

# Addressing Multilingual Teaching from a European Perspective



## MULTILINGUAL CLASSROOMS

An online VirtuLApp Multiplier Event organised jointly with UCLL, Belgium

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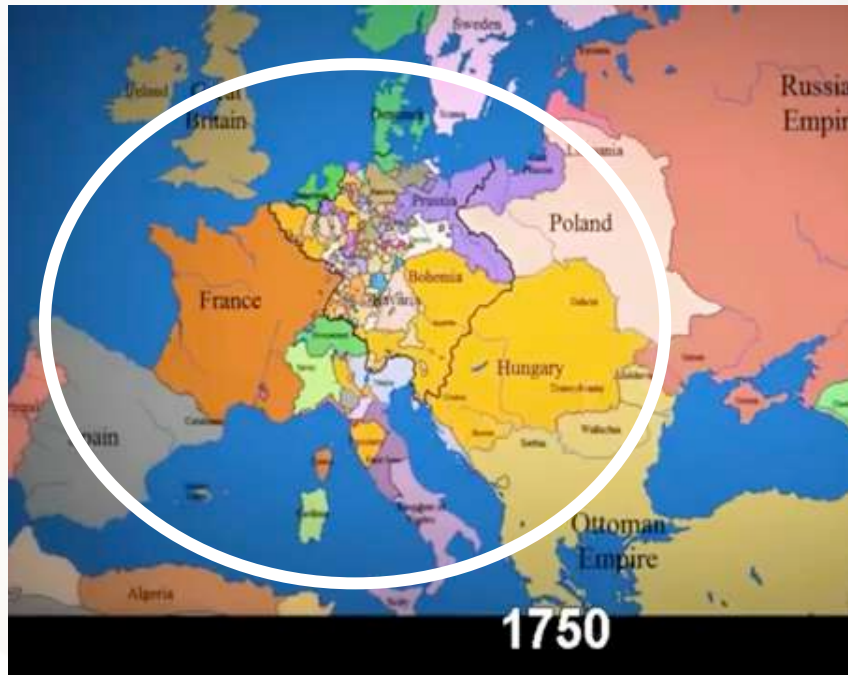
1.

The origins of today's take on  
multilingualism in education

# Genesis of today's European perceptions on multilingualism

Formation of European nation-states in the late 18<sup>th</sup> century

- “Monolingual habitus” (Gogolin 2002)
- “Two solitudes assumption” (Cummins 2008)
- “Parallel monolingualism” (Heller 1999)



Screenshots from: [History of Europe's Borders Time Lapse](#)

