

Multilingual Networking

Multilingual Discourses for Policies on Education (in Asia and Europe)

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Outline

- Development of Language regimes
- Language and education
- Multinational Languages: English and others
- The role of the CEFR
- Teachers Networks
- Japanese situation
- Plurilingualism & OLE
- Challenges and Activities

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Development of Language regimes: France

One reason of the "successful" French revolution was a strong emphasis on one country-one language policy, which suppressed local movements in:

- Brittany (Breton)
- Alsace
- Lorraine 'allemande'
- Flandre maritime (Flemish)

and forced language standardization, against occitan language and other varieties.



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Development of Language regimes: USA

After the "Tea-party" not the state (as in France) but academic circles started with the standardisation oops standardization of American English. Important for this process was the creation of the Webster Dictionary ("American Dictionary of English Language"), which is now one of the center-varieties of the English languages. Because of the fact, that the USA are states and not one state, there is no official language of the USA.

Language and (personal) Identity

A strong interrelation between language and identity isn't an issue in the US. Language is more like a tool to express facts and opinions. Although there is an "English only" Movement in the US, issues of language policy are not directly observable.

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linguistic Purism

- The idea, that only one language should be capable of representing the truth can be seen as complete dump idea, but
- as for German linguistic purism (17th, 18th, 19th century) created a lot of useful concepts which made the German Language richer. The ideal of this linguistic purism was to replace loanwords with generic German with led to extensive translations of key-concepts in Philosophy. (see: Ricken 1992). Christian Wolff was not a linguistic purist (he wrote in Latin, French and German), but some of his concept were influenced by the "Fruchtbringende Gesellschaft" ("Fruitbearing Society"), which had some language-purifying goals.

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linguistic Ignorance

- And some even scientific concepts of language are based on the concept to extract a language out of a timeless process (“langue”). Some others are then called Pidgin and Creole-Languages. These concepts could be called linguistic ignorance and is politically less harmful, but not helpful for the research of multilingualism at all. The still very dominant Universal (Chomsky) approach is blocking the research of multilingualism. The idea, that the illogical language is obstructing the truth has still a big impact in linguistics (Trabant 2003)

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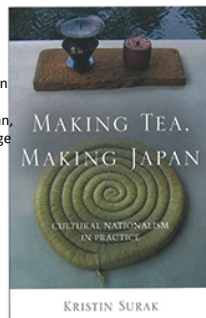
Language(S) in/plus/for Education

- Very important in history of the development of Language regimes was the standardization of language use in the classroom. The process started end of 19th century and is still forming the ideological basis of nations. Many of the structures (like time-table at schools) were international movements: progressive education (German: Reformpädagogik, see references), a movement which still yields lots of criticism (see: Wpengl: Talk, “Progressive education”)

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and in Japan?

- A linguistic homogenous population
- A literacy rate (now: OECD studies and in the past)
- Language and culture is seen as closely interwoven (see Herder reception in Japan)
- Japanese is (as official) language only used in Japan, therefore the equation one country = one language is making sense for the population. Therefore the notion of “Imagined communities” is having a strong resonance in Japan.

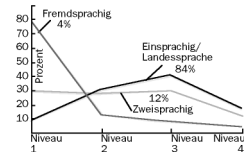


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core competence READING (1)

- It is too easy to say, that (all) children in monolingual countries doing better in reading, but we all know how difficult it is to get used to a new reading-system, see also: “OECD skills surveys”

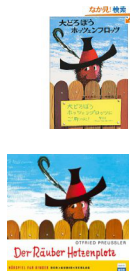


University of Zurich (1996, see URLs)
einsprachig = monolingual children
zweisprachig = bilingual children
fremdsprachig = children speaking other languages, (not national Language of Switzerland)

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core competence READING (2)

- But of course multilingual reading comprehension is possible!



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GLOBAL

- Globalization is an economically driven process, but...
- created opportunities beyond economy



Although a lot of articles are to be criticized Wikipedia revolutionized knowledge processing. But more than that: As international and Multilingual encyclopaedia it is fostering Knowledge exchange.

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(Other) Language Educators



Teachers of English to Speakers
of Other Languages, Inc.
A Global Education Association

- . Founded: 1977 (beginning of the process of organizing 1974)
- . 10 to 12 years after TESOL
- . at this time more than 1000 members
- . **now:** with a monthly newsletter and annual publications
- . with local chapters all around Japan
- . with National Special Interest Groups
- . And with a multilingual (English, Japanese and Others Languages) focus

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■ 1.5

English as a global language in the Asia-Pacific region

David Nunan

The English Centre
University of Hong Kong

LanguageS

Regimes

- OECD
- NATO
- UNO
- ASEAN
- European Institutions: EU

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■ 1.5

LanguageS

Regimes and Networks in Europe

- *The EU has 24(!) official languages and all important documents are translated in all these languages.*
- *During the 1950s and 1960s the French Language had probably the biggest impact of all languages.*
- *Since the first enlargement of the EU English use is growing.*
- *But also the European Council has an active language policy*

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■ 1.6

(Linguistic) Governance in

*Institutions and
Networks*

see: White, H.C. Identity and Control

- Self-sustaining
- Rely on discipline and coherent rhetoric
- One identity



- Flexible
- Rely on stories
- Multiple identities



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■ 1.7

European Day of Languages (Sep. 26th)



Lots of events in Europe, but also some outside (Canada). A celebration of diversity

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■ 1.8



Languages

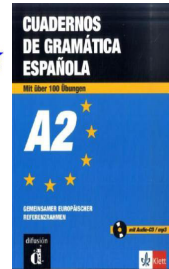


Regimes and Networks in Europe: The CEFR

The multilingual Language policy in Europe shows a growing influence of English. Although the "Common European Framework of Reference for Languages" (CEFR) has been translated into more than 20 languages, the coordination and reception process of implementing and (case-)studying the CEFR was mainly an English-driven process. The Reception of the CEFR is covered in Byram/Parmenter (2012). Whether the agenda of CEFR is for English, or for multilingualism, isn't an issue in the book.

