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| Most schools in Europe have a single, official language of instruction. Other standard languages, dialects and varieties are not encouraged outside of language classrooms. |
| This practice benefits learners whose out of school language is closest to the language of education, and disadvantages others, including children from families with lower formal education levels and those from marginalised and multilingual families. |
| There is a misconception that enabling learners to use familiar languages in school undermines their learning of the official language of instruction. |
| In fact, enabling learners to use and develop their familiar languages in education is shown to benefit language and subject learning across the curriculum – and this includes learning to use the official language of education. |

**Reflection and discussion tasks**

1. List the main points in this paragraph. Use note form or a diagram to show the connections between ideas.
2. Which ideas here are already familiar?
3. Which ideas are new to you?
4. To what extent do you agree or disagree with the arguments presented here? Why?
5. What further questions do you have? Make a note of these.