



European Observatory for Plurilingualism

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Editorial: The social impact of plurilingualism: the great return of language!

This is a hitherto little-developed, yet essential, approach.

Yes, plurilingualism, when we take a close look at the concept of language in terms of both its educational scope and everyday life, reveals a social dimension that deserves attention.

We take as our starting point the practical case that has recently emerged that levels of literacy (language) and numeracy (mathematics) are falling in most Western countries, and in France in particular, with serious economic and social consequences.

The temptation is strong to link this phenomenon to the Internet and the emergence of networks. This is undoubtedly partly true, given that to establish this type of relationship, there needs to be a certain parallelism between the observation periods, and the means of observation need to be fairly complete. It would seem that these two conditions are only partly met.

The hypothesis we're going to discuss here is that, after decades of ignoring the linguistic fact with negative social and economic consequences yet to be made explicit, we are witnessing, or should witness, a great comeback of language and language in education.

A convergence of observations

For decades, critics have been denouncing the decline in academic standards. For a long time, these warnings were simply denied by both educationalists and the school system. Today, we need to agree on what we're talking about.

If we're talking about comparing the level of the baccalauréat in the 1960s with that of the baccalauréat today, it's obvious. There's no arguing about it.

But if we want to compare the overall level of the population, the conclusion is the opposite, because when you make a whole population literate, it's normal for the general level to rise. This does not mean, however, that the best elements of the population should be ignored. There is a dissociation between the level ... - >

Direction and writing : Christian Tremblay, Anne Bui.

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-> of individual diplomas and the general level of the population. The international surveys organized by the OECD tell us a lot.

Since its first edition in 2000, the best-known PISA (Programme for International Student Assessment) survey has assessed the skills of 15-year-old students every three years in three main areas: reading, mathematical and scientific literacy. Since 2000, France's results in the PISA surveys have shown a general downward trend, particularly in mathematics and reading comprehension. Germany, Finland and Norway also show significant declines in mathematics. Conversely, Canada ranks among the top performers in reading comprehension. In mathematics, Asian countries such as Singapore, Taiwan, Hong Kong and Japan regularly dominate the rankings.

Every five years, the international Progress in International Reading Literacy Study (PIRLS) assesses students' reading comprehension skills at the end of the fourth year of ..- >

-> compulsory schooling (CM1 in France). The results of the 2021 edition show that France achieved an average score of 514 points, above the international average of 500 points, but below the European average of 527 points. After fifteen years of steadily declining performance, France stabilized its results in 2021, in contrast to the majority of European countries, which recorded a statistically significant decline, with an average drop of 11 points compared to 2016. Situations are therefore quite different from one country to another. The differentiating factors between countries are :

- A strong emphasis on reading from an early age
- The importance of in-service teacher training
- A pedagogical environment conducive to differentiated learning, a factor linked to ongoing training.

Detailed analysis of these international surveys and specific studies have enabled us to confirm certain results over the last twenty years.

As far as the impact of new technologies is concerned, we know that students who spend more than two hours a day on screens outside school perform significantly worse in reading than those who spend less time in front of a screen.

As far as teaching methods are concerned, we know that educational reforms focusing on inductive methods and pupil autonomy have a negative impact on pupils from working-class backgrounds, who require a more structured framework to progress. We therefore need to be able to apply differentiated teaching methods according to children's profiles, which, incidentally, makes the work of teachers more complex and demanding, implying higher levels of teacher training.

As far as linguistic diversity is concerned, we know that allophone pupils (whose mother tongue is not French) are more often in difficulty with written and spoken French.

Of course, we can't be satisfied with averages alone. We also need to look at inequalities, and see whether the trends observed concern all students equally, or whether certain categories are more affected than others. The fact is that these are global phenomena, but their effects are more marked for the poorer categories. In other words, inequalities are worsening, whereas the vocation of schools is not only to raise the general level of the population, but also to reduce inequalities through equal opportunities.

This observation has far-reaching consequences. Not only does the social elevator function less well, but we are also witnessing massive phenomena that are undermining society as a whole.

The similarity of certain percentages is striking.

