
Graduate Certificate in Content and Language Integrated Learning

Multilingualism in Education

Multilingualism refers to the ability of an individual or a community to use two or more languages proficiently. In the context of education, multilingualism is a crucial aspect of preparing students for a globalized world where communication across languages and cultures is increasingly important.

Content and Language Integrated Learning (CLIL) is an approach to language teaching that involves teaching academic content in a foreign language. This method aims to develop students' language proficiency while also teaching them subject-specific content.

Multilingual Education (MLE) is an approach to education that recognizes and values the linguistic diversity of students. In MLE programs, students are taught in multiple languages, with the goal of developing proficiency in each language.

Bilingual Education is a form of education in which students are taught academic content in two languages. This approach aims to develop students' proficiency in both languages and promote bilingualism.

Language Acquisition refers to the process through which individuals learn a language. This process can occur naturally through exposure to a language in everyday life, or it can be facilitated through formal language instruction.

Language Proficiency refers to an individual's ability to use a language effectively for communication. Proficiency levels are often categorized as beginner, intermediate, advanced, or native speaker levels.

Language Competence encompasses the knowledge of grammar, vocabulary, pronunciation, and discourse conventions in a language. It also includes the ability to use language effectively in different contexts.

Language Skills refer to the specific abilities involved in using a language, such as speaking, listening, reading, and writing. Developing these skills is essential for becoming proficient in a language.

Code-switching is the practice of alternating between two or more languages in a conversation. Code-switching can occur within a sentence, between sentences, or in different contexts.

Code-mixing is a related phenomenon in which speakers combine elements from two or more languages in a single sentence or utterance. Code-mixing is common in multilingual communities.

Language Dominance refers to the relative proficiency that an individual has in each of the languages they speak. In multilingual contexts, individuals may have a dominant language that they use more frequently or feel more comfortable with.

Language Attrition is the loss of proficiency in a language that occurs when individuals do not use that language regularly. Language attrition can happen when individuals move to a new country or stop using a language in daily life.

Language Transfer is the influence of one language on the learning or use of another language. Language transfer can lead to errors or interference in language learning, especially when the two languages are similar.

Heritage Language is a language that is spoken by a minority group within a larger community. Heritage languages are often passed down through generations and reflect the cultural identity of the community.

Language Revitalization is the process of promoting and preserving a language that is at risk of becoming extinct. Language revitalization efforts may include teaching the language in schools, creating language resources, and promoting its use in the community.

Linguistic Diversity refers to the variety of languages spoken in a particular region or community. Linguistic diversity is a valuable resource that contributes to cultural richness and can enhance communication and understanding among different groups.

Language Policy is a set of rules and guidelines that govern the use of languages in a particular context, such as education, government, or media. Language policies can influence language learning, maintenance, and promotion efforts.

Language Ideology refers to the beliefs and attitudes that people hold about languages and language use. Language ideologies can shape individuals' language choices, perceptions of linguistic diversity, and attitudes toward bilingualism.

Language Planning is the process of making decisions about which languages to teach, use, or promote in a particular context. Language planning efforts may involve developing language policies, creating language materials, and supporting language revitalization initiatives.

Language Rights are the rights that individuals and communities have to use their own language in education, government, and other domains. Language rights are an important aspect of linguistic diversity and cultural identity.

Mother Tongue refers to the first language that a person learns in childhood. The mother tongue is often associated with cultural identity and is a significant factor in shaping an individual's linguistic repertoire.

Second Language is a language that an individual learns after acquiring their mother tongue. Second languages are typically learned in school or through exposure to a different linguistic environment.

Foreign Language is a language that is not widely spoken in the individual's community or country. Foreign languages are often taught in schools to enable communication with speakers of other languages.

Language Contact refers to the interaction between speakers of different languages, which can lead to the borrowing of words, structures, or pronunciation from one language to another. Language contact is a common phenomenon in multilingual societies.

Language Maintenance is the practice of preserving and promoting a language to ensure its continued use and vitality. Language maintenance efforts may include teaching the language in schools, creating language

resources, and fostering a sense of pride in the language.

Language Shift is the process by which speakers of a minority language gradually stop using that language in favor of a dominant language. Language shift can occur due to social, economic, or political factors.

Language Endangerment refers to the situation in which a language is at risk of becoming extinct. Languages become endangered when they are no longer being passed down to new generations or when speakers shift to using a different language.

Language Documentation is the process of recording and preserving a language through written texts, audio recordings, videos, and other materials. Language documentation is essential for documenting linguistic diversity and facilitating language revitalization efforts.

Language Vitality is the degree to which a language is used in daily life and passed down to new generations. Languages with high vitality are actively spoken, taught, and used in a variety of social contexts.

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Language Pedagogy refers to the methods and approaches used to teach languages to students. Effective language pedagogy involves a combination of language skills, cultural understanding, and meaningful communication.

Language Assessment is the process of evaluating students' language proficiency and skills. Language assessments may include tests, interviews, and performance tasks to measure students' linguistic abilities.

Language Learning Strategies are the techniques and methods that students use to acquire and improve their language skills. Language learning strategies may include vocabulary memorization, language practice, and exposure to authentic language materials.

Translanguaging is a pedagogical approach that encourages students to use all of their language resources to communicate and learn. Translanguaging recognizes the value of students' multilingualism and promotes the integration of languages in the classroom.

Language Repertoire refers to the collection of languages that an individual can understand, speak, read, and write. A diverse language repertoire reflects a person's multilingual abilities and linguistic experiences.

Language Awareness is the knowledge and understanding that individuals have about language structures, functions, and varieties. Language awareness can help students develop metalinguistic skills and become more effective communicators.

Language Autobiography is a reflective writing exercise in which students document their language learning experiences, preferences, and goals. Language autobiographies can help students reflect on their language development and identity.

Language Immersion is an educational approach in which students are fully immersed in a target language environment. Language immersion programs aim to develop students' language skills through exposure to authentic language use.

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