EUCIM - TE * European Core Curriculum for Training Teachers for Mainstream Literacy Education

Final Version - September 2009

Needs Analysis Report

Luxembourg

Charles Berg, Patrice Joachim, Nico Kneip, Romain Sahr, Christiane Weis

Table of contents

1   Statistical Data

Luxembourg is one of the smallest member states of the European Union (EU), with a population of around 477.000 (Statec, 2008). It is a trilingual country. French, German and *Lëtzebuergesch* are official languages. Use of the three languages (German, French and *Lëtzebuergesch*) is provided for in the language Act of 24 February 1984, which stipulates that *Lëtzebuergesch* is the "national language of Luxembourgers", that the language of legislation is French (only French legal texts are authentic) and that French, German or *Lëtzebuergesch* may be used in administrative and judicial matters (MENFP & Council of Europe, 2005/2006)

1.1 Migrant situation: Heterogeneous composition

During the 20th century, immigration made a significant contribution to the economic and social development of Luxembourg. At present, there is a substantial number of Non-Luxembourg residents, including Portuguese, Italian, French and German nationals (37 %) in the Grand-Duchy of Luxembourg (Statec, 2001). Some years ago there was also a big increase in the number of immigrants and asylum seekers especially from former Yugoslavia (Croatia, Serbia, Montenegro and Kosovo) (Eurydice, 2003/04).

1.2 Proportion of Luxembourgers and Non-Luxembourgers arranged by age groups

The figure below shows how Luxembourgish and Non-Luxembourg nationals are distributed in the different age groups (63% Luxembourgers; 37% Non-Luxembourgers). It illustrates that Luxembourgers and Non-Luxembourgers are spread very unequally in the different age groups. Foreign residents are primarily present in the age groups from 0 to 44 years whereas Luxembourgish residents are over-represented in the age groups over 44 years. This would seem to suggest that there exists a primarily monocultural ageing Luxembourgish population in contrast to a multicultural younger population.

Figure 1: Proportion of Luxembourgers and Non-Luxembourgers arranged by age groups
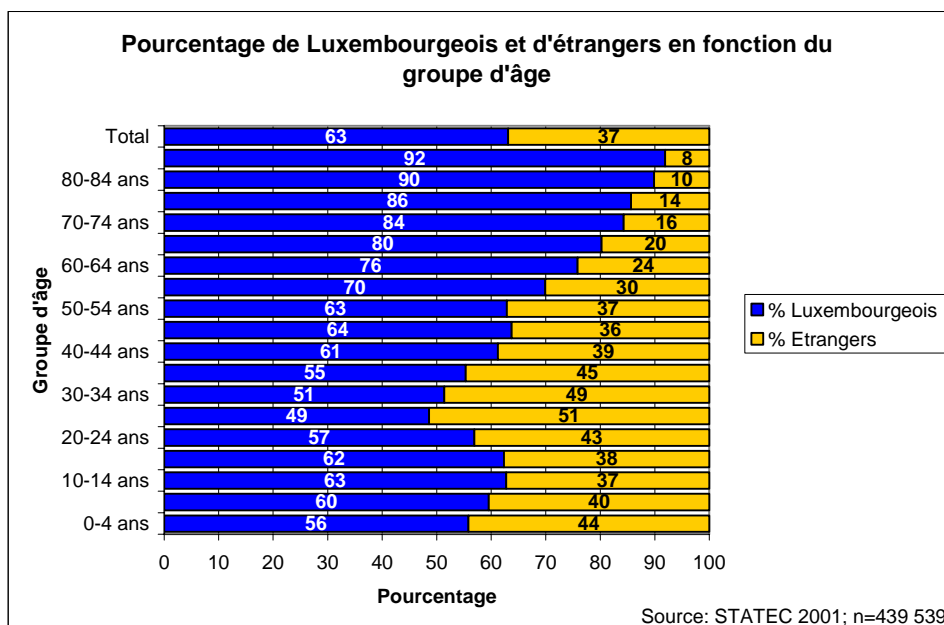
The figure refers to the last available population census of 2001. The total population in 2001 was lower than today and the population trends are therefore an underestimate. In 2008 the total population will be predictably higher (estimation Statec, 2008: 477 000 residents) and we are approaching the 50/50 proportion of Luxembourgers and Non-Luxembourgers in the Grand Duchy of Luxembourg (Meyers & Willems, 2008).

1.3 Areas of higher concentration of Non-Luxembourg nationals

The geographical concentration of foreigners is by far the highest in the region of the capital (Luxembourg-City) as well as in Larochette and Wiltz, areas that have been focal points for immigrant settlement in the past (Eurydice, 2003/04).

The figure indicates a few areas (beside Luxembourg-City, Larochette and Wiltz) where there is a higher concentration of Non-Luxembourg school-aged children (>60%) for the *éducation précoce*, *préscolaire* and *enseignement primaire* levels. In the City of Luxembourg there is a similar variance in the concentration between urban quarters (Meyers & Willems, 2008).

Figure 2: Some areas with a high concentration of foreign school-aged children

Commune ou Syndicat à pourcentage élevé d'élèves étrangers
Education précoce, préscolaire et primaire

Commune ou Syndicat	Luxembourgeois	Étrangers
Luxembourg-city	40%	60%
Ettelbrück	40%	60%
Esch-sur-Alzette	38%	62%
Wiltz	36%	64%
Vianden	36%	64%
Larochette	30%	70%

Pourcentage

Source: Chiffres Clés de l'Education Nationale, 2009
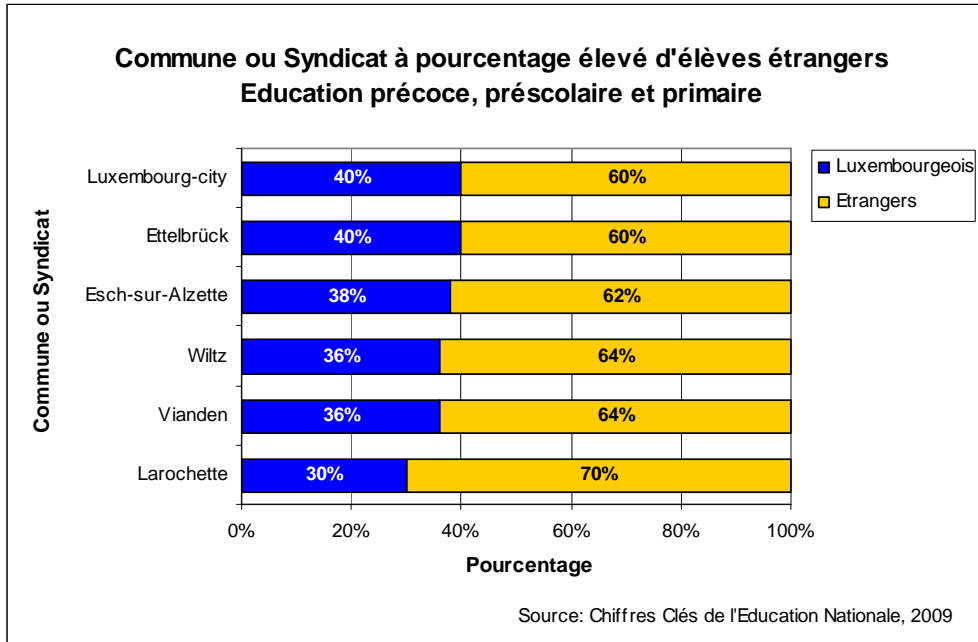
(further details in the appendix A)

The next illustration gives an overview of the distribution of Luxembourgers and Non-Luxembourgers in Luxembourg schools, broken down by school types. It shows a rather significant multicultural situation.

Figure 3: Proportion of Luxembourgers and Non-Luxembourgers arranged by school levels

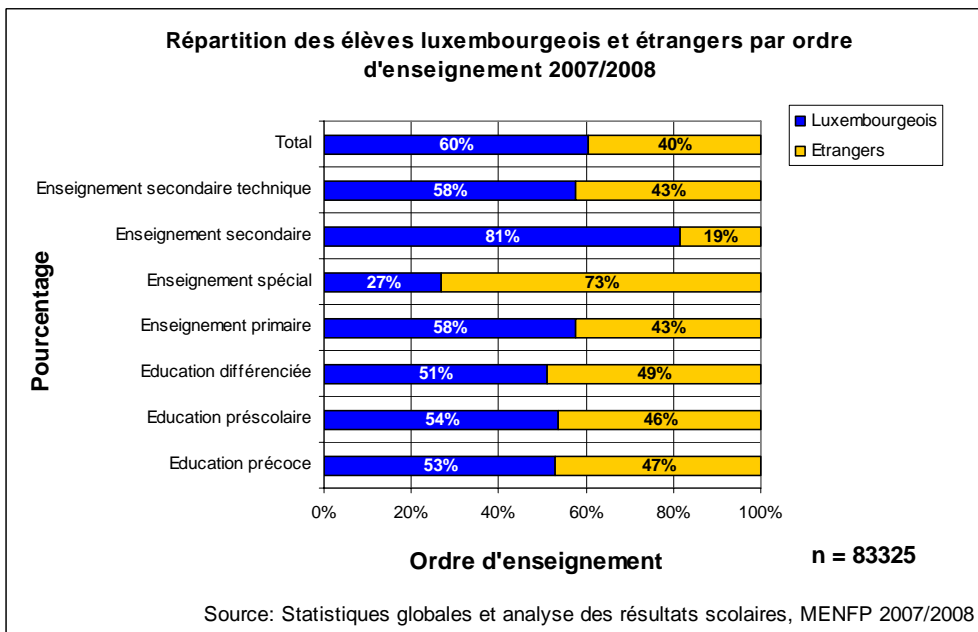**Répartition des élèves luxembourgeois et étrangers par ordre d'enseignement 2007/2008**

Pourcentage	Luxembourgeois	Etrangers
Total	60%	40%
Enseignement secondaire technique	58%	43%
Enseignement secondaire	81%	19%
Enseignement spécial	27%	73%
Enseignement primaire	58%	43%
Education différenciée	51%	49%
Education préscolaire	54%	46%
Education précoce	53%	47%

Ordre d'enseignement   **n = 83325**

Source: Statistiques globales et analyse des résultats scolaires, MENFP 2007/2008

(further details in the appendix B)

The level of Non-Luxembourgers is around 45 to 50% at every school stage. Thus, the level of Non-Luxembourgers covers a wide range, from a minimum of 19% in the *enseignement secondaire* towards a maximum of 73% in the *enseignement spécial*. The *enseignement spécial* nowadays mainly comprises welcome classes (*classes d'accueil*) for recently arrived students.

