Citizenship Education in Language Teaching and Learning in Immersive Schools in the Northern Basque Country: Students' Perspectives on Powerful Knowledge and Epistemic Quality

The *EduLing* project is concerned with citizenship education in language teaching and learning in France, Austria and Germany. It is an international comparative study on three teaching-learning settings: language teaching and learning in minority schools, in CLIL and mainstream classes. Although citizenship education is repeatedly considered in the policy discourse on language teaching and learning in Europe, there have been hardly any studies on citizenship education in this context as a didactic category to date. The project therefore aims to empirically reconstruct selected European concepts and practices of citizenship education in language teaching and learning and addresses the research question of the extent to which the mentioned language teaching-learning settings contribute to citizenship education / *éducation à la citoyenneté* (Ravez 2018) in three different European countries.

The reconstruction of teaching and learning practice focuses on the concept of powerful knowledge and epistemic quality (Hudson/Gericke/Olin-Scheller/Stolare 2022). The promotion of epistemic quality must be seen as elementary, especially in the context of the challenges of the UN Sustainable Development Goal 4, i.e. with regard to the development of an inclusive and equitable quality of education (UN, 2015) that grants all students epistemic access (Young 2013: 115; Morrow, 2008) to powerful knowledge. According to Winch (2013), powerful knowledge includes propositional knowledge (knowing that) as well as inferential and procedural knowledge (knowing how). Hudson (2018) accordingly defines creative thinking as a particular characteristic of high epistemic quality in school mathematics, for example, while superficial, rote and algorithmic thinking in mathematics must be regarded as of low epistemic quality.

The concept of epistemic quality can be transferred to the context of citizenship education in language teaching and learning. The proposal is limited to a discussion of the substudy of French and Basque language teaching and learning in immersive schools in the Northern Basque Country, the *Ikastola*. The paper highlights students' perspectives on powerful knowledge and epistemic quality regarding citizenship education and language education in the language classroom. It also shows that the students' perspectives reflect cases of powerful knowledge and epistemic quality, thus a practice-model to be discussed and exploited for didactic innovation. The research promises a profound insight into chances and challenges of citizenship education in language teaching-learning settings and enables an empirically based conceptualisation for future classroom practice in Europe.

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