Recommendation CM/Rec(2022)1 of the Committee of Ministers to member States on the Importance of plurilingual and intercultural education for democratic culture

Challenging societal attitudes towards language and culture

Professor Terry Lamb
University of Westminster, London
22 February 2024

Overview

1. **Reminder of key aspects of the Recommendation, which underpin the need for societal engagement**

2. **Measures related to involvement of broader society**

3. **Why are these measures necessary?**

4. **Shifting societal attitudes towards linguistic and cultural diversity: Examples**

5. **Summary and conclusion**

1. Reminder of key aspects of the Recommendation, which underpin the need for societal engagement

Rationale (R (2002)1, Explanatory Memorandum, p.19)

- **This recommendation addresses two developments of concern to the Council of Europe:**
    - **a tendency on the part of public authorities and civil society to think that proficiency in one additional language is enough as long as that language is English.**
    - **the populist notion that proficiency in minority or migrant languages, widespread in today's increasingly diverse societies, is harmful to societal cohesion.**
- **These concerns relate to one major concern - the "backsliding of democracy" (2021 Report of the Secretary-General, Marija Pejčinović Burić)**

The purpose

The **efficient functioning of democracies** depends on **social inclusion and societal integration**, which in turn depend on an understanding of, **respect for and engagement with linguistic and cultural diversity**. This recommendation aims to give fresh impetus to the promotion, development, and implementation of **plurilingual and intercultural education**, recognising its **importance for personal and professional development, equity, societal integration, the exercise of human rights and participation in democratic culture**.

(Appendix to the Recommendation)

Scope

The guidelines are aimed at:

vii.   organisations involved in non-formal education and lifelong learning;

ix.   international, national, regional and local associations of parents/ guardians;

x.   employers concerned with language learning and the promotion of social integration in the workplace;

xi.   NGOs and private organisations involved in the promotion of language learning.

Because plurilingualism, intercultural dialogue and democratic culture are matters of concern for society at large, these guidelines are also relevant to civil society (sports, music, social and cultural associations, etc.), businesses, the media and a wide range of other stakeholder groups.

(Appendix to the Recommendation)

Principles

Plurilingual and intercultural education:

1. is essential to education for democratic culture;
2. respects and values linguistic and cultural diversity;
3. promotes language awareness and language sensitivity across the curriculum;
4. encourages critical reflection on cultural diversity;
5. helps to foster critical digital literacy and digital citizenship;
6. encourages learner autonomy and values the learner's voice;
7. supports the inclusion of disadvantaged and marginalised learners on an equal footing with other learners.

(Appendix to the Recommendation)

2. Measures related to involvement of broader society

Measures – a) Introduction

The full implementation of the measures, which requires co-ordination at national level and collaboration between agencies of formal, non-formal and lifelong learning, is the work of many years because it entails shifts not only in educational policy and practice but also in societal attitudes to linguistic and cultural diversity.

Measures – 5b) Policy and practice

xix. engage parents, guardians and those responsible for non-formal educational initiatives in activities that promote, celebrate and highlight the value of plurilingualism and intercultural dialogue.

Measures – 6) Cooperation

a. Intersectoral co-operation

Public authorities and other official actors should seek to engage the support of civil society, employers, the private sector and a wide range of stakeholder groups for the implementation of plurilingual and intercultural education for democratic culture.

b. Parents and legal guardians

Public authorities and other official actors should invite international, national, regional and local associations of parents or guardians to take note of this Recommendation and support its implementation.

c. Professional bodies

Public authorities and other official actors should inform academic associations and teachers' and lecturers' unions and associations about this Recommendation and invite them to support its implementation.

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3. Why are these measures necessary?

Linguistic diversity: Inner London school population

- **1983:** 149 languages - 16.2% of school population (ILEA*)

- **1987:** 184 languages - 22.7% (ILEA)

- **2000:** 300+ languages - 32.14% (Baker and Eversley 2000)

- **2018:** 54.4% of 10-11 year olds speak other languages at home (National Pupil Database)

* Inner London Education Authority

Which languages? Which people?

