

DOCUMENT RESUME

ED 453 671

FL 026 731

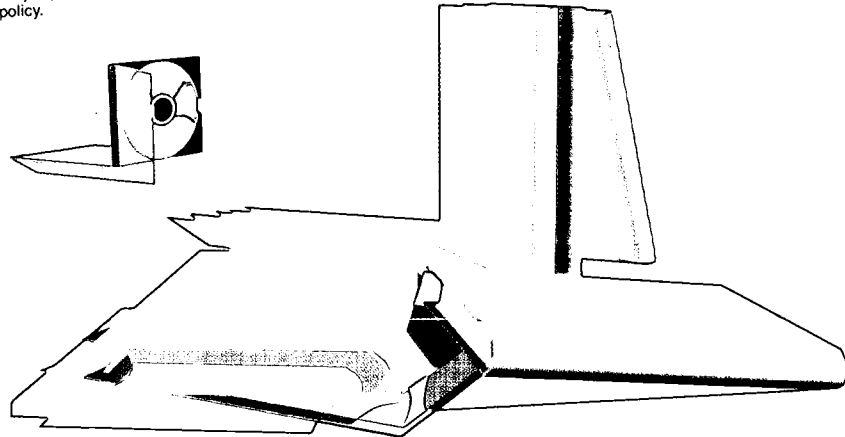
TITLE Language Teaching. Thematic Bibliography.
INSTITUTION EURYDICE European Unit, Brussels (Belgium).
SPONS AGENCY Commission of the European Communities, Brussels (Belgium).
Directorate-General for Education and Culture.
REPORT NO D/2001/4008/10
ISBN ISBN-2-87116-320-0
PUB DATE 2001-04-00
NOTE 38p.
AVAILABLE FROM EURYDICE, European Unit, Rue d'Arlon 15, B-1050 Brussels,
Belgium. Tel: (32-02) 238-30-11; Fax: (32-02) 230-65-62;
e-mail: info@eurydice.org; Website: <http://www.eurydice.org>.
PUB TYPE Reference Materials - Bibliographies (131)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Annotated Bibliographies; Cultural Maintenance; Early
Childhood Education; Educational Policy; Ethnic Groups;
Foreign Countries; Language Maintenance; Language
Minorities; Language Planning; National Programs; Politics
of Education; *Second Language Instruction; Second Language
Learning; Teacher Education; Teaching Methods; Uncommonly
Taught Languages
IDENTIFIERS European Union

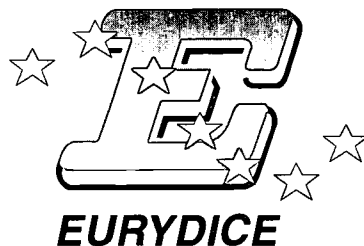
ABSTRACT

This thematic bibliography is an annotated bibliography of European and international sources concerning language teaching. All published and Web references were categorized into the following categories as they pertain to language teaching: actions undertaken by Europe; organizations within educational systems; teaching objectives, methods, and tools; languages and cultural approaches; early learning; teacher training; minority languages; and miscellaneous. (Contains 84 references.) (KFT)

Thematic Bibliography

Language Teaching





Thematic Bibliography

Language Teaching

Eurydice
The information network on education in Europe

This document is published by the Eurydice European Unit with the financial support of the European Commission (Directorate-General for Education and Culture).

Available in English (*Thematic Bibliography: Language Teaching*) and French (*Bibliographie thématique: Enseignement des langues*).

D/2001/4008/10
ISBN 2-87116-320-0

This document is also available on the Internet (<http://www.eurydice.org>).

Text completed in March 2001.

© Eurydice, 2001.

The contents of this publication may be reproduced in part, except for commercial purposes, provided that the extract is preceded by a complete reference to 'Eurydice, the information network on education in Europe', followed by the date of publication of the document.

Requests for permission to reproduce the entire document must be made to the European Unit.

EURYDICE
European Unit
Rue d'Arlon 15
B-1050 Brussels

Tel. (32-02) 238 30 11
Fax (32-02) 230 65 62
E-mail: info@eurydice.org
Internet: <http://www.eurydice.org>

Printed in Belgium

TABLE OF CONTENTS

Introduction	5
Diagram	7
A. Actions undertaken by Europe	9
European Union	9
Official texts	9
Guides	9
Council of Europe	10
B. Organisation within the education systems	12
Europe	12
International	13
C. Teaching objectives, methods and tools	15
Europe	15
D. Languages and cultural approaches	19
Europe	19
International	22
E. Early learning	23
Europe	23
International	26
F. Teacher training	27
Europe	27
G. Minority languages	30
Europe	30
H. Miscellaneous	35
Europe	35

INTRODUCTION

Over a number of years, the Eurydice European Unit has been building up a considerable collection of reference sources on the various issues arising in education. The value and originality of this collection derive from its essentially international dimension. These books, articles and other items also constitute a basic source of information for the comparative literature published by the Eurydice Network.

Such is the variety of educational topics covered by the collection that the Eurydice European Unit has taken the initiative in launching a series of THEMATIC BIBLIOGRAPHIES. Each volume in this new series will be devoted to a topic of Community interest and will deal mainly with the most relevant European and international literature available at the European Unit. The bibliographies will appear in English and French.

This fifth publication in the series does not claim to be exhaustive but draws attention to a selection of publications on the topic of 'Language Teaching'.

The bibliography lists publications or reports that have appeared since 1995. However, some earlier items of published official literature which are of special historical interest in relation to the development of the concept of lifelong learning, or regarded as significant reference sources, have also been included.

All titles and Internet websites indicated for reference purposes, have been classified by categories as follows:

- A. ACTIONS UNDERTAKEN BY EUROPE
- B. ORGANISATION WITHIN THE EDUCATION SYSTEMS
- C. TEACHING OBJECTIVES, METHODS AND TOOLS
- D. LANGUAGES AND CULTURAL APPROACHES
- E. EARLY LEARNING
- F. TEACHER TRAINING
- G. MINORITY LANGUAGES
- H. MISCELLANEOUS

Within each category, the literature is presented chronologically by year of publication, and by alphabetical order of title within each year.

All titles in the documentation centre of the Eurydice European Unit, which are listed under categories A, B, C, D, E, F, G and H have been described after consulting the relevant item directly to obtain or check the information concerned. This approach has been adopted so that the bibliography is as comprehensive and detailed as possible. With the same aim in mind, there are references also to the electronic address of an item and its original English-language title, wherever they have been identified.

In addition, the literature has been indexed using the European Education Thesaurus. The descriptors employed are mentioned under each publication selected, and the references are also accompanied by an abstract.

The titles of items not available in English have been given an unofficial translation so as to make readers aware of the subject under consideration. In such cases, the note '*Translation of title*' is added.

This thematic bibliography is a counterpart to the already published survey entitled *Foreign Language Teaching in Schools in Europe* which was completed by Eurydice in January 2001.

This study covers the 15 member countries of the European Union, the three EFTA/EEA countries and the 11 pre-accession countries now Members of the Eurydice Network. It clearly identifies the position of foreign language teaching in Europe and assesses the use of minority and regional languages in education systems. A variety of issues are considered, such as the organisation of foreign language teaching, the background to reforms, teacher training, curricula for foreign languages and European Community initiatives. The analysis is concerned mainly with primary education and lower and general upper secondary education.

Foreign Language Teaching in Schools in Europe.

- Brussels: Eurydice, 2001. - 372 p.

- (Eurydice Studies).

- Available in DE, EN, FR.

- Available on the World Wide Web:

<<http://www.eurydice.org/Documents/Flt/En/FrameSet.htm>>

- ISBN 2-87116-311-1

This study is the subject of an overview which covers its main conclusions and is entitled '*Profile of... Foreign Language Teaching in Schools in Europe*'. This accompanied by a new publication in the Eurydice Focus series on the '*The position of foreign languages in European education systems (1999/2000)*' which covers 15 Member States of the European Union, the three of the European Economic Area and 11 pre-accession countries.

