Online multimedia course

Overcoming Language Barriers in Education

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Introduction

The module introduces several concepts about employment in relation to multilingualism and international talents

Objective:

The objective of the module is to develop learners' awareness around the issues of:

- Employment and unemployment with a navigation across socio-political systems and a focus on the existing European systems
- Strengths, challenges and obstacles multilingual speakers face in the marketplace
- Guidance for multilingual employees.

Expected learning outcomes:

By the end of the module participants in the online course are going to be able:

- ✓ to **recognize** the different socio-political systems.
- ✓ to **detect** and **compare** the socio-political systems in the different European countries.
- ✓ to **identify** strengths, challenges, and obstacles for Multilingual Speaker at the workplace.
- ✓ to **realize** the elements for better guidance for Multilingual employees.

Key words: capitalism, socialism, brain waste, employment, employability, VUCA world, multilingualism

Chapter 1.1: Employment/Unemployment: Navigating across socio-political systems

1.1.1 Employment and Unemployment across Socio-political Systems

The relationship between employment and unemployment is intricately intertwined with the socio-political systems that govern individual nations. Various socio-political systems, such as capitalism, socialism, and their combinations, wield a substantial **influence** over economic operations and individuals' access to opportunities within the job market.

The **dynamics** of employment and unemployment can exhibit variations when observed within different socio-political systems. These **disparities** manifest as distinct strengths and weaknesses associated with each system.

Capitalism, a prevalent socio-political system in many Western countries, is defined by private ownership of production means and a free-market economy. In capitalist settings, individuals are encouraged to pursue entrepreneurial ventures, while businesses aim to generate profits. The labour market tends to be highly competitive, with employment determined largely by supply and demand.

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Figure 1 While it nurtures innovation, a capitalism system also leads to social inequalities

Advantages of Capitalism:

- ***Job Creation***: Capitalism garners praise for its capacity to generate employment due to the competitive market environment, fostering innovation and economic expansion.

- **Work Incentives**: Capitalism creates strong incentives for individuals to work diligently and innovate, as they have the potential to reap the rewards of their efforts.

Disadvantages of Capitalism:

> **Definition:** **Capitalism** is an economic system based on the private ownership of the means of production and their operation for profit. (Zimbalist, Andrew; Sherman, Howard J.; Brown, Stuart, 1988).

- **Income Inequality**: Capitalist systems are notorious for income inequality, where a small portion of the population amasses significant wealth, while others face financial difficulties.
- **Economic Cycles**: Capitalist economies may undergo periodic recessions and economic downturns, leading to job losses and elevated unemployment rates.

Socialism is characterized by the communal ownership of production resources and the redistribution of wealth to minimize economic disparities. Within socialist frameworks, the government assumes a central role in orchestrating and overseeing the entire economy, ensuring **equitable access** to employment opportunities and essential services.
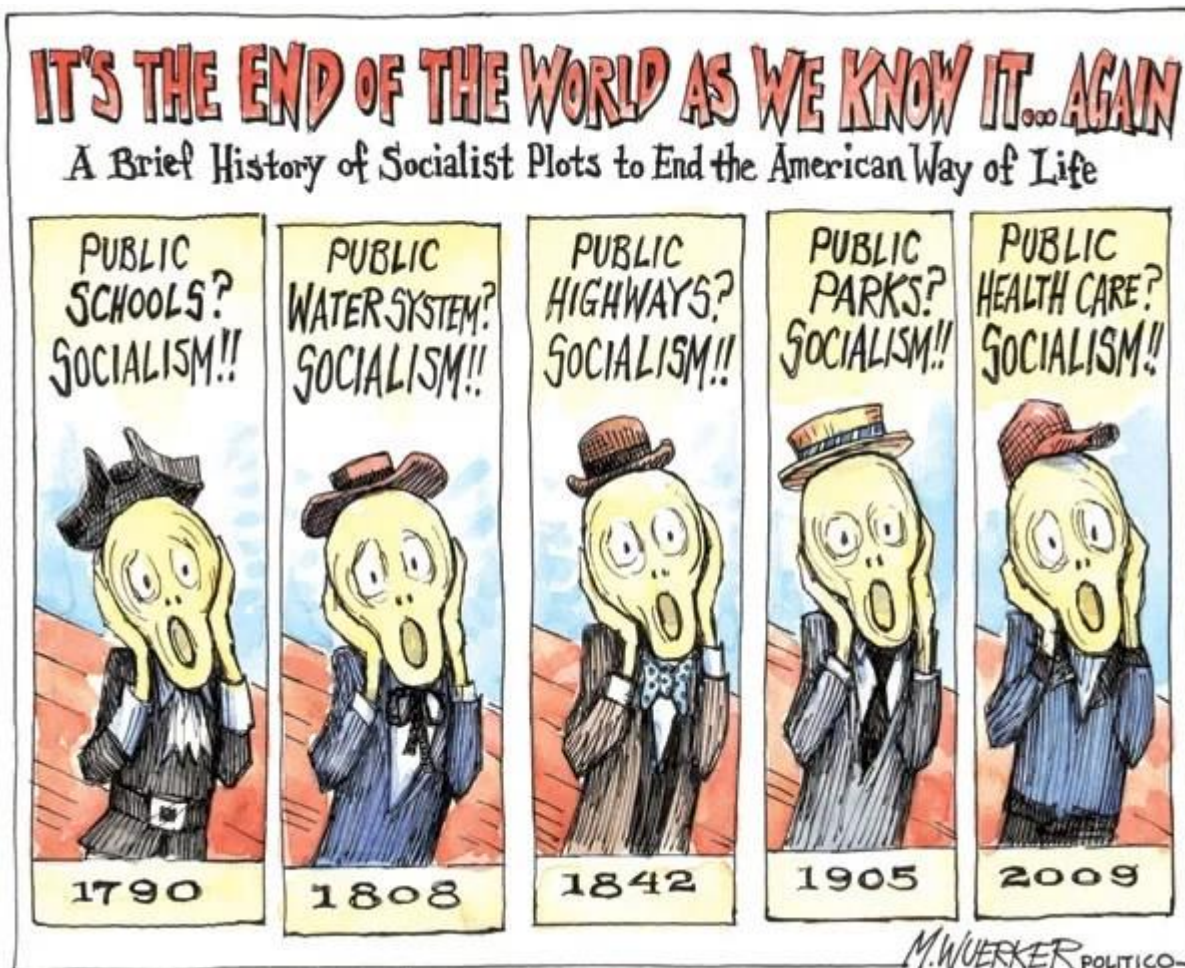
Figure 2 A communist system eliminates inequalities, but at the cost of its capacity for innovation

Advantages of Socialism:

- **Decreased Income Disparities**: Socialism seeks to diminish income inequality by redistributing wealth and ensuring that all citizens have access to basic necessities.

- **Employment Stability**: Socialist systems often prioritize job security, as the government may offer public sector employment to maintain low levels of unemployment.

> **Definition:** *Socialism* is an economic system characterized by state or collective ownership of the means of production, land, and capital (Rosser, Marina V.; Barkley, J. Jr., 2003).

Disadvantages of Socialism:

- **Innovation Constraints**: Critics contend that socialism may hinder innovation and entrepreneurship because the emphasis on collective ownership might discourage individual initiative.
- **Bureaucratic Hurdles**: Socialist governments may encounter difficulties related to bureaucracy and inefficiency, which can impact economic performance and the creation of job opportunities

Many countries have embraced hybrid socio-political systems that amalgamate aspects of both capitalism and socialism. These systems aim to achieve a harmonious equilibrium between market-driven economic expansion and social welfare.

Advantages of Hybrid Systems:

- **Adaptability:** Hybrid systems offer adaptability in economic planning, allowing governments to respond to changing circumstances while upholding social safety nets.
- **Job Market Stability:** These systems often blend elements of employment security with opportunities for private entrepreneurship, endeavouring to maintain low unemployment rates.

Disadvantages of Hybrid Systems:

- **Political Disagreements**: Striking the right balance between capitalism and socialism can give rise to political disputes and policy challenges.
- **Economic Vulnerabilities:** Even in hybrid systems, economic downturns and unemployment may still occur during crises, as they are not impervious to market fluctuations.

INDIVIDUAL ACTIVITY 1.1

You may think, based on the data presented above, a list of worldwide countries that have an economy based on capitalism, socialism or hybrid system.

The rates of employment and unemployment are inherently connected to the socio-political structures in operation within a nation. Each system brings with it a distinct set of advantages and drawbacks. While capitalism generally places a strong focus on job creation but may contribute to income inequality, socialism strives to mitigate inequality but might hinder innovation. Hybrid systems aim to strike a balance, endorsing both economic expansion and social well-being.

Ultimately, the **effectiveness of a socio-political system** in managing employment and unemployment hinges on how it is executed and adapted to the specific needs and circumstances of a country. A comprehensive approach that amalgamates the most beneficial aspects of various

systems can offer a **framework** for addressing the intricate challenges of employment and unemployment in our perpetually evolving world.

1.1.2 Employment and Unemployment across Socio-political Systems in Europe

Europe stands as a continent brimming with diversity, encompassing not only a wide array of cultures and languages but also an assortment of socio-political systems governing its nations. Ranging from the Nordic social democracies to the Western European liberal market economies, Europe presents a **captivating mosaic of approaches** to the management of employment and unemployment.

Within Europe, countries employing **distinct socio-political systems** exhibit varying methods for addressing the challenges associated with employment and unemployment.

Nordic Social Democracies:

The Nordic countries, including Denmark, Sweden, Norway, Finland, and Iceland, are renowned for their social democratic models. These nations blend capitalist economic structures with robust welfare states, with the overarching goal of ensuring a high standard of living for their populace.

Figure 3 Nordic countries are renowned for their social programmes

Strengths:

- Low Unemployment Rates: Nordic countries typically maintain low unemployment rates through active labour market policies, including education and training initiatives designed to assist individuals in adapting to shifting job landscapes.
- Comprehensive Social Safety Nets: Extensive welfare systems guarantee that individuals have access to unemployment benefits, healthcare, and other essential services, thus mitigating the consequences of job loss.

Weaknesses:

- High Taxation: The financing of extensive welfare programs necessitates high levels of taxation, which can pose a burden for some citizens and businesses.
- Labour Market Inflexibility: Some critics contend that the generosity of social benefits can lead to inflexibilities within the labour market, potentially discouraging entrepreneurial endeavours.

Western European Liberal Market Economies

In Western Europe, there exist liberal market economies followed by countries like Germany, France, and the United Kingdom. These economies emphasize market-driven economic expansion and individual accountability.

Figure 4 Western Europe attracts migrants with a stable and attractive job market

Strengths:

- Economic Stability: Typically, these economies demonstrate stability and robust job creation in sectors like manufacturing and services.
- Skilled Workforce: An emphasis on education and skill development ensures the presence of a proficient and adaptable workforce.

Weaknesses:

- Income Inequality: Liberal market economies often contend with higher income inequality, leading to disparities in employment prospects and living standards.
- Limited Social Safety Nets: Although some social safety nets exist, they may not be as extensive as those in social democracies, leaving certain individuals vulnerable to the challenges of unemployment.

Eastern and Southern Europe

Countries in Eastern and Southern Europe, such as Greece, Spain, and Poland, feature a range of socio-political systems. These nations frequently confront unique challenges stemming from historical legacies and economic transitions.

Figure 5 Eastern and Southern Europe attract foreign companies with lower labour costs, but offer their citizens few social safety nets

Strengths:

- Cost-Competitive Labour Markets: Certain Eastern European countries offer cost-competitive labour markets, which can attract foreign investment and foster job creation.
- Economic Growth Potential: These nations possess the potential for rapid economic growth and increased employment opportunities.

Weaknesses:

- Elevated Unemployment Rates: Economic instability and structural issues have contributed to higher levels of unemployment in some of these countries, particularly among the younger population.
- Limited Social Safety Nets: In comparison to Western Europe, Eastern and Southern European countries may have less-developed social safety nets, placing vulnerable segments of the population at risk.

Effectively managing employment and unemployment across the diverse socio-political systems of Europe is a multifaceted endeavour. Nordic social democracies prioritize **social welfare** and

low unemployment, while Western European liberal market economies emphasize **economic stability** and **individual responsibility**. Eastern and Southern European nations grapple with economic transitions and face distinct challenges.

However, European countries share **common objectives**, including ensuring economic security for their citizens, reducing unemployment, and promoting social cohesion. The key to success lies in striking a harmonious balance between market-driven growth and social protection, adapting to evolving labour markets, and fostering innovation and inclusivity.

As Europe continues to evolve, **policymakers** will need to tailor their approaches to employment and unemployment according to the unique needs and circumstances of their respective nations. This adaptability will be crucial in securing a prosperous and equitable future for all citizens throughout the continent.

DISCUSSION

Try to summarize the differences in European countries areas described above (Nordic Social Democracies, Western European Liberal Market Economies, Eastern and South Europe).

Then describes, in a sentence, the elements and the characteristic that you would implement in your country to increase the employability of people.

Discuss your experience(s) in a group

Further Study – Additional Material

If you wish to further study the issue about Nordic Social Democracies, you may read the text "The Nordic Economic, Social and Political Model – Challenges in the 20th Century" edited by Anu Koivunen, Jari Ojala and Janne Holménin for Routledge, 2021 - available at: https://library.oapen.org/bitstream/id/d764cc52-cf32-4be5-93b6-d9ffc1b6ff3b/9780429643446.pdf

Chapter 1.2: Multilingual Speakers in the Marketplace: Strengths, Challenges, Obstacles

In the labour market, **multilingualism** is both an advantage and a necessity. Nowadays many job advertisements require the knowledge of at least two languages: the local language and English (usually). However, multilingualism at work is not a modern invention. Perhaps the most typical historical job for a multilingual person is that of a trader or a missionary. The spread of Christianity in Europe demanded that church agents travel abroad where they lived and interacted with other linguistic communities. Also, those Europeans who could afford schooling, valued the study of other languages, first Latin and Greek, and later French and English. The rest of the population could acquire multilingual skills through everyday encounters if they lived in border areas where they had contact with speakers of other languages.

Multilingualism can be a **serious advantage** for a job seeker. In some professions, multilingualism is the core competence of the job. Typical language jobs include a foreign language teacher or a translator/interpreter. Also, the hospitality industry in areas with international tourists requires that staff speak the language of the customer. International business is another sector where multilingualism is a crucial skill. Knowing the language of your prospective customers opens up new business opportunities. Finally, with the growing popularity of outsourcing services, shared services centres need multilingual staff to serve their international customers. Usually, these jobs attract native speakers, but some workers work through their second or a foreign language.

INDIVIDUAL ACTIVITY 1.2

Thinking about your local area, list the language skills that are particularly valued by local employers. Also, list the languages that do not give job seekers a particular advantage. Which of these languages are commonly spoken in your area?

As European countries face demographic challenges leading to acute workforce shortages, companies must consider hiring migrants who may or may not speak the local language. Indeed, **certain sectors heavily depend on the migrant workforce**. Offering relatively low wages and hard work, agriculture is a sector that relies on workers with foreign passports. Also, care work is becoming another migrant and gendered sector. Managers need to develop a system to ensure that workers receive the necessary information and training. Industry experiences the same situation and communication barriers.

DISCUSSION

Imagine that you are the CEO of a manufacturing company whose new employees do not speak the local language. You must decide what solutions to implement to make sure that teams work efficiently, and all employees can do their work safely. Present some ideas, and comment about your colleagues' ideas. Would these solutions work in other sectors, e.g. in services?

Some companies are willing to hire qualified staff without local language skills. They develop practices to teach language on the job. If the company needs to hire new employees, they may

concentrate on candidates from the same linguistic background, so the already trained employee can teach the new hires in their language.

CASE STUDY 1.3

Working culture at Alsiva Oy. Andrii Yarmolenko started at Alsiva in the summer through RTK-Henkilöstöpalvelu (a recruitment agency) but then moved over to Alsiva's payroll as a production worker.

'The wages here are better than in Ukraine, especially when you add the performance bonuses on top of the basic salary. I have enjoyed my time here. At first, I was on a team with some Russians who have lived here for years. I received some good additional orientation from them in Russian, which almost all Ukrainians are also fluent in,' says Andrii.

Now he gets to use his own native language to advise the next employee, the freshly arrived Artem Chudak. 'It has a major effect on not only the language but also the general mood of the entire work community when the experienced workers are there to help the newcomers. Working in teams gets results and improves well-being,' says Alsiva's supervisor Jukka Simanainen.

Source: https://talenthubjoensuu.fi/2022/11/alsiva-oy-its-the-attitude-that-counts/

As we see, enterprises may recruit workers who already have developed language skills, or they may hire learners who cannot use the language independently yet. It depends on the supply of candidates. In sectors with **a lack of workforce**, employers tend to be more open to recruiting candidates without advanced language skills. As organizations develop their **Diversity, Equity and Inclusion policies**, other sectors may reconsider their language requirement, so work becomes a tool for integration, not a reward for it. This said language skills remain a barrier to employment. When qualified candidates are unable to find work that matches their profession, they

> **Definition:** *Brain waste* is the non-recognition of the skills (and qualifications) acquired by a migrant outside of the EU, which prevents them from fully using their potential. Source: EMN Migration and Asylum Glossary.

may have to turn to positions with lower language skills requirements, leading to a phenomenon called brain waste.

Although language skills requirements can be determined by law, the rule concerns only specific, usually public sector, jobs. For example, in Finland the law determines what languages a teacher must speak, and at what level (Asetus opetustoimen henkilöstön kelpoisuusvaatimuksista 1998). In the private sector, the employer decides about language requirements. It is common to find job advertisements for 'native speakers'. Nevertheless, such requirements may be against anti-discrimination laws. In fact, many job advertisements reveal a poor understanding of multilingualism matters. Often recruiters demand 'proficiency', overestimating the level of competence necessary to successfully do the work.

Let us think about a profession where high proficiency requirements should seem sensible. In this profession, the risk of miscommunication brings about grave consequences. Surely, pilots and air traffic controllers are jobs that should require superb communication skills. Indeed, these are jobs with regulated language skill requirements by the International Civil Aviation Organization (ICAO). ICAO developed its own **6-level proficiency framework**, and organizes language certification. Although the ability to communicate effectively in the air is extremely important, the minimum

requirement for pilots and controllers is the attainment of level 4. This example shows that many organizations may be unable to correctly determine accurate language requirements for their employees.

INDIVIDUAL ACTIVITY 1.4

Play the role of a recruiter who does their due diligence about describing accurate language requirements. First, consult the CEFR table. Then, write a job ad, including the following information:

- *is official language certification required?*
- *what are typical communicative situations?*
- *what vocabulary is necessary to do the job?*

You can write an ad for the job you are currently doing.

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Figure 6 Organizations that want to hire international talents must be able to identify the level of language skills needed for the job

Chapter 1.3: Guidance for Multilingual Employees

For **effective guidance of multilingual employees**, it is needed to take into account and understand 3 terms:

- VUCA world

- Employability vs. Employment

- Elements for multilingual employees and their colleagues

1.3.1 VUCA World

A **VUCA world**, an acronym that stands for **Volatility, Uncertainty, Complexity, and Ambiguity**, delineates an atmosphere marked by swift and unpredictable transformations, rendering it difficult to foresee and strategize for what lies ahead. Concerning employment, the notion of a VUCA world holds substantial consequences for both individuals and entities.

> **Definition:** *VUCA* is an acronym coined in 1987 to describe or to reflect on the Volatility, Uncertainty, Complexity and Ambiguity of general conditions and situations (Bennis, Warren; Nanus, Burt, 1985).

Here's how a VUCA world impacts employment:

- **Volatility**: Within a VUCA world, the job landscape experiences frequent and often unforeseen shifts. Industries can surge and decline swiftly, and positions that were in high demand recently may become obsolete suddenly. This volatility can lead to job instability, necessitating individuals to consistently adapt and enhance their skills to maintain employability.

- **Uncertainty**: Uncertainty is a defining feature of a VUCA world, extending its influence on the job market. Economic conditions, technological advancements, and global events can trigger unpredictable changes in employment prospects. Crafting long-term career plans can be challenging for individuals, requiring greater flexibility in their job choices.

- **Complexity**: In the VUCA world, the intricacy of the contemporary job market has significantly increased. This complexity stems from factors such as globalization, diverse skill prerequisites, and the proliferation of new technologies. Job seekers must navigate intricate webs of industries and professions, necessitating a deeper comprehension of their own skills and their alignment with the broader employment landscape.

- **Ambiguity**: Ambiguity denotes a lack of clarity or the existence of multiple interpretations of situations. In the context of employment, ambiguity can manifest diversely. Job roles may evolve into multifaceted constructs, demanding a varied skill set. Moreover, career trajectories may no longer adhere to conventional paths, compelling individuals to explore non-linear routes to success.

To thrive in a VUCA world, both job seekers and organizations should adopt specific **strategies**:

- **Lifelong Learning**: Individuals must commit to continuous learning and skill enhancement to stay pertinent in an ever-changing job market.

- **Adaptability**: Flexibility and adaptability are essential traits for employees. Being amenable to change and willing to pivot when necessary, can confer a substantial advantage.

- **Networking**: Cultivating robust professional networks can aid individuals in accessing opportunities and staying informed about industry trends.

- **Innovation**: Organizations should nurture a culture of innovation to remain competitive and adapt to evolving market dynamics.

- **Scenario Planning**: Both individuals and organizations should engage in scenario planning to anticipate potential future developments and prepare accordingly.

In conclusion, a VUCA world's impact on employment signifies an environment characterized by **perpetual change** and **unpredictability**. While it presents challenges, it also offers prospects for those who exhibit agility, adaptability, and a commitment to lifelong learning. Both individuals and organizations must proactively navigate the intricacies and uncertainties of the contemporary job market to thrive in this VUCA world.

INDIVIDUAL ACTIVITY 1.5

Try to list the elements and situations that could be affected by the VUCA world for a series of possible job positions that you find interesting. For example, Automation for metal industries line-workers.

1.3.2 Employability vs. Employment

The idea of employment has experienced a substantial change in recent times, moving away from the conventional model of enduring, secure jobs towards a more flexible and versatile approach referred to as employability.

This transformation mirrors the shifting characteristics of work, influenced by elements like technology, globalization, and economic uncertainty. In this article, we will delve into the shift from traditional employment to the concept of employability, its implications for both individuals and organizations and strategies for prospering in this evolving work landscape.

> **Definition:** *Employability* is a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy (Yorke, M.,2004).

Employment: The Traditional Model

In the past, the idea of employment was closely linked to enduring, frequently lifelong, dedication to a solitary employer.

Employees anticipated job stability, well-defined career trajectories, and perks sponsored by the company. While this model offered security, it faced constraints in a swiftly evolving global economy.

> **Definition:** *Employment is a relationship between two parties regulating the provision of paid labour services. Usually based on a contract, one party, the employer, which might be a corporation, a not-for-profit organization, a co-operative, or any other entity, pays the other, the employee, in return for carrying out assigned work. (Dakin, Stephen; Armstrong, J. Scott, 1989).*

The Rise of Employability

- **Employability** signifies a fundamental shift, emphasizing the skills, adaptability, and mindset necessary for individuals to secure and thrive in diverse job opportunities throughout their professional journeys. Here are some key facets of employability:
- **Skills and Continuous Learning**: Employability places a strong emphasis on ongoing learning and skill enhancement. Individuals must acquire a versatile skill set that encompasses not only technical proficiencies but also soft skills like critical thinking, creativity, and adaptability.
- **Versatility**: The traditional confines of employment are yielding to increased flexibility. Many individuals now engage in freelance work, gig economy roles, or remote work setups. This adaptability permits individuals to explore a variety of work experiences and adjust to shifting market demands.
- **Entrepreneurial Mindset**: Employability encourages an entrepreneurial outlook, where individuals take charge of their careers. This may entail establishing multiple income streams, pursuing side ventures, or even launching their own businesses.
- **Networking and Personal Branding**: Establishing a robust professional network and cultivating a personal brand are pivotal components of employability. These elements can unlock various opportunities and enable individuals to effectively market themselves.
- **Adaptability**: Employability revolves around adaptability. Individuals should be ready to pivot, enhance their skills, or transition to different roles or sectors as the job landscape evolves.

Figure 7 Employability is a set of skills necessary to thrive in the job market

Implications for Individuals

The transformation from traditional employment to employability presents both challenges and prospects for individuals:

- o **Career Ownership**: Individuals have increased control over their career trajectories, enabling them to pursue work that aligns with their values and ambitions.
- o **Income Diversification**: Employability permits income diversification, diminishing the risks associated with relying solely on one employer.
- o **Lifelong Learning**: Continuous learning becomes imperative, opening doors to personal development and career advancement.
- o **Job Insecurity**: The flip side of flexibility is the potential for job insecurity. Navigating periods of unemployment or uncertainty may necessitate a resilient mindset.

