

Language diversity in a migration context

May, 13-17, 2019

- What are the most asked questions about language in communication?
- Why is language a problem?
- Is my language (not) important?

Master a language to master citizenship rights

The more languages the more english?

The constellation of languages in Europe actually functions as a descending hierarchy (Extra & Gorter, 2008; Nic Craith, 2006) with the following ranking of categories:

- English as *lingua franca* (language of wider use) for transnational communication;
- national or official state languages of European countries;
- regional minority (RM) languages across Europe;
- immigrant minority (IM) languages across Europe.

- Most countries fail to support or value what some described as the 'gold mine' of immigrant languages.
- At a time when the need for an ever wider range of language skills is needed, this linguistic capital is generally neglected.
- In many countries a lack of understanding about teaching the national language to newcomers is also reported. The second class status of migrant languages also arose in relation to issues of identity and social cohesion.

EDUCATION

‘Migrant,’ ‘Immigrant,’ ‘Community’ languages should be explicitly recognised through appropriate instruments at European level. They should be eligible for more funding support in national and European policies. The offer of languages other than the national language(s) should be adapted so that all students, regardless of their background, have the opportunity to learn the languages of their community, from pre-primary to university education.

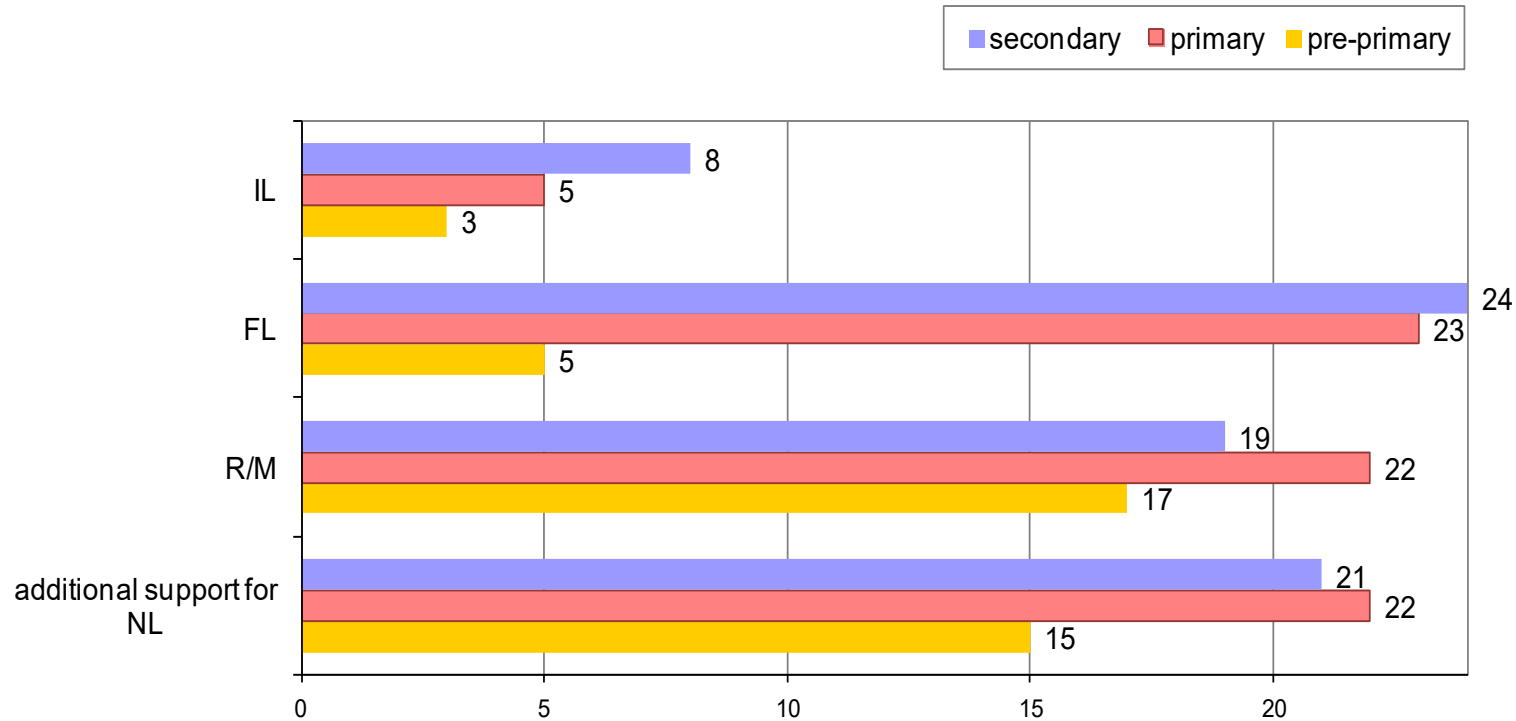
Where in-school support is not possible for less commonly spoken languages, education authorities should provide financial support for language learning outside of school and find ways to recognise the value of all these languages in the daily life of the school. Language skills should be developed for more inclusive societies and teaching should reflect the diversity of the student population. (LRE, 2012)

