



EOP Newslmletter N°100 – (September-October 2024)

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We are taking advantage of this 100th issue of the OEP Newsletter to launch an exceptional subscription and to justify this approach.

*If you don't know what the OEP does, you can do a search with ChatGPT starting with "What does the European Observatory for Plurilingualism (OEP) say about...?". Read these lines too and you'll understand**

But what you don't know is that in 2023 and 2024 we had to spend a lot of money on renewing our website, and that the modest resources of our association mean that we are exceptionally calling on the loyalty of our members, and also on our potential readers, to help us.

So thank you for joining. [It's HERE](#).

Editorial: Almost 20 years of promoting plurilingualism and cultural diversity

The OEP has always presented itself as a laboratory of ideas and, as such, has approached the world of research in order to exploit the results of research when it has not itself initiated research through the European Conference on Plurilingualism which it generally organises every three years.

As a laboratory of ideas, the OEP has always endeavoured to interact with a large number of partners, mainly associations representing civil society.

Thirdly, the OEP would not be a laboratory of ideas if it did not maintain relationships with public decision-makers, depending on the subject, relationships based on collaboration, influence or even confrontation.

As an observatory, when it has not found the information it was looking for, the OEP has set up its own means of observation.

When we see developments going in the direction we want, we always ask ourselves whether we played any part in them or whether they would have happened anyway.

Let's have the modesty to see in the developments that seem obvious to us today developments of the second type, ...- >

Direction et rédaction : Christian Tremblay, Anne Bui.

La Lettre de l'OEP est présentement traduite bénévolement en [allemand](#), [anglais](#), [arabe](#), [italien](#). Les textes sont accessibles en ligne. Merci aux traducteurs. Pour ajouter d'autres langues, [contactez-nous](#).

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Dans ce numéro

- Édito - Lire Villers-Cotterêts entre les lignes
- Des articles récents à ne pas manquer
- Annonces et parutions

-> saying to ourselves that we may have contributed a little to them.

The simple question is whether plurilingualism has increased or decreased in the world over the last twenty years. A simple question obviously requires a complex answer, especially as no study has ever been carried out on the subject at international level, and there are several possible approaches, depending on the criteria used.

Of course, if we take into account the rare languages which, according to UNESCO, are disappearing at an average rate of one language every fortnight, linguistic diversity is in decline. On the other hand, if we take into account international exchanges, even in the midst of the crisis of redefining globalisation, if we take into account mobility and migration, the conclusion is very probably the opposite. Plurilingualism, i.e. the use to varying degrees of at least one language in addition to one's mother tongue, accompanied by experience of several cultural contexts, is on the increase. We would like to be ...->

-> able to cross-reference several criteria. We will confine ourselves to a few observations by choosing the European and African frameworks, as it is in these geographical areas that the OEP is most present.

Europe, a linguistically schizophrenic entity

For the European Union, commonly identified, wrongly, as Europe, two approaches should be favoured: the institutional approach and the demo-linguistic and educational approach.

Looking first at the demo-linguistic and educational approach, it should be remembered that the European Union has no competence in the field of education, but its role is to issue recommendations to governments. In this respect, the European Union is faithful to its origins, which have plurilingualism as their linguistic foundation, inseparable from the language regime governing the institutions, namely Regulation No. 1, a Council Regulation adopted unanimously by the members and which constitutes the charter of institutional multilingualism of the European Union.

Education and language levels of the population

In the field of education, the fundamental act is the conclusions of the Barcelona summit in March 2002, which stipulated that Europeans should learn at least two languages in addition to their mother tongue from a very early age. These conclusions were followed by a large number of resolutions and recommendations at Council, Commission and Parliament level, which cannot be listed here, but whose main thrust is to raise the level of language skills beyond a single language in addition to the mother tongue. The OEP closely monitors the Eurostat statistics updated each year, both school statistics and declarative statistics based on self-assessment by samples of the European population of their own level of language skills.

Under the impetus of the European Union, after a difficult start, it can be said that significant progress has been made in most countries, not only in the learning of English, but also and above all in other European languages and languages outside the European Union. The extreme focus on English as a first language (LV1) is regrettable, but there has been significant progress in a majority of countries in terms of the number of people who speak (can get by in?) at least two languages, and even three or more.

