

# Multilingualism Beneficial For Our Futures

**Camilla Bardel, Laura Sánchez**

**The Bilingual Revolution** Fabrice Jaumont, 2017 The Bilingual Revolution is a collection of inspirational vignettes and practical advice that tells the story of the parents and educators who founded dual language programs in New York City public schools. The book doubles as a how to manual for setting up your own bilingual school and, in so doing, launching your own revolution.

*The Gift of Languages* Fabrice Jaumont, Kathleen Stein-Smith, 2019 The emergence of newer international standards and the focus on STEM education are transforming entire educational sectors. Yet, as schools focus more attention to developing global competencies and 21st century skills in their pedagogy, it has become critical to re-engage educators and school communities with the goals of language education, multilingualism, and multiliteracy while promoting interconnectedness, empathy, and mutual comprehension among our youth. With this in mind, it is important to understand the potential of multilingual education as it can serve our societies' new expectations, and provide the right tools for success to our younger generations. *The Gift of Languages: Paradigm Shift In U.S. Foreign Language Education* explores the many advantages of multilingual education and sets the stage for a new paradigm in our approach to teaching and learning languages. The book touches on the issue of foreign language deficit in the United States and the changes that need to occur in our schools to better serve our children and our linguistic communities. The book also explores the growth of dual-language education in recent years and explores the connection between both multilingual programming and solving the United States' foreign language problem. The discussion on language education in the United States has never been neutral; moreover, it has traditionally provided substantive direction and exerted significant authority over educational policy. Yet, this debate needs to move towards viewing multilingual education as an essential approach for our society, and as something that should be prevalent among educational policymakers. The audience for this book includes educators, language teachers, school leaders, school boards, program directors, scholars, and policy makers particularly if they want to join forces in building the future of education and investing in the multilingual capital of our nation. This book is part of The Bilingual Revolution Series. Praises We are at a critical point in our nation in which we can continue to hold on to our monolingual past, or embrace a multilingual and more inclusive future. *The Gift of Languages* helps us prepare and understand the necessary paradigm shift to adopt and implement a multilingual curriculum and mindset in our schools and communities. Co-authored

by two pioneers and experienced experts in the bi- and multilingual education space, the book is a must read for educators, policy makers, community leaders, students, and interested parents who want to make meaningful changes now. – Andrew H. Clark, Ph.D. Chair, Dept. of Modern Languages & Literatures, Fordham University

The Gift of Languages should awaken all Americans, especially the policy makers, for the need to raise future generations of multilingual citizens to compete and thrive in our global community. One of our founding fathers and presidents, Thomas Jefferson, spoke to and acted upon the need for teaching languages when he founded the University of Virginia; as a nation, we have not lived up to his words and actions. Let us remind ourselves that we started out a linguistically and culturally diverse group of peoples that came together to build a strong nation over the years. Linguistic diversity is the gift that our nation needs to give itself! – Francesco L. Fratto President, The Foreign Language Association of Chairpersons and Supervisors

“Mastering languages is essential for communicating with and understanding others, respecting each other, and appreciating our heritages and our roots. The Gift of Languages offers an invaluable toolbox for policy makers, educators, families and students who are already working in the field of language and those who hope to create the kind of paradigm shift that the authors advocate. The book provides cogent arguments in favor of expanded language learning at all levels, and especially argues in favor of expanding the breadth and variety of multilingual educational opportunities already spreading in public school systems from Utah to Louisiana to New York and beyond. The authors cite examples of the “Bilingual Revolution” already underway and provide the kinds of arguments and examples that resonate for educators and drive policy towards furthering the way we value language education in the United States. The book is indispensable for anyone interested in the future of foreign language education.” – Jane F. Ross, Ph.D. President and Founder, French Heritage Language Program

Over 60% of people on the planet are bilingual or multilingual — which suggests that this is the norm for human beings — and multiple studies demonstrate the cognitive, social, political, and financial benefits of bilingualism. Yet in the United States, we regularly hear news stories about people being shamed, bullied, and sometimes violently harmed for speaking other languages, even when they also speak English. Accessibly written, this book offers detailed arguments for both why and how the nation should embrace and promote linguistic diversity. Options for adults are expertly addressed, yet the authors invest even greater passion and detail in promoting early educational programs in which no child is left monolingual. I can think of no better way to shift our nation’s view of itself from “English Only” to “English Plus” and create a more inclusive society. We need a roadmap, and this book clearly lays out the territory and possible trajectories as it motivates us to make the journey. – Kimberly J. Potowski, Ph.D. Professor in the Department of Hispanic and Italian Studies, University of Illinois at Chicago