# Rise of implicit language hierarchies

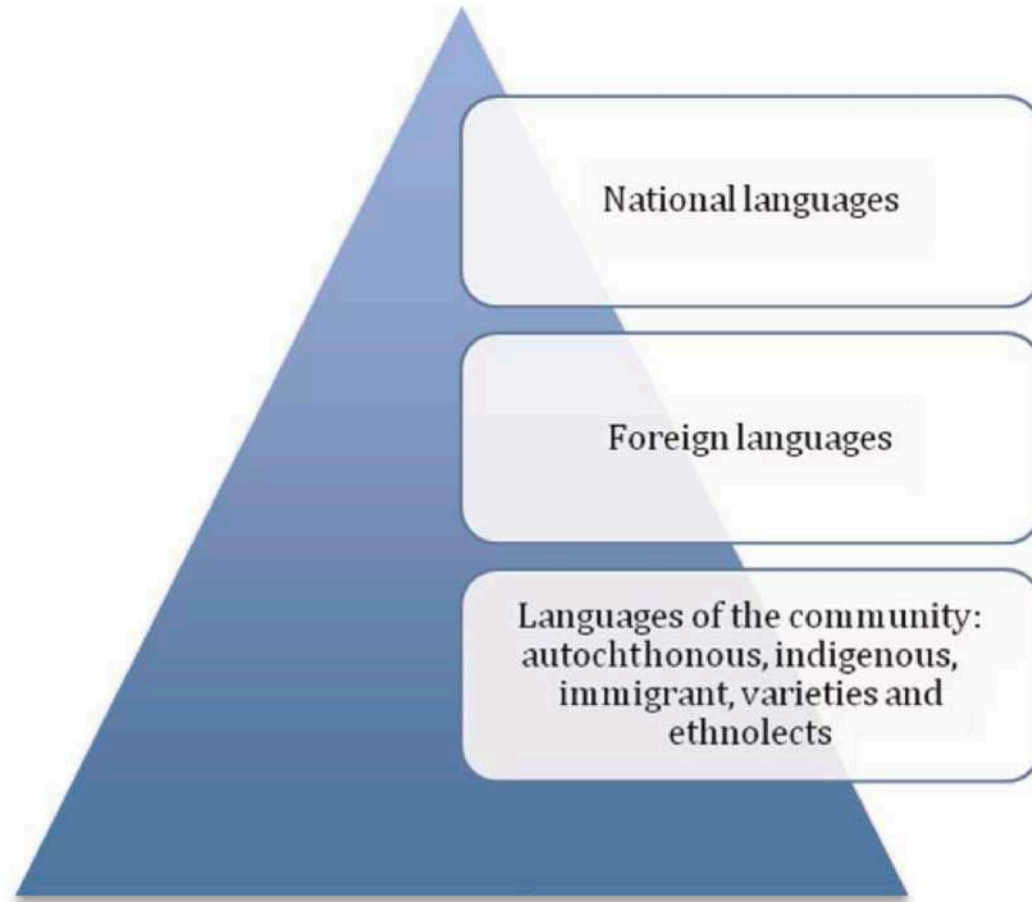


Figure 1. The hierarchy of languages (Clyne, Ellis, & Gogolin, 2010).

2.



