

# ***Bilingualism, Multiculturalism and Multilingual Education***

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Prof. Dr. Matthias Hutz/Prof. Dr. Olivier Mentz

University of Education Freiburg

# What students need to know about...

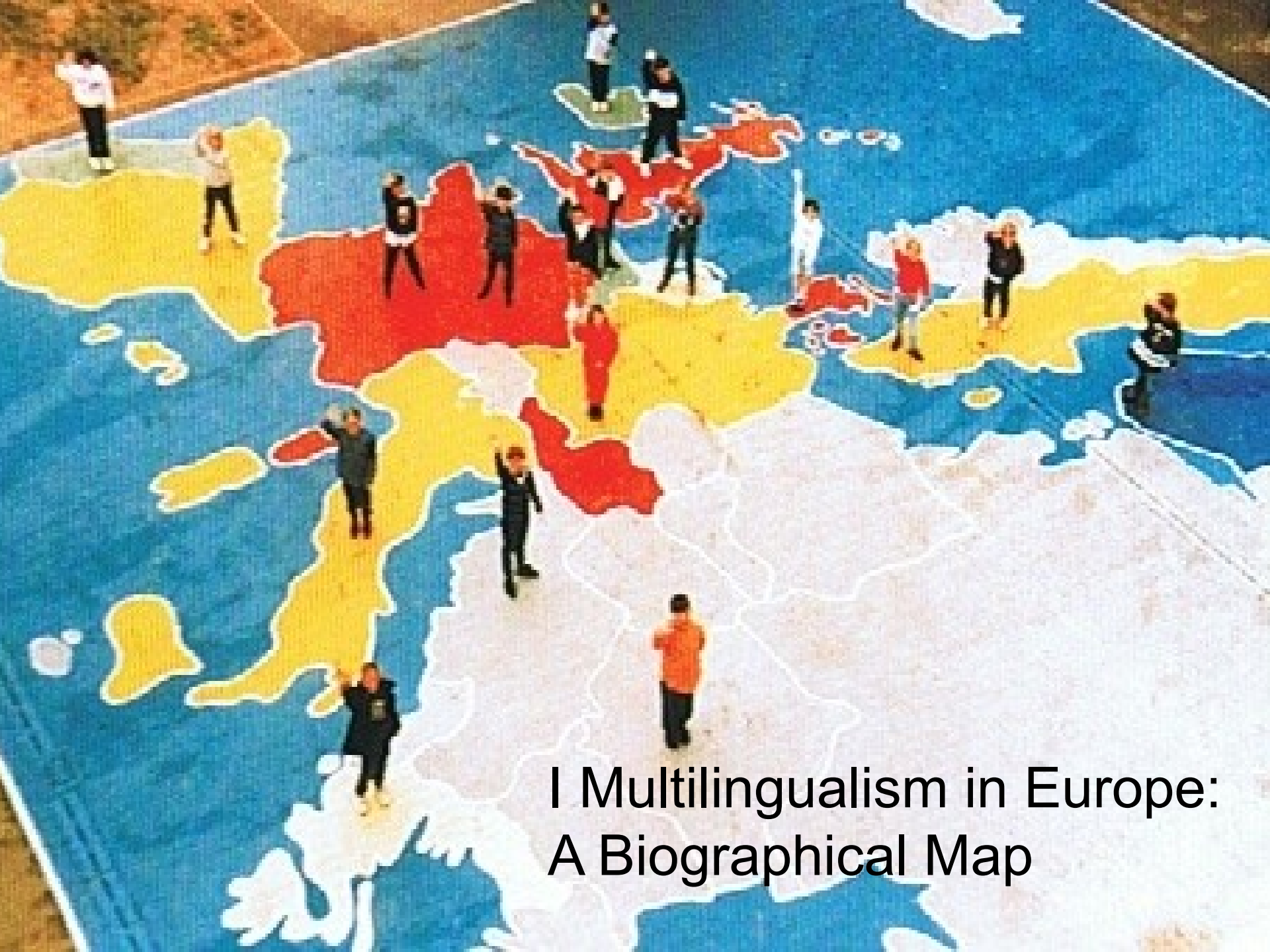
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# Outline

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- I Multilingualism in Europe and the world
- II Multilingualism and Language Politics
- III Aspects of individual Bilingualism
- IV Aspects of multiculturalism
- V Multilingual education (e.g. Immersion, Content-and-Language-Integrated Learning)



## I Multilingualism in Europe: A Biographical Map



# “I am a bilingual/multilingual speaker”

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Hello

Bonjour

סולש

你好

Ciao

አዎአዎ

Hola

नमस्त

Здравству

مالسلاً

**“In the majority of countries monolingualism is the norm, bilingualism is the exception.”**

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# Languages in the World

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- Q: How many languages are there in the world?
- A: Roughly 6,700.
- Q: How many nation-states are there?
- A: About 200.
- **Conclusion:** There are over 30 times as many languages as there are countries (i.e. bilingualism or multilingualism is present in practically every country in the world)

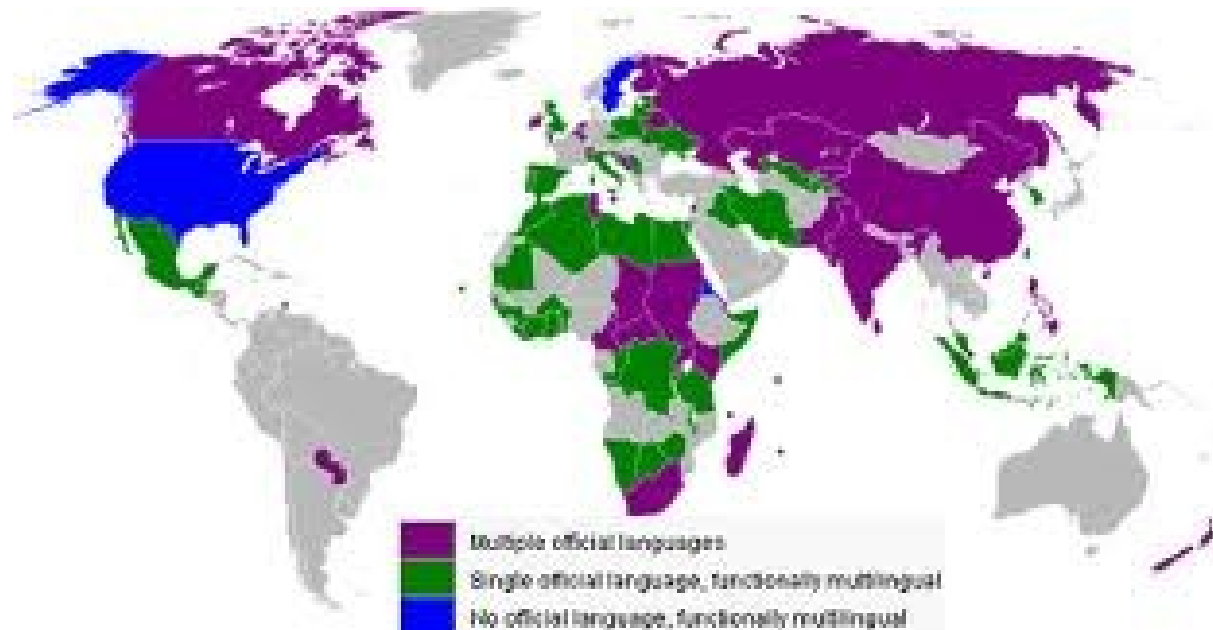


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**Multilingualism is the norm, monolingualism is the exception!**

# Officially and functionally multilingual countries

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# The European languages



# Multilingual countries

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- Belgium (French/Flemish)
- Luxembourg (French at school, German for reading newspapers, Luxembourgish at home)
- India (approximately 1,600 languages)
- by some estimates, 50% of the population of Africa is multilingual
- Multilingual speakers outnumber monolingual speakers in the world's population

# Singapore

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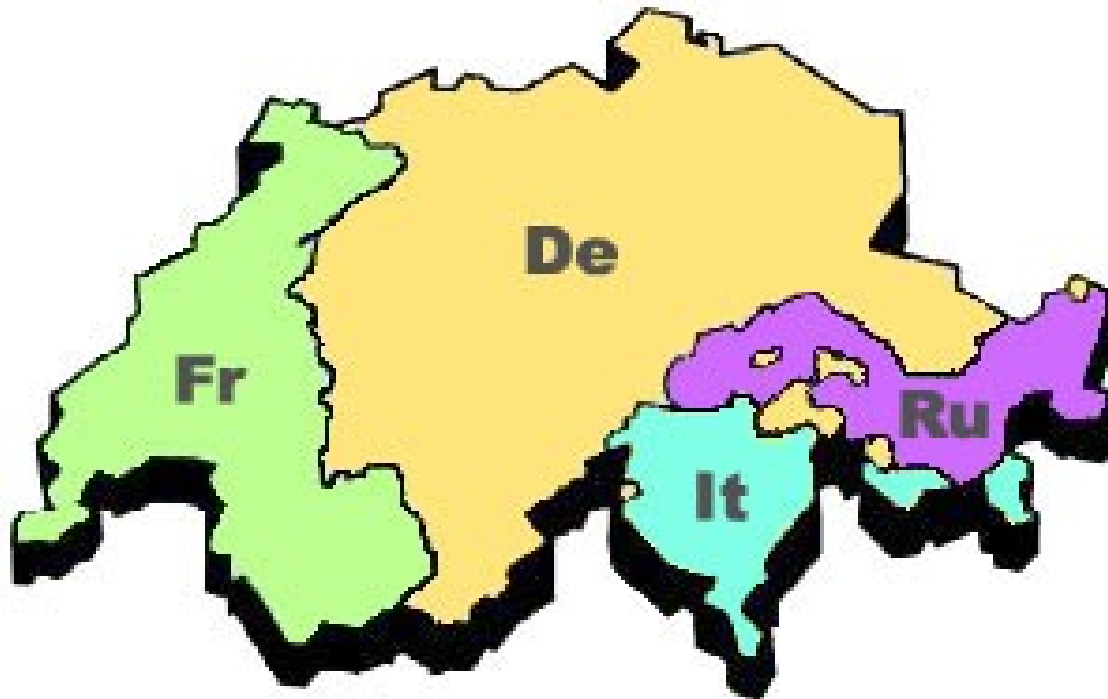
Four languages are officially recognized:

