LINGUISTIC TYPOLOGY IN LANGUAGE TEACHING AND LEARNING IN MULTILINGUAL ENVIRONMENTS, MIGRANTS’ INTEGRATION, AND PRESERVATION OF MINORITY LANGUAGES

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Linguistic Typology has been a useful tool for the establishment of a unitary linguistic structure of language as a cognitive construct of the mind with the usage of various typological patterns to build a methodology that enables multilingual language teaching in infant, primary, and secondary education environments. This has occurred by making use of unified typological items, such as word order pattern, verb inflection, comparative morphology, or syntax, among others; permitting young learners to acquire second language(s) parallel to their own mother tongue in a direct manner in multilingual contexts through a unique methodology common to all multiple languages used as target languages, but considering pupils’ native tongue as a solid reference. Such methodology breaks down language into a skeleton young learners approach to regardless of previous knowledge, cultural background, or age. It becomes sustainable at all levels, for all second languages are addressed through their features related to the native tongue of the learner, leading to a more efficient comprehension and quick, effortless, natural assimilation and acquisition through visual and memory methods, along a plethora of exercises that only act as tools for such process, not as the main source for language learning nor teaching. The methodology does not depend on economic basis, for it may be used traditionally, or with ICTs, in a fluid manner to help natives and migrants banish linguistic barriers when integrating within foreign communities and their educational institutions, as well as helping preserve and ensure the growth of minority languages through the increase of speakers, which may lead to the creation of cultural production of whatever type. This shall indeed reassure the preservation of the (minority) languages while building the knowledge of foreign ones. Although this methodology approaches the teaching of Basque (minority language being one of the oldest in the world) and other European or Asian languages, although expandable to whatever language, it may be adapted to any language.

Keywords: Typology, Multilingual teaching, Minority, Education, e-learning.

The challenge is not to mend this system, but change it, not to reform it, but transform it.

Ken Robinson.

Introduction

Traditional methodologies have experimented great criticism during the last years, above all, as breakthroughs in linguistic and pedagogical research shed light upon the limitations and misconceptions
featuring traditional language teaching methodologies. These ‘obstacles’ have led to ‘incorrect’ approaches to teaching, which derivate in pupils’ negative feelings and response, suffering, and fairly poor linguistic skills (Marina, 2015). This paper attempts to give an account of a methodology based upon Typology and its applications, which emanate from linguistic research and pattern exposition that languages display, and ultimately, become a valid tool for the teaching of languages in multilingual scenarios.

Moreover, typological approach lays out patterns of grammar, or syntax, among others (Comrie, 1981). This is performed visually through cardboard cut-outs or computer-based methodologies following the same trail and enables the pupil to visually comprehend and become aware of the linguistic components that conform language. These mechanisms require short-term and long-term memory skills, all with little or no need for necessary previous linguistic knowledge, except for that of their own native tongue. These would conform the so-called ‘competencies’ (Gimeno Sacristán, 2008).

In a similar manner, this same tool may help immigrants integrate linguistically, and as a consequence, socially and economically as a first-rate social asset (Marina, 2015). This is so because it would require their own language and competencies to help them integrate through the school’s ability to address the migrant population (Gimeno Sacristán, 2011). Such task is to be carried out through a unique method which proves effective, valid, and common for all languages taught. In other words, the foreign language learning starts off, and finishes, with and in the inclusive knowledge of the pupil (Clemente Linuesa, 2011).

Finally, minority or endangered languages might benefit from its use as it may bring about an increase of speakers. This would facilitate the overcoming of phenomena such as diglossia or poor use of language (Clemente Linuesa, 2011). This paper examines the case of Basque, spoken in the north of Spain and three provinces of southern France, one of the oldest languages in the world, and currently, endangered (Zuazo, 2005, 2010).

**Typology in multilingual teaching. Misconceptions and solutions through Word Order**

‘Subject’ and its problematic approach

‘Subject’ has been defined in traditional language teaching methodologies as the ‘doer of an action’. Linguistic evidence shows that it becomes misleading, inconsistent, and even erroneous when certain verbs and their nature is analyzed (Comrie, 1981). Thus, the ‘doer’ — or ‘agent’, more appropriately— role of the subject can pose certain problems, as in the following examples:

1. **e.g.** He is making the bed (English, transitive verb).
   - *Él está haciendo la cama* (Spanish, transitive verb).
   - *Bera ohea egiten ari de* (Basque, transitive verb).
   - *Il est en train de faire son lit* (French, transitive verb).