The following table gives an idea about the heterogeneity of school-aged children at the different stages of schooling.

Figure 4: Distribution of Luxembourgers and foreign students at primary and secondary school stages

Nationality	Education précoce	%	Education préscolaire	%	Enseignement primaire	%	Enseignement spécial	%	Enseignement différenciée	%	Enseignement secondaire	%	Enseignement secondaire technique	%	Total	%
Luxembourg	2041	53%	5282	54%	18861	57%	55	27%	351	51%	9865	81%	13697	58%	50152	60%
Portugal	931	24%	2361	24%	7572	23%	108	52%	208	30%	766	6%	6074	26%	18020	22%
French	217	6%	424	4%	1130	3%	4	2%	19	3%	232	2%	550	2%	2576	3%
Ex-Yugoslavien	180	5%	557	6%	1768	5%	6	3%	11	2%	/	/	/	/	2522	3%
Italian	89	2%	250	3%	851	3%	4	2%	25	4%	213	2%	707	3%	2139	3%
Belgian	107	3%	257	3%	665	2%	2	1%	12	2%	220	2%	216	1%	1479	2%
German	60	2%	135	1%	378	1%	1	0%	8	1%	179	1%	236	1%	997	1%
Others	240	6%	558	6%	1589	5%	26	13%	55	8%	647	5%	2325	10%	5440	7%
Total	3865	100%	9824	100%	32814	100%	206	100%	689	100%	12122	100%	23805	100%	83325	100%

Statistiques globales et analyse des résultats, MENFP 2007/2008

Within the group of Non-Luxembourg nationals, the Portuguese are the most significant (22%). The number of other nationalities (French, Ex-Yugoslavian, Italian, Belgian and German) is much lower compared to the Portuguese group.

1.4 Teachers and educational staff

Concerning the educational staff at *école fondamentale* level, the Luxembourgish schools comprised a total of 4555 people in the school year 2007-2008. 78,6% were *enseignants brevetés* (teachers with the necessary diploma who successfully gained a teaching position) and 21,4% *chargés de cours* (MENFP, 2009).

At secondary school level, there was in 2007-2008 a total of 3859 teaching staff: 71,1% were qualified secondary school teachers, 22% *chargés de cours* and 6,9% *école fondamentale* teachers.

With regard to the students currently in training, around 500 students were studying for the *Bachelor en sciences de l'éducation* in 2008-2009 (Université du Luxembourg, 2009).
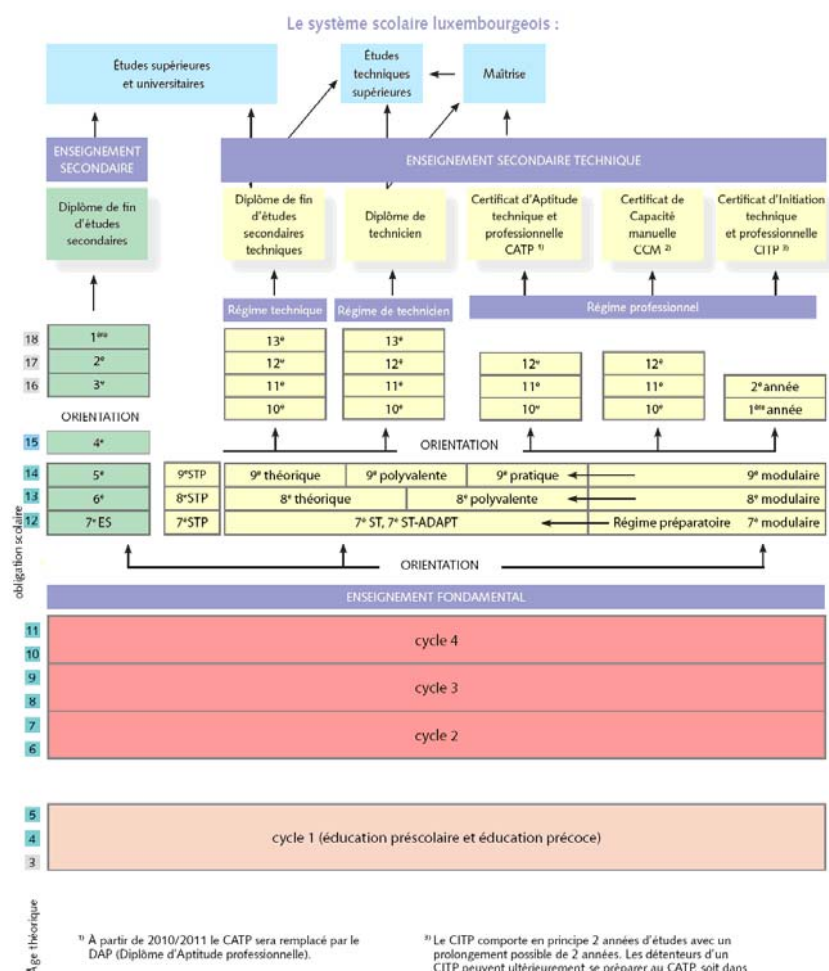
2   The educational system

This chapter gives an overview of the educational system in Luxembourg. First the structure will be presented and then the main institutions involved with decision making will be listed. In a further paragraph the curriculum will be described and the role of language teaching will be highlighted in particular. Finally the most important factors of curricular inertia and curricular innovation will be summarised.

2.1   The structure of the school system

In Luxembourg, schooling is compulsory for a period of 12 years, from the age of 4 until the age of 16. In the "ideal case" the pupil will have gone through 8 years of the *école fondamentale* and 4 years of secondary school. The following diagram gives an overview of the structure of the school system.

Figure 5: Structure of the Luxembourgish school system

The school system is divided into two main layers. First, the *enseignement fondamental* which includes the *éducation précoce*, *préscolaire* and the *enseignement primaire*. Second, the *enseignement post-primaire* which is divided into two streams, *enseignement secondaire* and *enseignement secondaire technique*. At present, the *enseignement fondamental* is going through a phase of major change. This results from a deliberate policy drawn up by the Ministry of Education which culminated in the *enseignement fondamental* bill which passed through parliament in February 2009. Schools will gain more autonomy and flexibility as a result. This will enable them to deal more effectively with the heterogeneity of the school population. The overall aim is to alleviate school failure and to reach higher levels of achievement for all pupils (see chapter on the new law for further details).

The following table represents the organisational structure of the *enseignement fondamental*.

Figure 6: The organisational structure of the *enseignement fondamental*

Enseignement fondamental			
Age	*Status*	*Cycle*	*Former designation*
3+	optional		éducation précoce
4+		1	éducation préscolaire
6+	compulsory	2	enseignement primaire
8+		3	
10+		4	

The *enseignement fondamental* is divided into four cycles. The first cycle covers the former *éducation précoce* as well as the former *éducation préscolaire*. The other three cycles form the *enseignement primaire*.

Secondary education in Luxembourg is divided into two sections, general secondary education (SE) and technical secondary education (TSE). After *école fondamentale*, the children are orientated towards one or the other. The SE studies last seven years, lead to the *diplôme de fin d'études secondaires* and prepare the pupil for university studies. TSE comprises different paths (*régimes*) and lasts 6-8 years depending on the choice of the orientation. The main aim is to prepare pupils for working life while providing them with a general, social, technical and professional training. Some paths of the TSE may also give access to higher education.

2.2   Institutions, decision makers and educational staff

A series of institutions play an important role in the educational system. The legislative and statutory framework (laws, ministerial regulations, etc.) is defined by the Ministry of Education. Decisions concerning pedagogy, curriculum and instruction methods are taken at this level, but their practical execution rests with the schools themselves.

At *école fondamentale* level it is worth mentioning the *Collège des inspecteurs* (*Council of inspectors*, composed of one *inspecteur général* and 16 inspectors) which is in charge of the monitoring of *écoles fondamentales*. Furthermore it gives feedback to the Minister concerning questions of pedagogical orientation and school organisation.