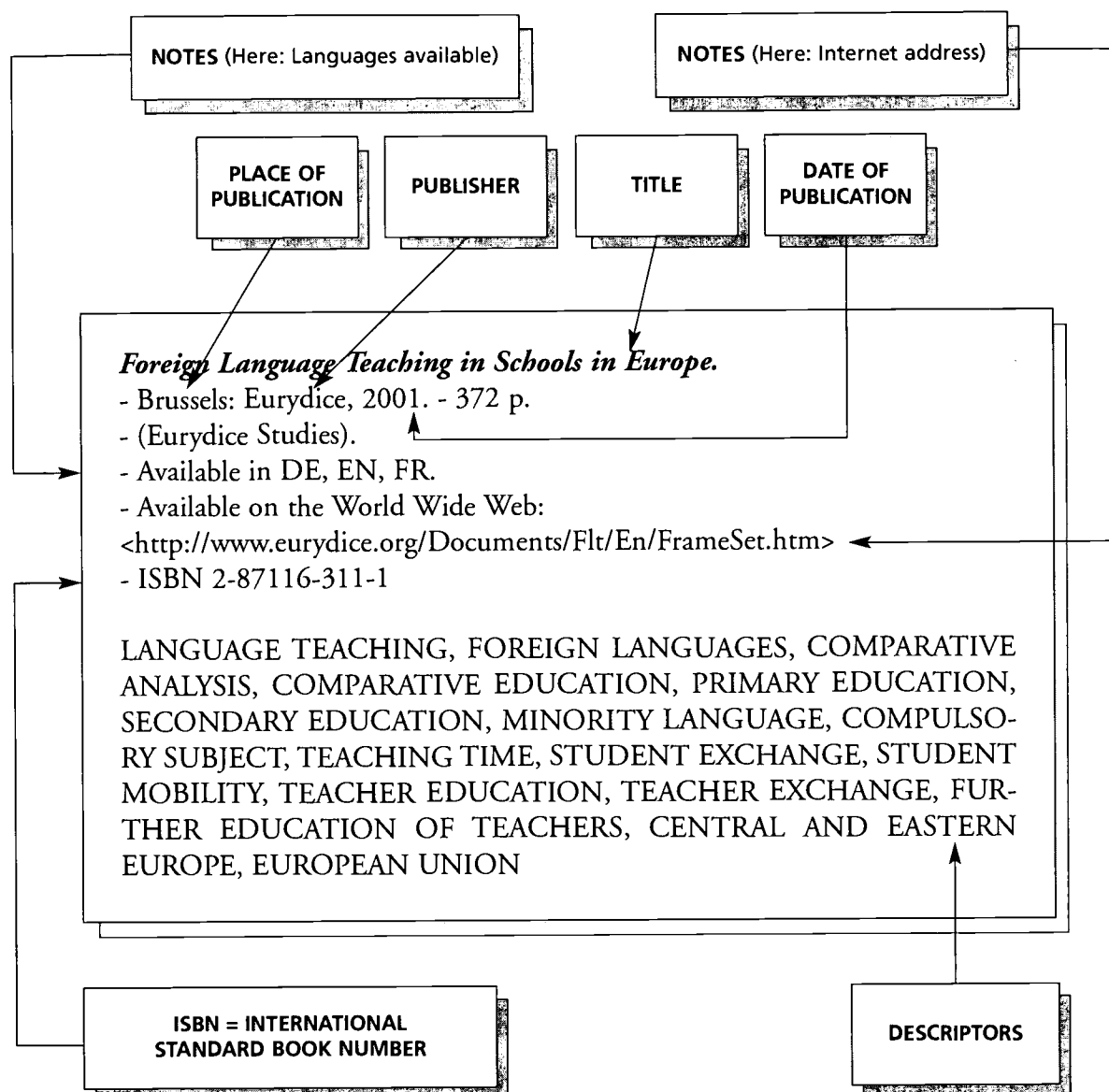
Luce Pépin

Head of the EURYDICE European Unit

March 2001

Important: The titles listed in this bibliography are available from their official publishers.


The following diagram gives a detailed overview of the bibliography's structure:





BEST COPY AVAILABLE


EUROPEAN UNION


Official texts


-  ***Resolution on the languages and cultures of regional and ethnic minorities in the European Community.***
 - Luxembourg: Office for Official Publications of the European Communities, 1987.
 - OJ No C318, 30-11-1987, pp.160-164.

-  ***Resolution on linguistic and cultural minorities in the European Communities.***
 - Luxembourg: Office for Official Publications of the European Communities, 1994.
 - OJ No C61, 28-02-1994, pp.110-113.


-  ***Council Resolution of 31 March 1995 on improving and diversifying language learning and teaching within the education systems of the European Union.***
 - Luxembourg: Office for Official Publications of the European Communities, 1995.
 - OJ No C207, 12-08-1995, pp.1-5.
 - Available on the World Wide Web:
<http://www.europa.eu.int/eur-lex/en/lif/dat/1995/en_395Y0812_01.html>

-  ***Memorandum by the Presidency concerning education policy with respect to the teaching of languages in the Member States of the European Union.***
 - Brussels: Council of the European Union, 1997. - 11 p.

-  ***Council Resolution of 16 December 1997 on the early teaching of European Union languages.***
 - Luxembourg: Office for Official Publications of the European Communities, 1998.
 - OJ No C98, 03-01-1998, pp.1-7.

-  ***Decision No 1934/2000/EC of the European Parliament and of the Council of 17 July 2000 on the European Year of Languages 2001.***
 - Luxembourg: Office for Official Publications of the European Communities, 2000.
 - OJ No L232, 14-09-2000, pp.1-5.

Guides

-  ***Socrates - Lingua - Joint educational projects. Handbook*** / European Commission. DG XXII, Education, Training and Youth.
 - Luxembourg: Office for Official Publications of the European Communities, 1997. - 64 p.
 - ISBN 92-828-0577-8

This guide is designed to help teachers and their pupils organise exchanges within the framework of joint educational projects aimed at promoting language learning. These projects are geared towards increasing the motivation and ability of young people to communicate in foreign languages.



Lingua Assitantships. A good practice guide for host schools and assistants.

- Brussels: European Commission, 1999. - 66 p.

- Available on the World Wide Web:

<<http://europa.eu.int/comm/education/socrates/lingua/guide/finen.pdf>>

This practical guide is based on real-life experiences of assistants, schools and national agencies. It gives an overview of the actions undertaken by the Community programme Lingua and more particularly of language assistantships. It informs host schools of the role of the future language teacher and gives advice to assistants on the possibilities of integration and adapting to the different situations in and outside the school environment. Practical recommendations are given in the appendix with regard to such matters as accommodation and teaching material as well as suggestions for the organisation of informal activities.



SOCRATES. Compendium 1999. Lingua Action A.

- Brussels: Socrates & Youth Technical Assistance Office, 1999. - 35 p.

- Available on the World Wide Web:

<<http://europa.eu.int/comm/education/socrates/lingua/comp/act-a.html>>

- Published every year since 1996.

This compendium includes detailed information on the training projects for language teachers supported by the European Commission.



SOCRATES. Compendium 1999. Lingua Action D.

- Brussels: Socrates & Youth Technical Assistance Office, 1999. - 44 p.

- Available on the World Wide Web:

<<http://www.europa.eu.int/comm/education/socrates/lingua/comp/lindcomp99.pdf>>

- Published every year since 1995.

This compendium contains detailed information on the projects funded within the framework of action D of the Community programme Lingua which is aimed at developing instruments for learning and teaching languages and evaluating language skills.



Stimulating language learning: the European Label. Catalogue of projects.

- Brussels: European Commission, 1999. - 55 p.

- Available on the World Wide Web:

<http://europa.eu.int/comm/education/language/label_en.pdf>

Catalogue of projects presented on the occasion of the European event 'Stimulating language learning' held at the Charlemagne Building (Brussels) on 25 March 1999. It includes a summary of the work within the framework of the initiative 'European Label' for each participating country, followed by a brief description of the projects.

COUNCIL OF EUROPE



European Charter for Regional or Minority Languages, Strasbourg, 5.XI.1992 = Charte européenne des langues régionales et minoritaires, Strasbourg, 5.XI.1992.

- Strasbourg: Council of Europe, 1992. - 15 p.

- European Treaty Series/Série des traités européens 148.

- Available on the World Wide Web:

<<http://conventions.coe.int/treaty/en/Treaties/Html/148.htm>>



Linguistic diversification. Report. Doc. 8173 / Committee on Culture and Education.

Strasbourg: Council of Europe, 1998. - 20 p.

- Available on the World Wide Web: <<http://stars.coe.fr/doc/doc98/edoc8173.htm>>



Recommendation No R(98) 6 of the Committee of Ministers to Member States concerning modern languages (Adopted by the Committee of Ministers on 17 March 1998, at the 623rd meeting of the Ministers' Deputies).

- Strasbourg: Council of Europe, 1998. - 6 p.

- Available on the World Wide Web: <<http://www.coe.fr/cm/ta/rec/1998/98r6.htm>>



Recommendation 1383 (1998) Linguistic Diversification.

- Strasbourg: Council of Europe, 1998. - 3 p.

- Available on the World Wide Web: <<http://stars.coe.fr/ta/ta98/erec1383.htm>>



Diversification linguistique: recommandation 1383 (1998). Réponse du Comité des Ministres adoptée à la 679ème réunion des Délégués des Ministres (15 septembre 1999).

- Strasbourg: Conseil de l'Europe, 1999. - 4 p.

Translation of title: Linguistic diversification: recommendation 1383 (1998). Reply of the Committee of Ministers adopted at the 679th meeting of the Ministers' Deputies (15 September 1999).



Implementation of the European Charter for Regional or Minority Languages.

- Strasbourg: Council of Europe, 1999. - 100 p.

- Regional or minority languages, No 2.

- ISBN 92-871-4077-4

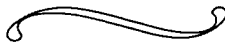


Resolution on the European Language Portfolio (adopted at the 20th Session of the Standing Conference of the Ministers of Education of the Council of Europe, Cracow, Poland, 15-17 October 2000).


- Strasbourg: Council of Europe, 2000. - 5 p.

- Available on the World Wide Web:

<<http://culture.coe.fr/Infocentre/txt/eng/eresportfolio.html>>



EUROPE


 *L'apprentissage des langues vivantes étrangères en Europe* / Ministère de l'éducation nationale.

- In: Rapport de l'Inspection Nationale, p. 353-431.
- Paris: La Documentation française, 1995.

Translation of title: Modern foreign language learning in Europe.