- English
- Tamil
- Mandarin Chinese
- Malay

Virtually all are multilingual to varying degrees  
with two languages required at school  
(English plus mother tongue)

# Languages in Switzerland

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# Switzerland

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territorial unilingualism under federal multilingualism (only 6% can be considered fluent in the country's four official languages; of the 26 cantons, 22 are officially monolingual)

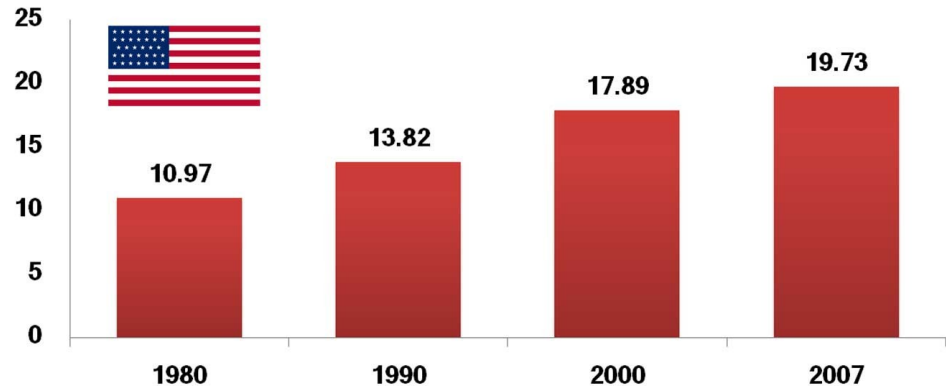
## Percentage of Bilingual Speakers in the World

### European Union



Source: European Commission, "Europeans and their Languages," 2006

### Percentage of US Population who spoke a language other than English at home by year



Source: U.S. Census Bureau, 2007 American Community Survey



# The world is more colourful with languages!

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# “English is the language No. 1 in the world“

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## **TOP 10 Languages in the world (Number of L1 speakers in million)**

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- No.10: German (121)
- No. 9: Japanese(124)
- No. 8: Russian (158)
- No. 7: Bengali (162)
- No. 6: Portuguese (165)
- No. 5: Arabic (181)
- No. 4: Hindi (182)
- No. 3: Spanish (266)
- No. 2: English (427)
- No. 1: Chinese (726)

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The Top 10 languages in terms of L1 speakers account for approximately 35% of the world's population!

## **Distribution of linguistic diversity**

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- No. 10: The Philippines (160)
- No. 9: Brazil (210)
- No. 8: Congo (210)
- No. 7: Mexico (240)
- No. 6: Australia (260)
- No. 5: Cameroon (270)
- No. 4: India (380)
- No. 3: Nigeria (427)
- No. 2: Indonesia (670)
- No. 1: Papua New Guinea (860 = 13.2%)

## **Facts and figures**

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- 1) Over 70% of all languages are found in just 20 nation-states.
- 2) As many as 83% of the world's languages are spoken only in one country.
- 3) Fewer than 4% of the world's languages have any kind of official status

# Multilingualism

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- Multilingual societies
- Bilingualism and diglossia
- Language choice (domain, venue, age etc.)
- The role of the majority language/the role of the minority language(s)
- The role of English as a global language



## II Language Politics

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“Minority languages should be maintained and the languages of migrant workers should be supported.”



## **Two Competing Language Policies**

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Promoting linguistic diversity

OR

promoting linguistic assimilation?

# **Additive vs. subtractive bilingualism**

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- additive = expansion of the linguistic repertoire: both languages continue to be used and valued
- subtractive = replacement of the first language: one language is valued more than the other

# **De iure vs. de facto bilingualism (Mackey 1967)**

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- De iure bilingualism (“by law“)
- De facto bilingualism (“by fact“)

# Language conflicts

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- Linguistic diversity and multilingualism is sometimes seen as an obstacle to cooperation among people
- But: the co-existence of more than one language is not in itself a cause of inter-group conflict
- Conflicts involving language are not really about language, but about fundamental social inequalities

# Language Conflicts

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# Language Politics in Europe

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# Language Politics in Europe

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- The long-term objective for all EU citizens is to speak two languages in addition to their mother tongue



# **Europeans and their languages**

**(Survey by the European Commission in 2006)**

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56% of citizens in the EU Member States are able to hold a conversation in one language apart from their mother tongue, 28% in at least two other languages and 11% in at least three languages; however, 44% said they could only hold a conversation in their mother tongue.

# Language politics in Germany

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**Language skills:** 67% of German citizens claim to be able to communicate in at least one foreign language and 27% in at least two languages other than their own

**Recognised native minority languages** in Germany (i.e. officially protected by the European Charter for Regional or Minority Languages): Danish, Low German, Sorbian, Romany and Frisian (i.e. officially protected by the European Charter for Regional or Minority Languages)

**Most used immigrant languages:** Turkish, Kurdish, Polish, Russian

# **Linguistic diversity and language politics in Georgia/Ukraine**

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- Recognized native minority languages
- Immigrant languages
- Foreign languages taught in school
- Objectives: Additive or subtractive bilingualism? Linguistic diversity or linguistic assimilation?

# Language Politics

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- Objectives of language politics (e.g. in Germany and Europe)
- Raising awareness for potential language conflicts

# III Aspects of individual Bilingualism

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**What are the advantages of  
being bilingual?**

# The Advantages of Being Bilingual

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- **Communication advantages:**  
wider communication; literacy in two languages
- **Cultural advantages:**  
two “language worlds“ of experience; greater tolerance
- **Cognitive advantages:**  
thinking benefits (e.g. creativity)
- **Character advantages:**  
raised self-esteem; security in identity
- **Curriculum advantages:**  
increased curriculum achievement
- **Cash advantages:**  
economic and employment benefits

# Questionnaire

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- “The linguistic development of a bilingual child is slower than the development of a monolingual child.”
- “Children can learn up to 4 languages simultaneously without confusion.”



## **Three-stage model for early phases of language development**

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- A) One lexical system
- B) Development of two distinct lexical levels (but: same syntactic rules)
- C) Differentiation of two linguistic systems, lexical as well as syntactic

- 
- “Bilinguals often switch within one sentence from L1 to L2 without noticing.”

Examples:

- “Les femmes et le vin ne ponimayu.” (French-Russian: “Women and wine I don’t know much about“)
- “Sometimes I’ll start a sentence in Spanish y terminó en español.”

## **Strategies by parents**

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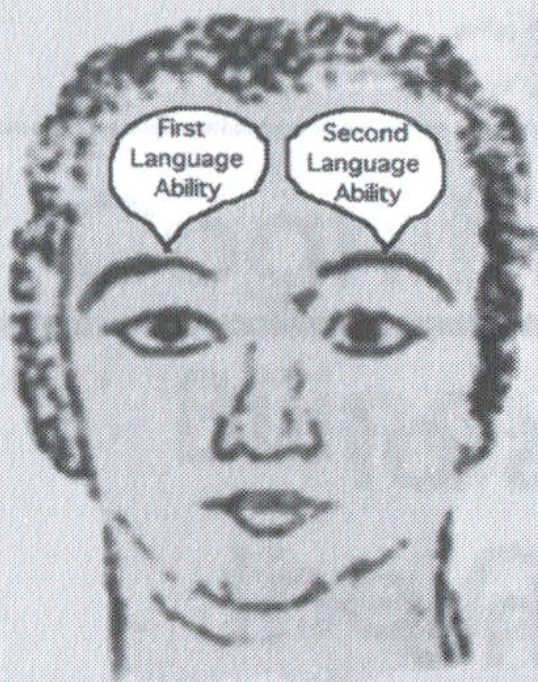
- Consistency in language choice
- One language – one parent-principle
- Sufficient and similar input in both languages
- Minority language only inside the home, majority language outside the home

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How are the two languages represented in the brain?

Is there just one language system or are there two different language systems?

