

# *My Multilingual Identity*

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*Presented to: LINGUAMON, Barcelona, Spain (Multilingualism Conference of 2010)*

I would like to introduce myself by giving you an insight into me personally and professionally. I am a Canadian of Greek heritage with English being my dominant language. I attended heritage or what we now call in Ontario, international language classes as a child to assist in maintaining my Greek, grew up with the notion of a bilingual country with French being introduced to me during my elementary years and I chose a career path which started with the teaching of German, Spanish and English to new Canadians (I will refer to this as ESL). As an adult, I studied and developed abilities in Swedish and Norwegian, and taught English as a Foreign Language (EFL) in Germany before being involved with ESL in Canada. Professionally today, I work in three main areas: supervising curriculum for programs in International Languages (programs other than English and French) that happen outside of the regular school day, teaching additional qualification courses for teachers in accommodating English language learners at the University of Ottawa and my full time work where I deliver programs for international teachers and students at the International Centre for Projects and Exchanges of the Ottawa-Carleton Education Network (OCENET) affiliated with the Ottawa-Carleton District School Board. These current work involvements and my personal experiences and observations have shaped my thinking about topics such as the teaching of any language within any global context.

In preparing to speak about multilingualism within my specific context, I have had to think a lot about language itself and my own experiences in learning, acquiring and teaching various languages. I need to broaden this discussion to illustrate my viewpoint incorporating contexts in first language maintenance, official language development and additional language learning for both local and global contexts and between native and non-native speakers of language. You see our and your learners are full participants in our respective countries but also in the world. That sounds like an awfully big statement to some: the world. No matter how it sounds, it is certainly true that our students are learning skills for immediate use in their community, for practical application within their regional context but also within the global forum.

In preparing for today's discussion I sat down and thought about my key beliefs for multilingual education, regardless the language, the learner and the contexts of learning. I believe the following:

1. All languages are important.
2. All language teachers need to form alliances and partnerships.

3. Intercultural training is key to any learning in any classroom.
4. Professional development must be ongoing, take on various forms and include networking outside of one's own immediate domains.

All languages are **important**. Perhaps many of you have a background in various languages as I do. We all share our career as language educators, but we need to be aware of all the languages that our students bring to the classroom. As someone who advocates for the recognition and enhancement of non-official languages in Canada, I work with English as a Second Language (ESL) teachers in promoting first language. Empowering students in our ESL context certainly means facilitating acquisition of English for success but my multilingual perspective, often makes me preoccupied with the lack of attention that is paid to the importance of other languages that exist within institutions, or the absence of multiple-language awareness within public policies. I want learners, be them in fact ESL or French as a Second Language (FSL) learners or both, to feel that their own heritage languages can breathe and be felt throughout the institution, not only in their first language classes where they seem to exist in isolation and are almost secretive or hidden in nature but in all the happenings of a school system. In other words, in my own regional context, English dominates the world of the language learner, making it especially crucial that we validate the other languages and recognize them appropriately. I think all teachers must be aware of the other linguistic presences, circumstances and knowledge that circulate our students' lives – what inspires them or what connects them to other people. When I train Canadian teachers, I ask them to visit the different language classes that our students participate in: French immersion, ESL, heritage classes so that as educators we validate student experience, and simultaneously encourage them to maintain and develop any languages that enter their environment. Mainstream educators in Ontario are focused on the English language development of new Canadian students but attention must simultaneously be paid to their other linguistic competences. I like to refer to this as a student's language databank.

I think that we become so involved with the development of English and French in Canada (which is a good thing of course) that we don't spend enough time thinking about the other languages that go unnoticed and undervalued within our student populations or that other students need to find in addition to the heritage and official languages that they maintain in their own databanks. I am certainly proud that the province of Ontario recognized years ago the validity of student heritage languages by formalizing programs in heritage languages – a program that has now been mandated in fact for over twenty years. This means that school boards in Ontario must offer a language program when approached by community groups who want to gather either after school or on weekends to have instruction in a language, and that have approximately twenty school aged learners for this target language representing tax paying families of the school system. The school system in consultation with the community hires instructors, opens a school for the program and assists in the training of

staff along with the development of appropriate learning materials. Most programs run on weekends. What I feel is particularly special about this program is that it helps to recognize the multilingualism that exists within our population by allowing the languages of our students to breathe and develop within a classroom setting equivalent to any other subject that is studied in school. In Ottawa, we have over 10,000 learners studying over 45 languages and instructed by over 350 educators on weekends.

