

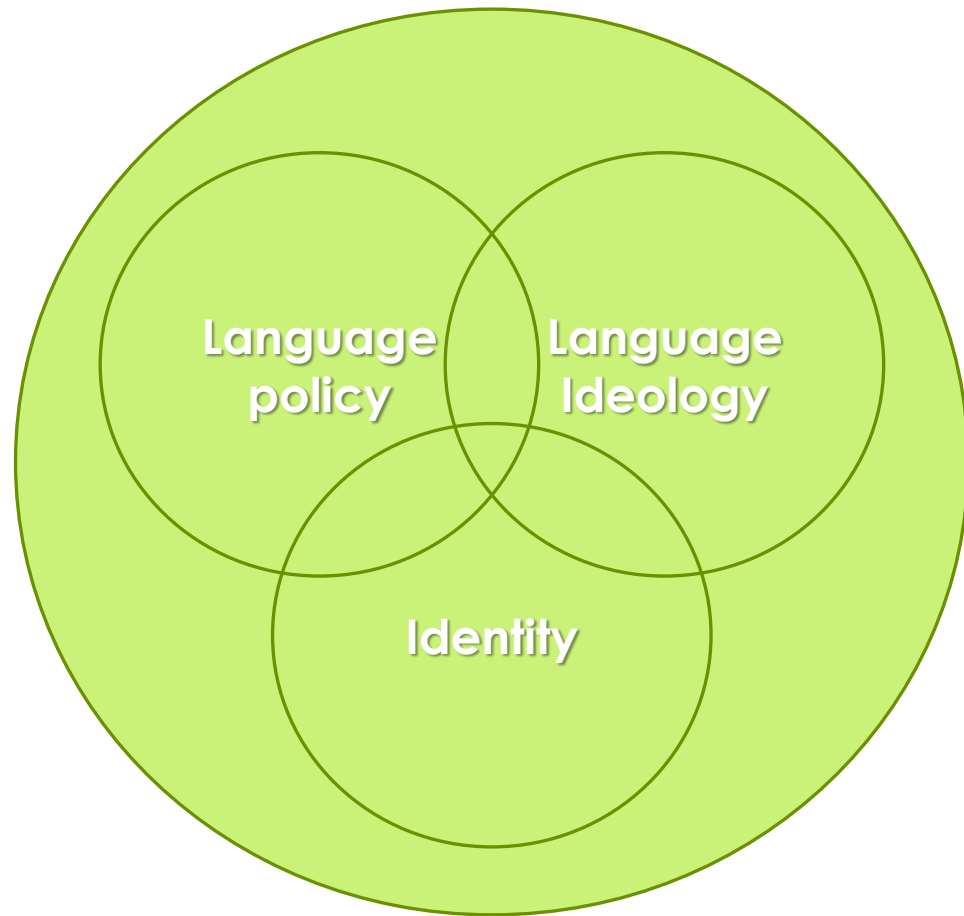


# **Multilingual Education: Changing Ideologies**

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**Multilingualism in  
Education**



# Key concepts

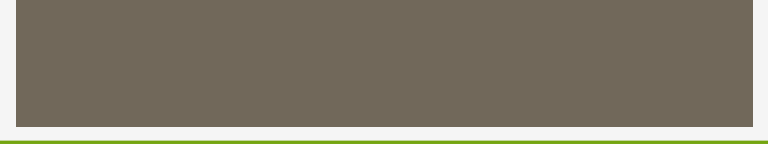
## ○ Identity

- ❖ based on factors such as age, religion, culture, gender, language and others (Kanno, 2003 as cited in Spernes, 2012).
- ❖ “Cultures, memberships and identities are [...] exchange spaces, resources for action and shared stories” (Mantovani, 2004, as cited in Licciardello & Damigella, 2013, p.747; see also Paia et. al., 2015; Creese, Bhatt, Bhojani, & Martin, 2006).

## ○ Ideology

- ❖ “...not merely an individual’s perception of language use or attitudes towards their users, but it is related to collective perceptions and cultural hegemonies” (Gal, 1998, as cited in Lanza & Svendsen, p. 292)

## ○ Language policy



Within education process identities with different linguistic and cultural background might come across in a classroom.

- ❑ Do teachers pay attention on linguistic variety of students?
- ❑ Are these students encouraged to use their language or at least share their cultural experience?