The equivalent at secondary school level is the *Collège des directeurs* (Council of principals), composed of the principals and the vice-principals of the secondary schools. This institution serves as an intermediary between the Ministry and the schools. As far as content and curriculum are concerned, the *Commissions des programmes* (curriculum commission) suggest programmes as well as manuals that could be used in schools (one commission for each subject).

Another important institution is the SCRIPT, the Department of Educational Research and Innovation at the Ministry of Education. Both at *école fondamentale* and at secondary school level it has the following missions: to promote and implement innovation and research, to assure the quality of teaching in schools, to organise the in-service training of teachers and educational staff.

2.3   The role of language teaching in the curriculum

Languages play an important role in the Luxemburgish school system. German, French and *Lëtzebuergesch* are mandatory and about 50% of a child's time at school is spent learning languages (Boisseau, 2003, p.4). The role of languages in the school system is twofold. On the one hand, languages are school disciplines and on the other, they are vehicles for learning and communicating, and give children access to knowledge.

Lëtzebuergesch is mainly used in early education. Here, children with an immigrant background often encounter *Lëtzebuergesch* for the first time. This is particularly important since *Lëtzebuergesch* is considered to be a necessary prerequisite for a successful school career. In fact, a good knowledge of *Lëtzebuergesch* can be considered to open doors towards learning German (Maurer-Hetto et al., 2003).

In the *école fondamentale*, German is the main language giving access to literacy; notably first reading and writing education is in German. Moreover, German is used as an academic, vehicular language when teaching a certain number of other subjects. French lessons begin during the second cycle with a strong emphasis on oral communication.

Throughout secondary school German and French lessons are continued and English is taught from the second year onwards. It has a rather unusual status since it is considered to be the first foreign language taught in Luxembourg's educational system. From the fourth year onwards pupils have the possibility to learn Italian or Spanish. Another feature of secondary school concerns the teaching of non-linguistic subjects. In SE, German is the teaching language for the first three years, followed by French. In TSE, non-linguistic subjects are taught in German throughout the curriculum.

Children's home languages are not taught in schools on a regular basis. However, at *école fondamentale* level the *cours intégrés en langue maternelle* enable children to follow subjects like history, geography and sciences in their mother tongue. Alas, these courses are effectively given only in Portuguese and Italian. Children therefore often attend language courses organised outside school.

2.4 Curricular inertia and curricular innovation

In *école fondamentale* one teacher is in charge of all the subjects (with the exception perhaps of music, arts, physical education) whereas in secondary school there is as a rule one teacher per subject. The architecture of the curriculum is rigidly compartmentalised. This partition leads to the splitting of the school into language sections and a claim-defending attitude of teachers; each of them is defending adamantly his or her own subject against the "intrusion" of any other subject. Cross-subject or interdisciplinary approaches are celebrated as good practices but are mainly limited to pilot projects. The fact that a huge amount of time is dedicated to language teaching (cf. above) causes disadvantages for content subjects (e.g. history, biology, etc) as well as for other subjects such as *Lëtzebuergesch*, sports, arts and crafts. Furthermore, emphasis is put on language correctness: selection is often made on the basis of very high standards and a hypercorrectness that underlies the idea that the Luxembourgish school system should turn every child into a triple native speaker.

However, over the last few years (especially with the definition of a language education policy profile), a series of innovations have been encouraged. Moreover, a strong emphasis is put on transversal and interdisciplinary aspects in teacher training (cf. following chapter). The tendency now is to move away from the trilingual equilingualism and to head for a realistic and diverse plurilingualism[1]. Teachers and the public at large have to become aware that the triple duplicates of native speakers are not very realistic. They have to accept that there are many different ways to be plurilingual and that the diverse identities of plurilingual subjects are marked by their biographical trajectories and life choices. A major step forward is the new competence-based approach. Standards are linked to the *Common European Framework of Reference for Languages: Learning,*

---

[1] We use both the terms of multilingualism and plurilingualism. The first one stresses the reference to the context, the latter one the reference to the language user.

Teaching, Assessment (CEFR) and they are defined as competences by referring to functional-communicative acts.

Hopefully the strong political will for change will have repercussions on the educational realities. The new direction represents indeed a tremendous opportunity for inclusive language learning and the move towards a more flexible curriculum architecture. Another positive "side effect" could be the improvement of the students' confidence in their language skills. Language education could become a means of social inclusion.

3   Survey of pre- and in-service teacher training

In the following chapter a brief survey is given about the training of those who, on a professional basis, are instrumental in the education of children and youth. These are primarily:

1) Teachers of the *enseignement fondamental*

2) *Éducateurs/*social and care workers

3) Teachers at secondary schools

Particular focus will be given to the function and position of language(s) in the respective curricula of pre-service training and in-service training.

The official texts published by the authorised institutions were the main resource for this presentation. These set out most notably the objectives and methodical aspects of training.

The most important resources were:

- http://wwwen.uni.lu/studies/flshase/bachelor_en_sciences_de_l_education_professio nnel

- http://wwwen.uni.lu/studiengaenge/flshase/bachelor_en_sciences_sociales_et_educa tives

- http://focoweb.script.lu:8080/script/html/accueil1.html

- http://wwwen.uni.lu//studies/flshase/formation_pedagogique_des_enseignants_du_s econdaire

- http://www.iees.lu

3.1   Pre-service training: Teachers of the *enseignement fondamental*

Having obtained the *examen de fin d'études secondaires* students can opt to study educational science at the University of Luxembourg (Faculty of Language and Literature, Humanities, Arts and Education) if they want to become teachers in the *école fondamentale*. Candidates for BScE have to pass an admission test on the basis of selected texts from different knowledge domains in the languages of German, French, English and *Lëtzebuergesch*.

The *Bachelor in Educational Sciences* (BScE) is a four-year study programme focusing on learning and teaching which is intended for students interested in the field of educational science in general and in acquiring the competences necessary for the teaching profession in particular. It provides a qualification for teaching pupils from 3 to 12 in the *école fondamentale*, teaching preparatory classes at the technical secondary school and

teaching in institutions for children with special needs without any specialisation in specific school subjects.

The programme aims to combine theoretical considerations with field activities in a transdisciplinary perspective. Various educational approaches according to a sociocultural learning paradigm are intended to engage the students in a project of professional development and encourage them to reflect on the role, the status and professional identity of a teacher. The students experience a collaborative learning culture and become familiar with learning practices which draw upon cultural resources, human diversity and interdisciplinary cooperation.

The approach is based on shared activities. Thus, field activities (approx. 40%) and academic training join in the students' individual project and learning pathway. Tutorials and peer tutoring support the students' efforts to set up their own personal study programme.

Promoting the diversity of multilingual practices (German, French, English) in the programme's courses is one of the main principles of the BScE-programme. The students will develop especially the skills required to deal with the diversity of their pupils and to promote the development of plurilingual identities.

Subjects concerning the development and promotion of language and literature are part of a transdisciplinary curriculum line entitled "Signs and signifying practices". Each semester has its own topic with a seminar related to signs. The subjects of the courses throughout the 8 different semesters are as follows:

1) Language development (Semester 1: Module topic: Making the familiar strange)

2) Developing children's plurilingualism (Semester 2: Culture as a resource for learning)

3) Development of literacy (Semester 3-6: Acting in meaningful activities)

4) To learn a second language in a multilingual context (Semester 3-6: Individual pathways of learning and development)

5) Multimodal texts in the New Media Age (Semester 3-6: Creating and producing together)

6) The 'Self'-'Community'-'Society' Triangle as Language/Literacy Achievement (Semester 3-6: Developing autonomous learners)

7) Domain and language specific reading and writing (Semester 7: Creating Learning environments for older children)

8) Literacy and Language Learning (Semester 8: Creating Learning environments for younger children)

The curriculum promotes an overall engagement in multilingual education in a multicultural society. However, the curriculum seems rather unclear on how to bring about this engagement in the everyday work of a teacher within the classroom.

Having passed successfully the "Bachelor in Educational Sciences" the students are allowed to present themselves for the entrance examination as a teacher employed by the state. Students having made similar studies in another country (especially in Belgium) can participate in this examination provided they can prove that they have the necessary competences in the languages of German, French and *Lëtzebuergesch*.

3.2 Pre-service training: *Éducateurs/*social and care workers

The employment opportunities of *éducateurs/*social and care workers are many and cover a wide range:

- Structures that offer home day (and night) care for children, adolescents, adults and seniors

- Institutions which implement prevention projects in terms of poverty, crime or health

- Organisations which promote the inclusion of people with disabilities and

- Associations which give support to young people in difficulty, to detainees or to former detainees in the process of reconstructing their lives.

The areas of activity most nearly linked to children and adolescents are:

- Consulting services and facilities for children and adolescents

- Intercultural meeting centres, recreation areas, youth services

- Guidance services and school intervention

- Educational assistance in early care institutions and in the école fondamentale

There are two different levels of qualification for young people intending to work in this field:

- Studies at secondary school level (*secondaire technique*)

- Studies at university level

At the secondary school level the *Lycée Technique pour Professions Educatives et Sociales* (Mersch/Luxembourg) provides technical vocational training awarded after 8 years of secondary school with specialisation in the areas of social education during the last 3 years. This education is certified by the diploma of health professions and social professions (secondary school, technical division).