2. **My niece** studies hard (English, intransitive use of a transitive verb).

3. **The woman** gave her son a present (English, ditransitive verb).

4. **The girl** fell down the stairs (English, an intransitive verb with a non-agent subject).

Whenever examples are provided, if necessary to explain whatever implied, translations to other languages shall be given, for this article approaches multilingual teaching, and in order to address this phenomenon, the cross-linguistic behavior is also to be considered.
The first example shows that ‘he’/’él’/’bera’/’Il’ has a semantic role of ‘agent’, that is, ‘doer of the action expressed by the verb’. It fits the traditional conception of ‘subject’, as —semantically— the transitive —the type of verb that necessarily requires a patient object to have full meaning— verb ‘make’ requires an ‘agent’ role of a (human) doer and a ‘patient’ role of the (non-human) entity expressed in the sentence as the object. Being a transitive sentence, both the agent and the patient need to appear, for absence of either would cause ungrammaticality:

*__ is making the bed (lack of subject) / * He is making __ (lack of object).
*__ est_ haciendo la cama / *Él está haciendo__.
*__ ohea egiten ari / *Bera __ egiten ari da.
*__ est en train de faire son lit/*Il est en train de faire__

The second example shows the intransitive —the type of verb that does not need a patient object to have full meaning— verb ‘study’, which requires a (human) overt agent subject, but it does not involve any (non-human) patient object. Apparently, once again, the traditional definition of subject looks seems to be perfect.

The third example shows a ditransitive —the type of verb that necessarily requires a patient object and a beneficiary/destinatory object to have full meaning— verb with a (human) agent subject ‘doer’, a (non-human) patient direct object, and a (human) destinatory/beneficiary indirect object with a preposition ‘to’/’a’/-ari’. To avoid confusion between the order of both objects and their roles of patient and beneficiary, as Comrie (1981), Haegeman (1991), and Moure (2001) indicate, the hierarchy of grammatical and syntactical elements rank subject, then direct object and finally, the indirect —agent, patient, and beneficiary, respectively—. However, whenever the characteristic ‘human’ vs. ‘non-human’ appears, it is the former that appears first, which might presume that if the patient object and the human come first, both are the same. Thus, if the patient is followed by the beneficiary, the human object shall bear the preposition ‘to’/’a’/-ari’/à’, whereas if beneficiary comes first followed by a patient, the human element shall not bear any preposition. As a consequence, the hierarchy of elements and the ‘human’ vs. ‘non-human’ dichotomy is respected, besides complements. Additionally, in Spanish and Basque, morphology expresses both:

e.g. The woman gave a present to her son.
agent patient beneficiary
La mujer dio un regalo a su hijo.
agent patient beneficiary
Emakumeak opari bat semeari eman dio.
agent patient beneficiary

Contrasting:

The woman gave her son a present.
agent beneficiary patient
La mujer dio a su hijo un regalo.
agent beneficiary patient
Emakumeak semeari opari bat eman dio.
agent beneficiary patient

Nonetheless, the last example displays a non-agent subject of an intransitive verb. In this case, the human subject is no ‘doer of an action’, but ‘sufferer’. If an agent, the verb ‘fall down’ would be semantically problematic, for one does not fall upon will —agent—, but falls as an accident —patient—. Hence, if traditional definition of ‘subject’ is followed, this sentence would face a conflict: lacking a subject, which is not possible, as it is to be seen later.
In addition, sentences such as passive, with a necessary patient subject, would no longer be grammatical, which is absolutely preposterous. Then, the subject is to be defined as something different.

**A new Definition of ‘Subject’**

The ‘subject’ must be defined, not semantically, but as what it really is: a position within a structure. It is defined through the ‘X-bar Theory’, developed by Chomsky (1957) and the Generativist school (Robins, 1992), comprehending language as a structure emanating from an innate mental cognitive construct of the mind (Carnie, 2002; Cuetos, 2009, 2011; Pinker, 1994;).

Generative theory explains whatever possible phrase structure through the following scheme:

```
XP
   Specifier      X'      Specifier
      CP                X      CP
```

This structure represents with X any given head —inflection, complement, noun, adjective, adverb, verb, or preposition— of a maximum projection, or phrase, once other maximum projections may be prepositionally or postpositionally adjoined through government and binding relations in a sentence level —Inflectional Phrase or IP, or subordinate Complement Phrase, or CP—. The top position has a Specifier position, where the subject lies at the sentence level. Thus, the subject is a position.