Implications for Organizations

Employability also carries ramifications for organizations:

- o **Talent Development**: Companies must invest in employee development to ensure their workforce remains adaptable and equipped with the requisite skills.
- o **Agility**: Organizations need to be nimble and responsive to market shifts, which may involve restructuring, reskilling, or repositioning within the industry.
- o **Talent Attraction**: Attracting top talent increasingly hinges on providing opportunities for growth, learning, and flexibility rather than solely relying on conventional benefits.

The shift from traditional employment to employability reflects the evolving nature of work in a rapidly changing, technology-driven world.

Both individuals and organizations must adapt to this new paradigm, embracing lifelong learning, flexibility, and an entrepreneurial spirit. While it presents challenges, employability also opens a world of possibilities for individuals to shape their careers in accordance with their aspirations and for organizations to remain competitive in a dynamic job market.

DISCUSSION

Imagine that you are a job seeker as an ICT expert looking for the characteristics to increase your personal employability skills. Let's list those characteristics together with your peers.

1.3.3 Elements for multilingual employees and their colleagues

In our contemporary, globally connected world, workplaces are becoming increasingly diverse, often comprising employees proficient in multiple languages.

Multilingual staff members contribute a wealth of skills and experiences, yet they also encounter distinct challenges related to communication, collaboration, and professional development.

Here are **key principles** to guide both multilingual employees and their co-workers in harnessing the potential of linguistic diversity within the workplace:

o   **Embrace Linguistic Diversity**

Multilingualism at work should be celebrated as a valuable asset rather than perceived as an obstacle. Acknowledge that diverse language skills can enhance creativity, problem-solving, and adaptability. Encourage employees to share their linguistic skills and cultural insights to cultivate a more enriched work environment.

o   **Ensure Effective Communication**

Clear communication forms the bedrock of a successful workplace. To facilitate effective communication in a multilingual setting:

- **Language Policy**: Establish a well-defined language policy outlining acceptable languages for official communication, ensuring that all employees are aware of and respect this policy.

- **Language Training**: Offer language proficiency enhancement programs to help employees boost their language skills, fostering confidence and effectiveness in professional contexts.

- **Translation and Interpretation Services**: Make translation and interpretation services accessible for crucial documents or meetings, preventing critical information loss due to language barriers.

o   **Promote Inclusivity**

Establishing an inclusive workplace environment is crucial for the well-being and engagement of multilingual employees:

- **Inclusive Meetings**: When conducting meetings or discussions, make an intentional effort to include all individuals, regardless of their language proficiency. Ensure that presentations or materials are available in multiple languages.

- **Language Buddy System**: Encourage employees to form language exchange partnerships where they can assist each other in improving their language skills.

o **Foster Career Advancement**

Multilingual employees often possess unique competencies that can be leveraged for career growth:

- **Highlight Language Skills**: Encourage multilingual employees to showcase their language proficiencies on their resumes and during job interviews, as these skills can be invaluable in roles involving international collaboration or client interaction.

- **Mentorship and Networking**: Encourage multilingual employees to seek mentorship and build networks within the organization. These relationships can pave the way for career opportunities and advancement.

o **Cultural Sensitivity**

Recognizing and respecting cultural distinctions is fundamental in a multilingual workplace:

- **Cultural Awareness Training**: Implement training programs that foster cultural sensitivity and awareness, mitigating misunderstandings and cultivating a harmonious work environment.

- **Celebrate Cultural Events**: Embrace cultural diversity by commemorating holidays, festivals, and traditions from various cultures within the workplace.

Multilingual employees contribute a distinct array of skills and perspectives, enhancing an organization's capabilities. Nonetheless, addressing the complexities of multilingualism necessitates a proactive approach that esteems linguistic diversity and fosters effective communication. By embracing these guidelines, both multilingual employees and their colleagues can work collaboratively to create a more inclusive, productive, and harmonious work environment.

CASE STUDY 1

An experimental approach has been introduced, tested and piloted during the training for trainers' event for the staff of the LangWork consortium in Berlin (Germany) in November 2022. The participants from the staff were engaged in a series of intensive activities.

Workshop Objective

The objective of the session was to facilitate a reflection and stimulate actions about multilingualism and communication at work and in a community.

The objective was declared as follows:

To reflect on better communication with people regardless of their national or social and linguistic background and stimulate insights for inclusive approaches to valorise international talents at work and in the community.

More details about this case study are reported in the "Digital Toolkit: Inclusive Career Guidance for International Talents" from LangWork

Further Study – Additional Material

If you wish to further study the issue about practicalities for inclusive career guidance for international Talents, you may read the "Digital Toolkit: Inclusive Career Guidance for International Talents" from Langwork

Summary of the Module's Subject

In Module 1 we presented core concepts to understand the employment issues for Multilingual Talents in an evolving job market. More specifically, from socio-political systems to strengths, challenges, and obstacles for Multilingual Speakers at the workplace and also the elements for better guidance for Multilingual employees.

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Module 2 Language ideologies & Language policies

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Introduction

Module 2 has three (3) units, some of which have subunits. More specifically **Unit 2.1 "Language stereotypes, nativespeakerism & the standard language ideology"** introduces learners to the concept of standard language and the role of language standardization in maintaining the standard language ideology. These key definitions are used to further explain how the idea of the ideal native speaker relates to the production of language stereotypes, and therefore the process of linguistic stereotyping. This phenomenon, identified as nativespeakerism, is strongly connected to implicit or explicit language-based discrimination. Especially in the workplace accented language may influence employability, opportunities for promotion and social mobility.

Unit 2.2 "Inclusive/punitive multilingualism & Linguistic hegemony" refers to the problematization of multilingualism as an inclusive language policy or practice by default, since there are multilingual linguistic practices that are used to other specific social groups. On the other hand, inclusive multilingualism is not identical to additive multilingualism as envisioned by the European multilingual policies, based mainly on the standard language ideology. Instead, inclusive multilingualism draws on the plurilingualism approach recognising the multiple resources language users invest in communicative events. In addition, in this unit there is a discussion about the concept of linguistic hegemony and the example of the hegemonic value of English in the European context.

In **Unit 2.3 "Language bordering, language crossing and translanguaging"** named languages are explored as ethnic identity constructs that reinforce language borders (assumed beginnings and ends of languages). Mutlilingual language use in this context is interpreted as language

crossing (going beyond the language borders), whereas translanguaging is an ideologically and pedagogically important approach to describe language behavior and resist oppressive language environments.

Objective:

The objective of this module is to introduce learners to standard language ideology as a vehicle to create language-based discrimination (nativespeakerism, linguistic stereotyping, language bordering, punitive multilingualism).

Expected learning outcomes:

By the end of the module participants in the online course are going to be able:

✓ to **define** the concepts of standard language, language stereotypes, linguistic hegemony and inclusive and punitive multilingualism
✓ to **recognize** how language stereotypes result into language based-discrimination
✓ to **reflect on** their personal experiences from standard languages and non-standard use
✓ to **engage in** collaborative construction of knowledge discussing about language-based discrimination at the workplace
✓ to **apply** theoretical knowledge about punitive and inclusive multilingualism on examples from their own sociopolitical realities and neighborhoods
✓ to **realise** the implications of language-based discrimination for people who are othered as non-standard language users (e.g. immigrants and refugees)

Key words: standard language, language stereotypes, language-based discrimination, inclusive/punitive multilingualism, linguistic hegemony, language bordering/crossing, translanguaging

Chapter 2.1 Language stereotypes, nativespeakerism & the standard language ideology

2.1.1 Standard language, Language Standardization and standard language ideology

"**Standard language** is itself a slippery concept, and it is in need of further critical consideration, since there are cultures that are not 'standard language cultures'" (Coupland & Kristiansen, 2011, 11). A **standard language culture** refers to the dominance of ideological values that define, distinguish and safeguard the standard varieties. **Language standardization** is a special set of social processes that get promoted in certain sociopolitical conditions by certain groups and institutions in special "market conditions" in specific symbolic economies (Coupland & Kristiansen, 2011, 18). Sociolinguistics has been exploring and interpreting the relation between language diversity and society for many decades. In this context there are various interpretations of the process of **standardisation** as linguistic or sociolinguistic change (Coupland, 2014, 68). Standardization has often been described as a **featural change** in the linguistic shape and the dominance of varieties of writing or speaking that have a high status through time. According to Coupland and Kristiansen (2011, 17), there is a strong tradition of descriptive, non-ideological and quite apolitical approaches of "standard" and "non-standard language" that was useful to describe **language change**. Cameron (2001) though points out that we need to accept that both the use and the study of language inevitably entail **evaluation** and verbal hygiene, despite our reluctance to recognize it.

Individuals and social structures are based on tacit assumptions about languages, their status and the people who use them, that constitute the **basis of ideology** (Fairclough, 1989). **Ideologies about language** refer to the ways speakers use their knowledge about language use in order to present themselves or to create images of others evaluating their (socio)linguistic behaviour. This process of making meaning based on certain impressions people have about the relation of social characteristics to specific language use is a kind of **metalinguistic knowledge** that is activated while communicating with others. Michael Silverstein (1979) first referred to ideologies about language as

> **Definition:** *Language ideologies* construct what is considered to be "standard/non-standard", "normal/abnormal", "right/wrong", "authentic/inauthentic", "native/other".

what people think and believe about language, practices that facilitate the justification or **rationalization of language use**. Ideologies create **boundaries** among individuals but also between groups or communities since they index specific groupings and interpretations of similarities and differences based on the perceived language use (Irvine & Gal, 2000; Bucholtz & Hall 2005).

Although even standard language includes variation, when it is practised, it is usually related to social parameters that shape one's attitude towards the other. Requiring **accuracy**, **clarity**, and "ortho-doxy" (e.g. orthography) in one's linguistic behaviour is a habitus that stems from the **standard language ideology**. Since there is the dominant belief that the standard language is correct, perfect by default, then any deviation (non-standard language varieties, e.g. dialects, sociolects, translingual practices) are

> **Definition:** *Language standardisation* refers to the assumed correctness of some linguistic forms over others and gets connected to language stereotypes that lead to language-based discrimination.

marked as imperfect without even realising that this is an idea based on the standard language

ideology. The **ideal language use** (a standard language as an ideal language) has been naturalized to the extent that people may fail to realise their stereotypes and they may unconsciously engage in othering or profiling practices in their everyday lives in the name of **common sense**. Standard language use then becomes commonsensical rationalizing specific ways of talking and writing and devaluing language performance that does not meet the predefined standard criteria (Hill, 2010). Language users' **social identities** are related to their sociolinguistic behaviour thus using this commonsensical point of reference, standard language, to evaluate themselves and others and identify as in or out group members of communities they participate in. Othering processes may result to a language user's disempowerment and stigmatisation, while language bias can lead to exclusionary practices or to assimilationist practices so as to fit in, to become socially acceptable. According to Milroy (2007: 133), **language attitudes** are dominant ideological positions that draw on the standard form or on the idea of the standard form. As it is often the case, the native speaker (non-accented speech) is favoured and the non-native speaker (accented speech) is disfavoured due to such "ideological positions" that often carry **linguistic stereotyping** (Monfared and Khatib 2018: 59), leading finally to practical negative or positive consequences that go beyond mere language ideology.

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Figure 8 Linguistic stereotyping priviledges some speakers, while marginalizing others

DISCUSSION

This is an activity that aims to provoke collective reflection and create space for dialogue on the concepts of standard language and standard language ideology.

After studying Part 2.1.1 "Standard language, Language Standardization and standard language ideology", prepare a short text (80-100 words) (a) describing the characteristics of the standard language in your place of residence and (b) sharing an experience where you did not use the standard language (what variety you used, what where the communicative implications, thoughts, feelings etc). Discuss your experience(s) in a group.

2.1.2 Nativespeakerism & Linguistic stereotyping

Language use is not neutral. On the contrary it is an ideologically charged issue that relates to standard language ideology, the **ideal of the native speaker** and **language stereotypes**. The ideal native speaker does not exist in reality, since even within a community of speakers who all use the same standard language as their first language, there is a great variation in speakers' sociolinguistic repertoires, as they have different trajectories, they have been exposed to different language stimuli, dialects, sociolects, registers and they have various schooling experiences. As a result, it would be safe to claim that **there is no homogeneous speaking community**, and language use cannot be separated from social stances that are performed either explicitly or implicitly. Indexicality and ideologies about language are key parameters in how **evaluative visiolinguistic behaviour** is practiced in communicative events (visiolinguistic behaviour is based on the sight/on the gaze and uses social categories of race, class, gender, age, etc. to profile somebody). The prejudice that is related to the assumed ideal speaker and the standard language use is called **nativespeakerism** and explains why we tend to use phrases and descriptions such as "broken English" (instead of the standard English that are not broken, fixed), "I am sorry for my English" (being apologetic and experiencing linguistic insecurity), language jokes on dialectic use or accented English/Greek etc..

Stereotyping means to attribute characteristics and behaviors to a person drawing on overgeneralized beliefs about the social group one belongs to; in other words it is a process of categorization based on impressions, beliefs and subjective experiences, that constitutes the basis for discrimination and prejudices (Puddifoot 2019: 71). Since such evaluative practices of others' appearance and actions may be instinctive, automatic and unconscious, stereotyping is implicit and is often is hidden behind everyday common phrases and symbolic actions and it is reinforced by systemic discrimination in the fields of education, law enforcement, employment or health care (Deutschmann & Steinvall, 2020). More specifically, **linguistic stereotyping** refers to people's tendency to categorize and judge others based on their language output (Lippi-Green 2011). One of the very important elements that is used to evaluate and categorize people on the basis of ethnic identity is accent (see for example, Hansen et al., 2017; Rakić et al., 2011).

> **Definition:** *Linguistic stereotyping* refers to people's tendency to categorize and judge others based on their language output.

Therefore, language ideologies may play an important role in processes of **stereotyping**, **exclusion** and **marginalization** (Rosa & Burdick, 2016). Language ideologies, in this sense, construct what is considered to be "standard/non-standard", "normal/abnormal", "right/wrong", "authentic/inauthentic", "native/other". In other words, it is through ideologies about language that **normativity** is constructed as well as **markedness**, since variation is approached as a matter of choosing "the superior" linguistic form between alternative ones (Milroy & Milroy 1991). **Language standardisation** then refers to the assumed correctness of some linguistic forms over others and any divergence is deemed wrong/non-standard and gets connected to **language stereotypes** (evaluating one's identity based on the way s/he speaks or writes). Non-standard linguistic behaviour tends to get rejected within speakers' communities thus leading to **language-based discrimination** (Craft et al., 2020). Nguyen & Hajek (2022) propose to use the term "**linguicism**" as an umbrella term to refer to the full range of language-based discrimination issues (accentism, linguistic discrimination, linguistic racism, native-speakerism, race-based concepts studied by raciolinguistics).

2.1.3 Language-based Discrimination at the Workplace

Which languages are used in everyday life in a certain sociocultural context? Which languages are used in classrooms, in courts, in professional environments? The decisions about the role of different languages used in various institutional contexts are **political** (Edwards, 1994). This means that **access to languages** (by whom, where, to what extent) is related to **issues of power** and dominance. Low status languages that may be used by a minority group are devalued and its members get disadvantaged. This is recognised as a form of **discrimination**, that according to Skutnabb-Kangas (1988), relates to ideologies and structures used to reproduce **unequal power structures**

> **Keynote:** Workplace acculturation emerges as an imperative, rendering workplaces ***oppressive language environments*** within which non-native speakers struggle to prove their worth while getting devalued due to their accented English.

and distribution of resources defined on the basis of language (Barwell 2003). Standard language policies and practices also influence the workplace. **Professionalism** is related to the unaccented language use which renders accented language use an abnormal practice and a marked communication strategy. Since English has become the dominant language in the global market, fluent English use gives access to higher status work and is a vehicle to social mobility (Angouri & Miglbauer, 2014). **Workplace acculturation** emerges thus as an imperative, rendering such workplaces **oppressive language environments** within which non-native speakers struggle to prove their worth while getting devalued due to their accented English (see for example, Lønsmann, 2014). In some professional contexts, standard English proficiency may be a prerequisite for physical or personal safety, while the sociopolitical consequences of intersecting language ideologies are often subtle and subjective (Craft et al., 2020). Within the workplace, standard language ideologies and monolingual language policies build **hierarchies** and result into **internalized ideologies** that lead to the lack of communication between colleagues of various sociolinguistic repertoires, to linguistic discrimination and more generally to unequal access to employability (e.g. accented English use in a job interview) and social mobility. As Thuesen points out (2017), although linguistic injustice in the workplace is rarely addressed; the work still gets done. The question that remains is: in favour of whom? And how could we reimagine a linguistically more just/more **inclusive workplace**? Approaches such as translanguaging, that is explained in other units and modules, are deemed to be able to serve inclusiveness and transform the workplace being also a key concept and tool in the design and implementation of the LangWork project.

discussion and explain how you would handle this situation explaining your thought (50-100 words).
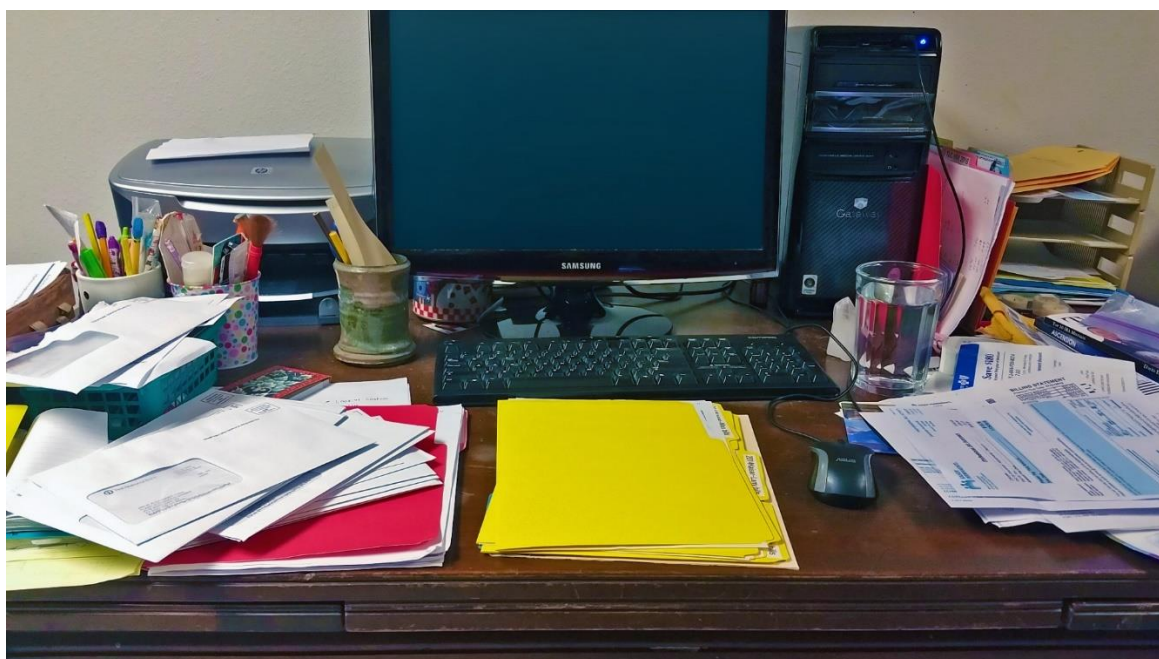
Figure 9 What criteria make a good secretary?

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Language on the move: https://www.languageonthemove.com/linguistic-discrimination-at-work/

Chapter 2.2 Inclusive/Punitive Multilingualism & Linguistic hegemony

2.2.1 Inclusive and punitive multilingualism

Contemporary world is characterised by globalization processes, digitality, multimodality and extended (forced) mobility that entails intensive intercultural contacts between people who have **superdiverse sociolinguistic repertoires**. Communication in this context has been challenged and language has become a central sociopolitical issue in institutional environments and settings where the **monolingual mindset** dominates. As a result, people and groups get excluded and marginalized. Especially in Europe, that is a multilingual region, and more specifically concerning the European Union, **multilingualism** is a subject that has received great attention. The **European citizen identity** requires a multilingual repertoire that is valued as a vehicle to cross-border mobility, employability and social mobility (Backus et al., 2013). **Linguistic diversity** is currently on the map of contemporary social justice debates, since it is important to realize how linguistic diversity relates to

> **Definition:** *Linguistic diversity* refers to any linguistic resources used by language users in order to communicate.

social justice and uncover processes of language-based discrimination (Piller, 2016). Piller (2016) uses the term **'linguistic diversity'** to refer to any linguistic resources used by language users in order to communicate. **Diversity** (including linguistic diversity) as a lens to understand modern societies leads us to examine the phenomenon of multilingualism both as a bottom-up set of sociolinguistic practices and a top-down language policy. But is multilingualism inclusive by default?

Language choices even on places that escape our attention or that we do not think of as noteworthy, such as the languages used on a parking ticket, may reveal monolingual policies while normalizing the monolingual mindset (e.g. English only in an Australian context) or may index a multilingual mindset making visible though only high status languages (e.g. dominant European languages as the norm) (Piller, 2016). Is this multilingualism inclusive or does it reproduce dominant standard language ideologies and the distinction between high and low status languages (that are usually migrant languages)?

Discourse on diversity nowadays approaches 'diversity' as a positive thing for societies by default, and has been used as a way to measure inclusiveness on institutional contexts often in a superficial level that may result into internalizing arguments or assumptions of the dominant discourse without even problematising them and therefore being unaware of what diversity refers to and how it can be a good thing for a society. It is not enough to agree with the assumption that 'diversity is good', but one should be aware of 'in what ways' and 'why', as 'diversity may become

> **Keynote:** Diversity (including linguistic diversity) may become a *euphemism* to refer to people who are not mainstream on a linguistic and ethnic level, contributing thus to social stratification.

a **euphemism** to refer to people who are not mainstream on a linguistic and ethnic level, contributing thus to **social stratification**. Therefore, diversity discourses may be part of injustice practices hiding inequality and constructing the dipoles of normal/diverse. In addition, choosing certain languages, as well as their spatial arrangement, to create multilingual sings may index practices of constructing certain social groups as potential danger or offender (e.g. in the case of prohibition signs for smoking in a hotel in Australia where Chinese is foregrounded before English addressing Chinese customers as potential offenders).

Angermeyer (2022) in his recent article "Translation as discrimination: Sociolinguistics and inequality in multilingual institutional contexts", proposes the term '**punitive multilingualism**', to refer to translation practices that may prohibit or reduce language users' with a low status sociolinguistic repertoire participation in communicative events or stereotype them as others/deviant/diverse, especially in these cases that they get addressed exclusively by warnings and prohibitions. Thus, pointing out how translation may contribute to language-based discrimination and injustice practices, and realizing that language ideologies about multilingualism may render in this case multilingual choices as punitive practices, we need to further problematize our assumptions about multilingualism and diversity and opt for a more inclusive approach to multilingualism.

> **Definition:** *Punitive multilingualism* refers to linguistic practices (e.g. translation, linguistic landscape choices) that may restrict language users' participation in communicative events or stereotype them as deviant/diverse.

Figure 10 Punitive multilingualism points a finger at people who require language support

Backus et al. (2013) proposed a comprehensive approach to multilingual communication, that they called **Inclusive Multilingualism**. Acknowledging European multilingualism as a complex political framework related to linguistic, political, economic and cultural aspects of European unification, they stress on the need for a new approach of multilingualism. The "mother tongue plus two" regarding the European citizens' multilingual competence (defined in the Barcelona European Council Conclusions, 2002) reveals inconsistencies in Europe's language policy. This is because this policy reproduces language hierarchies, and European multilingualism policy has proved insufficient in relation to language

> **Definition:** *Inclusive multilingualism* draws on the approach of plurilingualism and disrupts the additive multilingualism approach that is based on the standard language ideology.

proficiency for European citizens. Additionally, European multilingualism seems to entail standard language ideologies and a native-speaker oriented language proficiency, communicative competence. Inclusive multilingualism (Backus et al., 2013) has the following characteristics:

(a) It assumes that language users are not native-speaker-oriented but focus on the goal to achieve effective communication.
(b) It integrates a theoretic framework according to which multilingual understanding embraces the diversity of communicative resources used as normal and not as deviations resisting the monolingual mindset
(c) It critically approaches additive multilingualism which draws on the standard language ideology and the ethnic constructs of the named languages.
(d) It builds on the approach of plurilingualism (Candelier et al. 2010).

Figure 11 Inclusive multilingualism opens up opportunities

Inclusive multilingualism thus opens up the space for more general questions to be posed and answered, such as:

- "What do individuals, groups or nations do when they do not share the same language to achieve mutual understanding?
- Which communicative solutions are conceivable, available and which solutions are actually used?

- To what extent is mutual understanding actually achieved?
- In what sense is the understanding that is realized arrived at in a fair and efficient manner?
- What are the consequences in case of partial of non-understanding?
- How do people, organizations, and (supra) national bodies reflect upon and learn from their multilingual experiences?
- How do they manage, anticipate and prepare for successful multilingual communication in the future?" (Back et al., 2013, 11).

