



SOCIETY NEEDS MULTILINGUAL SCHOOLS

■ **UCEV**
Unió de
Cooperatives
d'Ensenyament
Valencianes

Schools should respond to the needs and demands of the social and economic situation of each place and time, but should do it in a manner which is coherent with the culture and the traditions which form the roots of the educational community. There would be no sense in choosing an educational model which was alien to our particular characteristics, our linguistic wealth, or the most important aspects of our culture. A teaching method for the future should draw on everything that has made us how we are today, setting us on course towards the excellence that modern society demands of us.

Nowadays, the accelerated development of this globalised society we live in makes it essential to learn other languages. In this context, we Valencians should see our natural access to bilingualism as a great opportunity. Students who study in Valencian are fluent in two languages, and have a firmer basis, and greater predisposition, for learning still more languages.

This declaration is a reflection on the subject of multilingualism by the teachers' cooperatives that form part of UCEV. It reflects their concerns and approaches, and their experiences and convictions.



educational DECLARATION

The first declaration by the Valencian teachers' cooperatives called for inclusive schooling and defined this concept. For this reason, this second declaration asserts the necessity of creating **multilingual schools**.

In a complex society, school should educate people to have the resources they need to develop fully, to understand the world better, to actively interact with it and to be successful in their social relations. We want to understand what is happening in the world, giving meaning to events, so that we can articulate our responses and actions better; we want to help each student to be more aware, more critical and more able. For this reason, language is fundamental, in that it describes and gives meaning to the world. Learning a language well is, therefore,



of prime importance in the process of education and growing.

The accelerated development of communication in a globalised society – at the heart of the transformations which the first decade of the



twenty-first century has brought –makes language learning absolutely essential, in order to be able to use languages with competence– not only a first language and a second language, but also a third and a fourth, or even more.





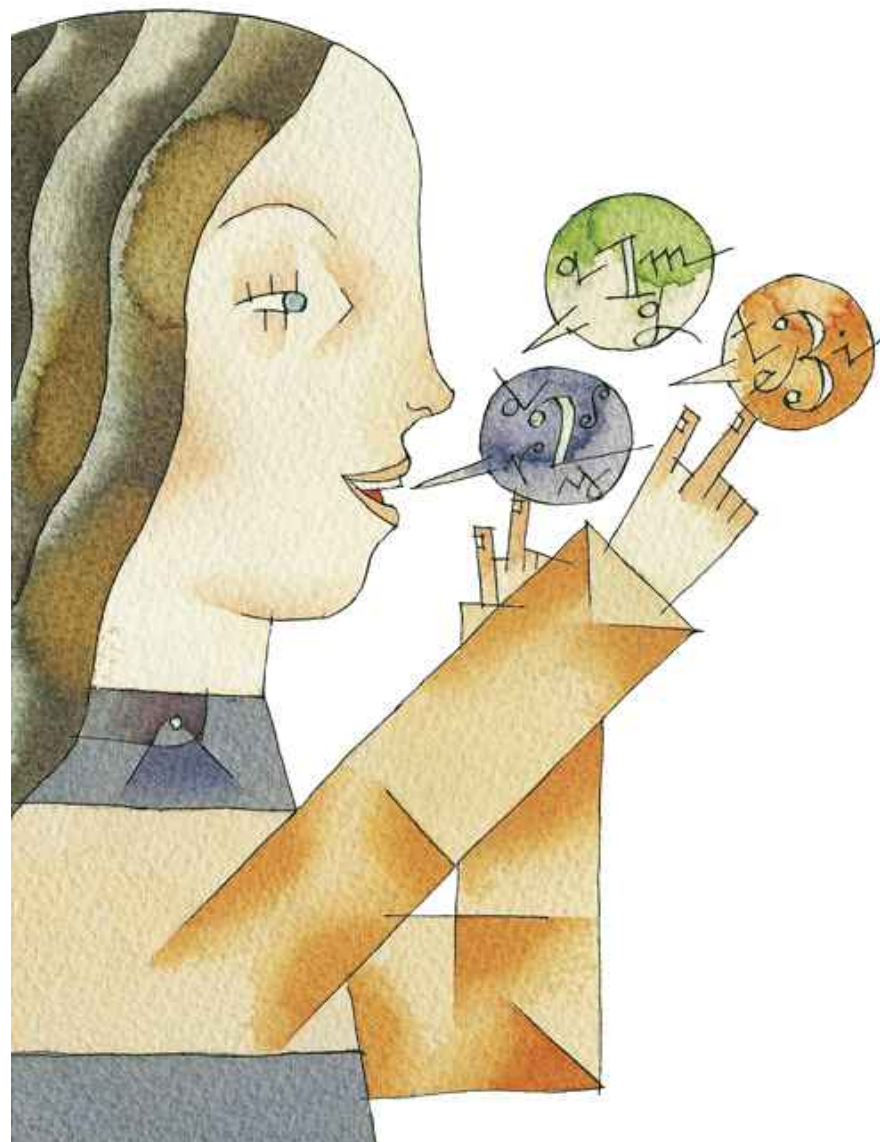
In a modern society competence is defined, more and more, by the ability to place one's own knowledge, however complex it may be, at the service of innovation, fairness and progress. Knowing how to live with diverse multicultural influences and, at the same time, defend one's own identity is the sole objective when striving for the ability to exist and to grow. In education, models based on a linguistic domination of some languages over others, for whatever reasons (be they convenience, or economic, political or cultural power) should be firmly rejected.