RANGE OF LANGUAGES IN EDUCATION

regional and minority languages

Language types offered in education

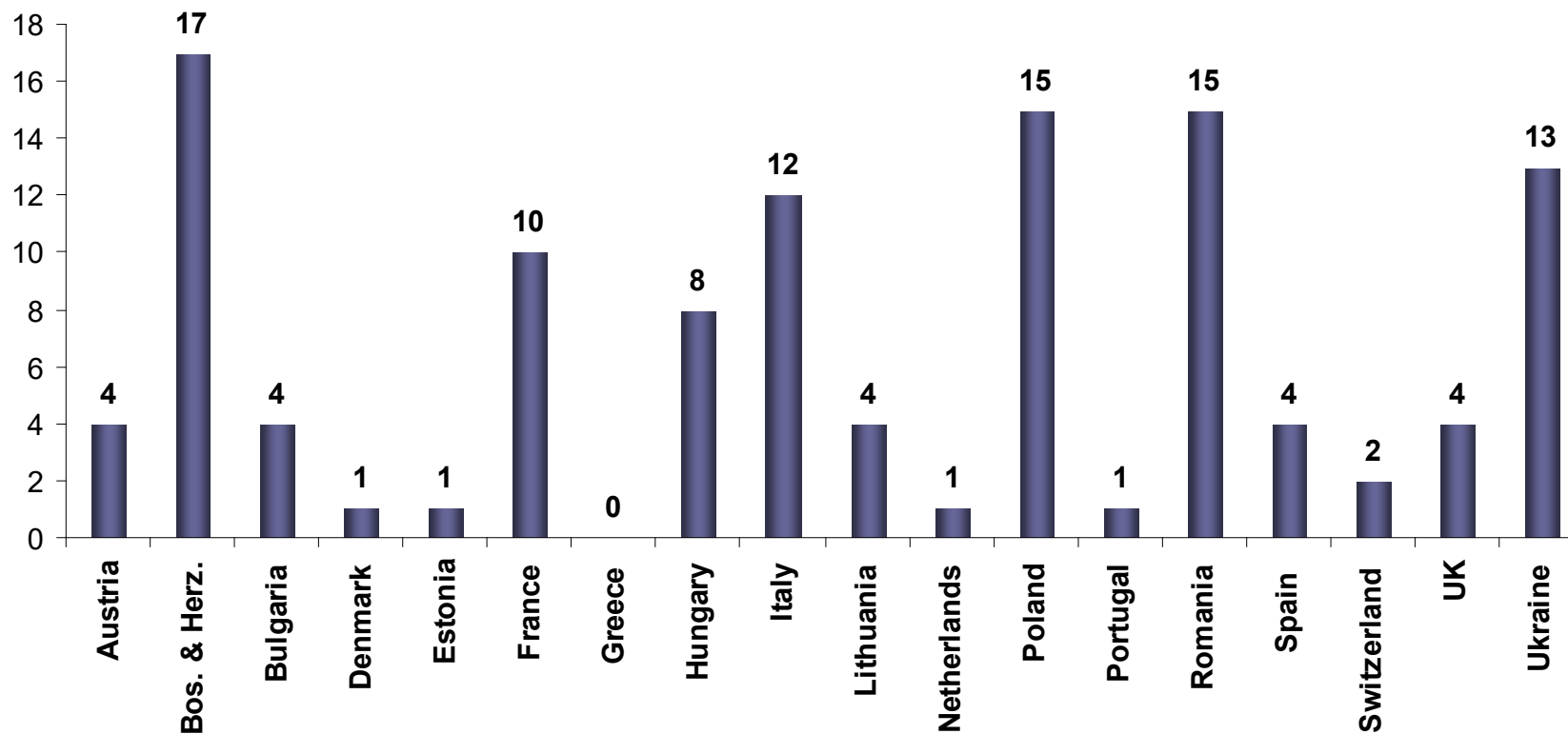
(Value = N of countries/regions out of 24)



