

Linguistic diversity in the classroom in France.

Some contradictions

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Imagine



Imagine that you are a freshly appointed primary school teacher. You speak 4 languages, one is French, the official language of your country, one is Berber, the language your family uses at home. Your third language is German that you studied as your first L2 at secondary school and at university too so you feel fairly confident with the language. What's more, during your master course you had lesson about how to teach German. Your fourth language is English you've studied for 12 years as a second L2 but you declare your command of it is about A2 level. You are ashamed and embarrassed when you have to speak English,

However at your school your head teacher announces that you have to teach English to your young pupils.

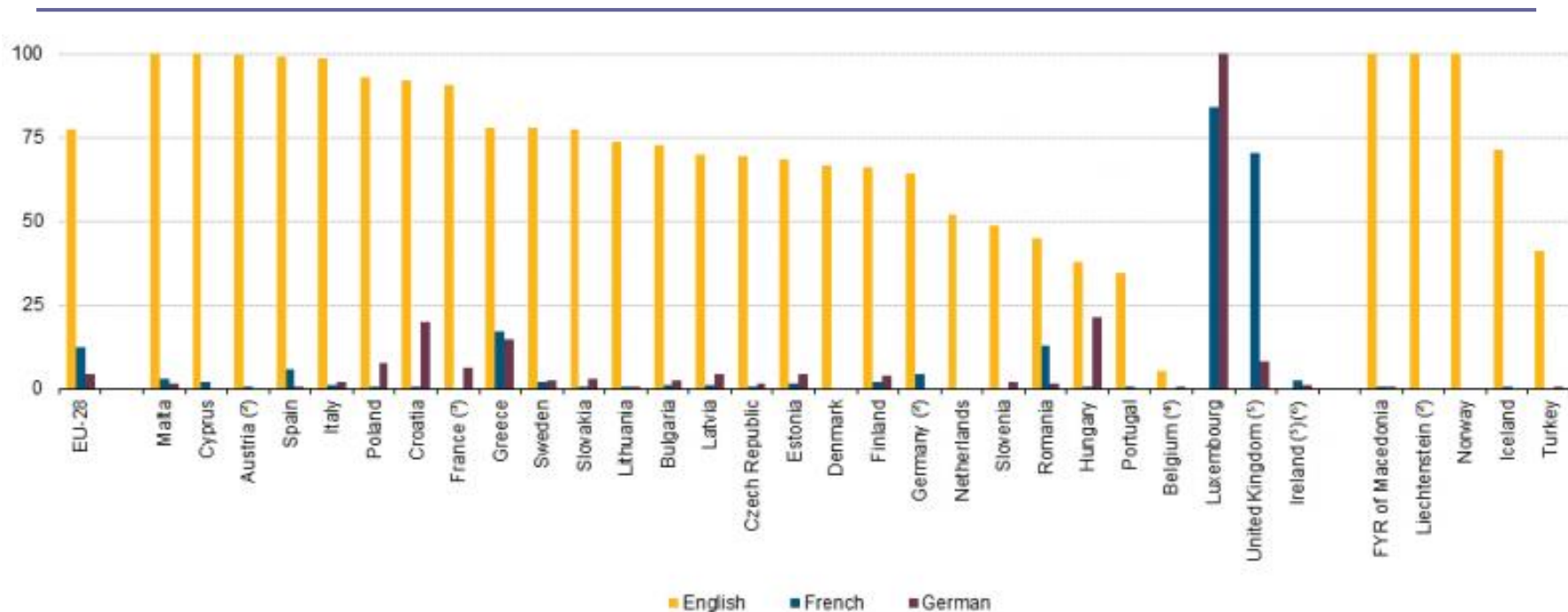
Overview of the presentation

- Language Diversity
- The teacher as a plurilingual social actor
- Linguistic repertoire
- Data
- Conclusions

Language Diversity

- Europe : 24 or 286 languages
- European policy on language education aims to promote and publicize plurilingualism and intercultural awareness
 - European Commission's Action Plan "Promoting Language Learning and Linguistic Diversity", adopted in 2003
- France's National Reform Programme (July 2013) : foreign language teaching starts at the age of 6 from September 2015

Proportion of pupils in primary education learning foreign languages, by language, 2012



(*) Ranked on English. Refer to the internet metadata file (http://ec.europa.eu/eurostat/cache/metadata/EN/educ_esms.htm).

