PARADIGM SHIFT IN LANGUAGE EDUCATION

FOR THE DEVELOPMENT OF MULTILITERATE AND PLURILINGUAL AGENCIES

DOMINANT LANGUAGE CONSTELLATIONS
IN EDUCATION, LANGUAGE TEACHING AND MULTILINGUALISM

Larissa Aronin

Recent research on DLC

- 11th International Conference on Multilingualism and Third Language Acquisition 13- 15 September 2018 Lisbon. Themed Symposia: (1) " Dominant Language Constellations in education " and (2) Dominant Language Constellations in social contexts" (organized with Eva Vetter).

- International Symposium on Bilingualism (ISB11) University of Limerick, Ireland on 11-15th June 2017. Colloquium "Dominant Language Constellations" (Organized with Chris Bongartz).

- 10th International Conference on Multilingualism and Third Language Acquisition September 1-3, 2016, University of Vienna, Austria. Symposium "Multicompetence and Dominant Language Constellations" (Organized with Vivian Cook).

- Joseph Lo Bianco and Larissa Aronin (eds.) (Under review) *Dominant Language Constellations: Concepts and Practical Applications*. Springer

Plan of the talk

1. DLC: 'The whys and wherefores'

2 Features of DLC conducive for educational changes

3. Update on research on DLC
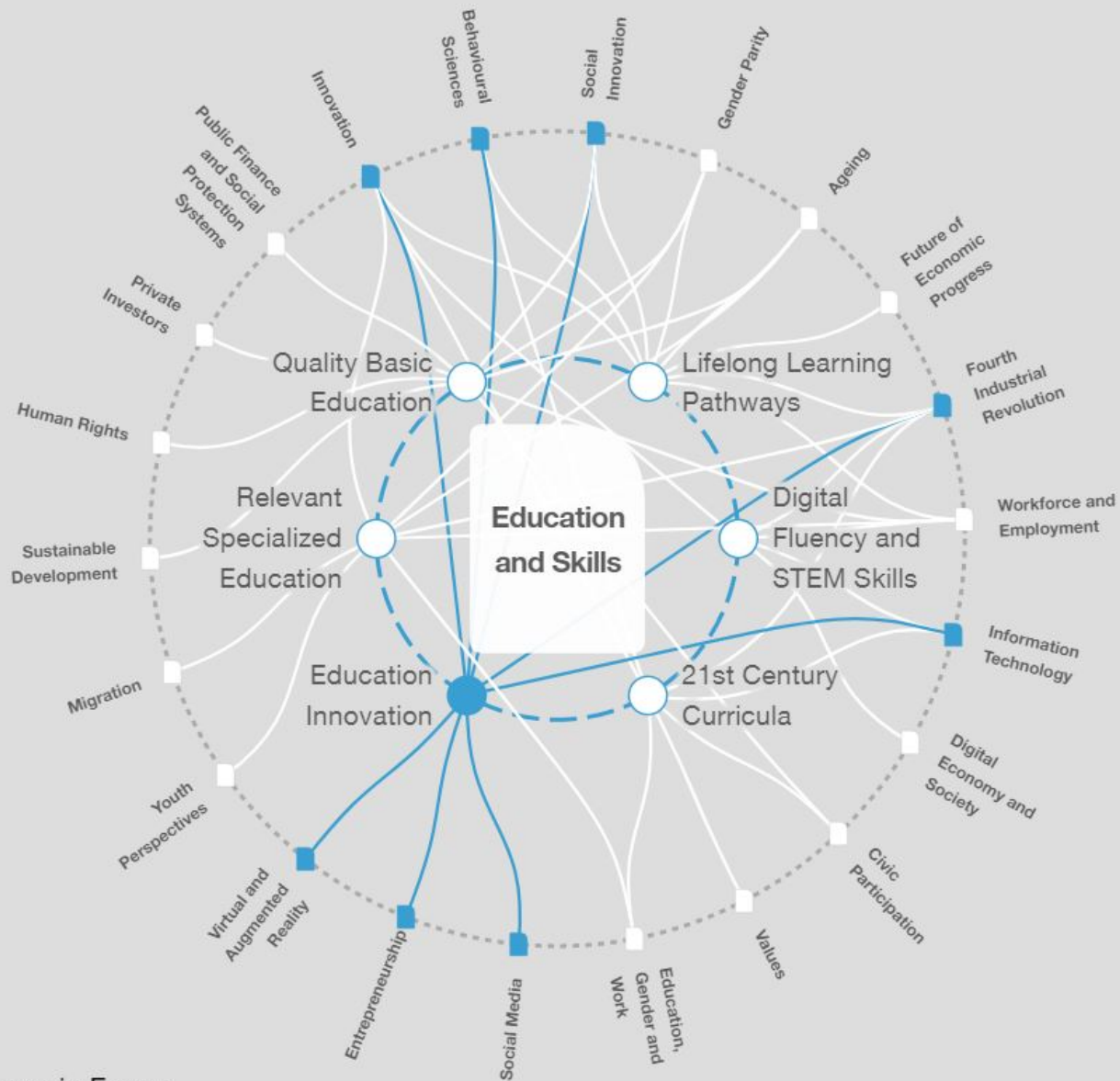
Today, under *the new linguistic dispensation*, neither single languages nor the entire language repertoire serve as units of languages circulation. Sets of languages labeled as Dominant Language Constellations, are the prevailing patterns of language practices now.