University studies can be made abroad or at the University of Luxembourg which organises the "Bachelor in Social Sciences and Education" as a vocational course.

The focus lies on a general and interdisciplinary orientation in order to overcome the traditional distinctions between education and social work and to give the student a general orientation which goes beyond the traditional distinction in Luxembourg between teacher/ *éducateur gradué*/ *assistant social*.

In practice, however, teaching about language(s) and the different aspects of language in the communication with children and young people do not have a significant place in the curriculum.

The languages of instruction are German and French, and knowing *Lëtzebuergesch* is not a prerequisite.

3.3 Pre-service training: Teachers at secondary schools

Educational access to the post of secondary school teacher has not yet been brought into conformity with the Bologna convention. Up to now a student has to follow university studies in the specific domain he intends to teach for at least 4 years. The student is free to study abroad or at the University of Luxembourg as far as these studies are offered by the UL. Thus a *Bachelor en cultures européennes* for English (1 year), French and German as well as for Philosophy and History is part of the programme of the UL. So students intending to teach language and literature in secondary schools in Luxembourg (German, French, English, Italian, Spanish) have to make their studies or to complete their degree in a country in which the language they intend to teach is the official language.

After having completed their degree, the students can pass an admission test in order to be admitted to a teacher training course for those wishing to work at secondary and technical secondary schools.

Each year the *Ministère de l'Education Nationale* sets the total number of staff to be admitted to teaching practice and organises recruitment. In a preliminary test the candidates have to prove the necessary competences in the languages of German, French and *Lëtzebuergesch*.

The subsequent course for admitted candidates provides practical and theoretical educational training with a progressive integration into the task of teaching. The organisation of this programme is delegated by the State to the University of Luxembourg (*Formation pédagogique des enseignants du secondaire*).

The training begins after the first quarter of a school year and spreads over the next five consecutive quarters.

One part of the teacher training is organised around modules independent of the discipline of the student:

- Designing and conducting teaching and training activities

- Evaluation

- Communication

- Personal and Professional Development.

Courses are offered for interdisciplinary groups, families of disciplinary groups or for a single discipline.

The students are particularly encouraged to adapt their teaching to specific educational requirements, including language requirements of their classes and to cooperate with colleagues from different disciplines in cross- or interdisciplinary courses.

At the same time the trainees have a teaching load of 9 to 10 lessons per week and have to perform this task with the help of mentoring support from a tutor to guide and ensure the gradual integration of the trainees into the teaching profession.

The programme is sanctioned by a final exam in the form of submitting a file. If successful the trainee is awarded the diploma of teacher training which allows access to a probationary teaching period of a quarter. During this period the student takes part in a final examination whose success allows him to be appointed to the post for which he has completed the educational training.

3.4 In-Service training

The organisation of in-service training for teachers and for educational staff in the *école fondamentale* as well as for secondary school teachers is one of the tasks of the SCRIPT.

An extensive continuing education programme is offered by the *Institut de Formation Continue* covering various fields such as: culture of cooperation, administration, learning and teaching, language teaching, teaching of other disciplines…

These courses are run either during school-time or during free time by experts, most of whom come from other countries.

Teachers of the *école fondamentale* are free to participate in such courses, and participation can lead under certain conditions to a promotion in professional career.

Teachers in the secondary school are obliged to participate in such courses.

4   Document review

We have chosen three different types of documents which are relevant to teacher and *éducateur/*social and care worker training: first, the documents linked to the training itself, such as the programme descriptions for the Bachelor studies. Second, more administrative documents published by the Ministry of Education as the main employer of teachers, for example *Les orientations pour la formation des instituteurs et institutrices* or the guidelines on how to apply for a teacher's post. Third legal documents, e.g. the new law voted in February 2009 on the *enseignement fondamental*.

Though the three types have a different status and depend on different authorities, a common feature is their normative character. They are, via different channels, vital for both the teaching of the training courses and for the learning of future teachers and *éducateurs/*social and care workers. With regard to different training courses related curricular issues are sometimes regulated on different levels, e.g. in the organising of a course, in the fixing of the access conditions to the profession, or in the legal framing of a training course.

In accordance with the view of integrated language learning and development we favour a multi-professional approach. So our inquiry covers four different training courses which correspond to different professional profiles. A survey of all pre-service and in-service training structures has been given in Chapter 3. They are as follows:

- the training of *école fondamentale* teachers,
- the training of secondary school teachers,
- the training of *éducateurs* (*enseignement technique*),
- the training in social and care work (university).

The list of selected documents reads as follows:

1) CEP 3: Informations aux étudiants: Année académique 2007-2008

2) Enseignement postprimaire: Admission au stage pédagogique pour les lycées et les lycées techniques :

   http://www.men.public.lu/sys_edu/090326_recrutem_enseignants/090609_dossier_inscriptio n_stage_2009.pdf

3) Université du Luxembourg: Bachelor en Sciences de l'Education (professionnel) (BScE)

   http://wwwen.uni.lu/formations/flshase/bachelor_en_sciences_de_l_education_professionnel/

4) Université du Luxembourg: Bachelor en sciences sociales et éducatives (BSSE): Programmes de formation (2009-2010)

   http://wwwen.uni.lu/studies/flshase/bachelor_en_sciences_sociales_et_educatives_profession nel

5) Ministère de l'Education nationale et de la Formation professionnelle: Recrutement des enseignants-fonctionnaires à l'enseignement post-primaire:
http://www.men.public.lu/sys_edu/090326_recrutem_enseignants/090326_recrutement_prof_postprimaire/index.html

6) Ministère de l'Education nationale et de la Formation professionnelle: Recrutement des enseignants à l'enseignement fondamental
http://www.men.public.lu/sys_edu/090326_recrutem_enseignants/090326_recrutem_instituteurs/index.html

7) Ministère de l'Education nationale et de la Formation professionnelle: Informations concernant les épreuves préliminaires
http://www.men.public.lu/sys_edu/090326_recrutem_enseignants/090326_recrutement_prof_postprimaire/index.html

8) Ministère de l'Education nationale et de la Formation professionnelle: Les orientations pour la formation des instituteurs et institutrices
http://www.men.public.lu/publications/periodiques/cen_numeros_speciaux/orientation_instituteurs/index.html?highlight=institutrices

9) Règlement grand-ducal du 9 mars 2009 déterminant les modalités du concours réglant l'accès à la fonction d'instituteur de l'enseignement fondamental
http://www.men.public.lu/legislation/lois_rgd_recents/090326_rgd_concours_instituteurs.pdf

10) Texte coordonné du règlement grand-ducal du 2 juin 1999 concernant la formation théorique et pratique ainsi que la période probatoire des enseignants de l'enseignement postprimaire
http://www.legilux.public.lu/leg/a/archives/1999/0075/index.html

11) Loi du 10 mai août 2005 portant création d'un lycée pour professions éducatives et sociales
http://www.legilux.public.lu/leg/a/archives/2005/0132/a132.pdf

12) Loi du 21 1999 concernant la fonction de candidat dans les carrières enseignantes de l'enseignement postprimaire
http://www.men.public.lu/sys_edu/090326_recrutem_enseignants/loi_21_05_1999.pdf

13) Loi du 6 février 2009 relative à l'obligation scolaire

14) Loi du 6 février 2009 portant organisation de l'enseignement fondamental

15) Loi du 6 février 2009 concernant le personnel de l'enseignement fondamental
http://www.men.public.lu/actualites/2009/03/090312_ens_fond_brochures/090313_loi_memorial_a20.pdf

In the case of each of these documents, we have asked the following questions:

- Are the existing curricular elements related to language learning in general and to language development in a multilingual context in particular?

- Could the document be amended by integrating the EUCIM curricular modules which we are about to develop?

- How is the status of plurilingual language development defined as well as supported within educational practice?

From a corresponding analysis of the above mentioned documents we gain evidence for the following three general tendencies which are relevant to our development of a European core curriculum:

- Language development, language learning and language instruction are mainly considered by the official texts to be a school matter. Consequently language development does not play a role in the social pedagogy training course, whereas it generally appears in all documents concerning school teacher training. This is in a way opposed to the general concern about the individual, the group and society in the Bachelor in Social Sciences and Education programme as well as the practical reality that social work very often plays an important role in children's language learning. Very often teachers call upon *éducateurs*/social and care workers to intervene as language and reading specialists. A module on language learning and language development stressing the access to an academic language acquired via a non-mother tongue could be included, at least on an optional basis, in the two training courses for *éducateurs/*social and care workers and the Bachelor in Social Sciences and Education.

- In official positions there recurs a constant defence of Luxembourgish multilingualism covering the official languages *Lëtzebuergesch*, German and French. As a result, all teachers have to be trilingual. They have to prove their trilingualism before accessing the profession (*épreuves préliminaires*). This measure is double-edged: on the one hand all teachers have biographically experienced plurilingualism; on the other hand the language exam functions as a selection mechanism which notably hits students from a minority background. Indeed, languages other than the three official ones are strongly marginalised. Consequently, English becomes the only foreign language that can defend its status in the Luxembourgish context, and there is much less concern for the home languages of migrant people. Paradoxically the defence of Luxembourgish multilingualism can become a barrier to recognizing language diversity as a positive and enriching element. Handling diversity under highly complex conditions thus develops into a major challenge for all teachers and *éducateurs/*social and care workers and subsequently their training.