(*) German: not applicable.

(*) French: not applicable.

(*) French: not available.

(*) English: not applicable.

(*) 2011.

Source: Eurostat (online data code: educ_llang), UNESCO Institute for Statistics (UIS), OECD

Proportion of pupils by language in France

[2] Évolution de la proportion des groupes d'élèves (hors CP) selon la langue enseignée (%)

(France métropolitaine + DOM hors Mayotte)

	Allemand	Anglais	Arabe	Espagnol	Italien	Portugais
Public						
2001-2002	18,6	76,4	0,1	2,0	1,1	0,2
2002-2003	16,4	78,6	0,1	2,2	1,3	0,3
2003-2004	15,1	79,6	0,2	2,4	1,0	0,2
2004-2005	11,5	81,6	0,1	2,0	1,1	0,3
2005-2006	13,1	82,6	0,1	2,3	1,1	0,3
2006-2007	10,6	86,0	0,2	1,8	0,9	0,2
2007-2008	11,3	87,3	-	1,7	1,0	0,2
2008-2009	10,8	87,7	0,0	1,6	0,9	0,2
2009-2010	9,1	89,3	0,0	1,5	0,8	0,1
2010-2011	8,6	90,1	0,0	1,5	0,7	0,1
2011-2012	7,6	91,0	0,0	1,3	0,7	0,1
2012-2013	6,2	92,8	0,0	1,2	0,6	0,1
Privé sous contrat						
2007-2008	7,2	94,0	0,1	1,8	0,4	0,0
2008-2009	9,0	92,2	0,0	1,8	0,3	0,1
2009-2010	5,9	95,1	0,0	1,3	0,3	0,0
2010-2011	5,9	95,3	0,0	1,3	0,1	0,0
2011-2012	4,4	96,1	0,0	1,7	0,2	0,0
2012-2013	6,7	92,2	0,0	1,2	0,7	0,1

Remarque - La somme des pourcentages peut être supérieure à 100 car un groupe d'élèves peut être comptabilisé dans deux langues différentes, dans le cadre du programme « Deux langues pour tous ».

Since 2001-2002 English has gained 16 % that means that today 92.8 pupils study English at primary school. Meanwhile all the other languages have declined, the most dramatic change is with German.

Teacher as a plurilingual social actor

- “the social complexity of linguistic plurality”
(Coste, D. & Simon, D.L., 2009)
- Plurilingualism a key construct in SLA : The term refers to the capacity of individuals to use more than one language in social communication whatever their command of those languages. The (plurilingual) competence is more developed in some than others, according to the individual’s linguistic environment and personal or social path(...). Beacco, J.C. (2005)
- Different social and linguistic identities

French context

- The French framework of teachers' core competencies : Ts can use one foreign language in educational setting
 - Teachers have a B2 command of at least one foreign language
 - They participate in the development of pupils' intercultural competences
- What resources do teachers have at their disposal to fulfil their mission?