This report is a collection of monographs covering all the countries which, with the exception of France, made up the European Community in 1994. It describes for each country the organisational arrangements for foreign languages in primary and secondary education, pupil assessment, content and objectives, initial and in-service teacher training and possibilities for stays abroad. A summary is given of each national situation.

LANGUAGE TEACHING, FOREIGN LANGUAGES, PRIMARY EDUCATION, EUROPEAN UNION

 *Foreign language learning in primary schools* / P. Doye; A. Hurrell.

- Strasbourg: Council of Europe, 1997. - 104 p.
- (Education. Modern Languages).
- ISBN 92-871-3242-9

This compendium is a summary of five international workshops devoted to the theme of languages in primary education. It contains six chapters on the main trends and practices in primary schools in Europe: objectives and content, methods, resources, organisation, assessment and teacher training. The authors frame recommendations for widespread foreign language teaching in primary education. This publication is designed to serve as a guide for teachers, teacher trainers, curriculum designers and decision-makers.

LANGUAGE TEACHING, FOREIGN LANGUAGES, PRIMARY EDUCATION, COUNCIL OF EUROPE, EUROPE

 *L'enseignement des langues étrangères dans les pays de l'Union européenne* / sous la direction de J.C. Herreras.

- Louvain-la-Neuve: Peeters, 1998. - 401 p.
- (Bibliothèque des Cahiers de l'Institut de Linguistique de Louvain; 92).
- ISBN 90-429-0025-3

Translation of title: Foreign language teaching in the countries of the European Union.

This study is the result of a comparative analysis at European level of a number of parameters, such as the number of years devoted to foreign language learning, the number of languages for which teaching is compulsory, the possibilities of choice and practical knowledge in the field at the level of primary, secondary and higher education. It also discusses teacher training and adult education. It tackles the question as to whether the language policy of the Member States is conducive to the achievement of these objectives.

LANGUAGE TEACHING, DURATION OF STUDIES, PRIMARY EDUCATION, TEACHER EDUCATION, ADULT EDUCATION, EUROPEAN UNION



Foreign languages / Eurydice; Eurostat; European Commission.

- In: Key data on education in Europe 1999/2000, pp.151-164.
- Luxembourg: Office for Official Publications of the European Communities, 2000.
- Available on the World Wide Web:
- <http://www.eurydice.org/Documents/Key_Data/En/FrameSet.htm>
- ISBN 92-828-8537-2

This chapter briefly describes the role and organisation of foreign language teaching at pre-school, primary and secondary level. Comparative tables show the percentage of pupils learning foreign languages and the languages most taught.

LANGUAGE TEACHING, FOREIGN LANGUAGES, COMPARATIVE ANALYSIS, COMPARATIVE EDUCATION, COMPULSORY SUBJECT, PRE-SCHOOL EDUCATION, PRIMARY EDUCATION, SECONDARY EDUCATION, NUMBER OF PUPILS, CENTRAL AND EASTERN EUROPE, EUROPEAN UNION

INTERNATIONAL



Le point sur ... l'enseignement des langues (-3000-1950) / J.-A. Caravolas.

- Anjou: Centre éducatif et Culturel, 1995. - 180 p.
- ISBN 2-7617-1197-1

Translation of title: The history of language teaching (-3000-1950).

The objective of this publication is to show the development over time of the teaching of languages (dead and living) by comparing each country during the same periods. This history is limited to Europe and North America. However, for Antiquity, it also includes Egypt and several Asian countries. It focuses in particular on the educational aspects of the discipline by century (from its origin until the end of the Second World War) and by country. This book is designed to give young language teachers and students more insight into the current trends of language teaching.

LANGUAGE TEACHING, MODERN LANGUAGES, CLASSICS, HISTORICAL PERSPECTIVES, EUROPE, NORTH AMERICA



Profiles of Language Education in 25 Countries / P. Dikson; A. Cuming.

- Slough: NFER, 1996.
- ISBN 0-7005-1435-0

This publication includes information collected in 1995 under the auspices of the International Association for the Evaluation of Educational Achievement (IEA) to provide an updated reference work on the language policies and the teaching of a first and second language in schools. A summary profile is presented for each country, including a short description of the following:

- languages in society and national policies;
- the organisation of language teaching in schools;
- the teaching curriculum and assessment;
- teaching qualifications;
- resources for learning and teaching languages;
- current developments and innovative trends.

It covers the following countries: Austria, Cyprus, the Czech Republic, Denmark, Finland, France, Hong Kong, Hungary, Iran, Israel, Italy, Latvia, the Netherlands, Norway, the

Philippines, Portugal, the USSR, Slovenia, South Africa, Spain, Sweden, Switzerland, Thailand and the United States.

LANGUAGE TEACHING, FOREIGN LANGUAGES, EDUCATIONAL POLICY, EDUCATION SYSTEM, TEACHER EDUCATION, FINANCING, EDUCATIONAL INNOVATION, EUROPE, SOUTHERN AFRICA, IRAN, ISRAEL, USSR, PHILIPPINES, HONG KONG, THAILAND, USA



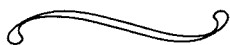
Foreign language teaching. What the United States can learn from other countries /

I. Pufahl; N.C. Rhode; D. Christian.


- Washington: Center for Applied Linguistics, 2000.

This document contains a collection of information on foreign language teaching in several countries (Australia, Austria, Brazil, Canada, Chile, the Czech Republic, Denmark, Finland, Germany, Italy, Israel, Kazakhstan, Luxembourg, Morocco, Netherlands, New Zealand, Peru, Spain and Thailand). It identifies some interesting ways to improve language teaching in the United States. Information on China, England and Hong Kong has also been included based on comparative education reports. Twenty-two language teachers from 19 countries answered a series of questions on the methodologies, strategies and policies implemented in their countries. These characteristics are described in this report and presented by subject: early learning, framework for the teaching syllabus, initial and in-service teacher training, use of the new technologies, teaching methods, education policy, pupil assessment and ways the preservation of the heritage of mother tongues and regional languages.

LANGUAGE TEACHING, FOREIGN LANGUAGES, MOTHER TONGUE, EARLY LEARNING, CURRICULUM DEVELOPMENT, CURRICULUM, TEACHER EDUCATION, NEW TECHNOLOGIES, DIDACTIC USE OF COMPUTER, TEACHING METHOD, EDUCATIONAL POLICY, EVALUATION, PUPIL, EUROPEAN UNION, AUSTRALIA, BRAZIL, CANADA, CHILE, ISRAEL, KAZAKHSTAN, MOROCCO, NEW ZEALAND, PERU, THAILAND, CHINA, HONG KONG



EUROPE

-  ***Modern Language Learning in the New Europe. The role of the European Centre for Modern Languages in Graz. Proceedings of the First Annual Colloquy of the European Centre for Modern Languages of the Council of Europe 8 and 9 December 1995, Graz, Austria = L'apprentissage des langues vivantes dans la nouvelle Europe. Le rôle du Centre européen pour les langues vivantes à Graz. Actes du premier colloque annuel du Centre européen pour les langues vivantes du Conseil de l'Europe 8 et 9 décembre 1995, Graz, Autriche.***

- Strasbourg: Council of Europe, 1995. - 87 p.

This first annual conference of the Centre brought together almost one hundred experts representing thirty countries. The talks contained in this report highlight important issues surrounding language policy, including learning and assessment approaches, methods, communication supports, pupil autonomy, interculturality and teacher training.

LANGUAGE TEACHING, FOREIGN LANGUAGES, CONFERENCE, COUNCIL OF EUROPE, EUROPE


-  ***Education for European Citizenship. Special issue*** / Guest Editor M. Byram.

- Clevedon: Multilingual Matters, 1996. - 146 p.

- (Evaluation. Research in Education, Vol 10, No 2&3).

This special issue contains contributions from historians and linguists and aims to demonstrate the importance of these two educational disciplines for citizens. It discusses present and future reforms in the classroom, in the development of the syllabus and in teacher training. It shows that there are genuine possibilities for cooperation between history teachers and foreign language teachers.

LANGUAGE TEACHING, FOREIGN LANGUAGES, HISTORY, EUROPEAN UNION

-  ***Educational research workshop on the effectiveness of modern language learning and teaching, Graz (Austria), 5-8 March 1996*** / P. Dickson.

- Strasbourg: Council of Europe, 1996. - 15 p.

This workshop allowed participants to engage in dialogue on the way in which research interacts with the teaching and learning of foreign languages.

It discusses modern language learning in public educational institutions.

The report is in three sections:

- research, the language teaching system and the question of the official syllabus;
- research on the acquisition of a second language;
- research on the factors that influence the learning of a foreign language.

LANGUAGE TEACHING, FOREIGN LANGUAGES, EDUCATIONAL RESEARCH, COUNCIL OF EUROPE, EUROPE



Les langues vivantes: apprendre, enseigner, évaluer. Un cadre européen commun de référence. Projet 2 d'une proposition de cadre: langues vivantes.

- Strasbourg: Conseil de l'Europe, 1996. - 223 p.

Translation of title: Modern languages: learning, teaching and assessment. A common European reference framework. Project 2 of a framework proposal: modern languages.