In 2007, 19.9% of the people aged between 25 and 64 in the 27 Member States thought they spoke two languages in addition to their mother tongue. This percentage rose to 21% in 2011 and to 24.7% in 2022, an increase of 4.8 points, with significant variations from one country to another. For example, Ireland will have increased by 15.8% between 2011 and 2022, France by 10.6%, Latvia by 6.5%, and so on. However, there has been significant progress in some cases for people who say they speak at least three languages. For the EU-27, in 2007, this population represented 7.8% of the 25-64 age group (7.8% in addition to the 19.9%), and this rate rose to 8.9% in 2011 and 12.3% in 2022, an improvement of 4.5 points, so the improvement over the period 2007-2022 is 10.2 points. So 37% of the population can now speak at least two foreign languages, i.e. a foreign language other than English. There has also been quite spectacular growth in the number of people speaking three or more languages. Over the period from 2011 to 2022, Norway will have increased by 24.3 points, the Netherlands by 16.5, Slovenia by 11.4, France by 8.5, Estonia by 6.7, Ireland by 6.4 and Germany by 6.3. On the other hand, some countries known for their linguistic openness, such as Luxembourg - 17.9, Sweden -17.8, Finland -11.1 and Malta -10.7, show the opposite trend. Is this a Brexit effect? Difficult to interpret without further study. In any case, for these countries, there has been a decline in modern languages, with a shift in favour of English. Finally, it should be noted that 34.3% of young people aged 15 to 24 are able to express themselves in two foreign languages, compared with 24.7% of those aged 25 to 64, and 16% are able to express themselves in three or more languages, compared with 12.8% of those aged 25 to 64. So the rates presented above for the 25-64 age group are mathematically bound to keep rising in the years to come.

These overall results must be correlated with school system statistics. What emerges strongly is a marked improvement in second languages at both collège and lycée level until around 2010, followed by a levelling off. At collège level, the weighting of LV2 and LV3 rose from 46.7% in 2005 to 65% in 2012, then levelled off to stabilise at around 60% (60.7% in 2022). For general education at lycée level, the corresponding rates are 53.7% in 2005, 50% in 2012 and 60.8% in 2022. So, first a downward trend, then a significant rise of more than 10% in ten years, with an alignment with lower secondary schools, which indicates that a majority of governments have followed the European target, although we are still a long way off. There has...->

-> been significant progress and we can say that we are moving towards a rather virtuous model. There is a distortion of the model, with a rise in the level of languages at baccalaureate level, which partly determines the distribution of languages in higher education. However, there are still major variations between countries, and sometimes worrying regressions, as in Denmark, Cyprus, Lithuania, the Netherlands and Sweden. This means that we are still at the mercy of policy reversals and that the gains made are fragile.

We could imagine an evolution of education systems in which LV1 would be more diversified and English would still be taught as an international language, but as much as LV2 or LV3 as LV1. But we are not there yet, especially as the situation in higher education is much more unfavourable.

Anglomania in higher education

Since the development of the European Higher Education Area, starting with the Sorbonne Declaration in 1998 and the Bologna Declaration in 1999, we have seen that institutions have largely confused internationalisation with anglicisation, which in our view reflects a short-sighted vision. Very quickly, courses taught entirely in English were developed on a massive scale in a number of countries, mainly at Masters level.

The Scandinavian countries were forerunners in this field, having embarked on this path several decades ago. They are now reacting against this trend, having belatedly realised that their own languages were being relegated to local or even family usage, and also of the scientific bias that could result from the linguistic standardisation of the research world. This led to the Helsinki Appeal, which the OEP has endeavoured to publicise on its website (<https://urls.fr/GKF4i5>).

Countries whose language has no international influence have jumped on this bandwagon to attract students who have failed to qualify in English-speaking countries by offering competitive courses only in English.

In France and Italy, anglicisation has encountered obstacles. In Italy, the Constitutional Court ruled that education that claimed to be international could not be unilingual. The OEP reported on this (<https://urls.fr/efkEav>). In France, the Framework Law on Higher Education and Research of 13 July 2013, known as the "Fioraso" law, under pressure from a number of associations, including the OEP, laid down a number of rules, prohibiting, for example, all the courses in a syllabus to be taught in a foreign language, and requiring students who do not speak French to take French courses so that they are able to follow a course in French and their level of French is checked for the purposes of obtaining a degree. These provisions are set out in article L.121-3 of the French Education Code, which is not complied with by almost all business schools, which have to comply with American requirements in order to earn the title of business school, nor is it complied with by engineering schools or even universities.