Separate Underlying Proficiency



Common Underlying Proficiency



# Extended System and Dual System Hypothesis (Paradis 1981)

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A B A B B A B A A B  
B A B B A B A A B A  
B B A B A A B A A B  
B B A B A A B A A B  
A B A B B A B A A B  
A B A B A B A B A B

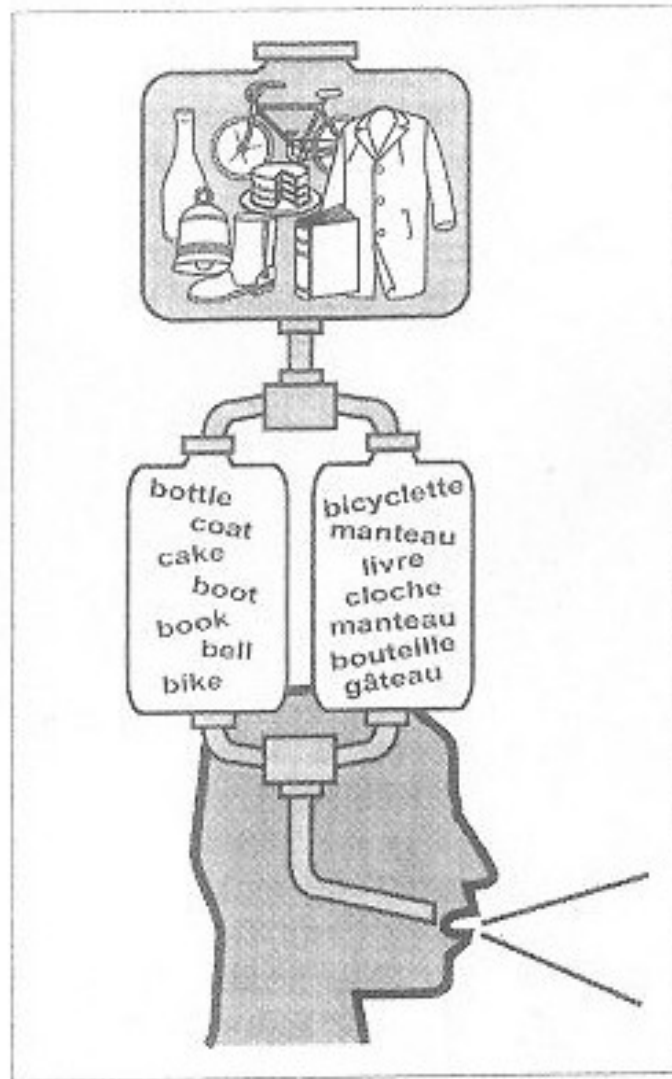
*Extended System*

A A A A A      B B B B B  
A A A A A      B B B B B  
A A A A A      B B B B B  
A A A A A      B B B B B  
A A A A A      B B B B B  
A A A A A      B B B B B

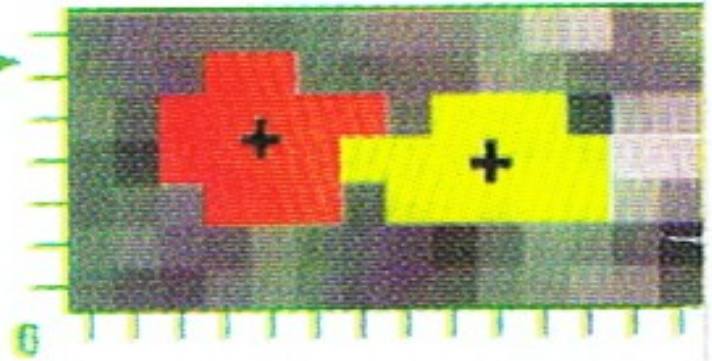
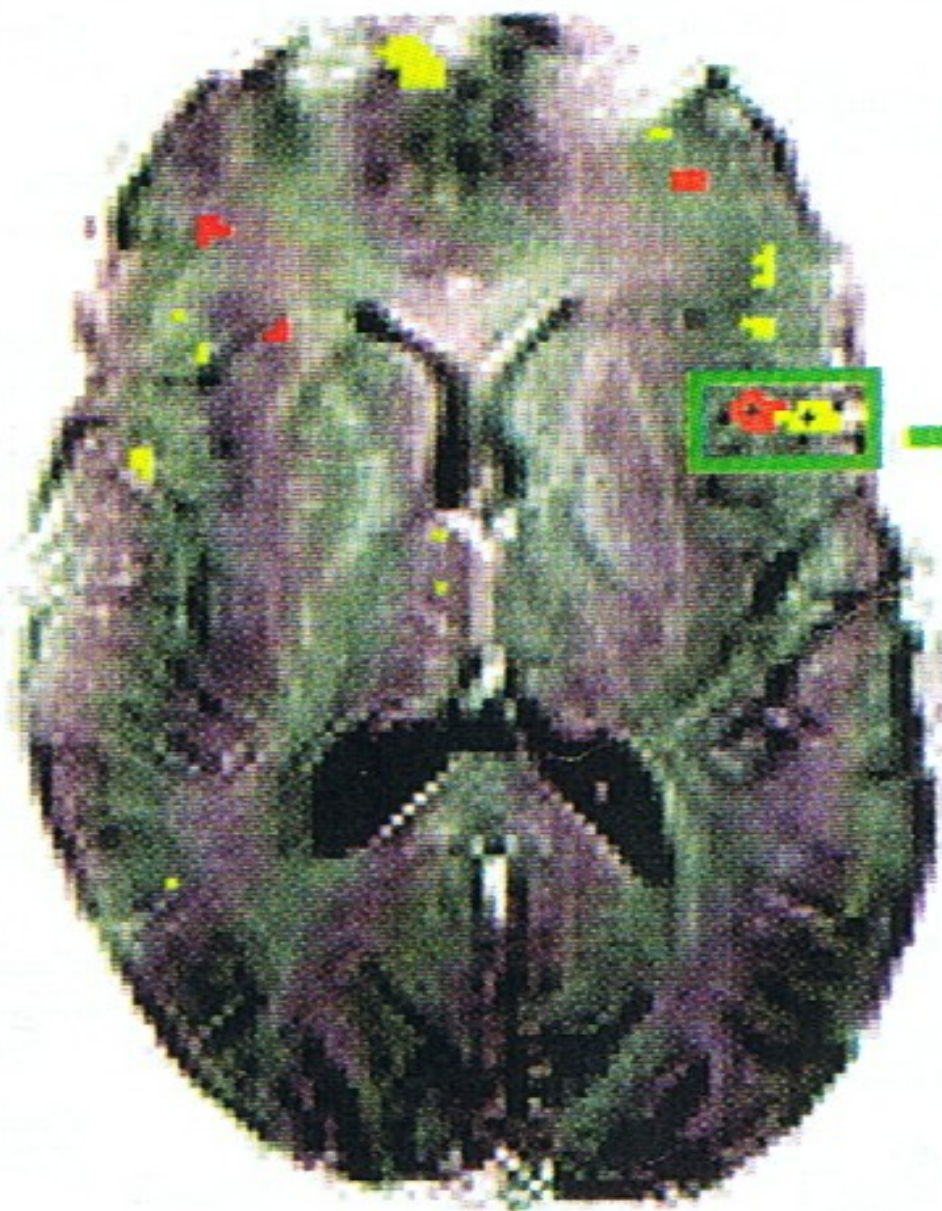
*Dual System*



# Three-store hypothesis (Paradis 2004: 197)



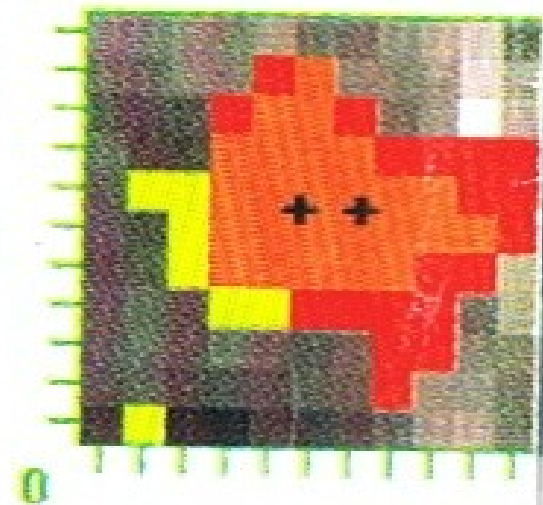
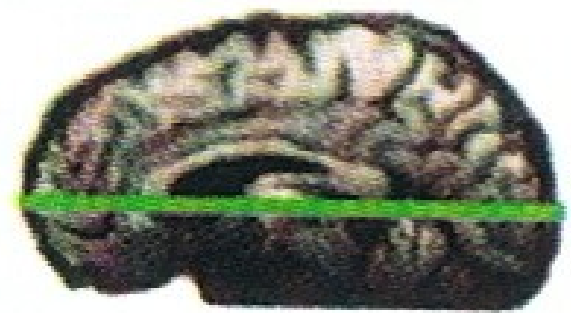
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- Native (English)
- Second (French)
- + Centre-of-mass



R



- Native 1 (Turkish)
- Native 2 (English)
- Common
- + Centre-of-mass

## **Evidence from Neurophysiology**

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- The same neuronal network is active in simultaneous bilingualism (Broca's Area)
- Different neuronal networks are active in successive bilingualism
- Establishing a new, autonomous network requires greater efforts - that's why it might later be more difficult to learn L2

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- “Bilingualism has negative effects on intelligence.”

