RE-VISITING MULTILINGUALISM IN DIPLOMATIC FORA

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ABSTRACT

The phenomenon of multilingualism may be described by considering it as a linguistic ability/behavior of the members of a speech community which may alternately use two, three or more languages depending on specific circumstances. It may be understood also as the use of several languages by an individual or within a speech community. As a UN specialized agency and an active institution in the field of cultural diplomacy, UNESCO pursues the promotion of the right of each and every individual to self-development in the language and culture of his/her own origin and choice. Language rights are treated as a component of human rights. States have the duty not to take discriminatory measures on language grounds and to act in conformity with major international standard-setting or legal instruments.

A significant event was the World Conference devoted to language rights, organized with the support of UNESCO in Barcelona, in June 1996. Its main achievement was the adoption of the Universal Declaration of Linguistic Rights. UNESCO has taken initiatives for encouraging research and developing actions aimed at solving language problems of specific groups and is also involved in the preparation of an international convention on linguistic rights, as well as in the adoption of national and regional arrangements for the protection of linguistic diversity.

In 2001 the UN General Assembly had on its agenda the item entitled Multilingualism and a report of the UN Secretary-General on that issue which establishes the framework for the question by distinguishing between official and working languages in various parts of the United Nations system. All are some combination of Arabic, Chinese, English, French, Russian and Spanish, which are both the official and working languages of the General Assembly and Security Council. The article examines in detail the diplomatic consideration of this item which led on 15 February 2002 to the adoption by consensus of resolution A/RES/56/262 which states that genuine multilingualism promotes unity in diversity and international understanding. The author emphasizes the topicality of UNESCO's recommendations concerning the importance of multilingualism for the promotion of multiculturality on global information networks and comes to the conclusion that relevant nongovernmental organizations in the field of higher education can bring a valuable contribution to enlarging cooperation between universities at the international, regional, sub-regional and national levels in a promising multilingual environment.

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Multilingualism is the use of more than one language, either by an individual speaker or by a community of speakers. It is believed that multilingual speakers outnumber monolingual speakers in the world's population. More than half of all Europeans claim to speak at least one language other than their mother tongue; but many read and write in one language. Always useful to traders, multilingualism is advantageous for people wanting to participate in globalization and cultural openness. Owing to the: MULTILINGUALISM. A sociolinguistic situation in which more than one languages are involved, using also language contact and individual bilingualism. It is a sociolinguistic phenomenon where more than one language are involved. The person having command over more than one language is multilingual. Canada is multilingual and multicultural country. Wars have been very much influential in creating multilingualism process. For example we see in Crusade Wars where...
most of the world was involved against each other. That kind of amalgamation gave birth to multilingualism. Similarly Afghan Jihad has caused a lot of people to gather at Afghanistan against Russia where interaction was direly needed and Mujahidin from all over the world learnt many languages. English is used in diplomatic contexts worldwide, including in situations where none of the interlocutors are native-speakers. This ground-breaking volume brings together the perspectives of researchers and practitioners to discuss the needs of those using and learning English for Diplomatic Purposes. Chapter authors use concepts from sociolinguistics, World Englishes, Peace Linguistics and English as a Lingua Franca. Combined with this theoretical background is a pragmatic understanding of the work of diplomacy and the realities of communication, as well as exercises designed to help students