In keeping with its role as an observatory, the OEP monitors statistics for France on courses run entirely in English, using the Campus France database. What we can see is a slow but steady increase in the number of courses offered exclusively in English. If we include all Master's level courses, and not just Master's degrees, the percentage will have risen from 5.51% of courses listed in 2014 as exclusively in English to 12.17% in 2023, giving an average increase over ten years of 0.66 points per year, or an average increase of 12% per year.

Furthermore, as the Ministry of Higher Education considers that it is not part of its remit to ensure that the law is applied by the higher education establishments under its jurisdiction, the OEP has initiated proceedings before two administrative courts in the hope of obtaining respect for the law and only respect for the law.

We will also remember the Ministry's attempt to impose English in all bachelor, DUT or BTS level diplomas, with no regard for linguistic diversity. The Ministry was caught out before the Council of State (<https://urlc.net/Nrtw>), but had to back down in the face of opposition from a group of 15 associations, including the OEP.

European universities, plurilingualism struggling!

To be complete about higher education, we need to look at the so-called "European universities".

It will be recalled that the creation of these consortia of universities is an initiative of France, and specifically of French President Emmanuel Macron, who made the announcement in his speech at the Sorbonne on 26 September 2017. Here is what Emmanuel Macron said: ...->

-> « And instead of bemoaning the abundance of our languages, we need to turn them into an asset ! Europe must be a place where every student must speak at least two European languages by 2024. Instead of lamenting the fragmentation of our regions, let's strengthen exchanges! By 2024, half of every age group must have spent at least six months in another European country before turning 25. Whether as a student or an apprentice. And right here, where a few pioneers like Bologna, Montpellier, Oxford and Salamanca believed in the power of learning, critical thinking and culture, I want us to live up to this grand plan.

I am proposing the creation of European universities which will be a network of universities in several European countries, setting up a programme where each of their students will study abroad and take courses in at least two languages. European universities which will also be places of educational innovation and research excellence. We must set ourselves the target of building at least twenty of these by 2024. But from the start of the next academic year, we need to structure the first ones, with real European semesters and real European degrees. »

Following a series of European calls for projects, we now have 40 university alliances, grouping together between 8 and 12 universities and each involving between 200,000 and 500,000 students, which means that the overall project involves around ten million students.

As these are recent creations, we were interested in how these university alliances deal with European linguistic diversity and whether the plurilingual and intercultural dimension is present in their mission statements and objectives.

We found that out of 40 websites, 10 were multilingual, and out of these 10, 5 were not really plurilingual, either because the multilingualism was limited to the first page, or to the menus, or because the choice of language was fictitious, the site being entirely in English, whatever the language selected. However, it is not difficult to create multilingual sites.

The multilingual and intercultural dimension in the formulation of missions and objectives is affirmed in ten projects.

In the end, plurilingualism is represented, but only a quarter of the projects refer to it explicitly. This falls far short of expectations.

A survey of these university alliances and their components should be undertaken.

Institutional inertia

While the linguistic landscape of education is thus mixed, but not without hope, the situation of the institutions is essentially political.

When we say that the European Union is linguistically schizophrenic, we mean that in its institutional behaviour, the European Union, through a resolutely monolingual practice based around English, is in contradiction with its original plurilingualism, which is nevertheless affirmed in the Treaties and through Regulation No. 1.

The subject is sufficiently well known that there is no need to dwell on it for too long.

Not only are 90% of the texts drafted in English, contrary to Article 4 of Regulation No. 1, but this means that French, German and Italian drafters have to draft texts in English which are then translated into French, German and Italian. At a time when automatic translation has reached the quality we all know, this practice, which is not based on any regulatory obligation, is completely obsolete and should be purely and simply abandoned.

Assumed allegiance

The symbolic significance of the State of the Union speeches given by Commission President Ursula von der Leyen, who divides her time between English, German and French as follows: 75% in English, 13% in German and 11% in French, is also worth noting. As the communication is interpreted in the 24 official languages of the Union, we have to ask ourselves why this split exists. If it is a question of the distribution ...->

-> of seats in the Parliament, one might conclude that all the countries that do not have German or French as an official language are represented by English, which is obviously completely absurd. If the point is to mark the European Union's allegiance, or even submission, to the interests of the United States, then we understand better. This is consistent with the fact that Mrs von der Leyen hastened to congratulate President Joe Biden on the Inflation Reduction Act, a veritable declaration of protectionist war on Europe and China. So this noxious symbolism must be abolished.