Linguistic repertoire

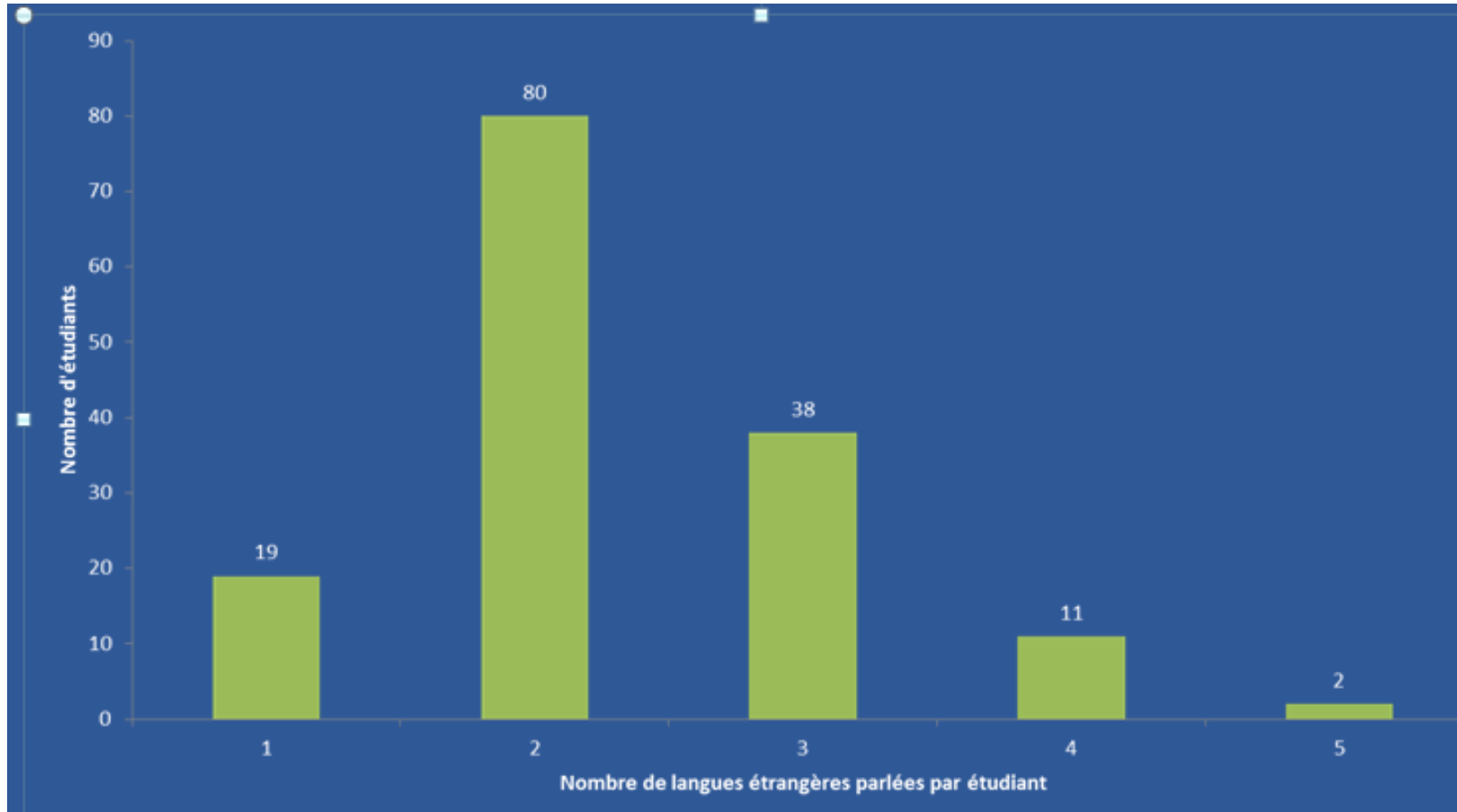
- a linguistic repertoire approach*
 - Speaker's own linguistic variety
 - specific interest in the question of how linguistic choices are tied to social constraints
- investigate the identity construction of a teacher who utilizes a diverse set of linguistic resources in the classroom

*linguistic repertoire : As a sociolinguistic concept, this notion is associated with the work of John Gumperz in the early 1960s. The notion of verbal repertoire is linked to a particular speech community and 'contains all the accepted ways of formulating messages.