INDIVIDUAL ACTIVITY 2.2

Think about your workplace (a school, an office, an open space, etc.) and what languages policies are used. Reflect on the sociolinguistic repertoires of your colleagues, students or clients and reimagine this space so as to embrace inclusive multilingualism. How could your workplace become more inclusive on a linguistic level? Prepare a text of 300-500 words creating a map of this space and describe the rearrangements you would make on a language policy level.

2.2.2 Linguistic hegemony

Antonio Gramsci first referred to the **concept of hegemony**, while he was imprisoned in 1926 by the then Italian fascist state. His conceptualization of hegemony refers to the process of consensual rule, namely when a subordinate group recognizes a leading group as right, just, normal without questioning its status and role. In other words, a leading group ensures the position it has, through the consent of the subordinate group in the context of this total system of hegemony (Clark, 2013).

Linguistic hegemony refers to social groups who are linguistically minoritized or use a non-standard variety of English, and they are willing to accept unquestioned the superiority of standard English, believing in its great importance and participating themselves in subjugating other language varieties. Accepting the superiority of English language contributes to the dominance of standard English and the desire to be a standard English user. People internalize the need for standard English as desired normalising thus any language policy that imposes standard English use. Suarez points out:

> "This is an exertion of hegemonic control because the "selling" of English appears to be politically and socially neutralised, when in fact it is clearly not the case. Thus, learning of English is presented as a technical instrument (like a tractor), not a world order." (2002, 514)

In the contemporary globalized context and through marketing language policies of transnational corporations, English indexes success and hedonism, aspects that are reinforced by the standard language ideology. Consequently, commercialized English in the spectacle era becomes a vehicle to stigmatise non-standard English users and reproduce language hierarchies as normal and natural. It is important though to realise that these assumptions are an application of hegemonic values. In this context standardisation serves language loss in a process of privileging one language variety of English over others and ultimately contributes to the enforcement of linguistic hegemony (Philipson, 1992, 40).

> **Definition:** *Linguistic hegemony* refers to social groups who are linguistically minoritized or use a non-standard variety of English, and they are willing to accept unquestioned the superiority of standard English, believing in its great importance and participating themselves in subjugating other language varieties.

DISCUSSION

*After studying 2.2.2 listen to the lyrics of the song "I am an Englishman in New York" by Sting (*https://www.youtube.com/watch?v=hgGlDovNMog*). Then reflect on the hegemonic use of English in various contexts and answer the following question in the moodle forum writing a short text of 80-100 words: What is the role of standard English for (a) the everyday lives of immigrants and refugees moving to Europe, and (b) the European citizen identity?*

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Chapter 2.3 Language bordering, language crossing and translanguaging

2.3.1 Language bordering

What is a language border? According to Wollacott (2023) "a language border is a theoretical border between languages", that is not identical with geographical and political or officially recognized borders. Mutual intelligibility is the sociolinguistic criterion based on which, sociolinguists attempt to discern between languages. Because though it is difficult to say when one language stops and where it starts. That would mean to be able to find the last person inhabiting a certain area and identify a specific geographical boundary for the language use before it changes (to another geographical area and therefore different language variety or language. Sociolinguists instead use the concept of the dialect continuum implying that interchanging between languages is a more fluid process than implied when we use the constructs of the named languages and varieties. Therefore, we can more easily talk about language users who understand each other less and less as they move towards the two poles of the continuum. The social constructs of the named languages that relate to ethnic identities and the issue of nationalism triggers ideas and practices such as language bordering, rendering it a natural process although in the actual sociolinguistic reality it is hard to recognize and define language borders. They are political ideological constructions to safeguard ethnic identities contributing to language-based discrimination and injustice.

Sharma (2021) points out that apart from analytic categories to understand contemporary world, "**borders and languages** can also be viewed **as sites for imagining** an alternative radical geopolitics and linguistics" and invites us to de-colonize and de-center our conventional understandings of borders and languages, directing our focus towards in-between liminal spaces where marginal social identities are constructed and various linguistic communities get stigmatised.

Figure 12 Language borders are more fluid than geopolitical borders

2.3.2 Language crossing and translanguaging

In current sociolinguistic research languages are not approached as **discrete entities** that create and reproduce an imaginative language bordering. On the contrary, linguistic borders are

recognised as **political boundaries**. Using more than one named language or interchanging between named languages is then addressed as **language crossing**. The process of language crossing though still reproduces the idea of the standard language as an entity and fails to depict the everyday sociolinguistic behavior as a social practice that is far more complex. The various linguistic features used by language users in multilingual encounters and in contemporary diverse linguistic environments can be better described by the concept of **translanguaging**. Translanguaging or translingual practices (Garcia, 2009) refers to the use of all semiotic resources available in one's sociolinguistic repertoire in order to be effective in communication. This process implies a more **fluid transition between languages** and language varieties that is difficult to record as bordering or crossing, since it might refer to multiple crossings and multiple boundaries depending of how language varieties are defined each time. Again, this argument forefronts the importance of **rejecting the monolingual bias** and the standard language ideology in order to be able to better understand language behaviors. Labelled languages and their borders though do exist and still shape our understanding of the world, as well as have an important role in processes of cultural and political decolonization in various countries (see for example Saraceni & Jacob, 2018, who refer to Malaysia and Algeria). Saraceni & Jacob (2018) stress out the fact that translanguaging has both **ideological and pedagogical implications**, but named languages are also politically important in the context of globalization.

DISCUSSION

For teachers: Design an activity that values all your students' linguistic resources building on the approach of translanguaging and share your ideas in the forum discussion.

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Summary of the Module's Subject

In Module 2 "Language ideologies and language policies" we have referred to the main concept of standard language as part of language standardization processes that relates to the standard language ideology.

Revealing the ideological nature of the construct of standard language we have explored how non-standard language use gets devalued and thus receives language-based discrimination. Recognizing the idea of the ideal native speaker we have explored the language bias that relates to the imperative for unaccented English as the normal, the right, the natural. Linguistic stereotyping emerges due to the ideas and language ideologies that reproduce language hierarchies and shape unequal and marginal social identities. Through this lens multilingualism is also to be evaluated in the context it appears, since both punitive and inclusive performances of multilingualism may stereotype social groups or embrace 'diversity'. Language users who internalize ideas about superior and inferior language varieties contribute to the subjugation of non-standard varieties and accept hegemonic language varieties as commonsensical.

The distinction and comparison of language varieties draws on the construct of the named languages. Named languages maintain ethnic identities and serve as political vehicles in contexts of de-colonization, although they create borders. Language borders are based on the standard language ideology but language users very often cross these borders mixing languages in unexpected ways. The concept of translanguaging best captures this fluid interchange of linguistic features that are recognized as elements of different language varieties and can better explain everyday language use that takes place in the contemporary multilingual societies we inhabit.

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Module 3: Workplace Communication: Multilingualism & Inclusive Workscapes

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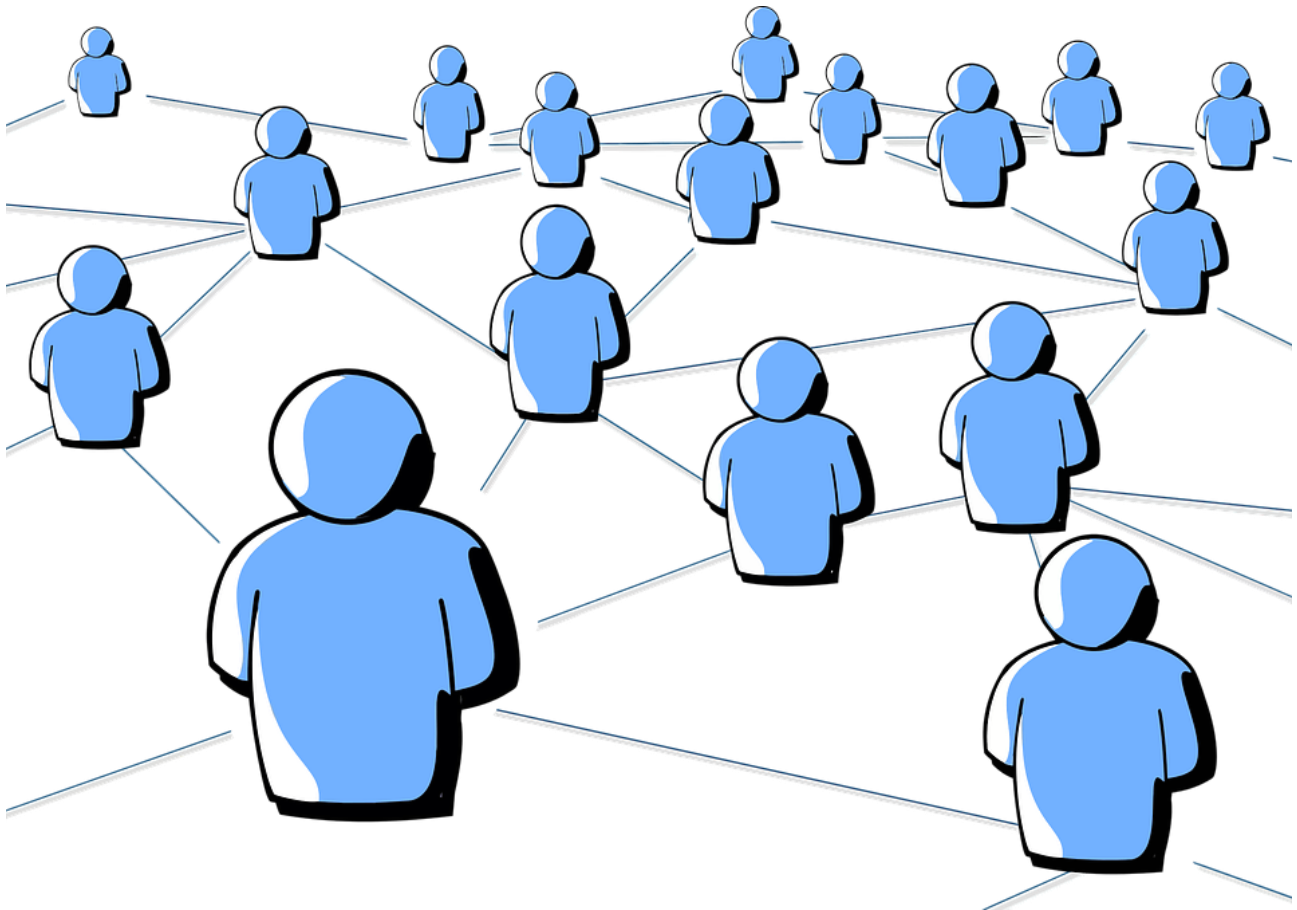
Introduction

The module on effective communication and the creation of a multilingual, inclusive workspace is structured into three chapters, each building upon the previous one to provide a comprehensive understanding and practical guidance for fostering better communication in diverse work environments.

Chapter 1: "Effective Communication or Why We Communicate Always Wrong" lays the foundation by introducing the concept of effective communication. It explores various forms of communication, including verbal, non-verbal, written, and visual. The chapter emphasizes that communication is a continuous process and that successful communication involves understanding the different layers of a message, as explained in the Four-Sides Model. It also introduces the Model of the World, highlighting how individual experiences shape one's perception of reality and the importance of open and non-judgmental communication to minimize misunderstandings.

Chapter 2: "Building Multilingual Teams and Navigating Conflicts" dives into the challenges of multilingual workplaces and the inevitability of communication breakdowns. It introduces strategies to navigate and respond to miscommunication, starting with evaluating the severity of conflicts and applying the Iceberg Model to uncover hidden aspects of communication. The chapter emphasizes the use of concrete and empowering language and introduces the 5-Why Technique for problem-solving and understanding underlying motives. It also stresses the importance of effective feedback as a tool for improvement.

Chapter 3: "Creating a Multilingual, Inclusive Workspace: Recommendations for Educators" focuses on practical recommendations for educators to create inclusive workspaces. It encourages embracing multilingualism, understanding communication models like the Four-Sides Model, and promoting self-awareness before communication. The chapter also recognizes the challenges of multilingualism and emphasizes patience and empathy. It highlights the importance of recognizing individual "Models of the World" and fostering tolerance for diverse perspectives. Finally, it suggests training team members in conflict resolution, utilizing the Iceberg Model, promoting concrete language, and encouraging empowering language and effective feedback.

Throughout the module, there are interactive elements such as forum activities and individual activities to engage participants and encourage reflection on the concepts presented. The module provides educators and learners with a comprehensive toolkit for improving communication in multilingual, diverse work environments, ultimately fostering inclusivity and productivity.

Objective:

How the Module Will Help Apply Multilingualism at the Workplace and Build Multilingual Teams:

By equipping participants with a deep understanding of effective communication and the complexities of diverse work environments, this module empowers them to apply multilingualism and build multilingual teams with confidence. Participants will learn to recognize the value of linguistic diversity and understand that embracing multiple languages alongside the primary communication language enriches the workplace. They will acquire the skills to accommodate different languages and cultures, creating an inclusive workspace where individuals from diverse linguistic backgrounds can thrive .

Additionally, the module equips participants with effective communication strategies and conflict resolution skills tailored to multilingual settings. This knowledge will enable them to navigate communication challenges, resolve conflicts, and promote harmonious teamwork within multilingual teams. Participants will learn to appreciate the importance of patience, empathy, and tolerance in addressing language barriers, fostering an environment where individuals feel valued and understood.

Furthermore, the module provides educators with practical recommendations for facilitating effective communication within educational settings, thus extending the impact of multilingualism and inclusive practices to classrooms and online learning environments. Educators will be better equipped to create an inclusive and productive learning environment for students from diverse linguistic backgrounds.

In essence, this module serves as a valuable resource for participants to not only understand the principles of effective communication but also to apply multilingualism, build multilingual teams, and foster inclusivity in their workplaces and educational institutions. It equips them with actionable strategies and a deeper awareness of the importance of linguistic diversity in today's interconnected world.

Expected learning outcomes:

By the end of the module participants in the online course are going to be able:
- ✓ to **apply** multilingualism and **build** multilingual teams with confidence
- ✓ to **recognize** the value of linguistic diversity and **understand** that embracing multiple languages alongside the primary communication language enriches the workplace
- ✓ to **accommodate** different languages and cultures, creating an inclusive workspace
- ✓ to **put into practice** effective communication strategies and conflict resolution skills tailored to multilingual settings.

Key words: effective communication, multilingualism, inclusive workspace, communication models, four-sides model, model of the world, open and non-judgmental communication, navigating miscommunication, 5-why technique, conflict resolution, feedback, self-awareness, cultural awareness, language barriers, multilingual teams, multilingual education, linguistic diversity

Chapter 3.1: Effective Communication or why we communicate always wrong

Effective communication is the dynamic process of transmitting ideas, information, thoughts, knowledge, data, opinions, or messages from a sender to a receiver through a chosen method or channel, all with a clear and purposeful intent. Successful communication ensures both the sender and the receiver derive satisfaction from the exchange.

Communication takes shape through various forms and can be conveyed in numerous ways, encompassing:

- Verbal Communication
- Non-verbal Communication
- Written Communication
- Visual Communication

When individuals engage with others, communication invariably occurs, whether in spoken or unspoken forms. In every interaction, individuals are in a continuous state of communication with their environment, serving both as senders and receivers of messages. The sender encodes and transmits a message, while the receiver decodes it. Beyond conveying factual information (the topic), emotions invariably resonate within the message, manifesting verbally or non-verbally. These emotional cues signify the relational dynamics between the conversing parties. Successful communication entails the unimpeded transmission of a message from sender to receiver. When communication falters, we refer to it as disrupted communication, a phenomenon especially detrimental in a workplace context, as it can lead to conflicts and misunderstandings.
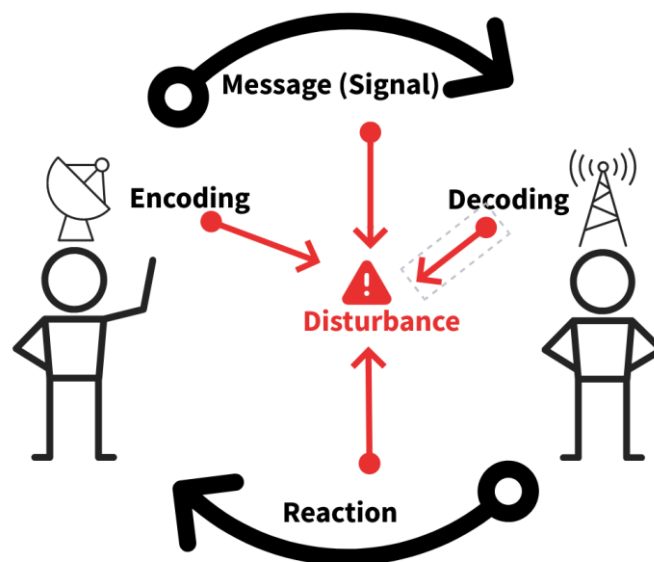
Figure 13 Sender-Receiver-Model (Author: Martin Barthel)

The Four-Sides Model, also known as the **Communication Square** or **Four-Ears Model**, was introduced in 1981 by German psychologist Friedemann Schulz von Thun. According to this

model, every message comprises four distinct facets, although the emphasis placed on each may vary. These four facets are as follows:

The Factual Level: This encompasses statements that present objective data and facts relevant to the message.

Self-Revelation or **Self-Disclosure**: At this layer, the speaker, either intentionally or unintentionally, discloses personal information about themselves, including motives, values, and emotions.

Social Relationship: This layer delves into how the sender perceives the relationship between themselves and the receiver, shedding light on their interpersonal dynamics and mutual opinions.

Wish or **Want**: Here, the speaker expresses their desires, requests, advice, instructions, or intended outcomes, indicating what they hope to achieve through the message.

It's important to note that each layer of a message can be independently misunderstood, contributing to the complexity of human communication.

INDIVIDUAL ACTIVITY 3.1

Apply the four-sides model to your chosen scenario. Identify and analyze the four facets of communication within that interaction:

Fact: What factual information was conveyed?

Self-disclosure: What did you or the other person reveal about themselves (emotions, motives, values)?

Social relationship: How did the communication affect the relationship between you and the other person?

Wish or want: What desires, advice, instructions, or effects were expressed or implied?

Consider how each facet might have contributed to the overall success or potential misunderstanding in that communication. Were there aspects that were misunderstood or not addressed?

CASE STUDY 1

The classic example of Schulz von Thun is the front-seat passenger who tells the driver:

"Hey, the traffic lights are green".

The driver will understand something different, depending on the ear with which he will hear and will react differently (On the matter layer he will understand the "fact" "the traffic lights are green", he could also understand it as "Come on, drive!", that is a "command", or on the "relationship" could hear something like "I want to help you", or if he hears implicitly "I am in a hurry" the passenger reveals part of himself ("self-revelatory"). The emphasis on the four layers can be meant and understood differently. So the sender can stress the appeal of the statement and the receiver can mainly receive the relationship part of the message. This is one of the main reasons for misunderstandings.

DISCUSSION

Effective Communication

Initial Reflection: In the first reply thread, share your thoughts and reflections on the concept of effective communication. Consider the following questions:

- *What does effective communication mean to you?*

- *Have you encountered situations where communication was successful or led to misunderstandings?*

- *How do different forms of communication (verbal, non-verbal, written, visual) impact your daily life or work?*

Application of the Four-Sides Model: Choose a real-life scenario (either personal or professional) where communication played a crucial role. Apply the Four-Sides Model (fact, self-disclosure, social relationship, wish or want) to analyze this scenario. Share your insights on how each facet contributed to the success or challenges in communication.

Response and Engagement: Engage in discussions with at least two other participants in this thread. Respond to their reflections, ask questions, and provide feedback on their analyses of communication scenarios.

Understanding the nuances of communication involves recognizing the different "ears" we use when speaking and listening. To enhance effective communication, consider the following steps:

Check-In: Think

Before embarking on any communication, take a moment to reflect. When you intend to send a message, ponder the following:

- What is my intention behind this message?
- What specific information do I aim to convey?

Conversely, when receiving a message, engage in thoughtful listening by considering:

- Which "ear" am I listening with, and what biases or preconceptions might be influencing my perception?
- What information is my communication partner intending to convey?

In both scenarios, explore different perspectives by contemplating how else the message could be interpreted. After this analysis, proceed to validate your assumptions.

Check Back: Validate

As the sender, strive for clarity by making your message explicit, specific, concise, and direct. For instance, instead of saying, "Could you maybe check in the next few days if someone can help?" you might express, "Could you do me a favour and provide me with information about the availability of assistance by next Friday?"

In a conversation, inquire about your partner's understanding of the message and seek to harmonize messages to enhance mutual comprehension. After brief interactions or during meetings, confirm participants' understanding and alignment regarding the intended outcomes of the conversation.

As the receiver, become actively engaged in the communication process. Ask for clarification to ensure you have grasped the message accurately. For instance, you can ask, "So, do you mean…?" or "I want to ensure we're on the same page; is it correct to say …?" Active listening techniques like paraphrasing can also be employed.

In multilingual work environments, it's crucial to consider additional layers beyond the explained model. In such settings, each communication undergoes multiple internal translations. The sender translates their message from their mother tongue to the communication language, a process unnoticed by the receiver. The receiver then translates the message internally again to their mother tongue, processes the information, and formulates a reply. This reply is then translated, articulated, and received by the conversation partner. Misunderstandings, lost communication, and misinterpreted intentions are potential pitfalls that can lead to workplace conflicts.

Effective communication methods play a pivotal role in fostering and enhancing multilingualism within the workplace. Multilingualism transcends the mere presence of individuals who speak different languages; it's about enabling seamless connections and collaborations among individuals from diverse linguistic backgrounds. Leveraging various communication methods, including verbal, non-verbal, written, and visual communication, can strategically promote multilingualism.

In verbal communication, employing clear and straightforward language, avoiding complex jargon, and encouraging deliberate articulation can greatly facilitate comprehension for individuals with varying language proficiencies. Furthermore, adopting the Four-Sides Model, which examines facts, self-disclosure, social relationships, and desires within communication, encourages individuals to express themselves more comprehensively. This model enables conveying not just facts but also emotions, motives, and values, promoting a deeper understanding of messages among colleagues from different language backgrounds.

In essence, by prioritizing clarity, simplicity, and inclusivity in communication, organizations can effectively dismantle language barriers, fostering a workplace where multilingualism is not only acknowledged but actively nurtured. This, in turn, leads to improved understanding and collaboration among a linguistically diverse workforce.

INDIVIDUAL ACTIVITY 3.2

Take a moment to reflect on any past experiences where language differences or misunderstandings may have impacted your work or personal interactions in a multilingual setting.

Identify Communication Challenges: Write down any specific challenges you encountered related to communication in these situations. Consider questions like:

How did language differences affect the clarity of messages?

Were there instances where intentions were misunderstood?

Did you experience any workplace conflicts due to miscommunication?

Apply the "Think and Validate" Approach: Review the provided content about the "Think and Validate" approach to effective communication. Apply this approach to one of the challenges you identified in step 2.

For instance, consider what your intention was in a particular interaction and how you could have made it clearer.

Think about the different "ears" you and your communication partner were using.

Reflect on how the message could have been understood differently.

Imagine what validation techniques you could have used to ensure mutual understanding.

FORUM ACTIVITY 3.3

Multilingual Communication

Multilingual Communication Reflection: In the second reply thread, share your thoughts and experiences related to multilingual communication. Consider the following questions:

Have you been part of a multilingual work environment or encountered language differences in your personal life?

How do language differences impact communication clarity and effectiveness?

Can you recall any instances where misunderstandings due to language barriers led to challenges or conflicts?

Think and Validate Approach: Apply the "Think and Validate" approach presented in the content to one of the multilingual communication challenges you've encountered or can imagine. Discuss how considering different "ears" and validation techniques could have improved mutual understanding.

Response and Engagement: Engage in discussions with at least two other participants in this thread. Share your insights and strategies for effective communication in multilingual settings. Discuss the importance of clarity and inclusivity in such environments.

MODEL OF THE WORLD

The Model of the World, developed in the 1930s by the Polish psychologist and linguist Alfred Korzybski, offers a profound insight into the way each individual perceives and interprets the world around them. This model posits that our unique "model of the world" is shaped by our distinct life experiences, cultural influences, and personal perspectives. As we all embark on different life journeys and encounter a myriad of experiences, our "model of the world" takes shape, leading to significant variations in our understanding of reality compared to others.

Figure 14 Everyone has a different understanding of the world, which can lead to misunderstandings

The process of constructing our individual reality unfolds as follows:

- **Observation**: We initially observe data and facts, which are neurologically processed through our senses.
- **Selection**: From our observations, we selectively pick and choose certain data.
- **Meaning Addition**: We imbue the selected data with cultural and personal meanings.
- **Assumptions**: Assumptions emerge based on our interpretations.
- **Conclusions**: We draw conclusions based on these assumptions.
- **Beliefs** and **Convictions**: Our beliefs and convictions about the world and life take shape. Notably, this marks the start of a reflective loop, where our beliefs influence our future data selection.
- **Action**: We subsequently act in accordance with our beliefs.