Linguistic wealth is an essential characteristic of those modern societies which aim to be founded on respect for others. For this reason, multilingual schooling offers the best basic communicative capacity to the young people we aim to educate. Let's not forget that each language represents one particular way of viewing reality, and that the more languages we know, the more flexible we can be in our evaluation of different points of view, and the more we prime ourselves for empathy, exchange and a harmonious coexistence.

How a multilingual society should deal with language learning:

1

In a multilingual society, individuals relate to each other speaking diverse languages fluently. Multilingual schooling offers greater possibilities for personal and cultural development to all those involved in it, both teachers and students.



2

The Common European Framework of Reference for Languages is our guideline for acquired linguistic skills and it allows us to closely monitor language learning. It also guarantees parity between official qualifications offered by different universities and language schools, which in turn facilitates the mobility of the citizens.



3

A renewed approach is necessary for language teaching/learning.

Languages are not learnt in isolation, but through their interrelationships.

Indeed, knowledge of one language benefits the learning of others and

boosts communicative competency. Therefore, language teaching should be based on communication and the fomentation of the basic language skills: listening, speaking, reading and writing.

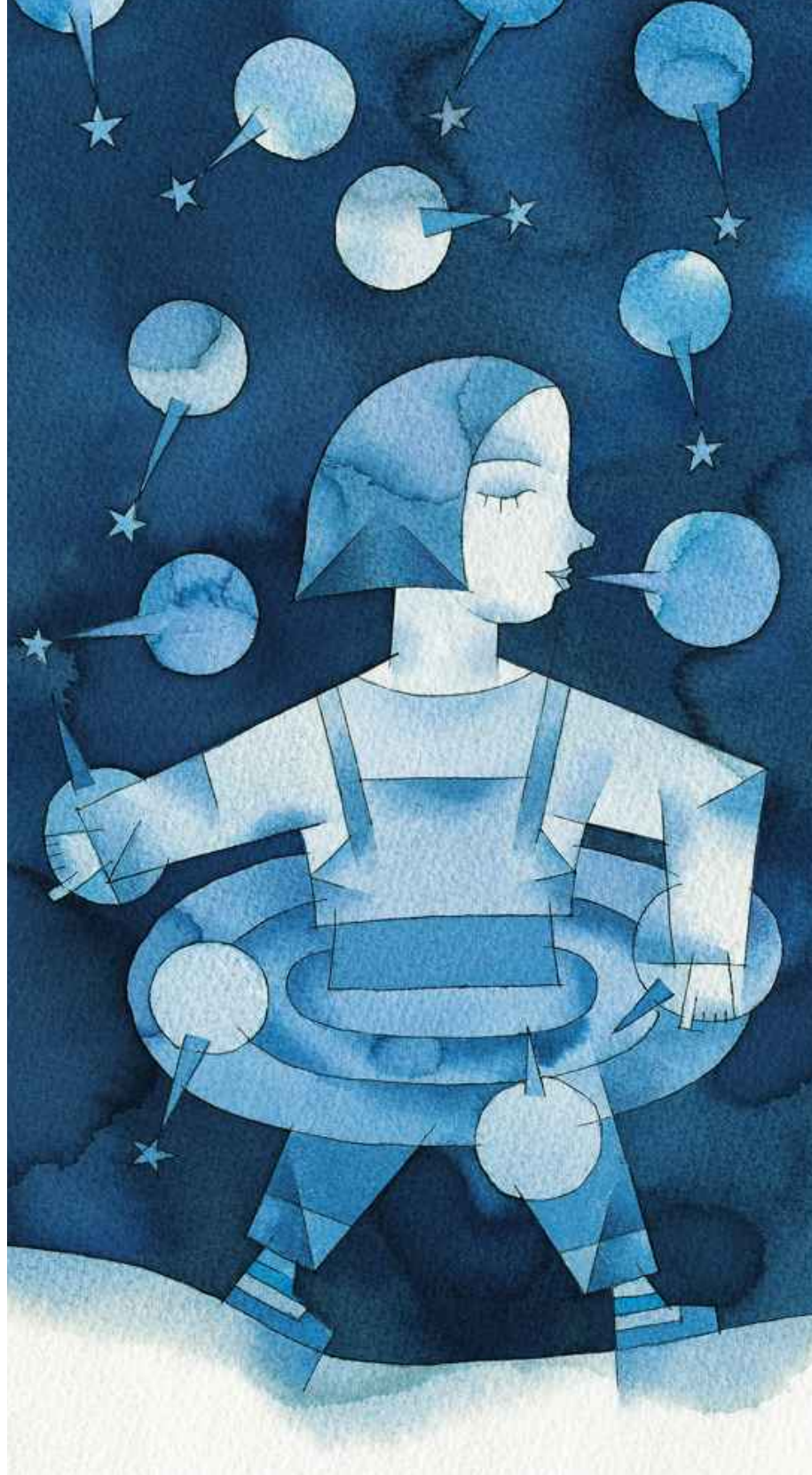
4

Students who study in Valencian (through the Linguistic Immersion Programme and the Education in Valencian Programme) are fluent in two languages, they have a firmer base and greater predisposition for

learning further languages and, as the research shows, they get better results in language skills at the end of Primary and Secondary than monolingual students. This is why we believe in schooling in which Valencian is the linguistic vehicle for learning, and a basic skill nurtured by the school environment.

5

In order to succeed in developing students' communicative ability completely, we need to take advantage of the great capacity of children's brains for learning languages.





6

Schools should have the independence they need to be able to adopt methods which are appropriate for language learning: methods which overcome the barriers between subjects and facilitate the use of multiple languages.