Multilingual/Bilingual students have **challenges** when negotiating in different languages and cultures (De Jong, 2011)

de jure policy supporting multilingualism and multiculturalism in classroom

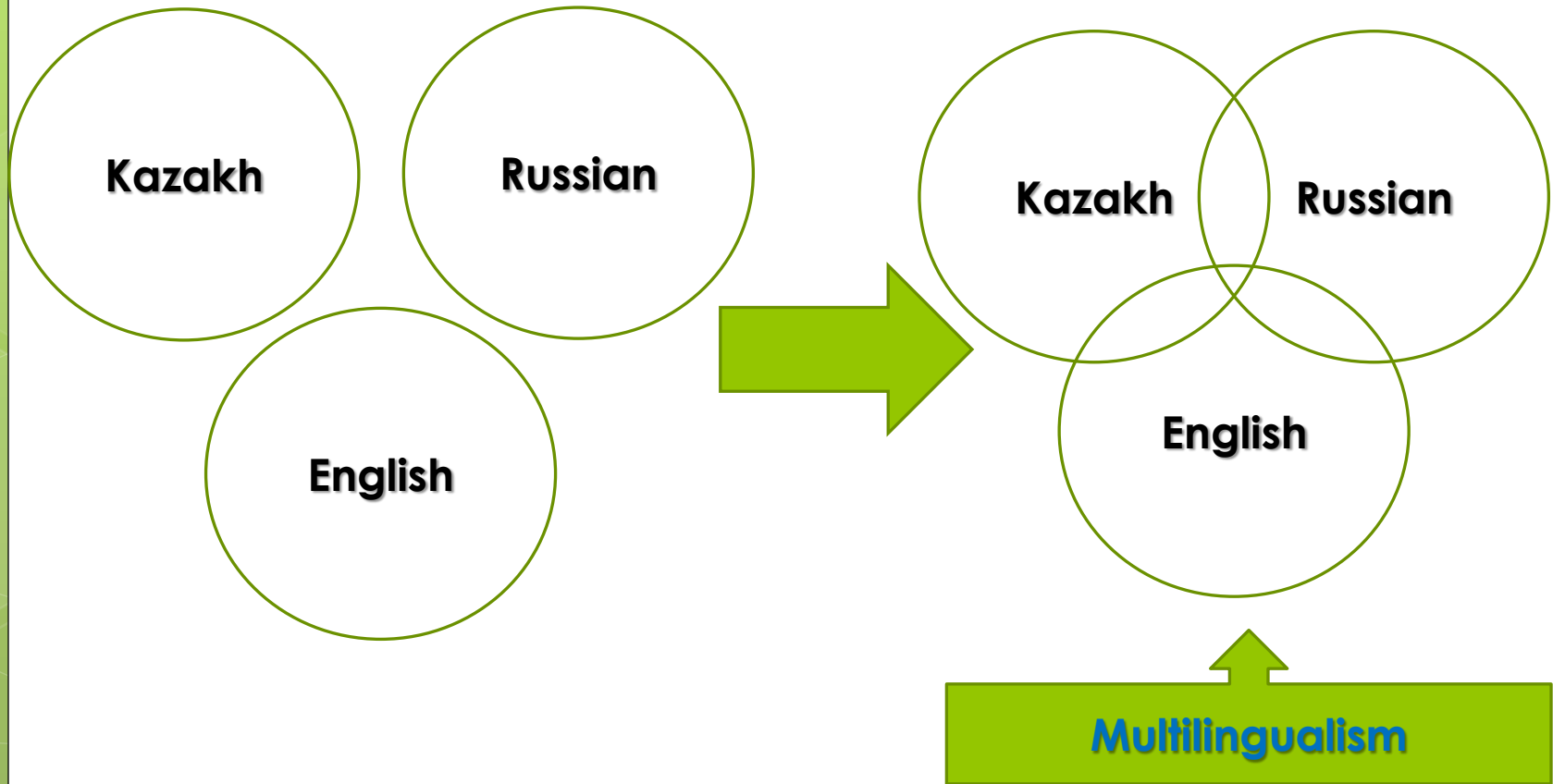
de facto monolingual ideology in classroom

- **Multilingualism with monolingual approach?**

# Kazakhstani experience: Ethnic/minority languages

How are all **130 language and cultures** supported in the classrooms in the scope of Kazakhstani language policy?

# Kazakhstani experience: Trilingual policy





# Recognition of linguistic and cultural diversity of identities

influence



- communicative functions and construction social identities (DeJong, 2011, Fuller, 2009; see also Chen, Benet-Martínez, & Bond, 2008)
- To maintain and learn the languages (Cabo & Rothman, 2013)

# Respecting minority languages



influence

- Strengthening linguistic identities (Cabo & Rothman, 2013)

# All languages have to be valued



- : Languages are resource in learning (Cavalli, Coste, Crişan, and van de Ven,2009; DeJong, 2009)

## To conclude,...

- We cannot provide education in 130 languages,
  - BUT....
- We can leave a little space to any of these languages and cultures in classrooms.

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THANK YOU  
FOR YOUR ATTENTION