- The comparison of the teacher training as it was before and after the Bologna process as well as the evolution of the discourse in the educational system reveals the following trend: we are moving away from a compartmentalised view of teaching three or more languages towards a new accent on the transversal dimensions of language learning which stress multiculturalism and plurilingualism as being of particular richness. In general discourse, both on the side of the Ministry of Education (see e.g. *Les orientations pour la formation des instituteurs et institutrices*) and the University (see Chapter 3) we find a strong emphasis being laid on the diversity of students and the need for strongly individualised instruction. The flipside of the general convergence between the educational authority and the higher education institution is a lack of a precise and explicit correspondence on a more basic level. So there is no obvious matching between the five axes of the professional profile developed by the Government and the curricular structure given to the course by the University. As general topics, language, multilingualism and plurilingual identities are key themes in teacher training. As a consequence general didactics as well as specific instructional theory and methods for the teaching of German and French in the context of the Luxembourgish school have entirely vanished from the teacher training curriculum. We are unable to find, therefore, a strong, credible and visibly identifiable way in which to help teachers cope successfully and practically with an extremely complex language ecology in classroom situations.

5   Estimated value of second language learning

The following chapter describes how Luxembourg's perfectionist attitude towards trilingualism (L-D-F), born out of a special historical and socio-political situation, serves a rather merciless and unfair form of selection. We propose specific conceptual descriptions for the different qualitative levels of language usage which the system does not take into account. The social and demographic changes during the last 25 years, as well as the evolution of our common European perspective, call for a newly differentiated curricular approach.

Since the early days of Luxembourg school history (mid-19th century) trilingualism was an everyday practice in Luxembourg primary schools. We detailed above the specific time schedules for the 3 languages *Lëtzebuergësch*, German and French, which occupy more than 50% of the total curriculum at different school levels. However, the proportion taken respectively by these three languages varies during the different school years and school types. These proportions are linked to their specific functions and to the socio-cultural background of the pupils, which differ substantially as we climb the hierarchical ladder of school types (cf. chap1). At the beginning of secondary education, English is the mandatory 4th language in secondary education. *Lëtzebuergesch* never does play an eliminating role in the school selection process, whereas, at the crossroad of primary and secondary school (Bamberg et. al., 1977, Kneip, 1979, Wirtgen, 1981), German leads to the loss of an unjustifiable proportion of the Portuguese or French speaking pupils. For the Luxembourg pupils with lower socio-cultural background, French serves the same devastating purpose. This selective role has not been identified for English, neither for a 4th or 5th foreign language (Italian, Spanish) chosen by the students due to a special interest.

With EUCIM's project of new curriculum development for teacher training in mind, we would like to propose some conceptual distinctions of language usage which, in turn, are linked to substantial qualitative structural differences. These distinctions could guide us to define some anchor points for the construction of our European curriculum. Until now, they were not integrated as differentiated themes of concern in the official teacher curriculum in Luxembourg (cf. chap.3). This is an important aspect to consider because it explains why the actual level of school evaluation, throughout all school types, takes as its main criterion the (perfect) quality level of the native speaker-writer. It also explains to a large extent the important social bias inherent in Luxembourgish schools which is one of the most "efficient" in Europe, as the recent PISA studies confirmed.

During the early educational years (up to 6 yrs) *Lëtzebuergesch* is the "integrative language" for all children: the official recommendation for the communication between *éducateur/*social and care worker, teacher and children under 6 years is to speak *Lëtzebuergesch* within the group. Only some "bridge-building" usage of a foreign language is tolerated when, by chance, one of the teachers is able to provide it. There are some "good practices" (cf. chapter 7), which try to encourage parental support of the

language development during these early years for those children of bilingual or other national origins. The quality of this "integrative and communication language" is, of course, rather elementary and a sort of grass-root language for everyday messages, descriptions and explanations. It continues to serve this function also during the first years of the *école fondamentale*.

Figure 7: Language status terms used in the educational field in Luxembourg
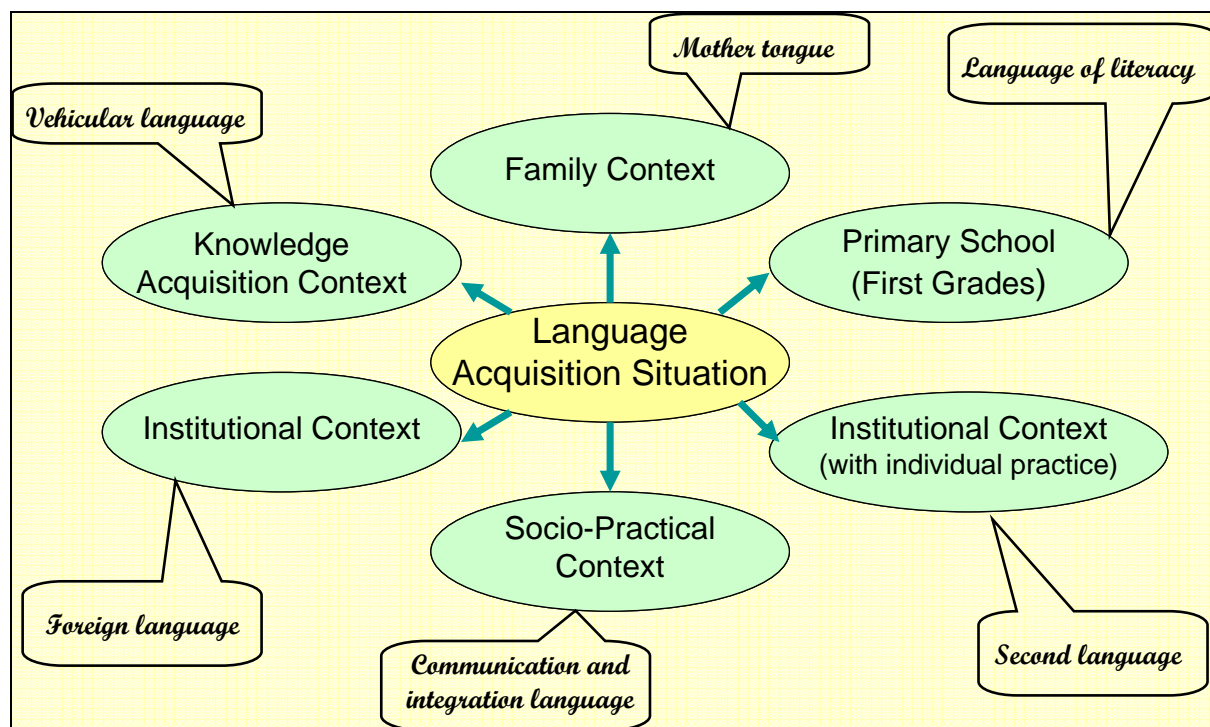
At the beginning of *école fondamentale*, German is the language giving access (for ALL children) to reading and writing (*langue d'alphabétisation*). Moreover German is for many children the first foreign language and also the "official" "communication and integrative language" for the main school subjects (i.e. the books for arithmetic are in German: German as *langue véhiculaire*, media for cultural content). As *Lëtzebuergesch* is a kind of German dialect (for instance, all Luxembourgish children understand intuitively and follow German television at 4 years of age), it facilitates structurally access for most Luxembourg children to this cultural language and explains the political choice taken in the last century. Today, *médiateurs interculturels* (cf. Chap. 7) represent an example of "good practice" to assist immigrant children or specifically French, Portuguese and Serbian or Croatian speaking children in this integration process by means of the German language. The quality of this first *Bildungssprache Deutsch* develops progressively from a second (elementary) communicative and integrative language with simple comprehensible, descriptive and explanatory qualities during the *école fondamentale* years (up to 12 yrs) to more complex levels of academic competences during secondary school (up to 18 yrs). From 8 years on, French will develop the same "academic language" character along the same qualitative path. The main difference for French as second language is that this language is the real "foreign/second language" for the

Luxembourgers. Its eliminatory impact increases progressively during *école fondamentale* with a final climax in (classical) secondary school, where the books for arithmetic, mathematics, biology, chemistry…. are also in French. So here French is also a *langue véhiculaire*, media for cultural and scientific content.

But nowadays the loss of gifted pupils due to perfectionist and elitist selection by means of performance in a 2nd language becomes a societal sin. Responsible politicians can no longer tolerate this situation (which was apparently still the case in the early seventies!).

With the important immigration of Portuguese and French speaking inhabitants and the above mentioned socially biased school elimination of Luxembourgish pupils or of those coming increasingly from Eastern Europe (Yugoslavia, Russia, Poland…), a change of perspective is needed: thus, the dominating, and for all students, equally valid second/academic language criterion (i.e. native speaker competence in German and French), is one main discussion point in the application of the new school law adopted in 2009. Following the new coalition agreement of the government elected in June 2009, it will be possible (apparently) under diverse conditions (not yet detailed, but probably by nationality…) to choose some sort of "light-German" or "light-French", without abandoning the traditional trilingualism. However, even now it is not clear when and how these forms should be applied. New curricular guidelines for initial or in-service training of teachers have not yet been proposed. For the moment, the "ancient" guidelines detailed earlier (cf. chap 3) are still valid. So, the new EUCIM curricula perhaps come "just in time".