NEET in perspective

According to one study, around **50%** of students entering junior high school have not fully mastered the fundamentals of elementary school curricula, with around **15%** experiencing serious difficulties in reading and mathematics.

In 2021, it was estimated that around 13% of 18-24 year-olds in France were "school drop-outs", i.e. without a diploma or training.

The calculation is easy. Consider a cohort of 700,000 students. 15% of 700,000 is 115,000 students, or 1,725,000 young people in 15 years.

The acronym NEET, in French Ni en Études, ni en Emploi, ni en Formation (neither in education, employment or training), is becoming increasingly familiar. The concept was developed by the OECD to better understand the situation of a population of young people, generally aged between 15 and 29, on the job market and in the education system. It is used by Eurostat for European countries and by Insee in France. This figure is estimated at around 1.5 million people, which in France, for example, represents 50% of the ...->

-> the total population who, for various reasons, while still of working age, are durably distanced from the labor market, estimated at around 3 million.

If we compare this number of 1.5 million young people, i.e. 12-13% of the total population of the same age, with the cohorts of young people who arrive at secondary school without the fundamentals, i.e. French and math, that they need to follow a normal course of education, it's easy to understand that students in this situation have a very high risk, if they are not sufficiently supported, of joining the NEET group.

Going back in time

It's not enough to simply take stock of the current situation. To understand the dynamics at work, we need to go back to the 1960s-1970s, when the process of democratization and massification of education was still far from complete.

In the 1960s-1970s, repetition was the default response to school failure. It was also a means of guaranteeing the academic quality of education. The repetition rate was very high, approaching 50% at the end of elementary school. Middle school enrolment was rising rapidly, as compulsory schooling had been extended to age 16 in 1959.

At the same time as school enrolment was on a massive scale, so was school failure. It is estimated that in the 1960s-1970s, between 30% and 40% of pupils - the so-called "drop-outs" - left the school system without any qualifications before entering upper secondary education.

This led to the discovery of massive school failure, and the first response was the creation of the SES (Section d'Education Spéciale) in 1963, which were replaced in 1996 by the SEGPA (Section d'Enseignement Général et Professionnel Adapté). Of course, neither the SES nor the SEGPA were intended to correct the educational trajectory of all pupils who had not mastered the fundamentals sufficiently to pursue a normal education.

As middle school education became more democratic, the number of students dropping out of school declined, albeit slowly. In the 1980s, around 25% of young people still left school without a diploma, despite an extremely high repetition rate.

The ineffectiveness of repetition was obvious. From the 1980s onwards, the aim was to reduce the repetition rate, in the belief that the mere fact of reducing repetition would have a positive impact on students' progress. In reality, however, this meant shifting the problem and shifting onto the collège the burden of a mission not taken on by the primary level. By passing struggling pupils on to the next level without any support, we could only reinforce the dropout rate in the long term, and feed what would later be known as NEET. We've come full circle. Let's look for the mistake.

For a long time, the reduction in repetition was achieved without any real alternative measures being put in place. Teachers found themselves faced with pupils in great difficulty, with no specific tools or resources to help them.

In the 1990s, the government began to take action to combat the dropout problem. Measures such as remedial classes and local missions were set up to reintegrate young dropouts.

At the end of the 1990s, the rate of school leavers with no qualifications was around 15% to 20%. This figure reflects a clear improvement on previous decades, but is still very high.

In 2000, we introduced Personalized Educational Success Programs (PPRE) and refresher courses (set up during the school vacations). However, these schemes were often underfunded and depended on the motivation of teachers.

Since the 2010s, we've been developing schemes such as personalized support (starting in middle ...->

-> school), homework assignments and the Unités Localisées pour l'Inclusion Scolaire (ULIS) for students with special needs.

Nevertheless, these measures are often criticized for their lack of universality, uneven implementation and lack of human and financial resources.