**Importance of ‘Final Law 1’**

As Comrie (1981) and Lewandowski (1992) describe, ‘Final Law 1’ is a linguistic universal. To this respect, Comrie (1981) says that ‘invariantly, every sentence possesses a final subject, that is, a subject at the end of every cyclic movement with an inflected verb’ (34). This implies that there must always be a subject. In an analogous manner, in the imperative form the subject does appear but omitted. Nonetheless, the subject is unequivocally identified:

e.g. They arrived soon, and (they) left.
    Ellos llegó pronto y (ellos) se marcharon.
    Haiek garaiz etorri ziren eta (haiek) joan (ziren).
    Ils sont arrivés et (ils) sont partis

French displays overt lexical subject to avoid phonetic confusion within different realizations of a morphological subject within the verb through inflection in different tenses.

(You) go to hell!
(Tu) Vas te faire voir!

**Semantic Roles and Parts of Speech**

As it happened with the case of the subject, the various parts of speech are not semantically defined, but on its distribution, both morphological and syntactic (Carnie, 2002). Additionally, verb semantics define
the distribution through the thematic marking of roles, such as agent, or ‘doer’; or patient, or ‘sufferer’. Haegeman (1994: 49-50) determines the following thematic roles:

- Agent/actor: the one intentionally initiating the action.
- Patient: the entity undergoing the action.
- Theme: the entity moved by the action.
- Experiencer: the entity experiencing some (psychological) state.
- Beneficiary: the entity that benefits from the action.
- Goal: the entity towards which the action is directed.
- Source: the entity from which something is moved as a result of the action.
- Location: the place in which the action takes place.

These define the distribution of the predicates within a sentence, which is what is to be ultimately addressed through the typological parameter of ‘Word Order’. It enables the combinatorial approach to an inclusive methodology for multilingual language teaching and learning by addressing typologically all target languages at once and in a unitary way. And of course, this happens without neglecting the native language of the language learner.

**Word Order’ and ‘Structure Preservation Rule’**

‘Word Order’ is the typological parameter indicating what order the different linguistic units assume when forming sentences. Other patterns address typology of subjects, ergativity, or prepositions, among others. It can be said that once word order of each origin and target languages is known, its comparative establishment in an inclusive manner occurs. This enables language teachers to approach both the teaching process and pupils through the knowledge of the native language as a bridge to reach target languages through the parametrical instrumentalization.

Linguistics, hence, approaches through mathematical numbering the various elements of the sentence (Comrie, 1981; Moure, 2001), as follows:

1 = Subject  2 = Verb  3 = Object(s)

According to this numerical distribution, world languages may be comprehended as combinations of these (Comrie, 1981). Therefore, languages are 123 or SVO, 132 or SOV, and so on. As Comrie (1981), Cuetos (2009, 2011), or Pinker (1994) establish, language is an evolutive development of humans, and since the baby’s knowledge of the world starts off from itself, naturally, most languages display a 123 (SVO) or 132 (SOV) pattern, as if ‘I (S) know and master (V) the world (O)’. On the other hand, the languages of other communities more closely linked to life in direct—and more symbiotic through less dominating—contact with nature do follow patterns of 213 (VSO) or 231 (VOS), but in numbers they are many less. Finally, there is a minority of 312 (OSV) and no 321 (OVS) language found so far.

The 1-2/S-V positions are subject to agreement with inflection: ‘He goes’ (English), ‘bera doa’ (Basque), ‘él va’ (Spanish), ‘Er geht’ (German), etc. Apart from that, the verb must give information of time, aspect, or any other piece of information to identify the subject and fully realize the meaning. The way this happens (singular-plural, movement, etc.), of course, depends on the internal mechanisms of each language.

When one verb fails to give information because of any reason, Auxiliary Verbs are used. They adopt those functions of agreement, tense, etc. and are used in a position between the subject and the verb. This happens because agreement must be maintained, not to violate the ‘Final Law 1’.

e.g. He does the house chores.
   I was doing the house chores.
To express further meaning—volition, arrangement, types of obligation, etc.—Modal Verbs are included. They functionally occupy the same position, for Auxiliaries and Modal Verbs have the same syntactic functions. Nonetheless, Modal Verbs indicate how the verbs happen, while Auxiliaries do not.