- FL in pre-primary: Bulgaria in top range position of widest choice
- IL in pre-primary: Switzerland in top range position, followed by Denmark and Spain
- IL in primary: Switzerland again in top range position, followed by Denmark, Spain, Austria and France



N of R/M languages officially provided in education in 18 countries



RANGE OF LANGUAGES IN EDUCATION

immigrant languages

Immigrant language provision

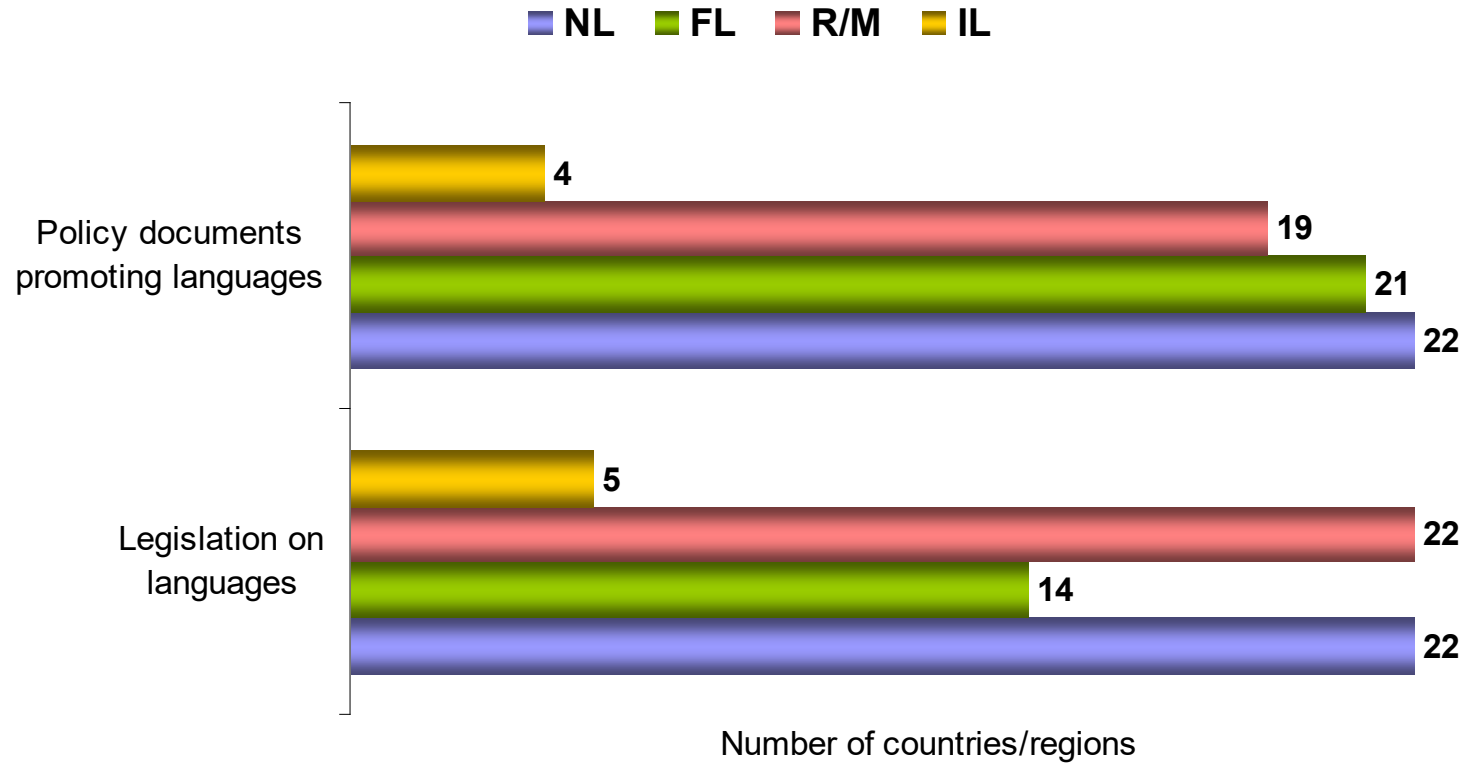
Pre – primary education	Primary Education	Secondary Education
Denmark Spain Switzerland (Cantons Zürich & Geneva)	Austria Denmark France Spain Switzerland (Cantons Zürich & Geneva)	Austria Denmark England Estonia France Netherlands Scotland Switzerland