A steady decline in the level of French language skills over more than thirty years

Overall, despite the difficulties, the general level of the population has not fallen. However, the average rise in level is not perceived as such, and coexists with a general feeling of downgrading. For reasons that are easy to explain. Firstly, the length of studies has increased considerably. Secondly, the chances of rising to positions of responsibility have fallen. François Dubet and Marie Duru-Bellat¹ point out that, in the 1960s, people with a higher education diploma had every chance of holding a management job. Today, this probability is increasingly low, and access to a managerial job is becoming the prerogative of the most highly qualified young people: while this is the case for almost all PhDs and two-thirds of "bac +5" graduates (when all fields of study are taken into account), the figure drops to 13% for "bac +3" (or 4) graduates, 6% for "bac +2" graduates, and becomes virtually nil with the baccalaureate alone.

However, the decline in French language levels (in France) is an objective fact. Admittedly, it is partly linked to the competition between the screen and reading. But the decline in French language levels goes back a long way, and according to studies carried out by the Ministry of Education's DEPP, began in the late 1980s.

A comparative study by DEPP has revealed that CM2 pupils in 2021 scored lower in spelling than those assessed in 1987, 2007 and 2015. In 2021, pupils made an average of 19.4 errors during a dictation, compared with 10.7 in 1987, 14.7 in 2007 and 18 in 2015.²

Another older study, not using the same methodology, compared the French language skills of students in the 1920s with those of 1996. The results showed that, on average, 1996 pupils made 2.5 times as many mistakes as 1920s pupils. Whereas in the 1920s, almost a quarter of pupils made 0 or 1 spelling mistake, in 1996 only 5% did, meaning that 95% made more than one spelling mistake in 1996, compared with 75% in 1920.³

François Dubet and Marie Duru-Bellat⁴ note that "although the number of pupils repeating a year has been drastically reduced, this has not meant that their difficulties have disappeared; and in the absence of specific pedagogical measures, many teachers and the Ministry itself observe that the average level of pupils leaving primary school has fallen overall since the first strictly comparable assessments were carried out, i.e. since the end of the 1980s[1]. This is particularly the case in French, and especially for weaker pupils, with a consequent marked widening of inequalities between pupils, depending in particular on their social background. These inequalities from the earliest stages of learning will accumulate thereafter, even if pupils go further.

Today, everyone agrees that the weakest point in the education system is at elementary school level, i.e. the acquisition of the fundamentals, i.e. French (for France) and mathematics.

Hence the standardized assessments, with the sole aim of identifying changes on entry to collège and primary school at the start of CE1 put in place in 2017 and 2018. Hence Minister Michel Blanquer's much-maligned initiative at the outset to double up kindergarten and elementary school CP classes in priority zones.

It's surprising that the diagnosis has come so late, as if since the 1980s we've been doing exactly the opposite of what we should be doing. For 30 years, the focus has been on middle schools, and little on elementary school.

No doubt it was thought that the fundamentals, i.e. French (for France) and mathematics, were not really "fundamentals" and that pupils had plenty of time to learn French. So we started doing something else, when we should have been thinking in the opposite direction, and considered that only a sufficient ...->

¹ <https://cafepedagogique.net/2024/10/18/francois-dubet-et-marie-duru-belleat-lemprise-scolaire-quand-trop-decoletue-leducation/>

² Note d'information n°22.37, December 2022. <https://www.education.gouv.fr/media/119533/download>

³ Ministère de l'Éducation nationale, Direction de l'évaluation et de la prospective (DEP), February 1996 <https://michel.delord.free.fr/cep96.pdf>

⁴ Dito

-> mastery of French would enable us to do something else. Let's be clear about the notion of mastery. There's no question of turning our children into future agrégés. It's a question of acquiring the fundamentals that are absolutely essential for gaining autonomy and access in the best possible conditions to knowledge that is both useful to society and a guarantee of personal fulfillment. That's how we build society.

We made a big mistake

In our view, the root of all this lies in a conceptual failure. It's as if language had become an unknown from which it was possible to free oneself. No doubt this was an unexpected and unfounded consequence of linguistics' accession to the status of a science among the sciences. Language, no longer the exclusive mediator between man and reality, had suddenly become a simple communication tool or object of study.

But we didn't have to think that way.

In 1975, Italian linguist and politician Tullio de Mauro published "Ten Theses for a Democratic Linguistic Education" as part of a collective effort (Le GISCEL Groupe d'intervention et d'étude dans le domaine de l'éducation Linguistique). This document had a major impact in Italy, influencing didactic and sociolinguistic research and promoting plurilingual and intercultural education.