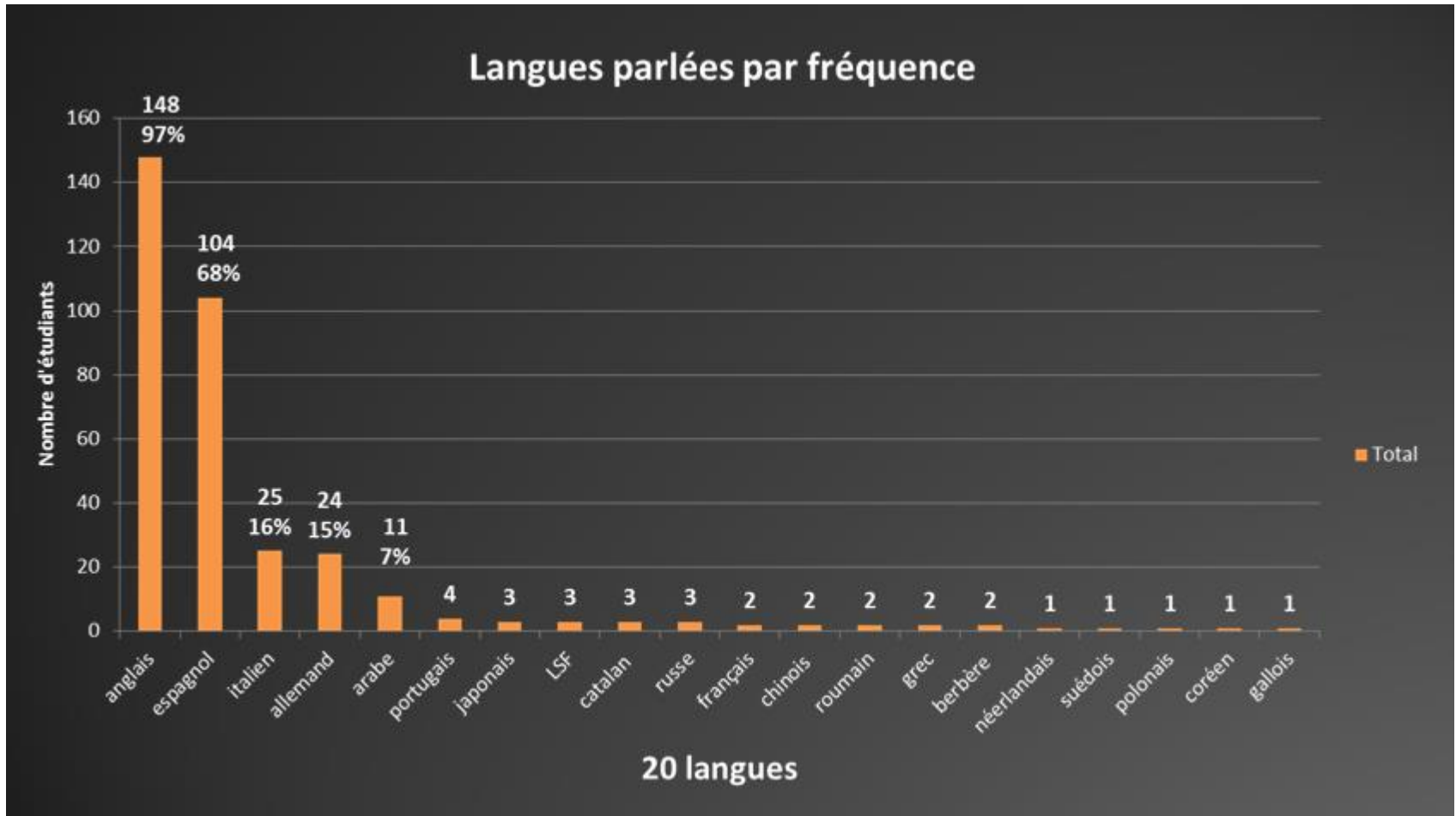
Data

- 153 students master course primary school teacher at ESPE LNF in 2014
- Questionnaire