This process has a profound impact, as the more we adhere to our beliefs and our unique "model of the world," the more evidence we accumulate that supports the validity of our perspective. Simultaneously, this unintentionally invalidates the perspectives of others.

This gives rise to two crucial consequences:

1. **Tolerance for Diverse Realities**: Understanding that each person possesses their own equally valid "model of the world" fosters tolerance for the realities of others. Recognizing that another individual's construct of reality holds as much justification as our own encourages empathy and open-mindedness.
2. **Personal Responsibility**: Belief in the idea that we create our own reality leads to a profound sense of personal responsibility. If we acknowledge that our beliefs shape our experiences, we cannot simply attribute our reality to external factors or blame others.

This intricate map of individual reality significantly influences our communicative behaviour. The fundamental premise of the Model of the World carries important implications for the communication process:

- **Embracing Misunderstandings**: Understanding that our counterpart may possess a different "model of the world" than ours helps us embrace the occasional misunderstandings in communication. These misunderstandings are a natural outcome of differing perspectives.

- **Open and Nonjudgmental Communication**: To minimize misunderstandings, open and nonjudgmental communication becomes imperative. Effective communication involves not only conveying our own perspective but also genuinely seeking to understand and explore the "model of the world" of others through questioning techniques.

- **Recognition of Subjectivity**: The model underscores the subjectivity of reality. Just because we may not see or comprehend something doesn't negate its validity in another person's world. Recognizing this subjectivity enhances our ability to navigate diverse perspectives and foster more inclusive and empathetic communication.

INDIVIDUAL ACTIVITY 3.4

Take some time to engage in self-reflection. Consider the various aspects that contribute to your unique "model of the world." Think about your upbringing, culture, personal experiences, and beliefs. Reflect on how these factors have shaped your perception of reality.

Create Your Model of the World: Using a journal, mind map, or digital document, create a visual representation of your own "model of the world." You can use words, images, or symbols to represent the following elements:

- *Observations: Start with the sensory data you collect from your environment.*

- *Selection: Highlight the aspects of your observations that you choose to pay attention to.*

- *Cultural and Personal Meanings: Add symbols or descriptions that represent the cultural and personal meanings you attach to these observations.*

- *Assumptions: Visualize your assumptions about the world and life based on your observations and meanings.*

- *Conclusions: Represent the conclusions you draw from your assumptions.*

- *Beliefs and Convictions: Show your beliefs and convictions about the world and life that stem from your conclusions.*

- *Reflective Loop: Illustrate how your beliefs influence your future observations, creating a loop.*

DISCUSSION

Individual Realities

Understanding Individual Realities: In the third reply thread, reflect on the concept of individual realities as described in the content. Consider the following:

- *How do your unique life experiences and cultural background shape your "model of the world"?*

- *Have you ever encountered situations where your reality clashed with someone else's?*

Reflect on the consequences of recognizing that everyone's "model of the world" is valid.

Open and Nonjudgmental Communication: Discuss the importance of maintaining an open and nonjudgmental attitude in communication, especially when dealing with diverse perspectives and individual realities. Share any personal experiences where this approach led to better understanding.

Response and Engagement: Engage in discussions with at least two other participants in this thread. Exchange stories or insights about how recognizing diverse "models of the world" has influenced your communication strategies and interpersonal relationships.

Chapter 3.2: Building multilingual teams and navigating conflicts

In this chapter, we want to talk about what happens when communication doesn't go smoothly. We know that perfect communication is pretty rare. But if we can be more open and improve how we communicate, it can make our work environment better and help us work well with people who speak different languages.

When there's a conflict or disagreement, it usually doesn't start out as a big problem. It starts small and then gets worse if we don't handle it right. So, the first thing to do is figure out how serious the problem is. Imagine it's like steps going up a staircase, and we need to know which step we're on. The lowest step is just talking about the messages we send and receive, like we talked about in the last chapter. It's like looking at the tip of an iceberg.

ICEBERG MODEL

Just like an iceberg, communication has two components: what is visible and what lies beneath the surface. Above the waterline, we have the visible part of communication, which includes the words we say and the actions we take. This is the tip of the iceberg that others can see and hear. Beneath the waterline, we have a hidden world of communication. This includes our thoughts, emotions, beliefs, and personal experiences. These aspects shape the way we interpret and convey messages. They influence our tone, body language, and the subtle cues we give.

Understanding the Iceberg Model helps us become more aware of the complexity of communication. Sometimes, the real meaning of a message isn't explicitly stated but is hidden beneath the surface. For example, if someone says, 'I'm fine,' but their tone and body language suggest otherwise, we realize there might be more to their feelings.

Being mindful of the hidden part of communication allows us to become more empathetic communicators and, we can also become more aware of our own hidden messages. We can explore our feelings, values, and personal history to understand how they influence our communication style. This self-awareness empowers us to express ourselves more authentically and with greater clarity.

20%
factual level
external
what

Things we see
and hear

actions   words   body language
gestures   status

values   feelings   needs
experiences   desires
expectations   interests
emotions

80%
emotional level
internal
why

Things we
cannot see and
hear
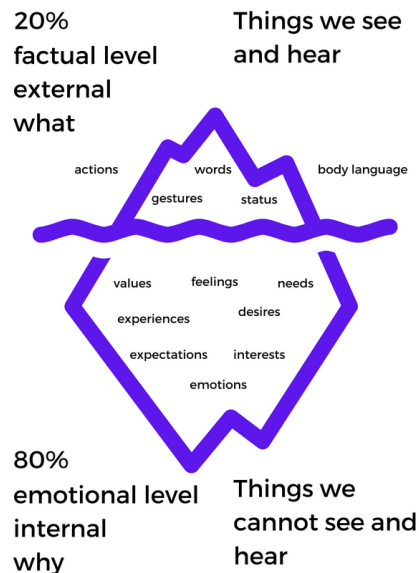
Figure 15 Iceberg Model Author: Martin Barthel

INDIVIDUAL ACTIVITY 3.5

The Iceberg Model (Reflect and Respond)

Reflection: Take a moment to reflect on your recent interactions with others, either at work or in your personal life. Consider a situation where someone's words and actions didn't align with their true feelings or intentions. Think about the cues (tone, body language, etc.) that led you to this realization.

Response: In a journal or document, write a brief description of the situation you reflected on. Describe the visible part of communication (what was said and done) and the hidden part (thoughts, emotions, beliefs, personal experiences). Explain how the hidden aspects influenced the overall communication and your understanding of the situation.

Concrete Language

Let's talk about how we use language in different ways to make sure we're all on the same page. We use two main types of language: abstract and concrete, and we can be general or specific when we talk.

Abstract language is when we talk about ideas and things you can't touch or see. It's like talking about "truth," "kindness," or "honor." You can't hold these things in your hand.

Concrete language, on the other hand, is about things you can experience with your senses. It's like talking about "hot weather," "a big pizza," or "bright yellow sunflowers." These are things you can see, touch, or taste.

Now let's think about being general or specific with our language.

General language covers big categories and broad areas, like "sports teams," "jobs," or "video games." It doesn't get into all the tiny details.

Specific language, on the other hand, focuses on particular items or cases. So instead of just saying "a class," you might say "Ms. Johnson's math class at 2 p.m." It's like zooming in and giving more details.

In project work, it's really important to use concrete and specific language to get our message across clearly. Let me give you an example:

Abstract: We all need to work together for the success of our project.

Concrete: Each team member should complete their assigned tasks on time and attend our weekly meetings to ensure our project is a success.

By using concrete and specific language, we can make sure everyone knows exactly what we expect and what our goals are. It helps us understand what needs to be done, and it makes the project more interesting and easier to remember.

Think of language like a ladder. The higher you mount on the ladder, the more abstract the words become. The lower you descend, the more concrete and specific they get. So, in project work, it's better to stay on the lower steps of the ladder with clear and specific language.

Sometimes it helps to think of language on a scale, like a **Ladder of Abstraction.** The higher you go on the scale, the more abstract the words become. The lower you go, the more concrete and specific they get.

Food

Fast food

Dessert

Ice cream
Chocolate ice cream

Chocolate fudge brownie ice cream

Ben and Jerry's chocolate fudge brownie ice cream

Enjoying a big scoop of Ben and Jerry's chocolate fudge brownie ice cream with friends on a sunny day
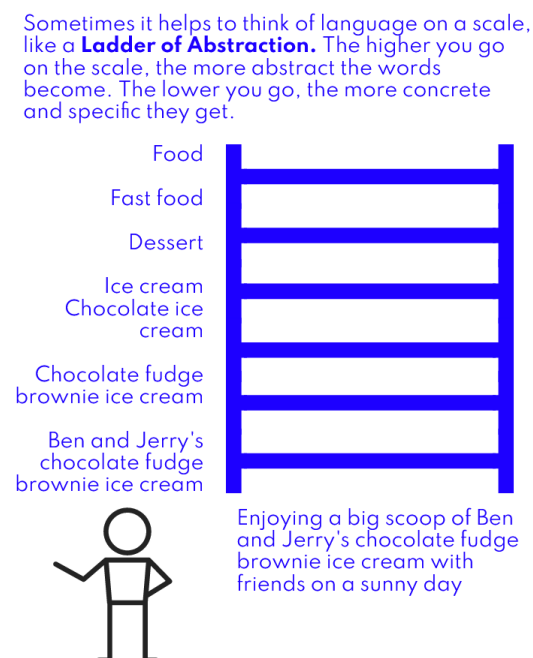
Figure 16 Ladder of Abstraction, Author: Martin Barthel

Empowering Language

Sometimes, without even knowing it, we use words that make us feel less powerful. These words can be like "can't," "have to," "need," "should," "never," "always," "try," and "but." They don't just affect our thoughts; they also impact how we feel and what we do. These words can make us feel like we have less control, and they can even make us feel uneasy and tired.

Did you know that many of the words we use to talk about our feelings are negative? When we describe how we feel, more than half of the words we use are negative. Only about 30% are positive, and the rest are just neutral. The words we choose can have a big impact on how we feel inside.

Negative words can also make our brains stressed and anxious. Some studies have found that when kids use negative words to talk to themselves, they often feel more anxious. On the flip side, positive words can affect the hormones that help control our stress, both physically and emotionally. In simple terms, thinking positively can actually change our reality. By making small changes in the words we use, we can create a culture where honesty and good communication are important. This kind of culture helps us work together better, come up with new ideas, succeed, and make our organization even better. This fosters effective communication, collaboration, innovation, success, and organizational value.

INDIVIDUAL ACTIVITY 3.6

Concrete vs. Abstract Language

Practice Concrete Language: Review the provided examples of abstract and concrete language. In your journal or document, create three sentences or statements related to your work or daily life. Ensure that one statement uses abstract language and the other two use concrete language. For example:

Abstract: "We need better teamwork for success."

Concrete 1: "Each team member should complete their assigned tasks on time."

Concrete 2: "Join our weekly meetings at 10 a.m. to discuss project updates."

Reflection: After creating these sentences, reflect on how using concrete language can make your messages clearer and more actionable. Consider how it impacts your ability to convey expectations and goals effectively.

The 5-Why Technique

We have already talked about how any communication is disturbed. This, and as well other influences, created permanently "problems" for the project or process. You are confronted with the following questions:

1. What is the main cause of the present problem?

2. What drives a team, an organization, or a society?

3. What is the hidden interest behind a position represented?

Using the Five-Why questioning technique, you systematically uncover:

- The actual causes of a problem that has occurred.

- The fundamental interests behind an expressed need.

Instead of accepting the first answer from your counterpart, you persistently inquire further with multiple "why" questions. With each answer to a "why" question, your understanding of the problem or need, as well as potential causes or underlying interests, grows.

Eventually, after (sometimes exactly) five "why" questions, you arrive at a satisfactory root cause or core interest. The technique also helps you identify relationships between causes or interests and build a win-win solution.

Understanding Problems

The Five-Why questioning technique distinguishes between three aspects: problem/need, cause/interest, and root cause/core interest.

The problem/need are the perceived symptoms or expressed needs.

Ask yourself or the whole team:

- What exactly is the issue?
- What is within the scope?
- Who or what is involved?
- Where did the problem occur?
- Who expressed the need?
- What are the consequences of the problem?

Then investigate the cause and the interest. This should be an apparent reason that led to the problem or need. Ask yourself or the team:

- Why does the problem exist?
- Why does this need arise?
- Why did the error occur?
- What does this desire contribute to?
- In a next step analyse the root cause and the core interest. This is the underlying cause that triggered the problem or the main interest behind a need. Ask yourself or the team:
- Who or what is actually responsible for the problem?
- What is the true motivation behind the need?
- Where is the origin of the error?
- What is the overall purpose behind a goal?
- What exactly is the issue?

Application

Use the Five-Why questioning technique in a dialogue with one or more conversation partners. To identify the root cause or core interest, follow these three steps:

1. Narrow down the problem/need:

First, describe the problem or need. It is important to find the right person who can provide information about the problem or knows the background of the need. Document the problem or need in writing.

2. Find the root cause/core interest:

Starting from the problem or need, ask a chain of "why" questions, questioning each answer. Incorporate the previous answer into the next question. Take your time for this process and delve deeper into the matter. Your goal is to find a clear and satisfactory root cause or the essential interests. Avoid assumptions, speculation, and judgments. Instead, create an inviting, open, and honest atmosphere, and base your follow-up "why" questions on the facts you have gathered.

3. Implement actions:

Once you have reached the proverbial root, interpret the findings and derive appropriate actions. Use a task list to record actions, responsibilities, and deadlines. Then evaluate the effectiveness of the actions. Not always will exactly five "why" questions lead to the root cause or core interest. The "Five" in Five-Why is symbolic. The number of questions depends on the problem or need, your questions, and the quality of the respondent's answers.

Theoretically, there is never a final answer to the question of "why." No matter what your counterpart answers, you could immediately follow up with another "why" question.

The Five-Why questioning technique is easy to learn and can be applied in various situations. You only need the sensitivity to identify the right situation and a collection of well-crafted questions to address the root cause or core purpose.

When applied in direct dialogue, it often uncovers the true cause of a problem or reveals the genuine interests of the conversation partner. Five-Why is constructively uncomfortable. You intentionally create friction and are not satisfied with surface-level answers.

To put this process into action during a team meeting, follow these steps:

1. Make a list of current challenges or conflicts within a project that, if overcome, would improve overall performance.

2. Prioritize the conflicts based on their importance. Identify the highest priority issues and those of lower priority.

3. Discuss the following questions as a team:

> a. Who are the parties involved in each conflict? (acknowledge the conflict)
>
> b. Where can we find common ground and points of agreement? (seek common ground)
>
> c. What are each party's viewpoints and perspectives? (understand all sides of the issue)
>
> d. What potential solutions would benefit everyone involved? (focus on the challenge, not the people)
>
> e. What actions do we need to take to accomplish our goals? (develop a specific, time-bound action plan)

> If you need more instructions, [click here](#) to watch a tutorial with a practical example.

INDIVIDUAL ACTIVITY 3.7

Apply the 5-Why Technique

Part 1- Understanding the Technique (Explore)

Study the Concept: Read and review the provided content about the 5-Why questioning technique and its application in understanding problems and identifying root causes or core interests. Make sure you have a clear grasp of the concept.

Reflect: In your preferred note-taking tool or document, jot down your initial thoughts or questions about the technique. Consider why it might be valuable in various situations and how it could potentially help in your own work or daily life.

Part 2- Applying the Technique (Practice)

Select a Scenario: Think of a recent situation where you faced a problem or a challenge, either in your professional or personal life. Choose a scenario that you would like to explore using the 5-Why technique. Describe the Scenario: In your document, briefly describe the chosen scenario, including what the problem or challenge was and why it was significant to you. Provide some context so that you can refer back to it during the activity.

Ask Five "Why" Questions: *For the scenario you selected, start asking a chain of "why" questions. Each time you ask a "why" question, try to answer it as thoroughly as possible. Incorporate the previous answer into the next question. Your goal is to reach a satisfactory root cause or core interest related to the scenario. For example:*

Scenario: You missed a project deadline.

Question 1: Why did I miss the project deadline?

Answer 1: Because I had too many tasks to handle simultaneously.

Question 2: Why did I have too many tasks to handle?

Continue asking "why" questions until you feel you have reached a meaningful root cause or core interest.

Part 3- Interpret and Reflect (Analyze)

Identify the Root Cause or Core Interest: In your document, once you have reached a point where you believe you've identified the root cause or core interest, clearly state it. This could be after the fifth "why" question or before, depending on the scenario.

Reflect on Insights: Consider how using the 5-Why technique allowed you to gain insights into the problem or challenge you explored. Reflect on whether the root cause or core interest you identified surprised you or if it confirmed your initial suspicions.

In your document, summarize your overall experience with the 5-Why technique. Discuss whether you found it valuable in uncovering the root cause or core interest in the scenario you explored. Reflect on how this technique could potentially be applied in your future problem-solving endeavours, whether in your professional or personal life.

Concrete vs. Abstract Language (Practice).

Feedback

Giving and receiving feedback in a multilingual team has many benefits. When we give feedback, we help our team members understand what they're doing well and where they can improve. This makes our team stronger and more successful. When we receive feedback, we learn from others and can become better at our jobs. Feedback helps us understand each other better, especially when we speak different languages. It also makes us feel valued and part of the team. Therefore, giving and receiving feedback is a great way for multilingual teams to work together and succeed.

Feedback is a crucial first step in conflict resolution. However, both sides in this case have to understand that feedback is a present, a suggestion. It is up to the receiver to decide what to do with it. The feedback giver should consider this strongly. There should not be an expectation of immediate change. Further on feedback is a formative assessment tool that uses descriptive, constructive, and nonjudgmental language. Providing feedback is preferable as this provides the

recipients the opportunity to improve before participating in the next activity and before a formal evaluation.

Figure 17 Feedback is a first step in conflict resolution

While Receiving Feedback, be sure you follow some basic presets:

- ***Listen to the feedback given***. This means not interrupting. Listen to what they are really saying, not what you assume they will say. You can absorb more information if you are concentrating on listening and understanding rather than being defensive and focusing on your response.

- ***Be aware of your responses***. Your body language and tone of voice often speak louder than words. Try to avoid putting up barriers. Attentiveness indicates that you value what someone has to say and puts both of you at ease.

- ***Be open***. This means being receptive to new ideas and different opinions. You may learn something worthwhile.

- ***Understand the message***. Make sure you understand what is being said to you, especially before responding to the feedback. Ask questions for clarification if necessary. Listen actively by repeating key points so that you know you have interpreted the feedback correctly.

In a group environment, ask for others' feedback before responding. In addition, when possible, be explicit as to what kind of feedback you are seeking beforehand so you are not taken by surprise. Assess the value of the feedback, the consequences of using it or ignoring it, and then decide what to do because of it. Your response is your choice. If you disagree with the feedback, consider asking for a second opinion from someone else. There are many ways to follow up on feedback. Sometimes, your follow-up will simply involve implementing the suggestions given to you. In other situations, you might want to set up another meeting to discuss the feedback or to re-submit the revised work.

When giving feedback, keep in mind that Feedback is always:

- timely
- (personal (using the "I" form)
- concrete
- acceptable to the other person

- encouraging dialogue

You should consider the following steps in preparing feedback to others:

- ***Prioritize your ideas***. Limit your feedback to the most important issues. Too much feedback provided at a single time can be overwhelming to the recipient. Each criticism is followed by a concrete suggestion on how the receiver can improve. If you have no suggestion, do not mention and discuss the criticism.

- ***Concentrate on the behaviour, not the person***. One strategy is to open by stating the behaviour in question, then describing how you feel about it, and ending with what you want. This model enables you to avoid sounding accusatory, by using "I" and focusing on behaviours, instead of assumed interpretations. Example: "I haven't seen you in class for a week. I'm worried that you are missing important information. Can we meet soon to discuss it?"

- ***Be specific***. Avoid general comments that may be of limited use to the receiver. Try to include examples to illustrate your statement. Moreover, offering alternatives rather than just giving advice allows the receiver to decide what to do with your feedback.

- ***Be realistic***. Feedback should focus on what can be changed. It is useless and frustrating for recipients to get comments on something over which they have no control. Remember to avoid using the words "always" and "never."

- ***Own the feedback***. Use "I" rather than "they" or "one," which would imply that your opinion is universally agreed on. Remember that feedback is merely your opinion.

- ***Be timely***. Seek an appropriate time to communicate your feedback. Being prompt is key since feedback loses its impact if delayed too long. Delayed feedback can also cause feelings of guilt and resentment in the recipient if the opportunity for improvement has passed.

- ***Offer continuing support***. Feedback should be a continuous process, not a one-time event. After offering feedback, make a conscious effort to follow up. Let recipients know you are there for them.

The effective utilization of communication methods is integral to nurturing and elevating multilingualism at the workplace. By recognizing the inherent challenges and disturbances in communication, organizations can prioritize strategies for managing and responding to miscommunication, fostering an inclusive work culture, and promoting the cohesion of multilingual teams. The Iceberg Model highlights the complexities of communication, emphasizing that it encompasses both visible and hidden components, such as thoughts and emotions, which, when understood, enable more empathetic and transparent communication. The use of concrete and empowering language further enhances positive workplace dynamics, empowering individuals to express themselves effectively. Employing tools like the Five-Why Technique helps teams address conflicts by systematically uncovering root causes and underlying interests, facilitating comprehensive solutions. Feedback, when delivered using descriptive, constructive, and nonjudgmental language, supports conflict resolution and individual improvement. Together, these methods contribute to the creation of an inclusive, multilingual work environment where effective communication is central.

INDIVIDUAL ACTIVITY 3.8

Feedback

Part 1- Understanding Feedback

Study the Feedback Principles: Review the provided content about the principles of giving and receiving feedback. Ensure that you have a clear understanding of the key concepts, such as the importance of descriptive, constructive, and nonjudgmental language in feedback.

Reflect on Past Feedback: Take a moment to reflect on a recent experience when you either gave or received feedback. It can be a work-related situation, a project, or even a personal interaction. Think about the impact of the feedback and whether it followed the principles you've just learned.

Part 2- Applying the Principles (Practice)

Choose a Scenario: Select a scenario in which you'll either provide feedback (as the giver) or receive feedback (as the receiver). You can choose a real-life situation or create a hypothetical one based on your experience.

Scenario for Feedback Giver:

If you choose to be the giver, create a scenario where you need to provide feedback to someone. It could be constructive criticism or praise for a job well done.

Scenario for Feedback Receiver:

If you choose to be the receiver, create a scenario where you receive feedback from someone, either positive or constructive.

Prepare Your Feedback: If you're the giver, prepare your feedback based on the principles you've learned. Make sure your feedback is descriptive, constructive, and nonjudgmental.

Role Play or Write: Depending on your preference and the tools available, you can either role-play the scenario with a colleague or write down the conversation between the giver and the receiver.

Part 3- Reflect and Analyze (Analyze)

Feedback Giver: After delivering the feedback (whether in a role-play or written form), reflect on the experience. Did you manage to follow the principles of effective feedback? How did the receiver react to your feedback? What did you learn from this exercise about giving feedback?

Feedback Receiver: If you played the role of the receiver, reflect on how you responded to the feedback provided by the giver. Did you actively listen without interrupting? Did you follow the principles for receiving feedback, such as being open and understanding the message? What insights did you gain from this exercise about receiving feedback?

In your document or reflection notes, summarize your overall experience with the activity. Discuss the challenges you encountered (if any) and the lessons you learned about effective feedback. Reflect on how applying these principles can contribute to conflict resolution and personal improvement at your workplace or in daily life.

Consider how you can incorporate these principles into your communication practices moving forward, whether in providing feedback to colleagues, team members, or family and friends.

Chapter 3.3: Creating a Multilingual, Inclusive Workspace: Recommendations for Educators

Effective communication is the backbone of any successful workplace, and as educators, you play a pivotal role in fostering an inclusive, multilingual workspace. In this chapter, we will explore strategies and insights drawn from communication models and techniques mentioned in the previous chapters. By understanding the complexities of communication, embracing diversity, and promoting inclusive practices, you can contribute to a harmonious work environment where individuals from various linguistic backgrounds can thrive.

1. Embrace Multilingualism

Recognize the richness of linguistic diversity among your team members. This means that you encourage employees to use their native languages alongside the primary communication language. Create moments where other languages are visible and maybe even used in the team (e.g. call an early meeting Frühschoppen, a break prezerwa, etc.). If needed and wanted, provide language training and resources for those who want to improve their language skills. Embrace as well visual communication, which can be universal (e.g. instead of writing "Coffee" and "Tea", use the symbol of a coffee bean and a tea bag).