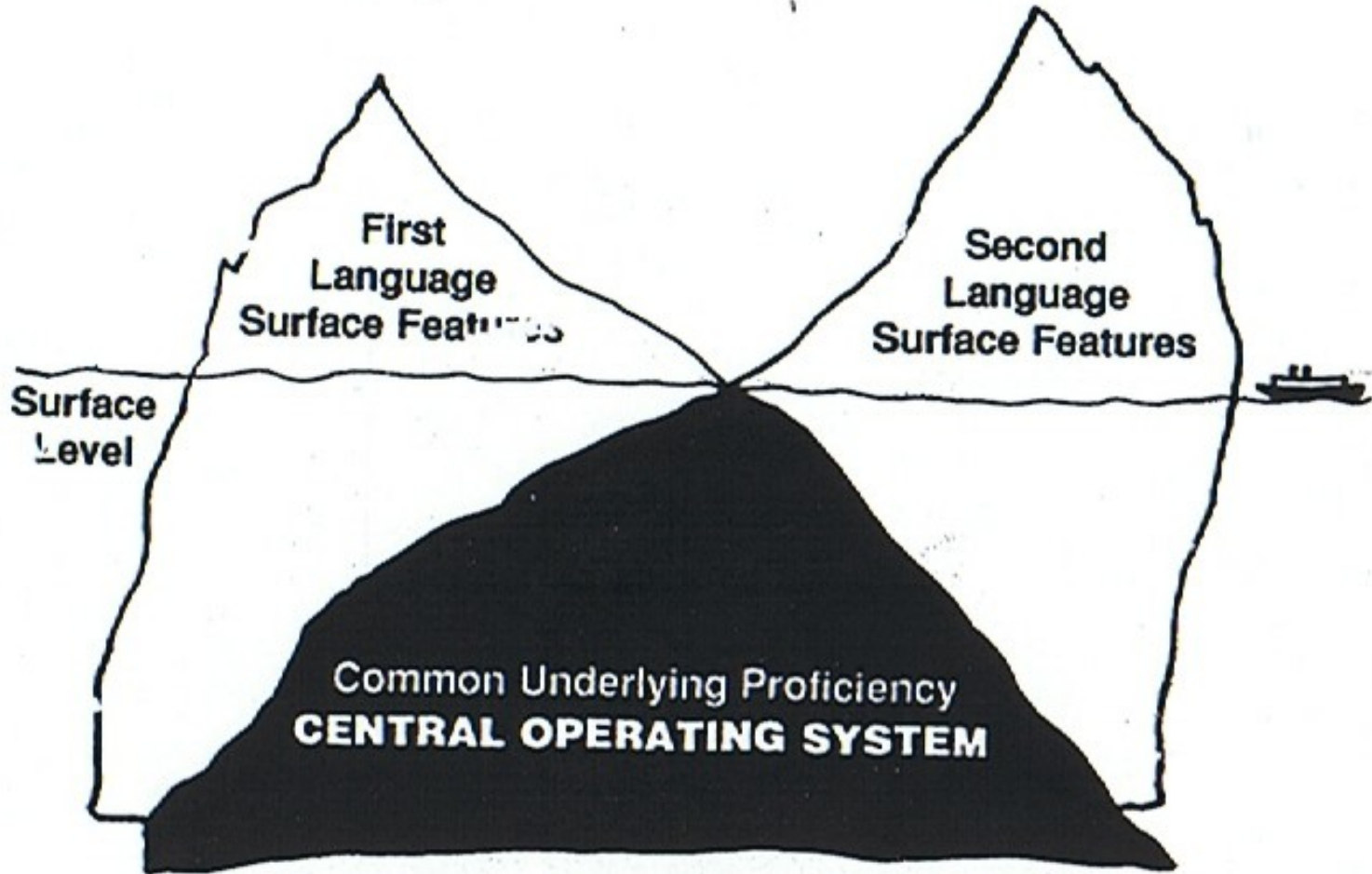
# Creative thinking

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The ownership of two languages increases

- Fluency
- Flexibility
- Originality
- Elaboration in thinking

## Cummins' Iceberg Model



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- “The earlier a second language is learned the better.”

## **Ten good reasons for early language learning**

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- 1) The younger the children, the more likely they can draw on their innate language acquisition device which has also been successful in L1A (Rothweiler 2006, Tracy 2007)
- 2) Motivation is generally very high and there is little inhibition to talk
- 3) Children can imitate well, for instance, pronunciation
- 4) Early language learning offers the opportunity to acquire an additional language in a natural context

## **Ten good reasons for early language learning**

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- 5) The earlier contact has been established with another language the more time there is for progress in more complex areas (e.g. syntax)
- 6) Early language contact may have positive cognitive effects.
- 7) The brain appears to be more likely to be capable of absorbing and integrating linguistic input.



## **Ten good reasons for early language learning/early immersion**

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- 8) Multilingualism is the norm, monolingualism is the exception
- 9) Early contact may provoke interest in linguistic and cultural diversity and help to avoid ethnocentricity
- 10) Early language acquisition (e.g. of English) can be seen as a “Gateway for the learning of other languages“ (EU-Commission 2003: L1 + two additional languages)

# Start early and finish late!

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## **Key points in research**

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- Bilinguals do not have a lower IQ
- Research has moved from investigating detrimental effects to additive effects
- Balanced bilingualism is rather rare, but possible
- Bilinguals may have cognitive advantages, e.g. linguistic creativity and metalinguistic awareness

# Individual Bilingualism

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- Advantages of being bilingual
- Bilingual Families
- Bilingualism and cognition
- The linguistic development of bilingualism
- Code-switching
- The mental representation of two languages in the brain

# IV Multiculturalism

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# Challenges for learners

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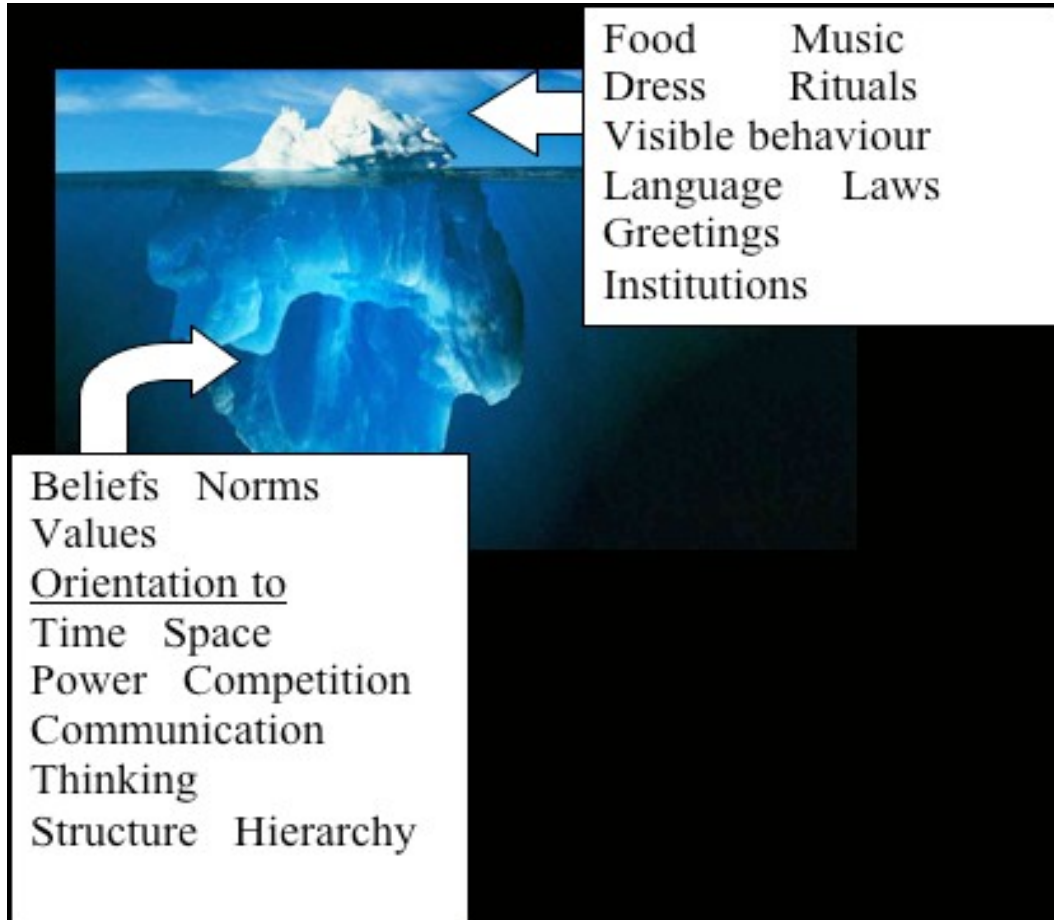
- Bridging the gap between what is said and what is meant
- Interpreting “invisible“ meaning and detecting cultural differences
- Acting in a linguistically, sociolinguistically and pragmatically appropriate way (Council of Europe, 2001: 9)

# **Language and Culture are intrinsically linked**

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# The iceberg concept of culture