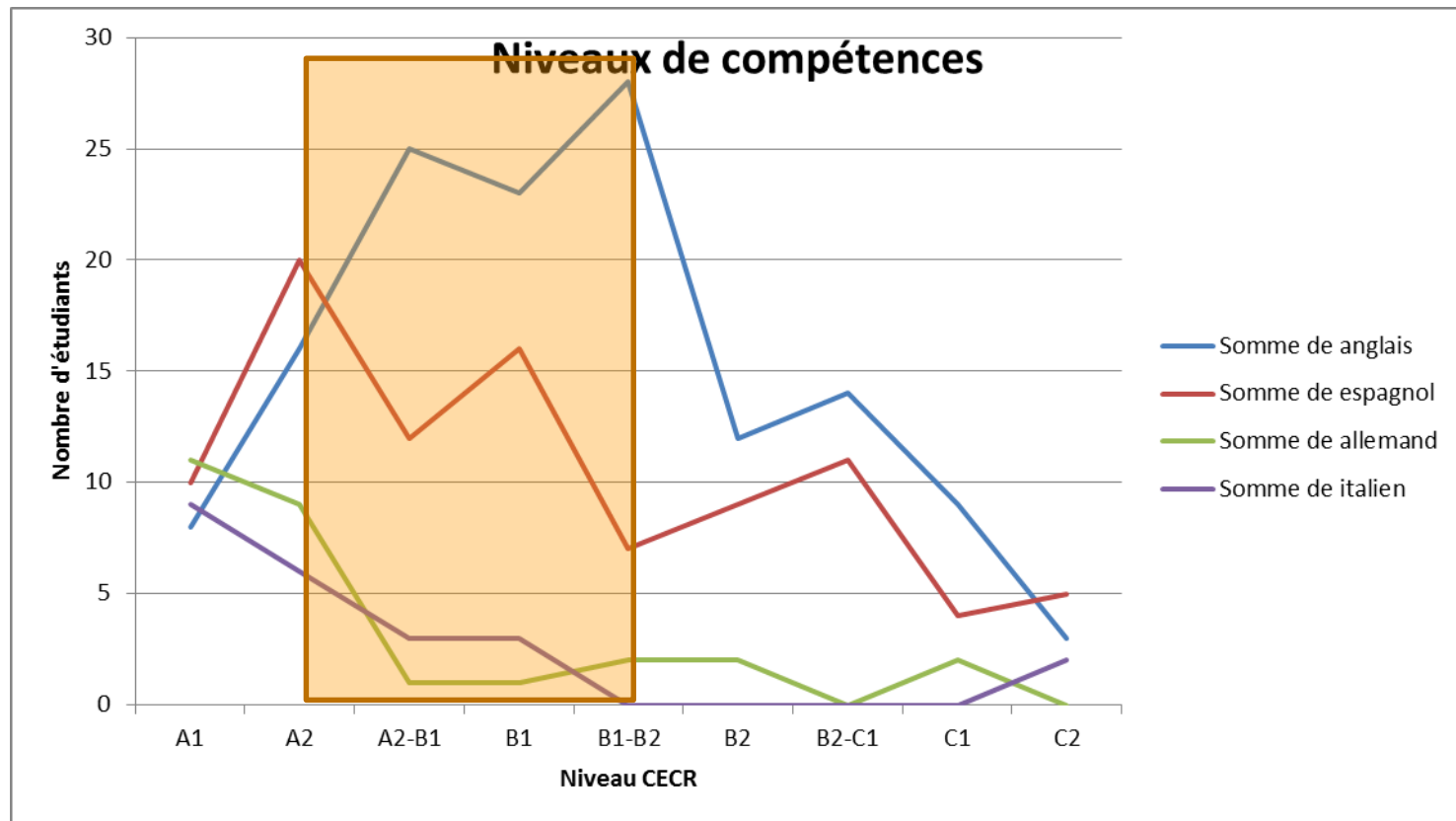
Sts' plurilingual repertoire