About the Authors Fabrice Jaumont is the author of *The Bilingual Revolution: The Future of Education is in Two Languages* (TBR Books, 2017), which provides inspirational vignettes and practical advice for parents and educators who want to create a dual-language program in their own school. He has also published several books and articles on philanthropy, higher

education, heritage languages, cinema, and the arts. Fabrice Jaumont is Education Attaché for the Embassy of France to the United States, a Program Director for FACE Foundation in New York, and the founder of New York in French. He is also a Senior Fellow at Fondation Maison des Sciences de l'Homme in Paris. Fabrice Jaumont holds a Ph.D. in Comparative and International Education from New York University. For more information, visit the author's blog: [fabricejaumont.net](http://fabricejaumont.net)

Kathleen Stein-Smith is the author of *The U.S. Foreign Language Deficit: Strategies for Maintaining a Competitive Edge in a Globalized World* (Palgrave-MacMillan, 2016), *The U.S. Foreign Language Deficit and How It Can Be Effectively Addressed in the Globalized World: A Bibliographic Essay* (Edwin Mellen Press, 2013), and *The U.S. Foreign Language Deficit and Our Economic and National Security: A Bibliographic Essay on the U.S. Language Paradox*. (Edwin Mellen Press, 2013). Kathleen Stein-Smith is Associate University Librarian at Fairleigh Dickinson University, Chair of the American Association of Teachers of French Commission on Advocacy, and member of the American Translators Association Education & Pedagogy Committee. She has taught foreign languages at high school and college level, taught adult learners, delivered TEDx talk on the U.S. foreign language deficit. She holds a Ph.D. in Interdisciplinary Studies from Union Institute & University. For more information, visit the author's blog: [kathleensteinsmith.wordpress.com](http://kathleensteinsmith.wordpress.com)

**The future is multilingual** Sven Gatz, 2022-02-18 Brussels Minister for the Promotion of Multilingualism, Sven Gatz, makes a case for better language skills in Belgium. He explains how we can bring about multilingualism and why it is crucial for the future of our country. With Brussels as a blueprint for change. More than one hundred different languages are spoken in Brussels, by one hundred and eighty different nationalities. That makes our capital one of the most diverse cities in the world. Language diversity and multilingualism are not synonymous, however. Prosperity, tolerance, and civic engagement can only exist where people understand one another. Minister Sven Gatz, a true Bruxellois, was therefore given the governmental assignment to promote multilingualism. A first for Europe. He illustrates how bilingual Brussels, historically dominated by French-speakers, became the beating heart of Europe, tackled the rise of English and grew into the metropolis we know today. Like many big cities in Europe do for their countries, so does the Brussels of today reflect the Belgium of tomorrow. And multilingualism will play a major part in that.

**Lesser-Known Languages of South Asia** Anju Saxena, Lars Borin, 2008-08-22 The increasing globalization and centralization in the world is threatening the existence of a large number of smaller languages. In South Asia some locally dominant languages (e.g., Hindi, Urdu, Nepali) are gaining ground beside English at the expense of the lesser-known languages. Despite a long history of stable multilingualism, language death is not uncommon in the South Asian context. We do not know how the language situation in South Asia will be affected by modern information and communication technologies: Will cultural and linguistic diversity be strengthened or weakened as they become increasingly prevalent in all walks of life? This volume brings together areas of research that so far do not interact to any significant extent: traditional

South Asian descriptive linguistics and sociolinguistics, documentary linguistics, issues of intellectual and cultural property and fieldwork ethics, and language technology. Researchers working in the areas of documentary linguistics and language technology have become aware of each other in the last few years, and of how work in the other area could be potentially useful in furthering their own aims. Similarly, the insights of documentary linguistics are making their way into descriptive linguistics and sociolinguistics. However, the potential for synergy among these areas of research is almost limitless. This volume provides the reader, not so much with a do-it-yourself recipe for applying modern technology to the problem of language shift in South Asia today, but rather with some basic knowledge about the problems involved and some directions from which solutions could be forthcoming, a toolbox rather than a blueprint, for helping to shape the linguistic future of South Asia.

Future Research Directions for Applied Linguistics Simone E. Pfenninger, Judit Navracsics, 2017-01-17 This book provides an overview of current thinking and directions for further research in applied linguistics. The range of perspectives, original research agendas, innovative methodological approaches and productive research designs will make it a useful reference and stimulus for students, researchers and professionals.

