> <li>(3) <i>Functional use</i>: this involves traversing the social relations around texts; knowing about and acting on the different cultural and social functions that various texts perform both inside and outside school and knowing that these functions shape the way texts are structured, their tone, their degree of formality and their sequence of components;</li> <li>(4) <i>Critical analysis and transformation</i>: this involves understanding and acting on the knowledge that texts are not neutral, that they represent particular views and silence other points of view, influence people's ideas; and that their designs and discourses can be critiqued and redesigned, in novel and hybrid ways.</li> </ol> <p>Understanding the complexity of literacy is crucial for language education in a context of linguistic diversity.</p>
<b>mainstream education:</b>	In the past half century there has been an increasing tendency in many European school systems not to exclude students with specific (sometimes 'special') needs from participating in the 'regular' curriculum designed for the general pupil population. As a consequence of this policy, students from minority language backgrounds in EU coun-

	tries are often expected to be in mainstream education (i.e. not in separate streams or separate schools).
<b>mainstreamed second language education</b>	Recently, in the European Union, the second language education of the language migrant pupils has been seen as an integral part of a generalized and common curriculum process. This has led to new teacher educational initiatives that offer teachers training and qualifications to work effectively with linguistic and ethnic minority students. The EUCIM-TE project is an example.
<b>Migrant Children and Education: a challenge for EU education systems</b>	This Green Paper on the education of migrants was issued by European Commission in July 2008 as part of the Renewed Social agenda. It deals with the integration of migrants into the various European school systems, and is part of a package of means to reinforce access, openness and solidarity among EU citizens. See <a href="http://ec.europa/education/news/news490_en.htm">http://ec.europa/education/news/news490_en.htm</a> .
<b>multimodality</b>	Multimodality refers to the use of a combination of a variety of semi-otic means of communication, e.g. juxtaposing a written text with video clips or web pages. Although this practice is commonplace in everyday life in the Web 2.0 era, it runs up against a traditional reluctance in western societies and their educational systems to merge modes (Kress, 1988). In particular, there has been a tendency to exclude visual representations from the 'academic' curriculum except where narrow convention allows (e.g. scientific diagrams). Language, properly understood, is fundamentally predisposed toward multimodality.
<b>National Association of Language Development in the Curriculum (NALDIC)</b>	NALDIC (the National Association of Language Development in the Curriculum) is the UK teacher association for English as an additional language (EAL) that promotes the development of EAL policies, practice and research. It links EAL professionals through regional and special interest groups. See <i>English as a second / additional language</i> .
<b>native speaker</b>	In abstract terms, a 'native speaker' is an "ideal speaker-listener in a completely homogenous speech community" (Chomsky, 1965). This not only invokes an ideal-typological construct of the 'native' speaker but also assumes a bounded and fixed language with its own homogenous speech community linked to a nation state. This approach has led to the term 'native speaker' becoming a problematic construct with serious doubts about its empirical accuracy, although the notion is still widely used both in academic and everyday discourse. Reference to the native speaker is frequently interpreted as an ideological gesture (Doerr, 2009).
<b>near native speaker</b>	The aim of foreign language teaching is sometimes referred to as becoming a 'near native speaker'. This formulation relies on the questionable normative construct of 'the native speaker', and can be intimidating to non-native teachers and students alike. If we consider language learning as social practice at the boundary of at least two cultures and languages, a linear progression to a native speaker ideal does not make much sense (Kramsch, 1993). Like 'native speaker' the term is often employed as an ideological gesture.
<b>OECD: No more failures:</b>	The OECD publication 'No More Failures' is an important source in