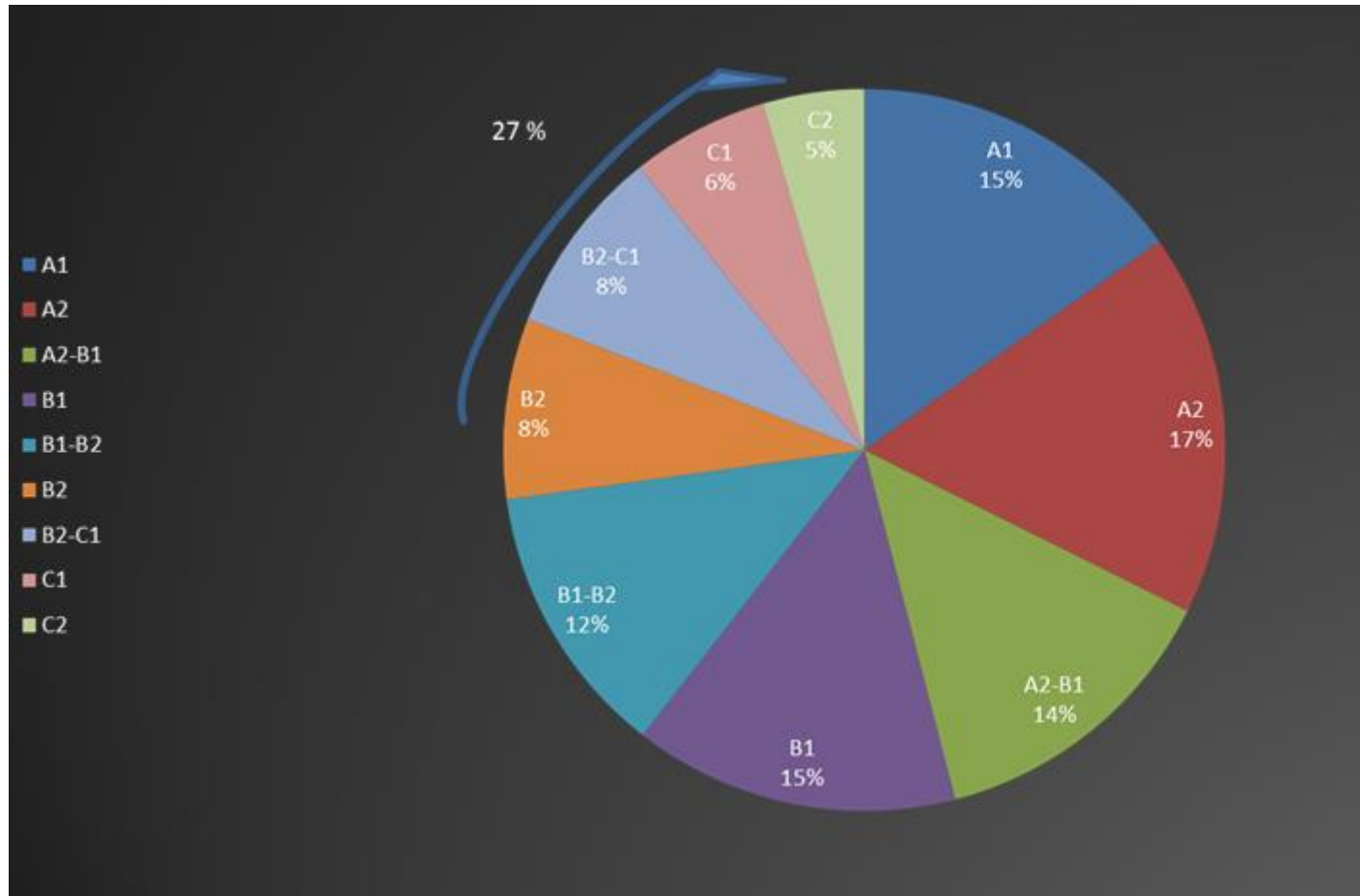
Sts' plurilingual repertoire cont.