Small victories on the sidelines

In addition, we will look at two areas where the associations have made a difference in the fight for greater linguistic equality in Europe.

Since the Treaty of Lisbon, there has been a little-known procedure for public enquiries into draft regulations or directives and draft definitions of new policies. This is an obligation for the Commission, and any person or body registering for this procedure is informed of the opening of public enquiries. The response time is short, two months, but that's better than nothing. The enquiry is based on an explanatory text, known as a "roadmap", ten to fifteen pages long, which allows interested parties to express their opinions and proposals. The problem is that in the early years of this procedure, over 90% of the roadmaps were in English.

Associations such as the OEP were concerned about this situation and wrote to the Commission and, above all, to the Ombudsman. In 2018, the Ombudsman carried out an investigation, to which the OEP responded and whose conclusions were definitive. This was an infringement of the principles of participation and transparency enshrined in Articles 10 and 11 of the Lisbon Treaty on European Union. This action was effective, because in the two years that followed, 90% of the roadmaps were in the 24 languages.

We must recognise that these associations' actions are useful, even indispensable, but the root of the problem is political. The sovereign Europe that we hope to see will have to change its bad habits and not just unabashedly affirm its multilingualism as a fundamental value.

Africa

It is now seven years since the OEP began to take an interest in Africa, particularly French-speaking Africa. At the invitation of African friends, the OEP has taken part in numerous colloquia and has witnessed a real effervescence in academic circles in all fields, but particularly in the field of languages. Africa is waking up; it is, in all its immense diversity, as all well-informed people know, the continent on the rise. Africa is a major geostrategic challenge for the coming decades.

On the other hand, few people know what the Francophonie is. Some ideologues, unconcerned with historical objectivity, imagine that the Francophonie and its institutional translation, the OIF, are a neo-colonial enterprise, steered by France, whereas its founding fathers, after independence, were Léopold Sédar Senghor, Habib Bourghiba, President of Tunisia, Hamani Diori, first President of Niger and Prince Norodom Sihanouk, Head of State of Cambodia. Who in France knows that, according to OIF estimates, French is the fifth most widely spoken language in the world, with 321 million speakers. More than 60% of them now live in Africa, but French is also spoken in Canada and several European countries. According to the CERMF (Centre d'études et de recherche sur le monde francophone), which uses a different method of calculation, the countries that make up the French-speaking world have a population of almost 600 million (<https://www.cerfmf.org/la-population-du-monde-francophone-atteint-583-millions-dhabitants-mi-2024>).

Who knows that of the 88 countries that are full or associate members of the OIF, 58 are also full members of the UN, representing 30% of UN members. Who knows that, contrary to popular belief, French-speaking countries have been Africa's most dynamic economic grouping for over 10 years, driven by the economies of Côte d'Ivoire, Cameroon, the Democratic Republic of Congo and Senegal?

Another little-known characteristic is that the French-speaking world is fundamentally multilingual, with the sole exception of France. With its immense diversity, the French-speaking world is a cultural treasure that should be recognised not only for its own sake, but as an asset in the world and for the world.

We apologise for focusing on Africa. According to UNESCO, Africa is home to around 2,000 of the 7,000 or so languages in the world. 600 of these are in serious danger, which means that 1,600 are still very much alive. The vocation of La Francophonie, which shares the French language, is also to bring these...->

-> languages to life. In the *Plurilinguisme* collection, half of the twenty or so works published concern Africa, and African authors are by far the majority.¹

But what can literally impress and enthrall is the potential for creativity and cultural innovation of this group, which is rich in unity, diversity and openness to other cultures, which sets it apart from other language groups.

The OEP is involved with ACAREF, the African Academy of Francophone Research and Studies, a network that aims to mobilise research work in languages and the humanities and give it worldwide visibility. The Observatory of Plurilingualism in Africa project (OPA, <https://www.plurilinguismeafricain.org>), which the OEP joined when it was launched in 2021, aims to help perpetuate and extend the initiative begun by the OIF through the ELAN programme to develop bi-plurilingual teaching. As this is a transnational initiative, it is based on cooperation schemes that should enable various countries sharing the same languages to progress together, an approach that is just as valid on a smaller scale. All processes are covered, from the description of languages to teacher training and the development of bi-plurilingual teaching models.

Here, then, are some of the highlights of the OEP's work in recent years.