2. Understand Communication Models

Familiarize yourself with communication models such as the Four-Sides Model by Friedemann Schulz von Thun. Realize that every message has multiple facets, including facts, emotions, social relationships, and desires. Encourage team members to consider these facets when both sending and receiving messages. In understanding that every communication is broken, your team will be more sensitive to what is being said.

3. Think Before You Communicate

Encourage individuals to reflect on their intentions and the information they want to convey. Promote awareness of the different "ears" or "mouths" people may use to interpret messages. Advise considering alternative interpretations of messages to reduce misunderstandings. Here you can embrace the 5-why technique but as well the feedback model.

4. Validate and Clarify

Promote clear and explicit communication. This will encourage individuals to ask for clarification and validate their understanding. At the same time this will make the team more sensitive for how and what they say. Implement in your own communication regular check-backs to ensure both senders and receivers are on the same page.

5. Recognize Multilingual Challenges

The Iceberg model and the models of the world illustrated how communication might be misunderstood. Acknowledge especially the additional layers of translation and interpretation in multilingual environments and emphasize the importance of patience and empathy when language barriers are present. In the workplace offer support for individuals who may struggle with language differences. This does not have to be through courses, but often using the 5-Why Technique might help to re-evaluate the messages exchanged.

6. Embrace Individual "Models of the World"

Understand that each person has a unique "model of the world" shaped by their experiences. Promote tolerance for diverse perspectives by recognizing the validity of others' realities. And encourage a sense for one's communication and its impact. With the help on concrete and empathic language the positive impact can be increased.

7. Building Multilingual Teams and Navigating Conflicts

Train team members in conflict resolution and communication skills. This is the only way how in multilingual workplaces effective work can be secured. Investment in the skills will pay off in increased productivity. Recognize that miscommunication is inevitable, but openness and communication skills can mitigate conflicts. Still consider the escalation level of conflicts and address them accordingly. Not every misunderstanding is automatically a personal conflict.

8. Utilize the Iceberg Model

Educate your team about the hidden aspects of communication beneath the surface. Encourage them to explore emotions, beliefs, and personal experiences in their communication. Foster empathy by teaching them to decipher hidden messages and non-verbal cues.

9. Promote Concrete Language

Emphasize the importance of using specific, tangible language and encourage all team members to be specific and clear in their communication. In trainings provide examples of how concrete language can enhance understanding and engagement or let the team members review their own emails or messages to improve their communication.

10. Encourage Empowering Language

Especially in multilingual workspaces it is crucial to raise awareness about the impact of disempowering words on the mindset and emotions of oneself and on others. Promote the use of positive and empowering language in both written and verbal communication. Highlight the role of vocabulary in shaping psychological well-being. Still keep in mind, that the more languages are present, the more complicated it will become to define empowering vocabulary. Co-create a list with team members from different backgrounds, this will increase the intercultural knowledge of the team, too.

11. Utilize the 5-Why Technique

Teach the 5-Why questioning technique for problem-solving and understanding underlying motives and encourage individuals to dig deeper into issues by asking a series of "why" questions. Stress the importance of arriving at root causes or core interests for effective problem resolution. They should not jump to conclusions, as the roots might be in multilingual teams much more (or less) complex.

12. Implement Feedback Effectively

Emphasize the role of feedback as a tool for improvement, not criticism. This means to encourage active listening when receiving feedback, without interruption. Moreover, promote nonjudgmental, constructive, and descriptive feedback.

You have the power to shape a multilingual, inclusive workspace through effective communication. By understanding diverse communication models, embracing individual perspectives, and promoting inclusive practices, you can foster an environment where all team members feel valued and empowered. Remember that communication is an ongoing process, and continuous improvement in this area will lead to a more harmonious and successful work environment.

INDIVIDUAL ACTIVITY 3.9

Part 1- Reflect on Multilingualism (Reflect)

Multilingualism Reflection: Take a moment to reflect on the concept of multilingualism at the workplace. Consider the following questions and make notes on your thoughts:

How does the presence of multiple languages impact communication within a team or organization?

What are the potential benefits of embracing multilingualism at the workplace?

Have you personally experienced challenges or advantages related to multilingualism in your professional life?

Part 2- Embrace Multilingualism (Apply)

Multilingual Moments: Create a list of situations or moments where you can embrace multilingualism within your team or organization. These moments should encourage the use of native languages alongside the primary communication language. Here are a few examples:

Start a meeting with a greeting in a different language.

Label common items or spaces in the workplace using symbols or names in various languages.

Encourage team members to share a fun fact or phrase from their native language during breaks.

Language Training Resources: Research and compile a list of language training resources that can help team members improve their language skills if they wish to do so. This can include online courses, language learning apps, or local language classes.

DISCUSSION

This forum activity is designed to encourage participants in your online course to discuss and share their thoughts, experiences, and strategies related to effective multilingual communication and inclusivity at the workplace. By engaging in meaningful discussions, participants can learn from each other's insights and promote a more inclusive work environment.

Part 1- Embrace Multilingualism:

Discussion Topic: Start a forum thread with the title "Embracing Multilingualism at the Workplace". In this thread, participants are encouraged to share their thoughts and experiences related to embracing linguistic diversity within a team or organization.

Discussion Questions: Pose the following questions to guide the discussion:

- *How has multilingualism enriched or influenced your workplace communication?*

- *Are there any creative ways you've seen or used to encourage the use of native languages alongside the primary communication language?*

- *Have you encountered any challenges related to multilingualism in your workplace, and how did you address them?*

Part 2- Communication Models and Techniques:

Discussion Topic: Start a separate forum thread titled "Understanding Communication Models and Techniques". In this thread, participants can explore and discuss the communication models and techniques mentioned in the course.

Discussion Questions: Encourage participants to engage with the content by asking:

• *How has your perception of communication changed after learning about models like the Four-Sides Model?*

• *Can you share a real-life scenario where considering the facets of communication models would have improved understanding?*

• *Do you have any additional communication models or techniques to recommend based on your experiences?*

Part 3- Challenges and Solutions:

Discussion Topic: Create a new forum thread titled "Challenges and Solutions in Multilingual Communication". In this thread, participants are invited to share their experiences with communication challenges in multilingual workplaces and discuss potential solutions.

Discussion Questions: Promote active discussion with the following questions:

• *Have you ever faced a communication challenge due to language barriers, and how did it affect your work?*

• *What strategies or techniques have you found effective in addressing multilingual communication challenges?*

• *How can organizations provide support to individuals struggling with language differences?*

Part 4- Building Multilingual Teams and Conflict Resolution:

Discussion Topic: Initiate a forum thread with the title "Building Multilingual Teams and Conflict Resolution". In this thread, participants can discuss the importance of training team members in conflict resolution and communication skills.

Discussion Questions: Encourage participants to share their insights and experiences by asking:

• *How has training in conflict resolution and communication skills contributed to the effectiveness of multilingual teams at your workplace?*

• *Can you provide examples of how misunderstandings were mitigated through open communication and conflict resolution techniques?*

• *What role does leadership play in promoting a harmonious work environment in multilingual teams?*

Part 5- Reflection and Implementation:

Discussion Topic: Create a final forum thread titled "Reflecting on Multilingual Communication Strategies". In this thread, participants are encouraged to share personal reflections on what they've learned and how they plan to implement effective communication strategies at their workplaces.

Discussion Questions: Invite participants to reflect and share their action plans:

• *What key takeaways from this course will you apply at your workplace to foster inclusive communication?*

• *How can you personally contribute to creating a more harmonious and successful work environment?*

• *Are there any specific communication challenges you would like advice or insights on from fellow participants?*

Encourage active participation in the forum discussions over a specified period (e.g. one to two weeks). Emphasize the importance of respectful and constructive interactions. Participants should

share their own experiences and insights while also responding to and engaging with their peers' contributions. This forum activity promotes collaborative learning and allows participants to benefit from diverse perspectives and experiences

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Module 4: Multilingualism and Translanguaging Pedagogy – Learning and Teaching across Languages

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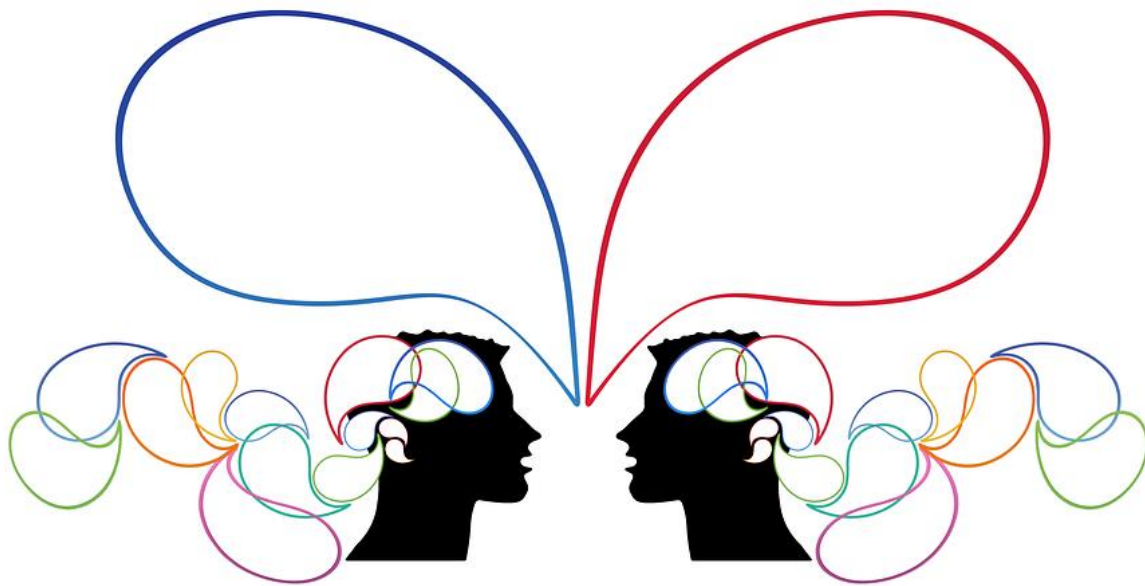
Introduction

Multilingualism is more than the mere possession of several languages. It serves as a gateway to enhanced cognitive growth, distinctive learning approaches and inclusive educational practices.

 The European Union (EU) values multilingualism as a skill, as well as a great socio-cultural asset, and a key tool for building unity among its different Member States. The EU has taken some steps to recognise and promote multilingualism as a fundamental skill for its citizens. As an example, the European Commission's language policy aims to ensure that every European can speak two languages in addition to their mother tongue. The potential of multilingualism is beginning to be recognised in Europe, not only as a tool to broaden markets and personal perspectives, and to attract talented people, but also as a way to promote cultural awareness and social integration among its members.

With increased migration and mixed marriages, there is an increase in the number of people using several languages in their daily lives. Therefore, it is important to rethink the traditional approach to the use of national languages, not only in the workplace but also in schools. There is evidence that bilingual and multilingual people tend to be better at multitasking, problem-solving and understanding different perspectives. Harnessing this potential can enhance an individual's cognitive development and communication skills.

Some schools are trying to implement translanguaging practices to use the potential of multilingual skills. This allows children and adults to use multiple languages to become active, understand and learn material more efficiently, and express themselves. Translanguaging practices promote inclusivity and enrich the academic experience for all by using different linguistic backgrounds as assets in the learning environment.

 The module consists of three sections. The first chapter of this module will introduce learners to the basics of multilingualism and methods of making it visible. The second chapter will discuss research that demonstrates how knowledge of several languages influences an individual's cognitive development. It will also provide an opportunity to reflect on the importance of language in a learner's life. The third chapter will show how the use of a whole language repertoire by all participants in the educational process in schools contributes to the improvement of learning and communication skills, with some practical examples.

Objective:

In this module, the students will learn about multilingualism and translanguaging practices in school.

Expected learning outcomes:

By the end of the module participants in the online course are going to be able:

- ✓ to **better understand** the complexity of the concepts of monolingualism and multilingualism in relation to personal and community environments.
- ✓ to **examine** and **reflect** on their own or others' experiences of how to grow as multilingual individuals.
- ✓ to **define** the term "translanguaging" and to **recognise** the practices associated with this term in educational institutions.
- ✓ to **apply** their knowledge of translanguaging practices in various case studies, including creating a draft project for an imaginary group of multilingual children.

Key words: standard language, language stereotypes, language-based discrimination, inclusive/punitive multilingualism, linguistic hegemony, language bordering/crossing, translanguaging

Chapter 4.1 Monolingualism and multilingualism at home and in society

4.1.1 Monolingualism. How monolingual are monolingual people?

It is estimated that there are far more bilingual and multilingual speakers than monolingual speakers in the EU (Fig. 1). Monolingualism has traditionally been considered normal and therefore invisible in linguistic theories. It is often the perception of monolingual individuals, who are proficient in a global language such as English.

INDIVIDUAL ACTIVITY 4.1

How many languages are you proficient in? Take a [survey](): Do you consider yourself to be monolingual or multilingual?

The term monolingual is defined in a variety of ways in both general and specialised dictionaries.

Definition: *monolingual:*

- (adj) "able to speak only one language" (Macquarie Dictionary)

- (adj) "of a person/community with only one language, also unilingual" (Crystal, 1987: 425)

- (n.) 1. a person who knows and uses only one language. 2. a person who has an active knowledge of only one language, though perhaps a passive knowledge of others". Longman Dictionary of Language Teaching and Applied Linguistics (Richards & Schmidt, 2002).

There is a hint of complexity in Richards and Schmidt's definition, which suggests that a person can have a passive knowledge of other languages and still considered to be monolingual. If you read a bit about bilingualism, you'll find that many scholars also define bilingualism differently. There are various ideas about what it means to be bilingual, from being fluent in one language or speaking it well, to just knowing a few words in a second language. Therefore, the difference between monolingualism and bi/multilingualism is a matter of definition and nuances.

There are three representations of monolingualism in the research papers

- **as the norm**, despite global bilingual/multilingual majorities.
- as a viewpoint in which monolinguals miss out on the benefits of language learning but aren't criticised.

- **as a critical perspective** that sees monolingualism as a hidden, dominant problem, comparing it to a deficit or disease.

Monolingualism as the norm

Definition: *bilingualism:*

Probably the broadest definition of bilingualism, proposed by Hamers and Blanc (2000: 6)

Bilinguality: is the psychological state of an individual who has access to more than one linguistic code as a means of social communication: the degree of access will vary along a number of dimensions which are psychological, cognitive, psycholinguistic, social psychological, sociological, sociolinguistic, sociocultural and linguistic.

Monolingualism is often taken for granted in regions where major world languages such as English are dominant. Many people in Western countries think it's normal to speak only one language and rare to speak two. This is because

powerful languages can polarise society. This 'monolingual mindset' is thought to have started in the 19th century, when nation states were formed and a single language was associated with modernity and national identity. The focus on English, especially in the context of globalisation, leads native speakers to believe that learning other languages is unnecessary. Alternatively, as seen through the lens of critique and multilingual societies, the idea of monolingualism as the norm is mostly shaped and reinforced by public policy and societal attitudes rather than any inherent advantage of monolingualism over bilingualism. The monolingual ideology is not necessarily against bilingualism, but it comes from policies that don't pay enough attention to language learning.

Monolingualism as a lack of skills

Although monolingualism is often seen as the norm, it is presented in various studies as a lack of skills, especially when compared to the benefits associated with bilingualism. Monolingualism is generally seen as the default and bilingualism as the exception that needs to be rigorously justified. Proponents of bilingualism argue for its many benefits, ranging from intellectual, cultural and economic advantages to individual cognitive and emotional gains. They say that being bilingual gives you a deeper appreciation of the world and enhances your mental abilities. In contrast, monolinguals, especially in English-speaking regions, often fail to recognise these benefits. A lack of motivation and the rise of nationalist sentiments are some of the factors that can also contribute to the diminishing value of language learning.

The main concern is that monolingual views, especially in Western and English-speaking countries, can be dominant in making important decisions about education, policy and social structures. These views frequently ignore the many realities of multilingual communities and can lead to policies that don't meet their needs. The focus should therefore not be on condemning monolingual people, but on understanding the biases and structures that monolingual discourses create, and on trying to create a more inclusive society that accepts and values multilingual realities.

Monolingualism as a pathology

Some scholars argue that monolingualism is a pathological condition rather than a lack of ability or a norm. The notion that monolingualism is normal, desirable, sufficient for communication or inevitable is challenged by some authors, notably Skutnabb-Kangas. She argues that in some societies, being monolingual is a way of marginalising people who don't speak the dominant language or who speak dialects. From this perspective, a monolingual person is someone who has been denied the opportunity to learn or maintain a second language because of discriminatory policies.

> **Definition:** *monoglottosis:*
>
> Oller introduces the term 'monoglottosis' to describe the limited perspective of monolingual individuals, implying that they suffer from a form of linguistic blindness, unable to comprehend the intricate connections between language, thought and social frameworks (Oller, 1997).

How monolingual are monolingual people?

The linguistic experiences of monolinguals are more varied than is often assumed. For example, a monolingual who lives in a large city may be surrounded by a variety of languages, as opposed to someone who lives in a small town. Current research tends to focus on the different linguistic experiences of bilinguals, while monolinguals' experiences are assumed to be simple or irrelevant. Therefore, there is a lack of research exploring how monolingual individuals differ in their encounters with foreign languages.

Recent research by Castro et al 2021 sought to clarify the linguistic experiences of monolingual individuals by interviewing native English speakers from the UK. This population was chosen because they are less likely than other Europeans to speak or learn foreign languages (Figure 1). The study looked at aspects such as foreign language learning, passive exposure to foreign languages in the UK, language experiences abroad and language use.
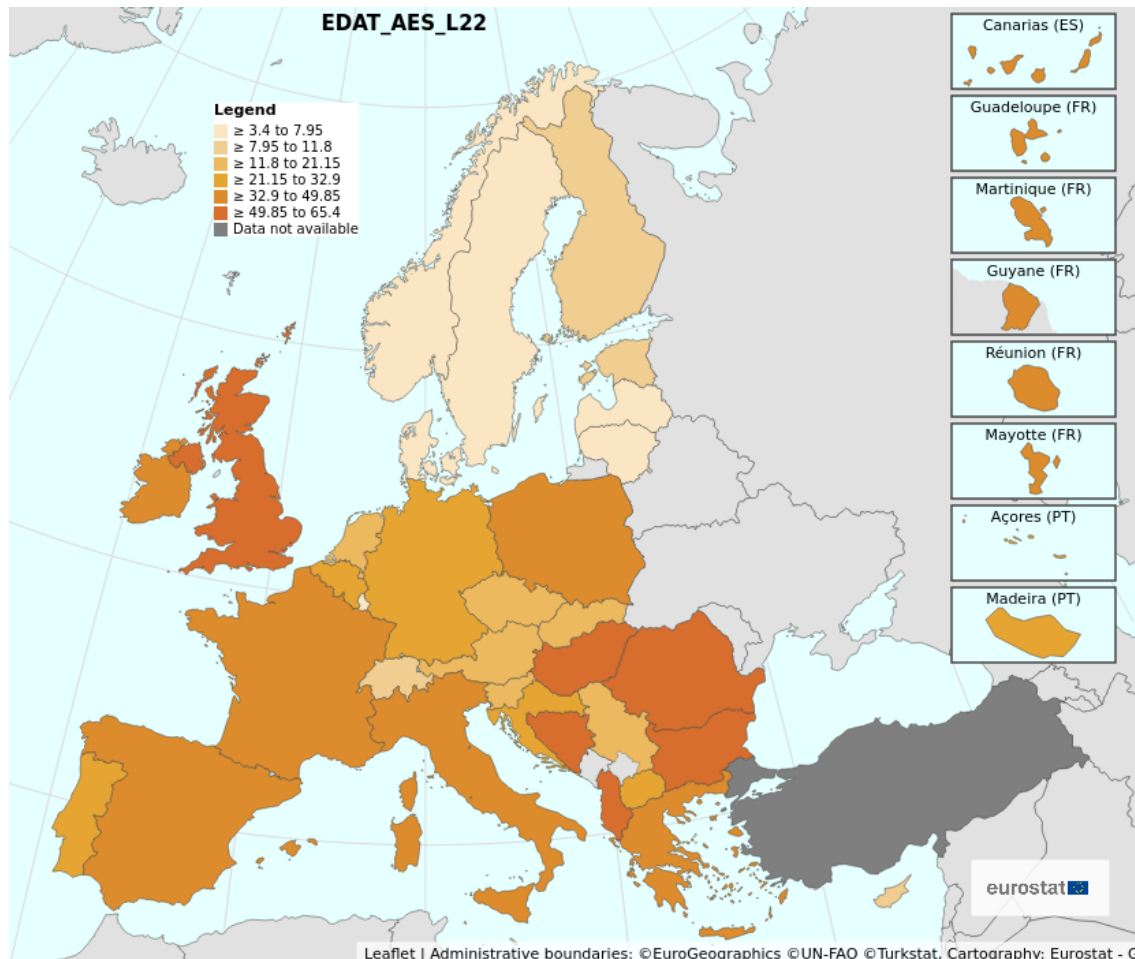
Figure 18 No knowledge of a foreign language (self-reported) among people aged between 25 and 64 years in the EU. Year: 2016

The data suggest that many self-identified monolinguals have rich language experiences. For example, over 80% of the research participants had studied a foreign language and over half had used it at some point. Participants typically started learning a language in adolescence and studied it for an average of one and a half to four years. However, their proficiency in foreign languages was lower than in English. 40% of the participants were exposed to foreign languages in the UK, of which about 24% used them. Only 9% lived in non-English speaking countries and more than half used a foreign language during their stay, but just a few continued to use it on their return to the UK.

DISCUSSION

Think about your memories and experiences. Have you ever thought of yourself as a monolingual person? Can you remember situations in which you used foreign languages when you were "monolingual"? What were these situations and where did they take place? Do you consider this

experience as a development of your multilingual skills or is it not relevant? Did you develop your language skills? What motivated you to do so? Do you now consider yourself a multilingual person?

Share your findings in a group or on the forums. What similarities do you see when you compare other people's experiences? How do they differ?

Further Study – Additional Material

- Eurostat data:
https://ec.europa.eu/eurostat/databrowser/view/edat_aes_l22/default/map?lang=en
- Monolingualism: the thorn in post-Brexit Britain's side:
https://knowledge-centre-interpretation.education.ec.europa.eu/en/news/monolingualism-thorn-post-brexit-britain%E2%80%99s-side
- Monolingualism – Bilingualism – Multilingualism. The Teacher's Perspective. Book (not free):
https://www.peterlang.com/document/1050118
- Center For Multilingual and Intercultural Communication at Stony Brook. MIC Distinguished Lecture Series. Monolingualism, In/Justice by Dr. David Gramling.
https://www.youtube.com/watch?v=ewmDEt_Ps84&ab_channel=CenterForMultilingualandIntercultural CommunicationatStonyBrook

4.1.2 Multilingualism

According to Eurostat data for 2016, around two thirds (64.8%) of adults in the EU (defined by age 25-64) were proficient in at least one foreign language. The data also showed that just over a fifth (21%) spoke two foreign languages, and 8.4% of all adults spoke at least three foreign languages (Fig. 1, Appendix 1).

> **Definition:** *Multilingualism:* Multilingualism is defined by the European Commission as "the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives" (European Commission, 2007: 6).

People aged 25-64 reporting they knew one or more foreign languages, 2016
(%)
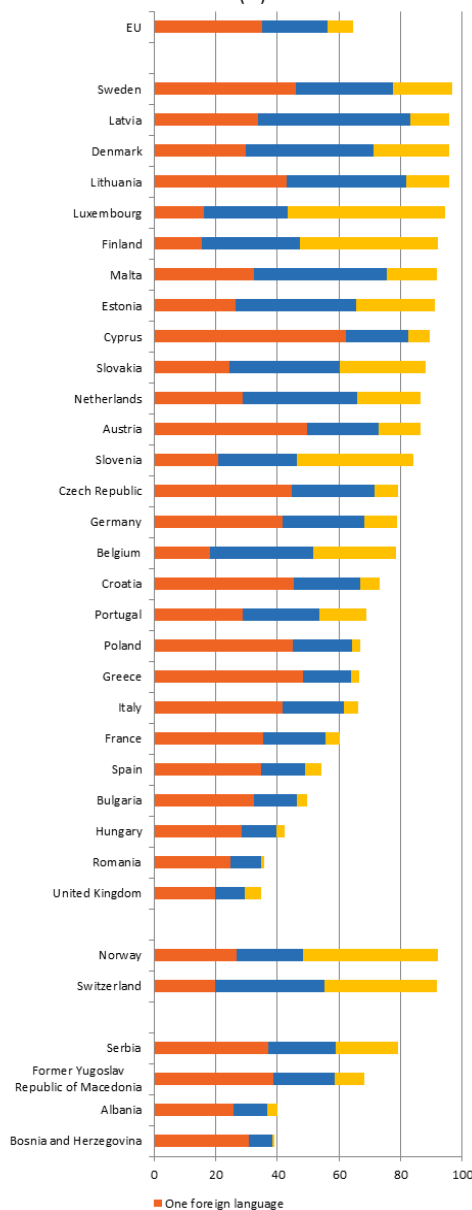
Figure 19 How many people new 1 or more foreign languages in Europe in 2016?