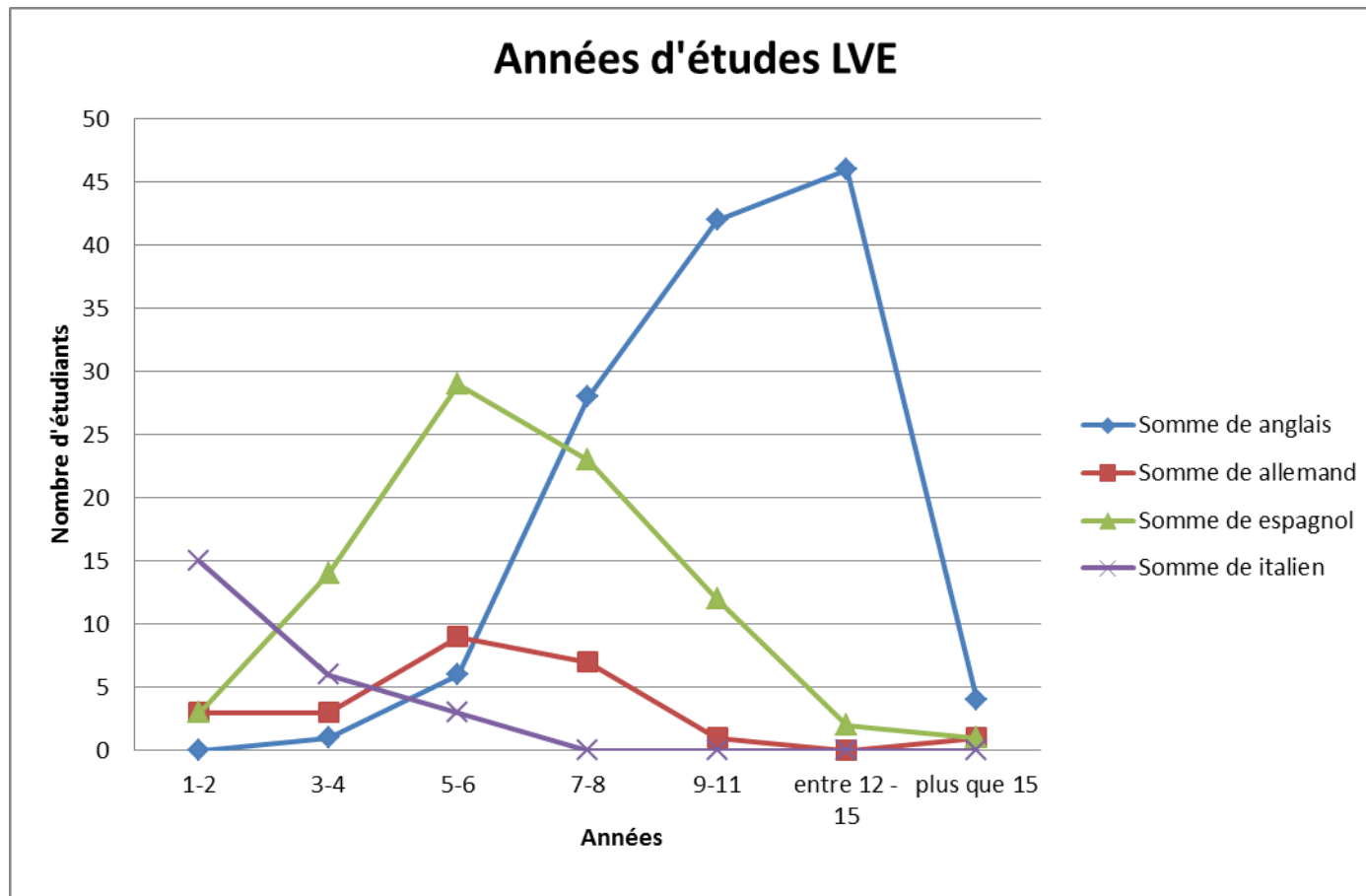
Sts' plurilingual repertoire cont.