This second version is the result of consultation between experts and members of the profession as regards the first version at institutional level or, in some cases, at national level. The purpose of the general reference framework is to allow all those involved in foreign language learning and teaching to inform others of their objectives and methodologies and of the results obtained, identifying key areas and points for comparison.

LANGUAGE TEACHING, FOREIGN LANGUAGES, MODERN LANGUAGES, LEARNING PROCESS, COMMUNICATIVE COMPETENCE, AIMS OF EDUCATION, COUNCIL OF EUROPE, EUROPE



Strategies in language learning and use / H. Holec; D. Little; R. Richterich.

- Strasbourg: Council of Europe, 1996. - 127 p.

- ISBN 92-871-2771-9

This study was carried out within the framework of a preliminary study on the drafting of a common European reference framework for language teaching and learning. The authors explore the concept of strategic skills in communication and learning situations.

LANGUAGE TEACHING, FOREIGN LANGUAGES, COMMUNICATIVE COMPETENCE, LEARNING PROCESS, COUNCIL OF EUROPE, EUROPE



'Language Learning for a new Europe'. Report of the Final Conference of the Project 'Language Learning for European Citizenship', Strasbourg, 15-18 April 1997.

- Strasbourg: Council of Europe, 1997. - 188 p.

- Modern languages.

The work of this conference was divided among different Commissions which studied one sector in particular: primary and preschool education, lower secondary education, upper secondary education, vocational language learning and adult education. Each Commission framed conclusions and recommendations concerning the priority themes defined in the mandate of the project, i.e.: learning objectives, including sociocultural aspects; the use of the new technologies; bilingual education; school links and exchanges; pupil autonomy and assessment.

LANGUAGE TEACHING, FOREIGN LANGUAGES, CONFERENCE, COUNCIL OF EUROPE, EUROPE



Learning modern languages at school in the European Union / European Commission.

- Directorate General XXII, Education, Training and Youth.
- Luxembourg: Office for Official Publications of the European Communities, 1997. - 147 p.
- (Studies; 6).
- ISBN 92-828-0081-4

This study provides political decision-makers with a summary of information disseminated in specialised publications. It outlines and analyses the research work on language learning and presents the main results. It also identifies avenues likely to favour faster and more complete acquisition of the desired skills, outlining the contribution of the different strategies and the conditions for the implementation of such strategies.

LANGUAGE TEACHING, FOREIGN LANGUAGES, EDUCATIONAL RESEARCH, METHODOLOGY, EARLY LEARNING, BILINGUALISM, MASS MEDIAS, TEACHING AID, MULTIMEDIA METHOD, EUROPEAN UNION



The effectiveness of the teaching of English in the European Union. Report and background documents of the colloquium held in Paris on October 20th and 21st 1997 / edited by G. Bonnet.

- Paris: Ministère de l'éducation nationale, 1998. - 198 p.

A set of documents drafted by national education experts from five countries on behalf of the European network of policy-makers for the evaluation of education systems within the framework of the Socrates programme and based on a comparison of proficiency in English among students aged 15 to 16 years in five European countries (France, Spain, Finland, Sweden and Portugal). The decision to focus on English was taken on the basis of practical considerations. Given that the teaching of English is widespread in schools across all European countries, the authors could thus base their study on common parameters to enable comparisons and analyses. This would not have been possible with any other language. However, the thrust of the work of the conference was the teaching of modern languages in general.

LANGUAGE TEACHING, FOREIGN LANGUAGES, ENGLISH LANGUAGE, EVALUATION, PUPIL, PERFORMANCE, TEACHING OBJECTIVE, TEACHER EDUCATION, INITIAL TRAINING, FURTHER EDUCATION OF TEACHERS, EUROPEAN UNION



Modern language learning and teaching in Central and Eastern Europe: which diversification and how can it be achieved? Proceedings of the second colloquy of the European Center for Modern Languages, Graz (Austria), 13-15 February 1997. In cooperation with Directorate-General XXII of the European Commission / Compiled and Edited by F. Bärbel.

- Strasbourg: Council of Europe, 1998. - 369 p.
- ISBN 92-871-3800-1

This conference brought together experts from 36 European countries and discussed the measures to be implemented to ensure diversification in the teaching and learning of modern languages, especially in Central and Eastern Europe. Through round table discussions and workshops, the participants explored this complex problem and addressed the task of meeting the needs of each education level from early learning to adult education.

LANGUAGE TEACHING, FOREIGN LANGUAGES, MODERN LANGUAGES, CONGRESS, MULTILINGUALISM, STATISTICAL DATA, NUMBER OF PUPILS, COMMUNITY ACTION PROGRAMME, TEACHING AID, TEACHER EDUCATION, STUDENT MOBILITY, COUNCIL OF EUROPE, EUROPE

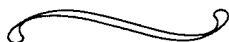


Language Learning and Working competences.

- Strasbourg: Council of Europe, 2000. - 102 p.
- (Education).
- ISBN 92-871-4323-4

This guide was compiled for teachers who wish to assess the progress made in foreign languages within the framework of vocational training. The authors put forward recommendations within the framework of national research projects on: pupil motivation; pupil autonomy - methods and approaches; strategies; teaching assessment and resources. The key concepts germane to the projects and their definition, which are discussed within the context of research and development, are listed in alphabetical order at the end of the publication.

LANGUAGE TEACHING, FOREIGN LANGUAGES, VOCATIONAL EDUCATION, EUROPEAN UNION



EUROPE



L'enseignement des langues et des cultures.

- Villeneuve d'Ascq: Emergences éditions, 1995. - 64 p.
- (Éducatious. Revue de diffusion des savoirs en éducation; n° 6).

Translation of title: The teaching of languages and cultures.

This dossier identifies and clarifies the issues that affect the teaching of languages and cultures. Contributions were invited on three key aspects: the change in the position of modern languages, changes in learning conditions and the consequences for schools.

LANGUAGE TEACHING, FOREIGN LANGUAGES, INTERCULTURAL EDUCATION, BILINGUALISM, ORAL CULTURE, PRIMARY EDUCATION, STUDENT MOBILITY, COMMUNITY ACTION PROGRAMME, FRANCE, EUROPEAN UNION



Quelles langues pour quelle culture en Europe? Symposium international de Chantilly.

- Chantilly: Institut Robert Schuman pour l'Europe, 1995. - 127 p.
- (Collection Europe-Cultures; Volume 4).
- ISBN 2-9507415-1-7

Translation of title: Which language for which culture in Europe? International symposium in Chantilly.

This symposium, which brought together fifteen nations including five countries from Eastern Europe and Turkey, discussed the status of language teaching and the dangers of monolingualism for culture and identity. The solution proposed by this publication is to make early learning accessible to as many pupils as possible, which is ultimately a cheaper solution in the medium term. Finally, the publication testifies to the European desire to maintain and uphold its identity and even its cultural 'uniqueness'.

LANGUAGE TEACHING, FOREIGN LANGUAGES, LUXEMBOURG, UNITED KINGDOM, GREECE, NETHERLANDS, FRANCE, GERMANY, BELGIUM, USSR, SWITZERLAND, BULGARIA, CZECH REPUBLIC, SLOVAKIA, TURKEY



***La compétence socioculturelle dans l'apprentissage et l'enseignement des langues* / M. Byram;**

- G. Zarate; G. Neuner.
- Strasbourg: Conseil de l'Europe, 1997. - 124 p.
- (Collection Education. Langues vivantes).
- ISBN 92-871-3262-3

Translation of title: Sociocultural skills in language learning and teaching.

These two studies examine the relationship between language and culture in language teaching. They help language students to exploit their potential more effectively to develop intercultural communication.

LANGUAGE TEACHING, FOREIGN LANGUAGES, INTERCULTURAL EDUCATION, COUNCIL OF EUROPE, EUROPE



Les situations plurilingues et leurs enjeux.

- Paris: L'Harmattan, 1997. - 286 p.
- (Espaces interculturels).
- ISBN 2-89489-031-1

Translation of title: Multilingual situations and their implications.

The multidisciplinary approach required for the analysis of multilingual situations is still in its infancy. The authors have endeavoured to bring together a number of the disciplines involved in the study of language contact in order to understand better the social and individual implications of the diverse range of multilingual situations.

LANGUAGE TEACHING, FOREIGN LANGUAGES, MULTILINGUALISM, MIGRANT WORKER'S CHILD, INTERCULTURAL EDUCATION, SOCIAL INTEGRATION, EUROPE



Learning a Language Differently... 30 years of EYC experience.

- Strasbourg: Council of Europe, 1998. - 158 p.

This publication summarises the language courses organised by the European Youth Centre from 1966 to 1997 for youth leaders. The aim of these courses is to combine language learning, the promotion of intercultural understanding and the role of youth work to help create a civil society. The publication is designed for teachers and anyone involved in youth projects.

LANGUAGE TEACHING, FOREIGN LANGUAGES, PRACTICE PERIOD, ANIMATEUR, SOCIAL WORKER, COUNCIL OF EUROPE, EUROPE



Report on the proceedings of a Conference on the Development and Evaluation of Language Learning, Stirling, 16-17 April 1998. UK Presidency of the European Union January-June 1998.

- Edinburgh: The Scottish Office, 1998. - 58 p.

