

**Extract from the speech by Jack Lang, French Minister for Education.
Paris 29 January 2001**

As far as the last years of pre-elementary and the first two years of elementary school are concerned, teachers will first attach importance to the following aims:

- ✂✂ Encourage the pupils to develop a positive attitude towards other cultures and means of expression.
- ✂✂ Stimulate their interest to acquire a language different to their mother tongue, to discover other cultures and ways of living and to associate this learning process to the notion of pleasure.
- ✂✂ Maintain their capacity, natural at this age, to acquire the sounds and intonation schemes of languages, the music of languages different to their mother tongue.
- ✂✂ Appreciate the possible different language competences of pupils in their class, in different classes or in the school environment.

The teachers will be prepared for this new approach in the framework of in-service training.

They will have many tools and pedagogical materials. Some recommendations on how to go about it will be published on the [EDUSCOL](#) website. A variety of materials and multimedia products will provide numerous resources for the modern languages classroom.

This approach will deal with foreign languages, but its aims might be used as well for regional languages or the languages of immigrants. The CNDP (National Centre for Pedagogical Documentation), amongst others, will provide an original contribution. A CD-ROM will propose some nursery rhymes and songs in different languages spoken in France. All these documents will be available to teachers who will be able to choose the languages and contents that suit better to their class project.

By these documents, songs and texts in different languages the pupils are led to remember and reproduce the sounds of different languages.

They will be aware of the reality of this diversity. Thus, all the young people of France will have had the chance to listen to the regional languages in France. For example, the Breton pupils will listen and reproduce texts in Occitan and Alsatian.

The teachers will seize the opportunity, whenever possible, to highlight the mother tongue of one of the pupils or the language spoken in their families.

This opening to the otherness is at the same time a guarantee for successful learning of languages and a contribution to the education for citizenship. This will allow the recognition of linguistic competences, even if they are limited, of a great number of pupils as well as the discovery of the cultural diversity in France, through the richness of its regional languages.