The first article in *Dieci tesi* sheds light on the concept of the "centrality of verbal language":

"Verbal language is of fundamental importance in social and individual life because, thanks to the receptive (ability to understand) and productive mastery of words and phrases, we can understand others and make ourselves understood (communicative uses); order and subject experience to analysis (heuristic and cognitive uses); intervene to transform experience itself (emotional, argumentative uses, etc.).

We are not limiting the importance of verbal language, but rather placing it in a more appropriate context, emphasizing that in general, and in human beings in particular, it is one of the forms assumed by the communicative capacity, which has been variously called the fundamental symbolic capacity or the semiological (or semiotic) capacity. And, once again, both in general and in theory, and in the concrete and specific development of human organisms, verbal language maintains very close relations with the rest of the expressive and symbolic capacities and activities."

In article 2, Tullio de Mauro continues:

Given the many links with individual and social life, it is obvious (but perhaps not irrelevant) to assert that the development of language skills is rooted in the development of the whole human being, from childhood to adulthood, i.e. in the possibilities for psychomotor growth and socialization, in the balance of emotional relationships, in the awakening and maturing of intellectual interests, and in participation in the life of a culture and community.

In contrast, the French Education Act of July 10, 1989, known as the "Jospin Law", only mentions language once and in connection with regional languages.

In other words, the question of language is simply ignored. This linguistic non-issue, well established for decades, is still with us.

A return to language

A belated realization took shape with Jack Lang, Minister of Education from 2000 to 2002, who marked an effort to detect school difficulties early and treat them with differentiated teaching methods.

The drafters of the 2006 socle commun put the French language (for France) at the forefront of learning, and at the same time opened up the teaching of French at secondary level to French literature. In addition, a timely and even fundamental definition of what is meant by "mastery of the language" is introduced: "Helping all pupils to master the French language, to express themselves precisely and clearly, both orally and in writing, is a matter for the teaching of French, but also for all disciplines", followed by an asserted mission for the entire educational community: "Every teacher and all members of the educational ...->

-> community are accountable for this priority mission of the educational institution."

In 2011, *Apprendre à lire*⁵, which emphasizes the vital importance of early learning, was published under the direction of Stanislas Dehaene, a neuroscientist specializing in cognitive psychology.

This trend will be confirmed in the 2016 version of the Common Base with back-to-school instructions for its unequivocal application:

In Cycle 2, the French language is the central focus of learning. The construction of meaning and automaticity are two necessary dimensions of language mastery. Mastery of the phonographic code, from sounds to letters and vice versa, is an essential part of learning French in Cycle 2. However, learning to read also means understanding narrative or documentary texts, and beginning to interpret and appreciate texts, by understanding what is sometimes not entirely explicit. This learning process is carried out in writing and reading simultaneously and in a complementary way.

The central role given to the French language is not achieved at the expense of other learning. On the contrary, language is also a tool for all the learning activities in the cycle, in fields that each have their own language... Language is a means of giving greater meaning to learning, since it builds links between the various lessons and enables us to integrate real-life experiences into language.

In 2017, in a noteworthy article published in the magazine *Esprit*⁶, Pierre Judet de la Combe "Language, finally a raw material for school?"

The 2015 program reform extends the focus on language to cycle 1, i.e. kindergarten.

In 2020, in a Ministry guide "based on the state of research" "Pour enseigner le vocabulaire à l'école maternelle", it is written:

Every day, in all learning situations, but also in everyday exchanges and thanks to the stories the teacher tells or reads, children discover new words that they need to reuse to express themselves and make themselves understood. However, mere exposure is clearly insufficient to acquire a sufficiently rich vocabulary. Vocabulary enrichment requires explicit, directed learning, with specific sequences, regular classification activities, word memorization, vocabulary reuse and interpretation of unfamiliar terms based on context or morphology.

Many of the guides that followed confirmed this refocusing on the French language and languages, while making room for "world" and immigrant languages and cultures.

After half a century of misguidance, we can only hope that the new generations will be better equipped to face the challenges of the future, especially those of artificial intelligence, because understanding the world requires a mastery of language.