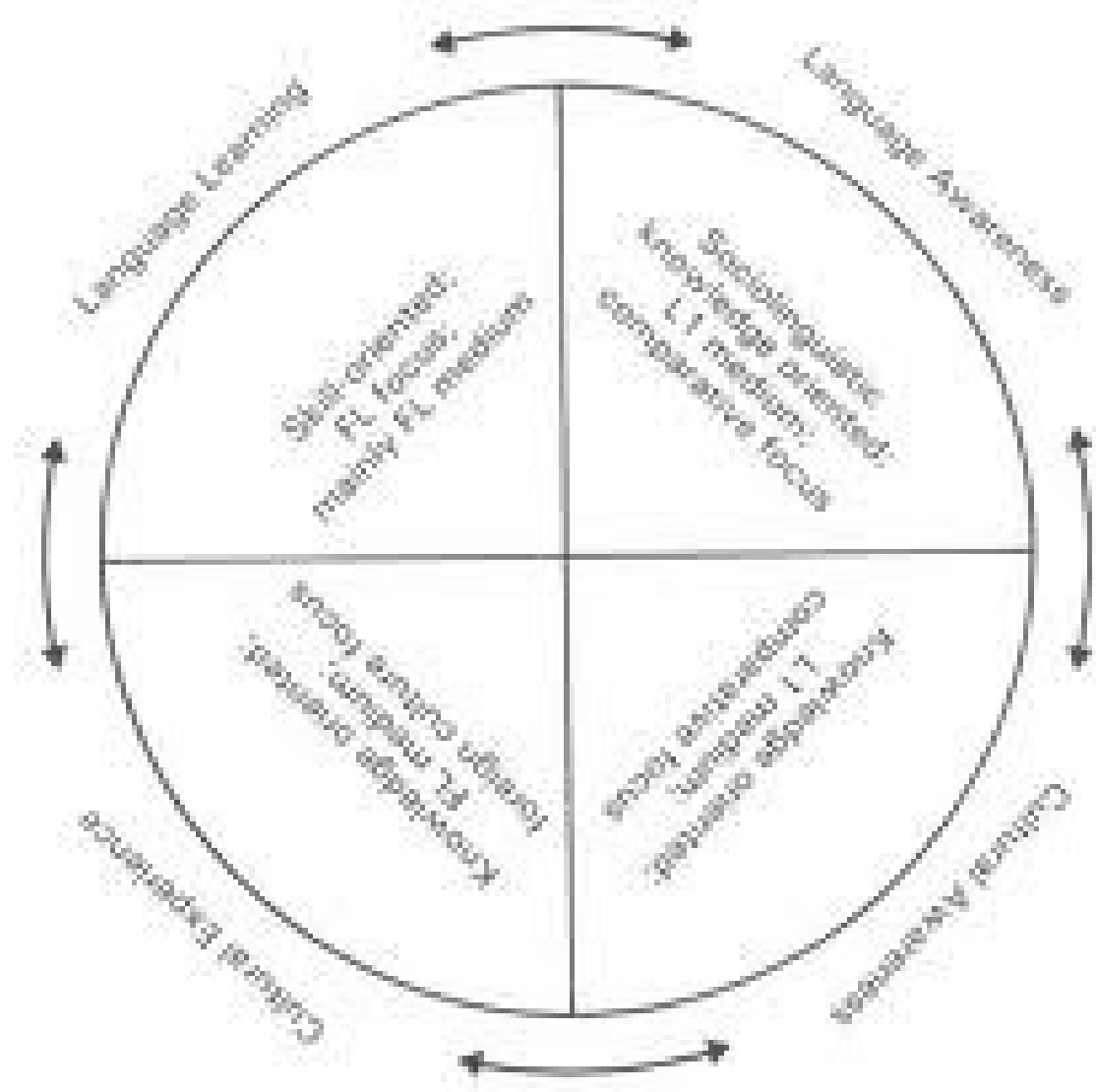


FIGURE 2.1 The language and culture teaching process

# Intercultural Communicative Competence

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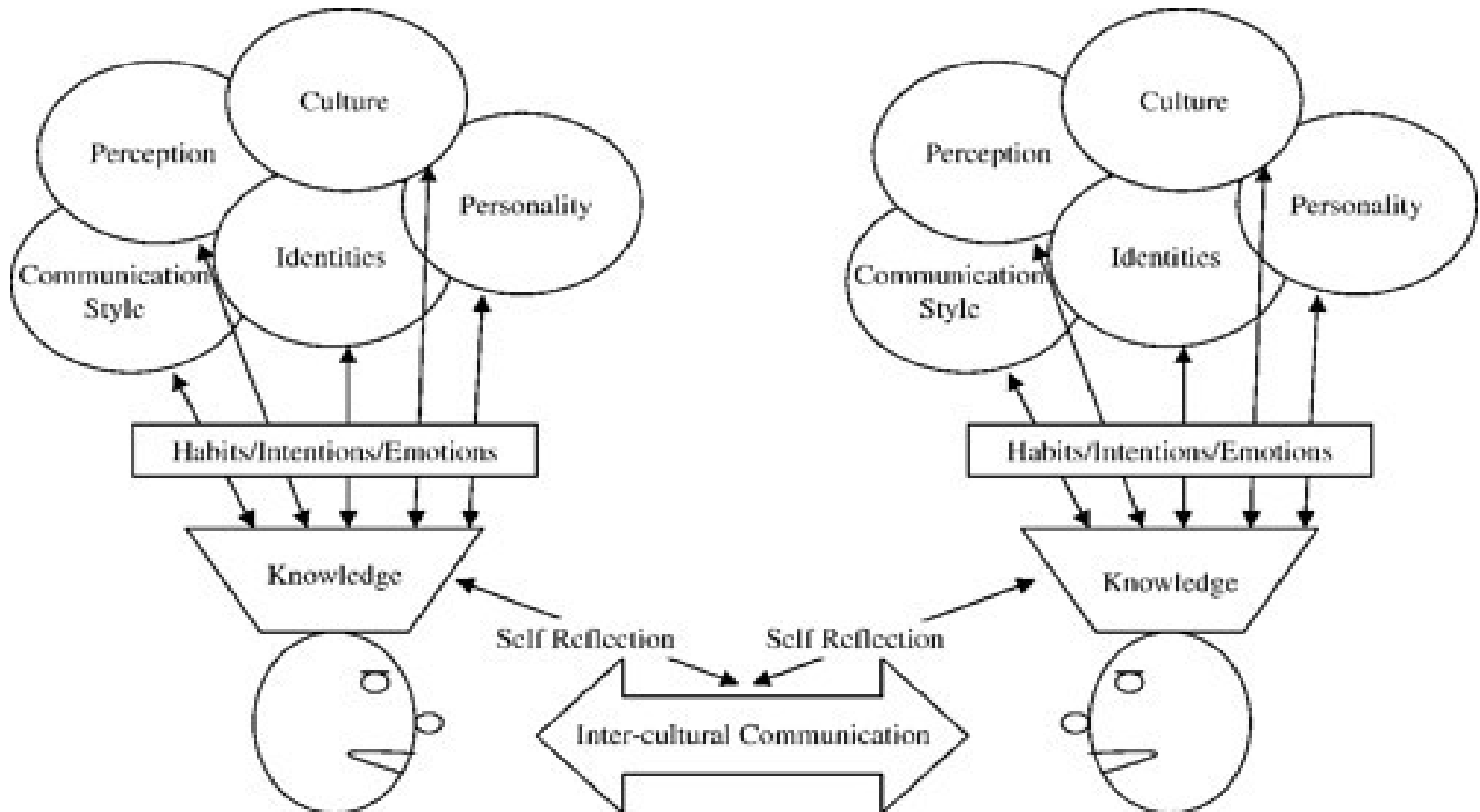