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CEFR implementation



In Europe: CEFR stakeholders

- European Council (Language Policy Division)
- Publishers of textbooks (not "only" English)
- Language testing and teaching Institutions (ALTE = Association of Language Tests in Europe)

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Supporting Networks (1)

Europe



European Centre for Modern Languages



- After publication of the CEFR, it was supported through various networks in Europe. One of the most important meta-networks is the ECML, which supports the building of networks, through research-grants.

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International Impact of the CEFR

The content of the book:

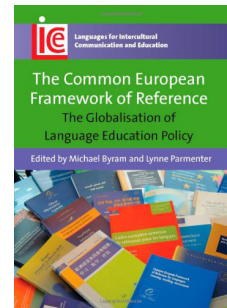
- European and Extra-European (Americas, Asia-Pacific) situation of the CEFR usage
- Countries are twofold introduced: educational impact of the CEFR and research about the CEFR
- From the situations in the countries the global situation is deduced.

Keywords for the global situation (in the conclusion "part of the book")

- "Teacher associations" "T. networks" (266)
- Policy of (educational) borrowing/lending

Our position towards the book:

- Teacher associations and networks are mentioned, but not empirically covered
- "borrowing/lending" is inside the conceptual framework of the nation-state
- Transnational education policy has to be analysed as a phenomenon in itself



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CEFR in Japan

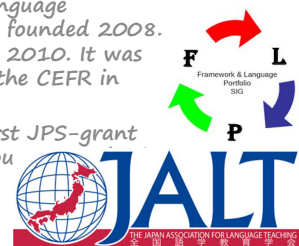
- 2001, the CEFR was published, in English and French, the first translation was German, the CEFR is now available in 39 languages
- 2003: the CEFR was translated in Japanese
- 2004: first JSPS (Japanese Society for Promotion of Science) financed project about the CEFR in Japan
- 2006: International Symposium at the Osaka University for Foreign Studies
- 2008: Foundation of FLP (Framework Language Portfolio) SIG inside JALT
- 2012: Release of a Japanese Version of the CEFR (for English): CEFR-J
- 2013: first textbook (Marugoto), for Japanese

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Supporting Networks (2)

Japan

- The Framework and Language Portfolio (FLP-)SIG was founded 2008. The first book came out 2010. It was a (thick) description of the CEFR in Japan
- The FLP received the first JPS-grant 2011 (until 2014), about analysis.
- The second a critical analysis of CEFR use in



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Curriculum reform(s) or: What are the effects of the CEFR in Japan?

Because of the problems of language teaching in Japan, some institutions (Keio-University, Osaka-University) “implemented” the CEFR

but

The CEFR isn't something just to be implemented.

Our research (e.g. Horiguchi et al 2011) shows, that just a top down implementation of the CEFR is not delivering secure results. If teachers cooperate and start to reshape their teaching, implementation of the CEFR can be a success, in terms of better learning outcomes of the students. In the moment we have some probably successful examples, even for other languages (e.g. Krause-Otto), but we can't guarantee learning outcomes.

■ 2.5

Ongoing project: A guided implementation and formative evaluation of CEFR implementation



Critical, constructive assessment of CEFR-based language teaching in Japan and beyond
31st May, 2014 – Chukyo University, Nagoya, 9-6 pm

This conference was supported by a Kaken-hi Grant-in-Aid for Scientific Research (26370624) from the Japan Society for the Promotion of Science

■ 2.6

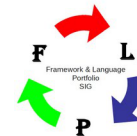
Purpose (1): How to implement a (successful) CEFR-based curriculum ?

We are currently monitoring and helping with the implementation of CEFR guided curriculums and practices in three institutions in Japan:

We are giving support and try to foster the reflection of the participants with a conference and a book (project). This will give us thick descriptions of an implementation process of the CEFR.

■ 2.7

Supporting teachers, students effectively



But stop! Wrong organisation! This is an OLE-Conference (also JALT, but...)

■ 2.8

Plurilingualism



Blommert & Rampton (2012): Language and Superdiversity

■ 2.9

Plurilingualism in Japan



From:
<http://teachingtechbox.wordpress.com/2011/04/19/capturing-english-in-the-japanese-linguistic-landscape/>

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CEFR in Japan

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Challenges and Activities

- How to organize Multilingualism, esp. multilingual education in Japan (Asia) more effectively
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- OLE always needs more languages: Chinese, Russian, Portuguese and ...
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What could we (OLE) do?

- Supporting the (existing, multilingual) Tandem-Networks: Tandem-Server (Bochum University, different [9] Languages), Tandem Fundazioa (English, Spanish, German, Basque), by the way: the concept "Tanden" isn't protected, everyone can use the name
- Contact to teachers networks worldwide:
 - Cercles in Europe
 - German/Japanese
 - FaDaF
 - IIK networks

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- (most URLs) of this presentation under:
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- OECD Skills Surveys: <http://www.oecd.org/site/piaac/publications.htm>
- Reading comprehension: University of Zurich (Switzerland): <http://www.kommunikation.uzh.ch/static/unimagazin/archiv/2-96/lesekompetenz.html>
- Talk: progressive education: https://en.wikipedia.org/wiki/Talk:Progressive_education

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