The reason I believe this is important is that we need to recognize the value of multilingualism – in other words, that the knowledge of as many languages as possible is a rich resource that truly creates a global citizen that can understand the world simply better. All languages are indeed important and therefore the learning of more than just our official languages is relevant to today's global forum. Chomsky felt that because we all acquire our first language, then all of us are experienced language learners who have an innate nature within us to acquire more. For the linguists, you may start thinking about things such as Universal Grammar as I speak, in other words that there are commonalities within all languages but I like to think of more human factors when I speak of learning language. Years ago, educators in Ontario often feared that students that keep up their first language will not be successful in school. Then, we felt that it was important to fill the child with the official language and in doing so, subtract the other language that was often considered a barrier to school success. Of course academic research negates this. It is better to take a more additive approach to additional language learning.

Whenever I speak about multilingualism, I often think back to my childhood. As a child, like many immigrant children to Canada, I learned English in school and maintained my Greek while being sent to Saturday school, at that time, organized and delivered by the community itself but not run specifically by the school system. I do remember that we used school buildings after hours and that there was always the fear that we would disrupt the classroom set up. I remember feeling that my language was not valued at that time since we were constantly fearful that we would not leave the classroom we were using in an acceptable situation – whether we had moved a desk or forgot some papers and so on. I felt that the language I was studying was supposed to be hidden. Therefore, I didn't always enjoy going to Greek school: a foreign language, foreign classrooms where the Greek Canadian youth of London, Ontario gathered once a week, almost secretly, to learn our alfabeta - the language we knew from home, heard on the short-wave radio or witnessed in letters from distant relatives. Luckily, there were many instances that reminded me as to why what I was doing was relevant. My fondest memories as a child involved family trips to Greece - my parents came to Canada, worked hard, bought a house and still managed to somehow save enough money to bring their children back to their homeland, to their roots. I was amazed that in this large world, there existed a pocket of people that had a connection to me. I was relieved that I could speak to my parents' parents. I, the distant grandchild from a far-off place, could

communicate with them and tell them who I was and I understood the stream of life that had branched out further with me. It made those Saturday morning classes make sense.

I don't know if I fully realized or appreciated then, the ability I had within me for communication purposes. It was an automatic given that I would have to translate or interpret for my parents for example. Having a home language and a school language meant that I could explain to them that I had received an A on my math test, that I needed \$5 for a field trip, that I was only staying after school to help the librarian and not because I was in any trouble, that I felt sad or happy or that the man at the doorway that worried my parents was only trying to sell a vacuum cleaner and was not trying to cause us any harm!

What I wished for and still do so today is the confirmation and validity of my identity within the regular school system, not just to be ghettoized to my own community but to be open naturally to all others.

Then, in Ontario at least, we weren't as aware that one's first language and literacy is an asset in developing the second or additional language. This theory has been quickly embraced and accepted by language educators today mostly due to the excellent work of Jim Cummins. In learning English (the official language where I grew up) and then French (the other official language of the country), it was important for me to know that my own language, that of my identity, that of my family was respected and encouraged by the educational system, that is, by the institution. I therefore feel that important for all educators is to find out about the previous language learning experiences of our students. Being a multicultural country, I think all teachers must be aware of the other presence, circumstances and knowledge that circulate our student's lives – previous knowledge and abilities that inspire them or that connect them to other people. This is important to remember as what we already speak articulates us and connects to us with others. When I train Canadian teachers who are accommodating English language learners in regular classrooms, I ask them to visit the different language classes that our students already participate in: French immersion, ESL, heritage classes so that as educators we validate student experience, and simultaneously encourage them to maintain and develop any languages that enter their environment. This is an amazing experience for both teachers and students. When children see their teacher coming into their heritage language classes on a Saturday morning or after school they are so surprised. One student told me: "I can't believe my teacher came to see me in Arabic class! I got to show her a whole other part of me." The teacher was also happy with this experience and told me: "This was the simplest yet best event to teach me about multiculturalism. I got to see my student in a context where he excels, where he can speak without any hesitation but with confidence and I cannot believe I hadn't given much thought to the schooling he participated in outside of my own classroom."