# Byram's Model of Intercultural Communicative Competence

Figure 3  
Dimensions and components of ICC

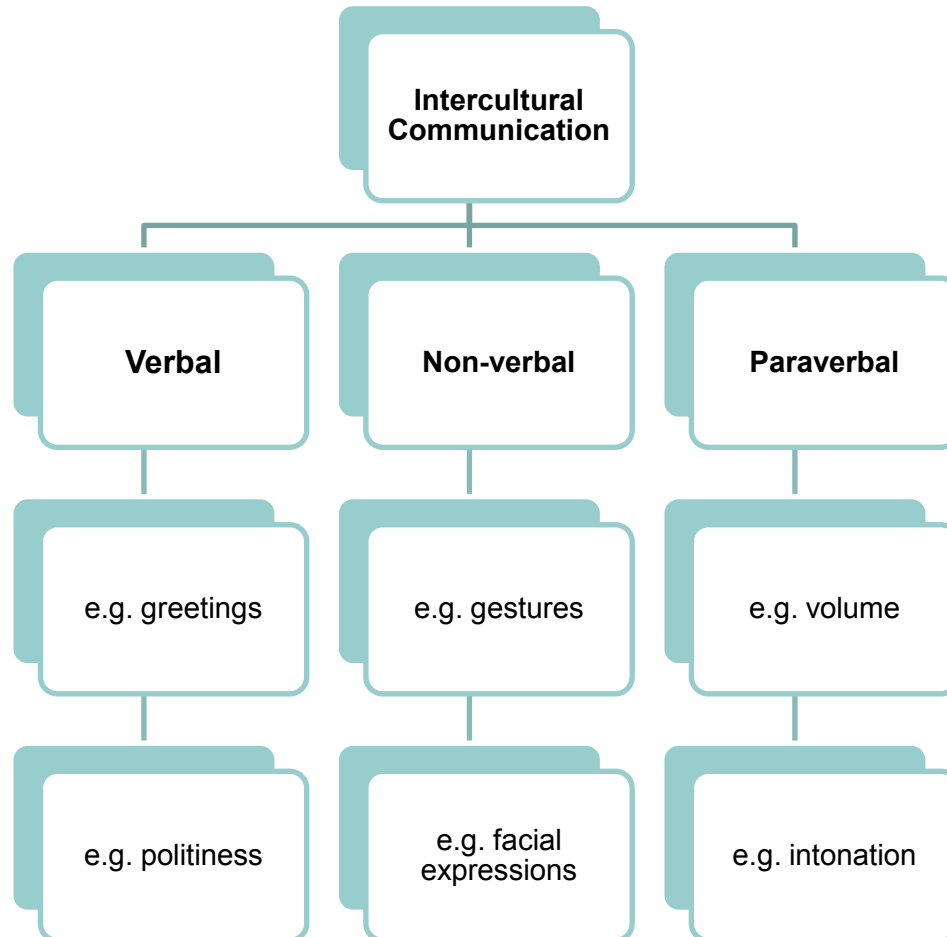


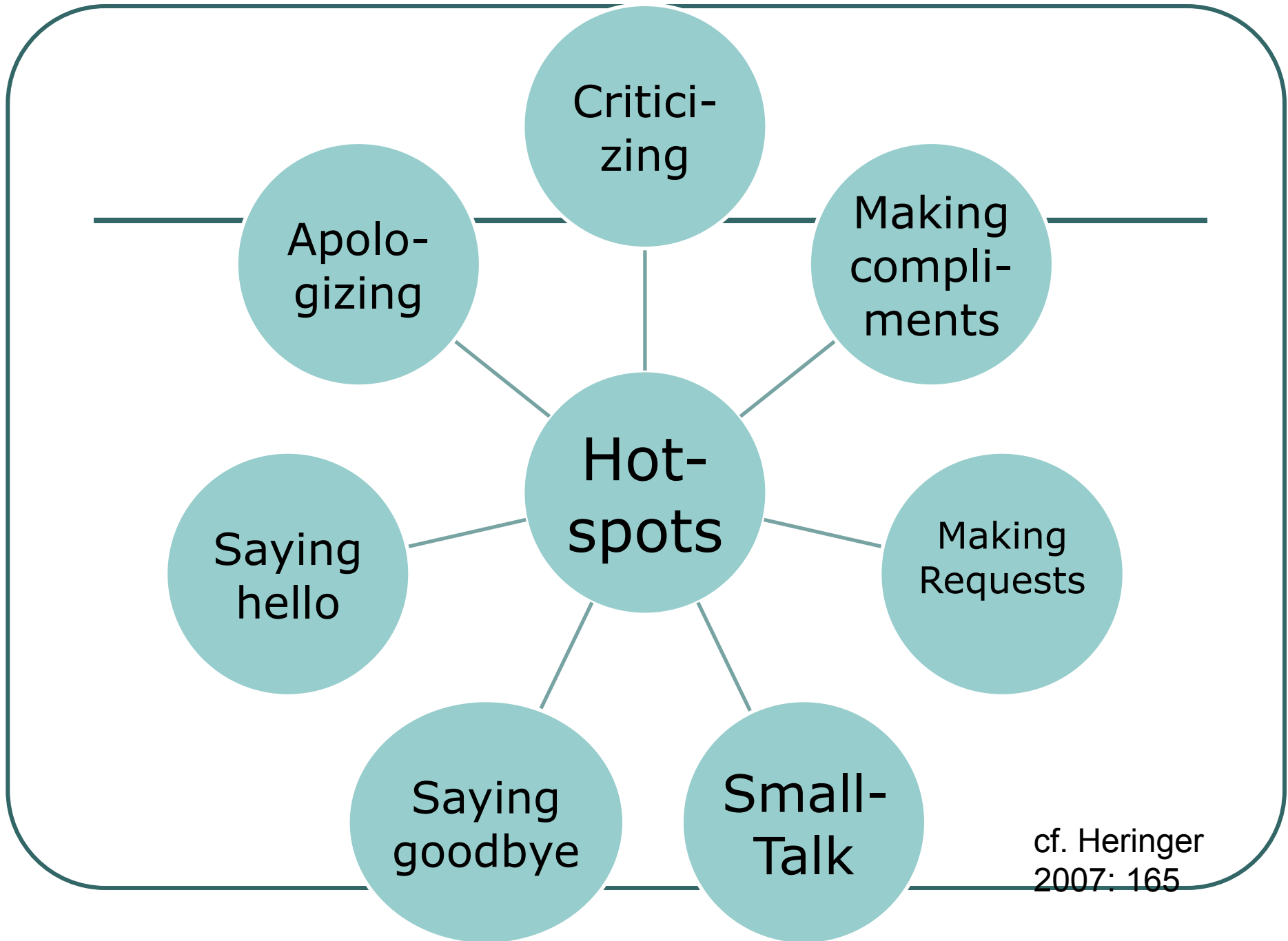
# Intercultural Communication



# Intercultural Communication

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cf. Heringer  
2007: 165

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How are you?



Fine, thanks. And you?

# Sociopragmatic Failure

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= culture-specific, i.e. there is a failure to identify the situation and social reality correctly due to different cultural principles and values

How do you  
like the US?













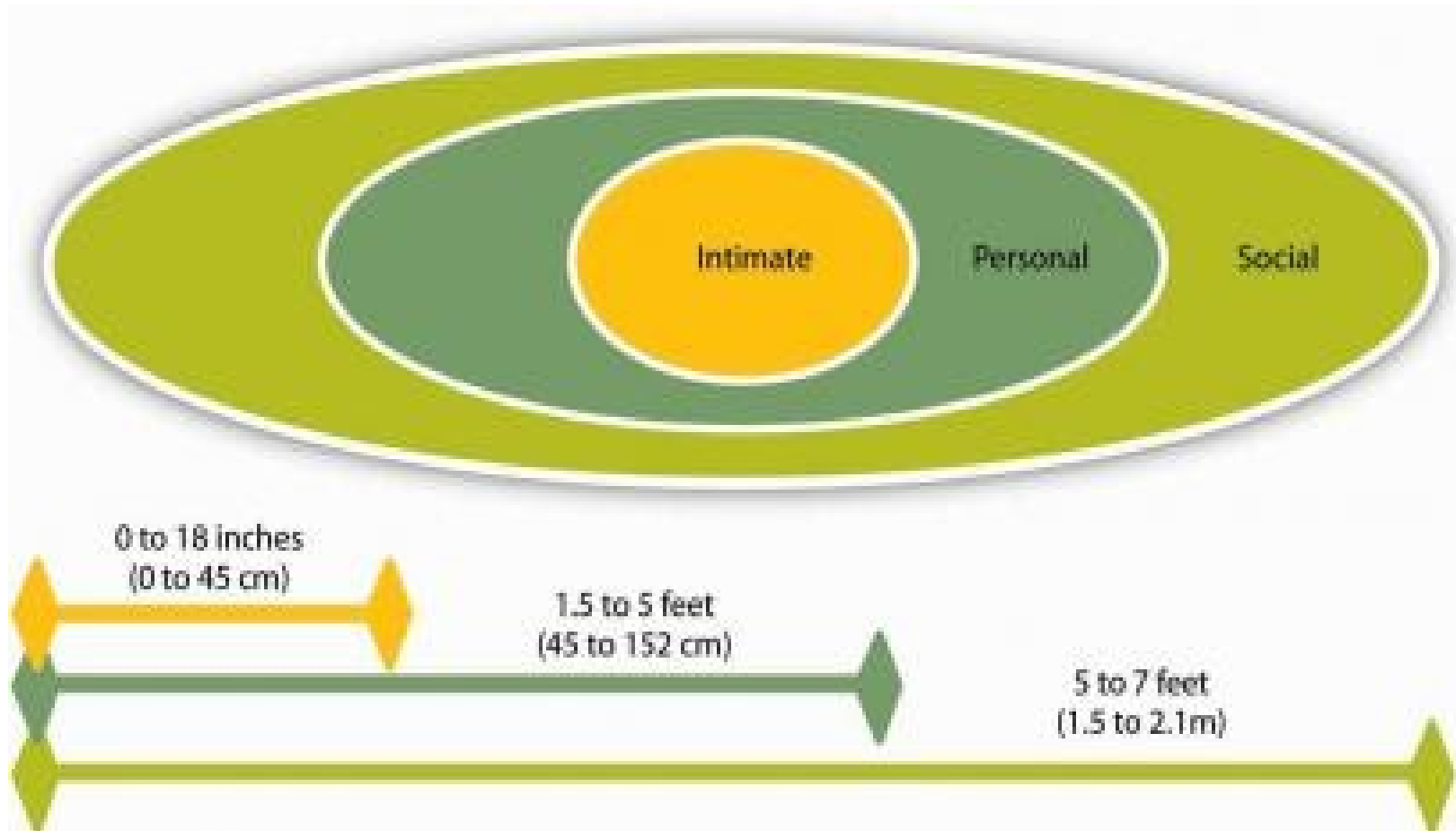
# Proxemics

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# Proxemics (Edward T. Hall)

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# Implications for teaching

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- Language Learning is more than the acquisition of vocabulary or grammar
- Language use is based on pragmatic conventions, norms and rules that are not necessarily universal, but culture-specific
- L1 Pragmatic norms may be transferred to L2
- Pragmatic competence should be promoted in the EFL classroom

# Multiculturalism

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- Different model of multiculturalism
- Concept of Intercultural Communicative Competence
- Raising awareness for potential differences in verbal, nonverbal and paraverbal communication
- Developing pragmatic competence



# **V Bilingual Education**

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A comparison of the different types of bilingual education programme models and their perceived effectiveness

# **Bilingual programmes...**

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... aim to introduce languages very early

... seek to bring students to an age-appropriate level in both languages.