This conference brought together researchers, teachers and trainers in the field of language learning and teaching to discuss recent ideas on ways to promote language skills, in particular multilingualism, among European citizens. The document is a summary of the talks that were divided into two distinct parts: strategies for the development of a multilingual culture and the evaluation of the quality of language teaching. A number of other topics discussed in the workshops are also presented: minority groups in local communities, the need for language in business and industry, the teaching profession and assessors.

LANGUAGE TEACHING, FOREIGN LANGUAGES, CONFERENCE, MULTILINGUALISM, COMPETENCE, EVALUATION, QUALITY OF EDUCATION, EUROPEAN UNION



Which languages for Europe? Draft papers for the conference, 9-11 October 1998, Oud-Poelgeest, Oegstegeest, The Netherlands.

- Amsterdam: European Cultural Foundation, 1998. - 116 p.

This publication brings together the talks presented at the conference on the situation of languages in Europe, the teaching of foreign languages and cultural identity, multilingualism and multiculturalism and language policies in the European Union.

LANGUAGE TEACHING, FOREIGN LANGUAGES, CONFERENCE, CULTURAL IDENTITY, MULTILINGUALISM, EUROPEAN UNION



Identité sociale et dimension européenne: la compétence interculturelle par l'apprentissage des langues vivantes = Social Identity and European Dimension. Intercultural Competence through Foreign Language Learning / edited by M. Byram; M. Tost Planet.

- Strasbourg: Council of Europe, 1999. - 198 p.

- Available on the World Wide Web: <<http://www.ecml.at/documents/identityE.pdf>>

This publication discusses the introduction of a cultural dimension in foreign language teaching and the development of intercultural skills in pupils. Through examples of teaching and training modules, it helps teachers and trainers to achieve this objective in the classroom and in the context of in-service teacher training.

LANGUAGE TEACHING, FOREIGN LANGUAGES, INTERCULTURAL EDUCATION, COUNCIL OF EUROPE, EUROPE



Living together in Europe in the 21st Century: the challenge of plurilingual and multicultural communication and dialogue = Vivre ensemble au 21e siècle: le défi de la communication et du dialogue plurilingues et pluriculturels. Proceedings of the third colloquy of the European Centre for Modern Languages (Graz, Austria, 9-11 December 1998) = Actes du troisième colloque du Centre Européen pour les Langues Vivantes (Graz, Autriche, 9-11 décembre 1998).

- Graz: ECML, 1999. - 191 p.

This conference, which was organised jointly with the Council of Europe and the European Commission, brought together experts from over thirty countries. It was an opportunity for reflection on the general situation of a multicultural and multilingual Europe that faces the challenge of making diversity a source of prosperity and mutual understanding. The publication describes the projects and activities of the Council of Europe and of the European Commission in the area of modern language learning, the assessment and recognition of language skills, the role of exchanges in education and the training of language teachers.

LANGUAGE TEACHING, FOREIGN LANGUAGES, CONGRESS, INTERCULTURAL EDUCATION, SCHOOL EXCHANGE, TEACHER EDUCATION, COUNCIL OF EUROPE, EUROPEAN COMMISSION, EUROPE



Finnish EU Presidency Conference Language Learning and Cross-Border Cooperation: Conference Report, 8-12.9.1999, Lappeenranta, Finland, Conference Report.

- Helsinki: National Board of Education, 2000. - 177 p.

- ISBN 952-13-0699-8

This conference discussed the cooperation in language teaching characteristic of the border regions of Finland. The 'Scandinavian dimension' in connection with the Russian, Swedish and Norwegian borders is seen in the context of cooperation with the Baltic and Scandinavian countries. Other topics such as European cooperation in the field of languages, language projects of neighbouring countries, Germany and Austria, and bilingual education are also discussed.

EDUCATIONAL POLICY, COOPERATION, LANGUAGE TEACHING, LANGUAGE TEACHING, FOREIGN LANGUAGES, EUROPEAN UNION



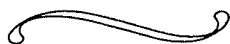
Enseignements bilingues: dossier / Centre International d'Etudes Pédagogiques.

- Sèvres: CIEP, 1995. - 151 p.
- (Revue internationale d'éducation; 7).
- ISSN 1254-4590

Translation of title: Bilingual education: dossier.

This dossier examines the situation of bilingual teaching, i.e. pupils learn certain subjects in a foreign language and other subjects in the language of instruction of the country. From the point of view of education policies, it helps to compare the different instruments connected with bilingualism. A number of models are analysed which are currently being used in Australia, France, Germany, Hungary, Turkey and New Zealand.

LANGUAGE TEACHING, FOREIGN LANGUAGES, BILINGUALISM, INTERNATIONAL EDUCATION, TEACHER EDUCATION, FRANCE, GERMANY, HUNGARY, AUSTRALIA, NEW ZEALAND, TURKEY



EUROPE

Children and foreign languages: European teachers' seminar, Zagreb, Croatia, 4-7 May 1994. Report / M. Vilke.

- Strasbourg: Council of Europe, 1995. - 54 p.
- (Copenhagen Studies in Bilingualism; 27).

The project to introduce foreign languages (French, English, German and Italian) into the first cycle of primary schools began in autumn 1991 in Croatia. Participants from 11 countries agreed to present at the seminar their own projects and the substantial results achieved in this field. They offer answers to different questions concerning language learning, such as the optimum age, the characteristics and skills of children of this age, the role of the teacher, methodology and the optimum conditions.

LANGUAGE TEACHING, FOREIGN LANGUAGES, PRIMARY EDUCATION, EARLY LEARNING, TEACHING METHOD, TEACHING AID, CONFERENCE, CROATIA, COUNCIL OF EUROPE, EUROPE



L'enfant aux deux langues / Cl. Hagège.

- Paris: Odile Jacob, 1996. - 298 p.
- ISBN 2-7381-0340-5

Translation of title: Children with two languages.

This publication presents a historical overview of linguistic plurality in Europe and describes the policies adopted by the various member states to tackle the problem of their own linguistic diversity. In the firm belief that bilingualism is the future of Europe, the author advocates early learning of foreign languages. This publication is intended for actors in the field of education and for parents.

LANGUAGE TEACHING, FOREIGN LANGUAGES, BILINGUALISM, TEACHER EXCHANGE, EARLY LEARNING, MULTILINGUALISM, FRANCE, EUROPE



La enzenanza precoz de una segunda lengua en la escuela. XIX Seminario sobre 'Lenguas y educacion' / M. Siguan (Coord); Universitat de Barcelona.

- Barcelona: Institut de Ciences de l'Educacion, 1996. - 231 p.
- (Coleccion Seminarios; 28).
- ISBN 84-85840-44-5

Translation of title: Early learning of a second language at school. XIX seminar on 'Language and education'.

This volume is a compilation of the texts of the conference on the models of early immersion programmes for foreign languages in Spain, the European Union and Canada.

LANGUAGE TEACHING, EARLY LEARNING, BILINGUALISM, CONFERENCE, SPAIN, EUROPEAN UNION, CANADA



Introduction to a modern language at school from the age of 7 years - European teachers' seminar - Sèvres, 27-29 November 1996 / E. Noubadji.

- Strasbourg: Council of Europe, 1996. - 74 p.
- ISBN 92-871-3557-6

The aim of this seminar, which brought together participants from twenty-one countries to discuss the topic of modern languages and early learning, was to broaden the scope of the discussions in France on this subject, to compare experiences, to allow exchanges between professionals from different countries and to reflect on the relationship between theory and practice.

LANGUAGE TEACHING, PRIMARY EDUCATION, FOREIGN LANGUAGES, EARLY LEARNING, COUNCIL OF EUROPE, EUROPE



An Early Start: Young Learners and Modern Languages in Europe and Beyond / M. Nikolov; H. Curtain.

- Graz: ECML, 1997. - 252 p.
- Available on the World Wide Web: <<http://www.ecml.at/documents/earlystart.pdf>>

This study gives an overview of the research results carried out in this field and presents the various achievements, benefits and problems. It includes countries whose languages are seldom studied as foreign languages such as Bulgaria, Croatia, the Czech Republic, Estonia, Hungary, Romania and Sweden. In these countries, knowledge of a foreign language other than the mother tongue has become a necessity. In addition, it discusses the countries where the official languages are often taught as foreign languages, such as Austria, Australia, Canada, Germany, Hong Kong, Switzerland, the United Kingdom and the United States.

LANGUAGE TEACHING, FOREIGN LANGUAGES, EARLY LEARNING, COUNCIL OF EUROPE, EUROPE



Modern Languages and interculturality in the Primary Sector in England, Greece, Italy and Spain / F. Cerezal.

- In: Mediterranean Journal of Educational Studies, 1997, Vol 2, No 2, pp.1-16.
- Malta: Faculty of Education, 1997.

This article presents a comparative analysis of the situation of modern languages in primary education in three Mediterranean countries (Greece, Italy and Spain) and in England. It discusses early language learning, current educational reforms and interculturality.

LANGUAGE TEACHING, MODERN LANGUAGES, PRIMARY EDUCATION, EARLY LEARNING, COMPARATIVE ANALYSIS, ENGLAND, GREECE, ITALY, SPAIN



***L'apprentissage précoce des langues* / L. Porcher; D. Groux.**

- Paris: Presses universitaires de France, 1998. - 128 p.
- (Que sais-je?; 3289).
- ISBN 231-04862-66

Translation of title: Early language learning.