**Language Acquisition and the Multilingual Ideal** Toshiyuki Nakamura, 2019-08-08 Examining the motivational development of Japanese language learners, this book investigates the relationship between their future self-image as Japanese speakers and their broader self-image as multilingual individuals. The book compares two groups of Japanese language learners, one from Australia and the other from South Korea. Questioning how motivation is influenced both by native languages and by the other languages which learners speak or study, Toshiyuki Nakamura uses dynamic systems theory (DST) to uncover how knowledge of English in these different contexts motivates the learning of Japanese. Employing the concept of 'domain of possible selves' as an analytical framework, the book also provides a detailed description of the development of the learners' visions of themselves as users of Japanese and uncovers various aspects of Japanese language learners' L2 self.

*Multilingualism in the Early Years* Sandra Smidt, 2016-04-19 Multilingualism in the Early Years is a highly accessible text that examines the political, theoretical, ideological and practical issues involved in the education of children speaking two or more languages. Drawing on current research and thinking about the advantages and disadvantages of being multilingual, Smidt uses powerful case studies to reveal how language or languages are acquired. She explores language in terms of who shares it, its relationship to class, culture, power, identity and thinking, and its fascinating role as it moves from the personal to the public and political. More specifically the book studies: what it means to be bilingual through an analysis of the language histories submitted by a range of people; how language/s define people; a brief history of minority education in the UK; how practitioners and teachers can best support all young children as learners whilst they continue to use their first

languages and remain part of and partners in their communities and cultures; being bilingual: an advantage or a disadvantage? the impact of multilingualism on children's educational and life chances. *Multilingualism in the Early Years* is a really useful text for practitioners working with multilingual children, as well as any student undertaking courses in early childhood education.

**Recent Trends and Future Technology in Applied Intelligence** Malek Mouhoub, Samira Sadaoui, Otmane Ait Mohamed, Moonis Ali, 2018-06-14 This book constitutes the thoroughly refereed proceedings of the 31st International Conference on Industrial, Engineering and Other Applications of Applied Intelligent Systems, IEA/AIE 2018, held in Montreal, QC, Canada, in June 2018. The 53 full papers and 33 short papers presented were carefully reviewed and selected from 146 submissions. They are organized in the following topical sections: constraint solving and optimization; data mining and knowledge discovery; evolutionary computation; expert systems and robotics; knowledge representation, machine learning; meta-heuristics; multi-agent systems; natural language processing; neural networks; planning, scheduling and spatial reasoning; rough sets, Internet of Things (IoT), ubiquitous computing and big data; data science, privacy, and security; intelligent systems approaches in information extraction; and artificial intelligence, law and justice.

**Learning to be Literate** Viv Edwards, 2009-02-17 This textbook brings together research on literacy and multilingualism from a variety of settings: the learning of English in migrant destinations, immersion and bilingual education, and the maintenance of heritage languages. Designed to be accessible to students from a wide range of disciplines, the book explores multilingualism as a global phenomenon at both the individual and societal level, and literacy learning in a wide variety of contexts. It uses both these discussions to explore the theoretical and policy issues which are behind current educational practice, and points to possible ways forward. Students are introduced to examples of innovative and best practice from a range of international contexts, and discussion points and suggested activities encourage them to build on their own experiences as language learners. This is an ideal introductory text for students on courses where a critical understanding of language in education is necessary, as well as being a useful summary of the field and its future directions for researchers, practitioners and policy makers.

**Children's Multilingual Development and Education** Alison L. Bailey, Anna V. Osipova, 2016 A study of the beliefs and practices of parents and educators raising future generations of multilingual children.

**Multimodal Composing in K-16 ESL and EFL Education** Dong-shin Shin, Tony Cimasko, Youngjoo Yi, 2021-05-03 This book offers a comprehensive view of multimodal composing and literacies in multilingual contexts for ESL and EFL education in United States of America and globally. It illustrates the current state of multimodal composing and literacies, with an emphasis on English learners' language and literacy development. The book addresses issues concerning multilinguals' multimodal composing and reflects on what the nexus of multimodality, writing development, and multilingual education

entails for future research. It provides research-driven and practice-oriented perspectives of multilinguals' multimodal composing, drawing on empirical data from classroom contexts to elucidate aspects of multimodal composing from a range of theoretical perspectives such as multiliteracies, systemic functional linguistics, and social semiotics. This book bridges the gap among theory, research, and practice in TESOL and applied linguistics. It serves as a useful resource for scholars and teacher educators in the areas of applied linguistics, second language studies, TESOL, and language education.

