

ENG512 FINAL SLIDES

TOPIC 111

Key Topics:

- Geopolitics and shifting stance towards bilingualism and bilingual education

Bilingual education not new:

- At least 4000-5000 years old
- In 1500 BC bilingual education spread throughout the ancient world

Bilingual education not new:

- Greek and Latin bilingual education used to educate Roman aristocrat boys
- Bilingualism seen as enrichment

Bilingual education not new:

- Common for the texts to be written in a register different from that spoken by children
- Translation of classical and religious texts

Key Topics:

- Bilingualism as a problem
- Bilingualism as a right
- Bilingualism as a resource

TOPIC 112

Modernist Theory (20th Century):

- Ideological framework imagined and constructed a nation state and one language
- Bilingualism a problem

Modernist Theory (20th Century):

- Calls for transition from tradition to modern disposition
- Industrialization 19th century- languages selectively standardized & modernized

Modernist Theory (20th Century):

- Focus on national language at the expense of others
- After World War I and II people forced to learn national languages (Latvian - Russian)

Bilingualism instrumental at times to:

- Teach the modernized language
- Assimilate people linguistically

TOPIC 113

UNESCO Resolution (1953):

- Educational failure of children in colonized countries
- Use of mother tongue (MT) in early years

UNESCO Resolution (1953):

- MT use to be extended as far as possible
- Home school disconnect to be addressed

UNESCO Resolution (1953):

- Transitional bilingual education
- Opened the doors of education for the masses

UNESCO Resolution (1953):

- Potential was not fully realized
- Ideologies presenting bilingualism a problem too strong (E.g. Pakistan)

TOPIC 114 BILINGUALISM AS A RESOURCE

Realization:

- De colonization did not always lead to self determination
- Sociohistorical processes at work in language choice

Realization:

- Failure of the modernization theory
- Economic downturn of the 1970s and widening of social inequities
- Questioning of the given system

Realization:

- Language minorities claimed their languages as a right
- Work to reclaim lost languages – identity
- Accommodation approach encouraged

Realization:

- Driven by the concept of individual and collective agency
- Language difference not deficit

TOPIC 115

After the Cold War, Globalization and International Organizations:

- Blurring boundaries of nation states
- Technological advances – role of languages ?

UNESCO Resolution (2003):

- Languages in education for local and global participation
- Multilingual education for linguistically distinct

UNESCO- Three principles:

- MT instruction for quality education
- Bilingual education for equality
- Multilingual education for intercultural understanding

TOPIC 116 BILINGUALISM AS A RESOURCE

Ecological approach (Mulhausler, 2000, 2002):

- Challenge of bilingual education is the balancing act
- Children to manage their linguistic ecology – self regulation

Linguistic Geo-strategies:

- Ensure the co-existence of particular languages
- Different from politico-strategies – when one language is imposed

Linguistic Geo-strategies:

- Bilingual education never been so important in all its complexity and forms
- Monolingual education inappropriate

Bilingualism:

- Ideologies at work shadow the potential of bilingual education
- Linguistic equilibrium important for development and communication.

Post-Assessment

Question # 1 of 6

As a result of industrial and urban developments, languages became -----

Select the correct option

<input type="radio"/>	ancient
<input checked="" type="radio"/>	modern

Post-Assessment

Question # 2 of 6

The reading of sacred texts in one language and discussion in another language refers to ----- education.

Select the correct option

<input type="radio"/>	monolingual
<input checked="" type="radio"/>	bilingual

Post-Assessment

Question # 5 of 6

Bilingual schooling is at least ----- years old.