<b>Ten Steps to Equity in Education</b>	<p>assessing the evolving needs of European education systems. Its concern is to find ways to combat systemic pupil underachievement and school failure resulting from social and cultural inequalities of access and treatment in education, particularly with respect to migrants and ethnic minorities in danger of being marginalized. It published a number of country reports which are available online.</p> <p>See <a href="http://www.oecd.org/edu/equityineducation">www.oecd.org/edu/equityineducation</a>.</p>
<b>PIRLS/IGLU (Progress in International Reading Study / Internationale Grundschul-Lese-Untersuchung)</b>	<p>PIRLS/IGLU is an internationally standardized assessment regime that was jointly developed by participating countries and administered to 15-year-olds in school settings. Four criterion-referenced assessments have so far been carried out between 2000 and 2009. The aim is to assess against agreed benchmarks the achievement of students at the point that they complete their compulsory education. Three domains have been covered in the tests to date, reading, mathematics and science.</p>
<b>plurilingualism</b>	<p>Plurilingualism is a Council of Europe/EU neologism meaning individuals with the capacity to use more than one language for communication; it is different from multiculturalism in that the latter refers to a situation where several languages are concurrently used by different groups in a society (although not all will be plurilingual). Plurilingualism involves a paradigm shift away from segregated languages development towards encouraging students to “develop a linguistic repertoire in which all linguistic abilities have a place” (Common European Framework of Reference for Languages).</p>
<b>reading promotion project (leesbevordering-sproject)</b>	<p>A number of EU countries support reading promotion projects e.g. the Leesbevorderingsprojecte, which are literacy development projects in the Dutch context. They aim at developing a reading culture among children and young people.</p>
<b>Reading to Learn (R2L)</b>	<p>Reading to Learn is an established literacy programs. It was designed by Australian academics to enable learners to read and write successfully at levels appropriate to their age, grade and area of study. At each age of schooling It integrated ‘subject’ with the teaching of the reading and writing skills that allow students to succeed. It has been influential internationally, including a significant adoption in Sweden. This program tackles a number of complex tasks and requires significant changes in teaching practice as well as promoting new knowledge about language and pedagogy (Martin &amp; Rose, 2007). See <i>language awareness</i>.</p>
<b>réajustement de l’enseignement des langues</b>	<p>This program was launched by the Luxembourgish government in order to improve language teaching in schools. It aimed at maintaining plurilingualism and supporting social justice in a complex multilingual environment. The program was grounded in the Language Education Policy Profile that was established following the Council of Europe scheme. (Berg &amp; Weis, 2007). See <i>language education policy profile</i>.</p>
<b>reflective practitioner</b>	<p>To be a ‘reflective practitioner (Schön, 1982) requires more than introspection. The reflection must be critical and have the potential to modify action. It regards professional knowledge is tacit and shared as</p>

	well as formal, drawing on the esoteric knowledge base that every profession possesses. The ideal is of autonomous professionals who rely less on formulaic solutions learned in graduate school than on creative flexibility and professional know-how; in short, improvisation learned in considered lifelong practice. The concept is relevant to architects, lawyers and doctors as well as teachers.
<b>register</b>	'Register' in ordinary parlance is a term used to refer to specialist language. It has been defined by Halliday (1978) as a set of meanings appropriate to a particular function of language, together with the words and structures to express those meanings. We can refer to a 'mathematics register' in the sense of the meanings that belong to the language of mathematics, which a language must express if it is being used for mathematical purposes.
<b>scaffolding / bilingual scaffolding</b>	The term 'scaffolding', as the metaphor implies, refers to structural components in teaching that support learning by offering transitional dependence (Wood, Bruner and Ross (1976). It has conceptual links to Vygotsky's "zone of proximal development", a site where it has a particular usefulness. When the teaching of language is integrated with the teaching of content two opportunities for scaffolding coexist (Gibbons, 2002). Bilingual scaffolding refers to the use of two or more languages in any teaching activities in bilingual classrooms that support learning.
<b>school-based language policy</b>	A (whole) school language policy helps a school to become a corporate actor in pursuit of wider social and cultural goals, enabling a school to have a shared and coherent vision on all aspects of language education. Such a process is typically an exercise in problem identification, fact gathering, decision-making, implementation and evaluation. A whole-school language policy is a focusing device allowing a school to embark on collaborative reflection. See <i>reflective practitioner</i> .
<b>Schools Where Literacy Thrives</b>	Schools Where Literacy Thrives is a project that has been run for a number of years by the IDEC-European Committee of the International Reading Association. Its purpose is to identify and disseminate information about factors that contribute to the effective teaching of literacy, and to high literacy standards, in schools. The vision behind SWLT is to create a stable link between school development and literacy education.
<b>second language acquisition</b>	The concept refers to the acquisition of a second/additional language or the academic study of such processes; in EUCIM-TE there is more emphasis on the second meaning. The study of second language acquisition encompasses basic and applied work on how second language proficiency is gained or lost by children and adults, whether learning naturalistically or with the aid of formal instruction, as individuals or in groups, in foreign, second language, or lingua franca settings (e.g. Doughty & Long, 2010).
<b>Sheltered Instruction Observation Protocol (SIOP)</b>	SIOP (Sheltered Instruction Observation Protocol) is an explicit model of instruction for sheltered instruction that teachers could use to improve the academic success of students with limited English proficien-