**Multilingual Perspectives from Europe and Beyond on Language Policy and Practice** Bruna Di Sabato, Bronwen Hughes, 2021-09-16 This edited volume offers an overarching, yet detailed view of fast-changing language policy and practice in Europe and beyond. It provides a thorough investigation of different linguacultural scenarios, exploring how language policy has repercussions on research and initiatives in the field of language education. With contributions from a range of European settings as well as Turkey and the USA, the book discusses topical issues related to language learning and explores how these can shape our identities. Chapters present cutting-edge research on translanguaging, English Medium Instruction, multilingualism and minority languages in Europe. The volume forecasts what future educational policies might look like, and questions how evaluating and rethinking educational practices can produce positive effects on language practices as well as language policies. The book has a wide-reaching international focus and will be an important resource for researchers, academics, language experts and postgraduate students in the fields of applied linguistics, language education and sociolinguistics.

*Multilingualism, Education and Change* Jean Jacques Weber, 2009 This is a book about language and education in one of the smallest European Union member-states, Luxembourg. It presents the results of an ethnographic study of code-switching and language ideologies among transnational, luso-descendant youngsters attending a number of youth centres in Luxembourg city. It offers a comprehensive description of the processes of construction and negotiation of new, emergent identities and ethnicities. The author considers the implications of these results for language-in-education policy, including the EU policy of multilingualism. He criticizes mother-tongue education and advocates instead the use of «literacy bridges». Clearly argued and widely applicable, this book is essential reading for students and researchers interested in multilingualism, migration and education.

**Multilingualism across the Lifespan** Unn Røyneland, Robert Blackwood, 2021-10-17 This innovative collection examines key questions on language diversity and multilingualism running through contemporary debates in psycholinguistics and sociolinguistics. Reinforcing interdisciplinary conversations on these themes, each chapter is co-authored by two different researchers, often those who have not written together before. The combined effect is a volume showcasing unique and dynamic perspectives on such topics as multilingualism across the lifespan, bilingual acquisition, family language policy, language and ageing, language shift, language and identity, and multilingualism and language

impairment. The book builds on Elizabeth Lanza's pioneering work on multilingualism across the lifespan, bringing together cutting-edge research exploring multilingualism as an evolving phenomenon at landmarks in individuals', families', and communities' lives. Taken together, the book offers a rich portrait of the different facets of multilingualism as a lived reality for individuals, families, and communities. This ground-breaking volume will be of particular interest to students and scholars in multilingualism, applied linguistics, sociolinguistics, and psycholinguistics.

*Collaboration and Co-Teaching for Dual Language Learners* Joan Lachance, Andrea Honigsfeld, 2022-12-13 Teaching dual language learners? You're not alone! When implemented with commitment to collaboration, dual language programs work—and two teachers are better than one. Leveraging the power of teacher collaboration is the key to leading all your students to multilingual identity development and language, literacy, and academic success. This practical book adapts a widely used, evidence-based collaboration and co-teaching framework specifically for educators in dual language contexts. Features include: Special consideration to social justice and promoting critical consciousness Viable options for schools, districts, and state education agencies to effectively support and expand dual language education Seven proven co-teaching models, newly applied to elementary and secondary dual language environments Templates and tools for collaborative curriculum alignment and implementation of dual language instruction Authentic examples of success from collaborative dual language teams around the US and beyond More and more schools are implementing dual language programs to serve multilingual learners. This first-of-its-kind innovative resource helps collaborating educators work together to design, deliver, and assess engaging instruction for multilingualism and multiliteracies.

*Multilingual Information Access Evaluation II - Multimedia Experiments* Carol Peters, Barbara Caputo, Julio Gonzalo, Gareth J. F. Jones, Jayashree Kalpathy-Cramer, Henning Müller, Theodora Tsikrika, 2010-09-13 This book constitutes the thoroughly refereed proceedings of the 10th Workshop of the Cross Language Evaluation Forum, CLEF 2010, held in Corfu, Greece, in September/October 2009. The volume reports experiments on various types of multimedia collections. It is divided into three main sections presenting the results of the following tracks: Interactive Cross-Language Retrieval (iCLEF), Cross-Language Image Retrieval (ImageCLEF), and Cross-Language Video Retrieval (VideoCLEF).

**Multilingual Processing in Eastern and Southern EU Languages** Cristina Vertan, 2012-04-25 This volume draws attention to many specific challenges of multilingual processing within the European Union, especially after the recent successive enlargement. Most of the languages considered herein are not only 'less resourced' in terms of processing tools and training data, but also have features which are different from the well known international language pairs. The 16 contributions address specific problems and solutions for languages from south-eastern and central Europe in the context of multilingual communication, translation and information retrieval.