Many a philosopher has foreseen the impasse into which the marginalization of linguistic fact in the scale of knowledge would lead us.

We could draw on the issues raised by Ernst Cassirer, Merleau-Ponty, Hannah Arendt, Umberto Eco, Paul Ricœur and Barbara Cassin. We will limit ourselves to Michel Foucault's invocation of a return to language and to language in *Les Mots et les Choses*, after noting the displacement of the centrality of language in modern knowledge:

"Perhaps it [language] will return in a different light; perhaps it will regain, in a different form, that brilliance from which it was all knowing of things."

Are we at that decisive turning point?

Christian Tremblay, President of the OEP

End... ->/

⁵ Publisher Odile Jacob, Paris, 2011, 155 p.

⁶ review *Esprit* No. 437, September 2017

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Articles not to be missed

Le Monde

« Donald Trump et Elon Musk plongent la science américaine dans un indescriptible chaos » (Le Monde)

Publié le 23 février 2025 En supprimant des dizaines de milliers d'emplois et en coupant les financements des recherches qu'ils accusent de « wokisme », le président des Etats-Unis et le milliardaire mènent une attaque sans précédent contre la production de la connaissance, estime dans sa chronique Stéphane Foucart, journaliste au « Monde ». Comment...

[Lire la suite...](#)



Golfe du Mexique...Google change des infos pour se mettre dans les pas de Trump (Commentcamarche.net)

Suite aux décisions de la nouvelle administration américaine, Google et Apple ont changé le Golfe du Mexique en Golfe d'Amérique sur leurs cartes. Mais Google va plus loin en supprimant aussi des commémorations très symboliques. Le paysage numérique américain subit une transformation sous l'influence de Donald Trump, avec Google et Apple au cœur des débats. Depuis quelques jours, les...

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«Ne pas parler français, c'est collaborer à notre disparition politique et culturelle»: un écrivain s'alarme de la montée du globish (Le Figaro)

Par Victoire Lemoigne, publié le 13 janvier, photo : «Une langue est bien plus qu'un outil de communication», rappelle Pascal-Raphaël Ambrogi. Pascal-Raphaël Ambrogi. ENTRETIEN - Pascal-Raphaël Ambrogi, écrivain et lexicologue, invite à ne pas considérer le «globish» comme davantage qu'un outil de communication appauvri. Sa propagation croissante pourrait-elle signer la...

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La Francophonie, un projet politique d'avenir ? (Lou Bachelier-Degras)

Si le dernier sommet de la Francophonie tenu à Villers-Cotterêts en novembre dernier a su donner une relative visibilité à la Francophonie, celle-ci demeure bien souvent sous les « radars médiatiques ». Lou Bachelier-Degras, membre de l'Observatoire de l'Afrique subsaharienne de la Fondation et spécialiste des questions d'aide publique au développement, rappelle ce...

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Mehrsprachigkeit fördert kognitive Fähigkeiten von Kindern

Quelle: mdr.de, 31. Januar 2025 Kinder, die zu Hause mehr als eine Sprache sprechen, verfügen oft über bessere kognitive Fähigkeiten als andere. Das gilt sowohl für Kinder mit Autismus als auch mit normaler Entwicklung, so eine Studie von US-Psychologen. Mehrsprachigkeit kann die kognitiven Fähigkeiten von Kindern verbessern. Neue psychologische Forschungen aus den USA zeigen, dass...