The Principle of Least Effort
George Kingsley Zipf

1950 – 1902

- G. K. Zipf. 1949. *Human Behavior and the Principle of Least Effort*. Addison-Wesley.

- The principle of least effort postulates that animals, people, even well designed machines will naturally choose the path of least resistance or "effort".

- Zipf proposed that neither speakers nor hearers using a given language want to work any harder than necessary to reach understanding, and the process that results in approximately equal distribution of effort leads to the what is called Zipf distribution.

Dominant Language Constellation (DLC)

- DLC is a group of one's most important (vehicle) languages, functioning as an entire unit, and enabling an individual to meet all needs in a multilingual environment.

- The Dominant Language Constellation includes only the most expedient languages for a person, rather than all the languages known to them, as would be the case in language repertoire. Unlike a language repertoire, a DLC comprises the languages which, together, perform the most vital functions of language.

(Aronin 2006: 145 ; Aronin 2016).

Mapping DLC and Language Repertoire

Language Repertoire

Gumperz ,1964
Schiffmann 1996

" 'Repertoire' bezeichnet nicht nur die Kompetenzen monolingualer Sprecher, sondern auch im bilingualen Kontext sind die Aspekte des Sprachwechsels (Code-Switching) wie auch der Sprachwahl (language choice) bedeutsam. ... Der Begriff 'Repertoire' lässt sich sowohl auf den individuellen Sprecher wie auch auf die sprachlichen Fertigkeiten einer Sprechgemeinsamkeit anwenden."
Pütz (2004, p. 227)

Table 1. Language Repertoire versus DLC (as analytic concepts)

Language Repertoire	Dominant Language Constellation
Relates to the **totality** of an individual's or a community's linguistic skills.	Concerned with the **vehicle languages, which** stand out for being of prime importance.
Originates from and **remains highly relevant to monolingualism.**	**Specifically appropriate to multilingualism**.
Each language is seen and dealt with **separately**.	The languages of a constellation are treated as **a unit.**

Table 2. Language Repertoire versus DLC (as phenomena)

Language Repertoire	Dominant Language Constellation
A product. Can be visualized as **a list of skills**.	**A form of linguistic practice**. A process and a product.
A repertoire is about resources. It includes languages, skills or registers that are in passive exposure or 'kept' on a backburner until the time when there is a need or time to use it actively.	**DLC is about active usage**. It is a form of social action. **It is about behavior, rather than resources.**
The result of **language learning experiences**	The outcome of **main life-forming events**

DLC has to do with

Minority, majority, heritage languages;

Multiliteracy;

Education language teaching and learning and teacher education;

Identity;

Code-Switching and Translanguaging;

Multilingual classrooms;

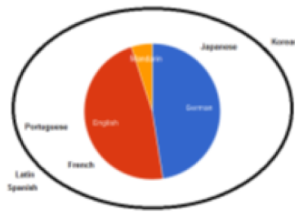School language and pedagogical policy

Features of DLC as a model

- Notwithstanding the diversity and variation in DLCs, the frame of DLC neatly categorises the dynamic, diverse and fuzzy reality in local and global sociolinguistic contexts.