Plurilingualism implies a different relationship with the world and with each other, the multidimensional scope of which must nurture a linguistic awareness to which the OEP intends to contribute.

In *La littérature en péril*², Tzvetan Todorov, taking a cue from Kant in *Critique de la faculté de juger*, writes: "Thinking and feeling by adopting the point of view of others, real people or literary people, is the only way to move towards universality".

This is what the OEP is doing. THANK YOU FOR TAKING PART IN THIS PROCESS BY SUPPORTING OR JOINING THE OEP.

Christian Tremblay, Président de l'OEP

Fin... /->

**C'est le moment d'adhérer à l'OEP
ou de vous abonner à la Lettre (5 €) et de partager**



Des articles à ne pas manquer



InfoCuria
Jurisprudence

AVIS DE CONCOURS DE LA COMMISSION EUROPÉENNE ANNULÉ.

Le plurilinguisme remporte une importante victoire devant le Tribunal européen

La France a contesté devant le Tribunal européen l'avis de concours publié par l'EPSO le 20 octobre 2022 en vue de recruter des administrateurs principalement pour la direction générale de l'énergie (ENER), la direction générale de l'action pour le climat (CLIMA) et la direction générale de l'environnement (ENV). Cet avis de concours, comportait une disposition intitulée « Exigences linguistiques », qui prévoyait que « Le/la candidat(e) à ce concours doit au moins justifier d'une connaissance approfondie (niveau C1 au minimum) de l'une des 24 langues offi-

¹ For readers interested in the OEP's Petite librairie (<https://www.observatoireplurilinguisme.eu/les-actions/la-petite-librairie-de-l-oepe>), we have published *L'impératif plurilingue* in 2022, which includes all the editorials since 2008.

² Todorov Tzvetan., *La littérature en péril*, Flammarion, 2007, 95 p., page 78

	<p>cielles de l'Union européenne, ainsi que d'une connaissance satisfaisante (niveau B2 au minimum) d'une autre langue officielle de l'Union européenne. L'une de ces langues doit être l'anglais. »</p> <p>Lire la suite...</p>
	<p>La francophonie au sommet, entretien avec Emmanuel Macron, Souleymane Bachir Diagne et Jennifer Richard (franceinter 5 octobre 2024)</p> <p>À l'occasion du 19e Sommet de la Francophonie à Villers-Cotterêts, le président de la République s'exprime sur ce que représente la langue française, tant au niveau diplomatique, que culturel, en compagnie du philosophe Souleymane Bachir Diagne et de l'écrivaine Jennifer Richard.</p> <p>Lire la suite...</p>
	<p>Une prestigieuse université chinoise à caractère scientifique supprime les tests d'anglais (CERMF, 18/09/2024)</p> <p>La prestigieuse université chinoise Jiaotong de Xi'an a décidé de supprimer les tests d'anglais pour l'admission de nouveaux étudiants ainsi que pour l'obtention de diplômes. Loin d'être isolée, cette décision s'inscrit dans le cadre d'un vaste mouvement international de remise en cause de la présence de la langue anglaise</p> <p>Lire la suite...</p>
	<p>La population du monde francophone atteint 583 millions d'habitants mi-2024 (CERMF, 01/10/2024)</p> <p>Après avoir dépassé l'espace hispanophone, et plus récemment l'Union européenne, dans ses anciennes frontières incluant le Royaume-Uni, le monde francophone compte désormais 583,7 millions d'habitants. Une progression essentiellement due à l'Afrique francophone, dont l'émergence démographique et économique mériterait davantage d'attention de la part des pays francophones...</p> <p>Lire la suite...</p>
	<p><u>Māori language 'at risk' as a result of government policies, commissioner says (The Guardian)</u></p> <p>New research shows around one in 25 people in New Zealand can speak the Māori language, teo reo Māori. Photograph: Marty Melville/AFP/Getty Images Prof Rawinia Higgins tells the Guardian that teo reo Māori is under threat from the rightwing coalition despite long-running efforts to revive it. New Zealand's Māori language commissioner has described government policies to limit the use of...</p> <p>Lire la suite...</p>
	<p><u>Contro il doppiaggio. Il plurilinguismo nei dialoghi</u></p> <p>Fonte: Bellevillelascuola.com Nella celebre scena d'apertura di Inglorious Basterds, un colonnello delle SS fa irruzione in una fattoria normanna e ne interroga il proprietario utilizzando, prima, il francese, poi, sapendo che il suo interlocutore ha viaggiato e conosce altre lingue, l'inglese. Il passaggio da una lingua all'altra, ingiustificato, serve solo a porre un ironico accento...</p> <p>Lire la suite...</p>



