

Teaching methods of multilingual education in schools. Motivation and multilingual education in schools

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The approaches and processes that characterize language learning in the field of „bilingualism” have undergone drastic changes over the past half century. Generally, part of the old position that bilingualism is harmful to the speaker. There is some consensus that, under favorable circumstances, the use or mastery of two or more languages can have a positive effect on social and cognitive aspects of human development. Many studies, conducted before 2009, stated that bilingualism caused harm to the child’s development. These studies ignored the qualitative biographical data that indicated the advantages of bilingualism. Moreover, in these studies it is noted the lack of adherence to a correct and exact methodology, such as: a comparison of bilingual subjects with monolingual subjects of different socio-economic status. It is evident that researchers then proceeded from the assumption that bilingualism is the property of immigrants only without language tests or a clear definition of bilingualism. This position changed, Cummins (2005) argues, when Canadian researchers Lambert & Peal pointed out the methodological shortcomings of many of the early studies that had been done on second language acquisition.

Keywords: *psychopedagogy; multilingual education; teaching methods; educational methodology; multilingual study; motivation*

Metode educaționale de predare al educației multilingve în școli. Motivația și educația multilingvă în școli

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Abordările și procesele care caracterizează învățarea limbilor străine în domeniul „bilingvismului” au suferit schimbări drastice în ultima jumătate de secol. În general, parte de vechea poziție conform căreia bilingvismul este dăunător pentru vorbitor. Există un anumit consens că, în circumstanțe favorabile, utilizarea sau stăpânirea a două sau mai multe limbi poate avea un efect pozitiv asupra aspectelor sociale și cognitive ale dezvoltării umane.

Multe studii, efectuate înainte de 2009, au afirmat că bilingvismul a cauzat prejudicii dezvoltării copilului. Aceste studii au ignorat datele biografice calitative, care au indicat avantajele bilingvismului. Mai mult, în aceste studii se remarcă lipsa aderenței la o meto-

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dologie corectă și exactă, precum: o comparație a subiecților bilingvi cu subiecții monolingvi de diferite stări socio-economice. Este evident că cercetătorii au pornit apoi de la presupunerea că bilingvismul este proprietatea imigranților doar fără teste de limbă sau o definiție clară a bilingvismului. Această poziție s-a schimbat, susține Cummins (2005), când cercetătorii canadieni, Lambert & Peal, au subliniat deficiențele metodologice ale multor dintre studiile timpurii, care au fost făcute cu privire la achiziția unei a doua limbi.

Cuvinte-cheie: psihopedagogie; educație multilingvă; metode de predare; metodologie educațională; motivație

Introduction

Multilingual education 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 [10]. 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 [3], to move between different languages through linguistic mixing — to promote the understanding of students from groups marginalized 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 [6]. This type of policy is not limited to certain classes and subjects but is relevant to all subjects, home The whole book, and even for communities and contexts outside of schools. The main aspect of a multilingual policy is to increase the range of languages taught, to deepen and improve the teaching methods of foreign languages, and to give 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 [7].

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. 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 position as a global language gives it a place of honor in linguistic education all over the world. Bukamba holds that a policy that encourages multilingualism is the basis for educational and economic development. We are witnessing the situation similar, although under very different circumstances, in some European countries, where tri/multilingualism prevails, and students in many countries learn two or three foreign languages. The European Union Education Council has, indeed, proposed a policy of teaching two foreign languages in addition to the mother tongue, in order to ensure multi-linguistic diversity in Europe. In light of the proposal, in 2008 a plan called "Strategy for Multilingualism" was drawn up, which was adopted by the European Commission. Among the documents it published, there is a document declaring the advantages of multilingualism in education. Among the goals of the multilingual policy were to encourage the learning of a second language 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 ministries and information in their mother tongue. The long-term goal of the committee is to increase the 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 linguistics, 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 — that is, one that included several mixed languages, either at the level of the individual moving between different codes and dialects in the discourse or at the level of the society in which the groups that speak different and mixed languages exist [4]. Therefore, multilingualism at these two levels together became over time unacceptable in 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. At the basis of this perception of languages as necessarily separate, are monotheistic ideologies. Linguistics, which became a tool in the hands of nation states to separate and marginalize many groups of minorities, im-

migrants and natives. Thus, nation states began to introduce a rigid linguistic policy that uses language as a symbol of national identity — ‘one language, one country’. As a result of this use In language as a symbol of national identity, Yu His name outlines a rigid educational linguistic policy in schools in nation states. A monolingual educational approach helped to fix 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 [9] 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 [2].