	cy developed by Centre for Research on Education, Diversity & Excellence, in the US (Echevaria & Short, 2010).
<b>skills/abilities</b>	Alongside knowledge and attitudes, skills are one of the three components that tend to be specifically targeted in ‘competence development’ targets. A basic skill is usually understood the ability to perform a more or less routine activity developed through frequent repetition, often performed automatically without the need for deliberation. Higher-level skills involve complex acts of judgment as well as technical proficiency and can be found in a variety of domains (psychomotor skills, social skills, language skills etc.) ‘Ability’ suggests an underlying capacity that could be the result of maturation or learning. See <b>competence</b> .
<b>Teacher Education Partnerships (TEP)</b>	Teacher Education Partnerships are innovative structures for feedback and dissemination developed in the context of the EUCIM-TE project. They are an essential vehicle for facilitating the adoption and local adaptation of the project’s European Core Curriculum for teacher education. TEPs have a secondary purpose of establishing a sustainable link between research and teacher education practice (Duarte, Roth & Weis, 2010).
<b>tenor</b>	In Hallidayan analysis the term ‘tenor’ refers to the role relationships between the participants in social interaction; these have an impact on the ways in which some formal aspects of language are used. For example, it is often said that in a language such as Japanese a person would choose to use a more or less polite or honorific expression with a particular addressee depending on the addressee’s social position (in relation to the speaker). In English one may find that the expected ‘tone’ in conversation between parents and children to be different from that of a teacher and a pupil. See <i>register</i> .
<b>tone</b>	See <b>tenor</b>
<b>whole language approach</b>	Whole language teaching is premised on the view that language systems are interwoven and that segmentation into separate parts for specific skill instruction should be avoided. With regard to first and second language teaching whole language approach (also called the integrated whole language approach) is a way of teaching first and second languages that reflects the principles of both first and second language acquisition. In ESL situations, the whole language approach is sometimes used to prepare students for mainstreaming.
<b>writing to learn</b>	Generally, writing-to-learn activities are short, impromptu or otherwise informal writing tasks that help students think through key concepts or ideas presented in a course. Writing-to-learn activities are crucial to many Writing Across the Curriculum (WAC) programs because they best meet teaching goals through writing. These have flourished mainly in the US. For a convenient guide see <a href="http://wac.colostate.edu/intro">http://wac.colostate.edu/intro</a> .
<b>zone of proximal development</b>	A term used to denote the distance between a child or student’s actual developmental level as determined by independent problem-solving [and the higher level of] potential development as determined through

	problem-solving under adult guidance or in collaboration with more capable peers' (Vygotsky 1978). The zone presents an opportunity for scaffolding and progress based on the eventual withdrawal of transitional support.
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