- **"persistent deficits in foreign language skills that threaten our future capacity for influence"** (British Academy 2013: 6).

- **"British worst at learning languages" - "British people are generally not very good language learners"** (British Council, n.d.).

- **"even among Anglophones the UK seems to be linguistically backwards"** (Foreman-Peck & Wang 2014: 1).

- **"Britain's dwindling language skills are a disaster for the country and needs action"** (The Independent 2019: 4th March 2019).

Nuffield Languages Inquiry: Final Report (2000)

"The remarkable linguistic diversity of the UK, reflecting our complex history, includes speakers of the indigenous languages and also of the languages of our main Asian, European and Afro-Caribbean communities as well as hundreds of smaller groups of speakers of other languages. **Yet the multilingual talents of UK citizens are under-recognised, under-used and all too often viewed with suspicion.** Our aims must be to recognise the opportunities offered by this multilingual wealth, ensure that talent is nurtured in future generations and meet the linguistic and cultural needs of individuals and communities."

Monolingual ideology (Blackledge 2000)

- **Linguistic hierarchies and language learning**

- **Deficit perspectives on plurilingual citizens**

- **Monolingualising ideology in schools**

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C E L V
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COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

Promoting excellence in language education

European Centre for Modern Languages of the Council of Europe

ECML TRAINING AND CONSULTANCY FOR MEMBER STATES

Supporting multilingual classrooms

This initiative provides training workshops to help member states ensure access to quality education for migrant learners which will help bridge the attainment gap between these learners and non-migrant pupils - highly developed linguistic competences become key transversal competences to support learning, employability and social cohesion.

SUPPORTING
MULTILINGUAL
CLASSROOMS

| EVENTS | TEAM | MANAGEMENT | WORKSHOP MODULES |

Introduction

This training and consultancy activity will help bridge the attainment gap between these learners and non-migrant pupils by drawing on a wide range of successful ECML projects and resources which focus on the linguistic integration of these learners. In addition, this initiative will expand the online inventory of Open Educational Resources – one of the key outputs of the previous initiative, ICT-REV, – through the inclusion of resources in languages

Related ECML themes

- Plurilingual education
- Migration and language education
- New media in language education
- Use of ICT in support of language learning and teaching (ICT-REV)

http://www.ecml.at/TrainingConsultancy/Multilingualclassrooms/

Languages in schools

- **What languages can be found in your environment outside school?**

- **What languages are visible or audible in your school and inside your classroom? What views do your colleagues hold about this?**

  - **Whatever your response – what does this reveal about your school and its values?**

We do not tolerate people speaking other languages than English in the flats. We are now our own country again and the the Queens English is the spoken tongue here. If you want to speak whatever is the mother tongue of the country you came from then we suggest you return to that place and return your flat to the council so they can let British people live here and we can return to what was normality before you infected this once great island.

(Brexit Day poster, reported on the BBC, 1st February 2020)

ILLEY* Quiz on Myths and Facts:

*Inspiring Language Learning in the Early Years

Myth

Research has shown that learning more languages does not in any way damage children – it can only make them better at communicating and learning further languages. Some bilingual children may mix grammar rules from time to time or use words from both languages in the same sentence, e.g., *'quiero mas juice'* [I want more juice]. This is a normal part of bilingual language development and does not mean that the child is confused. Usually by age 4, children can separate the different languages but might still blend or mix both languages in the same sentence on occasion. They will ultimately learn to separate both languages correctly.