In order to form questions, there is no Subject-Verb inversion, as traditional methodologies explained: 1-2 does not become 2-1. This has been a flaw in language teaching, for it did not address real linguistic phenomena, and this led to the lack of proper linguistic competencies (Comrie, 1981; Gimeno Sacristán, 2008). What simply happens is the first word occupying the 1.5 position is moved to a 0.5 position:

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<table>
<thead>
<tr>
<th>e.g. 1</th>
<th>am</th>
<th>going home</th>
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<tbody>
<tr>
<td>1</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>S</td>
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<table>
<thead>
<tr>
<th>Am</th>
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<th>going home</th>
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<table>
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<tr>
<th>&gt; 2 3</th>
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<tr>
<td>O</td>
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Finally, for different reasons, a 0 position can be used to indicate any given sentence is a condition (if, unless, provided, etc.), a relative sentence (who, that, which, etc.), a ‘yes’ and ‘no’ question, or a wh-complement may appear there:

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<table>
<thead>
<tr>
<th>e.g. If</th>
<th>you</th>
<th>are</th>
<th>here,</th>
<th>you</th>
<th>can’t</th>
<th>be</th>
<th>there.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>cond.</td>
<td>S</td>
<td>V</td>
<td>O</td>
<td>S</td>
<td>Mod</td>
<td>V</td>
<td>O</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Where have they left my bag</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>wh-(?) Aux (?) S Aux V O</td>
</tr>
</tbody>
</table>
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Thus, it is very important to say that the ‘skeleton’ of word order is always respected, and semantically, no alteration occurs. This is called ‘Structure Preservation Rule’, which observes that the syntactic structure—deep and surface—is always respected. Everything occupies a position that is canonically established according to semantics and syntax.

To conclude, we can say that Word Order of English is the following:

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<table>
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<tr>
<th>(0)</th>
<th>(0.5)</th>
<th>1</th>
<th>(1.5)</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wh-? Aux/Modals-?</td>
<td>S</td>
<td>Aux/Modals V</td>
<td>O</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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Relatives

English Verb Tenses

Auxiliaries (present, past, future):

- **BE** (‘ser’-‘estar’ in Spanish; ‘izan’-‘egon’-‘ukan’-‘edun’ in Basque, ‘haben’-‘sein’ in German, etc.): ‘am’, ‘is’, ‘are’ // ‘was’, ‘were’ // ‘will be’. Used with continuous –ing.
- **DO** (different behavior cross-linguistically): ‘do’, ‘does’ // ‘did’ // ‘zero’ for future uses modal verb ‘will’. Used in the present and past non-perfect simple for negatives and questions.
- **HAVE** (‘haber’ in Spanish, ‘izan’ in Basque, ‘haben’ in German, etc.): ‘have’, ‘has’ // ‘had’ // ‘will have’. Used in Perfect tenses with the past participle.

Therefore, out of this example of the English verb system, the word order, and the manner in which verbs form tenses; we may comprehend how this may be transported in a comparative manner to target languages, while simultaneously respecting the linguistic parameters. In order to illustrate this, the general outline of English verbs shall be laid out as the basic skeleton. When addressing pupils in early stages of primary education, cardboard cut-outs are to be used, all with colors representing grammatical relationships of various lexical components. Hence, it is as follows:
Verb Tenses

Simple
Non-perfect
Present
   she/it—s

Perfect
   have+pp

Continuous
   be+ing

Past
   -ed

Future
   Will

The boy____makes the bed
____ The boy doesn't make the bed
Does the boy ____ make the bed?

The boy is making the bed
The boy isn't making the bed
Is the boy making the bed?

The boy has made the bed
The boy hasn't made the bed
Has the boy made the bed?

The boy made the bed
The boy didn't make the bed
Did the boy make the bed?

The boy was making the bed
The boy wasn't making the bed
Was the boy making the bed?

The boy had made the bed
The boy hadn't made the bed
Had the boy made the bed?

The boy had been making the bed
The boy hadn't been making the bed
Had the boy been making the bed?

The boy will make the bed
The boy won't make the bed
Will the boy make the bed?

The boy will be making the bed
The boy won't be making the bed
Will the boy be making the bed?