Another assignment I ask of my teachers is to interview an immigrant family about language-related items. I ask teachers to survey the family members about what they

think of the languages that are spoken within the family and whether the school or its educators' placed value on the language of the family within the school system. This is a very interesting assignment because it shows the many sides of the multilingual puzzle. Parents in some cases think that English means success and therefore do not make a big effort to keep their children educated in the first language of the home. In some cases, parents even start to use English (or French depending on the context) with their children because they think this is success in school. When interviewed, many parents recognize that educators take an interest in the first language but often the fact is, that educators don't highlight this other wonderful linguistic competence in the regular classroom enough.

I don't want students to feel ashamed of their languages. Even though I am an advocate for multilingualism and first language recognition, I myself as a child often tried to distance myself from my heritage language. It pains me now to know that I sometimes would get bothered by my parents' use of Greek outside of the home. To this day my parents remind me that I used to get upset and say things like "Don't speak Greek here." I don't want kids to be in this same situation. I want them to feel proud of their languages but we, as well-informed educators must make the effort. The power group in society must make the biggest effort to validate the identity and languages of the minorities. I feel that this leads to better social inclusion. In Ontario today, classroom teachers are expected to utilize student languages in their classroom. Learners of English can make use of their first language in writing so that they are processing out their thoughts and knowledge. We have many documents that have come out in the last few years, most particularly guided by another one of our excellent educators: Elizabeth Coelho. Resources exist on how to help English language learners in every classroom and our philosophy in Ontario is that everyone IS a language teacher regardless what you teach. A math teacher must modify and accommodate the language needs of students in his or her class, there must be differentiation and a student should be encouraged to make use of their first language to assist them in learning. It is our responsibility. I know what it is when fluency escapes you. I recall moving back to Greece after years in Canada after English had become my dominant language. I remember going to school in Athens and when I said that I had not understood the Greek that was used in a biology classroom to my teacher, I was told that it was my problem and that the teacher could not help me because he had to continue with his content. This message at that time impacted on my quite negatively and I remember refusing to go to school – an unfortunate situation since in Canada I was a very successful student. I give this example to educators who work with students of minority languages and I explain about BICS and CALP (Jim Cummins). After a year or two, immigrant children often develop Basic Interpersonal Communication Systems which means that they sound on the surface to be very competent language users, but they need 7 or more years in order to develop Cognitive Academic Language Proficiency that is equivalent to the content-specific language that native speakers can use. Those of you that work with students

who are new to Barcelona may know what I am referring to. As a former ESL teacher I remember trying to explain to administration why a student who sounded very proficient in English still needed assistance and modification in teaching. The oral language was fluent but the academic language was still not developed and as different content areas are introduced to learners, more demand on vocabulary and structure surfaces.

Helen Ijaz who worked for the Ontario Ministry of Education once quoted quite effectively at a professional development event in Ottawa: “We have research evidence that bilingualism facilitates the learning of additional languages and that, indeed, minority students born in Canada who speak another language at home ..... perform as well or better on all academic tasks compared to Canadian-born students.....”

Teachers must recognize a student’s personal experiences and contributions. We must recognize their languages and consider them as important skills that they have and, that will be of great use to our society. We need to encourage students to maintain their culture and their mother tongue - see it and hear it, if we are to expect them to embrace all official languages and I would ask you to reflect on this same concept within the context here. After all, if school curriculum is to reflect society, international or heritage languages are a crucial component. The absence of international languages from any school system, whether it possesses a high concentration of immigrant children or not, ignores minority groups and therefore caters only to the dominant group of society - this is, in fact, a discriminatory practice. For a significant number of Canadians, Saturday or Sunday morning language classes are a tradition. Therefore an awareness of these community-based programs and their recognition within a school system makes a curriculum inclusive and prepares students for any global context.

What should also be key to educators today is to bring the sharing of all languages to all members of society. Just as it is important for, in my view, all Canadian youth, to learn both English and French and maintain their heritage language, it is equally important for francophone or anglophone students to learn other languages too. Consider the importance of languages in the global economy. It is increasingly evident that the knowledge of as many languages as possible will secure a country’s ability to work in more markets.

In their article: “Producing Global Managers: The Need for a New Academic Paradigm”, Clark and Arbel felt that students need an international perspective. I would agree. Curricula needs to be internationalized so that international trends are apparent within the student’s whole learning experience. We may promote multicultural education already in our schools in order to contribute to social cohesion and unity but we also need it for understanding the world that we live in. They conclude in their article that graduates with a more global understanding such as an awareness of diverse peoples, a world view of political and economic systems and history and of course knowledge of other languages enhance careers and productivity.