The language status terminology only partly comes as a systematic taxonomy. The following three dimensions play a role in the classification of languages following their status: the speakers' relative proximity to a language, the interactional context in which a specific language acquisition takes place, the functional diversification of languages. As hybrid statuses are always possible, we generally are very cautious using concepts as mother tongue, family language, home language, heritage language, first language etc, though to a certain degree they all can make sense in different contexts.

6 Overview of the current main problems and obstacles in education and teacher education

Since the MAGRIP (*Matière grise perdue*) study[2] in the 1960's, the Luxembourg educational system has been confronted permanently with the following issue: social background continues to have a significant impact on school performance and academic success, and the Luxembourg school system, in spite of reforms and innovations, constantly "produces" a high percentage (around 40%) of unqualified school leavers. In the long run this threatens the transfer of qualifications from one generation to the next.

One explanation for this is related to the logic of reproduction of the educational system itself. Parents play indeed a crucial role in Luxembourg's educational system (Davis, 1994, p.109). They must assist their children with their homework. But their expectations and motivations differ considerably from one social class to another. This is the case for both immigrant parents and Luxembourg nationals.

Another form of explanation (cf. e.g. Martin et al. 2008, p. 484) frequently refers to an implicit segregationist tendency within the educational system of Luxembourg. From both academic failure and success, in fact, results a strong socially biased distribution of students over school types, e.g. Luxembourgers are over-represented in the *enseignement secondaire*, whereas students with a migrant background are over-represented in the *enseignement secondaire technique*. Along with mathematics, languages are a major cause of academic failure for many pupils. On the one hand, the German language represents an impediment for Romance language-speaking pupils. On the other hand, the French language is a cause of failure for Luxembourgish pupils from culturally less privileged families. Fehlen (2009) has shown that the actual language competences in the population are far different from the ideal trilingualism. In a survey on language use only 23% identify themselves as *Lëtzebuergësch*-German-French trilinguals. So in the logic of social reproduction and structural inequality the mastery of foreign languages becomes an element of social distinction and is linked to the eventual creation of a two-speed educational system. Since language competence functions as a powerful catalyst in the Luxembourgish school system with regard to learning in general, we find on the negative side a certain number of pupils who are, so to speak, inside school, but outside learning (Weis, 2007). Empirical studies and international comparisons show that this is more than a marginal or anecdotal scenario. Both for example in PISA (Bertemes et al., 2007) and in PIRLS (Berg et al., 2007) there was a relative weakness of students in Luxembourgish schools with regard to reading comprehension. The gap widens where reading comprehension goes beyond retrieving

---

[2] In the school year 1968-1969 a study with 2800 pupils (aged 12) was realised. The aim was to find out determinants for the school and professional careers of Luxembourgish children and to measure the influence school can have on their future lives.

explicitly stated information. i.e. where literacy is most useful for the access to knowledge.

For more than four decades it has been in the mind of many experts (e.g. Bamberg et al. 1977; Kneip 1979, 2009; Wirtgen 1981; Berg & Thoss 1996; Berg & Weis 2005, 2007; Fehlen 1998, 2007a, 2007b, 2009; Horner & Weber 2008; Weber 2009) that, where language teaching and language performance assessment are concerned, individual differences should be taken into account. Most studies have presented specific empirical data and theoretical arguments in favour of their proposals. In public debate their arguments were generally quickly translated into more or less oversimplified ideological and political discourses.

Unfortunately in the course of this long period up to the present moment neither a synthesis nor a strongly backed up social consensus has been reached. Nevertheless, we want to sum up a few interesting positions which have been articulated during the debate: sticking to the traditional second language selection criterion leads to social inequality of the school system and an everlasting reproduction of the same elite; abandoning the emphasis on high performance and with it Luxembourg's most cherished early-years' trilingualism, represents a qualitative loss for all children and will have negative effects on Luxembourg's international competitiveness; being more permissive with language performance assessment will lead to a more permissive appreciation of language competence which is not efficient enough for understanding and communicating on cultural and scientific subjects; abandoning the traditional approach will increase social strains and lead to a polarisation of different national population groups; the initial and in-service training methods are inadequate to the challenges of language development in diverse multilingual contexts; a twofold access to reading and writing with a German and a French path, although able to remove individual barriers, will be harmful on a national scale as it will induce a polarisation into two groups.

Against the actual background of long lasting inertia and resistance to change, it seems to be sheer hubris to pretend to change the language education situation through a European core curriculum. Why should we be successful, where all the others have failed for years? Nowadays the historical conjunction of a few separate elements gives rise to an optimistic outlook: we can indeed notice a new awareness of the demographic evolution, a changed context of educational policy making, the emergence of scientific focus concerning language development and language education in multilingual contexts.

The current demographic evolution is characterised by two key features. We generally live in an ageing society with a relative number of young people falling below 20% of the total population. As the major reason for population growth is not the excess of births over deaths, but the result of a net excess of arrivals in migration, the younger age groups are far more numerous than the older ones. Signs of a new awareness in public debate have emerged with intergenerational solidarity, social cohesion, integration of

society, qualification of future generations becoming current issues over the last few years.

Educational policy making has been significantly affected by this evolution. For the last two terms of office (starting in 2004 and 2009) an innovative dynamic has emerged. With regard to language education the Luxembourg decision makers have seen themselves confronted with a double challenge: on the one hand the educational system must not impede the qualifications of the upcoming generations, but on the other hand it must continue to guarantee high standards matching the demands of Luxembourg's labour market. The articulation of this twofold challenge raised a new political will for change and innovative policies: over the last ten years a series of changes have been taking place within the Luxembourgish educational system. The most important elements forming an effective blueprint for a new school are the following: an ongoing participation in international comparative studies such as PISA and PIRLS, the implementation of a system of educational monitoring, a readjustment of language teaching (Berg & Weis 2007, Berg 2007, 2008), the establishment of educational standards in terms of competences, and in the domain of language, making explicit reference to the Common European Framework of Reference for Language, a reframing of primary education giving schools more autonomy and empowering teachers.

The overall specificities of the new policy style are the following: evidence-based policy making, relying on an in-depth exchange between knowledge production, decision making and practice; adoption of a non-sectorial approach and a more holistic view covering education from early childhood education to the end of secondary school; widening the view beyond instruction and aiming at generational stakes (knowledge, qualification and value transfer); becoming involved in a permanent dialogue with practitioners; prioritising political initiatives aimed at changing practices and educational realities, relying on grass-root projects; considering the national education system in a European and international context (PISA, PIRLS, Council of Europe).

The scientific discussion of school success and school failure, focusing on the access to academic language on a multilingual background and on teacher competences to reach that goal, delivers a new powerful key to a long-lasting problem. Changes in teacher education will be essential in reaching these ambitious policy aims.

Nevertheless we do not live in paradise; there will always be obstacles and challenges. One of the most important ones is probably the lack of coherent regulation of the normative frameworks for training professionals. Another one will be the traditional institutional divides between care and education as well as between school types. Last but not least, it will be difficult to overcome the gaps between policy making, scientific insights, and practice. Teacher Education Partnerships and policy advising are means to cope with these problems. These measures implicitly aim at changing educational research practice.

7   Good practices

Within the early care and educational system a series of measures have been taken to promote the integration of children from immigrant backgrounds while trying to preserve their cultural identity.

1) Lëtzebuergesch for Benjamin (Benjamin-Club – early education)

Benjamin-Club is an integrative early education initiative founded in 1981 by the child guidance service of the Ministry of Education and addressing children from 2-4 and their parents. These regular play and educational groups are organised in collaboration with the parents under the responsibility of a professional *éducateur/*social and care worker and in the framework of a formal contract of collaboration arranged between the ministry and the private association "Benjamin-Club/GEADE asbl". During the last 3 years a special language learning programme was developed to encourage learning of *Lëtzebuergesch* in the context of the children's groups, by trying to involve the parents as partners. (Kneip & Herman, 2008). Special booklets and Cds are given to children and parents. They cover thematically representative everyday activities in the children's groups or at home as well as the main festivities of the year. Special play materials (puzzles, dice games, lotto games...) linked to the theme of a story are aimed to encourage playful learning of particular vocabulary or sentence structures. In the first instance, the text in *Lëtzebuergesch* is doubled by a French translation providing an opportunity for parents to understand and speak about the subjects in their own language to the children and, by the way, get an informal contact with the language of the country they live in. On a voluntary basis, parents can also take part in a more formal language course in *Lëtzebuergesch*.

2) The "Polyglot" books (for 3 to 6 year olds)

The Benjamin-club/GEADE asbl has also edited 3 books in two versions (L-F-D/ L-P-F) presenting stories in 3 languages on inter-cultural themes or on topics stressing the beauty, value, richness and strength of a community of partners, where the specificity of every member finally contributes to the progress or success of the whole group. These stories are told regularly to the groups in *Lëtzebuergesch*. The translations give parents the opportunity to tell the stories or play the games with their children in their family-language.