# Today's multilingualism in European education



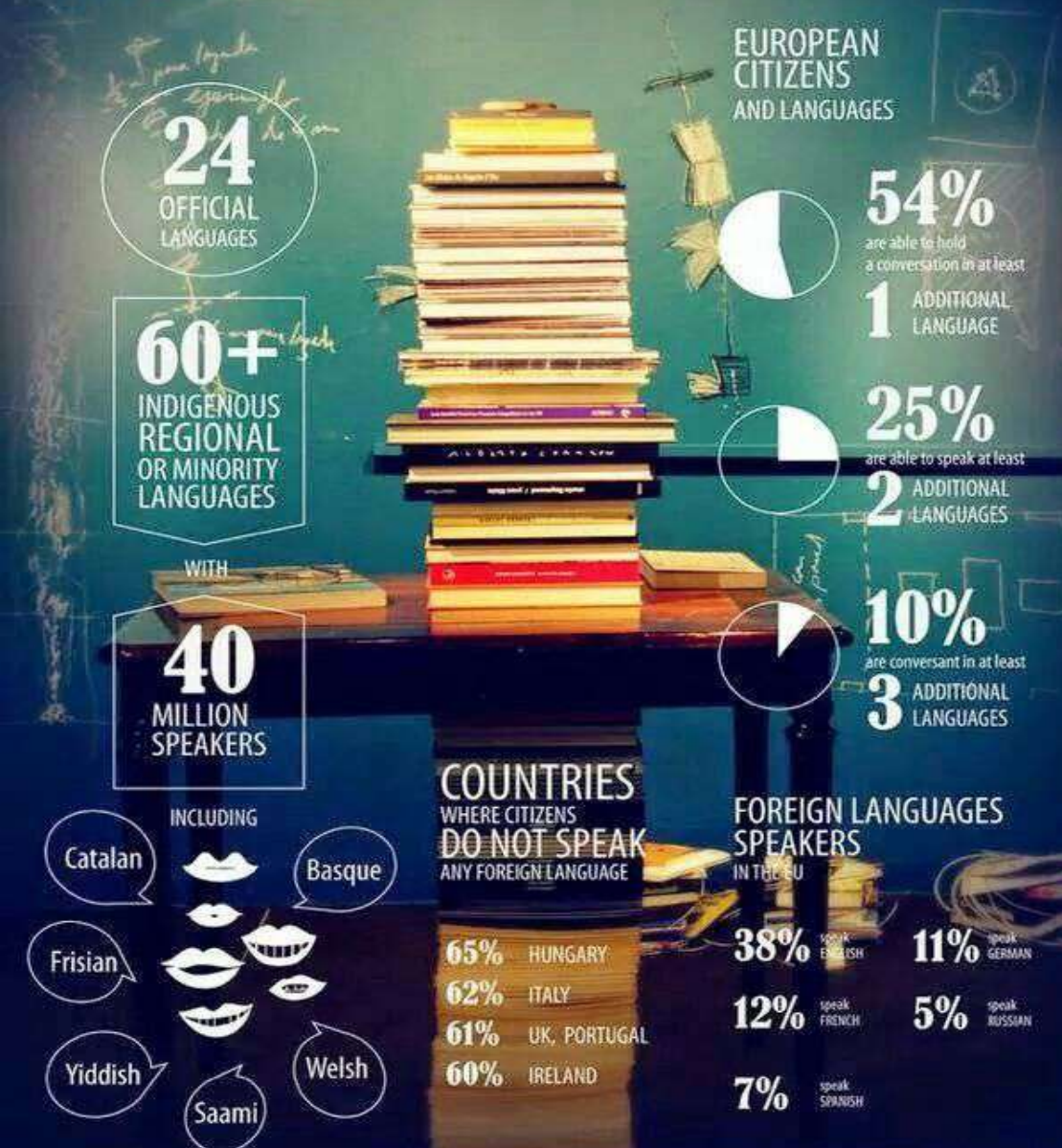
# MULTILINGUALISM IN THE EU

Debating  
Europe



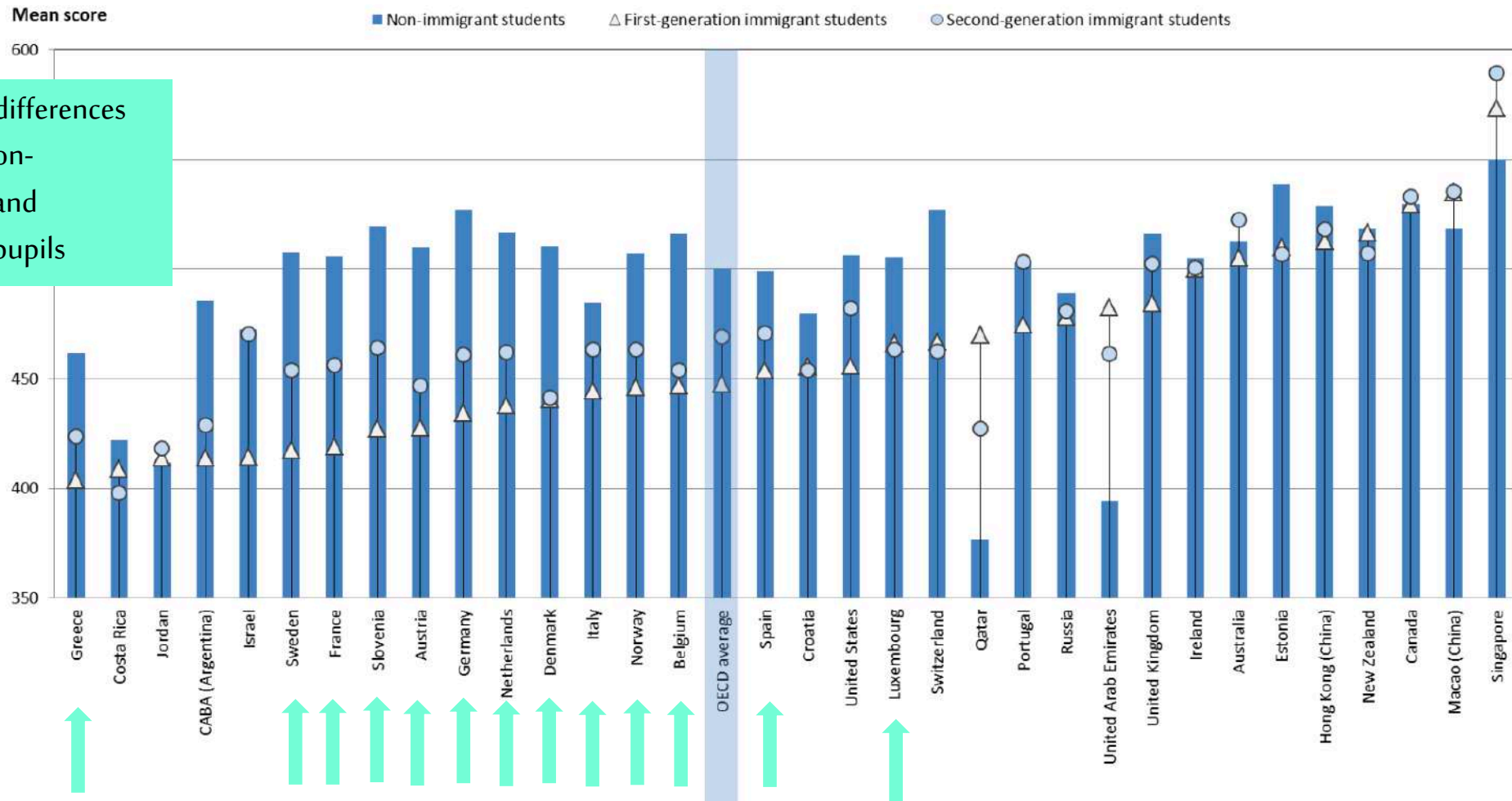
## we want Multilingualism in the EU

- 24 different national languages
- 60 regional and minority languages - 10%
- English as lingua Franca
- Growing number of speakers of a second foreign language
- 21.8 million non-EU-27 citizens living in the EU-27—5%
- 13.3 million persons living in one of the EU-27 Member States with the citizenship of another EU-27 Member State.
- Growing number of citizens with an immigrant background (2nd and 3rd generation)



# Achievement gap

Significant differences between non-immigrant and immigrant pupils



3.

