

## **MULTILINGUALISM AND EDUCATION**

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### **COMPETENCES:**

Education and multilingualism is a course for students of Social education.

Students are expected to achieve the following competences:

- Become aware of the development of multilingualism in the world as the result of i) the spread of English; ii) language policies to promote minority languages; the mobility of the population
- Analyze multilingualism in school contexts as related to multicompetence and second/third language acquisition
- Develop critical awareness when analysing language policy plans in school settings.

### **UNITS**

#### **UNIT 1. MULTILINGUALISM: DEFINITIONS AND TYPOLOGIES**

- 1.1. Defining multilingualism
- 1.2. Individual and social multilingualism
- 1.3. Multilingualism and plurilingualism

**Reading 1. First European Survey on Language Competences (2012) European Commission.** [http://ec.europa.eu/languages/eslc/docs/en/executive-summary-eslc\\_en.pdf](http://ec.europa.eu/languages/eslc/docs/en/executive-summary-eslc_en.pdf)

#### **Video 1. Languages matter.**

This video was produced by the UNESCO Liaison Office in New York in 2010, on the occasion of the International Mother Language Day, to raise awareness

<http://www.youtube.com/watch?v=Q-XozG0RSCo>

**Other resources Unit 1.** Interactive map of languages at risk. National Geographic. Disappearing languages. Look at this interactive map and find information about five languages at risk in different parts of the world.

<http://travel.nationalgeographic.com/travel/enduring-voices/#>

Weeks 1-2

## UNIT 2. MULTILINGUALISM IN THE WORLD

- 2.1. Linguistic diversity in the world
- 2.2. The spread of English and English as a lingua franca
- 2.3. National languages and minority languages

**Reading 2. Gorter, D. and Cenoz, J. (2011).** Multilingual education for European minority languages: Innovative approaches in the Basque Country and Friesland. *International Review of Education* 57, 651-666. DOI: 10.1007/s11159-011-9248-2 <http://link.springer.com/article/10.1007%2Fs11159-011-9248-2?LI=true>

### **Video 2. Stephane Kass: The Babel Show**

This is a video about Europeans speaking different languages and trying to build a tower together

[http://ec.europa.eu/education/languages/video/lenses\\_en.htm](http://ec.europa.eu/education/languages/video/lenses_en.htm)

### **Other resources Unit 2.** Eurominorities: interactive map.

Search for a minority in the interactive map and compare it to other European minorities

[www.eurominority.eu/version/eng/minority-map.asp](http://www.eurominority.eu/version/eng/minority-map.asp)

Weeks 3-4

## UNIT 3. MULTILINGUAL COMPETENCE IN THE SCHOOL CONTEXT

- 3.1. The concept of native speaker
- 3.2. Multicompetence
- 3.3 The Common European Framework of Reference

**Reading 3. Cenoz, J. & Gorter, D. (2011)** Focus on Multilingualism: A Study of Trilingual Writing. *Modern Language Journal* 95: 356-369. DOI: 10.1111/j.1540-4781.2011.01206.x

### **Video 3. Euronews. Regional or minority languages**

This is a video on the use of minority languages at school with particular attention to Welsh and Breton.

<http://www.youtube.com/watch?v=5PkSsrB9ftw>

### **Other resources Unit 3.** Common European Framework of Reference

Watch this video and discuss the Common European Framework of Reference <http://www.youtube.com/watch?v=ZDPeP-gCU5E>

Weeks 5-6-7

## UNIT 4. IMMIGRATION AND EDUCATION

- 4.1. School goals and risk factors
- 4.2. Intercultural competence

### 4.3. Programs for immigrant students

**Reading 4. Etxeberria, F. and Elosegi, K.(2008)** Basque, Spanish and Immigrant Minority Languages in Basque Schools, *Language, Culture and Curriculum*, 21,69 - 84  
DOI:10.2167/lcc344.0

#### **Video 4. Piccolingo.**

These two videos are about early multilingualism

Moumita: If you invest a little bit of time, you can teach languages to your children  
Hana, our three year old, speaks Spanish, English and Japanese in a very natural way  
<http://piccolingo.pauservers.com/en/videos/channel/testimonial/285>

#### **Other resources Unit 4. The Cognitive Benefits of Being Bilingual**

Which are the main benefits of being bilingual according to this article?