The boy will have made the bed
Preserving Minority Languages and Promoting Immigrants’ Integration. A Case Study of Basque

Basque is one of the oldest languages in the world (CDBG, 2009). It has undergone—and endured—a very long process of survival. With regards to this, Basque linguist and professor Koldo Zuazo (2010) considers it to be ‘a miracle’. Basque survived the boost of Indo-European languages, Latin then, and its dialects later: Occitan, Navarra Romance, French, and Castilian.

Miren Azkarate (qtd. in CDBG, 2009, p. 7) and Zuazo (2005, 2010) explain that, currently, there has been an improvement in the situation of Basque in the last 25 years, though still endangered and minority, mainly due to the creation of ‘Euskara Batua’—Standard Basque—in the 1960s. It unified different dialects in a standardized linguistic form for academic and professional uses—education, television, press, or literature, among others. This has brought about the ‘generation’ of new speakers, mostly through the so-called ‘D’ schooling model. This uses Basque as the main language for academic life from 0-18 years old, and retains Spanish and foreign language as subjects to be taught in that language. Throughout the 1990s and 2000s, there has been an increase of around 300,000 new proficient speakers within a total population of 2,129,339 inhabitants (CDBG, 2009).

‘D’ model became very strong in the ‘Ikastola’ school system, created during the final years of Franco’s dictatorship, which did not only pose a threat against Basque, but directly attacked it in its various ethnic, ideological, and cultural forms forbidding the use of the language in the public sphere, offering false philological approaches to it, or by banning Basque names (Zuazo, 2005, 2008). ‘Ikastolas’ were created as a tool for Basque education in Basque in order to help the revival of Basque language and culture, which were overtly endangered at the time. This also created a cultural movement, including the creation of the EHU-UPV (University of the Basque Country).

Currently, the CDBG (2009) offers data explaining that the ‘D model’ gathers 56% of pupils and covers the ages from 0 to 18. 23.2% use the ‘B model’, which offers education in Basque and Spanish as the teaching languages in a 50-50 system, while retaining foreign languages. This model is usually used when addressing the linguistic integration of immigrants in the Basque education. Finally, there is a ‘A model’, which offers Spanish as the schooling language, just retaining Basque to teach Basque language and literature in a sole subject, and foreign languages, gathering 20.9% of pupils. However, data differs when approaching the late 2000s, which show an increase of ‘D model’ to rates peaking at 83% and the decrease of ‘A model’ to rates of barely 5.9%. Lapurdi, Behe Nafarroa, and Zuberoa are in France, utterly neglected by the French and Spanish governments, offering Basque as a non-official language in the French Educational Board, through the ‘Ikastola’ movement does retain its validity and makes use of it (Zuazo, 2005, 2010).

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2 Culture Department of the Basque Government.
3 Further data as of 2009 is yet unknown, for it is being collected and analyzed (Author’s Note).
Traditionally—and historically—Basque has confronted four main issues (Zuazo, 2008, 2009): first, it suffered from a severe geographical withdrawal. From the Roman times, Basque occupied the southwest of France, current Aquitania. As toponymic data shows, the southern boundaries of Basque related to Burgos, Rioja, Zaragoza, and Huesca; it experimented a slow withdrawal to current boundaries as of the XVI-XVII centuries, regardless of the fact Renaissance displayed great use of Basque industrial and navigational skills for whale hunting, ship engineering, and iron-based industry. Modern day, nonetheless, especially through Franco’s dictatorship, reduced Basque’s boundaries to the current administrative region. Second, it was—and still is—socially marginalized. As of the XV century, Basque did not have legal status or presence in legal documentation in the Reign of Navarre. On the other hand, it was vanquished by the Inquisition and condemned by the Church. Finally, Franco’s dictatorship became the final nail in the coffin, forbidding its use in the public sphere. Third, its structure has been deeply altered. Even though Basque words have been adopted by Spanish (‘ezkerra’ > ‘izquierda’), or English (‘akelarre’, ‘jai alai’); it inherited a great mass of religious vocabulary from Latin (‘arima’ or ‘soul’; ‘barkatu’ or ‘forgiveness’; etc.). Nevertheless, new speakers of Basque display great loss of phonetics —loss of palatal ‘-dd-’, ‘-tt-'; loss of differentiated pronunciation of sibilants ‘s’, ‘x’, ‘z’, ‘ts’, ‘tx’, ‘tz’;—, or a situation of diglossia. Finally, it endured a harsh dialectal fragmentation. Basque displays 5 main dialects: ‘Zuberotarra’ (in Zuberoa), ‘Mendebaldekoa’ (‘Western’, in Biscay), ‘Erdialdekoa’ (‘Central’, in Gipuzkoa), ‘Nafarra’ (in Navarre), and ‘Nafar-Lapurtarra’ (in French Navarre and Lapurdi). ‘Mendebaldekoa’, ‘Erdialdekoa’, ‘Nafarra’, and ‘Nafar-Lapurtarra’ would also display a total of 20 subdialects, often with great differences among them. Zuazo (2008) offers the following dialectal map:
Bearing in mind languages are learnt step by step (Harris, 1983) and require distinct intelligences from pupils (Cuetos, 2009, 2010; Pinker, 1994), this methodology approaches the teaching of Basque, and any other target language addressed in a unitary manner through the use described later. It attempts to tackle language teaching through the typological fragmentation of language grammar in a systematized manner so that the teachers share a common approach to language. By doing so, one sole system common to all languages —grammar typologically established in its multiple components, phonetics, lexicon, etc.— are organized to be taught and learned in the system closest to natural learning of language when newborn and babies.

