A Book Review on
Rethinking language education and linguistic diversity in schools: Thematic report from a programme of expert workshops and peer learning activities (2016-17)


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The development of language acquisition for today in Europe continent have change rapidly, the changes is influencing of diversity society in each country of Europe and symbolized with foreigner migration to targeted country (p. 1-8). On the point of “A progressively interconnected world” described the world is united with mobilization followed significant impact to all aspect that progressively to wealth and the word of ‘interconnected’ means no-boundary beyond law and role. Therefore, by the transformation of mobilization in huge process, it is pushing to people goes beyond language acquisition besides the advancement of technology and information access were simultaneously accepted to European society compared to another part of a world citizen, and described on point of “Advancing language technologies” (p. 3). In contrast with massive changes in Europe, language barriers appeared in the process of people’s activity. For example, the contrast showed in the process of daily language acquisition with the formal and or work-language acquisition, bring tremendous differences and students level they felt the same atmosphere (p. 4-5). To see the gap of language acquisition, the following figure on below showed the detail gap and adopted from (European Commission et al., 2018, p. 14).

Furthermore, English clearly stated as the dominant language preference is that proven in the teaching and learning process and can be categorized as a compulsory language subject, and French is in the second position of interest. On the other hand, the number of language learners has increased significantly over time, although it is important to note that language acquisition and use in classroom settings and language curricula do not reflect all European languages for particular consideration (p. 5-7). In the other words, languages competence for individual is not guarantee to be a good language speaker also as foreigner speaker, but the purpose of learning multiple language and or bilingual language should undergone on purposive intention (p. 7-9). As a result, researchers suggest that the following hypothesis should consider for future research on how language used for various purposes:

For multilingual learners, this implies that teachers must take the linguistic repertoire and diversity of all learners into account to avoid exclusion. For monolingual learners, there must be a focus on gaining functional literacy and on highlighting the importance of language learning for reasons relevant to their own context. Increasingly multilingual and hypermobile populations have blurred the distinction between mother tongue, language of schooling
and foreign languages. Further, mother tongue is a gendered concept, which imposes certain normative views and values relating to family and identity. We may want to 're-think' the 'mother-tongue plus two' recommendation as an entitlement for each learner to be supported in the acquisition of the language of schooling, to have any existing language competence recognised and encouraged and to learn additional languages. Respect for children’s identities and own linguistic repertories are essential for their development. (p. 9)

Certain situations are regard by the educational system's power to support the advantage of language acquisition in order to achieve the success of language learning; the first is negotiated syllabus, which proposes to practice in teaching and learning. Secondly, is starting in elementary school, reinforcing the language-learning pattern and providing continuous education for all language educators so that learners of all backgrounds may succeed in learning one or more languages. Thirdly, by conducting continual training for educators at all stages of professionalism, curricular that processed to foster teacher competence is must require competencies of pedagogical, research, and knowledge-based experiences. Fourthly, this points focusing on inclusive approach; fifthly, developing translanguage processes to support inclusive approach; sixthly, For the teacher's teaching and reflection process, it is preferable to concentrate on the whole language structure, as created in the successful implementation of "literacy squared." As a result, schools, as a nature of educational systems and processes established with long-term objectives, are critical to the development of multilingual learning trends. Imagine if multilingual practice put on the acceptable path in the educational system of teaching and learning languages, and individuals could practice languages on a regular basis (p. 14-15). Researchers suggest six sorts of reinforcement across all language education programs and systems in addressing multilingual output with the needs and practices that emerge. First, gradual literacy development; second, becoming acclimated to another language culture in official and informal situations, which may begin with bilingual abilities in core subjects; third, teachers should understand the demands and practices presented; and fourth, teachers should understand the demands and practices presented. Fourth, transformation is required to fit the competitive system and output of language education; fifth, updated tools be used to support the teaching and learning process, and instructors should be empowered to use evidence-based practice. Finally, a comprehensive examination is required to assess multilingual development.
Figure

The Description toward Confusion of Language Acquisition in Europe

According to data from the OECD’s Programme for International Student Assessment (PISA) 2015, an average of around one in ten (9%) of 15-year old learners speak a different language at home than the language of schooling across EU Member States. There are large differences between Member States with very high shares of learners in ones who learned in Hungarian (12.1%) and Poland (10.3%). In some countries, the language minority at school is also that of second generation immigrants. Countries with significant shares of migrants with different home languages include Austria (10.1%) and Sweden (11.8%). Other countries display large shares of native learners with different home languages. This includes Malta (8.4%), Cyprus (14%), Spain (12.7%) and Italy (11.7%). These countries are all characterised by having one or more official languages in specific regions with distinct minority languages. France is a special case where three official state languages and a very high proportion of first and second generation migrant children. Across EU Member States, the languages spoken at home differ from the language of schooling in most often Spanish, Turkish or Russian. The strong prevalence of Spanish can partly be explained by the fact that large shares of Spanish speaking learners are taught in schools where the main language of schooling is a regional language (Valencian, Galician or Basque). Learners who speak Turkish at home are primarily found in schools where the language of schooling is Danish, Dutch, German, Finnish or French, while most learners who speak Russian at home can be found in schools where the language of schooling is Czech, Estonian, Finnish, German, Latvian, Lithuanian or Polish. Schooling in the challenge of social language heterogeneity in the classroom. Across the EU in 2015 all learners are taught in schools where more than 20% of learners speak a home language different from the language of schooling. Highest shares of learners in linguistically diverse schools exist in Austria, Belgium, Cyprus, Germany, Luxembourg, Malta, Spain and Sweden. While diversity increases, there is also some evidence that the segregation of natives and migrants into specific schools has increased in some Member States.


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