Multilingualism in European Bilingual Contexts David Lasagabaster, Angel Huguet, 2007 Despite the spread of

multilingualism, the number of research studies in multilingual contexts is scarce. This book deals with this question by examining would-be teachers' language use and attitudes, as their influence on future generations can be enormous. The use of the same questionnaire and the same methodology allows the reader to compare the results obtained in different European bilingual contexts, where the presence of diverse foreign languages leads to a situation in which several languages are in contact.

**Third language acquisition** Camilla Bardel, Laura Sánchez, This book deals with the phenomenon of third language (L3) acquisition. As a research field, L3 acquisition is established as a branch of multilingualism that is concerned with how multilinguals learn additional languages and the role that their multilingual background plays in the process of language learning. The volume points out some current directions in this particular research area with a number of studies that reveal the complexity of multilingual language learning and its typical variation and dynamics. The eight studies gathered in the book represent a wide range of theoretical positions and offer empirical evidence from learners belonging to different age groups, and with varying levels of proficiency in the target language, as well as in other non-native languages belonging to the learner's repertoire. Diverse linguistic phenomena and language combinations are viewed from a perspective where all previously acquired languages have a potential role to play in the process of learning a new language. In the six empirical studies, contexts of language learning in school or at university level constitute the main outlet for data collection. These studies involve several language backgrounds and language combinations and focus on various linguistic features. The specific target languages in the empirical studies are English, French and Italian. The volume also includes two theoretical chapters. The first one conceptualizes and describes the different types of multilingual language learning investigated in the volume: i) third or additional language learning by learners who are bilinguals from an early age, and ii) third or additional language learning by people who have previous experience of one or more non-native languages learned after the critical period. In particular, issues related to the roles played by age and proficiency in multilingual acquisition are discussed. The other theoretical chapter conceptualizes the grammatical category of aspect, reviewing previous studies on second and third language acquisition of aspect. Different models for L3 learning and their relevance and implications for representations of aspect and for potential differences in the processing of second and third language acquisition are also examined in this chapter. As a whole, the book presents current research into third or additional language learning by young learners or adults, considering some of the most important factors for the complex process of multilingual language learning: the age of onset of the additional language and that of previously acquired languages, social and affective factors, instruction, language proficiency and literacy, the typology of the background languages and the role they play in shaping syntax, lexicon, and other components of a L3. The idea for this book emanates from the symposium Multilingualism, language proficiency and age, organized by Camilla Bardel and Laura Sánchez at Stockholm University, Department of Language Education, in



December 2016.

**Multilingual Communication** Juliane House, Jochen Rehbein, 2004-12-23 In a world of increasing migration and technological progress, multilingual communication has become the rule rather than the exception. This book reflects the growing interest in understanding communication between members of different linguistic groups and contains a collection of original papers by members of the German Science Foundation's research center on multilingualism at Hamburg University and by international experts, offering an overview of the most important research fields in multilingual communication. The book is divided into four sections dealing with interpreting and translation, code-switching in various institutional contexts, two important strands of multilingual communication: rapport and politeness, and contrastive studies of Japanese and German grammar and discourse. The editors' preface presents the relevant theoretical and methodological background to the issues discussed in this book and points to useful directions for future research.

Decoding **Multilingualism Beneficial For Our Futures**: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Multilingualism Beneficial For Our Futures**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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## **Multilingualism Beneficial For Our Futures**

### **Introduction**

In this digital age, the convenience of accessing information at our fingertips has become a necessity. Whether its research papers, eBooks, or user manuals, PDF files have become the preferred format for sharing and reading documents. However, the cost associated with purchasing PDF files can sometimes be a barrier for many individuals and organizations. Thankfully, there are numerous websites and platforms that allow users to download free PDF files legally. In this article, we will explore some of the best platforms to download free PDFs. One of the most popular platforms to download free PDF files is Project Gutenberg. This online library offers over 60,000 free eBooks that are in the public domain. From classic literature to historical documents, Project Gutenberg provides a wide range of PDF files that can be downloaded and enjoyed on various devices. The website is user-friendly and allows users to search for specific titles or browse through different categories. Another reliable platform for downloading Multilingualism Beneficial For Our Futures free PDF files is Open Library. With its vast collection of over 1 million eBooks, Open Library has something for every reader. The website offers a seamless experience by providing options to borrow or download PDF files. Users simply need to create a free

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