and enriching communicative language skills adequately and effectively. This inevitably requires stable, united and well-coordinated teaching teams, in order to carry out the necessary programmes.

7

The setting up of multilingual projects requires a positive predisposition on the part of teachers and encouragement on the part of management teams, responsible as they are for fomenting

8

A multilingual school should plan the way the languages are dealt with at all levels with sufficient resources. New technology, interaction between speakers, real learning and

communicative situations, the observance of the linguistic requirements, native teachers, language assistants, exchange programmes and continuous education should all come together in the school



learning experience, and they should put communicative situations into an appropriate context.

Great rigour is needed when discussing multilingual education. For this reason, cooperative schools should follow three principles:

- 1** The school should **foster a general attitude of appreciation and respect for languages among the students**; it should be capable of instilling the idea that every language, irrespective of the number of active speakers it may have, is at once a fount and a treasury of knowledge, values and traditions.
- 2** The best way to succeed in developing the students' communicative ability is to take advantage of the linguistic wealth of our environment: do schooling in Valencian and start teaching further languages at an opportune moment.
- 3** The setting up of multilingual projects should be based on the support of management and teaching teams, on the effort which our multilingual society demands, and it should be adequately resourced.



Published by:

UCEV
Unió de Cooperatives
d'Ensenyament Valencianes

C/ Arquebisbe Majoral, 11
E46002 València
Tel: +34 96 352 13 86
Fax: +34 96 351 12 68
E-mail: p.albors@fevecta.coop
Web: www.ucev.coop

Translation:
English School Los Olivos, Coop.V.

Illustrations:
Miguel Calatayud

Graphic Design:
Pablo Mestre & Associats, Coop.V.

D.L.: V-1.205-2011

1st Edition: 03 / 2011
© UCEV: 2011

Collaboration with the Edition:

 **GENERALITAT VALENCIANA**
CONSELLERIA D'ECONOMIA, HISENDA I OCUPACIÓ

FEDERACIÓ VALENCIANA
FEVECTA
D'EMPRESES COOPERATIVES
DE TREBALL
ASSOCIAT

 **caixa
popular**

Published titles:

declaració EDUCATIVA 1 LA SOCIETAT ACTUAL
NECESSITA UNA ESCOLA
INCLUSIVA



22 x 12 cms.

48 pages

1st Edition:
11 / 2009

Illustrations:
LaGRUAestudio

declaració EDUCATIVA 2 LA SOCIETAT
NECESSITA UNA ESCOLA
PLURILINGÜE



22 x 12 cms.

48 pages

1st Edition:
03 / 2011

Illustrations:
Miguel Calatayud



www.UCEV.COOP