Brussels-Lux Study Tour 2022
Post-Secondary Faculty: Multilingual Policy

Name: Elizabeth Wadell	Module Title: Multilingual Policy
	Discipline: ESL, Linguistics, or related

Course/Module Narrative:	This module introduces students to the idea of language policies and explores the EU language policy in depth. Students will respond in a writing assignment. There are also three optional follow-up projects related to language careers, language preservation, and multilingual landscapes. This module was designed for an intermediate to advanced course in English to Speakers of Other Languages and the lesson is written under the assumption that students do not speak English as a native language. However, it could easily be adapted to a lower division linguistics class or other classes that address language. The reading and writing prompts may need to be adapted depending on students' English level.

Module Objectives/Learning Objectives:

Students will be able to:
- → locate in a text key factors of the EU's language policy.
- → (compare/contrast the language policy of the US with that of the EU—optional).
- → analyze the implications of a language policy for different groups, including language minority groups within a region.
- → examine how the EU language policy values and priorities are evident in the European Day of Languages website.
- → identify which factors they would prioritize in a language policy, organize ideas, and argue why those are important.
- → revise a draft with peer and instructor feedback and reflect on their own learning.

Assigned Readings and Materials

- → Multilingualism: The Language of the European Union (Briefing from the EU Parliament, 2022)
- → Optional: Does the United States Need a Language Policy? (Center for Applied Linguistics, 2011)
- → European Day of Languages website
- → Video: Multilingualism at the Court of Justice of the EU – Ensuring equal access to justice
- → Video: Talk to the EU!

Content & Delivery

Instruction & Delivery (lecture, discussion, group work, etc.)
- → Warm-up/Topic Introduction: Instructor introduces topic by asking if the US has an official language. If students do not know the answer (no, but some states have 1 or more official languages), they will be given the opportunity to race in groups to find the answer online.
- → Schema Building Discussion: Students think/pair/share about whether their home country has an official language, and if so, if it is the language that they consider their mother tongue. Groups report their findings on the board or a poster.
- → Prereading and Reading: Instructor announces that students will read an article about a place that does have an official language policy, the European Union. To schema build, instructor can the video Talk to the EU! while students close their eyes. Instructor will ask the students to count how many languages are being spoken in the video. Then, students can share their guess and watch it again with their eyes open.
- → Class will use Reading Graphic Organizer (**see Appendix**) to preread, share in groups, and take notes while reading. (Depending on students' English level, reading may need to be adapted or given as a jigsaw.)

→ Postreading Discussion: Students share Reading Graphic Organizer notes in pairs and small groups and instructor reviews questions/clears up confusion as necessary. In groups or a whole class, students discuss the questions they wrote and their answers to the postreading questions.

→ Instructor will share the link to the European Day of Languages website and given students time to explore the materials and games independently or in pairs. Then, instructor will elicit from the students

→ Writing Project Introduction: Instructor introduces Writing Assignment: Language Policy. Students will use their knowledge of the existing language policies of the EU, the US, and their home countries to develop their own ideal language policy plan.

→ Revision: Students will complete a peer review of group members' assignments and create a revision plan based on the feedback they receive from peers and the instructor.

→ Reflection: After submitting a final draft, students will write a reflection explaining what they learned from this assignment and the writing/revision process.

Assessment

→ Students will be assessed informally through their contributions to discussion and answers in the reading graphic organizer. They will formally be assessed through the summative writing assignment.

Optional Follow-up Activities

1. **Language Careers: Languages in the EU Court of Justice (Listening and Writing)**

Several weeks prior, the instructor arranges for a [Language Interpreter virtual presentation](#) from an EU Court of Justice translator or interpreter. Note: Because of time change differences, live presentations may not be available.

After reading about the EU Language Policy, instructor explains that the EU Court of Justice is the top court for the European Union and that countries and individuals can bring cases to the court when there are questions about EU law. Then, instructor shows the video [Multilingualism at the Court of Justice of the EU – Ensuring equal access to justice](#) and asks students to listen for: 1.) What are the reasons for the Court of Justice being multilingual? 2.) Who decides what language will be used? 3.) How does the Court make sure that all EU languages can be used? 4.) What is the difference between a translator and an interpreter?

After checking for comprehension, the instructor elicits ideas about what skills, background, and training an EU translator or interpreter might have. Students prepare questions or a KWL+ chart prior to virtual presentation.

Assessment: After presentation, students write a reflection on the experience. As an additional follow-up, they can research other careers for multilingual individuals.

2. **Preserving Endangered Languages (Listening, Reading and Writing or Speaking)**

Warm up: Instructor projects the following quotation from "Multilingualism: The Language of the European Union":

"Unless current trends change, some 90 % of all languages spoken today may be replaced by other dominant ones by the end of the century. The UNESCO Atlas of the World's Languages in Danger reveals that 40% of languages spoken in the world are endangered (see Figure 1). Worryingly, at least 2 000 of the world's endangered languages have under 1 000 speakers, and 4% have disappeared in the past 70 years."

