

**GABRIELE BUDACH / JÜRGEN ERFURT/ MELANIE KUNKEL (DIR.)**

**Écoles plurilingues – multilingual schools:  
Konzepte, Institutionen und Akteure.  
Internationale Perspektiven**

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This chapter aims to explore the gap between community- and family-based bilingualism and its (insufficient) representation within the French school system. The rather marginal status of community-based bilingualism continues to be reflected within the school environment, even though attempts at implementing bilingual education are currently being undertaken in France. The study investigates the intricacy of integrating languages of low social prestige, especially migrant languages in new school programmes. It shows how difficult it remains despite the efforts of the European Council to overcome the pre-conceived notion of monolingualism that is still underlying language and educational policy in France.

BRIGITTA BUSCH

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ANGELA CREESE/CHAO-JUNG WU

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This paper investigates interactions in Chinese complementary schools in the UK. It looks at how teachers and young people bring into the classroom ‘other voices’, many of which are used to interrupt the usual patterns of the tightly controlled initiate-respond-feedback (IRF) sequence. We argue that participants in the two Chinese schools use their bilingualism as a resource to style and fashion interactions in ways which allow them to bring in other genres in creative ‘play frames’ (Lytra 2007).

VÍCTOR CORONA/EMILEE MOORE/VIRGÍNIA UNAMUNO

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In this chapter, we present findings from an ethnographic research in a secondary school in Barcelona, focussing on programs of linguistic reception for students of immigrant origin. In particular, we analyse data from a student focus group and relate these to classroom materials and official documents which regulate such reception practices at this school. Our research suggests that in order to understand the impact of such programs, we need to contrast ways of categorising languages and society in the focus groups with those represented in official documents, as they construct relationships of social belonging or membership in different ways.

CHARLOTTE HAGLUND

Linguistic diversity, institutional order and sociocultural change:  
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Changes and transformations that characterise late modernity in Western societies around the globe also mark contemporary Sweden. Despite the fact that immigration to Sweden has been increasing over the last forty years bringing about linguistic and ethnic diversity, the country is still struggling with the idea of Sweden as a uniform and homogeneous society. Drawing on ethnographic research conducted in a multilingual school setting in suburban Stockholm, the present chapter focuses on conflicts around issues of language and ethnicity. It examines discourses on linguistic diversity and explores manifestations of these discourses in daily educational practice among teachers and students. The chapter focuses in particular on how discourses that are dominant in the society are both reproduced and contested in the local discourses across the institution and in daily teaching practices. The positionings and practices of teachers thereby offer insights into the traditional institutional order and the problems associated with it in contemporary Sweden.

VÉRONIQUE CASTELLOTTI

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Formats of bilingual education exist in a number of contexts in France. However, the monolingual ideology that is still underlying many of these educational provisions continues to reproduce the perspective of two separate monolingualisms. The author examines this perspective critically and looks at the possibilities and conditions for building plurilingual competence. She examines practices that aim to mobilise the children’s linguistic and cultural resources and help them to develop their plural and unequal linguistic repertoires in order to

gain useful and valuable social capital. The author investigates how schools can achieve that goal by taking into account multiple trajectories, especially those of allochthonous children. The chapter also provides suggestions for how to integrate complementary biographic and didactic approaches that bring in diversity and promote a plurilingual competence and measures for constructing it.

CLAUDE CORTIER/ALAIN DI MEGLIO

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This chapter evokes the model of bi-/plurilingual education in Corsica and it interprets the emergence of these programs as an outcome of language minority mobilisation in a sociolinguistically complex situation. This period of educational development marked a new stage in European history of linguistic democracy and it has led to a critical examination of the grounds of monolingual schooling. Education in Corsican and the Corsican language itself have undergone different developments over the past thirty years. At the end of the twentieth century, school has had to adapt to new demographic, geopolitical and curricular facts where language has become a central feature. The outcome has brought a new concept based on the idea of a polynomic language that is being developed and it has also become part of a new set of socio-didactic teaching strategies. The concept of polynomy offers a new approach to the idea of a linguistic norm that is permissive and integrates elements of various romance languages as well as taking into account the idea of a project of society that reflects language planning on a regional level.

LAURENT PUREN/SOPHIE BABAULT

Des stratégies de scolarisation transfrontalière comme alternatives à l'absence d'offre d'éducation bilingue dans le département du Nord (France) ..... 211

This chapter looks at language and educational choices made by parents in the north of France. Children who go to school in Belgium receive an education in Dutch (the neighbouring language and the standard variety of the regional language in the 'Département du Nord'). Our findings suggest that this choice of educational provision is directly linked to a lack of multilingual programmes in the national (French) educational system. We also discuss the implications for French families who have selected either a bilingual programme in French-Dutch in Wallonia, or a more radical choice of a Flemish school functioning entirely in Dutch.

NATHALIE AUGER

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In this chapter the author addresses the gap between current teaching strategies and the educational needs of children from a migrant background. The author shows how representations of different languages have been taken up in practices of language teaching and she explains the role of language representation in contributing to widen and perpetuate the existing gap. She argues that understanding and recognising the needs of migrant children is the first step towards assuming a revision of practice. The author advocates for a "sociolinguistics of change" and she sees partners, teachers and researchers, to have a specific and equally important role in bringing about pedagogical change.

## PROJEKTE DOPPELTER IMMERSION: MODELLE, AKTEURE, ERFAHRUNGEN

MARÍA E. TORRES-GUZMÁN

Teachers Assuming Ownership of Teaching:  
the Case of a Dual Language Education Program in the United States..... 253

The purpose of this article was to examine how teachers in freedom assume ownership of their teaching as they move into spaces of professional development to explore collective issues, like language variation and learning; what teachers focus on when they are free to think about their work – their own empowerment and that of learners; and what they do in classrooms to assist bilingual learners to engage in intellectually challenging tasks in the second language. Through specific examples, the author explores how the teachers' thinking and practices shed light on the relationships between professional development, language development and intellectual development of the teachers, and the learning of their bilingual students. The examples are contextualized historically and institutionally within the framework of language education and development as freedom.