A new methodology

Traditional language teaching methodologies in Spain —and the whole educational system, in general— have experimented great development in academic literature, but very little when it comes to school practice, causing schools and pupils to lack the appropriate dynamics and too much ‘experimentation’ (Marina, 2015). Pupils have inherited traditional methodologies and a curriculum design that bases upon the mechanical repetition of exercises applying short-term memory skills, which does not enable the pupils to develop proper linguistic competencies (Gimeno Sacristán, 2008). Furthermore, the efficiency of such methods is scarce regarding pupils with linguistic difficulties, for repetition does not solve them. On the contrary, it reinforces the issues affecting those pupils, mainly due to these methodologies’ inability to

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address and properly establish the post-semantic mechanisms operating beyond the circular transformation in the target language that the repetition indicated acts upon (Kessler, 1975).

Second language acquisition seems to operate upon different mechanisms that are used when learning the mother tongue (Bever, Clark, Dingwall, Ferguson & Kessler, 1975). Moreover, evidence shows that first language learning greatly enables the learning of second languages, for the knowledge acquired when learning the mother tongue and the mechanisms used (Artiagoitia, 2000), especially lateralization (Cuetos, 2009, 2011; Kessler, 1975) act as a helping tool. The brain seems to act upon similar manner, for various structures —progressive –ing, prepositions, plural, possessive, articles, present regular, or present irregular— seem to be acquired in the mother tongue and in the second language in the same order and at the same time (Kessler, 1975).

This methodology approaches multilingualism through the active use of the pupils’ mother tongue through word order —for that is one of the patterns acquired in earliest stages— visually through cardboard cut-outs, helping the pupil to effectively deal with their predictions, as well as syntax and its problems (Dulay and Burt, Hakuta, 1975). The use of overtly displayed typological and grammatical units make an indirect use of the pupils’ linguistic abilities in a direct manner upon openly displayed syntax-based space operations. See the picture below:

Cardboard cut-outs distributed according to Word Order pattern.

Red color cut-outs indicate Word Order pattern, in the case shown, of English; therefore, linguistic hierarchy is displayed and the pupil may see what they are to place where. Therefore, for instance, when pupils are to distribute and learn subject and object pronouns —shown in pink—, they address the position they occupy and the order in which they appear within the various syntactic operations. These operations span from the simplest to the most complex.

The pronouns may be given their phonetic patterns in order to adopt their correct pronunciation. This may enable the pupil to steadily acquire their phonology and scripture, but also its correspondent form in their native tongue, which helps them associate meanings more successfully and establish bilingual—or multilingual—competencies (Clemente Linuesa, 2011; Gimeno Sacristán, 2008). Besides, physical display and active manipulation helps their memory abilities and capacity to make predictions in the short-term, while acquiring the meanings, names, etc. necessary for the long-term acquisition developing the capacity to make correct guesses with the minimum effort.