Benefits of plurilingualism

- **linguistic benefits**, e.g. accessing information and communicating in a range of languages; enhanced competence and sensitivity in using their linguistic repertoire;

- **enhanced cognitive skills**, e.g. cognitive flexibility, concept formation, openness to diverse ways of expressing ideas, increased attentional control and working memory;

- **health benefits**, e.g. delaying age-related dementia;

- **social benefits**, family, friends etc;

- **employment opportunities**

- **intercultural awareness**, including critical awareness of their own cultural assumptions and acceptance of different perspectives. (See Lamb 2015 for references)

4. Shifting societal attitudes towards linguistic and cultural diversity - Examples

4.1: Partnerships/alliances for holistic approaches to language strategy

4.2: Public events – reaching a wide range of stakeholders

4.3: Non-formal education

4.4: Parents/guardians and parent associations

4.5: Civil society organisations (sports, music, social, cultural groups)

4.6: Businesses, employers, private sector, media

4.1: Partnerships/alliances for holistic approaches to language strategy

Examples

- Learning from European projects:
    - Language Rich Europe and Lucide

- Reference to Languages Sheffield and the first City Language Policy in the UK

https://language-rich.eu/

Languages in Urban Communities –
Integration and Diversity for Europe
/ LUCIDE

www.urbanlanguages.eu
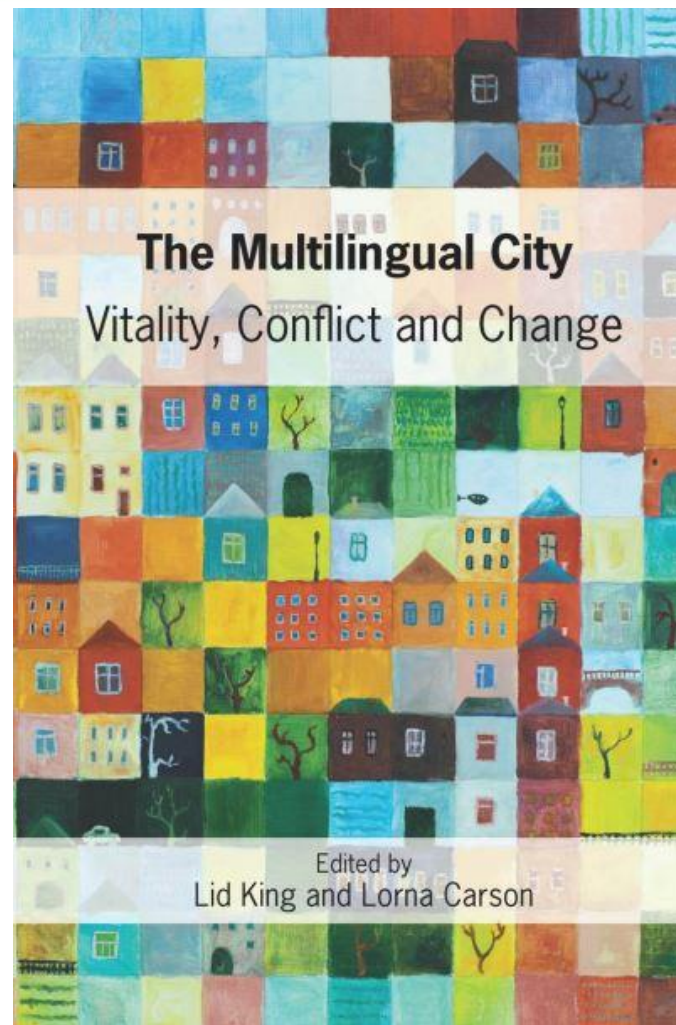
The Multilingual City
Vitality, Conflict and Change

Edited by
Lid King and Lorna Carson

The **Peace Gardens** in the city centre

The first **Sheffield Languages Strategy (2004)** declared:

"Sheffield must adopt and develop a strategic approach that will:

1) Win hearts and minds;

2) Challenge negative attitudes towards language learning;

3) Improve the achievements of our learners;

4) Spread recognition of Sheffield as a multilingual city;

5) Give due recognition to the currency (value) of the city's community languages."