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	<p style="text-align: center;"><u>Pourquoi une Académie Internationale de la Francophonie Scientifique ?</u></p> <p>Le mot du Recteur La nouvelle vision que j'ai souhaité impulser à l'AUF depuis 2020 a été initiée par une consultation mondiale de grande envergure auprès de tous les acteurs des systèmes éducatifs et universitaires de l'espace francophone, afin d'ancrer la culture de l'écoute et la coconstruction. Les 15.000 réponses obtenues ont permis à l'AUF...</p> <p>Lire la suite...</p>
	<p style="text-align: center;"><u>Quel avenir pour l'allemand ?</u> <u>« La situation se dégrade » selon l'ADEAF</u></p> <p>Source : VousNousIls.fr, 28 janvier 2025, photo : En termes d'offres d'emploi, la langue allemande est plus demandée que l'espagnol en Europe. Image : Getty Pour Thérèse Clerc, présidente de l'association ADEAF, (association pour le développement de l'enseignement de l'allemand en France) la situation de l'allemand en France reste préoccupante. « L'apprentissage dans les...</p> <p>Lire la suite...</p>
	<p style="text-align: center;"><u>Advancing Humanism through Language Technologies (The 2nd International Conference on Language Technologies for All (LT4All 2025))</u></p> <p>Multilingualism plays a pivotal role in fostering social development by promoting inclusion, preserving cultural heritage, and empowering language communities. Language Technologies, nurtured in research laboratories for half a century, are now spreading widely across numerous applications. However, the situation varies significantly among the more than 7,500 languages spoken worldwide. The...</p> <p>Lire la suite...</p>
	<p style="text-align: center;"><u>Albert, l'IA générative de l'Etat, désormais déployé à grande échelle (journaldunet.com)</u></p> <p>Au-delà des agents de France Services, le LLM développé il y a moins d'un an par la direction interministérielle du numérique est désormais déployé par les ministères de la Justice et de la Culture, mais aussi par l'académie de Lyon. Grand modèle de langue (LLM) dévoilé en avril 2024, Albert est la tête de pont de l'Etat dans l'IA générative. Sous le capot, ce modèle repose à...</p> <p>Lire la suite...</p>
	<p style="text-align: center;"><u>Hoe ga je om met meertaligheid op de bouwplaats?</u></p> <p>Bron: Bouwspraak, 24 Januari 2025 Meertaligheid in de bouw komt veel voor. Veel mensen denken bij meertaligheid aan anderstaligen maar ook Nederlandse dialecten komen veel voor op de werkvloer. Door deze verschillen in communicatie zit miscommunicatie in vaak in een klein hoekje. Dus: hoe ga je eigenlijk om met deze meertaligheid op de bouwplaats? 1. Geef medewerkers de ruimte om Nederlands...</p> <p>Lire la suite...</p>
	<p>Le penseur Souleymane Bachir DIAGNE réfléchit sur l'universalisme</p> <p>L'auteur des ouvrages « Ubuntu » et « Universaliser » est revenu sur les questions d'universalité, de singularité qui sont au cœur de ses réflexions et engagements. Le Quotidien a rassemblé les grands moments de ce face-à-face. Que faisons-nous de nos singularités ? Voir la vidéo</p> <p>Lire la suite...</p>

	<p>Tribune La jeunesse au cœur de la francophonie (Par Benoist Mallet Di Bento, Afrimag)</p> <p>Face à l'accumulation des désastres, les élites françaises perdues dans leurs insensées hallucinations euro-atlantiste. Comme le rappelle très brillamment M. Ilyes Zouari, Président du Centre d'étude et de réflexion sur le Monde Francophone (CERMF) dans le magazine Stratégies : «Vaste comme trois fois l'Union européenne, l'Afrique francophone souffre pourtant d'une...</p> <p>Lire la suite...</p>
	<p><u>La Suède s'inquiète d'une « crise de la lecture » chez les jeunes (Le Monde)</u></p> <p>Dans le royaume, enfants et adolescents lisent de moins en moins. A l'université, les étudiants peinent même à venir à bout de longs textes. Le gouvernement de droite, soutenu par l'extrême droite, a annoncé une série de mesures. Par Anne-Françoise Hivert (Malmö (Suède), correspondante régionale)Photo : Des élèves suédois fêtant leur diplôme de fin d'études...</p> <p>Lire la suite...</p>
	<p><u>Erosión lingüística: por qué olvidamos un idioma, incluso el nativo</u></p> <p>Ivo H. G. Boers, Teaching Assistant of Dutch Studies at Károli Gáspár University in Budapest and PhD student at Vigo, Universidade de Vigo et M. Carmen Parafita Couto, Universidade de Vigo, Leiden University Recientemente, dos reinas han sido noticia por sus habilidades lingüísticas: la reina Sofía de España fue criticada por cometer errores en su español, mientras que la reina Máxima...</p> <p>Lire la suite...</p>
<p>It is time to <u>subscribe</u> to the newsletter (5 €) or to <u>join the EOP</u> and share</p> 	
<p>Announcements and publications</p>	
	<p>L'OEP publie le 30e ouvrage de sa collection "Plurilinguisme" : "Tous plurilingues" de Jean-Claude Beacco</p> <p>Tous plurilingues ! Défense et illustration de la diversité des langues Mais où sont donc passées les langues ? Le devenir écologique de notre planète est au centre des préoccupations, mais la diversité des langues y est oubliée. Celle-ci est pourtant le socle de toutes les diversités nécessaires à l'équilibre du monde de demain et à la créativité collective. Les...</p> <p>Lire la suite...</p>
	<p>L'OEP publie dans la collection "Plurilinguisme", "Le plurilinguisme entre diversité et universalité" (dir. José Carlos Herreras et Christian Tremblay)</p> <p>Le binôme universalité-diversité, qui est plus une tension qu'une opposition, est au cœur même du plurilinguisme. En remontant aux origines de la philosophie, on comprend bien que la notion d'universalité est elle-même le produit de cette tension.</p> <p>Lire la suite...</p>