I refer to an anecdote from Roberto Veri, a former student of the Italian language in Canada and currently a programming supervisor for TELELATINO – television station in North America, who exemplifies the need for linguistic pluralism in the following:

“...I came to understand the beauty of language, the thousand faces of expression, semiotics, and linguistic nuances. Most important of all, my relationship between family and myself changed profoundly when all of us could express ourselves in Italian. The nature of our relationships was forever altered.... Being able to unlock the expression and opinions and family history and anecdotes imprisoned by unilingual communication meant that for the first time we could really know each other. That would have been otherwise impossible.” He goes on to speak about a more global outlook on the role of all languages by saying: “No enlightened society in the history of civilization arrived without the benefits of multilingualism.”

Any talk about any kind of language learning needs to address public perception on how we learn language and how languages are important for individual and collective well-being. Many have felt that we in Ontario have been very progressive in our initiatives regarding language – ESL programs, French immersion, provision of heritage languages and so on. I believe this has been true but I also feel that a better approach to enhancing language awareness is needed. There are those who wonder why governments should fund anything having to do with minority language preservation. Policy must demonstrate sound research and the public must be given the chance to understand why language policies are important. Currently, I feel that we are starting to reenergize our focus on multilingualism in Ontario and I am glad of this as there was too much of a chance for us to be complacent. In spite of the programs that we offer, immigrant children are losing their heritage languages quickly. Jim Cummins has talked about this neglect in his recent work and in his city, Toronto, which is considered to be one of the most multicultural cities in the world, Jim would alert us that in fact Toronto is a “linguistic graveyard.” We must do something to avoid these important skills that students have from being eroded by the dominance of English and French. However, I would go further by stating that anywhere in the world we need to ensure a healthy understanding of language and culture.

In working with non-Canadian non-native English speaking teachers from overseas, often comments from them indicate a lack of confidence due to their own English skills and the preference that they feel permeates through some of their environments for teachers who are native speakers of English. Teachers from various countries visit us on a regular basis and often a discussion of English as an *international* language is a key item in our work. Our belief in them as equal colleagues from whom we can learn is part of the encouragement that assists them in continuing to be the professionals that they are. I think much must be done to confront the assumptions that happen in regards to language teaching and learning overall – globally. We need to raise awareness about language and the promotion of language learning especially to speakers of English, the language that many see as the lingua franca – a language of imperialism. English is

indeed a language of power in the world and although this is certainly beneficial in the work that I do, it also makes me worry that it will influence less multilingualism initiatives. For native English speakers, they must make big investments in the learning of other languages in my opinion so that they can have a fuller understanding of the process that learners go through to communicate in an additional language. Everyone must be aware of how language works and how it feels and how we identify ourselves via the languages we know. I now have an accent when I speak Greek but it is my language because I use it. Important for learners should be that their learning of a language and the successful learning that their teachers had in learning the language means that it truly belongs to them and is within their reach. Therefore important to me is the promotion of multilingualism in all contexts. I feel that such a promotion will help to erode the false assumptions that come from speakers...do we need to keep emphasizing native and non-native – we are speakers? To me, any user of a language owns that language, regardless whether spoken since childhood or not.

I want language learners to be confident in themselves, to feel empowered but also I want students who are native speakers of official languages to better understand the issues facing learners of non official languages by experiencing the process of instruction in other languages themselves. As well, because of its huge influence on the world, I don't want learners to acquire the message that English is all they will need to communicate with the rest of the world. Indeed many students may use English in their career paths instead of the languages of those they communicate with, but what can they contribute to these communicative relationships beyond the words that they use? Do they understand cultural contexts, approaches to communication or the use and variety of their own language?

All of our students are world participants in a global forum and language learning is enlightening. A person should learn the language of their heritage, learn the languages of power such as the regional language and perhaps a world language like English and of course, a language that just intrigues them – one for true pleasure, one for the soul. So much focus is put on immigrant children to learn official languages and very little attention is paid to get students of the dominant cultural groups to learn minority languages – this is much more thorough inclusion in my view. In looking at all students in schools, it is my belief that every school in every school system needs to review its own inclusiveness status. Schools must look at how inclusive they truly are.