Due to the intensifying processes of globalization, transnationalism and technological developments, awareness is rising of the need to learn different world languages, which may promote economic and professional leadership in the students’ future. Multilingual knowledge is an essential component in the ability to take part in new and unique emerging markets in various international contexts and as such has the potential to advance society economically. A study was carried out on the promotion of a new multilingual policy in Israel based to a large extent on the recognition that languages are taught for different purposes [3]. And there are many deficiencies when it comes to the training of teachers to teach foreign languages and, teaching methods of the languages, study materials that are updated and compatible with the context of language learning, assessment methods. However, out of all the students in the education system today, there is a high proportion of immigrant students and children of immigrants, for whom different languages are part of their heritage — even if they do

not master the languages of Burin. Indeed, there is enormous variation among students learning heritage languages in terms of language control, familiarity, literacy, etc. Thus, when we come to promote a new multilingual policy, it is of great importance to have a deeper understanding of the current situation regarding most of the languages currently taught in the education system, the characterization of the needs of the various languages, and the mapping of the main challenges facing language teachers.

From monolingual to multilingual education

The changing perception of language together with the increase in the prevalence of multilingualism and the discourse regarding linguistic rights has begun in recent decades, and a turning point has also occurred in the perception of the nature of human language. The preference for monolingualism, which dominated most of the academic world, preserved the idea of language as a fixed set of words and structures with clearly defined boundaries, and saw the typical multilingual speaker as seemingly composed of a number of monolingual speakers [8]. This view has been challenged in Successful through studies, which have shown that language is a phenomenon that is closely related to social constructions. languages in their linguistic resources in special and diverse ways.

The concept in the middle of the 20th century — following the activity of groups promoting human rights in democratic societies and various anti-colonialist movements, certain sociolinguists began to emphasize the importance of encouraging the use of additional languages, especially among speakers whose home languages differ from the national language. According to these researchers, encouraging the use of additional languages responds to the right of these speakers to preserve their home languages and use them as they wish [10]. These ideologies recognize the legitimacy of marginal languages as a central part of linguistic education. Alongside this emergent change in ideology, the increasing processes of globalization, transnationalism and mass migration have made multilingual practices more common in places where these practices were previously limited [4].

However, certain languages, for example English, have become dominant throughout the world, which has raised concerns among some linguists about the reduction of linguistic diversity by the increasing take-

over of languages. [10] The emerging change in ideology has led certain researchers to encourage a multilingual educational policy, The recognition of the linguistic diversity of the speakers allows the integration of this diversity in the curriculum and encourages learners to cultivate multilingualism. This turns in linguistic education in the last decade, known by a number of researchers as the multilingual turn, points to the advantages of bilingualism in cognitive and social dimensions, encouraging social tolerance. The recognition of the advantages of bilingualism has led to attempts in some countries to promote a multilingual educational policy. In general, multilingual education can be 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. Historically, it is agreed that multilingualism is the most common model in society, whether at the level of the individual moving between different languages, dialects, and codes in discourse, or at the level of society in which groups speaking different and mixed languages exist [4].

Nevertheless, multilingualism in two those levels together became over time less common in the nation-states, especially in Western culture, partly through the standardization processes that certain languages went through to represent the nation-states. These processes led to the implementation of strict linguistic policy outlines in nation states, which reinforced the national language as the central and most important language, a central marker that unites the nation and is linked to the shared collective identity, while other languages generally became secondary, in particular immigrant languages and languages of disadvantaged and marginalized minority groups. In this way, a monolingual educational policy was a means of control that helped to fix and preserve a hierarchy between different citizens in the country's population. To this are added two other factors: one, the printing revolution, which brought about the need for the standardization of certain codes, and the other, the modern science of linguistics, in which researchers classified different languages and emphasized their differences from one another, a process that, among other things, sharpened the need for multilingual education [10].

The concept today

Educational linguistic policy encourages multilingual education as a central component of linguistic education, thereby promoting the equality of speakers of marginal languages and also enriching the other students cognitively and socially. The core of a multilingual educational policy concerns the assimilation of knowledge and skills in different languages among students: both their mother tongues, global languages, both community languages and heritage languages [10]. Knowledge in each language does not have to be equal but should reflect specific goals for each language. This definition of multilingual education belongs to the field of sociolinguistics, and emphasizes the need for students to learn more than one language [4], to move between different languages through linguistic mixing — translinguaging — to promote students' understanding, to enrich the linguistic repertoire and awareness the linguistic of all students through building links between similar patterns in different languages [6], indeed, the recognition of the importance of knowledge and skills in several languages — as opposed to only one language or even two — was accompanied by a change in emphasis from a monolingual educational policy to a bilingual educational policy and finally to a multilingual educational.

History shows that language use has many sides and is in constant development among individuals and societies. During the life of a single person — the use of language is related to personal choices, to the person's personality and to the social contexts in which he is involved in the development of a society. Language use is influenced by the population that makes it up, from mutual effects of languages as well as from the different dynamics and the power relations between the various speakers [10]. As a reflection of this flexibility in the use of language, it is not surprising that throughout history we find hybrid versions and fusions of linguistic codes and dialects, which exist side by side in different locations in the world. All of these result from the intensifying processes of globalization, immigration, transnationalism and technological developments [4]. As a result of all of these, multilingual education is increasingly interacting with each other, and crossing the borders of nation states more frequently than before. This was also joined by certain changes in the political discourse and the socio-linguistic discourse, which permit and in part make the integration and fusion of languages, and multilingual education, a miracle. Also, the appearance of the concept of 'lin-

guistic rights’ in international legislative documents and legal decisions, which stems from the political struggles for the rights of various groups in democratic countries, has become more and more common, and requires multilingual education.