-

- It provides a structure to rely on and a point of departure for research of languages operating in societies at particular time and space. The construct of DLC helps to find similarities and patterns.

- DLC as a set embraces the social specter of languages.

- Along with capturing shades of super-diversity at the same time DLC respects the uniqueness of each multilingual individual, group and learning environment.

- A DLC is a unit acquires a new quality (emergent quality), not equal to the sum of qualities of each of the languages comprising it.

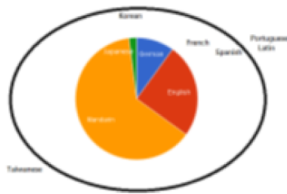The DLC reflects multilingualism as a drop of water represents the ocean.

DLC maps

Case study: Same person, same languages in a DLC, same year BUT different contexts
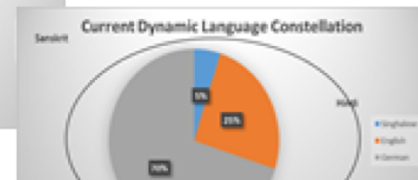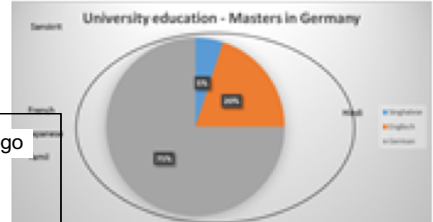
Mandarin /German/English

In Germany

In Taiwan
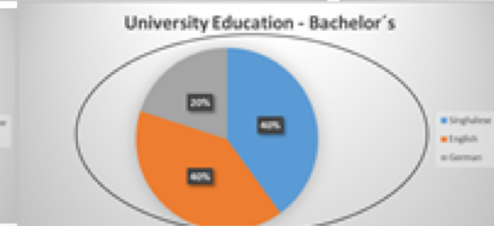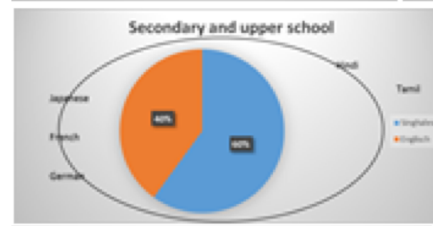
Courtesy Anonymous 2016

Case study: DLC Dynamics

From birth to age of four

Kindergraden and Pre School

Primary School

Secondary and upper school

University Education - Bachelor´s

University education - Masters in Germany

Life as a teacher for the German langugage in Sri Lanka

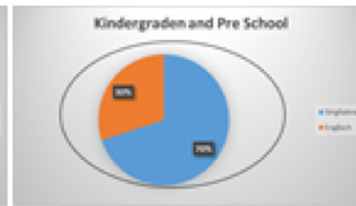Current Dynamic Language Constellation
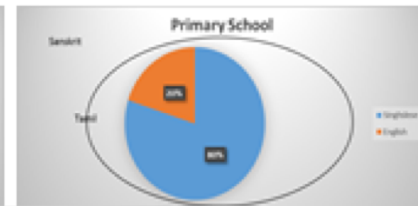
Singhalese English German

Courtesy Sarasi Kannangara 2017

Chinese   Rumanian   Bulgarian   Russian   Ukrainian   Niger-Congo

French

Italian

DLC
★ SPANISH
★ DARIJA
★ ARABIC

Catalan

English

Figure 1. DLC Arabic community Israel. Rose. Arabic sector school.

