



Majority language in multilingual settings

→ Project title:

Majority language as basis for plurilinguale
Education (**MARILLE**)

Diversification of "mother tongue" teaching in
multilingual contexts

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Important terms 1/2

- "plurilingualism": **individual** language repertoires containing multiple languages
- "multilingual": presence of multiple languages in a **society** or classroom
- "majority language": language that is also used as a language of **instruction** in other subjects, e.g. Polish in Poland



Important terms 2/2

→ "majority language": in many cases also the first language of the **majority** of students in the country as a **whole** (although not in every classroom or school)

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MARILLE (pre-workshop) poll

1. Plurilingualism is widely considered to be a useful resource in my country.



2. The majority language curriculum should reflect plurilingualism.



3. Plurilingualism in the classroom is generally considered to be a problem.



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4. Many teachers are not sure how to deal with linguistic and cultural diversity in classrooms.



5. The classroom practice in the majority language classroom should promote plurilingualism.



6. In my country measures are taken to promote plurilingualism in the majority language classroom.



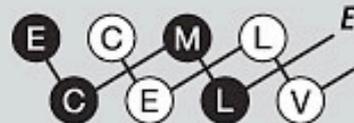


CoE: Languages in education/L. for education

- „Languages of **schooling**“ (formerly „Languages of education“ – started 2005)
- Topic: language(s) of **instruction** in schools – mostly the national- or official language and the first language of the majority of learners (in the country)
- in many contexts a **second** language, because the learners have a different first language
- needs of second language learners as to their competence in the national or official language are seen in the wider concept of **plurilingualism** and linguistic diversity

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(LPD 2009)





Lang. of education - Lang. of schooling

→ Language(s) in/of education - Langue(s) de l'éducation (LE)

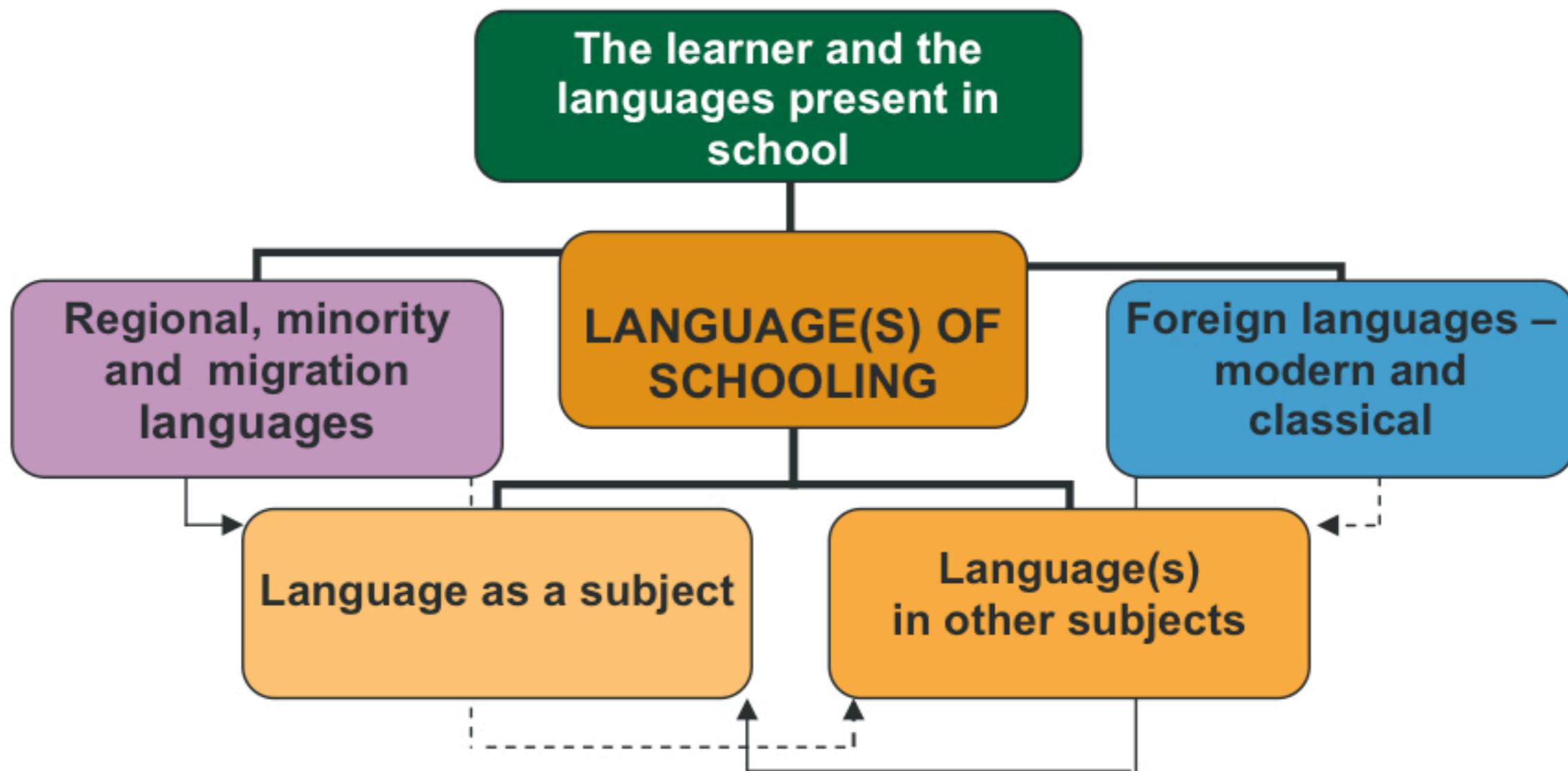
- all languages present in school: mother tongues/languages of origin, majority/ minority languages, second and foreign languages

→ Langue(s) de scolarisation - Language(s) of schooling

- the language from the LE used as official language of instruction, often the first language of the majority of learners; appears as
 - Language(s) as a subject
 - Language(s) in other subjects

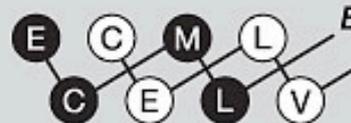


„Languages in/ for education“



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(LPD 2011)



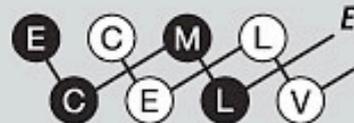


Language(s) as a subject

- general reading, writing and oral communication skills in different genres and text styles
- getting acquainted with the (dominant) culture, identity formation, cultural knowledge (e.g. through working with literary texts)
- procedural competences in working with texts and other information sources

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(Fleming 2008)





Language(s) in other subjects

- Language education takes place in all subjects:
„subject learning is always language learning at the same time“ (Vollmer 2007), even if those involved are not aware of it
- Language competence is an integral part of subject competence
- Language in the subject discipline is not only terminology but much more, it represents the knowledge structure of the discipline



Connections

- Learning a new subject is similar to learning a new language: learners can use experience and competence of language as a subject acquired before or simultaneously
- features of school/academic language („Bildungssprache“) are relevant in both contexts: more specific, explicit, abstract, formal, coherent... (Gogolin, Neumann & Roth 2007)
- Skills and structures for subject-specific language use can be developed from language as a subject, because this is a subject in its own right with its own subject-specific discourse

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Weitere Informationen

- ➔ Aktivitäten und Ergebnisse des Projekts finden Sie unter:

<http://marille.ecml.at>

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