All of this with the aim of giving the opportunities given to different populations in society to function and participate properly in different types of discourse in the public sphere and in society in general, so that these populations can understand language that appears in laws, in medical institutions, in social interactions, in academic and occupational contexts and in any other element in the public sphere [10]. It is important to note that speakers of marginal languages are not guaranteed equality in participating in such types of discourse without being sufficiently skilled in the dominant language or in the main languages, or if such types of discourse are not accessible to them in some way, for example through translation services. Basically, linguistic rights mean granting equal means to preserve and promote the use of the mother tongues of speakers of marginalized languages.

Although the concept of linguistic rights is still not central enough in the political and social space, its increasing prevalence reflects a growing awareness of linguistic rights in democratic countries.

Evaluating the concept- “multilingual education” raises two central questions:

A. How can you shorten the long time it takes to learn the new language?

B. How can students be assisted in acquiring the educational content even though they have not yet fully acquired the new language so that they are not left behind in the acquisition of the content, and in their educational achievements?

The ways of measuring and evaluating students’ educational achievements are a major challenge for the implementation of multilingual education programs. Standardized, monolingual tests have become a regular procedure in national and international contexts, and usually measure language use and content knowledge in relation to one particular language which is the dominant national language of the country and there is no reference to the full linguistic repertoire of the students, and especially to the mother tongue that the students are proficient in. Indeed, for years there has been an awareness of the centrality of bilingual/multilingual tests, since it is clear that they allow students to demonstrate their

full knowledge and achieve appropriate achievements in the school content areas. The common way to deal with this issue is through adjustments that should make it easier for the students to succeed in the content tests without the new language being a barrier for them [1]. In recent years, with the increase in perceptions that emphasize the many advantages inherent in multilingualism and recognition of a full linguistic repertoire, the perspective of The assessment regarding the centrality of the first language known since childhood and there is an understanding that it continues to form a basis for understanding over many years, especially when the students are in the beginning of the process of acquiring the new language which, as mentioned, takes a long time, and sometimes even for a lifetime. Using bilingual tests, which include the new language together with the familiar language, allows multilingual students to reach higher achievements, and to express their academic knowledge in a more valid and correct way — compared to monolingual tests, which are based only on the new language.

In the Israeli context, previous studies found that students who were tested in mathematics in the bilingual version (Russian and Hebrew) they reached higher achievements than students who were tested in this area only in the new language — Hebrew, that is, in the monolingual version [10]. This finding is not surprising because most theories show that students rely on the knowledge, they already have in purchasing the new material. Therefore, the idea is to build on the existing linguistic knowledge and use it for learning. There is a connection between this knowledge and what is known today as a full linguistic repertoire — that is, relying on all of the students' existing linguistic knowledge for the purpose of acquiring the new language as part of the new study materials in the various subjects. In teaching English, for example when it is taught as a third language or higher, the trend today is to rely not only on the new language of but also on their first language.

The advantages of the concept: multilingual education negated cognitive, emotional and social advantages to multilingual tendencies in educational programs, which showed that multilingual education has the potential for benefits of various kinds for students, educators and for society in general. A central theoretical concept underlying a significant advantage of multilingual learning is transfer between languages — which describes “any contact between the languages of bilingual and multilingual individuals, which affects the linguistic functioning of these individu-

als” [5]. In other words, transfer between languages refers to the possible advantages that result from the interaction of different languages for the linguistic functioning of the person. In accordance with this claim and within the framework of a holistic view of language, Cummins [5] proposed the hypothesis of mutual dependence — according to which language learners develop a basic common skill — proficiency underlying common — that exists separately from a specific language and that can be used in the learning of additional languages. This possible transfer of skills can occur in any direction, from the first language to additional languages or vice versa, and it encompasses many elements of linguistic knowledge, to allay the fear Cross-contamination is a concern among those who claim the superiority of monolingual education over multilingualism.

Conclusion

Moreover, mastering more than one language has been found to have cognitive advantages in general. Research findings showed that multilingual speakers perform better in certain meta-linguistic tasks, which include cognitive skills such as inhibitory control and selective attention, compared to monolingual speakers.

These findings are extremely important, since inhibitory control, the belief in inhibiting impulsive impulses in favor of more appropriate behavior that corresponds to the individual’s long-term goals, and selective attention, which enables the ability to concentrate on a certain object for a long time, are part of the executive functions of a person, the functions the most critical cognitive skills for academic skills. Also, research findings have shown that multilingual speakers’ knowledge of more than one language can delay cognitive decline associated with aging [2].

Moreover, bilingual students who master both languages at a high level achieved significantly higher results in verbal and non-verbal intelligence tests than monolingual students, from this grows another advantage for multilingual education, which is the possibility of improving the educational achievements of students [8].

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