Second Sheffield Languages Strategy (2012)

Contents include:

Sheffield's Community Languages (p. 3)

Teaching and learning of languages at school (pp. 8-10)

Languages and HE (pp.14-16)

Languages and Adult Education (p.17)

Languages and Business (p.18)

ESOL (pp.19 – 20)

Translation and Interpreting Services (p.21)

Languages in the Public Sector: Health, Police (pp.22-24)

Festival of the Mind

The World in Our City:
Languages Live!

Terry Lamb, University of Westminster, UK

The World in Our City: Languages Live!

Exhibitions, performances, talks and taster sessions celebrating Sheffield's multilingual character

PROGRAMME

Date	Time	Venue
Tuesday 23rd Sept		
High Storrs (1)	1.00 pm	Spiegeltent
Malin Bridge (2)	1.20 pm	Spiegeltent
Dore Primary (3)	1.40 pm	Spiegeltent
Wednesday 24th Sept		
Home Languages & Early Years workshop	4.00 pm	Castle House
> Sue Withey & Helen Fidler (Sheffield City Council)		
Talks: Languages & Arts and Culture	5.30 pm	Castle House
(by academics from the School of Languages and Cultures, University of Sheffield):		

> Prof Philip Swanson on 'Modern "Art" and How to Read the Unreadable: Latin American Poetry as Test Case'

> Dr Amanda Crawley Jackson on 'Re-thinking the banlieue: contemporary art and the media'

> Dr Helen Abbott on 'Languages, Poetry, and Music - why singing in French changes everything'

VISIT OUR INTERACTIVE EXHIBITION AND POP-UP LANGUAGE TASTERS - EVERY DAY IN CASTLE HOUSE (LEVEL 1)

Notes
(1) Performance in Urdu
(2) Performance in Mandarin
(3) Songs in French & German

FESTIVAL OF THE MIND

Languages Sheffield

The University Of Sheffield.

Date	Time	Venue
Thursday 25th Sept		
Monteney Primary	11.00 am	Spiegeltent
Westfield School (4)	11.30 am	Spiegeltent
Talks: Languages & Business	10.30 am	Castle House
> Natalie Wilmot (Sheffield Hallam University)		
> Anna Parker (UKTI Yorks & Humber)		
Multilingual Poetry	5.00 pm	Spiegeltent
> Debjani Chatterjee MBE		
> Basir Sultan Kawmi MBE		
> River Wolton		
> Ethel Maqeda		
> Claire Basarich		
> Ellen McLeod		
Friday 26th Sept	**(EUROPEAN DAY OF LANGUAGES)**	
Bradfield School	11.00 am	Spiegeltent
Porter Croft CoE Primary Academy (5)	11.20 am	Spiegeltent
Radio discussion	12.00	Sheffield Live
> Prof Terry Lamb (University of Sheffield)		
> Sandra Potesta (RLNO Yorks & Humber)		
> Anna Parker (UKTI, Yorks & Humber)		
> Nawal El-Amrani (public health)		
Multilingual storytelling (6)	4.00 pm	Castle House
> Vanda Priestly		
> Lisa Wang		
> Eduardo Rull Ariza		
Saturday 27th Sept		
Why Languages Matter!	12.00-4.00 pm	Winter Garden
(interactive exhibition)		
Celebrating our languages	2.30–3.30 pm	Winter Garden
(performances in Mandarin, Oromo and Spanish)		

Notes
(4) Song in Spanish & English
(5) Playlet in French: 'L'anniversaire d' Henri Hérisson'
(6) Stories in Hungarian, Mandarin & Spanish

LIVE! LANGUAGES

Why Languages Matter

My favourite language is _Telugu_
because... it is my mother tongue.
My whole family speaks it. Knowing Telugu
Makes me feel special, different & unique.

Why Languages Matter!

Who I am: Pragnya Alla

My languages: Hindi, Telugu, English, French & a little spanish

Knowing another language made a difference to my life when... I was able to interact with people from different backgrounds. It also made me feel part of their culture as well as being comfortable around them.