Select the correct option

- | | |
|----------------------------------|--------------|
| <input checked="" type="radio"/> | 4000 to 5000 |
| <input type="radio"/> | 2000 to 3000 |

TOPIC 1 17 LANGUAGING AND EDUCATION; SCENARIO

Tatyana 14 year old:

- Computer game – French, English, Ukrainian and Russian
- Messages back and forth friends

Tatyana 14 year old:

- Television -languages
- Registers across classes, age groups

Tatyana 14 year old:

- Speaking to her sister- different Ukrainian than that used with her mother
- Russian with father
- Playground-complexity of languages

Tatyana 14 year old:

- In school – playground change of register
- In class – teacher controlled language and task
- IRE (Coulthart)

Tatyana 14 year old:

- Assessments – written devoid of real life complex modes
- Language dominant
- Teacher talk very different from that of children

Langaging and Language Education



Key Topics:

- Language and power
- How languages of unequal power intersect with bilingual education

Key Topics:

- Linguaging – fluid ways in which languages are used in different contexts
- Constructing language

Key Topics:

- Bilingual heterogeneity in schools is much more complex than two standard languages promoted by school

Key Topics:

- State and language
- Globalization vs glocalization
- Purposes of the imposition of certain language codes

Language and Political Control



Constructing language:

- The concept of language deliberately constructed act
- Establishment of academics

Constructing language through history:

- The first in 1572 in Florence to uphold Tuscan dialect of Dante
- 1635 in France to promote clarity in French

Constructing language through history:

- In Spain (1713) Spanish was 'uncontaminated'
- During the 18th century language academies: Europe Syria, Egypt, Iraq, Jordan, Asia

Constructing language: a political act:

- Selection of language-purification-standardization
- Never an official academy for English

Constructing language: a political act:

- Difference between American and British English
- Role of dictionaries (1827 US Noah Webster dictionary)

Constructing language: a political act:

- Spanish – conquest of last Arab kingdom in Granada
- Political power consolidated through language and imposed

Constructing language: a political act:

- A language makes little sense in most traditional societies
- The concept is an European artifact fostered by standardization and literacy

State and Language



Language associated with space:

- State associated with a single language
- Multilingualism in countries brings the assumption in question

Imagined communities (Anderson, 1983):

- Nation states a discursive and imagined community
- Affiliated with language

Imagined communities (Anderson, 1983):

- At the beginning of 20th century only 60 states – 74 after World War II and 200
- Few states monolingual

Imagined communities (Anderson, 1983):

- Monolingualism is constructed as a norm
- Bilingualism [...] is a problem which affects a majority of the world' (Mackey)

Imagined communities (Anderson, 1983):

- Nations – imagined but consequences serious
- Educational system plays an important part

Globalization and Glocalization



Globalization and change:

- Methods of production
- National and global economy integration
- Acceleration of change

Globalization and change:

- New economic trading blocs and sociopolitical organizations
- Transnational democracies - education

Globalization and change:

- Migration, travel, tourism and communication
- Education – influx of students

Globalization and change:

- Difference-simultaneous engagement with multiple languages
- Agency to choose languages

Globalization and change:

- Linguistic flow not unidirectional (Graddol, 2006)
- Hegemony of English being challenged

Glocalization:

- Growing importance of the local in global and global in the local
- Simultaneity and co presence of universalizing and particularizing tendencies



Globalization is the degree of globalism, which refers to any description of a world characterized by networks of connections that span multi-continental distances while glocalization is a combination of 'globalization' and 'localization'. It refers to a product developed and distributed globally but adjusted to accommodate the user in a local market.

Post-Assessment

Question # 3 of 6

There are very few countries in the world that can be considered linguistically -----

Select the correct option

<input checked="" type="radio"/>	homogeneous
<input type="radio"/>	heterogeneous

Post-Assessment

Question # 1 of 6

It is the ability to go back and forth to the country of origin.

Select the correct option

<input type="radio"/>	nationalism
<input checked="" type="radio"/>	transnationalism

Languaging and Language 122



People use languages for:

- Expression
- Interaction
- Reference

Languaging practices are codified:

- In language
- As a symbolic system of the speech community

Language as symbolic system:

- Urdu - identity
- Hebrew, Arabic, Sanskrit, Latin - sacredness
- Ceremonial languages – spirit and body

Language as symbolic system:

- Oral languages
- Sign languages –visual with their own phonological, morphological, semantic rules

Languaging

“the process of making meaning and shaping knowledge and experience through language”

- Swain



Language Fixed Codes 123



Language codes are fluid:

- Systematicity in language an illusion
- Framed within social practices

Language codes are fluid:

- Structure of the language borrows from previous experience
- Sediments of previous usage and flexible to change