This issue reviews the situation of early language learning in Europe, throughout the world and more particularly in France. It seeks to identify the most suitable form of training for teachers, teaching practices and the use of the new technologies.

LANGUAGE TEACHING, FOREIGN LANGUAGES, EARLY LEARNING, PRIMARY EDUCATION, TEACHER EDUCATION, FRANCE, EUROPEAN UNION



L'apprentissage précoce des langues... et après.

- Luxembourg: Ministère de l'éducation nationale et de la formation professionnelle, 1998. - 48 p.
- (Courrier de l'éducation nationale).

Translation of title: Early language learning... and then what?

Summary of a conference that brought together experts from the fifteen member states of the European Union, including linguists and decision-makers, to discuss a strategy for education in their respective countries. It presents a fairly comprehensive summary of the situation of early language learning in Europe and its place in the rest of the school curriculum.

LANGUAGE TEACHING, FOREIGN LANGUAGES, EARLY LEARNING, PRIMARY EDUCATION, CONFERENCE, EDUCATIONAL POLICY, EUROPEAN UNION



***Foreign Languages in Primary and Pre-School Education: Context and Outcomes. A Review of Recent Research within the European Union* / Ch. Blondin et al.**

- London: Centre for Information on Language Teaching and Research (CILT), 1998. - 68 p.
- ISBN 902031-22-9
- Report for DG XXII, European Commission.

This comparative study is intended for education decision-makers and gives a summary of European research on early language learning. The first part focuses on the different national situations and aspects such as the time devoted to this form of teaching and the involvement of teachers, parents, etc. The final section puts forward recommendations as regards the conditions to be set in place to ensure that the early learning of foreign languages is a truly valuable asset.

LANGUAGE TEACHING, FOREIGN LANGUAGES, EARLY LEARNING, PRE-SCHOOL EDUCATION, PRIMARY EDUCATION, EDUCATIONAL RESEARCH, EUROPEAN UNION



L'enseignement précoce des langues: des enjeux à la pratique / D. Groux.

- Lyon: Chronique Sociale, 1996. - 218 p.

Translation of title: Early language learning: implications and practices.

Based on an international comparison, the author analyses the opposition encountered with regard to language teaching and seeks to raise awareness among actors in the education field – parents, teachers and decision-makers – of the considerable advantages of mastering several foreign languages. The first part analyses the implications of multilingual and multicultural training and its advantages for children. The second part presents a review of the early learning of foreign languages (in Egypt, Germany, Canada and Bulgaria) and the situation of bilingualism in France. In the final part, the author frames proposals for the practical implementation of early language learning.

LANGUAGE TEACHING, FOREIGN LANGUAGES, EARLY LEARNING, BILINGUALISM, FRANCE, GERMANY, BULGARIA, CANADA, EGYPT



Des langues vivantes à l'école: dossier / Centre International d'Études Pédagogiques.

- Sèvres: CIEP, 1996. - 143 p.

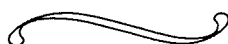
- (Revue internationale d'éducation; 9).

- ISSN 1254-4590

Translation of title: Modern languages at school: dossier.

This dossier discusses the situation and the status of modern languages in primary schools in different countries: France, the United Kingdom, Germany, Luxembourg, Quebec, Italy, Australia and Switzerland. All these articles present comparisons in terms of teacher training, teaching materials, the choice of languages and coordination among teachers. The diversity of situations throws up a number of questions.

LANGUAGE TEACHING, FOREIGN LANGUAGES, MODERN LANGUAGES, PRIMARY EDUCATION, EARLY LEARNING, TEACHER EDUCATION, FRANCE, ITALY, LUXEMBOURG, GERMANY, UNITED KINGDOM, CANADA, SWITZERLAND, AUSTRALIA



EUROPE

- Objectifs pour la formation des enseignants en langues étrangères en Europe*** / G.M. Willems.
- Bruxelles: ATEE, 1994. - 64 p.
- (ATEE Cahiers; n° 5).

Translation of title: Objectives for the training of foreign language teachers in Europe.

This document was drafted by the standing working group for the teaching and training of teachers of foreign languages and the ATEE. It describes the objectives for the teaching and training of future teachers of foreign languages that can serve as guidelines when it comes to drawing up school curricula for teacher trainers throughout Europe. This publication is intended for those in charge of planning the school curriculum for language teachers and organisers of inter-university exchanges. The objectives presented by the group are based on two key situations: the student in a learning situation and the student in a communication situation.

TEACHER EDUCATION, FOREIGN LANGUAGES, AIMS OF EDUCATION, EUROPEAN UNION



- La formation des enseignants de langue*** / V. Castellotti; M. De Carlo.
- Paris: CLE International, 1995. - 191 p.
- Didactique des langues étrangères.
- ISBN 2-09-033249-8

Translation of title: The training of language teachers.

This study is based on a survey carried out among language teachers at secondary level in France and Italy. Against the background of the institutional context of the two countries and the current thrust of research in the field, the results obtained provide a framework on which to construct a training model for teachers of languages and foreign cultures. Analyses reveal that the education issues faced by the two countries have at once different, common and complementary aspects.

TEACHER EDUCATION, FOREIGN LANGUAGES, FRANCE, ITALY



- Teacher Training of Minority Languages for primary and secondary education*** / A. Dekkers.
- Ljouwert/Leeuwarden: Mercator-Education/Fryske Akademy, 1995. - 851 p.
- Volume 1, 2, 3.
- Education of regional or minority languages in the EU.
- ISBN 90-6171-806-6

This three-volume summary report contains the results of a project that lasted three years. For each Member State of the European Union, it presents the legal instruments and government policy adopted and the initial and in-service training on offer. It also discusses the curriculum, the teaching methods and practices and the role of cooperation and exchanges. In conclusion, recommendations are framed for the future development of policy, teaching practices and research in this field.

TEACHER EDUCATION, MINORITY LANGUAGE, PRIMARY EDUCATION, SECONDARY EDUCATION, INITIAL TRAINING, FURTHER EDUCATION OF TEACHERS, EUROPEAN UNION



Le défi de la formation continue des professeurs de langues étrangères dans le primaire: rapport de l'atelier 17. San Lorenzo del Escorial, Espagne, 10-16 septembre 1995.

- Strasbourg: Conseil de l'Europe, 1996. - 190 p.

Translation of title: The challenge of in-service training for foreign language teachers in primary schools: report of workshop 17. San Lorenzo del Escorial, Spain, 10-16 September 1995.

This report contains various contributions by moderators and working groups. In particular it discusses training objectives, attitudes and resistance to change and the intercultural dimension in Spain and other countries or regions of Europe.

TEACHER EDUCATION, FURTHER EDUCATION OF TEACHERS, PRIMARY EDUCATION, LANGUAGE TEACHING, COUNCIL OF EUROPE, EUROPE



***Formation autonome: A European Self-Study Professional Development Project for Language Teachers* / Ed. by C. Wringe.**

- Rugby: Association for Language Learning (ALL), 1996. - 122 p.

- ISBN 0-903846-14-4

Document drafted on the basis of the experience of teachers within the framework of the Community programme Lingua which offers them the possibility of staying in the country or countries of the target language that they teach. It includes:

- a description of the objectives, methodology and evaluation of the project;
- a description of the learning materials;
- reports of teachers' experiences;
- a description of the role of national coordinators – their experiences, problems and solutions.

TEACHER EDUCATION, LANGUAGE TEACHING, FOREIGN LANGUAGES, PROJECT, EUROPEAN UNION



Guide à l'usage des formateurs d'enseignants de l'école primaire: projet 1.

- Strasbourg: Conseil de l'Europe, 1996. - 36 p.

Translation of title: Guide for trainers of primary school teachers: project 1.

This series of explanatory guides was put together for the different actors involved in languages with the aim of raising awareness of the objectives of the project entitled 'Common European framework of reference for the description of language learning and teaching'. In addition to analysing language teaching in primary school, this publication highlights the basic skills required from the point of view of the teacher and offers avenues for reflection on linguistic and methodological training for teachers.

TEACHER EDUCATION, TRAINER, PRIMARY EDUCATION, COUNCIL OF EUROPE, EUROPE



***Initial and in-service training of teachers of foreign languages in Belarus, Bulgaria, Romania and the Federation of Russia* / R. Scharer.**

- Graz: Council of Europe, 1997. - 34 p.

This publication reports on the current situation, analyses the different priorities and current training policies and seeks to clarify the outlook in this field in the medium term. Finally, it describes the programmes for cooperation with the European Centre for modern languages.

TEACHER EDUCATION, INITIAL TRAINING, LANGUAGE TEACHING, FOREIGN LANGUAGES, BELARUS, BULGARIA, ROMANIA, RUSSIAN FEDERATION, COUNCIL OF EUROPE, EUROPE



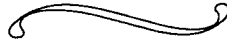
The training of Secondary Modern Languages Teachers in England and China: a comparative analysis / K. Sharpe; Q. Ning.

- In: Compare, a Journal of Comparative Education, Vol 28, No 1, pp. 57-74.

- London: Carfax, 1998.

This comparative analysis of the initial training of teachers of modern languages discusses the inter-institutional context, the training programme, assessment, teaching methods and the experience of students learning languages in England and China. The similarities and differences are analysed in a table.