... focus on teaching students to near native level in L2

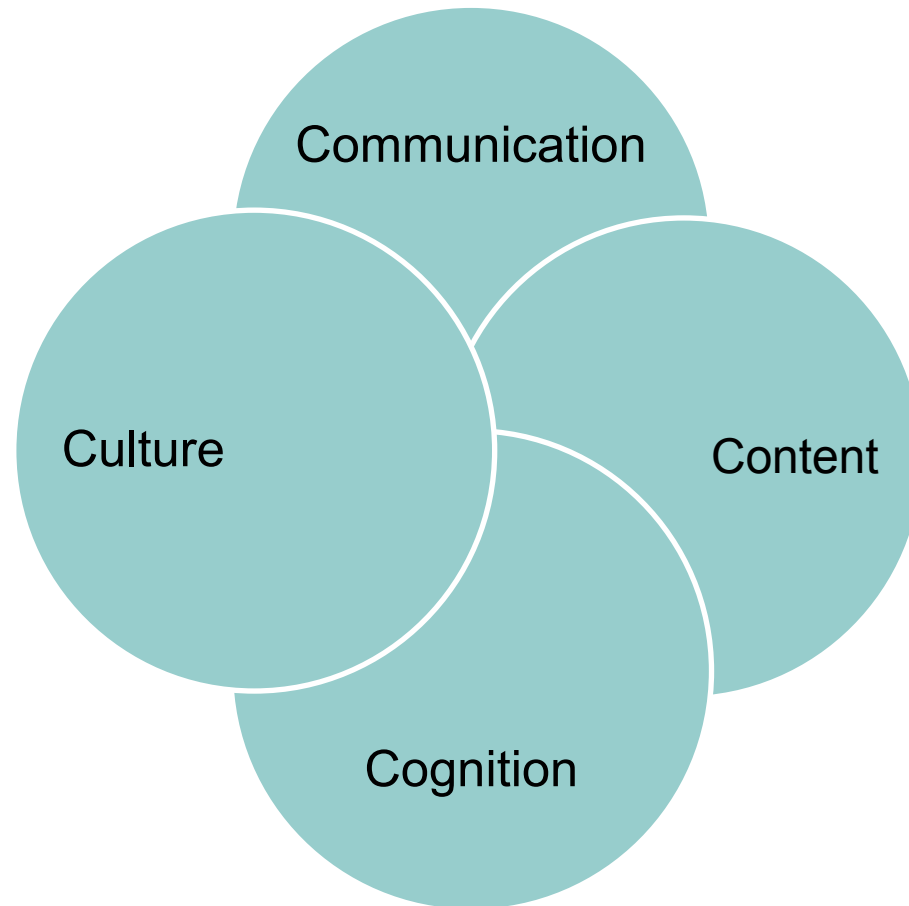
## **Aims of bilingual education** (Ferguson et al. 1977)

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- (1) To assimilate individuals or groups into the mainstream of society; to socialize people for full participation in the community
- (2) To unify a multilingual society; to bring unity to a multi-ethnic, multi-tribal, or multi-national linguistically diverse state
- (3) To enable people to communicate with the outside world
- (4) To provide language skills which are marketable, aiding employment and status
- (5) To preserve ethnic and religious identity
- (6) To reconcile and mediate between different linguistic and political communities
- (7) To spread the use of a colonial language, socializing an entire population to a colonial existence
- (8) To strengthen elite groups and preserve their position in society
- (9) To give equal status in law to languages of unequal status in daily life
- (10) To deepen understanding of language and culture

# The 4 Cs

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# General types of bilingual education

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- **Transitional Bilingual education:**

aims to shift the child from the home, minority language to the dominant, majority language

- **Maintenance Bilingual education:**

attempts to foster the minority language in the child, strengthening the child's sense of cultural identity and affirming the rights of an ethnic minority group in a nation

# Weak forms of education for bilingualism

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- Submersion (Structured immersion)
- Segregationist
- Transitional
- Mainstream schools with Foreign Language Teaching
- ⇒ **Bilingualism is NOT fostered in school**
- ⇒ **General objectives: MONOLINGUALISM and ASSIMILATION**
- ⇒ **Subtractive Bilingualism**

# Strong forms of education for bilingualism

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1. Maintenance/Heritage Language programs
2. Immersion programs
3. Content and Language Integrated Learning (CLIL)

⇒ **General objective: Additive Bilingualism**, i.e. maintenance of home languages and cultures as well as competence in the majority language/ in an additional language

# 1) Maintenance and heritage language programs

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**Idea: “language minority children use their native, ethnic, home or heritage language in the school as a medium of the instruction and the goal is full bilingualism“**

- **Typical type of child:** language minority
- **Language of the classroom:** bilingual with initial emphasis on L1
- **Societal and educational aim:** maintenance, pluralism and enrichment
- **Aim in language outcome:** bilingualism and biliteracy
- **Examples:** New Zealand, Wales, Ireland



# Characteristics of heritage language programs

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- 1) The term “heritage language” may also be called “native language”, “ethnic language”, “minority language”, “ancestral language”, “aboriginal language” or “community language”
- 2) Parents will often have the choice of sending their children to mainstream schools or to developmental maintenance programs
- 3) The home language will often be used for approximately half or more of the curriculum time
- 4) Developmental maintenance schools are mostly elementary schools
- 5) The justification given for such programs is also that a minority language is easily lost, a majority is easily gained – thus a “language shelter” must be created

## A Bilingual Sign with a Double Message

MAE'R TIR HWN YN  
BREIFAT

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DIM OND FOBL LLEOL  
GYDA'R NOS YN LING,  
A FHTSGOTWYR GYDA  
THRWDDED, GAIFF FYND  
Y FFORDD HTN.  
RHOWCH HELP I NI I GADW'R  
YMWELWYR A THRESPASWYR  
ODDI AR Y TIR HWN.  
MAE'R LLWYBR CYHOEDDUS,  
A DDEFNYDDIR YN YSTOD  
Y DYDD YN DECHRAU'N UWCH  
I FYNY'R FFORDD.

THIS LAND IS STRICTLY  
PRIVATE

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ENTRY IS PROHIBITED  
UNLESS YOU ARE  
CARRYING A FISHING  
LICENCE.  
THE PUBLIC FOOTPATH  
AND PADARN LAKE WALK  
TO LLANBERIS START  
FURTHER UP THE ROAD.



## **MAE'R TIR HWN YN BREIFAT- A Bilingual Sign with a double message**

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### **English version:**

„This land is strictly private. Entry is prohibited unless you are carrying a fishing license.“

### **Welsh version:**

„This land is private. Only local people may go this way. Help us to keep tourists off this land.“

# **Strong forms of bilingual education**

## **2) Immersion**

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**Idea: “bilingualism as an intended outcome“**

- **Typical type of child:** language majority
- **Language of the classroom:** bilingual with initial emphasis on L2
- **Societal and educational aim:** pluralism and enrichment
- **Aim in language outcome:** bilingualism and biliteracy

A blue-tinted image featuring a central circular ripple pattern. In the center of the ripples, a fish is visible, swimming towards the right. The word "IMMERSION" is written in a white, spaced-out, sans-serif font across the middle of the image, superimposed over the ripple pattern.

IMMERSION

# Sink or swim



# General types of immersion

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- **Early partial/total immersion**  
kindergarten, primary grades
- **Delayed or middle immersion**  
middle elementary grades
- **Late immersion**  
end of elementary school, beginning of secondary school
- **Double immersion**  
two non-native languages as media of instruction

## **Core features of a prototypical immersion program (Johnson/Swain 1997: 6)**

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1. The L2 is a medium of instruction.
2. The immersion curriculum parallels the local L1 curriculum.
3. Overt support exists for the L1.
4. The program aims for additive bilingualism
5. Exposure to the L2 is largely confined to the classroom.
6. Students enter with similar (and limited) levels of L2 proficiency.
7. The teachers are bilingual.
8. The classroom culture is that of the local L1 community.



### **3) Content and Language Integrated Learning (CLIL)**

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- Umbrella term for the simultaneous learning of subject matter and language
- Different models: bilingual projects, bilingual modules, bilingual classes, bilingual schools (e.g. European Schools)

# Displaying a Biology Fair Project

What you thought would happen

Title

What you wanted to find out

**Procedure**

1. With a pipette I took a water flea from a colony and put it with a drop of water on a glass slide with a drop of water in the middle. I covered it with a cover slip.
2. I put the slide under the microscope with 40x magnification.
3. After 3 minutes I recorded the heart beat of the water flea.
4. With another pipette, I added a drop of coffee into the depression of the slide.
5. After 3 more minutes I recorded the heart beat with coffee.

**Does coffee influence the heart rate of water fleas?**

**Purpose:**

To find out if coffee speeds up the heart rate in water fleas, too.

**Hypothesis:**

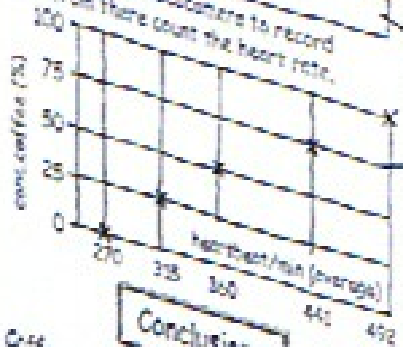
Coffee increases the heart rate of water fleas.

Our family doctor told me about the effects of coffee.

What happened

**Results:**

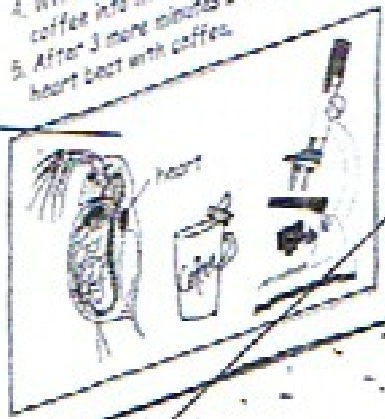
Heart rate beats per minute (average)
pure water
1/4 coffee
1/2 coffee
3/4 coffee
Pure coffee
492



Tables and diagrams

What you did

Pictures and drawings



Who helped you

Research paper

Does coffee influence the heart rate of water fleas?

Materials



What you learned

**Conclusions:**

Coffee increases the heart rate of water fleas.