I have done inclusiveness audits with schools in Ottawa. I have gone into schools to help them with their efforts to be more inclusive and representative of their diverse population. Many schools conscientiously offer various multicultural events in order to demonstrate their recognition of cultures and these are very good things to start with but it must not end with that. Knowing the existence of programs in international languages in schools on Saturday mornings, I am often surprised that I cannot see any indication of this program operating during the week when I walk through the hallways of schools. During my inclusiveness audits with schools I ask them – Do you have signs or

newsletters in different languages? Are children encouraged to write in various languages? Do you have parents of newcomer families involved with the school? Do you create dual language books with students? I also do training workshops for staff members. I give them an immersion lesson in another language. Most recently I gave a lesson on Canadian geography in German, knowing that none of the teachers had proficiency in this language. I used only the target language for the whole time that I taught the lesson and I incorporated various communicative strategies, visuals, group work and other methods from what I consider to be good pedagogy. I later asked teacher to reflect on their experience. They talked about their feelings – the range from excited to fearful. Many teachers thought about the immigrant children in their classroom – if they were tired after only two hours of concentrating on another language, how were the children in their classes coping after full days in English? We also analyzed what strategies they used to cope in the new language and work with the content. It was obvious that they accessed their prior knowledge by linking back to the languages that they already knew and by translating for themselves or making association with other languages they had. Of course for them this quick example was much easier than it could have been since both German and English are Germanic languages. I also listed things from their feedback that I did that helped them. Teachers said that they liked when I reviewed key vocabulary, organized the content in a way that was easier to manage for example by using charts or small chunks of language rather than big pieces of reading, small practice groups, pair work, visuals, gestures, reviewing, summarizing, comprehension checks and asking them to think or write down things in other languages

Regardless the target language, I like to ask students and teachers in training to outline their views of language and on its learning. We discuss various items:

1. Where will you use the language today, tomorrow and in the future? Will you use it or be exposed to it within the classroom alone?
2. Are there topics of interest that you think you would like to bring into the classroom regarding the language?
3. Are there samples of the language that you have seen in your environment or in the media that you would like to discuss? Can you do an inventory of where you have seen or heard the language?

In getting learners to review their possible connections to the target language, I then want them to think critically about language learning itself – I feel this sensitization will also indirectly connect them to the process of learning the language instead of just thinking of it as another school task. This is where educators need to look at language awareness activities as a key foundation to the learning process. I ask learners to think about the following:

1. Is it possible that some people just can't learn a language?

2. How do you feel if you make mistakes during oral or written tasks?
3. Will the classroom experience, teacher efforts and your efforts within class be all that you need in order to learn?

I feel it important to try to instill in my students a purpose for the target language but also an awareness of the use of language itself. I also want them to consider their study as something of immediate use and application outside of the classroom and especially as a link to other learners worldwide. All teachers can make global connections within their classrooms but also within educational systems by communicating with teachers of other languages and with language teachers in other jurisdictions. One of my own personal recommendations to all language teachers is the following: **form alliances and partnerships**. Alliances build stronger bridges and I believe lead to stronger advocacy and stronger visioning of the field at large. Yet it seems to me that language teachers too often work in isolation from each other and from other educators.

We are humanists. We believe that language helps to cross barriers and to help us to better understand each other. Most world participants have ability in more than one language, and are able to criss-cross different worlds with the tongues they speak. Multilinguals are a key resource as they just simply can understand others quicker and get hung up less with the issues of someone's accent.

Tove Skutnabb-Kangas stated that: "The observable advantage of bilingual or multilinguals is that they are more used to switching thought patterns and have more flexible minds. Their knowledge of languages makes them more familiar with different, often contradictory concepts, and this in turn makes multilinguals more tolerant than monolinguals and more capable of understanding sides of an argument." Many will also be familiar with Fred Genesee's work with the indication that multilingualism develops the ability to reason in different ways, scientifically and creatively. Keep in mind that all students of English worldwide, will be using their skills with users of English as an **international** language. The same is true for any language we learn – in many cases, learners will be using the target language in their careers with both native and non native speakers so an understanding of intercultural awareness is key in order for us to prepare students to communicate effectively with any speaker. What an advantage for multilingual students. As more than monolinguals, they will already be prepared to "code-switch" as Skutnabb-Kangas mentioned and will be able to not only speak the language but to know its feel – You know that each language has its "feel". I know this myself too as each language has its own distinct flavour on my tongue and its own "way" of being communicated.

Perhaps I associate each language with its communicative sensation from a context that I became familiar with while learning it. Each individual of each community has a narrative style – the way that communication is approached. You know that each language has its "feel". I know this myself too as each language has its own distinct flavour on my tongue and its own "way" of being communicated.

