

# **SCHOLA EUROPAEA**

**PÆDAGOGISK BULLETIN  
PÄDAGOGISCHE ZEITSCHRIFT  
ΠΑΙΔΑΓΩΓΙΚΟ ΔΕΛΤΙΟ  
PEDAGOGICAL BULLETIN  
BOLETIN PEDAGÓGICO  
BULLETIN PEDAGOGIQUE  
BOLLETTINO PEDAGOGICO  
PEDAGOGISCH TIJDSCHRIFT  
BOLETIM PEDAGÓGICO**

**N° 111**

**VI - 1991**

LUXEMBOURG - BRUXELLES / BRUSSEL I & II - MOL  
VARESE - KARLSRUHE - BERGEN - MÜNCHEN - CULHAM

## APPEL AUX ENSEIGNANTS

*Vous pourrez constater à la dernière page de notre bulletin que certaines Ecoles n'ont désigné qu'un seul correspondant local.*

*Le Comité de rédaction attire l'attention des correspondants sur le rôle important qu'ils doivent jouer pour que le bulletin pédagogique prenne toute la valeur que les fondateurs ont voulu lui donner.*

*Il arrive trop souvent que nous manquions d'articles ou que ceux-ci nous soient transmis directement par les auteurs eux-mêmes, ce qui montre à l'évidence que les collègues ne connaissent pas l'existence de leur correspondant ou négligent leur rôle.*

*Nous souhaitons en conséquence :*

- ☐ *Que chaque Ecole dispose d'un correspondant local pour les cycles primaire et maternel et d'un correspondant pour le secondaire.*
- ☐ *Que les correspondants invitent les enseignants qu'ils représentent à rédiger des articles de manière à illustrer l'activité pédagogique qui se déroule dans chacune des Ecoles et d'éviter ainsi qu'une Ecole soit mieux représentée que les autres.*

**A vos plumes** 

*Pour le Comité de rédaction du Bulletin pédagogique,*

*Gilbert PINCK.*

## INHOLDSFORTEGNELSE · INHALT · ΠΕΡΙΕΧΟΜΕΝΑ INDEX · SUMARIO · SOMMAIRE · INDICE · INHOUD · SUMÁRIO

### BILINGUAL EDUCATION

(John Bulwer, Bergen) . . . . . 5

### LA LANGUE GRECQUE MODERNE DANS LES ECOLES EUROPEENNES : SA PLACE ET SA DIDACTIQUE

(S. Hatzissavidis, Bruxelles I) . . . . . 8

### Η ΠΑΙΔΑΓΩΓΙΚΗ ΩΣ ΘΕΩΡΙΑ ΚΑΙ ΩΣ ΠΡΑΚΤΙΚΗ ΜΕΣΑ ΑΠΟ ΤΑ ΣΧΟΛΙΚΑ ΕΓΧΕΙΡΙΔΙΑ.

(N. Dimitriadis, Brussels I) . . . . . 11

### BEHANDLUNG EUROPAS IM GEOGRAPHIEUNTERRICHT

(P. Schmidt-Walther, Karlsruhe) . . . . . 17

### LERNSPIELE IN DEUTSCH ALS FREMDSPRACHE

(Rainer Klauke, Luxemburg) . . . . . 19

### UIT DE SCHOOL GEKLAPT

(Job Groen, Varese) . . . . . 23

### PAGES VERTES

- Beschlüsse des Obersten Rates . . . . . I
- Decisions of the Board of Governors . . . . . XI
- Décisions prises par le Conseil supérieur . . . . . XIX

### FORMATION CONTINUEE

- Le français - langue maternelle  
(A. Wirth, Luxemburg) . . . . . 28
- Careers Education : Careers Advice across Frontiers  
(Didier Ravail, Bergen) . . . . . 35

### ECHOS

### NOUVELLES DES ECOLES

- Semana do Renascimento
- Renaissance-Woche  
(Antonio Pais de Melo, Luxemburg) . . . . . 41
- European Junior Science and Humanities Symposium :  
It was a long way, but worth it !  
(Andrew Hards, Munich) . . . . . 43

### PERSONALIA

- In Memoriam : Willy PETRY . . . . . 45

### BIBLIOGRAPHIE

## ERRATA

- Reprinting of the article "A Tribute to a German patriot"  
(Colin Hannaford, Culham) . . . . . 47

## DIVERS

# BILINGUAL EDUCATION

**Key Issues in Bilingualism and Bilingual Education**  
**Baker, C (1988)**

**Language Distribution Issues in Bilingual Schooling**  
**Multilingual Matters**  
**Jacobson, R. and Faltis, C. (1990)**

The European Schools are centres of bilingual (or rather multilingual) education where lessons in different languages are conducted each day. Yet the fierce and continuing debate on bilingual education scarcely touches European School teachers on a day to day basis. The serious sociocultural issues which this controversial form of teaching raises seem not to arise in our staff rooms or conference halls. The worries of European School parents and educators over the effects on children of their spending all or some of their school day in a linguistic environment different from their home one are slight compared to the concerns of Spanish-speaking Americans or Bengali-speaking British over the linguistic complexities of their children's education. The generous allowance given to the first foreign language (L2) in the primary school, the learning of the second (and third) foreign language (L3 and L4) in the secondary, the studying of Human Science and consequently History and Geography in the L2, the utter lack of control over what language the children speak in the playground are all seen as positive features of the European Schools which contribute to their undoubted success in foreign language learning. This is not always the case for other parents, and anxieties over language submersion or even semilingualism are current among those whose children whose L1 is not always the same as their language of education.

Multilingual Matters is a Bristol (GB) publishing house whose list is devoted to periodicals and books about such questions. Two of its latest publications are of interest to the European Schools as they show up the significant differences in approach between the national education systems and the cooperative venture of the European Community. Baker summarises the current state of the psychological arguments about bilingualism and intelligence and cognitive functioning; and gives accounts of bilingual education in the British Isles and the USA. In Great Britain there are bilingual populations on the Celtic fringe in Wales and Scotland and in the West of Ireland there are native speakers of Irish. In addition there are populations of ethnic minorities who continue to speak languages other than English. Although the Swann Report addressed this problem in 1985 it failed