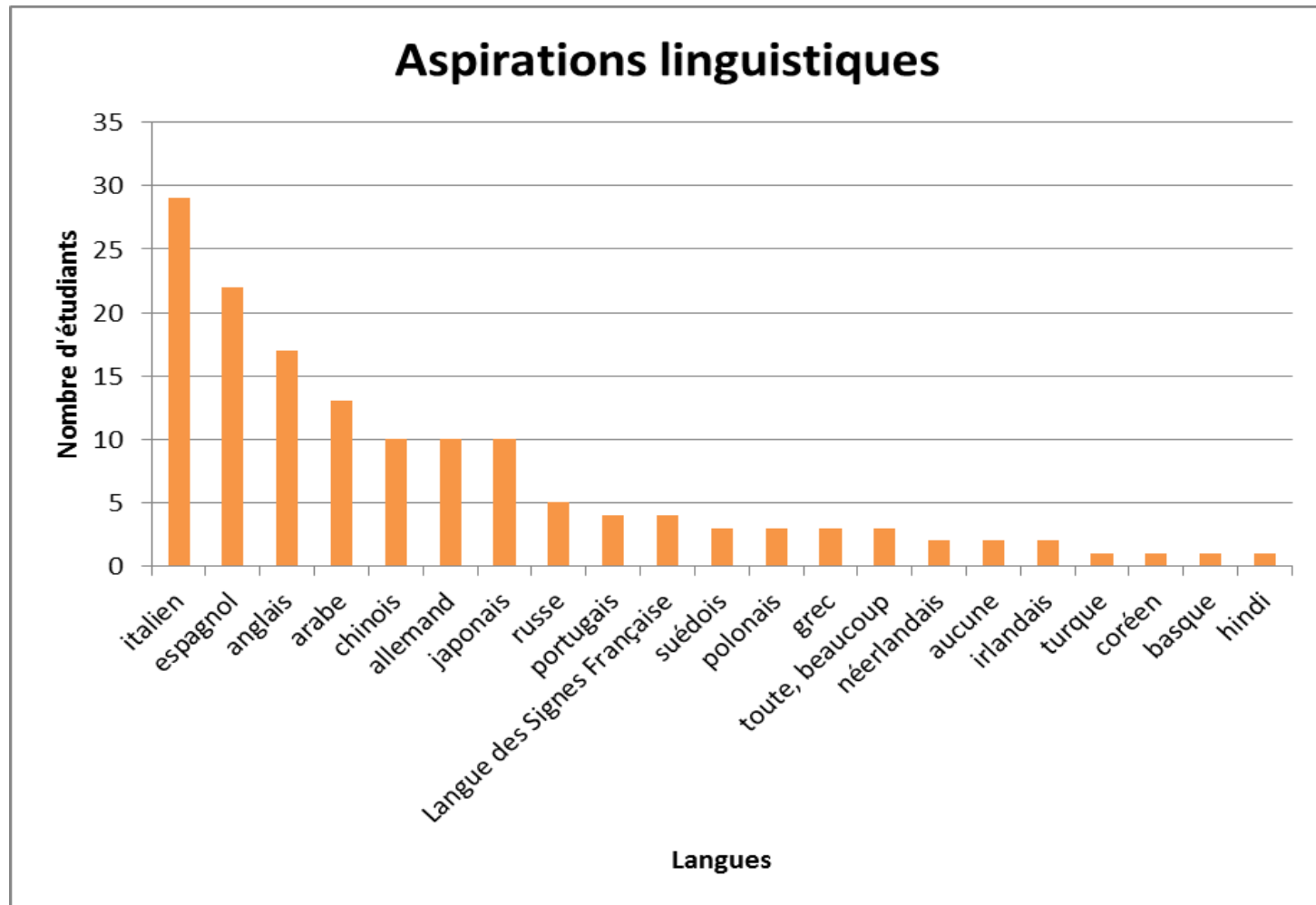
Sts' plurilingual repertoire cont.



Sts' plurilingual repertoire cont.



Sts' plurilingual repertoire cont.



To sum up

- Some typical features: teachers
 - Diversity existing
 - Plurilingual competence existing
 - Only 27% of sts attain level B2 or more
 - Ratio time /level is too high: 72% of sts have spent more than 9 years (between 9 – 15) to learn English
 - Aspiration to develop sts' plurilingual competences
 - 21 languages mentioned

Problem of fossilisation
Affectivity

To sum up

- Some typical features: political discourse
 - Internal contradictions:
 - Ideal-type vs real teachers
 - Plurilingualism vs 96% English
 - External contradiction:

In conclusion

- ❑ there is no likelihood of classroom-based foreign language learning affecting identity, when the teaching method gives the impression that a foreign language is just an encoding of the first language. (Byram, 2006)
- ❑ Plurilingual competence is changing and variable
- ❑ Dispositional plurality : "The individual actor does not implement the same system of dispositions invariably and transcontextually. We can observe a more complex mechanism of standby / actuation or inhibition / activation of dispositions that presupposes that every single individual embodies a plurality of dispositions and crosses a plurality of social contexts " (Lahire, 2013)

Working hypothesis

- The development of foreign language competences in the classroom can be considerably enhanced if both teachers' and pupils' whole linguistic repertoires are taken into consideration.

Thank you for your attention

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