Figure 2: People aged between 25 and 64 who reported on their knowledge of languages in 2016. Source: Eurostat data.

Becoming bilingual or multilingual means becoming proficient in two or more languages. There are different ways in which this process can be initiated, influenced by individual, social and environmental factors. Below is a general overview of how people become bilingual or multilingual.

1. **Simultaneous language acquisition**: Many children grow up hearing and using more than one language in everyday situations, often because their parents speak different languages or they live in a multilingual community.

> **Definition:** *Simultaneous language acquisition:* children are exposed to two or more languages from birth or shortly after birth.

2. **Sequential language acquisition** occurs when a person becomes proficient in one language first and then learns another later. This can happen in various situations.
- Immersion: Moving to a place where another language is spoken can lead to learning the new language through necessity and constant exposure.
- Education: Many people become bilingual by learning a second language in school, from nursery/primary school to university.
- Professional needs: Individuals may learn a second language because of job requirements or career prospects.
- Personal interest or relationships: A personal passion for languages, culture, or relationships (such as having a partner who speaks another language) can be a motivating factor for individuals to acquire another language.

3. **Revival of a heritage language**: Some people may grow up hearing a language spoken by their family (often grandparents), but don't become fully proficient in it. Later in life, they may want to learn this heritage language again.
4. **Technology and media**: Many people are exposed to multiple languages through media (TV shows, films, music) and technology (apps, online courses, language exchange platforms). With consistent exposure and practice, it is possible to learn another language.
5. **Bicultural or transnational life**: People who live at the intersection of two cultures, perhaps as a result of migration or mixed-culture families, often become bilingual as they deal with the demands of both cultural and linguistic spaces.

The attainment of bilingualism or multilingualism is influenced by factors such as the age of acquisition, the environment in which the languages are acquired, the degree of exposure to each language, and the motivation to acquire the skill. Regardless of how languages are learned, exposure and practice are important elements in maintaining and improving multilingual skills.

INDIVIDUAL ACTIVITY 4.2

Do some research in your own home and look for signs of other languages. These could be book covers, food, packaging or clothing labels, TV programmes you watch, etc. Take as many photos as you like, and choose 10 that you think represent your home language environment.

Based on our observations, please answer the following questions:

Is your home environment monolingual or multilingual? Do most of the multilingual things belong to you or to our housemates/family members? To what extent do you feel exposed to the dominant/national language at home and outside? Does it change over time?

You can also share your observations with a group or in a forum.

Further Study – Additional Material

- Eurostat data:
  https://ec.europa.eu/eurostat/databrowser/view/edat_aes_l22/default/map?lang=en
- Fact Sheets on the European Union. European Parliament:
  https://www.europarl.europa.eu/factsheets/en/sheet/142/language-policy
- More about Multilingualism at the linguistic society website
  https://www.linguisticsociety.org/resource/multilingualism
- What is multilingualism? Video from UO Center for Applied Second Language Studies:
  https://www.youtube.com/watch?v=cjGipmQVo-g&ab_channel=UOCenterforAppliedSecondLanguageStudies

Chapter 4.2 How do bilinguals/multilinguals learn?

4.2.1. Multilingualism and cognitive development

In our increasingly globalised world, multilingualism is a common phenomenon. Knowledge of multiple languages is thought to have profound implications for cognitive development and serves as a tool for communication. Researchers continue to investigate the relationship between the acquisition of multiple languages and the way the brain processes information, adapts and develops. These processes have been linked to a range of cognitive benefits, from improved problem-solving to better multitasking. Furthermore, the complexity of switching between languages and understanding different linguistic structures may contribute to a more flexible and resilient cognitive framework, setting the stage for a deeper exploration of the benefits of multilingualism.

> **Definition:** *Cognitive skills* and knowledge involve the ability to acquire factual information, often the kind of knowledge that can easily be tested.
>
> Therefore, *cognition* should be distinguished from social, emotional, and creative development and ability.
>
> *Cognitive science* is a growing field of study that deals with human perception, thinking, and learning.
>
> (Merriam-Webster.com Dictionary, Merriam-Webster, https://www.merriam-webster.com/dictionary/cognitive)

Historical Perspectives and Modern Implications

The study of language use has undergone significant changes over the past century. The century chart drawn by Aronin (2005) shows a gradual transition from a predominantly monolingual period, spanning the early 1900s to the 1950s, to the current multilingual period, which began in the early 1990s. Contrary to earlier ideas that bilingualism or multilingualism could lead to psychological and social difficulties, current scholars acknowledge the positive effects of multilingualism on individuals and communities. For example, Anastassiou (2014) argues that when a child can speak many languages, it's more than just talking. It's also about learning to use different grammatical systems. Edwards (2003) and others have debunked myths that bilingualism is associated with disorders and maladaptive traits, linking these beliefs mostly to xenophobia and prejudice. In the field of economic development, Grin, Sfreddo and Vaillancourt (2010) have demonstrated the tangible benefits of multilingualism in terms of corporate profitability, highlighting the importance that employers attach to multilingualism. However, the road to multilingualism is not without its challenges. Societal anxieties persist, stemming from both educational concerns about children's ability to cope with multiple languages and political-ideological anxieties about national identity. Baetens-Beardsmore (2003) further articulates cultural anxieties, where parents are concerned about the potential cognitive challenges that their children may face and about their children's ability to fit in with their cultural heritage. However, as the world becomes more interconnected and globalised, it's clear that being able to speak more than one language can offer many opportunities. Policies and education systems need to encourage and nurture it, celebrating the immense cognitive and societal benefits it brings.

INDIVIDUAL ACTIVITY 4.3

Do you think that monolingual and multilingual people have different cognitive abilities? Please answer a survey question and see what other participants think.

The impact of multilingualism on cognitive development

In recent years, research has focused on multilingualism and how it affects the way in which people learn and think. Linguistic experiences, especially in bilingual environments, are thought to have a major impact on an individual's linguistic and cognitive development. Behavioural studies and neuroimaging techniques have shown that bilingual individuals outperform monolingual people on certain non-verbal tasks related to cognitive abilities. The cognitive advantages observed in bilinguals are often attributed to their constant juggling of the two systems, requiring the suppression of one language in order to use the other. Furthermore, it appears that trilingual children may have an even more pronounced cognitive advantage over both their monolingual and bilingual counterparts.

This phenomenon is not confined only to children; although the cognitive effects of bilingualism are more subtle in adults, they become more pronounced over time. Cognitive control networks for bilingual processing are reshaped and expanded to promote mental flexibility, or an enhanced ability to adapt to ongoing change and process information efficiently. In real life, such adaptability is evident when bilingual children switch between their respective languages depending on which parent or person they're addressing (the "one person one language" (OPOL) system).

> **Definition:** *OPOL approach*: "one-person-one-language" A common approach with children who are learning two languages at the same time is for each parent to use their own language with their child. For example, parent 1 will use Spanish and parent 2 will use English. It is also often used in nursery schools and schools.

Research suggests that older bilinguals have an increased cognitive reserve that may delay the onset of dementia symptoms. Studies have shown that dementia symptoms appear four years later in bilinguals than in monolinguals. It is worth noting that this delay remains consistent even among illiterate participants, suggesting that formal education may not be the only contributing factor. However, the relationship between bilingualism and delayed onset of dementia remains a topic of ongoing investigation and requires more extensive long-term research. Some researchers argue that these cognitive advantages may also be influenced by bilinguals' exposure to two different cultural paradigms, each with its own set of rules (see for example, Dewaele, 2015).

The effect of multilingualism on memory and personality

Research into how people remember things from their past and how they speak can help us understand them better. It turns out that memories are easier to recall in the language in which they were first heard. For bilinguals, this means that their memories tend to be more detailed and the process of retrieving the event is more intense in the language in which it happened. A study of bilingual immigrants found that their pre-migration memories were stored in their native language, while their post-migration memories were stored primarily in their newly adopted language. This difference in memory storage suggests that events are encoded based on the language used during those experiences (Schrauf & Rubin, various years). Furthermore, emotional

stimuli are consistently powerful across languages for bilingual individuals, given their comparable fluency and daily language use.

Despite the growing interest in how multilingualism affects cognition, there hasn't been much research on how it affects psychological aspects. However, studies such as those by Dewaele and Stavans (2014) show that multilingualism is associated with certain psychological characteristics. While knowing several languages did not significantly change personality ratings, higher proficiency and frequent use of different languages correlated with increased cultural empathy and open-mindedness. Multilingual individuals appear to be more attuned to the multicultural spectrum, demonstrating a greater understanding and acceptance of different cultural values. Further research by Dewaele and colleagues has revealed additional psychological benefits of multilingualism, including a greater tolerance for ambiguity and a reduction in communication stress, even in one's native language. This reduced stress is attributed to multilinguals' experience of interacting with a variety of interlocutors, which facilitates better problem-solving in communication. Multilingual environments can therefore have a transformative influence on the development of an individual's personality.

Communicating emotions: The language choices of multilinguals

Multilingual people often show different emotional connections to each language they speak, which influences how they perceive and express emotions. One notable area of research has focused on how bilingual people retrieve and express emotionally charged memories. For example, Nancy Huston, a writer who is bilingual in English and French, showed a preference for expressing intense emotions in English, her first language. However, when under pressure during an interview, she displayed an unexpected mix, indicating a gradual shift in her emotional orientation towards the French language. According to research by Paleness (2012), it has been observed that multilingual individuals tend to lean towards their first language to convey emotions, as it is associated with more automatic and ingrained emotional processing. However, the way in which multilinguals process a language emotionally may vary depending on their linguistic history, age of acquisition and the context in which they learned the language.

Dewaele's (2013) research on multilinguals' choice of languages to convey emotions revealed some interesting patterns. For many, the selection of a language for expressing emotions and its positive association is often related to factors such as early age of acquisition, naturalistic learning environments, and diverse social uses. Multilinguals were found to be more likely to switch languages when talking about emotionally charged topics with people they know. In particular, swearing and expressing love had a stronger emotional resonance in a person's family language. But the cultural taboos and rules of the first language may lead some multilinguals, especially those from particular cultural groups, to use their second language or other languages they know for certain expressions. This nuanced emotional association with languages may be crucial in therapeutic contexts.

DISCUSSION

Discuss in a group how you, as a multilingual person, or a multilingual friend you know, choose languages to communicate in different situations. Does this correlate with the findings of the researchers you have read about?

4.2.2   Multilingualism at home

Bilingualism in early childhood: A closer look at the facts

Parents who want their children to be bilingual often have to deal with myths and misconceptions about bilingual education. Even experts, such as paediatricians, sometimes advise against raising children in a bilingual environment, fearing that it will confuse them or hinder their language development. However, such attitudes are usually based on unfounded beliefs rather than empirical research. The daily use of two languages is not uncommon. In regions such as Europe, Asia, Africa and North America, a significant proportion of the population is bilingual or multilingual. By 2035, for example, more than half of California's kindergarten students are expected to have grown up speaking a language other than English. Although many people are bilingual, there isn't much research on how babies and young children learn in a bilingual environment. The emerging field of bilingualism research is still developing, and while definitive answers to some questions are still lacking, studies in recent years have enabled researchers to address many of the concerns that parents often raise.

The aim of this chapter is to bridge the gap between scientific evidence and public knowledge by offering research-based insights. It is based on research by authors who are experts in bilingual child development, and who often work with bilingual families, to dispel myths and offer advice. Here we address common questions from parents and shed light on the implications and benefits of early bilingualism.

CASE STUDY 1

There are 2 pdf files in attachment to this module with interviews describing how 2 multilingual families maintain the mother tongue in their families. Have a look and reflect on the methods people use to maintain the family languages. Are there similarities in approach and what do the families do differently? Have you had a similar personal experience in your family?

Share your thoughts in the group.

Are bilingual children confused?

Parents worry that raising their children in a bilingual environment will make them confused. But research contradicts this belief. Bilingual adults are able to freely choose and speak either language without apparent confusion. The practice of 'code-mixing' in bilingual children, which is often interpreted as a state of confusion, involves combining words from two different languages in a single sentence. This behaviour isn't a sign of misunderstanding, but rather a typical stage of bilingual development. Children may code-mix because they're imitating the adults around them, or because they're making inventive use of their limited vocabulary. They demonstrate an understanding and differentiation of the two languages, typically adapting their language use to the context of the conversation. Studies strongly suggest that bilingual infants are able to discriminate between two languages. They are sensitive to rhythmic differences between languages from a very early age and can differentiate even closely related languages by four months.

> **Definition:** *"Code mixing"* is defined in various subfields of linguistics, as the alternating use by bilingual speakers of two or more different languages within a statement or speech.
>
> Studies in psycholinguistics also use the definition of code-mixing as "the transition from the use of linguistic units (words, phrases, clauses, etc.) of one language to those of another within a single sentence".
>
> Some scholars consider code-mixing and code-switching to be synonymous. However, some define "code switching" as a pragmatic or discourse-oriented function that may be absent in coded mixing.
>
> (http://www.glottopedia.org/index.php/Code-mixing)

Figure 20 Contrary to a popular belief, bilingual children do not get confused

Does bilingualism make children smarter?

The potential benefits of early bilingualism go beyond the obvious linguistic advantage of knowing more than one language. Several studies have shown that bilingual individuals have certain non-linguistic advantages, both socially and cognitively. Bilingual children are often better at understanding the perspectives, intentions and feelings of others. They are also more sensitive to cues such as tone of voice. In addition, bilingual children and adults tend to perform better than monolingual children on cognitive tasks that require switching between activities and inhibit learned responses. These advantages may be due to the bilingual brain's habit of switching between languages, avoiding one while choosing the other, and recognising differences between their two languages. The extent of these "bilingual advantages" may be exaggerated in the popular media; the advantages, while evident in research settings, may not have a significant impact in everyday life. Moreover, other enriching experiences, such as early musical training, promote similar cognitive growth, suggesting that bilingualism is not the only route to cognitive enhancement.

Figure 21 Bilingualism makes you better at certain cognitive tasks. Its effect on intelligence is probably overestimated.

Is it best for each person to speak only one language with a bilingual child?

The one-person-one-language (OPOL) strategy, whereby each person in a bilingual child's life speaks only one of the two languages, was thought to prevent children from becoming confused. However, modern research has debunked this concept. There is no solid evidence that bilingual children become confused when exposed to two languages simultaneously. While the OPOL approach can contribute to successful bilingual acquisition, it is not the only effective method. Children benefit from both quality and quantity of language exposure. The quality of exposure emphasises interactive, social language experiences rather than passive ones such as watching television. Quantity, or the amount of exposure to each language, has a profound effect on their language development. A balanced exposure to both languages optimises bilingual acquisition, but this balance may be influenced by the dominant language of the community and the potential for a minority language to fade as the child grows. For successful bilingual education, parents should use strategies that ensure high-quality and substantial exposure to both languages, taking

into account the children's actual daily linguistic experiences and making adjustments as necessary.

Should parents avoid mixing languages?

Mixing codes, where words or phrases from two languages are used together, is a common feature of multilingual communication. Many bilingual parents, even those who follow the OPOL strategy, occasionally engage in code-mixing. The effects of code-mixing on the development of bilingual children are still under investigation. Some research suggests that significant parental code-mixing may correlate with smaller vocabulary sizes in children. However, other studies have found no such relationship and have pointed out that bilingual children can understand code-mixed sentences as early as 20 months, suggesting an innate ability to adapt to code-mixing. While the definitive developmental effects of exposure to code-mixing are uncertain, it is important to recognise the cultural and social importance of code-mixing. In many bilingual communities, code mixing is a common practice and helps to bring the community together. Different communities have different rules and patterns for code-mixing, and children need to be exposed to these norms in order to assimilate them successfully.

Is earlier better?

A critical period of language acquisition suggests that there is an optimal age range for mastering a new language. Although there's no consensus on when this should be, one thing is clear: starting earlier is usually better for language learning. The advantage of early learning comes from a combination of biological receptivity and the enriched language environment in which young children are typically immersed. Children are exposed to purposeful, engaging and frequent linguistic interactions that support their language acquisition process. As they grow older, the method of language learning shifts to classroom settings that provide only a fraction of the language immersion that early childhood provides. Thus, simultaneous bilinguals, who are exposed to two languages from birth, typically outperform sequential bilinguals, who learn a second language later in life, in terms of accent, vocabulary and grammar.

However, not exposing children to a second language from birth doesn't mean they can't become proficient bilinguals later in life. Strategies such as hiring bilingual caregivers or enrolling children in bilingual preschools can be effective. But they need to continue to practise and be exposed to languages as they get older. Many countries have language immersion programmes, which are another way of learning a language. Instead of teaching the language as a subject, these programmes use the language as a medium for teaching other subjects. The general advice for bilingual exposure is simple: the more exposure the better, and the earlier the better. However, if you're motivated, it's never really too late to start learning a new language.

Are bilingual children more likely to have language difficulties, delays or disorders?

Bilingual children are not more likely to have language problems, delays or disorders than monolingual children. Although some people believe that bilingual children have smaller vocabularies in each language than monolingual children, research shows that their combined

"conceptual vocabulary" from both languages is often the same as that of monolingual peers. The language learning and conversational skills of bilingual children are usually equal to those of monolingual children. Some bilingual children, like some monolingual children, will have language delays or disorders. However, such cases do not indicate that bilingualism is the cause of these problems. Healthcare professionals need to accurately diagnose genuine language difficulties without mistakenly attributing them to bilingualism. Speech and language therapists who are familiar with bilingualism can help parents ensure proper assessment and avoid misdiagnosis when concerns arise.

The challenge for health and education professionals is to work out whether language errors in bilingual children are part of normal bilingual development, or whether they represent a real issue. Some doctors may think that language differences in bilingual children are normal, but they may not be aware of any real problems. Some people may think that raising a child bilingually is a bad idea if they think the child has a language difficulty. Such advice is unfounded, as bilingual children with different conditions are no more likely to have language issues than their monolingual counterparts. For an accurate assessment, clinicians who specialise in bilingualism should assess a child's skills in both languages. A comprehensive, bilingual-specific approach will provide a more accurate assessment of a child's language skills.

CASE STUDY 2

Working in a group, look at Figure 3, which shows part of an observation made by a teacher to make a decision about the cognitive development of a child in a kindergarten. The child is bilingual and speaks both Turkish and German, as does the teacher. Looking at the observation results, what can we say about the child's cognitive development? What if the teacher only did the assessment in German? What recommendations could you give to educators working with multilingual children in kindergartens regarding the assessment of cognitive development?

Share your thoughts in a group.

Bild 1	„Kırmızı"	„Rrrrot!"
Bild 2	„Ben yüzümü boyuyorum." (Ich male mein Gesicht an.)	„Nira und Melanie"
Bild 3	„Nira, Clown."	
Bild 4	„Burnum mavi boyadım." (Meine Nase habe ich blau angemalt.)	„Schau, blau, Nase."
Bild 5	„Emilie ile çok komikti, çok güglük." (Mit Emilie war es es sehr lustig, wir haben viel gelacht.)	„Emilie – so lustig!"

Figure 22 Nira's portfolio sheet and her comments in Turkish and German. From: Stundner & Lammerhuber 2014, Fig. 28, p. 106. 4

Chapter 4.3 Translanguaging pedagogy: Principles and applications

The European Union has 24 official languages. Data from 2012 also show that around 40 million people in the EU speak more than 60 indigenous regional or minority languages. Migration and mixed families also play an important role in linguistic diversity within EU countries. Furthermore, The number of children, young people and adults enrolling in educational institutions with more than one language in their repertoire is increasing every year. Given the increasing demand for the support of minority languages in educational institutions and in the workplace, systemic official pedagogical practices are needed for educators, trainers and practitioners to effectively balance the support of diverse multilingual identities with the promotion of national language skills.

Figure 23 Language educators need systemic pedagogical practices

Translanguaging

For educators interested in understanding multilingualism, it is essential to understand the concept of translanguaging, the practice of using multiple languages in teaching and learning. In education, this approach is particularly relevant in two areas. Firstly, in border regions or areas with different regional languages, there's an emphasis on ensuring that students are proficient in all local languages. Secondly, the use of multilingual approaches, such as translanguaging, can be a powerful tool for promoting social justice, ensuring that all pupils feel represented and encouraging active participation in the classroom.

In the social context, those who speak more than one language often have a rich tapestry of linguistic experiences. Their journey with languages is vibrant, multifaceted and deeply connected to their thinking, social interactions and emotions. However, a common challenge for multilingual speakers is the occasional feeling of insecurity when they think they haven't achieved

the fluency of a native speaker. But there is a positive side. By drawing on their entire language experience, their multilingual repertoire, multilingual people can use their diverse backgrounds to be even more effective in learning and using a new language.

Translanguaging is a theoretical and pedagogical approach that aims to improve language and content competence in school contexts by using resources from the learner's whole linguistic repertoire.

The pedagogical translanguaging approach is learner-centred and advocates the support and development of all languages used by learners. It promotes the growth of language understanding by making it easier to distinguish between languages in the acquisition of content and language.

Translanguaging can be categorized into two distinct types: Natural Translanguaging and Pedagogical Translanguaging.

Natural Translanguaging

Characteristics:

■   Self-directed Learning: The process is driven by the participants themselves.

■   Active Participation: Individuals are active learners in this process.

> **Definition:** ***Natural Translanguaging*** or ***Spontaneous Translanguaging*** refers to the unplanned, organic use of different languages during communication. Participants switch between languages naturally and on-the-fly.

Examples: Common examples include switching languages within groups or pairs and providing direct translations of words.

Main Objective: The main goal here is to ensure everyone understands the message.

Pedagogical Translanguaging

Characteristics:

■   Meaningful Action: The overarching goal of teaching is to induce meaningful action.

■   Inclusive Lesson Design: Educational content should be structured in a way that even those still learning the language of instruction can participate actively.

> **Definition:** ***Official Translanguaging*** or ***Pedagogical Translanguaging*** this type of translanguaging is intentional, with a focus on educational goals. This approach uses multiple languages purposefully for teaching and learning.

■   Empowering the Speaker: Language serves the speaker first and foremost, and teaching should support them in expanding their linguistic repertoire and developing their own voice.

■   Use of Aids: The use of any tools that facilitate the learning process is permitted.

Main Objective: The focus is on tackling cognitive, social, and creative challenges through this method.

In summary, while spontaneous translanguaging aims to ensure comprehension, the pedagogical approach to translanguaging aims to provide a comprehensive learning experience that includes cognitive, social and creative aspects.

The role of the educator/teacher/facilitator in pedagogical translanguaging

Detective
observe general and language-specific competences

Architect
environment, materials

Lifeguard
provide "life ring", support
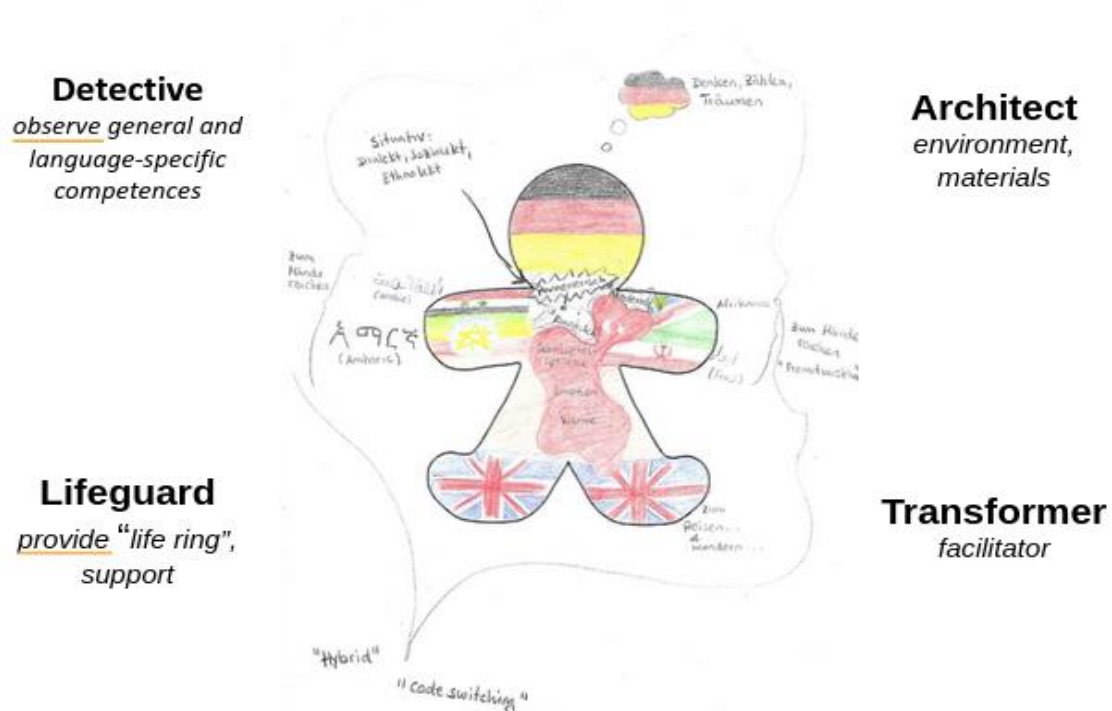
Transformer
facilitator

Figure 24 The role of the educator/facilitator in Pedagogical Translanguaging, schematic representation combined with a language portrait produced in a class on multilingualism at the University of Education, Karlsruhe, in 2018 from Translanguaging and Multilingualism

Translanguaging practices based on student-centred education. In order to support multilingual learners, the facilitator has to adapt several roles. First of all, they need to be detectives. This means that the facilitator needs to research the group, not only finding out about the linguistic background of the learner and their family, but also understanding what skills are available in the group. The second point is to create a multilingual-friendly environment, which includes materials in different languages relevant to the topic being learned, and where signs of different languages are visible and acknowledged. The next role of a lifeguard is crucial when a learner is looking for words to express himself or needs a translation to understand the task and start the activity. Overall, the facilitator does not act as a person who tells people what and how to do activities, but rather plays a supportive role, helping to transform the process towards a point where everyone has a voice and everyone actively participates in the activities (See Fig 4.).