LANGUAGE LEGISLATION & POLICY DOCUMENTS



Language legislation and official language policy documents (Value = N of countries/regions out of 24)



All maps and graphics present here are from data collected under the *Language Rich Europe* (LRE) (2010-2013) a Project managed by the British Council, co-financed by the European Commission, (EU Nr. 511780-LLP-1-2010-1-UK-KA2-KA2NW). Mário Filipe was a member of the steering committee of this project.



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Obrigado, Thank you

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Language diversity in a migration context

Migrants never travel alone. Migrant people and migrant languages are journey companions. Migrants meet new countries, different people, new cultures, new languages. We do not all speak English. Languages in contact and intercultural communication active learning should be part of social integration policies.

Languages play an essential role in promoting understanding and empathy among speakers. They can facilitate mutual cultural and social behaviour or built a barrier towards communication favouring the perpetuation of stereotypes and false perception of the Other.

Language may work as an efficient integration tool because it is through language communications that many barriers are overcome. All languages are important. This is not just an empty statement. Common sense tends to deny or minimise this concept because is afraid that by acknowledging this it undermines the importance of its own language.

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Monolinguals see plurilingualism with discomfort, as if it's a challenge to the monolingual speaker communicational needs. Someone speaking a different language on someone's turf causes discomfort. "Is he talking about me?", "Why doesn't he talk my language?" "What are they hiding from me?".

Language is a critical tool for anyone, such is to understand the world you are facing through your senses, for simple or complex feelings, your daily live or to when it comes to intercultural communication.

In order to achieve an acceptable degree of engagement in intercultural communication a common linguistic ground of communication favours this process towards mutual understanding.

One way of promoting awareness and lower mistrust is to value multilingualism and the richness all languages may bring to the community. School is a very good place to increase this kind of awareness, but is hardly taken in to account, as School focus on the language of the curriculum, the official language, the foreign languages of the curriculum, and mostly ignore the language of the

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migrant students. This attitude instead of promoting integration, promotes the establishment of groups and a distance among fellow students.

Is it learning to share a language a step forward to learn about other culture in first hand, especially if the direct providers of that or those cultures are next to us? Or is it to close to be curious?

And if so, how to provide an effective language learning programme allowing migrants to search for jobs and effectively integrate the society they are welcomed in.

What we, as citizens and members of our multicultural society, should seek to understand and demand answers for should be, what governments do, why they do it, and what difference does it make a more transparent public policy on migrants, what governments chooses or chooses not to do about language diversity within our societies and our schools, and their deliberate or not efforts to influence the behaviour of others with respect to the acquisition of migrant languages and the cultural diversity of those who speak them. Valuing the language of others in a reciprocal

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effort value our own for the benefit of all. Questions we should ask on language management are still the same Cooper asked in 1989 Who's planning, what, for whom? how?

Discrimination over languages in a community reflect discrimination over those who speak them, with social, economic and cultural consequences, bringing a climate of mistrust, transferring prejudice to the future generations, undermining our common future.

Mário Filipe