PSYCHOPEDAGOGICAL AND METHODOLOGICAL APPROACHES TO THE MULTILINGUAL EDUCATION OF STUDENTS: THE ANALYTICAL FRAMEWORK

ABORDĂRI PSIHOPEDAGOGICE ȘI METODOLOGICE DE EDUCAȚIE MULTILINGVĂ A ELEVILOR: CADRUL ANALITIC

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Multilingual education is defined as the teaching of several languages, including the students mother tongues, global languages, community languages and heritage languages, where each language is taught at different levels according to the needs in the different contexts.

This definition of multilingual education resonates with parallel definitions by other researchers in the field of sociolinguistics, who emphasize the need for students to learn more than one language [2] to move between different languages through linguistic mixing translanguaging to promote the understanding of students from marginalized groups in the content area through the use of their first language or languages in the classroom, and to enrich the linguistic repertoire and linguistic awareness of all students by building links between similar patterns in different languages [3, p.103].

This type of policy is not limited to certain classes and professions but is relevant to all the subjects, for the entire school, and even for communities and contexts outside of school. The main aspect of a multilingual policy is increasing the supply of languages taught, deepening and improving the teaching methods of foreign languages, and giving a central place to heritage languages/ “heritage languages” = the definition refers to indigenous languages, minority languages, and home languages, whose descendants now partially control the language [5].

Learning two foreign languages at the same time – Tucker claims that multilingualism is the norm in most countries of the world and is not an exceptional situation. From this it follows that a respectable number of citizens around the world, they speak two or more languages, in everyday life [5, p.31].

Many students in Africa, for example, speak their mother tongue at home, another language in the conduct of the community, and another language as the language of instruction at school. In some cases, the language of instruction in the school, it is a “legacy” from the days of colonialism.

Often added to this system is the English language, whose status as a global language gives it a place of honor in linguistic education all over the world. Bokamba holds that a policy that encourages multilingualism is the basis for educational and economic

development. We are witnessing a similar situation, albeit under very different circumstances, in some European countries, where tri/multilingualism prevails, and students in many countries learn two or three foreign languages.

The Education Council of the European Union has, indeed, proposed a policy of teaching two foreign languages in addition to the mother tongue, in order to ensure linguistic diversity in Europe. In light of the proposal, a plan called "Strategy for Multilingualism" was drawn up in 2008, which was adopted by the European Commission (European Commission, 2008).

Among the documents it published there is a document declaring the advantages of multilingualism in education. Among the goals of the multilingual policy are: to encourage the learning of languages and to encourage linguistic diversity in society - to encourage a healthy multilingual economy – to provide legislation that will assist European citizens in dealing with government offices and information in their mother tongue.

The long-term goal of the committee is to increase the degree of multilingualism of the residents, until every citizen has mastered practical skills, in at least two languages, in addition to the mother tongue.

The development of the concept – in fact, until the culmination of phenomena such as: the invention of printing, the growth of the nation-state and the development of modern linguistic science, the use and mixing of different language codes and dialects was less controlled and manipulated, so that the codes themselves were less defined, if at all In other words, the use of language throughout history is considered by many sociolinguists to be multilingual – multilingual – that is, one that included a number of mixed languages, either at the level of the individual who moves between different codes and dialects in the discourse or at the level of the society in which there are groups speaking different and mixed languages [2].

Most regions of the world, for example, in the West. This fact is rooted in the standardization process that certain languages went through to represent the nation states. Underlying this perception of languages as necessarily separate are monolingual ideologies, which have become a tool in the hands of nation-states to separate and marginalize many groups of minorities, immigrants and natives. Thus, nation states began to introduce a rigid linguistic policy that uses language as a marker of national identity - one language, one country. Because of this use of language as a sign of national identity, outlines of a rigid educational linguistic policy were implemented in schools in nation states.

A monolingual educational approach helped establish and maintain a hierarchy between different languages, a hierarchy that is largely artificial. Moreover, the ideological preference for monolingualism has become the norm, which is justified through far-reaching and scientifically unfounded assumptions regarding the superiority of monolingualism over multilingualism.

Emerging changes in ideology, alongside growing processes of globalization versus expressions of resistance by groups of immigrants and natives, have recently led certain

researchers in the field of sociolinguistics to encourage a multilingual educational policy, which recognizes the linguistic diversity of the speakers, permits the integration of this diversity in the curriculum and encourages learners to cultivate multilingualism.

This turn in linguistic education in the last decade, known by several researchers as the multilingual turn [4, p.101] is also receiving increasing support from the research findings, which point to the advantages of bilingualism in cognitive and social dimensions and the encouragement of social tolerance in cultural and emotional dimensions.

References:

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