EUNIC-Portugal
Iniciativa das Embaixadas e
dos Institutos Nacionais de
Cultura da União Europeia

Um apelo ao plurilinguismo nas políticas públicas de Educação, em celebração do Dia Europeu das Línguas

, 26 setembro 2024 O plurilinguismo é um trunfo importante num mundo cada vez mais globalizado. Integrar e promover o plurilinguismo nas políticas públicas de Educação não é apenas uma necessidade cultural, mas também um imperativo económico e social. É essencial reconhecer os benefícios que o plurilinguismo traz aos indivíduos e às sociedades.

[Lire la suite...](#)

THE CONVERSATION
L'expertise universitaire, l'exigence journalistique



THE CONVERSATION
L'expertise universitaire, l'exigence journalistique

Equipes internationales, faites attention aux non-bilingues !

Felipe A. Guzman, Associate Professor in Management, IÉSEG School of Management Originaire d'Amérique latine, Maria parle trois langues au quotidien : l'espagnol à la maison, le français, dans les commerces près de son appartement, à Toulouse, et enfin l'anglais au travail. Tout comme Maria, de nombreux employés de multinationales doivent utiliser la langue officielle de leur...

[Lire la suite...](#)

La difficulté d'obtenir un crédit lorsque banquier et client ne parlent pas la même langue

Jérémie Bertrand, Professeur de finance, IÉSEG School of Management; Caroline Perrin, Postdoctorante, Utrecht University et Sarah Maire, Assistant Professor in Accounting and Control, Ph.D., IÉSEG School of Management Une banque qui prête à un particulier ou une entreprise se trouve toujours dans une situation d'asymétrie d'information. La personne ou l'entreprise qui...

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THE CONVERSATION
L'expertise universitaire, l'exigence journalistique

Engels onderwijzen aan kinderen met een achterstand in het nederlands: een doordachte aanpak

Bron : wij-leren.nl, 17 augustus 2024 Het onderwijzen van Engels aan kinderen die al een achterstand hebben in het Nederlands, roept vaak vragen op bij leerkrachten en ouders. Enerzijds is Engels een wereldtaal die steeds belangrijker wordt in het onderwijs en in de maatschappij. Anderzijds bestaat de zorg dat het introduceren van een nieuwe taal de reeds bestaande achterstand in het Nederlands...

[Lire la suite...](#)

Las ventajas de la educación bilingüe, según los estudiantes

María-Elena Gómez Parra, Full Professor, Universidad de Córdoba Los programas de educación bilingüe son un modelo educativo de reconocido éxito en contextos internacionales de referencia como Canadá o Finlandia. Llamamos "educación bilingüe" a un programa educativo en el que se cursan asignaturas en una lengua distinta a la materna. Por tanto, a la dificultad inicial del...

[Lire la suite...](#)



Data, IA | Renoncement au «Désir de francophonie dans le monde de la tech ?» (Afrimag par Benoist Mallet Di Bento)

Le 10 octobre 2018, en marge du 17e Sommet de la Francophonie à Erevan en Arménie, le réseau francophone des ministres en charge de l'Économie numérique a été créé et lancé. Les concertations avec les représentants des gouvernements, du secteur privé, de la Société civile, des organisations internationales, des

milieux techniques et universitaires, et des autres secteurs...

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Annonces et parutions



Festival de la francophonie (2 au 6 octobre à la Gaîté lyrique, Paris)

Du 2 au 6 octobre 2024, « Refaire le monde, le Festival de la francophonie », se déploie à la Gaîté Lyrique : une programmation pluridisciplinaire ouverte à tous et gratuite : exposition, concerts, conférences et débats, spectacles, humour, rencontres littéraires, projections de films, ateliers...

[Lire la suite...](#)



Actualité de la chaire "L'invention de l'Europe par les langues et les cultures" - Peter Sloterdijk au Collège de France

La leçon inaugurale de Peter Sloterdijk sur la chaire L'invention de l'Europe par les langues et les cultures s'est tenue le 4 avril 2024, au Collège de France. Elle s'inscrit dans le partenariat conclu avec le ministère de la Culture via la DGL-FLF.