Figure 2. DLC Arabic commu Iman. Arabic sector school
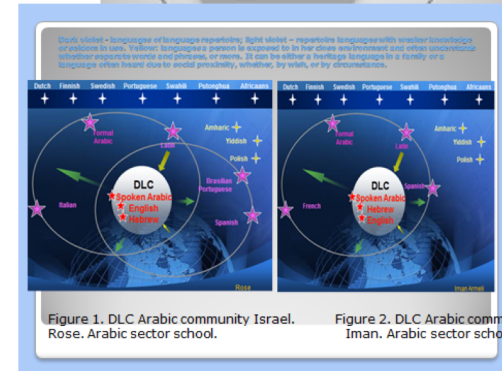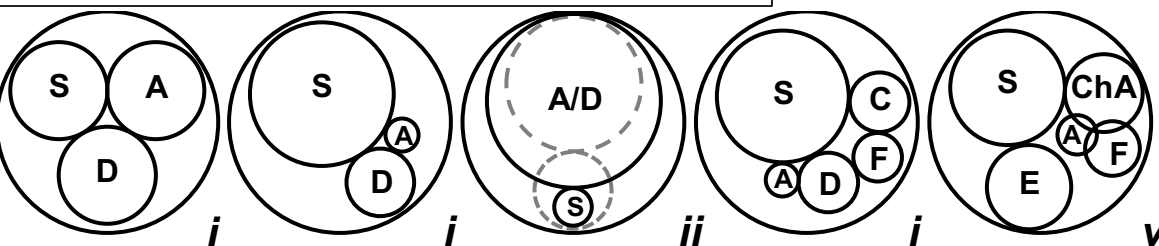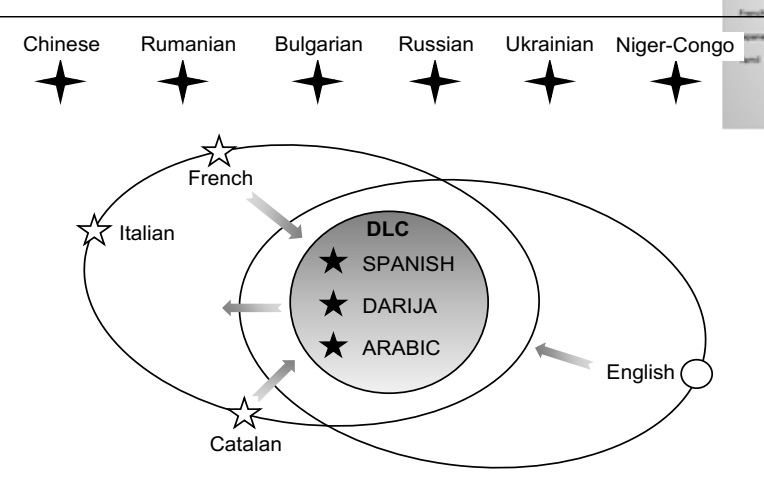
courtesy Anonymos 2016;Kannangara 2017; Nightingale (submitted)

S   A
D
i

S
A
D
i

A/D
S
ii

S   C
A   D   F
i

S   ChA
A   F
E
v

A unifying conception of mind, matter and life has been established in the interdisciplinary research

"where does the mind stop, and the rest of the world begin?" (Clark and Chalmers 1998)

"Mind and matter no longer appear to belong to two separate categories, but can be seen as representing two complementary aspects of the phenomenon of life – process and structure" (Capra 2015: 246).

Carl Knappett "Thinking Through Material Culture" (2005)

Lambros Malafouris (cf. 2008, 2013 "cognitive ecologies" of material engagement underscores the inseparability of thought, action and material things. Extended memory

Antonio Damasio (2010), neurobiologist. The connection and role of emotions in decision-making, memory and communication