CLAUDINE BROHY

Le bilinguisme en tant que projet de société:  
l'immersion réciproque à la frontière des langues en Suisse ..... 275

In the officially quadrilingual country of Switzerland, language learning is a recurrent topic in institutional, private and media discourses. Bilingual education is provided in different forms depending on the scope, intensity, target language, optional or mandatory nature of the programme and its curricular status. Experiences in currently running programmes suggest that models such as *immersion réciproque* (dual language education) offer a fruitful approach. However, certain requirements need to be fulfilled in order to allow its provision. This includes the co-presence of two linguistic communities in one classroom, and in the same school. It also entails a co-existence of both language communities in everyday life, a fact which is rather exceptional even in Switzerland since the majority of *cantons*, districts and municipalities are officially monolingual. This chapter starts by describing the linguistic landscape of Switzerland and it moves on to present models of *immersion réciproque* in that context by focussing specifically on two case studies that include a primary and a secondary school situated within the bilingual German-French speaking city of Biel/Bienne.

GABRIELE BUDACH/ULRIKE DREHER/PATRIZIA SPANÙ

„Se non è chiaro prendete l'abaco“: Wege zu einem bilingualen Curriculum  
im Schnittpunkt von Multimodalität und Tandem-Lehren ..... 291

This chapter looks at bilingual math teaching in a German-Italian immersion programme in a primary school in Frankfurt/Main. The focus is on an original tool – the *abacus* – which is widely used in Italian schools, but is rather uncommon in parts of Germany. This text is embedded in a view of learning as socio-cultural and multimodal practice and it examines the *abacus* as a symbol of successful bilingual curriculum building that also helps to represent complex numbers. Highlighting this example, the text describes the *process* of integrating multilingual and pluricultural resources from different national curricular traditions. It also discusses the kinds of dialogic exchange and negotiation that unfold within the collaborative work of a team of bilingual teachers who are bound to the common endeavour of building a

bilingual curriculum. On the one hand, the chapter looks at the practice of teachers and their role in bringing about curricular change and reforming teaching practice. On the other hand, the text discusses the effects that using the *abacus* has stimulated for children's individual learning.

MELANIE KUNKEL

Zweisprachiges Lernen: Elternperspektiven zu einem deutsch-italienischen Schulprojekt in Frankfurt/M..... 317

This chapter looks at an Italian-German two-way-immersion program in Frankfurt/Main. First, the author focuses on the history and organisational aspects of the programme design as it is implemented in two primary schools and one secondary school. Then, she analyses empirical data from an ethnographic study looking at interviews with parents whose children currently attend the bilingual programme at secondary school level. Findings from that study provide insights into the parents' views on language and intercultural learning. They also shed light on how parents view the role of teachers, the bilingual curriculum and the development of their children's multiple identities.

MONIKA EBERTOWSKI

Zweisprachig lernen an der Staatlichen Europa-Schule Berlin ..... 345

The model of the State Europe School Berlin (Staatliche Europa-Schule Berlin, SESB) which was founded in 1992 currently includes a network of thirty one schools offering bilingual immersion programmes in nine different language combinations, including German and another partner language. The text presents the concepts and organisational set up of the larger network of SESB. In the last part, the author is referring to experiences from the ground and discusses institutional structure and some difficulties that have been encountered and that are critically examined from the perspective of an insider.

ANDREA PASSANNANTE

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This chapter focuses on curriculum development for bilingual teaching as it has been carried out in the State Europe School Berlin (Staatliche Europa-Schule Berlin, SESB) over several years. A particular challenge consists of integrating curricular contents from both the German and the Italian curriculum in an attempt to represent the partner countries equally. The present text retraces this process by commenting on a selection of literary texts that is suitable for teaching Italian to children between the ages of 11 to 16. The author then presents a concrete course unit for grade 8 that brings in humour as a textual category and discusses the comical as part of intercultural communication.

DOROTHEA FRENZEL/MILENA HIENZ DE ALBENTIIIS

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Integration is more than just the discovery and incorporation of Italian cuisine and fashion. It includes the desire to take into account the learning needs of children from an Italian background that prompted the creation of (the first) German-Italian school in Wolfsburg (the

city of the head quarter of VW). Instead of one-sided integration for Italian children into the German school and educational system this bilingual school was meant to create equal opportunities for children allowing them to learn in both languages and thereby facilitating their mutual understanding. This example has been adapted and it has served as model for many other projects of that kind in Germany. This chapter presents the project's trajectory, its basic aims, as well as the implementation of bilingual teaching practices and organisation.

INGRID GOGOLIN/URSULA NEUMANN

Bilinguale Grundschulen in Hamburg – ein erfolgreicher Schulversuch ..... 395

This chapter presents the results of a two-way-immersion programme that has been operating since 1999/2000 in Hamburg. This project would not be so special if the languages involved did not also include migrant languages and children who are speaking them as their first language. Initially, bilingual programmes in Hamburg included as partner languages Portuguese, Italian and Spanish, later on two schools started offering Turkish following the same model. More importantly, the entire project has been accompanied and evaluated from the beginning. Therefore, it has been possible to document language development at these schools over a period of four years. Yet, due to limited resources, the researchers were not able to include all the necessary methodologies, such as the simultaneous study of (monolingual) control groups. However, findings of that study are nonetheless valuable as they provide clear evidence and point towards a valid design for further research. The results also help to clarify what kinds of learning outcomes can be realistically expected from such programmes.

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