3) The Story-Rucksack (cycle 1+2 of *école fondamentale*: 3-8) (Letsch, 2008)

The children get a rucksack with one or two stories in one or more languages, and depending on the family situation, a CD telling the story in the child's family language and play materials with reference to the stories. At the age of 6, the access to literacy takes on a new comparative dimension to different spoken languages. Every child, every family can develop its own strategy of discovery and learning. In school, the teacher may

introduce a supplementary reading, stressing the inter-cultural aspects and permitting a more detailed introduction, especially if the family conditions are unable to offer the possibility. Every two weeks, this rucksack can be changed with stories being adapted to the progress of the child's language acquisition and interests.

4) The *cours integrés en langue maternelle* and the inter-cultural mediators (cycle 3 to 4 of fundamental school : 9-12)

These courses enable children to follow subjects like history, geography and sciences in their mother tongue. However, the only languages offered are Portuguese and Italian. On the other hand, information sheets intended for parents have been developed and translated into several languages (Portuguese, English, Serbian, Croatian and Albanian). They are distributed to the parents and inter-cultural mediators working in the context of the schools and give supplementary help to improve the comprehension or the communication between teachers and parents (Unsen et al., 2005).

5) The "welcome classes" (*école fondamentale* and secondary schools)

These "welcome classes" (*classes d'intégration* and *classes d'accueil*) have been created to give children who have not gone through the Luxembourgish school system the opportunity to continue their schooling in Luxembourg. French or German are taught using intensive methods and pupils join as soon as possible the mainstream system.

6) The *Baccalauréat international*

This final diploma of secondary studies giving access to university is offered in either French or English. There exists only a possibility of taking the diploma in one school in Luxembourg City.

8   Conclusions: requirements for the European core curriculum

The current chapter draws first conclusions from the national needs analysis report of the Luxembourgish partner. Luxembourg is the smallest partner of the consortium but nevertheless its situation is highly relevant for the European project as a result of its complexity. It brings to the project something of definite national interest in inclusive language development under particularly complex conditions. Conclusions are structured into three parts. Firstly, we will sum up the complex language situation as well as the current ongoing dynamics for changing language teaching. Secondly, we will highlight the possible contributions of the Luxembourg partner to the European project. Finally, we will tentatively identify a few of the elements we expect to find in the European core curriculum.

The specific complexity of "language ecology" in Luxembourg does not consist solely in the fact that three languages are spoken in the country or that there are more than 30 nationalities in a school (e.g. *Lycée technique du Centre*) or that in a town like Dudelange you will find more than 80 languages. Similar phenomena occur all over Europe. What is very particular about Luxembourg is the fact that there are practically no monolingual speakers and that psychologically there is a high degree of interaction between different languages in the minds of speakers. Social cohesion strongly depends on the individual development of diverse multilingual subjects as well as on their interaction. The language situation corresponds to a social landscape with status paradoxes for most languages, concurrent codes for a lot of functional uses, a high degree of regulated and unregulated code switching, intermediate systems and variable competences. An increased structural instability of all languages compensated by tendencies to hypercorrectness as well as tendencies to generational discontinuities appears as a correlate. As social knowledge is stored in more than one language, accessing academic language becomes in the Luxembourg context a synonym for accessing multilingualism.

Experts as well as decision makers are nowadays aware that the traditional compartmentalised structure is not fit for solving the countries communicative challenges. So there is a definite drive towards an inclusive holistic language education, which obviously must be different from second language teaching. Language education will no more be confined to a single area; families, schools and care institutions as well as out of school language learning are seen together, as facets of language development and education process as a whole. For family language acquisition (whatever the language is), access to literacy, integration and communication language use, school language for content learning, second language learning, foreign languages serve the common objective of individualised language development as a foundation for access to knowledge and for social inclusion.

The learning theory underpinning language development therefore moves away from a trilingual equilingualism to a realistic and diverse plurilingualism. This means a farewell to the threefold duplicates of native speakers and an emerging acceptance of diverse

identities of plurilingual subjects. Language identities coincide with people's biographical trajectories and life choices and will give them access to academic language use. Flexible assessment will be possible thanks to standards defined as competences by referring to a systemic functional view of language and by linking them to the Common European Framework of Reference for Languages.

As a possible contribution to the European project we bring our life experience as multilinguals. We can report on resources developed in a particularly difficult situation. We are used to considering language development as a social process in and beyond school. Finally, we know that reflection-in-action and meta-reflection on policy, curriculum and practice changes are necessary elements of change management.

Possible elements to be covered by the teacher training curriculum are: developing a teacher's awareness of language issues and their effects, including also the negative side effects of language avoidance (cooling out, exclusion), delivering instructional methods explicitly and efficiently with an aim to access academic language in non-mother tongues, methods of direct instruction of academic language in a non-mother tongue, methods of implicit development of academic language skills (immersion learning, CLIL), handling diversity, developing school policies for language and literacy development in a multilingual context (*plan de réussite scolaire*).

School curricula will hopefully develop towards a more flexible curricular architecture of multi-language development (*Mehrsprachigkeitsdidaktik*) integrating language learning and content learning. Language teachers' claim-defending attitudes will be replaced by a true commitment to the overall language development of their students. This will reinforce the confidence of students in their language competences and acknowledge language education as a means of social inclusion.

9 References

Bamberg, M., Dickes, P. & Schaber, G. (1977). *Étude Magrip : Premier rapport de synthèse.* Walferdange: Institut pédagogique.

Berg, C. (2003). The role of grounded theory and collaborative research. *Reading Research Quarterly. Vol. 38, N°1.* (p.105-111).

Berg, C. (2007). *The Luxembourg experience with the language policy profile*. Présentation au Forum politique "The CEFR and development of language policies: Challenges and responsibilities" du Conseil de l'Europe à Strasbourg. 5-8th February 2007.

Berg, C. (2008). *Le réajustement de l'enseignement des langues comme vecteur du changement du système éducatif luxembourgeois d'aujourd'hui*. Intervention au séminaire d'études "Le cadre européen de référence en langues, vecteur d'évolution pédagogique et d'insertion professionnelle en Europe", Université de Lille 2. 10 octobre 2008.

Berg, C., Bos, W., Hornberg, S., Kühn, P., Reding, P., & Valtin, R. (Hrsg.) (2007). *Lesekompetenzen Luxemburger Schülerinnen und Schüler auf dem Prüfstand. Ergebnisse, Analysen und Perspektiven zu PIRLS 2006.* Münster: Waxmann.

Berg, C., Ferring, D., & Weis, C. (Hrsg.) (2008). *Sprachförderung in der frühen Kindheit. Ergebnisse eines INSIDE-Workshops.* Luxemburg: Universität Luxemburg. (INSIDE-Contexts and Structures of Growing Up)

Berg, C. & Thoss, R. (1996). Une situation de multilinguisme. Le cas du Luxembourg. *Revue internationale d'éducation. N°9.* (p.79-90).

Berg, C. & Weis, C. (2005). *Sociologie de l'enseignement des langues dans un environnement multilingue : rapport national en vue de l'élaboration du profil des politiques linguistiques éducatives luxembourgeoises*. Luxembourg: MENFP et CESIJE.

Berg, C. & Weis, C. (2007). *Réajustement de l'enseignement des langues. Plan d'action 2007-2009 : contribuer au changement durable du système éducatif par la mise en œuvre d'une politique linguistique éducative*. Luxembourg : Éditions du CESIJE.

Berg, C., & Weis, C. (2007). *Changing language education for social inclusion*. Paper presented at the 15th European Conference on Reading "Checkpoint Literacy" of the International Reading Association in Berlin. 5-8th August 2007.

Berg, C., & Weis, C. (2008). Überlegungen zur Reform des Sprachunterrichts in Luxemburg. In B. Hofmann & R. Valtin (Hrsg.). *Checkpoint Literacy. Tagungsband 2 zum 15. Europäischen Lesekongress 2007 in Berlin* (S. 248-259). Berlin: Deutsche Gesellschaft für Lesen und Schreiben.

Bertemes, J., Blanke, I., Boehm, B., Brunner, M., Burton, R., Faber, T., Keller, U., Lanners, M., Martin, R., Reichert, M., Ries, E., & Schock, C. (2007). *PISA 2006. Rapport national Luxembourg*. Luxembourg: MENFP/UL.

Boisseau, M. (2003). *A propos… des langues*. Luxembourg : service information et presse du gouvernement du Grand-duché de Luxembourg.

Council of Europe. (2007). *Common European Framework of Reference for Languages. Learning, teaching, assessment*. Cambridge: Cambridge Univ. Press.

Davis, K. A. (1994). *Language Planning in Multilingual Contexts. Policies, Communities and Schools in Luxembourg*. Philadelphia: John Benjamins Publishing Company.

Eurydice (2003/04). *Integrating immigrant children into schools in Europe*. Retrieved March 2009, from http://www.eurydice.org.

Fehlen, F., Piroth, I., Schmit, C. & Legrand, M. (1998). *Le Sondage "baleine": une étude sociologique sur les trajectoires migratoires, les langues et la vie associative au Luxembourg.* Luxembourg: SESOPI- Centre intercommunautaire, Imprimerie Saint-Paul.

Fehlen, Fernand, 2009. *BaleineBis : Une enquête sur un marché linguistique multilingue en profonde mutation. Luxemburgs Sprachenmarkt im Wandel.* Luxembourg: SESOPI Centre Intercommunautaire.

Horner, K. & Weber, J.J. (2008). *Clevedon: Multilingual Matters*, Offprint from: Current Issues in Language Planning, Vol. 9, N° 1(2008) p. 69-128.