Alan Jasanoff (2018):our emotions, as much as our brains, are key in mediating how we perceive and interact with the world.
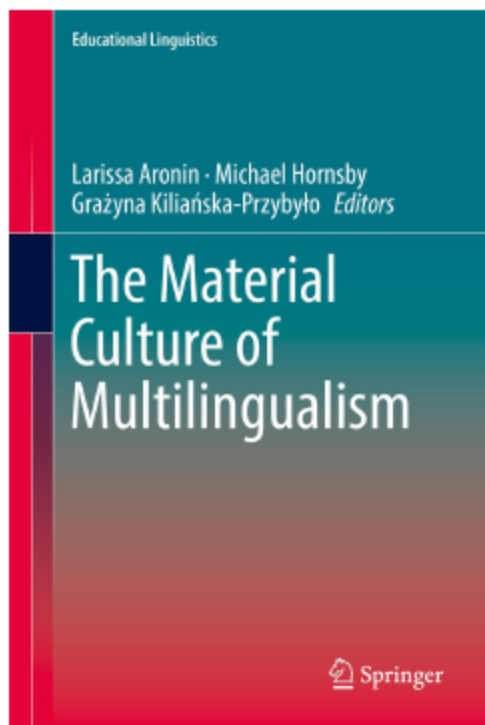
Larissa Aronin, Michael Hornsby, Grayna Kiliaska-Przybyo (Eds.)

The Material Culture of Multilingualism

Series: Educational Linguistics

- Provides cutting-edge research in multilingualism
- The first book on the emerging strand 'the material culture of multilingualism'
- Gives an original interface of social studies and applied linguistics
- Contributions include classroom research and teaching methodology

This volume provides a unique interface between the material and linguistic aspects of communication, education and language use, and cuts across traditional disciplinary boundaries, drawing on fields as varied as applied linguistics, ethnology, sociology, history and philosophy. Taking texts, images and objects as their starting points, the authors discuss how cultural context is envisioned in particular materialities and in a variety of contexts and localities. The volume, divided into three sections, aims to deal with material culture not only in the daily language practices of the past and the present, but also language teaching in a number of settings. The main thrust of the volume, then, is the exposure of natural ties between language, cognition, identity and the material world. Aimed at undergraduates, postgraduates and scholars in fields as varied as education, applied linguistics, sociolinguistics, semiotics and other related disciplines, this volume documents and analyses a wide range of case studies. It provides a unique take on multilingualism and expands our understanding of how materialities permit us new and unexpected insights into multilingual practices.

Educational Linguistics

Larissa Aronin · Michael Hornsby
Grażyna Kiliańska-Przybyło *Editors*

The Material Culture of Multilingualism

Springer

1st ed. 2018, XIV, 211 p. 55 illus.

extension of the term 'language' in DLC

The interconnectedness of cognition, body, language, and material world accounts for the expanding of the "capacity" of a DLC from just a linguistic phenomenon to social, physiological, cultural and materially grounded one.