Why Languages Matter!

Who I am: Lisandra

My languages: Shona, English a bit of French and Spanish

My favourite language is _Chinese_

because... I get to travel to different places. Especially china ~~that~~ which is a big country. Many toys are made in china. I can order from macdonalds in chinese without making a fool of myself.
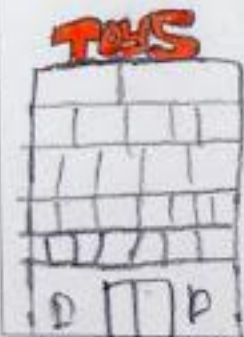
Why Languages Matter!

Who I am: Billy Song

My languages: English, Spanish, german, chinese

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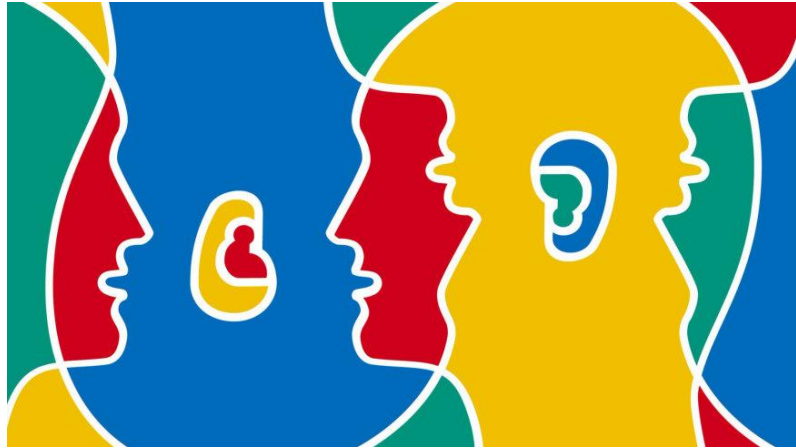
European Day of Languages
26 September

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www.coe.int/edl

#coeEDL
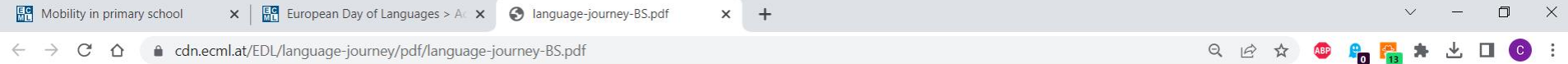
BOSANSKI BS

👥 3 000 000

Bosanski je jako sličan hrvatskom i srpskom, ali se može reći da ima snažnu vezu sa turskim: Oko 400 godina Bosna je bila dio Osmanlijskog Carstva i tako usvojila mnoge posuđenice iz turskog, kao što su "minđuše", "bujrum" ili "avlija".

Ćao!

Kako si?

Hvala!