Language codes are fluid:

- Discourses exist rather than languages – social practice
- Or languaging Pennycook (2007)

Languaging:

- Dialects
- Pidgins
- Creoles
- Academic language

Dialects

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Defined as:

- Substandard variety of a language (Romaine, 1994)
- Social dialect
- Place dialect
- Historical dialect

People define it as:

- Social stigma
- Spoken at home and with friends
- Language of the oppressed
- Boundaries fluid

Language and dialect:

- Dialects mutually intelligible ?
- Examples to the contrary- People close to Mount Kilimanjaro – Chinese - Hindi

Language and dialect:

- Difference socially constituted
- Varieties not isolated wholes – result of languaging

LANGUAGE VERSUS DIALECT

Language is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way

Can be categorized into two main parts: spoken language and written language.


Languages of the same language family are often not mutually intelligible

Dialect is a particular form of a language which is peculiar to a specific region or social group

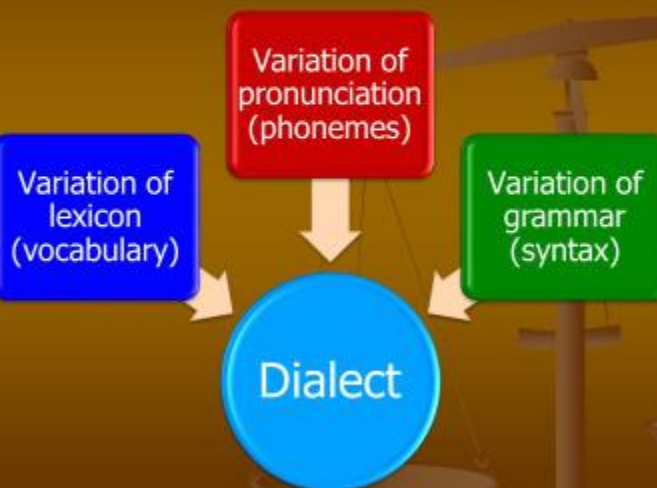
Can be categorized into two main parts: standard dialects and non-standard dialects

Dialects of the same language are often mutually intelligible

Dedion.com

Reading Content 

What is dialect ?



Pidgins and Creoles 125



Pidgins:

- Languages in contact situations - example of how people language
- Structurally simple
- No mutual intelligibility

Pidgins:

- Always learned as second language
- When nativised and standardized they become creoles

Creoles:


- Lexically and structurally complex
- Learned as first language
- Two major groups:
 - a) Atlantic
 - b) Caribbean

Atlantic Creoles:

- Established during 17th and 18th century in West African and Caribbean with slave trade
- Haitian Creole co-official with French since 1987

Pacific Creoles:

- Established during 19th century – Tok Pisin an English based creole and English share official status in New Guinea

Reading Content 

PIDGIN VS CREOLE

PIDGIN	CREOLE
<ul style="list-style-type: none">- nobody's native language- reduced grammar and vocabulary- mixing of language- the users learn it orally as second language	<ul style="list-style-type: none">- native speakers exist- has a fully developed vocabulary and grammar- mixed language associated with cultural and often racial mixture- has a writing system

Lanugaging of Creole Speakers



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Creole:

- Though official may not enjoy equal status
- In Vanuata Bismala is national language but forbidden in education- French and English

Creole:

- Creoles are a part of languaging practices of children and teachers
- Creoles different from other languages and similar to each other

Creole:

- Linguistic distinction between creole and language negligible
- Example of languaging by people of different linguistic backgrounds in a context

Languaging of creole speakers:

- When certain features closer to standard linguistic repertoire used - acrolect
- When more features of creole used - basilect

Languaging of creole speakers:

- Display a blend of linguistic choices closer to standard or creole
- Depending on the function and the communicative intent

Post-Assessment

Question # 5 of 6

These are the languages that come into being in contact situations.

Select the correct option

<input checked="" type="radio"/>	Pidgins
<input type="radio"/>	Creoles

Post-Assessment

Question # 4 of 6

Pidgins are always learned as ----- languages.

Select the correct option

<input checked="" type="radio"/>	second
<input type="radio"/>	first