Brain, body, material environment, culture and milieu are included in the 'language' concept and are always implied when we speak about languages of a DLC.
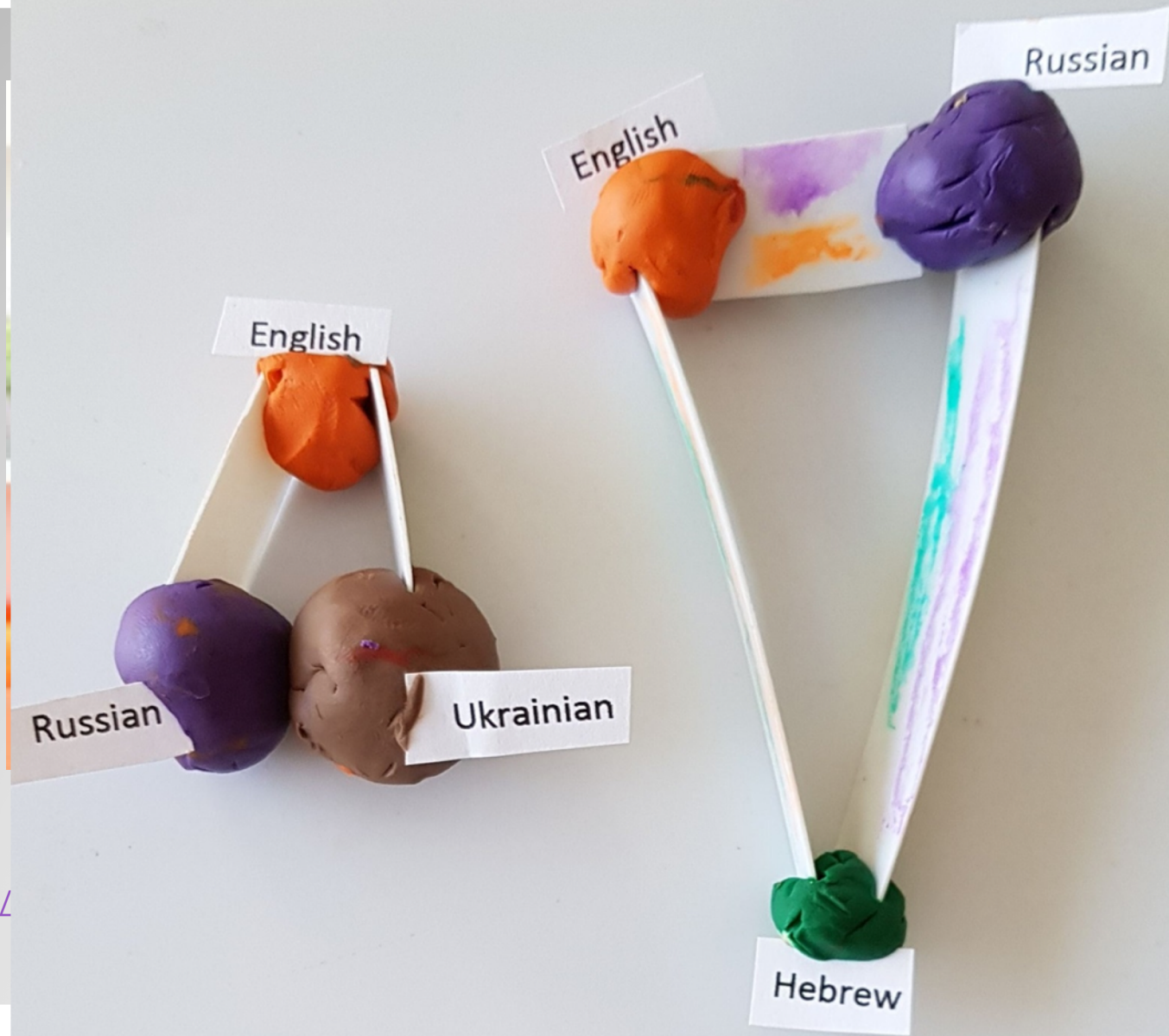
Pondering visualizations

The problem does not always lie in the image itself, but with the interpretation of the image.

True, those conjectures made by visual observation should ultimately be support in proofs.

However, the amount of research sparked by the visual pondering of such images demonstrates that intuition should initially run unchecked. Though a general distrust of images in the mathematical community has historically confined such benefit to the arts, fractal geometry is a field where visual exploration is essential.

Garcia, Linda (1991: 30) The Fractal Explorer. Santa Cruz: Dynamic Press

Two languages coincide. Are the DLCs the same?

Models of DLCs.
orange – English; green- Hebrew; dark violet – Arabic; red- Russian; yellow- Ukrainian

common structural features and patterns are considered more relevant than the specific details of each system (e.g. Langton 1991)

- Today, under the new linguistic dispensation, neither single languages nor the entire language repertoire serve as units of languages circulation. Sets of languages labeled as Dominant Language Constellations, are the prevailing patterns of language practices now.

- Dominant Language Constellations (DLC) explicitly moves educators and language learners and users from monolingual mindset and *de facto* monolingual activities to multilingual paradigm.

- DLC reflects multilingualism as a drop of water represents the ocean. The interrelation of DLC and multilingualism is not of exact identity, rather as between an autonomous part and the whole.

- In terms of language practices, Dominant Language Constellations show HOW we use multiple languages in today's world.

- DLC patterns allow to capture the reality of multilingualism. Specific value of this approach is in showing the way to obtain very practical results for particular contexts and particular situations.

- It builds on patterning and patterns, thus organizing the super-diverse education environments. At the same time it enables a tailored learner-centred approach.

- DLC visualizations allow us to ponder patterns and trends; they also ensure awareness in languages in the contemporary world.

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