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da
ne

1 jedan
2 dva
3 tri
4 četiri
5 pet
6 šest
7 sedam
8 osam
9 devet
10 deset
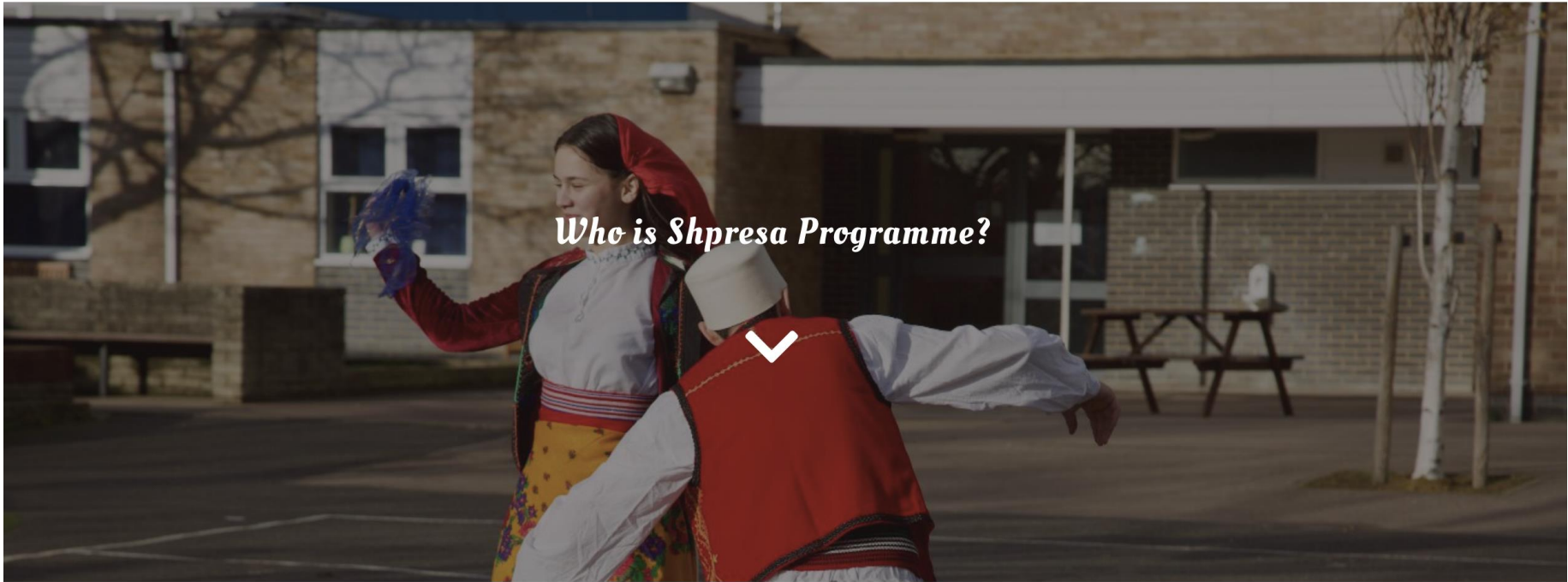
<<< Poslušaj kako zvuče ove riječi

Photo: Old Bridge in Mostar, Bosnia and Herzegovina

25

Shpresa Programme
Inspiring hope & change

SERVICES PROJECTS ABOUT SUPPORT NEWS EVENTS CONTACT 🇺🇸 ENGLISH

DONATE

Who is Shpresa Programme?

⌄

Formed in 28th November 2002 and registered as a charity in 2005, Shpresa Programme (Shpresa) promotes the integration – with dignity – of the Albanian-speaking community in the UK. We provide and facilitate education and training so that our members and service users can live full and active roles within their communities.

FOHLC Europe

Forum of Heritage Language Coalitions in Europe

FOHLC Europe is an exciting new collaboration between several organizations involved with heritage language education in Europe. We are initiating an annual conference that we hope will become a new tradition of creating connections. It will be a chance for all involved in this area to come together to share expertise and to discuss the needs of our organizations.

https://www.hlenet.org/fohlc-europe

- Involving parents – working with parents: ECML Project PARENTS

- EPA - European Parents' Association

Involving parents – working with parents

parents.ecml.at

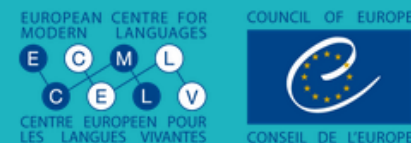**PARENTS**
Involving parents in plurilingual and intercultural education

EN FR

Home   Project   Parents   Educators   Resources

Involving parents in plurilingual and intercultural education

This project aims at disseminating knowledge on the benefits of involving parents in plurilingual and intercultural education. Working with parents as partners facilitates not only language acquisition, but also the development of positive attitudes towards otherness, attitudes which are necessary for the harmonious development of individuals and society. The dissemination of information and knowledge on such practices will contribute to overcome fears relative to the inclusion of parents in school activities. Descriptions of plurilingual and intercultural activities will be offered, so as to provide parents and teachers with tools that will help them to work together in plurilingual and intercultural education.

