Beacco J.-C., Coste D., Linneweber-Lammerskitten H.,
Pieper I., van de Ven P.-H., Vollmer H. (2015)
The place of the languages of schooling in the curricula[1]
Council of Europe (Language Policy Unit)

Main fields

Nano: Learning languages		Micro: Teaching methods		Meso: Piloting schools		Macro: (Inter)systemic approach	
1.1.	V	2.1.	V	3.1.	V	4.1.	V
2.1.	V	2.2.	V	3.2.	V	4.2.	V
3.1.		2.3.	V	3.3.		4.3.	
4.1.		2.4.	V	3.4.		4.4.	
5.1.		2.5.	V	3.5.		4.5.	

Key elements related to EOL

This text aims to identify all language components as well as appropriate linguistic forms and functions for subject-specific teaching. It explains how subject knowledge building and the language of schooling are related to each other, with an aim to improving discourse proficiency in scientific, artistic, technical or other subjects. This approach contributes to the development of a critical citizenship and promotes plurilingual and intercultural education since it values and widens the linguistic repertoire of each learner and improves their proficiency in new discourse genres.

Language and knowledge	Forms of classroom communication	Discourse competences
Language (of schooling) teaching carries a transversal responsibility but also its own objectives; in the same way **all subjects have a** specific **linguistic responsibility** which does not lie exclusively with the subject 'language'.	**Interactions between teachers and learners** vary between 'monologic instruction' and 'dialogic instruction'; the **interaction between learners** can be sociocultural, procedural (methods, strategies), exploratory (discussion, interpretation) order, etc.	The step from spontaneous knowledge to controlled knowledge (concepts) requires **intertextual processes** of all forms of discourse. The **intermediate verbal outputs** (notes, written drafts, sketches, schemes…) are essential to knowledge building.
The **verbal representation of knowledge** can be expressed in diverse semiotic systems: operational writing, calculation, symbols, cards, schemes, figures, photos… Besides **representing** knowledge, language can have a function of **mediation** (from one semiotic system to another), of **interaction** (discussing, debating) or of **creativity**.	For each subject, it is important to: - **compile an inventory of all genres of discourse** needed in teaching and to define their use (comprehension, communication, interaction); - **describe oral and written text forms which are expected** from learners; - **distinguish the texts needed for acquisition of knowledge from those used for assessment**.	**Marking verbal progress visible** means giving learners both awareness and the verbal means to enlarge their discourse repertoire: - **ordinary communication** (conversation, storytelling, personal opinion, feelings); - **intermediate text forms** needed for presenting, describing, reasoning, acting etc.; - text forms corresponding to scientific discourse genres.

[1] Beacco J.-C., Coste D., Linneweber-Lammerskitten H., Pieper I., van de Ven P.-H., Vollmer H. (2015), *The place of language of schooling in the curricula*, Council of Europe (Language Policy Unit), Strasbourg. https://www.ecml.at/Portals/1/documents/CoE-documents/Place-of-languages-of-schooling-in-curricula_EN.pdf

➔ Make knowledge accessible through: - **acquisition of vocabulary** (of the scientific community) - and **familiarisation with** subject specific **texts and discourse genres**.	➔ Make scientific discourse accessible through: - **linearity**: structure, connections, etc. - **explanation**: theme, thesis, title, examples, illustrations, etc. - **intelligibility, tense**, etc.

Focusing on: **Example of a learner's verbal progress**
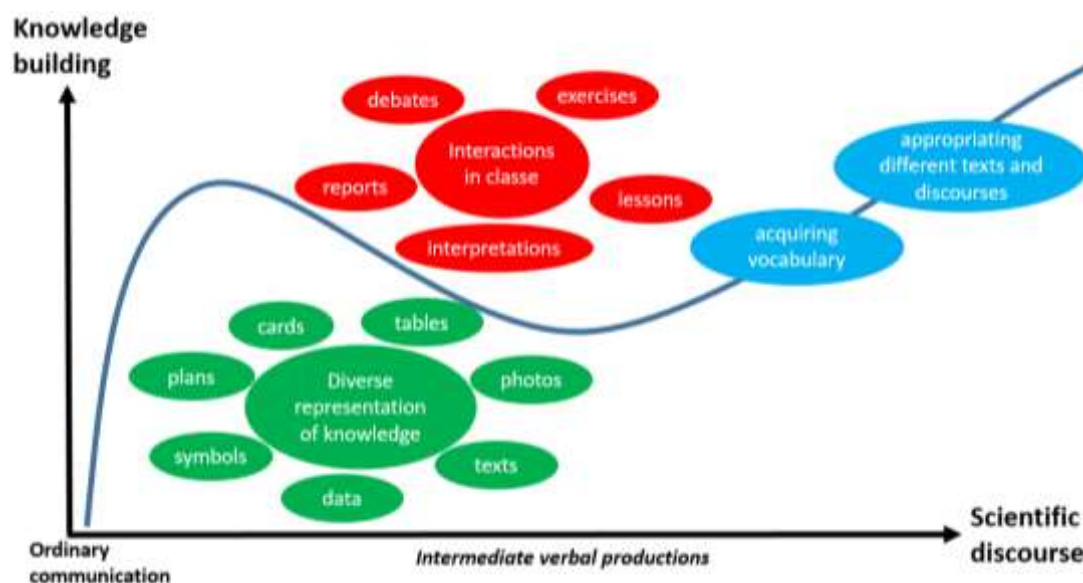
Similar resources

1. Beacco J.-C., Coste D., van de Ven P.-H., Vollmer H. (2010), *Language and school subjects – Linguistic dimensions of knowledge building in school curricula*, Council of Europe (Language Policy Division), Strasbourg. www.coe.int/en/web/platform-plurilingual-intercultural-language-education/languages-of-schooling

2. Moe E., Härmälä M., Kristmanson P. L., Pascoal J., Ramoniené M. (2015), *Languages skills for successful subject learning CEFR-linked descriptors for mathematics and history/civics*, Council of Europe (European Centre for Modern Languages), Graz. www.ecml.at/languagedescriptors

3. Beacco J.-C., Byram M., Cavalli M., Coste C., Egli Cuenat M., Goullier F., Panthier J. (2015), *Guide for the development and implementation of curricula for plurilingual and intercultural education,* Council of Europe, Strasbourg. www.coe.int/en/web/language-policy/guide-for-the-development-and-implementation-of-curricula-for-plurilingual-and-intercultural-education