TEACHER EDUCATION, INITIAL TRAINING, FOREIGN LANGUAGES, MODERN LANGUAGES, CURRICULUM, EVALUATION, PUPIL, TEACHING METHOD, TEACHING PRACTICE, ENGLAND, CHINA



EUROPE



Feeling at home in your language.

- Brussels: The European Bureau for Lesser Used Languages, 1995. - 47 p.
- (Living Languages; 4).
- ISBN 90-74851-23-1

This series entitled 'Modern Languages' is made up of thematic brochures that highlight the importance of the different areas that characterise the social use of our languages. The publication presents the family as having a crucial role to play in the construction of a linguistically diverse Europe as it is the family that ensures linguistic continuity from one generation to the next and is the cornerstone of every community.

LANGUAGE TEACHING, FOREIGN LANGUAGES, PARENT ROLE, MINORITY LANGUAGE, CULTURAL PLURALISM, BILINGUALISM, EUROPEAN UNION



Key words: a step into the world of lesser used languages.

- Brussels: The European Bureau for Lesser Used Languages, 1995. - 60 p.
- ISBN 90-74851-15-0

A small historical and cultural glossary on lesser-used languages or regional languages.

MINORITY LANGUAGE, REGIONAL LANGUAGE, GLOSSARY, EUROPEAN UNION



Bilingualism and education: a bibliography on European regional or minority languages /
R.S. Tjeerdsma; M.B. Stuijt (eds).

- Ljouwert: Fryske Akademy/Mercator-Education, 1996. - 490 p.
- (Fryske Akademy; 836).
- ISBN 90-6171-836-8

This bibliography contains 1 734 titles on the following subjects: bilingualism/multilingualism, the teaching of minority languages, bilingual education and the acquisition of a second language. 'Regional or minority languages' or 'languages of minorities' refers to autochthonous languages currently used by a group of speakers from one or more Member States and which differ from the language used by the majority of the population.

LANGUAGE TEACHING, MINORITY LANGUAGE, ANNOTATED BIBLIOGRAPHY, BILINGUALISM, EUROPEAN UNION



Compendium of projects promoting autochthonous minority languages in the European Union financed by the European Commission in 1996 = Compendium des projets de promotion des langues minoritaires autochtones de l'Union européenne financés par la Commission européenne en 1996 / Z. Bray.

- Brussels: The European Bureau for Lesser Used Languages, 1996. - 117 p.

This compendium briefly describes 150 projects and gives key information concerning their geographical situation and their content. It aims to raise awareness of these projects and to share experience and results. These projects mainly concern training programmes, advance training, teaching methodologies, publications for children and adults, the production of teaching materials, programmes for language standardisation, conferences and seminars, radio and television broadcasts, information centres and networks and intercultural exchanges.

LANGUAGE TEACHING, MINORITY LANGUAGE, DIRECTORY, PROJECT, EUROPEAN UNION



Euromosaic: the production and reproduction of the minority language groups in the European Union / European Commission.

- Luxembourg: Office for Official Publications of the European Communities, 1996. - 92 p.

- (Document).

- ISBN 92-827-5512-6

This study is the fruit of cooperation between four research centres. This report describes the language of each linguistic community and its historical and literary profile and presents an analysis of the legal, political, administrative and socio-economic situation, an overview of its social practices and of the number of speakers by age group and data on the different levels of recognition of the language in teaching inside and outside school and on the use of the language in the written and audio-visual media and in professional life and business. A presentation of the different research projects in the form of clear and precise data is given based on the same criteria for all languages.

LANGUAGE TEACHING, MINORITY LANGUAGE, EUROPEAN UNION



Inventory of educational systems in which teaching is provided partly or entirely through the medium of a regional or minority language / A-S. Oudin.

- Baile Atha Cliath: The European Bureau for Lesser Used Languages, 1996. - 144 p.

- ISBN 1-87067507-X

Inventory of the organisations (institutions or associations) responsible for systems of immersion and education in regional or minority languages. It focuses on the situation and use of teaching languages and informs teachers and advisors of multilingual education programmes.

LANGUAGE TEACHING, MINORITY LANGUAGE, DIRECTORY, ASSOCIATION, EDUCATIONAL INSTITUTION, CURRICULUM, PRIMARY EDUCATION, SECONDARY EDUCATION, EUROPEAN UNION



Les dividendes de la diversité: langue, culture et économie dans une Europe intégrée.

- Bruxelles: Le Bureau Européen pour les Langues Moins Répandues, 1997. - 39 p.
- (Langues vivantes; 5).
- ISBN 90-74851-36-3

Translation of title: The benefits of diversity: language, culture and economy in an integrated Europe.

This publication shows that the promotion of exchanges between towns and regions will help to construct a European identity and will pave the way for a stronger economy with greater respect for cultural and linguistic diversity. Genuine regional development is always based on the heritage and identity of a region. Language is the most important element in this respect and bilingualism is an asset in the area of economic development.

LANGUAGE TEACHING, FOREIGN LANGUAGES, CULTURAL PLURALISM, BILINGUALISM, MINORITY LANGUAGE, EUROPEAN UNION



Lesser used Languages in Austria, Finland and Sweden: working paper.

- Luxembourg: European Parliament, 1997. - 72 p.
- ('Education and Culture' Series, W-5).
- Available on the World Wide Web:
<http://www.europarl.eu.int/workingpapers/educ/pdf/w5en_en.pdf>

This study was carried out by the European Bureau for Lesser-Used Languages. For each language, it gives a profile of its origins and distribution, the political and historical background, the media, the education system, funding, the use of languages, teacher training, teaching materials and cultural activities.

LANGUAGE TEACHING, MINORITY LANGUAGE, FINANCING, EDUCATIONAL INSTITUTION, NUMBER OF PUPILS, TEACHER EDUCATION, TEACHING AID, MASS MEDIA, HISTORICAL PERSPECTIVE, TEACHING LANGUAGE, PRE-SCHOOL EDUCATION, PRIMARY EDUCATION, SECONDARY EDUCATION, HIGHER EDUCATION, SOCIO-CULTURAL ACTIVITIES, EUROPEAN PARLIAMENT, AUSTRIA, FINLAND, SWEDEN



Rapport annuel des visites d'études 1995-1996. Action en faveur des langues et cultures régionales ou minoritaires mise en oeuvre par la Commission européenne = Study Visit. Annual Report 1995-1996. Action in favour of regional or minority languages and cultures implemented by the European Commission.

- Brussels: The European Bureau for Lesser Used Languages, 1997. - 55 p.

Report on the study visits organised each year in the communities of lesser-used languages dotted throughout the European Union. This programme provides a platform for analysing the educational, cultural, administrative and media structures relating to the regional or minority languages and cultures of the community. In 1995/96, study visits were held in the following communities: the Danish community in Germany, Northern Ireland, the Catalan community in Sardinia, Ireland, Wales, and the Slovenian community in Austria.

MINORITY LANGUAGE, REGIONAL LANGUAGE, STUDY TOUR, LINGUISTIC COMMUNITY, GERMANY, NORTHERN IRELAND, ITALY, IRELAND, WALES, AUSTRIA, EUROPEAN UNION



***Select bibliography on minority languages in the European Union = Bibliographie sélective des langues minoritaires de l'Union européenne* / W. Jenniges.**

- Brussels: The European Bureau for Lesser Used Languages, 1997. - 224 p. - 2nd, revised edition.
- (European languages; 5).
- ISBN 90-74851-45-2

2 000 reference titles grouped together according to key themes for which a minority language may be required:

- public and political services and administration;
- legislation, the law and the legal system;
- school and education;
- the media;
- culture, history, folklore and spiritual life;
- economic and social life;
- the life of migrants, crossborder relations.

LANGUAGE TEACHING, MINORITY LANGUAGE, BIBLIOGRAPHY, EUROPEAN UNION



***Discussion Manual on lesser-used languages* / J. Baneres; M. Strubell.**

- Brussels: The European Bureau for Lesser Used Languages, 1998. - 59 p.
- ISBN 90-74851-59-2

To meet the need for information on lesser-used languages, the authors drew up a list of responses to 80 frequently asked questions which concern in particular the language policies and rights including the protection of minorities, human rights and democracy, law and legislation, public authorities and services, education, social and cultural life and European construction based on texts of agreements adopted by major international organisations.

LANGUAGE TEACHING, MINORITY LANGUAGE, LAW, EUROPEAN UNION



***Funding possibilities for minority language groups: a guidebook* / Z. Bray.**

- Brussels: The European Bureau for Lesser Used Languages, 1998. - 59 p.
- ISBN 90-74851-55-X

This publication describes all the programmes and all the possibilities for funding by the European Union and the different private foundations and funds that may offer assistance to minority languages. This detailed description of the different programmes and sources of funding available is followed by a concise list of addresses of associations and institutions from various sectors. It includes specific pressure groups, consultative and representative bodies as well as the Unesco, the Council of Europe and the Committee of the Regions.

LANGUAGE TEACHING, MINORITY LANGUAGE, DIRECTORY, FINANCING, EUROPEAN UNION



Linguistic minorities in Central and Eastern Europe / Ch. Bratt Paulson; D. Peckham.