<http://dana.org/news/cerebrum/detail.aspx?id=39638>

Weeks 8-9

## **UNIT 5. LEARNING OF ENGLISH IN SCHOOL CONTEXTS**

5.1. The age factor

5.2. Language and content integrated curriculum

5.3. Our of school exposure

**Reading 5. Richard Johnstone (2002)** Addressing “the age factor”: some implications for language policy. Council of Europe

<http://www.coe.int/t/dg4/linguistic/source/johnstoneen.pdf>

#### **Video 5. Focus on multilingualism**

This video is a keynote address by Jasone Cenoz at the TRICLIL 2012 conference:  
Focus on multilingualism: integrating languages in the school context

<http://jornades.uab.cat/tricli2012/content/v%C3%ADdeos>

**Other resources Unit 5.** New York Times: If Bilingual Is Good, Is Trilingual Better?  
Discuss the differences between some Asian countries (India, Sri Lanka) and the US regarding trilingualism

<http://india.blogs.nytimes.com/2012/03/20/if-bilingual-is-good-is-trilingual-better/>

Weeks 10-11-12

## **UNIT 6. LANGUAGE PLANNING**

6.1. Language planning theories

6.2. Research methods in language planning

6.3. Language planning programs

**Reading 6. Council of Europe (2007)** *From linguistic diversity to plurilingual education: Guide for the Development of Language Education Policies in Europe*

[http://www.coe.int/t/dg4/linguistic/Guide\\_niveau3\\_EN.asp#TopOfPage](http://www.coe.int/t/dg4/linguistic/Guide_niveau3_EN.asp#TopOfPage)

**Video 6.** Authenticity and Legitimacy in Multilingual Second Language Acquisition (SLA) –

This video is a keynote address by Claire Kramsch at the Multilingual 2.0. conference  
<http://www.youtube.com/watch?v=VHxxpdc2PoE&feature=channel&list=UL>

**Other resources Unit 6.** Pixka bat es mucho.

This video is about language policy to promote the use of Basque. Do you think it can be effective?

<http://www.youtube.com/watch?v=ZjCo4rMsaWA>

Weeks 13-14-15

## **EVALUATION**

The evaluation of the course will be based on:

- 20%. Attendance, participation and self-evaluation
- 40%. Readings and oral presentation
- 40% Practical tasks

## **BASIC REFERENCES**

Baker, C. (2011). Foundations of Bilingual Education and Bilingualism. Clevedon: Multilingual Matters.(5th edition)

Cenoz, J. (2008) Achievements and challenges in bilingual and multilingual education in the Basque Country. Aila Review 21:13-30.

Cenoz, J. (2009) Towards multilingual education: Basque educational research in international perspective. Bristol: Multilingual Matters

Cenoz, J. & Todeva, E. (eds) (2009) The Multiple Realities of Multilingualism. Berlin: Mouton de Gruyter. Extra, G. and Gorter, D (2001) The Other Languages of Europe. Clevedon: Multilingual Matters

Cummins, J. & N. Hornberger (eds)(2008) Encyclopedia of Language and Education. Vol 5. Bilingual Education. New York: Springer.

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Extra, G. & Gorter, D. (eds) (2008) Multilingual Europe: Facts and Policies. Berlin: Mouton de Gruyter

Feng, A. (ed) (2007). Bilingual Education in China. Clevedon: Multilingual Matters.

Gorter, D. (2006) Linguistic Landscape: A New Approach to Multilingualism. International Journal of Multilingualism 6: 1 (special issue)

Heugh, K. & Skutnabb-Kangas, T. (eds) (2010) Multilingual Education Works: from the Periphery to the Centre. New Delhi: Orient BlackSwan

Shohamy, E. & Gorter, D. (eds.) Linguistic Landscape: Expanding the scenery, New York/London: Routledge

Spolsky, B. (2004 ) Language Policy. Cambridge: Cambridge University Press.