# Statistics

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- At present there are about 300 bilingual school programs in Germany; rapid growth
- Preference for subjects such as Geography and History – only 14% in Natural Sciences

# General features and objectives of CLIL and immersion programs

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- Natural language acquisition (“Using languages to learn and learning to use languages”)
- “Getting two for the price of one” (content and language)
- Higher L2 proficiency compared with traditional language teaching; Intercultural Communicative Competence
- BICS (*Basic Interpersonal Communicative Skills*) und CALP (*Cognitive Academic Language Proficiency, i.e. special vocabulary and functions such as describing, defining or classifying*)

# Bilingual Classroom Goals

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- High level of academic achievement across all subject and grade levels
- Supportive environment
- Highly interactive classroom
- Interpersonal and language proficiency
- Integration of skills: listening, speaking, reading, writing
- Enhanced self-confidence
- Greater cultural understanding

# Language is the key!

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- every lesson must have language AND content objectives
- plentiful feedback is needed in effective immersion classrooms
- providing plenty of opportunity for communication in the target language

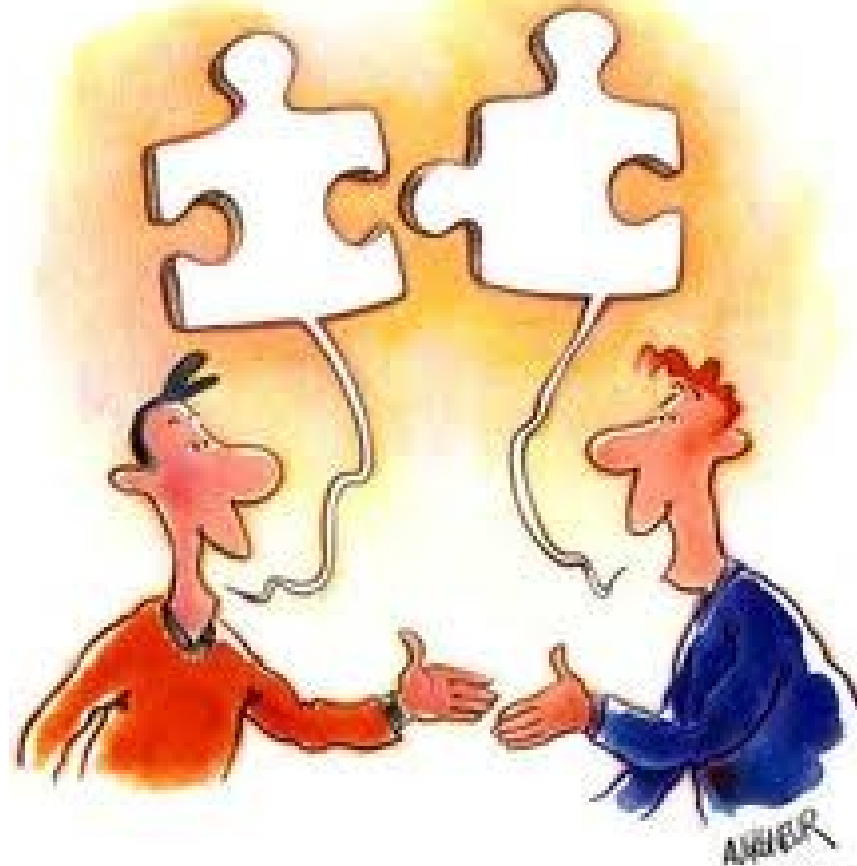
# Challenges

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- Heterogeneous classes/Differentiation
- Assessment
- Materials
- Role of teachers (language experts + subject matter experts)
- Language support/need for simplification/comprehensible input

# Negotiating meaning in a bilingual classroom

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## **Modified interaction**

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- **Comprehension checks**
- **Self-repetition or paraphrases**
- **Communication strategies (e.g. transfer from L1, Code-switching, paraphrasing)**

# **Making language comprehensible**

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- Set up a cooperative learning environment
- Support verbal explanations with non-verbal cues
- “Act out“ the meaning of words:  
Gestures/facial expressions
- Provide opportunities to interact
- Maintain a physical classroom to support immersion language learners

# General Strategies

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- Make content and language links across the curriculum
- Use everyday experience to develop vocabulary
- Tasks must be at an appropriate level of difficulty
- Use visual aids and encourage the students to use them

# **Developing oral language**

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## **Main objective:**

To get all student using the immersion language as much as possible, with increasing complexity and accuracy.

Oral language skills develop when students are actively involved in verbal, social interaction in a non-threatening environment

# **Differences in the classroom**

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- Gender
- Nationality
- Social background
- Different intelligences
- Diverse linguistic and cultural backgrounds

# **Heterogeneous classes**

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In a class of 20 students – 3 students are native English speakers, 9 have no English, 4 are repeating the school year, 2 are already bilingual German/Turkish and 2 are extremely gifted.

**HOW WOULD YOU TEACH THESE STUDENTS A UNIT ON WATER THAT IS CROSS-CURRICULAR IN ITS CONTENT?**

## **Differentiation and planning**

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- Decide who is doing what, with whom, and what you expect the results to be
- Peer support
- Interest/mixed ability groups
- Learning contracts
- Keep the parents informed about classroom themes and provide them with suggestions for additional activities

# **Heterogeneity and Differentiation**

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- Tasks (e.g. Think-pair-share)
- Learning stations/learning circle
- Reading diary/reading log
- Different roles (discussion director, passage picker, vocabulary reporter, connector, illustrator, summarizer)





# The Role of the Teacher

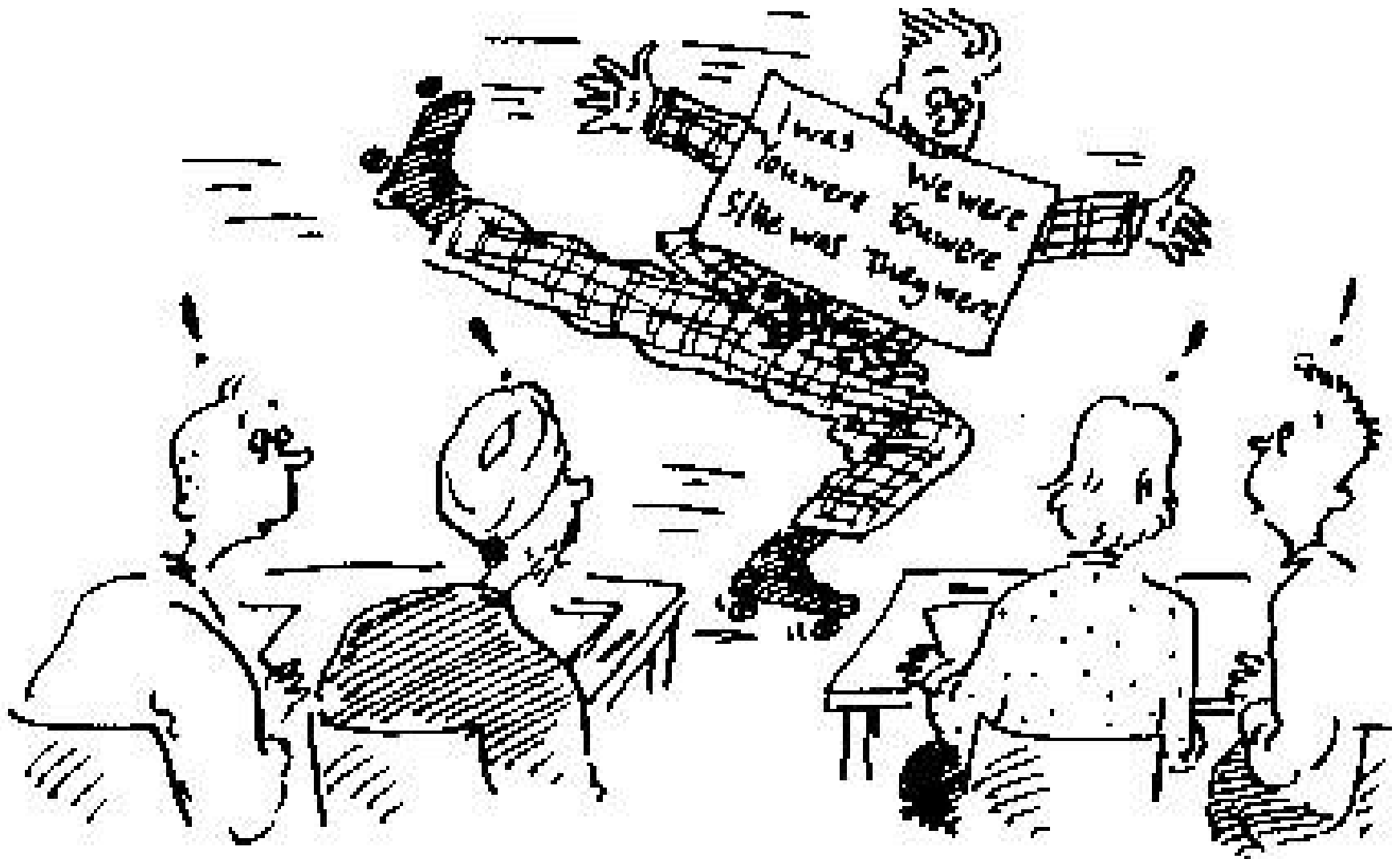
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What kind of teachers have been found to be most effective in a bilingual/multilingual teaching environment?

# The SAGE on the STAGE?



# ...or the **GUIDE** by the **SIDE**?



*Enhancing the input*

# **Bilingual/multilingual education**

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- Objectives
- Strong forms and weak forms of bilingual education
- Immersion
- CLIL
- Principles of language support
- Tasks and materials
- Learner language