Kneip, N. (1979). *Déterminants de la performance scolaire*. Nancy:[s.n.]: Thèse pour l'obtention du doctorat de 3e cycle.

Kneip, N. & Herman, S. (2008). Sprachenvielfalt im Benjamin-Club und Lerneffekte eines Förderprogramms in Lëtzebuergesch bei 3jährigen. In C. Berg, D. Ferring, C. Weis, *Sprachförderung in der frühen Kindheit* (pp. 37-48)*.* Luxemburg: Universität Luxemburg. (INSIDE- Contexts and Structures of Growing Up).

Letsch, J. (2008). Der Geschichtenrucksack. In C. Berg, D. Ferring, C. Weis, *Sprachförderung in der frühen Kindheit*. Luxemburg: Universität Luxemburg. (INSIDE-Contexts and Structures of Growing Up).

Mainini, M (2008). *Leseverstehen fördern - Lesekompetenz erhöhen. Verbesserungen der Unterrichtspraxis im 2. Schuljahr durch wissenschaftlich fundierte Lehrerfortbildung und institutionelle Vernetzung*. Luxemburg: Universität Luxemburg. (INSIDE-Contexts and Structures of Growing Up).

Maurer-Hetto, M.-P., Wirth, A., Burton, R., Heinen, S., Mertens, P., Roth-Dury, E., & Steffgen, G. (2003). *Description et évaluation de la lecture à la fin de l'enseignement primaire*. Luxembourg: SCRIPT/MENFP.

Ministère de l'Education nationale et de la Formation professionnelle (2009). *Statistiques globales et analyse des résultats scolaires. Education préscolaire. Enseignement primaire et spécial. Education différenciée. Année scolaire 2007/2008*. Retrieved July 2009, from http://www.men.lu.

Ministère de l'Education nationale et de la Formation professionnelle (2009). *Statistiques globales et analyse des résultats scolaires. Enseignement secondaire général. Année scolaire 2007/2008*. Retrieved July 2009, from http://www.men.lu.

Ministère de l'Education nationale et de la Formation professionnelle (2009). *Statistiques globales et analyse des résultats scolaires. Enseignement secondaire technique. Année scolaire 2007/2008*. Retrieved July 2009, from http://www.men.lu.

Ministère de l'Education nationale et de la Formation professionnelle & Council of Europe (2005-2006). *Language Education Policy Profile*. Luxembourg. Retrieved March 2009, from http://www.coe.int/t/dg4/linguistic/Profils_EN.asp.

Ministère de l'Éducation nationale et de la Formation professionnelle. (2009). *Les chiffres clés de l'éducation nationale. Statistiques et indicateurs 2007-2008.* Luxembourg: MENFP.

Meyers, C. & Willems, H. unter Mitarbeit von Joachim P., Milmeister M., Simon M. & Weis C. (2008). *Die Jugend der Stadt Luxemburg. Das Portrait einer multikulturellen und heterogenen Jugendgeneration, ihrer Wertorientierungen und Freizeitmuster*. Luxemburg: Editions PHI, Centre d'études sur la situation des jeunes en Europe (CESIJE) und Université du Luxembourg.

Service central de la statistique et des études économiques (2001). *Recensement de la population*. Retrieved March 2009, from http:// www.statistiques.public.lu.

Service central de la statistique et des études économiques (2008). *Luxembourg in figures*. Luxembourg : Imprimerie Hengen.

Université du Luxembourg. (2009). *Rapport d'activités 2008*. Luxembourg: Université du Luxembourg.

Unsen, M.,Vallado D.,Tonnar-Meyer Christiane (2005): *Etude sur l'apport des cours de/en langue maternelle à la réussite scolaire des élèves portugais*. Enquête auprès des élèves de nationalité portugaise âgées de 15 ans: résultats et analyse. Luxembourg : MENFP.

Weber, Jean-Jacques (2009): *Multilingualism, education and change.* Frankfurt am Main: Lang (Sprache, Mehrsprachigkeit und sozialer Wandel, 9).

Weis, C. (2007). Fostering social inclusion through a change of language education policies: Lessons from Luxembourg. In H. Colley, P. Boetzelen, B. Hoskins & T. Parveva (Eds.), *Social inclusion for young people: Breaking down the barriers* (p. 183-197). Strasbourg: Council of Europe Publishing.

Wirtgen, G. (1981). Les performances scolaires des élèves étrangers et luxembourgeois à la fin de l'enseignement primaire et au début de l'enseignement postprimaire. In : Institut grand-ducal, Section des sciences morales et politiques (1981). *Les étrangers et leur insertion à la collectivité luxembourgeoise.* (p.85-103) Luxembourg: Institut grand-ducal.

10 Table of figures

11 Appendix

- **Appendix A:**

Commune ou Syndicat	Luxembourgeois	Etrangers	Total
Luxembourg-city	2153	3176	5329
Ettelbrück	313	467	780
Esch-sur-Alzette	1119	1793	2912
Wiltz	221	387	608
Vianden	75	136	211
Larochette	74	173	247

Source: Chiffres Clés de l'Education Nationale, 2009

- **Appendix B:**

The exact number of pupils per school level is illustrated in the figure below:

Orde d'enseignement	Nombre d'élèves		
	Luxembourgeois	Etrangers	Total
Enseignemnent technique	13697	10108	23805
Enseignement secondaire	9865	2257	12122
Enseignement spécial	55	151	206
Enseigenmt primaire	18861	13953	32814
Education différenciée	351	338	689
Education préscolaire	5282	4542	9824
Education précoce	2041	1824	3865
Total			83325

Statistiques globales et analyse des résultats scolaires, MENFP 2007/2008

12 Glossary

In order to prevent misunderstanding, we preferred using in this document the "official" terms while describing the functioning of the school system. However, since these terms are in French, we will try to explain in this section their meaning in English.

Chargé de cours: "in charge of lessons"; people with a final diploma of secondary school as a minimum (but with no teaching diploma) having followed a training course and teaching in the *école fondamentale*.

Classe d'accueil: "welcome class" in the secondary school; class for pupils who arrive in Luxembourg at a later stage of their school career; the aim is that they join the mainstream system after a year or two.

Classe d'intégration: "welcome class" in the *école fondamentale*.

Collège des directeurs: "Council of principals", serves as an intermediary between the Ministry and the secondary schools.

Collège des inspecteurs: "Council of inspectors", in charge of the monitoring of the *écoles fondamentales*.

Commission des programmes: "Curriculum commission"; one for each subject; it recommends programmes and manuals to be used in secondary schools.

Cours intégrés en langue maternelle: "mother tongue lessons integrated in the curriculum"; at *école fondamentale* level children follow subjects like history, geography and sciences in their mother tongue.

Diplôme de fin d'études secondaires: "final diploma of secondary education".

Enseignant breveté: "qualified teacher"; a teacher with the necessary diploma having successfully gained a teacher's position.

Enseignement fondamental/ école fondamentale: "fundamental education"; includes the *éducation précoce*, the *éducation préscolaire* and the *enseignement primaire*.

Enseignement post-primaire: "post-primary education"; comprises the *enseignement secondaire* and the *enseignement secondaire technique*.

Enseignement primaire: "primary school"; 6 years of compulsory schooling for 6 year olds.

Enseignement spécial: "special education" of which the "welcome classes" represent the most important part.

Enseignement secondaire: general secondary education.

Enseignement secondaire technique: technical secondary education.

Éducateur diplômé: educator with a diploma from the LTPES (technical secondary school level).

Éducateur gradué: educator with 3 years of higher education training, with the creation of the University of Luxembourg, this course became a bachelor in Social Sciences and Education.

Éducation différenciée: "differenciated education"; education for children with special needs.

Éducation précoce: "early education"; optional schooling for three year olds.

Éducation préscolaire: "kindergarten"; 2 years of compulsory schooling for 4 and 5 year olds.

Épreuves préliminaires: "preliminary tests"; before being able to start the vocational training as a teacher in the Luxembourgish school system, teachers have to prove that they are trilingual (*Lëtzebuergesch*, German, French)

Formation pédagogique des enseignants du secondaire: "pedagogical training for secondary school teachers"; this course provides practical and theoretical educational training for future secondary school teachers.

Institut de formation continue: "institute for in-service training"; on behalf of the Ministry of Education, this institute organises in-service training for the *école fondamentale* as well as for secondary school teachers.

Langue d'alphabétisation: language that gives access to reading and writing; in the Luxembourg school system it is German.

Langue véhiculaire: language that serves as a media for content learning; in the Luxembourg school system it is German and French.

Les orientations pour la formation des instituteurs et institutrices: "orientations for the training of fundamental education teachers"; this document, published by the Ministry of Education, gives information on what skills the teacher of the future should develop in his/her training.

LTPES – Lycée technique pour professions éducatives et sociales: "technical secondary school for educational and social professions"; after five years of "regular" (technical) secondary school, pupils can follow a three year specialisation in the area of social education.

Plan de réussite scolaire: "scheme for school success"; the new law on the *école fondamentale* foresees that each school has to define objectives and means to increase school success of their pupils.

SCRIPT – Service de coordination de la recherché et de l'innovation pédagogiques et technologiques: "Department of Educational Research and Innovation" at the Ministry of Education.