	<p><u>Langues familiales et entrée dans les littéracies scolaires (Repères-DORIF N°31, coord. Maurice Niwese et Giovanni Agresti)</u></p> <p>Le numéro Langues familiales et entrée dans les littéracies[1] scolaires fait, entre autres, suite à deux journées d'étude organisées les 21 et 22 novembre 2023 à Arcachon par l'université de Bordeaux dans le cadre du projet ÉCRICOL[2], le laboratoire Cultures – Éducation – Sociétés (LACES, UR 7437) et le Réseau de Recherche Néo-Aquitain sur les francophonies – FrancophoNéA.</p> <p>Lire la suite...</p>
	<p><u>Le rôle central des langues pour l'accrochage scolaire (Pierre Escudé)</u></p> <p>De tous les paramètres expliquant la réussite ou l'échec scolaire, celui du langage est l'un des plus évidents et pourtant des moins pris en considération par l'Institution scolaire. La question de la langue de scolarisation semble rester un point aveugle des curricula, des formations, des méthodologies et des ressources scolaires.</p> <p>Lire la suite...</p>
	<p><u>Langues et cultures face aux crises environnementales (Appel à communication, réseau Poclande)</u></p> <p>4ème congrès du réseau international POCLANDE Fondé en 2018, le réseau international POCLANDE (Populations, Cultures, Langues et Développement) a pour objectif de mettre en exergue la corrélation entre la langue, la culture et le développement. Il se veut un cadre de réflexion et d'action pour des chercheurs, des experts et des praticiens, spécialistes des sciences du langage et...</p> <p>Lire la suite...</p>
	<p><u>3e Colloque scientifique international sur la Terminologie, Lexicologie, Lexicographie, et Alphabétisation en langues africaines</u></p> <p>Colloque scientifique international sur la terminologie en langues africaines : 28 - 31 juillet 2025, ULSHB - Bamako. Délai et adresse de soumission des intentions : 28 février 2025//Cette adresse e-mail est protégée contre les robots spammeurs. Vous devez activer le JavaScript pour la visualiser.. En présentiel et...</p> <p>Lire la suite...</p>
	<p><u>Le Style Oral de Marcel Jousse, cent ans après - samedi 22 mars 2025</u></p> <p>par Association Marcel Jousse L'étude du style oral et des traditions de style oral est une des branches de l'anthropologie du geste et du rythme créé par Marcel Jousse, anthropologue français qui a enseigné en Sorbonne, à l'Ecole d'Anthropologie de Paris, à l'Ecole Pratique des Hautes Etudes dans les années 30, 40 et 50. Le centenaire de la publication de son premier livre –...</p> <p>Lire la suite...</p>
	<p><u>Literary land claims, linguistic land claims and the “inseparability of land and culture”: on “good” tribalism, “bad” tribalism, and universalism, by Stefan Dollinger 2025, Endnotes (UBC English Language & Literatures)</u></p> <p>I present two case studies from language/linguistic angles. Starting with “literary land claims” (Fee 2015), which frame literature as a tool for colonial nation building, I will bring a clear case of “bad tribalism”, to the table, followed by a case of “less bad” tribalism. Both bring into focus potential issues with cases of “good tribalism”, e.g. the foregrounding of Indigenous...</p>