[Lire la suite...](#)



Marén BERG et ses musiciens présenteront son nouvel album ALLEGR@ lors d'un unique concert parisien **LE SAMEDI 16 NOVEMBRE 2024 à 20h15 à la SCENE DU CANAL 116, Quai Jemmapes, 75010 Paris** Métro Bonsergent, Bus 31, 56, 91 Prix des places: 25 €. Réservation conseillée.

[Lire la suite...](#)



Festival de la Francophonie - Cycle de conférences coordonné par Achille Mbembe (3 octobre 2024, 3bis rue Papin , 75003 Paris (Gaîté Lyrique), France)

Coordonné par l'historien camerounais Achille Mbembe, ce cycle de trois conférences donnera la parole à des penseurs et philosophes autour des nouvelles figures de la pensée en langue française.

[Lire la suite...](#)



Universaliser - "L'humanité par les moyens d'humanité" (Souleymane Bachir Diagne)

Souleymane Bachir Diagne a mis la question de l'universalité et des singularités au cœur de sa réflexion et de son engagement, appelant à un universel riche de tous les particuliers. Dans cet essai qui fait brillamment dialoguer les cultures, le philosophe montre que l'universel tient compte du pluriel du monde, mais que l'humanité n'est pas une juxtaposition de tribus.

[Lire la suite...](#)



Glossaire thématique de la langue foulfouldé: Parler des Peul Wodaab du Niger (Angelo Maliki Bonfiglioli)

<http://www.observatoireplurilinguisme.eu>

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	<p>septembre 2024 Ce petit glossaire thématique présente et analyse des centaines de mots du parler foulfouldé des Wodaabé du Niger. Contrairement à un dictionnaire conventionnel, qui classe les mots par ordre alphabétique, ce glossaire regroupe les mots autour de quelques thèmes clés, permettant ainsi une analyse approfondie de la dynamique linguistique dans son contexte socio-culturel...</p> <p>Lire la suite...</p>
	<p>Dit webinar vindt plaats op 5-11-2024 van 15:30 tot 17:00 uur</p> <p>In dit webinar staat de leesontwikkeling bij meertalige kinderen centraal. Hoe maken we van meertalige kinderen enthousiaste lezers? Hoe werkt de leesbevordering thuis wanneer daar een andere taal wordt gesproken dan op school? In welke taal leer je als eerste lezen en schrijven?</p> <p>Meer lezen...</p>
	<p>Le Sel des Paroles: Proverbes des Peuls Wodaabe du Niger (Angelo Maliki Bonfiglioli)</p> <p>Ce livre est un recueil de 500 proverbes des Peuls Woḏaabe du Niger, peuple de pasteurs nomades, grands éleveurs de zébus, qui vivent dans les régions sahéniennes à la lisière du désert du Sahara.</p> <p>Lire la suite...</p>
	<p>Les usages sociaux de l'anglais (revue Savoir/Agir 2022/2 n°61-62, Editions du Croquant)</p> <p>Les travaux contemporains sur les classes sociales en Europe, mêlant étroitement objectivation de la structure sociale, sociologie de la culture et sociologie de l'éducation, ont suggéré la centralité des ressources cosmopolites dans la reproduction des inégalités sociales et dans l'exercice de la domination symbolique qui soutient les dominations économique et politique.</p> <p>Lire la suite...</p>
	<p>Sprache als Schlüssel im Gesamtunterricht der Primarstufe</p> <p>14.10. (Primarstufe) und 21.10. (Sekundarstufe): Präsenz-Workshops: Unterricht mit mehrsprachigen Lerngruppen; non-verbale Kommunikation; Elterngespräche mit Videodolmetsch führen; Tipps und Tricks zur idealen Gesprächsführung in der pädagogischen Beratung.</p> <p>mehr dazu »</p>
	<p>Symposium inter-alliances « Living Language Policies - Lived Multilingualism» (10 et 11 octobre, Inalco)</p> <p>https://www.inalco.fr/evenements/symposium-inter-alliances-living-language-policies-lived-multilingualism Les alliances universitaires européennes ERUA et EUniWELL organisent le symposium inter-alliances "Living Language Policies - Lived Multilingualism" pour des échanges autour du multilinguisme et des politiques linguistiques dans les universités européennes. Le premier jour,...</p> <p>Lire la suite...</p>
<p style="text-align: center;">C'est le moment d'adhérer à l'OEP ou de vous abonner à la Lettre (5 €) et de partager</p> <p style="text-align: center;">      </p>	