Students discuss the meaning of the quotation. Then, instructor shows the video "[Dying Languages Living in New York](#)" and checks comprehension, how important students think it is to preserve endangered languages, and whether students have any connection to endangered languages.

Next, students are asked if they know the original language of the community where they live, and then read about the preservation or revitalization of Native American languages from their own community.

Assessment: Students work alone or in groups to prepare presentations on endangered languages (ideally ones that they have a connection to) or PSA videos on language preservation *or* students choose an individual from the reading or video to write a letter to, responding to that individual's language preservation journey and sharing their own experiences with maintaining their native language while learning English.

3. **Enhancing the Multilingual Landscape of Our School: (Speaking, Writing)**

Warm up: Instructor shares an image of multilingual signage from the EU (example multilingual image). Students think/pair/share about what messages and values this multilingual signage sends.

Students do a multilingual scavenger hunt: See how many examples they can find and photograph of 2 or more languages being used together in public areas of the school or community. Then, in groups or a full class analyze the photos. Some questions to ask might be: Which languages are used where? Who created it? What is the purpose of additional languages for each sign (ie, rules, safety, citizenship, fun, community, etc)? Are all of the languages treated equally? What messages do these signs send about the priority or privilege of different languages?

In groups, students brainstorm on posters or the board three columns: Based on the visual landscape: 1.) How is our school/community promoting multilingualism? 2.) How is it promoting monolingualism? 3.) How could we improve the multilingual landscape?

Students examine brainstorming results and come up with a list of possible final projects to complete in groups or alone. Possible projects could include: writing or speaking to administration about the need for more positive multilingual signage, creating a class video, website, or blog promoting awareness of language diversity on campus and multilingualism; creating posters or stickers in conjunction with a campus FabLab; organizing a Day of Languages event using activity ideas from the European Day of Languages, etc.

Assessment: Final Project with video, presentation, and/or written reflection.

Appendix: Reading Graphic Organizer for "Multilingualism: The Language of the European Union"

Answers to multiple choice questions in "Check your EU knowledge":

3. b, c, f

4. a, b, d

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Before Reading

We are going to be reading about language policies. Before we read, take a few minutes to write your answers to these questions.

1. Does your home country have an official language(s)? Is your first or native language the official language of your home country?
2. What are the advantages or disadvantages of governments having an official language?
3. In addition to an official language, what are some other factors that could be included in a language policy?

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Check your EU knowledge

We are going to read a report about languages in the European Union. Before you read, we're going to check your knowledge of the EU. Answer these questions. It's okay to guess!

1. What is the European Union?
2. Which countries can you think of that are part of the European Union?
3. Are any of these countries part of the European Union? (*circle all correct answers*)
   a. Switzerland   b. France   c. Cyprus   d. Iceland   e. Norway   f. Bulgaria
4. Which of the following policies does the EU have? (*circle all correct answers*)
   a. Citizens of one EU country can live and work in any other EU country
   b. Products made in one EU country are sold in other EU countries without import or export taxes
   c. All EU countries have the same military
   d. All EU countries have the same food and consumer safety laws

Check your answers with your classmates.

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Reading guide

In the reading guide you have questions about the text. First, read the questions in column I and predict what you think the answer will be in column II.

Then, read the report and add your answer to column III. Finally, look at what you wrote and add additional questions to column 4.

I. Question	II. Before reading: What do you think the answer will be?	III. During reading: What is the answer? Quote or paraphrase from the article.	IV. After reading: What other questions do you have about this topic?
Summary: How many official languages are there in the EU?			
Global Linguistic Diversity: What are			

endangered languages?			
Running a Multilingual EU: What are three reasons for promoting multilingualism in the EU?			
Preserving Diversity: What is the policy about other languages spoken in the EU? What are some threats to language diversity?			
Language learning: What is the EU's goal for citizens' language learning?			
Multilingualism in the European Parliament: How does the EU Parliament function in different languages?			
Language technologies and multilingualism: How do new technologies affect multilingualism?			

After you fill out the chart, compare your answers in column III. Then, discuss your questions in column IV.

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After reading

Write your answers to these questions. Then, compare your ideas with a classmate.

1. How is the EU language policy inclusive and supportive of diverse language speakers? Are there any groups who are left out of the policy? If so, how would you suggest revising it?
2. What parts of the EU language policy do you agree with most? What areas do you disagree with? Is there anything that you think is missing?
3. Compare the EU language policy to that of the US or another country you know. How is it similar or different? What are the reasons for the differences?

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