While living in Germany, I awoke one morning with the oddest feeling – I had a dream in fluent German, something that I had not been able to achieve in real life and I know it was fluent because it felt the way German felt. It was also interesting that my dream replayed a culture shock moment for me in Germany when I was scolded by a woman in a grocery store for squeezing the tomatoes, something that was the

This global resource of language needs to consider cultural contexts. I think English for example, since it is a language that students worldwide are pursuing must allow for good intercultural training as it is used by so many people with their own respective cultural ways and avenues of use. Our students will use English with mostly non-native speakers so they will be confronted with communication issues beyond linguistic lines and be exposed to varieties other than their own – how rich! And again, not only do I feel the need to ensure that ESL and EFL educators are aware of the fact that English will be used often among non-native speakers of it, but also important is that those who already possess English as a language become aware of language itself and that they experience the process of learning other languages – perhaps even to understand better their own.

Therefore, teachers who think globally regardless which work context they have, not only promote the learning of other languages, or the maintenance of one's own heritage language but also the awareness of language itself, its uses and applications for communicating with others and the impact that our communication has with others. Students who are learning in languages need to develop intercultural abilities so that this common medium of communication effectively allows comprehension and the goal of transferring meaning of your message. You can see that I feel both immigrant and non-immigrant students everywhere must develop both language and intercultural awareness for optimal communication. The focus is on developing competent users of a language not on creating a mold for native speakers. A good friend and colleague from Ottawa, Eve Schnitzer has written about this in her work on English as an International Language. In her view: *“We need to develop the ability to recognize and repair misunderstanding by incorporating problem-solving techniques from cross-cultural training – exposing learners to critical incidents, role plays, and other materials involving people from varied backgrounds who use English as their common medium. We must make learners aware of the culture-based sources of perception and hence, of misunderstanding.”* And later *“Learners... must be made aware of the most expedient ways of manipulating the language across cultures. We must become accustomed to adjusting our ears to different accents and our expectations to different contexts. We must become cultural interpreters...we must become internationalists.”*

I flash back to a teacher training initiative to Thailand a few years ago, myself and four others found ourselves in the situation of being somewhere with only Thai speakers with very limited English. I was quickly pushed forward by the rest of the group to be the communicator, ignoring my statements of “But I don't speak Thai!” because it was

thought that my abilities to speak in languages other than just English would give me an advantage in formulating communication with our Thai hosts. And we managed.

The humanist in me is reassured by language learners. I quote Roseann Runte here. “If we want that part of the country which is humane and tolerant to continue on into our future, we need to educate the next generation to be tolerant, open. What better way to do this than through learning languages?”

The greatest joys I have at conferences include things like this - to network, in other words to find out what our common objectives, challenges and ideas are regardless of context. Discussion and interactions such as what we can pursue today help us all to think about all **languages**, about communicating and how we want to make sure that our students are empowered, regardless the context. Language belongs to all of its users and we all benefit from this shared ownership. This ownership is shared indeed, regardless whether one is a native speaker, non-native speaker. Therefore, a more inclusive approach for better inclusion means all educators must have ongoing professional development within and outside of their contexts. There has been much opportunity in Ottawa for our educators to learn from educators from other countries. We regularly receive visits, delegations and training groups from Spain, Sweden, Korea, the UK and many other places and when we are confronted with the context of another educator’s work, it helps us to reflect better on our context. I hope that the many things that I wanted to say to you today – and I admit possibly I tried to fit in way too much in one presentation – will help you to reflect on your own context. I am eager to learn from you as this conference and the fact that you have Linguamon already tells me that you are developing a healthy attitude to the world of languages that exists here.

To summarize, language learning:

- enhances cross-cultural communication
- allows an opportunity to discover identity
- secures our position in the global economy
- develops critical communication and academic skills that can be applied to other subject areas
- heightens the self-esteem of multicultural youth living in society and informs others with important knowledge that will be useful for them locally and globally

And so if we accept these outcomes, then as language teachers we will:

- promote and understand the value of all languages and therefore multilingualism
- form alliances and partnerships with other language educators to help formulate a common vision for the learning of languages and for their recognition beyond language classrooms
- incorporate more humanity into our classes, regardless the context so that our learners become interculturalists – a very possible outcome

- develop professionally and be aware of what goes on in other parts of the world with regards to language education

I thank you for listening and I look forward to more communication in our own global forum.