- Clevedon: Multilingual Matters LTD, 1998. - 289 p.
- (Multilingual Matters; 109).
- ISBN 1-85359-416-4

This publication is a compendium of articles on linguistic minorities in Central and Eastern Europe, i.e. Austria, the Caucasus, the Balkans, the Baltic States (especially Latvia), Bulgaria, the Czech Republic, Hungary, the USSR, Romania and Slovakia. For each country, it presents the historical and present context, the situation of the language and the language teaching policy.

LANGUAGE TEACHING, MINORITY LANGUAGE, CENTRAL AND EASTERN EUROPE



Mini guide to lesser used languages of the European Union = Mini manuel des langues moins répandues de l'Union européenne.

- Dublin: The European Bureau for Lesser Used Languages, 1998. - 117 p. + 113 p. - 2nd edition.
- ISBN 1-870675-11-8

This second edition contains a brief presentation of almost fifty different languages across the European Union. It takes into account the admission of three new members to the European Union. The languages of Austria, Finland and Sweden have been added. This manual offers general information on minority languages, the measures taken to preserve them and the different problems yet to be resolved.

LANGUAGE TEACHING, MINORITY LANGUAGE, EDUCATION SYSTEM, LINGUISTIC COMMUNITY, POPULATION, DIRECTORY, EUROPEAN UNION



Promoting linguistic diversity in Europe.

- Brussels: The European Bureau for Lesser Used languages, 1998. - Folder.

This leaflet presents a map of the lesser-used languages and of the official languages of the European Union and a brief outline of the measures taken by the European institutions to encourage lesser-used languages.

LANGUAGE TEACHING, FOREIGN LANGUAGES, CONFERENCE, EUROPE

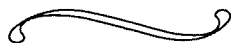


The Teaching of Immigrants in the European Union.

- Luxembourg: European Parliament, 1998. - 98 p.
- ('Education and Culture' Series, EDUC 100 EN).
- Available on the World Wide Web:
<http://www.europarl.eu.int/workingpapers/educ/pdf/100_en.pdf>

This study offers a reflection on the initiatives undertaken by the European Union and the Member States and seeks to identify the problems, weaknesses and future opportunities for the teaching of immigrants in the European Union. Its concerns are twofold: a European integration process and respect for cultural diversity.

MIGRANT WORKER'S CHILD, EDUCATION SYSTEM, LANGUAGE TEACHING, INTER-CULTURAL EDUCATION, EUROPEAN PARLIAMENT, EUROPEAN UNION



EUROPE



Modern language learning French-English = Apprentissage des langues vivantes Anglais-Français. Glossary-Glossaire / Council of Europe. Terminology Office.

- Strasbourg: Council of Europe, 1996. - 319 p.

This glossary includes 3 500 entries on the terminology used in modern language learning.

LANGUAGE TEACHING, GLOSSARY, COUNCIL OF EUROPE, EUROPE



Learner autonomy in modern languages / H. Holec; I. Huttunen.

- Strasbourg: Council of Europe, 1997. - 226 p.

- (Education. Modern Languages).

- ISBN 92-871-3258-5.

This publication presents the theoretical and practical achievements of the work carried out over the last few years on the theme 'Learning to learn'.

LANGUAGE TEACHING, MODERN LANGUAGES, CONGRESS, COUNCIL OF EUROPE, EUROPE

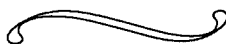


Piloting the European Language Portfolio (ELP) in the Higher Education Sector in Europe. Transnational project of the European Language Council (ELC/CEL). Academic Year 1999/2000 / B. Forster Vosicki; Lausanne University.

- Graz: ECLM, 2000. - 28 p.

This report presents the history and calendar of the project, main objectives, organisation, portfolio models used, data collection methods and results of experiments in higher education in Europe. The aim of the project is to ascertain whether the Portfolio is a valid instrument for language learning and teaching within the framework of higher education.

LANGUAGE TEACHING, FOREIGN LANGUAGES, HIGHER EDUCATION, EVALUATION, COUNCIL OF EUROPE, EUROPE



LUXEMBOURG

Unité d'Eurydice
Ministère de la Culture, de l'Enseignement supérieur
et de la Recherche (CEDIES)
Route de Longwy 280
1940 Luxembourg

NEDERLAND

Eurydice Eenheid Nederland
Afd. Informatiediensten D073
Ministerie van Onderwijs, Cultuur en Wetenschappen
Postbus 25000 – Europaweg 4
2700 LZ Zoetermeer

ÖSTERREICH

Bundesministerium für Bildung, Wissenschaft
und Kultur – Abt. 1/6b
Eurydice – Informationsstelle
Minoritenplatz 5
1014 Wien

PORTUGAL

Unidade de Eurydice
Ministério da Educação
Departamento de Avaliação,
Prospectiva e Planeamento (DAPP)
Av. 24 de Julho 134
1350 Lisboa

SUOMI / FINLAND

Eurydice Finland
National Board of Education
P.O. Box 380
00531 Helsinki

SVERIGE

Eurydice Unit
Ministry of Education and Science
Drottninggatan 16
10333 Stockholm

UNITED KINGDOM

Eurydice Unit for England, Wales and Northern Ireland
National Foundation for Educational Research (NFER)
The Mere, Upton Park
Slough, Berkshire SL1 2DQ

Eurydice Unit Scotland
International Relations Branch
Scottish Executive Education Department
Area 2 - A (CP)
Victoria Quay
Edinburgh EH6 6QQ

Production

Layout:
Imprimerie Guyot, Brussels, Belgium

Acknowledgements

Eurydice European Unit

Persons responsible for the preparation of this document

Bibliographic research and writing: Colette Vanandruel

Proof-reading: Colette Vanandruel and Gisèle De Lel

Editing of the document

Eurydice European Unit

Rue d'Arlon 15

B-1050 Brussels

Tel. (32-02) 238 30 11

Fax (32-02) 230 65 62

E-mail: info@eurydice.org

Internet: <http://www.eurydice.org>

Eurydice National Units

European Union

BELGIQUE / BELGIE

Unité francophone d'Eurydice
Ministère de la Communauté française
Direction générale des Relations internationales
Bureau 6A/002
Boulevard Leopold II, 44
1080 Bruxelles

Vlaamse Eurydice-Eenheid
Ministerie van de Vlaamse Gemeenschap
Departement Onderwijs
Afdeling Beleidscoördinatie
Hendrik Consciencegebouw 5C13
Koning Albert II – laan 15
1210 Brussel

Ministerium der deutschsprachigen Gemeinschaft
Agentur Eurydice / Agentur für Europäische Programme
Quartum Centre
Hütte 79 / Bk 28
4700 Eupen

DANMARK

Eurydice's Informationskontor i Danmark
Institutionsstyrelsen
Undervisningsministeriet
Frederiksholms Kanal 25D
1220 København K

BUNDESREPUBLIK DEUTSCHLAND

Eurydice – Informationsstelle beim
Bundesministerium für Bildung, Wissenschaft,
Forschung und Technologie
Hannoversche Straße 28-30
10115 Berlin

Eurydice – Informationsstelle der Länder
im Sekretariat der Kultusministerkonferenz
Lennéstrasse 6
53113 Bonn

ELLADA

Ministry of National Education
and Religious Affairs
Direction CEE – Section C
Eurydice Unit
Mitropoleos 15
10185 Athens

ESPAÑA

Ministerio de Educación y Cultura
CIDE – Centro de Investigación
y Documentación Educativa
Unidad de Eurydice
c/General Orúa 55
28006 Madrid

FRANCE

Unité d'Eurydice
Ministère de l'Éducation nationale
Délégation aux relations internationales et à la coopération
Centre de ressources pour l'information internationale
Rue de Grenelle 110
75357 Paris

IRELAND

Eurydice Unit
International Section
Department of Education and Science
Marlborough Street
Dublin 1

ITALIA

Ministero della Pubblica Istruzione
Istituto Nazionale di Documentazione per l'Innovazione
e la Ricerca Educativa
Unità di Eurydice
Via Buonarroti 10
50122 Firenze

EURYDICE, the information network on education in Europe

The **EURYDICE** Network produces reliable, readily comparable information on national education systems and policies. **EURYDICE** also acts as an observatory, highlighting both the diversity of systems and their common features.

Working on behalf of policy-makers and the world of education, **EURYDICE** prepares and publishes:

- regularly updated descriptive analyses of the organization of education systems;
- comparative studies on specific topics of European interest;
- indicators on the various levels of education from pre-primary to tertiary education.

EURYDICE also has its own database, EURYBASE, which constitutes a further highly detailed reference source on education systems in Europe.

By circulating the results of its work, **EURYDICE** promotes better mutual understanding of these systems and the common issues that run through them.

Established in 1980, **EURYDICE** has been an integral part of Socrates, the Community action programme in education. The Network comprises National Units and a European Unit. National Units set up by the corresponding education ministries now exist in 30 countries, namely the 15 EU Member States, the three EFTA/EEA countries, ten central and eastern European countries, Cyprus and Malta. These Units provide and check the basic information needed to sustain network activity. The Brussels-based European Unit set up by the European Commission is responsible for management of the network, coordination of its activities, preparation of the comparative analyses, and database design and administration.

EURYDICE on the Internet: <http://www.eurydice.org>



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



NOTICE

REPRODUCTION BASIS



This document is covered by a signed "Reproduction Release (Blanket) form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.



This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").