	<p>Lire la suite...</p>
 <p>Lorenzo Tomasin Europa romanza Sette storie linguistiche</p> <p>Einaudi</p>	<p><u>L'Europe romane : le plurilinguisme comme langue européenne (Tomasin Lorenzo)</u></p> <p><u>Lorenzo Tomasin, Europa romanza, Sette storie linguistiche, Turin, Einaudi, «Saggi», 2021, 238 pages, ISBN 9788806247508 AUTEUR Lorenzo Tomasin TRAD. Andrea Di Ruzza DATE 19 avril 2021</u></p> <p>"Plurilinguisme (des individus), multilinguisme (des groupes sociaux) et mélange de langues différentes dans le même discours sont des situations normales, quotidiennes de l'histoire européenne de l'âge médiéval." Lorenzo Tomasin présente son nouveau livre, Europa romanza, une "micro-histoire des langues romanes".</p> <p>Lire la suite</p>
	<p><i>Ogni lingua è una casa Per un'educazione linguistica inclusiva tra Italiano L2 e plurilinguismo</i></p> <p>Fondazione Feltrinelli, 20.02.2025</p> <p>Giovedì 20 febbraio arriva a Milano l'evento <i>Ogni lingua è una casa</i>, un appuntamento dedicato all'educazione linguistica inclusiva, con il contributo di esperti, docenti e rappresentanti istituzionali.</p> <p>Di cosa parliamo?</p> <p>In occasione del 30° anniversario del Centro COME e della Giornata Internazionale della Lingua Madre, la Farsi Prossimo Onlus, il Centro COME e l'Università degli Studi di Milano, in collaborazione con Fondazione Giangiacomo Feltrinelli, promuovono l'evento <i>Ogni lingua è una casa</i>, dedicato all'educazione linguistica inclusiva.</p> <p>Leggere di più...</p>
 <p>ÉTUDES INTERCULTURELLES DE LANGUES APPLIQUÉES Sociétés et Humanités Université Paris Cité</p>	<p><u>Année universitaire 2024-2025</u> Séminaire de recherche</p> <p>Politiques linguistiques et plurilinguisme</p> <p>L'Université Paris Cité et l'Observatoire européen du plurilinguisme organisent durant l'année universitaire 2024-2025, un séminaire de recherche consacré aux politiques linguistiques dans des pays plurilingues.</p> <p>Lire la suite</p>
 <p>LIVRE BLANC DE LA FRANCOPHONIE SCIENTIFIQUE AUF</p>	<p><u>Francophonies, divers(c)ités, polyphonies : comment habiter le monde en plusieurs langues ? (Colloque international, Saint-Louis, Sénégal, 21-23 mai 2025)</u></p> <p>Appel à communication Colloque international Francophonies, divers(c)ités, polyphonies : comment habiter le monde en plusieurs langues ? Saint-Louis du Sénégal 20, 21, 22 Mai 2025 Argumentaire Télécharger Francisation et dynamique d'un monolinguisme politiquement construit et imposé ! Issu...</p> <p>Lire la suite...</p>
 <p>CONSULTATION MONDIALE - AUF Plus de 15.000 répondants issus de plus de 72 pays</p>	<p>Livre blanc de la Francophonie scientifique (AUF)</p> <p><u>Ce livre blanc, publié par l'Agence Universitaire de la Francophonie, dresse un état des lieux exhaustif de la francophonie scientifique avec plus de 200 pages d'analyses thématiques et géographiques, de tableaux, de graphiques et de focus territoriaux (10 régions et 41 pays à la loupe).</u></p> <p>Synthèse des résultats d'une consultation mondiale inédite entreprise par l'AUF</p>

en 2020, l'ouvrage servira également à fonder une stratégie de développement et de coopération qui se veut construite dans une démarche ascendante, globale et contextualisée.

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