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This is a project of the **European Centre for Modern Languages** within its "**Learning through languages**" programme 2012-2015.

read more

https://europarents.eu/

4.5: Civil society organisations (sports, music, social, cultural groups)

- Projects and charities bringing together young people from diverse backgrounds

- Collaborative community approach to migrant education:
  ECML project EDUCOMIGRANT

- Kulturbuddies (Youngcaritas, Germany)

https://www.youngcaritas.de/lokalisiert/berlin/kulturbuddys

- IntegRADsion (Austria)

https://www.facebook.com/integradsion/

- Rugby Opens Borders (Austria)

https://www.rugbyopensborders.com/

- Kitchen on the Run (Germany)

https://kitchenontherun.org/

European Centre for Modern Languages of the Council of Europe

Promoting excellence in language education

Collaborative community approach to migrant education
A virtual open course for educators

The resources offer innovative ways to enhance young migrants' education by developing links between schools, the home and local partners in education. This educational joint venture develops the learners' skills in the language of schooling as well their plurilingual competences.

4.6: Businesses, employers, private sector, media

- Recommendations from Languages Sheffield and Language Rich Europe

- Language for Work – ECML project

Language Rich Europe

Recommendation 8

In their audiovisual and language policies and support, European-level institutions should opt for subtitling rather than dubbing as the best means to promote the language competences of citizens and officials in Europe.

Recommendation 10

We should reassess the ways in which multilingualism increases trade and profitability. Research is needed into how successful companies actually engage in successful business exchanges across languages and cultures from an economic and sociological perspective rather than with a solely linguistic bias. This should provide case studies and practical guidance on negotiating the multilingual marketplace both for businesses and employees.

Sheffield Languages Strategy

Action Plan: Business

Objective: raise and maintain awareness of the need for languages skills in international trading

- Proposed action: disseminate regularly up-to-date information on & promotion of languages in business, from local and national sources: e.g. South Yorks. International Trade Forum, British Chambers of Commerce, etc.

EUROPEAN CENTRE FOR MODERN LANGUAGES

Language for work
Tools for professional development

- **Resources**, **guides**, **competence checklists**, **examples of practice**, and **more**, to support work-related language learning by migrants, refugees, and ethnic minorities
- **Networking platform** to help professionals interested in work-related language learning share expertise and develop practice – **free to join**

5. Summary and conclusion

4.1: Partnerships/alliances for holistic approaches to language strategy

4.2: Public events – reaching a wide range of stakeholders

4.3: Non-formal education

4.4: Parents/guardians and parent associations

4.5: Civil society organisations (sports, music, social, cultural groups)

4.6: Businesses, employers, private sector, media

The purpose

The efficient functioning of democracies depends on social inclusion and societal integration, which in turn depend on an understanding of, respect for and engagement with linguistic and cultural diversity. This recommendation aims to give fresh impetus to the promotion, development, and implementation of plurilingual and intercultural education, recognising its importance for personal and professional development, equity, societal integration, the exercise of human rights and participation in democratic culture.

(Appendix to the Recommendation)

FROM A MONOLINGUAL TO A PLURILINGUAL HABITUS

(Lamb 2015; Lamb & Vodicka 2018; Lamb et al.)

- "...changes in the education and everyday experiences of everyone, both formally in educational spaces and informally in public spaces, which must valorise, make visible and normalise the presence of the languages of our communities and develop a 'plurilingual habitus' through the production of interlingual shared spaces." (Lamb & Vodicka 2018: 10)

- Local communities, grassroots groups and resistance

- "We are, all of us, architects, of a sort. We individually and collectively make the city through our daily actions and our political, intellectual and economic engagements. But, in return, the city makes us." (Harvey 2003: 939)

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