

**The Research Centre for Languages and Cultures invites
you to a seminar**

*Jasone Cenoz and Durk Gorter
University of the Basque Country*

*Multilingualism and Education:
European minority communities, in particular the Basque Country*

Jasone Cenoz and Durk Gorter will discuss contemporary European challenges and responses to minority languages, multilingual education and linguistic diversity in the context of sustainable development. European responses to linguistic diversity resonate with and have significance for minority language maintenance and education in Australia.

Both Professors Cenoz and Gorter have distinguished European and international records of research in linguistic diversity which includes minority and multilingual education in Europe. They are currently involved in research and co-ordination of one of the thematic strands of a European Network of Excellence on Sustainable Development in a Diverse World (SUS.DIV).

4.30pm for 4.45pm
Monday July 12 2010

Marie Mune Lecture
Theatre
UniSA Magill Campus
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ABSTRACT

Multilingualism in Europe presents increasing diversity and challenges. SUS.DIV, a European Network of Excellence on Sustainable Development in a Diverse World, includes a task group which focuses on exploring the dynamics of language diversity and multilingualism. This presentation will be based on some of the work conducted as part of the SUS.DIV network. Within the European context there are many language communities in which minority languages such as Basque, Frisian, Welsh, Breton or Catalan are spoken. Important differences can be found regarding the demography and status of the minority languages and the majority languages used in the regions where they coexist, while the spread of English as a language of wider communication does not have the same impact in different European regions.

In this presentation we will begin to analyse the use of different languages in education in a number of European regions. We will focus on provisions for multilingualism and multilingual education in order to highlight the similarities and differences between different regions by looking at the ways in which different languages in education are combined.

The second part of this presentation will focus on multilingual education in the Basque Autonomous Community where Basque and Spanish are the official languages. Nowadays, there is a strong trend to use Basque rather than Spanish as the main language of instruction in primary and secondary education and Basque is also becoming an important language of instruction at the university level. The increasing links with other European countries and the use of English as the main language of international communication have created the need to go beyond bilingual education at all educational levels. The combination of Basque, Spanish and English (and even French and German) taught as school subjects or used as medium of instruction has resulted in different types of multilingual education. These types of multilingual education in the Basque Autonomous Community will be discussed as related to the '*Continua of Multilingual Education*' model which highlights the relationship between schools and their sociolinguistic context.

JASONE CENOZ is Professor of Education at the University of the Basque Country. Her research focuses bilingualism and multilingualism in education. She is the editor (in collaboration with Ulrike Jessner) of '*The International Journal of Multilingualism*'. She is on the executive boards of AILA (International Association of Applied Linguistics) and IAM (International Association of Multilingualism). She has published extensively in international journals and has edited in collaboration with other colleagues several books on bilingualism and multilingualism: *Beyond Bilingualism: Multilingualism and Multilingual Education* (1998, Multilingual Matters); *English in Europe: the Acquisition of a Third Language* (2000, Multilingual Matters); *Cross-linguistic Influence in Third Language Acquisition* (2001, Multilingual Matters); *Studies in Tri- and Multilingualism: Looking Beyond Second Language Acquisition* (2001, Stauffenburg), *Trends in Bilingual Acquisition* (2001, John Benjamins), *The Multilingual Lexicon* (2003, Kluwer). She has also given lectures in different universities and international conferences on Applied Linguistics. Her most recent publications are '*Towards Multilingual Education*' (2009, Multilingual Matters) and *The Multiple Realities of Multilingualism* (edited in collaboration with Elka Todeva, 2009, Mouton de Gruyter). Jasone Cenoz is the Coordinator of Education of the National Assessment and Planning Agency (Spanish Ministry of Science and Technology).

DURK GORTER is Ikerbasque research professor at the Faculty of Education of the University of the Basque Country. He carries out research projects on multilingualism, European minority languages and linguistic landscapes. From 1979 to 2007 he was a researcher in the sociology of language and head of the department of social sciences at the Fryske Akademy in Ljouwert/Leeuwarden, The Netherlands. From 1994 until 2008 he was also part-time full professor at the University of Amsterdam in the sociolinguistics of Frisian. He has been involved in sociolinguistic survey studies of the Frisian language situation and the analysis of language policy. He published his PhD-thesis on the use of Frisian in local government. He also did comparative work on European minority languages, in particular in education in the context of the Mercator-Education project. He has published numerous books and articles on those themes. His two most recent edited books are *Multilingual Europe: Facts and Policies* (with Guus Extra, 2008, Mouton de Gruyter) and *Linguistic Landscape: Expanding the Scenery* (with Elana Shohamy, 2009, Routledge). He is a task-leader in SUS.DIV (Sustainable Development in a Diverse World), a European Network of Excellence in the 6th EU-Framework Program.

SUS.DIV is a five-year network of excellence that focuses on the relationship between cultural diversity and sustainable development. Its main objective is to integrate European research across disciplines and countries in order to provide society and policy makers with the instruments for managing cultural diversity as a key element for sustainable development.

The network is co-ordinated by the Fondazione Eni Enrico Mattei (FEEM) under the scientific leadership of Katholieke Universiteit Leuven (K.U.Leuven). It is composed of 35 Institutes from all around Europe and beyond. The University of South Australia is an external partner in this network.

www.susdiv.org/