Current trends towards  
multilingualism in European  
education



# How European education systems deal with multilingualism

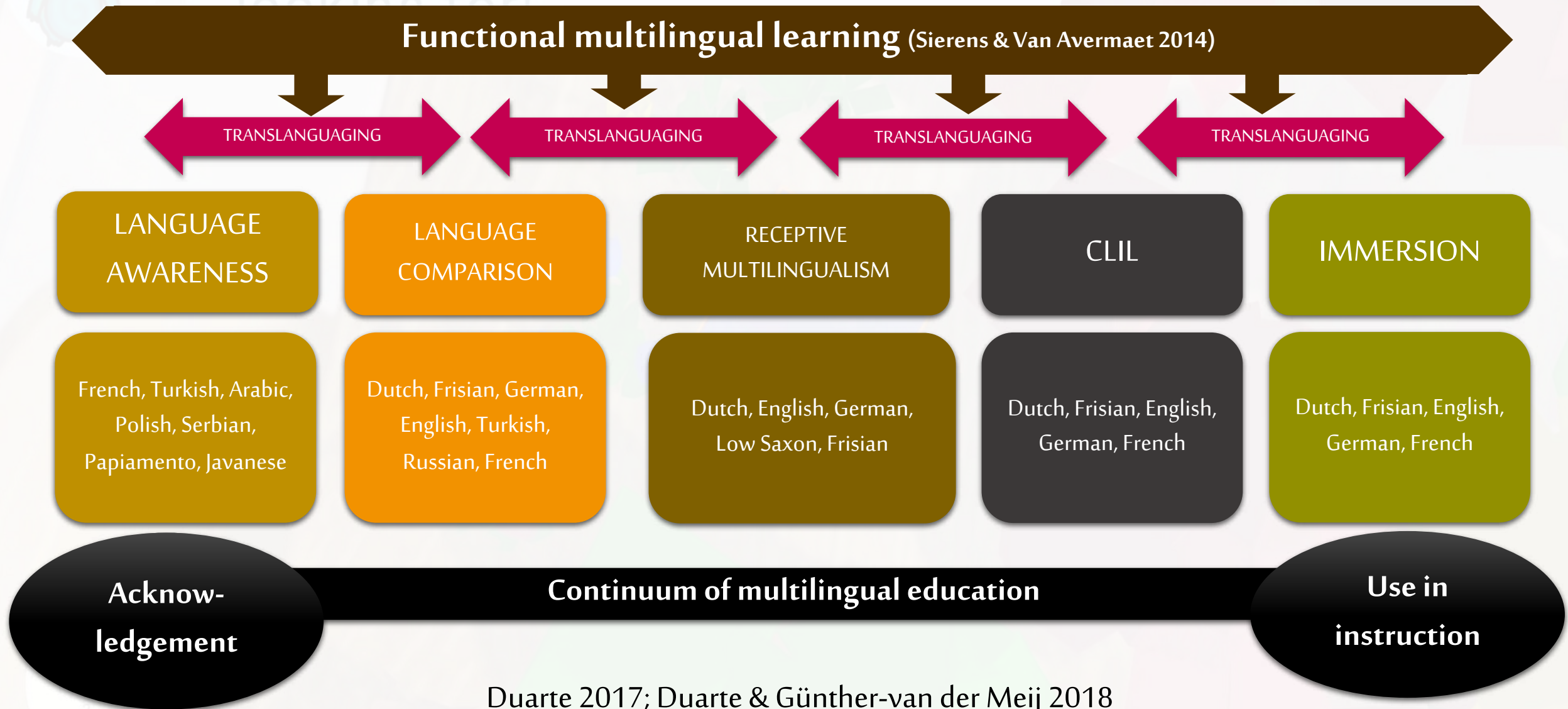
- García and Flores (2012) distinguish four types of approaches towards multilingualism in education:
  1. **second language pedagogy**: focuses on the development of a second or additional language for speakers of other home languages.
  2. **foreign language instruction**: teaches students an additional language, often English, to help them use it in different national and societal contexts.
  3. **bilingual/monoglossic instruction**: two languages are used as a medium of instruction (often also English).
  4. **plurilingual/heteroglossic instruction**: in which the use of several languages is a central part of the curriculum, language policies and practices, and which aims at developing national and foreign languages as well as minority language(s).
- All of these co-exist nowadays in European countries,.

# The 'multilingual turn'

- The “multilingual turn” in language education (Conteh & Meier 2014); multilingual education (Cenoz 2009) & plurilingual approaches (Beacco 2009).

“What would language education look like if we no longer posited the existence of separate languages? How would we teach bilingually in ways that reflect people’s use of language and not simply people as language users?” (García 2007, xiii)

# Holistic model for multilingual education







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# Didactical Videos

Virtual Language App

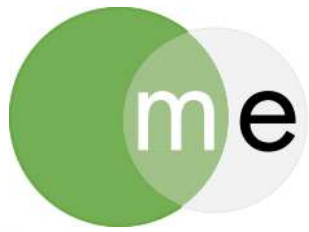




How practitioners perceive a multilingual approach



- Until recently, multilingualism in education reflected implicit language hierarchies and a predominantly monolingual orientation.
- The prevailing achievement gap suggests a need to apply new forms of multilingual education.
- Recent developments suggest a 'multilingual turn' in European mainstream education:
  - Integration of home languages in education (migrant, minority and dialects)
  - Diversification of foreign languages in primary and secondary education
- Tackling current multilingualism in Europe calls for :
  - professionalisation of teachers to develop multilingual education (teacher agency)
  - educational policies based on multilingual ideologies (shift in mindset).



mercator

European Research Centre on  
Multilingualism and Language Learning



virtulapp

# Multilingualism saves lives!



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