Practical examples

All practices may be attributed to the following 4 categories:

● Developing metalinguistic awareness (pedagogical translanguaging)
Learners use two or more languages in the same class and focus on cross-linguistic analysis and reflection.

Description:
Activate prior knowledge and identify related learners so that students can make more progress in developing their multilingual skills. Encourage students to focus on specific aspects of language by looking at similarities and differences in skills or language levels

Practical example:
Improve comprehension and vocabulary production by comparing derivatives and compounds in texts in several languages such as learning idioms in groups or identify related words in a text.

- Use of the whole linguistic repertoire (pedagogical translanguaging)
  Learners are encouraged to use two or more languages in the same class/group to carry out different activities: finding sources in different languages, changing language for input and output, etc.

Description:
  - use different languages for input and output, as suggested by Williams (2002) in Wales
  - apply scaffolding to learning (support each student by breaking learning into chunks and providing a concrete structure for each).

Practical examples:
Learners analyse bilingual public service announcements (PSAs). They can also write bilingual PSAs in different formats (posters, short plays, oral presentations) and explain their choices. Learners either watch a video or read a text in one language and discuss it or produce some oral or written output in the other language.

- Integrated language curriculum (pedagogical translanguaging)
  Learners use only the target language in class. The curricula of the language classes are coordinated so that the languages reinforce each other.

Description
Languages used separately in different classes. It can be considered as a weaker form of translanguaging because there are separate classrooms for each language. Language subjects are linked by similar methodological approaches and coordination between teachers.

Practical examples:
Communicative group projects carried out in Basque, Spanish and English classes in primary and secondary schools. One example is a journalism project that aims to understand and produce narrative texts in the three languages. Pupils carry out specific oral and written activities in each of the three languages in several lessons, producing a radio news programme in Basque, a newspaper report in Spanish and a digital story in English.

- Translanguaging shifts (spontaneous - pedagogical translanguaging)
  Students ask for the translation of a word they do not understand when reading a text. The teacher translates the word or gives a short explanation in a language other than the language of instruction for the class.
  Description:
  The term refers to unplanned choices that respond to communicative needs in the classroom.
  Practical examples:
  Learners may ask to translate a word in order to understand a text. The teacher could take the opportunity to add an explanation of the word and link it to the planned syllabus, thus building bridges between spontaneous and pedagogical translanguaging.

CASE STUDY 3

There are 2 pdf files in attachment to this module with interviews describing how 2 multilingual families maintain the mother tongue in their families. Have a look at the interviews again, and this time think of translanguaging practices.

Do you have any suggestions for these families to help them maintain their family language? If you were an educator/teacher working with this family, how do you think you could help them to maintain their mother tongue? How would you support the children to learn the national language and the educational programme? How would you use the family's linguistic repertoire and background in your activities?

Share your ideas in the group and on the forum.

DISCUSSION

Develop an idea for activities on 'Animals in the city' for the group of children described below.

Try to use all the language skills of your group, the methods you have learnt and examples from your own or other people's practice.

Think of activities that involve all the children.

Think about how you can present all the languages mentioned in the nursery rooms.

Group description

10 children in a group

Ages 6-11 years

All children speak very little German (or any other dominant language in our area)

2 children are from Ghana and speak English, possibly also one of the 50 indigenous languages spoken in the region. They have just arrived and speak no German (or any other dominant language in our area).

1 child is from Romania and speaks some Italian, possibly some Russian, very basic German

1 child from Afghanistan who speaks Farsi and very basic German.

The rest speak Russian-Ukrainian or basic German, in this group, 1 girl understands Farsi and 1 girl speaks a little English and is a little more advanced in German than the others.

Further Study – Additional Material

To find more practical examples of the translanguaging approach in kindergartens and schools:

Christina Celic & Kate Seltzer (2013) Translanguaging: a CUNY-NYSIEB guide for educators. New York: CUNY-NYSIEB, The Graduate Center, The City University of New York https://www.cuny-nysieb.org/translanguaging-resources/translanguaging-guides/

Claudine Kirsch & Joana Duarte (2020). Multilingual Approaches for Teaching and Learning. From Acknowledging to Capitalising on Multilingualism in European Mainstream Education https://www.routledge.com/Multilingual-Approaches-for-Teaching-and-Learning-From-Acknowledging-to-Kirsch-Duarte/p/book/9781032173399 and an overview here: https://www.researchgate.net/publication/340161734_Multilingual_Approaches_for_Teaching_and_Learning_From_Acknowledging_to_Capitalising_on_Multilingualism_in_European_Mainstream_Education

Activities to support multilingualism at school:
https://www.skolapelican.com/wp-content/uploads/2015/05/Activities-to-support-multilingualism-at-school.pdf
Multilingual books:
https://www.bilingual-picturebooks.org/
https://www.thefablecottage.com/
https://www.africanstorybook.org/#

Online course from University of Groningen- Multilingual Practices: Tackling Challenges and Creating Opportunities (paid): https://www.futurelearn.com/courses/multilingual-practices

Teacher Education About Multilingualism - TEAM - eCourse (free):
https://www.youtube.com/@TEAMultilingual

Summary of the Module's Subject

In this module we learned about monolingualism and multilingualism and how they relate to personal experiences and expectations of society. We learned that monolingualism is a concept that is more visible on the political agenda, but the reality is pushing for more inclusive societies.

In the second chapter, you discovered different research findings on the benefits of multilingualism and how parents try to maintain family languages. We also saw how biased our judgements can be about someone's cognitive abilities if we can't understand a language and don't try to broaden our understanding of another person to get a fuller picture.

In the third chapter, you were introduced to the concept of translanguaging and the basic principles of how it can be used in schools to activate learners and facilitate their learning process. We looked at the principles and some practical examples were presented.

At the end of the course, you were asked to work with your partners to create a project for multilingual children, using all the linguistic repertoire of the group and the knowledge gained in the course.

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Annex 1: interview transcript

Questionnaire LANGatWORK . Languages at home

Background and Personal Experience:

1. **What is your mother tongue, and why is it important to you?**
   My mother tongue is Russian. It's important for me to keep this language in the family because I have relatives who only speak Russian and I want to keep in touch with them. I also want my daughter to be able to communicate with relatives who only speak Russian.

2. **Did you grow up in a household where your mother tongue was spoken regularly?** Yes, I lived in Russia in a Russian-speaking family until I was 20.

3. **How has maintaining your mother tongue impacted your cultural identity and connection to your roots?**
   For me, language is mainly a means of communication with my relatives. It's also the films I've seen and the books I've read. I want my daughter to understand the language so that she can share the books and films that were important to me.

4. **Have you faced any challenges or barriers in trying to maintain or teach your mother tongue?** I feel like I am losing the language. I have my circle of Russian-speaking friends, but we moved away a long time ago. We have a kind of language that is frozen in time. It's easier for me to remember words in other languages than in Russian. Some Russian words look funny the way they are written, even though I know it's the correct spelling, but it may not look familiar. Teaching Russian to my child is also a challenge because it's a third language for my daughter. She was more open to it before she was 8 and didn't start reading in English. After that, it's harder for me to teach her to read and write here. She just doesn't see the need. Our visits to Russia have become irregular due to the pandemic and then the war that Russia started, and my daughter is losing touch with relatives as she has less common ground for conversation. My daughter's circle of Russian-speaking friends is also very limited, and these friends prefer to practise English with my daughter rather than speak Russian. It's hard to motivate her to speak Russian when the media content children are exposed to is in English or German.

Practical Tips and Strategies:v

5. **What strategies have you used to ensure your children learn and maintain the mother tongue?**
   My partner's language is also Russian, and he doesn't speak any other language at home. So we speak Russian when the three of us are together. We watch films or cartoons in Russian together and I read books in Russian. Occasionally, when we find books in the library, we take them home

and my daughter reads them. Usually, the language there is not complicated. My daughter had a book in Russian about puberty and changes in the body. As she was interested in this topic, she read the book herself. My niece also has a telegram channel in Russian and my daughter likes to read the updates there. When I find events for a Russian community that my daughter might be interested in, I try to persuade her to go. It could be a play or an excursion in a museum.

6. **How do you balance speaking the dominant language of your current environment with your mother tongue at home?**

   It's no problem to speak Russian at home, but occasionally, my daughter and I switch to English if the content we're reading or watching is in English. It's just easier.

7. **Are there specific routines or practices you incorporate into daily life to promote the use of your mother tongue?**

   Read books in the morning. Talking in Russian in the evening.

8. **What resources (books, online tools, courses) have you found helpful in teaching and maintaining the mother tongue?**

   Books are the most useful resource for us. Some of my friends attend courses regularly, it's very efficient, but the courses were too far away for us, we didn't start early enough and now it's quite difficult to motivate a teenager.
   Learning French also helps my daughter to remember some Russian words, as Russian has also picked up quite a few French words.

9. **How do you handle situations where children might resist speaking the mother tongue or show a preference for the dominant language?**

   Generally, my daughter prefers English when her vocabulary in Russian does not allow her to express her thoughts. I can help by repeating what she says, but in Russian. Sometimes she repeats words.

Community and External Support:

10. **How important has community or extended family been in maintaining your mother tongue?** The community and the opportunity to speak Russian with other children and adults is the main motivation for us to continue using the language. The community is also very active, organising many events, opening bookshops and keeping the language visible in the city, making Russian a valuable skill.

11. **Are there community programs, schools, or cultural events that support your efforts to teach or maintain the mother tongue?**

    Yes, there are plenty of things offered by the community, such as language courses for children, art classes in Russian, excursions to the various museums in Russian.

12. **How do you find or create a supportive community when there isn't one readily available?** When we first arrived, I organised a science experiments course in Russian, which I took my daughter to, so I met many people and built a community of Russian-speaking children

who liked experiments. I also found an existing organisation and offered the courses to their target groups.

Cultural and Emotional Aspects:

13. **In what ways do you use your mother tongue to pass down cultural traditions, stories, and values?**

    For our family, it's mostly about reading, watching films and communicating with relatives.

14. **Have you noticed any emotional or cognitive benefits in your children from being bilingual or multilingual?**

    My daughter definitely feels that Russian is her mother tongue, and it's associated with home. When she was little and started kindergarten, anyone who spoke even a few words of Russian was a friend. She helped Russian-speaking children adapt to kindergarten in England, and then Russian-speaking children in Germany helped her adapt to kindergarten.
    She switches between languages so easily, but she knows exactly which one to use and why. Knowing 3 languages helps her to learn the 4th, French, she learns quickly to find similarities between words.
    When my daughter studies maths, the terms are in German in class, but she has extra lessons in Russian and when she tries to find out what is unclear, the information is in English. So basically, she is learning more terminology and trying to understand from different angles.

15. **How do you handle situations where family members or friends don't understand or support your efforts to maintain the mother tongue?**

    I   don't have such situations. On the contrary, my friends, and family think that more effort should be made to preserve the language.

Challenges and Adaptation:

16. **How have you adapted your approach to maintaining your mother tongue as your children grow older and their needs and interests change?**

    My daughter is less and less interested in learning to read and write in Russian. Writing is a bit easier with the AI support, when she writes messages in Russian on her smartphone, it's corrected. Reading is fine if there is a subject she is interested in. Regular reading in the mornings and evenings is becoming less frequent, but still part of the routine if the book is interesting. It helps a lot to have a friend who speaks Russian.

17. **What challenges have you faced in terms of language attrition or forgetting certain aspects of your mother tongue?**

    It's normal that I can't speak Russian at work when I have to explain something work-related to a Russian speaker. I simply lack the vocabulary. I also understand that I can forget words or that I can't keep up with the modern colloquial language, especially from the big cities.

18. **How do you handle situations where there might be gaps in vocabulary or certain concepts that are hard to explain in the mother tongue?**

    If I can't explain something in Russian, I just switch to English if I know the person in front of me understands me well. If not, I try to use translators or find words. It often sounds awkward.

Future Outlook:

19. **How do you see the future of your mother tongue in your family, especially as generations progress?**

    I   think we will use Russian as a family language within the family, but I think English will be the language that my daughter will feel more comfortable with in the future and probably pass on to her children. She may pass on some knowledge of Russian or some interest in the language. It depends on where she will live and what her circle of close friends will be.

20. **What advice would you give to other families trying to maintain their mother tongue in dominant language environment?**

    It's crucial to keep the mother tongue in the family, even if it's lost over generations. It's a very important skill, and it can create some interest in future generations. I think knowing more languages and being exposed to different cultures gives people the ability to explore unconventional solutions.

Annex 2: interview transcript

Questionnaire LANGatWORK . Languages at home

Background and Personal Experience:

1. **What is your mother tongue, and why is it important to you?**

   My mother tongue is Romanian. I have very tight connection to my family and friends in my home country, I want my children to be able to communicate and understand their family, therefore it's important for me that they learn the language. From a more pragmatic point of view, I understand the benefits of multilingualism and the opportunities given by learning a language that is like a "window" to other languages such as Romanian. It helps a lot to learn other romance languages like French, Spanish, Italian and Portuguese.

2. **Did you grow up in a household where your mother tongue was spoken regularly?** Yes, I grow up in a monolingual family with only one language on a daily basis. However, the socioeconomic context of Romania in the early 90s made it easy for my siblings and myself to learn new languages from the media, since all the new TV programs were not dubbed or synchronized but displayed in their original language with subtitles. This way, as children we were permanently exposed to and could easily learn English, Portuguese and Spanish. Additionally, family members started to emigrate in the 90s and we were curious about learning their "new" languages, this is how my and my siblings' interest for Italian also arose at an early age.

3. **How has maintaining your mother tongue impacted your cultural identity and connection to your roots?**

   When I'm thinking of maintaining my mother tongue I don't usually make it in direct connection to my personal need of connecting to my roots or because it impacts my cultural identity. I do it for my children, for family and friends as a resource for communication and an opportunity to develop relationships and develop a better understanding of the culture. It also may help my children to better understand their mother (myself), and for an easier learning of languages in general. I could say I am a self-taught multilingual who lived in several countries, and I love learning languages and understanding cultures and people through languages.

4. **Have you faced any challenges or barriers in trying to maintain or teach your mother tongue?**

   I have very good experience with formal teaching of my mother tongue in school classes in France: I developed exercises to correlate the two languages: French and Romanian which my teenage students loved. I have some very bad experiences when talking Romanian to my young children in public areas in Germany. Often there was an assumption that my children cannot speak German or that they will be very bad at learning German since I was only communicating in Romanian with them. Moreover, I was blamed for not teaching them the German language so that they can better integrate. Another barrier in teaching my language to children is the lack of educational resources for Romanian as a foreign or mother language. My non-Romanian husband

had taken classes to learn Romanian, but even there was a lack of worksheets with good instructions to learn the language.

Practical Tips and Strategies:

5. **What strategies have you used to ensure your children learn and maintain the mother tongue?** At home, we generally use OPOL: I am speaking 100% Romanian to my children, their father speaks German (his mother tongue). We mostly speak English between us as adults: this was always our relationship language before and after I learned German. One clear advantage for my children is being exposed to Romanian via more persons: we live in a shared flat with other Romanian-speaking persons. Another important strategy is to have and read a lot of books in Romanian, and even if the books are written in a different language I would still read it as it would be written in Romanian.

6. **How do you balance speaking the dominant language of your current environment with your mother tongue at home?**

   For a long time the dominant language around me was English, which was the language spoken at my workplace, even if I am living in Germany. This has made me feel more secure since it was an international environment with a "neutral" language. Now I am working in German only and the fact that I am non-native speaker always brings a certain level of insecurity towards my daily work and interaction with colleagues. I have never experienced this in an English speaking setting. At home I feel the freedom to mix romanian-german-english as I need and wish to.

7. **Are there specific routines or   practices you incorporate into daily life to promote the use of your mother tongue?**

   Rhymes and singing Romanian songs are the best, even made up songs or simple translations of German songs helps me better connect my children to the language. They have two versions of their favorite songs and rhymes which they can use.

8. **What resources (books, online tools, courses) have you found helpful in teaching and maintaining the mother tongue?**

   Very few, actually my husband has been learning for many years Romanian through an intermediary language (e.g. Duolingo English-Romanian) since there is no existent German-Romanian course. There are some e-books and online videos with Romanian stories for children, there are some start-ups that provide Romanian learning materials for children at certain costs. Most of the materials I use I make on my own as I have a pedagogy background.

9. **How do you handle situations where children might resist speaking the mother tongue or show a preference for the dominant language?**

   So far it has happened less, now the children start playing more and more in the dominant

   language. When I see that I just continue speaking in my language without judgment, usually they would switch when hearing me speaking my language.

Community and External Support:

10. **How important has community or extended family been in maintaining your mother tongue?**
Very important, living with other people who speak my language has been crucial, the fact that my husband also tries to learn Romanian and so he would understand us is very important, so that we don't always have to switch to (his) the dominant language.

11. **Are there community programs, schools, or cultural events that support your efforts to teach or maintain the mother tongue?** Such an offer was completely missing, therefore I started such a project on my own since I have children: free Romanian children's books exchange, lecture, educational activities and playdate.

12. **How do you find or create a supportive community when there isn't one readily available?** I created a community around books, this was a huge need especially among young Romanian parents, since Romanian books are not easy to find and buy when living abroad.

Cultural and Emotional Aspects:

13. **In what ways do you use your mother tongue to pass down cultural traditions, stories, and values?**
I create occasions to learn about traditions and values by travelling to Romania.

14. **Have you noticed any emotional or cognitive benefits in your children from being bilingual or multilingual?**
Yes, I think they are better listeners and they are attentive and understanding with other children who speak other languages. Some development takes place at different pace in different language: e.g. child started to ask "why" in Romanian much earlier than in German.

15. **How do you handle situations where family members or friends don't understand or support your efforts to maintain the mother tongue?**
I tell them how important for me and for.the development of the children is to learn the language.

Challenges and Adaptation:

16. **How have you adapted your approach to maintaining your mother tongue as your children grow older and their needs and interests change?**
I will adapt and always find new interesting words and topics to talk about, e.g. concepts or words that do not exist in other languages or are difficult to translate. They also love funny words that they can practice saying.

17. **What challenges have you faced in terms of language attrition or forgetting certain aspects of your mother tongue?**

    I find it difficult to have technical conversations about my work in my mother tongue, since I only worked in English and German and it is difficult to find the right words in Romanian for it.

18. **How do you handle situations where there might be gaps in vocabulary or certain concepts that are hard to explain in the mother tongue?**

    Yes, work related concepts and words are difficult to explain in the mother tongue, I sometimes have the feeling they just don't exist in the vocabulary or generally anyone would use the English words for these. I try to use the similar words and it feels I'm using a language from a different century: the words to use are pretty much not in the regular vocabulary for my family. I then switch to simplified language.

Future Outlook:

19. **How do you see the future of your mother tongue in your family, especially as generations progress?**

    I think my children will continue using the language as bilinguals. Probably it also depends on the future of mobility and decisions to live in certain places in the world. I am aware it's not the one language that one must keep (like e.g. English and French)

20. **What advice would you give to other families trying to maintain their mother tongue in a dominant language environment?**

    Think about who is the beneficiary of maintaining the language: is it you or your child? When you're not the beneficiary then it's easier to see maintaining your mother tongue as a learning process and not feel hurt about the choices the children do.

Module 5: From linguistic insecurity to multilingual awareness

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Expected learning outcomes:

By the end of the module participants in the online course are going to be able:

- ✓ to **define** the term linguistic insecurity
- ✓ to **identify** situations that increase linguistic insecurity.
- ✓ to **use** language portraits in order to **empower** one's multilingual identity
- ✓ to **recognise** multilingual trajectories
- ✓ to **define** the term language awareness and to **critically analyse** language practices.

Key words: linguistic insecurity, language portraits, multilingual trajectories, multilingual awareness

Chapter 5.1 Linguistic insecurity

What is linguistic insecurity?

Wherever we look, we find variation within our language. People speak differently, depending on where they have lived. People speak differently, depending on how they were brought up. People speak differently, depending on with what group they want to be identified. People also make opinions about this language hodgepodge, and value some of its elements more than others.

What consequences does variation have on our everyday interactions with others? William Labov provocatively states that '(if) **language** had evolved in the course of human history as an instrument of **communication** and been well adapted to that need, one of its most important properties would be **stability**'. Language variation may thus operate as divisive wedge, emphasizing boundaries over unity.

Standard language ideology is an idea that certain choices in language must be promoted over others, because they are inherently better. So, people will value more what they consider correct. 'Incorrect' language will make its users insecure. Indeed, people often describe their non-standard use of language as terrible or broken. Against this backdrop, Meyerhoff defines *linguistic insecurity* as:

> **Definition:** *Linguistic insecurity:* Speakers' feeling that the variety they use is somehow inferior, ugly or bad. (Meyerhoff 2006:292)

However, people will not simply drop the forms of language deemed ugly, incorrect, or otherwise deficient. Sometimes, the 'correct' language is not good enough for the occasion. For this reason, Dennis Preston came up with another definition for linguistic insecurity. His definition escapes the limitations of standard language ideology:

> **Definition:** *Linguistic insecurity:* Linguistic insecurity arises when one feels that they **are not able to perform the linguistic job at hand.**
>
> From this perspective, insecurity ranges from lacking any skills at all in a foreign language all the way to slight misgivings that one did not properly assess a situation in terms of the face or identity that they meant to project in their contribution and therefore failed to match items from their repertoire to that instance of performance. (…) Fear of public speaking is well known, but for those of us more interested in the daily stuff of language in public life, it is rather **fear of speaking in public** that might characterize linguistic insecurity. (emphasis by af)

While it captures a wider range of contexts, Preston's definition appears focused on insecurity being one person's problem. Is insecurity just a mismatch of resources and imagined identities? If that is the case, then insecurity should be reasonably easy to control and remediate. Describing linguistic insecurity as 'fear of speaking in public' suggests that what counts as 'appropriate' language is constructed in encounters with other people. Language norms are not laws, but guidelines. 'Ugly' language will not always make you insecure. To understand better when 'ugly' language results in insecurity, we must focus on *communicative burden*.

Let us imagine that we are eavesdropping on an argument, while waiting in a supermarket checkout line. Counter points fly back and forth, until one of the opponents throws a resigned 'I

wish you would understand me'. They try to resolve the dispute by focusing on what they believe the root cause is. So, they accuse the other party of not making the effort to hear them out. In other words, this story illustrates the idea of *communicative burden* as a shared responsibility for to reach the speakers' goals. Rosina Lippi Green (1997, 72) concludes that comprehension is not the only component of understanding. Mindset is as important. So, *communicative burden* helps us build a more nuanced understanding of *linguistic insecurity*. To build on Preston's definition, we fear to speak in public because someone might challenge our right to speak.

Figure 25 Linguistic insecurity is a fear of speaking in public for fear of unfair judgement

In summary, linguistic insecurity makes communicative burden visible. And communicative burden provides the affordance to control insecurity. Since linguistic insecurity manifests itself as discomfort, it is reasonable to expect that people will look for strategies to avoid it. However, certain circumstances can motivate people to carry on communication attempts, despite challenges:

> Based on our personal histories, our own backgrounds and social selves which together comprise a set of filters through which we hear the people we talk to, we will take a communicative stance. Most of the time, we will agree to carry our share of communicative burden (…). Sometimes, if we are especially positive about the configuration of social characteristics we see in the person, or if the purposes of communication are especially important to us, we will accept a disproportionate amount of the burden. (Lippi Green 2012, 73).