Since word order implies full possibilities of verbs, auxiliaries, and further combinations in a cumulative manner (passives > passives with modal verbs > conditionals in passives > reported speech of conditionals in passive, etc.), the pupil may face gradual language assimilation in the highest effortlessness possible. This happens essentially because the acquisition hierarchies are respected when it comes to the implied additive explanations of the learning process (Dulay and Burt, 1975). Thus, a simple
sentence may become more complicated as it follows—all is to be done with colored cut-outs representing all grammatical and syntactic features—:

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<tbody>
<tr>
<td>Wh-?</td>
<td>Aux.?</td>
<td>S</td>
<td>Aux.</td>
<td>V</td>
<td>O</td>
</tr>
</tbody>
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If

<table>
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<th>Yes/No</th>
</tr>
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<tbody>
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</tr>
<tr>
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<td>STUDY_</td>
</tr>
<tr>
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<td>STUDY_</td>
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</tbody>
</table>

This progressive construction makes the pupil use various intelligences simultaneously. These include cognitive demand, kinesthetic approach, or abstract thinking, among others. In addition, it requires analytical and/or abstract thinking to make predictions in a language they do not fully comprehend, and especially, emotional intelligence, for success is immediately rewarded both through joy and through motivation and positive reinforcement. This has a dual purpose, for, besides amusement and positive feelings and encouragement, it helps reduce frustration to the minimum (Cuetos, 2009, 2011; Marina, 2015) as the phonetics, scripture, pronominal forms, verb systems, etc. are progressively assimilated. Moreover, the gradual acquisition of languages feedbacks the different intelligences, so to speak, it ‘makes the pupil more intelligent’ (Cuetos, 2009, 2011; Pinker, 1994). The full content may be given this shape:

Full grammar of English distributed in a 30x25 cm. box

Notwithstanding, it is important to address that while some languages are open, or transparent; others may be opaque for western pupils (Comrie, 1981; Cuetos, 2009, 2011; Morales, 1989; Fernández, 2008; Robins, 1992; Wardhaugh, 1986). Its phonetics and scripture have a direct correspondence in open languages, as in Spanish, Basque, German, or Italian, for instance; while English or French do not provide such direct access. Furthermore, Russian, Arabic, or Chinese, among other languages, imply the learning of another alphabet, thus making language acquisition more problematic through syntax. Hence, they may be accessed later as reading abilities of pupils in these languages are gradually mastered, or functionally decided upon the immediate needs emanating from the native pupils speaking those languages who are to be educated and integrated.

The paramount element is that this methodology using Word Order and other typological patterns makes the pupils address grammatical contents and language acquisition by addressing language as a
whole. The pupil’s ability to obtain a broader linguistic picture and learning awareness increases steadily as well. This occurs because the pupil faces languages as a functional whole, and not as fragmented patterns with little or no correlation with each other, as performed by traditional methodologies.

Conclusions

This methodology approaches multilingual teaching in a highly efficient manner by making the appropriate use of typological patterns through the own native language of the pupil. This permits both teaching and learning target languages by solving the limitations that former traditional methodologies have overseen. The pupil becomes a non-passive participant within the teaching-learning dichotomy.

In addition, the effortlessness featuring this methodology is remarkable, for avoiding negative feelings and frustration regarding language is considerable, especially among those with evident difficulties. Such ill-feelings occur, not because of the limitations of the pupil —also to be taken into due account—, but due to the wrong transmission performed by teachers, which most often is recurrent. This ‘homogenization’ of input, be that as it may, linguistic variety or pupil variety, fails to correctly address and deal with the diversity of pupils, backgrounds, and the way they learn.

Therefore, by addressing languages —both native, as well as target— through the same ‘linguistic skeleton’ constructed by word order and other patterns, may enable learning in a more efficient and effective manner, and above all, more easily. This may be so by conducting diverse linguistic features in the same manner and methodology. Indeed, this makes processes and pupils more efficient and proactive when learning, especially caused by the increasing use and interaction of multiple intelligences.

Finally, this methodology helps linguistic integration of migrants through their own language. It avoids linguistic impediments and impacts caused by direct, and often traumatic immersion; which often affects migrants in a negative manner, for their lack of linguistic competence in that foreign language becomes a serious obstacle for communication. Migrants can approach the target language(s) of the society into which they are to fit by starting off the whole process in their own language, hence, successfully coping with communication problems. And especially in the case of endangered and minority languages, this same tool may help revitalize them by making the creation of new fluent speakers become an easier task, for which besides natives, migrants are a valid asset.

References

General Criticism


Web pages