

## KEY CONCEPTS IN BILINGUAL EDUCATION

KEY CONCEPT	DEFINITION
<b>Additive language learning</b>	A new language is learned <i>in addition to</i> the mother tongue, which continues to be developed.
<b>Bi-/multilingual education</b>	Use of two or more languages as media of instruction in subjects other than the languages themselves.
<b>Bi-/multilingualism</b>	Includes - <i>individual bi-/multilingualism</i> , that is, proficiency in and use of two or more languages by an individual; <i>societal bi-/multilingualism</i> , when two or more languages are widely used in a community or state; <i>bilingualism as an educational goal</i> , a bilingual speaker who is able to function in two or more languages in monolingual or multilingual communities at the same level as native speakers and in accordance with the sociocultural demands for communicative and cognitive competence by these communities, and who identifies positively with both (or all) language groups and cultures, or parts of them.
<b>English-as-a-second-language (ESL)</b>	English can be a second language: (1) in terms of the order of learning (as opposed to a first language); and/or (2) when used in the environment outside the classroom.
<b>First language (L1)</b>	Often a synonym for mother tongue; the language first learned, best known, and/or most used.
<b>Foreign language (FL)</b>	A language learned mainly in the classroom, for reading texts and/or communication with its speakers. (Eg. French in India)
<b>Language</b>	The system of sounds, words, signs, grammar, and rules for (1) communication in a given speech community for spoken, written, or signed interaction; (2) storing, acting out, and developing cultural knowledge and values; and (3) displaying, analyzing, structuring, and creating the world and personal and social identity.
<b>Language endangerment</b>	Situation in which intergenerational transmission is proceeding negatively, with fewer children in each generation acquiring the language in childhood. 50 to 90 percent of the world's spoken languages may be extinct or seriously endangered by 2100.
<b>Language maintenance or language shelter programmes</b>	Linguistic minority children (often with a low-status mother tongue) choose voluntarily, among existing alternatives, to be instructed through the medium of their mother tongue, in classes with minority children with the same mother tongue, in which the teacher is bilingual and there is a pedagogically sound instructional programme in the majority language as a second or foreign language, also provided by a bilingual teacher.
<b>Language planning</b>	Sociocultural process undertaken by an authorizing body (e.g., government, schools), communities and/or families to promote language change through: (1) <i>status planning</i> , (2) <i>corpus planning</i> , (3) <i>acquisition planning</i> . Language planning may be guided by one or more orientations: (1) <i>language-as-a-problem</i> , (2) <i>language-as-a-right</i> , (3) <i>language-as-a-resource</i> .

<b>Language policy</b>	Sociocultural process that includes official acts and documents as well as everyday language practices that express normative claims about legitimate and illegitimate language forms and uses, and have implications for status, rights, roles, functions, and access to languages and varieties within a given polity, organization, or institution; the scholarly study of how decisions about language are formulated and implemented, often considered a subset of language planning
<b>Language rights</b>	<i>Negative language rights</i> concern the right to non-discrimination in the enjoyment of human rights; <i>positive language rights</i> involve the freedom to practice or use distinctive aspects of a group's culture, including language and religion. Positive language rights typically require a state obligation to support minority languages.
<b>Linguistic human rights (LHRs)</b>	Individual and collective language rights that every individual has because of being human, in order to be able to fulfill her/his basic needs and live a dignified life. In theory, LHRs are so inalienable that no state or person may violate them.
<b>Majority language</b>	Language of a dominant group, in terms of numbers and/or power.
<b>Minority language</b>	Language that is not the dominant language of a territorial unit such as a state, because the speakers of the language have less power (they have been minoritised), and the language is generally spoken by a smaller number of people.
<b>Monolingual Ideology</b>	False belief that monolingualism at both the individual and societal levels is normal, desirable, sufficient for most purposes, and unavoidable; monolingual fallacy/habitus/reductionism/naivety.
<b>Monolingualism</b>	Functioning in a single language (includes dialectal variation; one may be bidialectal but monolingual).
<b>Mother tongue</b>	Language(s) one learns first, identifies with, and/or is identified by others as a native speaker of; sometimes also the language that one is most competent in or uses most.
<b>Second language (L2)</b>	Language learned after acquiring the mother tongue (as opposed to first language), or learned and used in the environment, often in addition to school (as opposed to foreign language).
<b>Segregation programme</b>	Linguistic minority children with a low-status mother tongue are forced to accept instruction through the medium of their mother tongue in classes with minority children with the same mother tongue, where the teacher may be monolingual or bilingual but is often poorly trained, the class/school has poorer facilities and fewer resources than classes/schools for dominant group children, and teaching of the dominant language as a second/foreign language is poor or non-existent. Later integration is not a goal in these programmes.
<b>Structured immersion</b>	An approach in the United States in which linguistic minority students are submersed in the dominant language with little or no support for their mother tongue; combines aspects of English-as-a-second-language and submersion/"sink-or-swim," with the goal of replacing the mother tongue with English.

<p><b>Submersion/“sink-or-swim” programme</b></p>	<p>Linguistic minority children with a low-status mother tongue are forced to accept instruction through a foreign majority/official/dominant language, in classes in which the teacher does not understand the minoritised mother tongue, and in which the dominant language constitutes a threat to that language, which runs the risk of being replaced; a <i>subtractive</i> language learning situation. In another variant, stigmatised majority children (or groups of minority children in a country with no decisive numerical and/or power majorities) are forced to accept instruction through the medium of a foreign (often former colonial) high-status language (because mother tongue medium education does not exist). This often occurs in mixed mother tongue classes, mostly without native speakers of the language of instruction, but also in linguistically homogenous classes, sometimes because mother tongue education does not exist or because the school or teachers hesitate to implement a mother tongue-medium programme. The teacher may not understand children’s mother tongue(s). The foreign language is not learned at a high level, at the same time as children's mother tongues are displaced and not learned in formal domains (e.g., mother-tongue literacy is not achieved). Often the children are made to feel ashamed of their mother tongues, or at least to believe in the superiority of the language of instruction.</p>
<p><b>Subtractive language learning</b></p>	<p>A new, dominant/majority language is learned at the cost of the mother tongue, which is replaced or displaced, with a resulting diglossic situation. The individual’s total linguistic repertoire does not grow.</p>
<p><b>Transitional early-exit and late-exit programmes</b></p>	<p>Linguistic minority children with a low-status mother tongue are initially instructed through the medium of their mother tongue for a few years; the mother tongue is used as an instrument for acquisition of the dominant language and content. In <i>early-exit</i> programmes, children are transferred to a majority-language medium programme as soon as they develop (some) oral communicative competence in the majority language, in most cases after one to three years. In <i>late-exit</i> programmes children may receive some instruction through first language up to the fifth or sixth grade; sometimes the mother tongue is taught as a subject thereafter. For both program types, the primary goal is proficiency in the dominant language.</p>

**Source:**

Skutnabb-Kangas, T., & McCarty, T. L. (2008). Key concepts in bilingual education: Ideological historical, epistemological, and empirical foundations. In *Encyclopedia of language and education*(2nd ed., Vol. 5, pp. 3-17). New York: Springer. Retrieved August 22, 2017, from [http://www.tove-skutnabbkangas.org/pdf/Key\\_concepts\\_in\\_bilingual\\_education\\_Tove\\_Skutnabb\\_Kangas\\_and\\_Teresa\\_L\\_McCarty.pdf](http://www.tove-skutnabbkangas.org/pdf/Key_concepts_in_bilingual_education_Tove_Skutnabb_Kangas_and_Teresa_L_McCarty.pdf)