Handling communicative burden in a high insecurity context will require metalinguistic devices, like repair, expansion and replacement. Participants will be evaluating the effectiveness of these tools on an ongoing basis. Consequently, they will have to re-visit the decision to accept communicative burden, as the situation progresses.

DISCUSSION

Think back about your childhood memories and school experiences. Can you remember any situations that formed your own perceptions of what constitutes 'appropriate' language? What were these situations and where did they take place? Growing up, did you develop affinity with the kind of language that your mother tongue teacher used, or did you prefer to identify with some other speech community? How did you feel in situations where you were confronted with a language that did not feel like your own?

Reflect on other learners' comments. How are your experiences similar? How are they different?

Linguistic insecurity and migration

The unpleasant effects of linguistic insecurity are powerful enough that, when planning migration, people consider what languages are used in the community. Migration researchers identify a related or a shared language as a pull factor. This applies to both the official language in a given place, as well as the established presence of linguistic minorities (Adserà, A., Pytliková, M. (2015). "The role of languages in shaping international migration" Economic Journal 125:586. F49–F81

Establishing a sense of belonging after a move is called ***integration***. In the context of international migration, integration can be a deeply personal experience, but it is also a process involving official procedures. The policy dimension of integration revolves around language skills, as a gatekeeper to a core civic activity – employment. The Council of Europe's report on language requirements in EU member states illustrates the central role of language teaching in migrant integration:

> **Language is central** to many of the challenges posed by migration, especially **integration** and the maintenance of **social cohesion**.
>
> (…) Clearly, language teaching and language testing have a central role to play in any adequate response to the challenges of migration and the integration of migrants into the host society.
>
> Language requirements for adult migrants in Council of Europe member states: Report on a survey (2010)

While the language requirement appeals to common sense, in practice the society administers its own language tests that have little in common with official certification. This can be a source of tension.

People learn by observing the world around them. So, how we speak sometimes reveals details from our life: where and when we grew up and how we spent our time. People pick up these linguistic biographical cues even when they may not be pertinent. People also filter these details through various biases and other misconceptions. Based on such criteria, people will judge whether someone is one of them or not. If you happen to have an outsider's linguistic identity, you may experience some form of exclusion, from microaggressions to illegal discrimination. Therefore, casual interactions can become a source of linguistic insecurity, ranging from 'light overthinking' to severe stress.

Like other minorities, migrants often face challenging encounters in a society where they live. One example of such encounters involves microaggressions. Microaggressions are trivial everyday

remarks that exploit stereotypes and biases concerning the person at which they are directed. The term 'microaggression' is well established, but it can be misleading. Microaggressions may be committed by well-meaning individuals who are trying to be friendly and supportive. Indeed, sometimes they are framed as compliments, but they do not achieve the same validating effect. Quite the opposite. The people at the receiving end of these remarks find them deeply alienating.
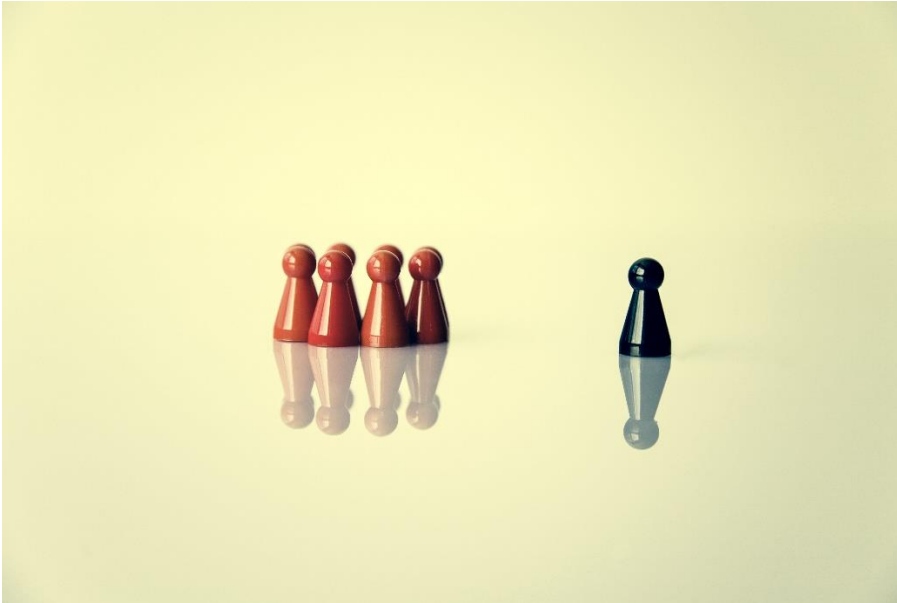

Figure 26 People who receive microaggressions find them alienating

A typical example of a language-related microaggression is a compliment about someone's level of language skills. Of course, under certain circumstances such a comment may indeed be a welcome validation (e.g. when it comes from an examiner). However, it will become a microaggression when the person delivering the remark has no footing to do so, but they ignore that fact. Picture a situation when a stranger comments another person's language skills in a casual everyday encounter. People are usually capable to assess their linguistic performance themselves, without someone else's validation. So, microaggressions may either come out as patronizing or downward absurd.

Another set of microaggressions concerns the accent. The way that you pronounce words may reveal your life's trajectory. Someone may pick up such a cue and push you to reveal details from your life, like 'where are you originally from?'. If you find such questioning insensitive, then such a behavior will count as microaggression. The general rule to identify linguistic microaggressions is when the comment increases 'fear of speaking in public'.

This said, linguistic insecurity does not arise from microaggressions alone. In fact, any situation that highlights a lack of understanding can increase insecurity. These situations range from error corrections (usually unsolicited) to repetition requests or even a tense look on someone's face during a conversation. Some of these situations will happen repeatedly, establishing a pattern of communications difficulties. Living with a sense that one is difficult to talk to is an isolating experience that can have a strong impact on one's wellbeing.

Further Study – Additional Material

If you wish to find out more about strategies used in negotiating communicative burden, study Accommodation Theory. Suggested reading: ***Handbook of Pragmatics***, edited by Jan-Ola Östman and Jef Verschueren.

Listen to a **language learner talk about their insecurities** and ways to overcome them: https://www.youtube.com/watch?v=gy2iX6EYb98

# Chapter 5.2 Language portraits and multilingual trajectories

5.2.1. Language portrait and multilingual trajectory as narrative tools

Language portrait and ***multilingual trajectory*** are reflective visual methods used to represent lived experiences of language. Both are used as participative research methods, but they are also suitable for non-research situations, like self-reflection or team building. Drawing portraits and trajectories helps link experiences to emotional responses, through which language awareness develops.

In a language portrait exercise, the participant is given a paper with an outline of a person that represents themselves. The participant then colors the outline to visualize their linguistic practices and their emotional meanings. The interpretation of the portrait is guided by the symbolism of color and the body, as well as the author's own explanation. Language portraits are a useful tool to represent people's multilingual repertoires. Instructions and insights about implementing language portrait exercises can be find in Busch (2018).

INDIVIDUAL ACTIVITY 5.1

Draw a language portrait of yourself. You can print out a template and draw by hand or complete the activity digitally. As you draw, add notes on the margins, commenting on your color choices and where you place them. For extra instructions, refer to extra resources at the end of section 5.2.
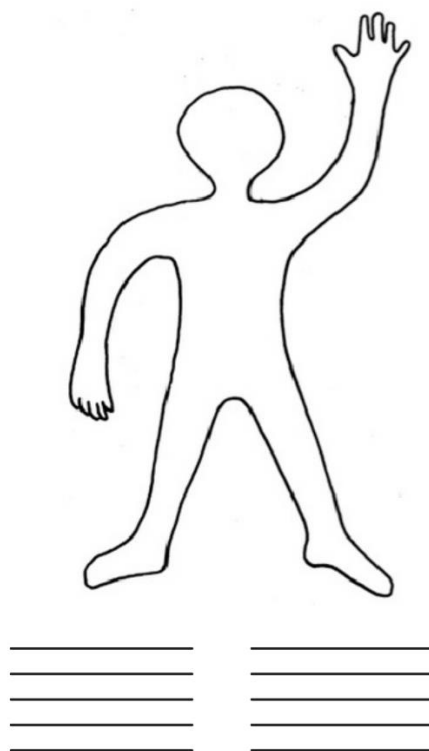
When drawing language portraits, the participants are free to modify the outline any way they want. The activity is designed to acknowledge your entire linguistic repertoire. You can mark languages that you know only a little or do not use regularly. The position of the language on the body is indicative of its role in someone's life, whereas the color of the language narrates emotions and attitudes.
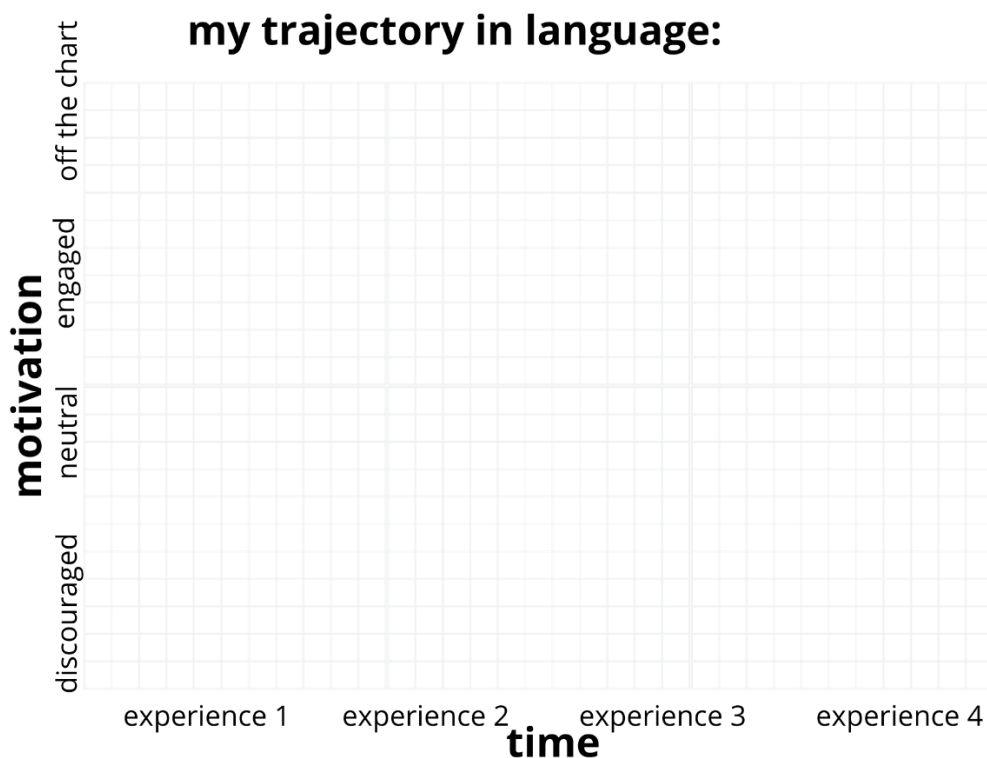
The language portrait reveals the emotions and meanings that you attach to languages. It illustrates that languages can have various roles in our lives. Some of them, we can use interchangeably, for example to buy groceries or chat about weather. However, we may also identify situations when only one language is fit for the task, like expressing love. The language portrait is a useful tool of sustainable language planning.

Multilingual trajectory is also an interesting method. A trajectory is a path of an object that moves while being directed by certain forces. A multilingual trajectory is a visual representation of a set of events or experiences that facilitated (or interrupted) learning a language. So, a multilingual trajectory represents how multilingual practices develop in historical perspective. Like with language portrait exercises, multilingual trajectories are also drawn. The activity designed for this purpose is called the language trajectory grid.

Drawing the language trajectory grid requires no artistic skill. The grid is a coordinate system, where the vertical axis represents motivation, and the horizontal one represents time. The task is to identify learning milestones and mark them as points on the time axis, according to their impact on the motivation scale. The trajectory is the line drawn to connect the points. Instructions on how to draw the language trajectory grid can be found in Choi and Slaughter (2020).

INDIVIDUAL ACTIVITY 5.2

Draw your language trajectory grid, for a selected linguistic repertoire. You can print out a template and draw by hand or complete the activity digitally. For extra instructions, refer to additional material at the end of Chapter 5.2.

my trajectory in language:

motivation: off the chart / engaged / neutral / discouraged

time: experience 1   experience 2   experience 3   experience 4

The language trajectory grid is useful to illustrate how the learning situation shapes your motivation. As you develop your linguistic repertoire, you encounter situations that can be exciting or empowering, but you may also come across demotivating people and things. The grid may thus offer insights into the formation of your language attitude. It can also offer insights into how resilient to linguistic insecurity you are.

The language portrait and the multilingual trajectory both illustrate someone's multilingual practices. The portrait captures these practices at a specific moment in time, whereas the trajectory records the practices over a certain period of time. Both activities require the participant to reflect on their experiences. Visualizing linguistic experience helps understand the connection between emotions and events that provoked them. The tools can be used to address language attitudes. Both can provide important insights for language policy planners.

Further Study – Additional Material

If you wish to find out more about multilingual trajectories of adult migrants, the book *Life in a New Language* by Ingrid Piller and… will come out in late 2023.

Language portrait

Busch, B. (2018). 'The language portrait in multilingualism research: Theoretical and methodological considerations'. *Working Papers in Urban Language & Literacies*. Paper 236.

Multilingual trajectory

Choi, J., & Slaughter, Y. (2021). 'Challenging discourses of deficit: Understanding the vibrancy and complexity of multilingualism through language trajectory grids'. *Language Teaching Research*, 25(1), 81-104. https://doi.org/10.1177/1362168820938825

Chapter 5.3 Developing multilingual awareness: From theory to praxis

The multilingual turn in language studies has changed the way we understand sociolinguistics. The multilingual turn shifts away from monolingualism as the societal norm. The most notable developments in sociolinguistics include coupling language to speakers and challenging the concept of separate named languages, preferring instead a speaker-centred concept of translanguaging (Helot et al. 2018). The idea of a named language resonates with the nation state ideology, meaning a language belongs to the nation. Multilingualism thus calls for the awareness of what language constellations exist in a given community, and how to navigate these constellations.

As a pedagogical approach, language awareness is about understanding people's linguistic needs, and acknowledging that they may be different than yours. Also, linguistic diversity may present certain challenges to learning. A language aware person will be able to identify challenges and offer solutions that overcome them. From a more practical perspective, language awareness is also a set of practices to manage communication

> **Definition:** *Language awareness* is a person's sensitivity to and conscious awareness of the nature of language and its role in human life (Donmall, 1985).

in a linguistically diverse context. For example, how to make sure that information reaches everyone that it concerns. However, a language aware environment will also safeguard equal access to opportunities despite linguistic diversity.

The idea behind language awareness disrupts the traditional power dynamic of learning, with its clearly defined roles of teachers and learners. In the workplace context, this means that the entire community is involvement in someone's learning, even when 'it is not actually their job'. Why?

Language awareness frameworks are founded on the theory of social constructivism, according to which learning takes place through interacting with other people. This also means that we do not simply *learn a language*, but we learn things *through language*.

Lev Vygotsky noticed that, to be effective, these interactions must stay within the zone of proximal development. What does it mean? If we want to encourage someone, we often say 'step out of your comfort zone'. The zone of proximal development is exactly where we learn most efficiently. We are exposed to something new, but we can connect it easily to our existing knowledge. Although we can experience some insecurity, it stays at a manageable level. Organizing learning in a way is called *scaffolding*. Scaffolded learning will engage all of the learner's language resources, including learning something through their strongest language first, when needed.

So, these are the principles to consider when implementing language awareness in practice. However, practices will differ depending on the priorities of a particular context. In the classroom, language awareness is about giving visibility to students' languages (also outside of the school) and about developing positive attitudes to multilingualism. A multilingual word wall is one way to showcase students' collective multilingualism. A project where students must use their multilingual skills to complete it helps develop positive identifications with minority languages.

In asymmetric service encounters between service providers speaking the dominant language and non-proficient clients, the focus is on metalinguistic strategies to ensure clients' understanding (see Tanttu 2014).

The goal of language aware practices in expert work is to remove barriers to understanding and barriers to participation. In the Manifold More Project, the team implemented practices to achieve these objectives (Rask, Teräsaho and Nykänen 2021). First, at the recruitment stage, the team

critically evaluated the minimal level of language skills necessary for the role. Second, at the employment stage, the team ran meetings bilingually, and allocated resources to translation. Event communication mentioned what working language will be used. The project also offered language learning internships to integration training participants.

As we can see, there is no universal recipe to build a language aware workplace. Moate and Szabó (2018) propose a language awareness framework, with 6 dimensions of language to consider.

1. **Power**: who speaks and how do we use language?

2. **Structure**: do we conceptualize language as something abstract or embodied and personal?

3. **Representation**: do we include or ignore other perspectives?

4. **Creative potential**: do we support reproduction or innovation?

5. **Belonging**: is there room for non-dominant languages?

6. **Values**: do we strengthen boundaries or facilitate encounters?

CASE STUDY 1

A conference committee is planning an event and wants to invite people who will not necessarily share the same language. The organizers try to make arrangements so that all participants can follow the program. The organizers realize that one group of guests speak the local language, and the other group knows English. A decision is made that the speakers will use the local language for presentations, but slides and handouts will be in English.

Using the Moate and Szabó's framework, describe how the committee applies language awareness. What recommendations would you give to the committee?
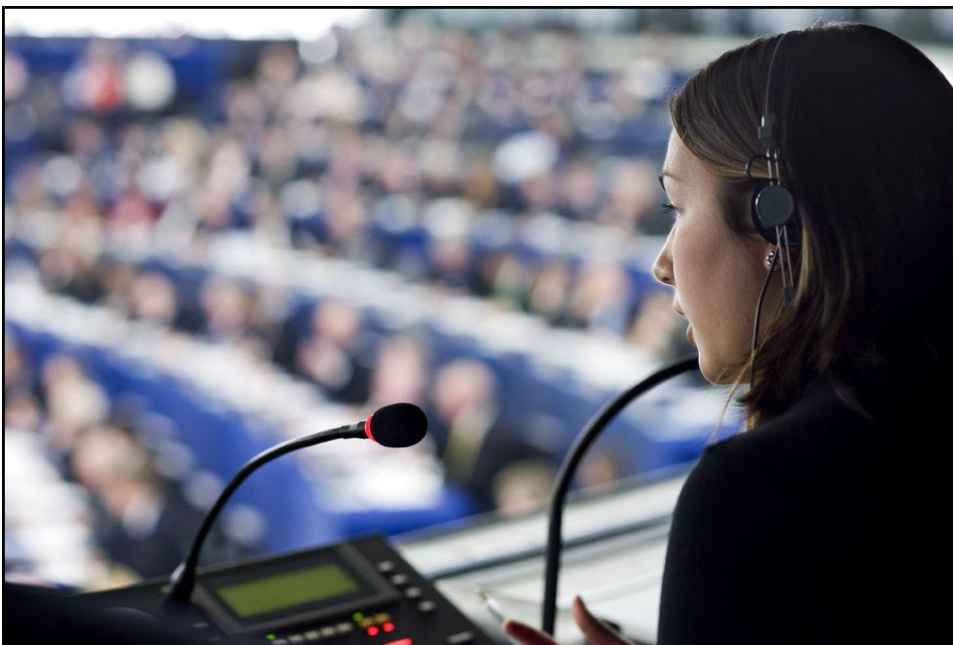
This Photo by Unknown Author is licensed under CC BY-NC-ND

Figure 27 An interpreter at work

DISCUSSION

Propose a language awareness plan for your university or workplace. Use the questions from language awareness framework to guide your thinking, but include practical solutions to make this environment more accessible for multilingual people. Then, read other students' plans and offer feedback.

Further Study – Additional Material

Implementing multilingual awareness is a big project. One of the available options is the use of **plain language**. Read more about plain language here: https://plainlanguagenetwork.org/

Steps towards introducing language awareness:
https://www.kielibuusti.fi/en/employers/multilingual-workplace/steps-toward-language-awareness-in-the-workplace

Template: Lego Serious Play workshop for inclusive language policies.

Summary of the Module's Subject

In Module 5, we learned about linguistic insecurity, and how it relates to international migration. We learned that although integration policies stress the importance of the ability to speak the local language, the actual use of local languages can introduce new obstacles to integration, in the form of microaggressions.
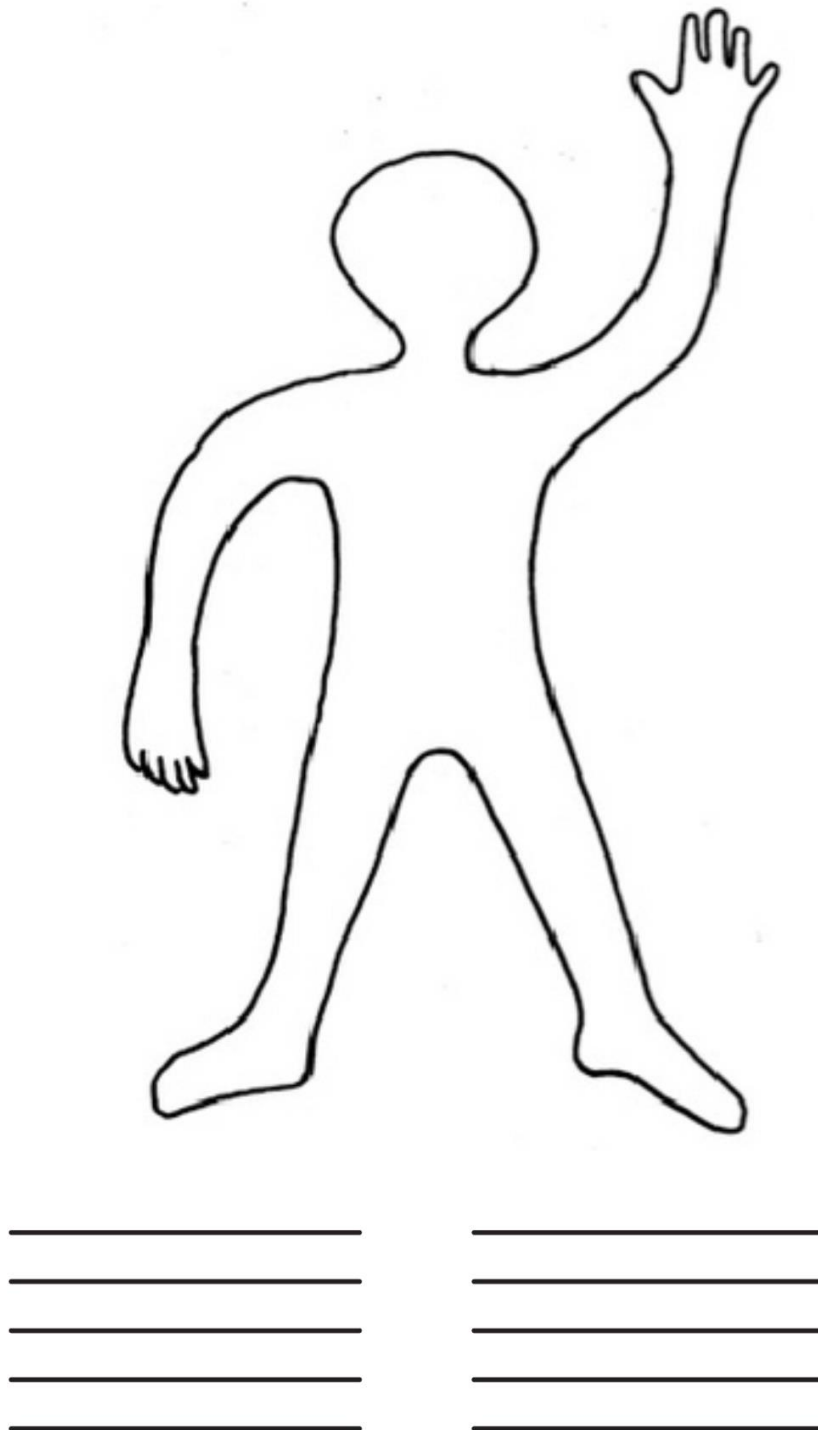
In the second chapter, you became acquainted with language portraits and multilingual trajectories. Both illustrate certain aspects of multilingual practices. The portrait captures these practices at a specific moment in time, whereas the trajectory records the practices over a certain period. Both activities require the participant to reflect on their experiences. Visualizing linguistic experience helps understand the connection between emotions and events that provoked them.

In the third chapter, we discussed language awareness. We looked at the theoretical underpinning of this concept. Then, we read about practical application of LA at schools, in service encounters, and at the workplace.

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Annex 1: Printable language portrait template

Annex 2 Printable multilingual trajectory grid template

my trajectory in language:

A grid chart with the vertical axis labeled **motivation** with levels (bottom to top): discouraged, neutral, engaged, off the chart. The horizontal axis labeled **time** with points: experience 1, experience 2, experience 3, experience 4.