

Contents

Contributors	xi
Introduction	xvii

Part 1

1	Language and Identity in Multilingual Schools: Constructing Evidence-based Instructional Policies	3
	<i>Jim Cummins</i>	
	Introduction	4
	Patterns of Immigrant Student Achievement	7
	Intersections Among Socioeconomic Status, Societal Power Relations, and Identity Negotiation	9
	A Framework for Implementing Evidence-based Pedagogy in Diverse School Contexts	17
	Interpretations of Evidence-based Policies in Two International Contexts	19
	Conclusion	23
2	English as an Additional Language: Symbolic Policy and Local Practices	27
	<i>Tracey Costley and Constant Leung</i>	
	The Teaching of EAL	28
	Policy in Practice	30
	Practice as a Reflection of Policy (or not)	39
3	Germany after the ‘PISA Shock’: Revisiting National, European and Multicultural Values in Curriculum and Policy Discourses	43
	<i>Daniel Faas</i>	
	Introduction	44

Methodology	46
Cultural Autonomy, Integration and Diversity in Baden-Württemberg	47
Conclusions	53
4 Teaching English to Immigrant Students in Irish Post-primary Schools	57
<i>Rachael Fionda</i>	
Introduction	58
Hegemony and ‘Gaps’	59
Official Policy	60
Academic Language and Learner Autonomy	61
Teachers, Provision and Pedagogy	61
Phase 1 of my Investigation	62
Phase 2 of my Investigation	63
Discussion	68
Conclusion	70
5 Inclusion or Invasion? How Irish Post-primary Teachers View Newcomer Students in the Mainstream Classroom	73
<i>Fiona Kearney</i>	
Introduction: Sample and Methodology	74
Key Survey Findings on Teachers’ Attitudes to Newcomers’ Inclusion in Mainstream	75
Dismantling Teacher Resistance to Inclusion: The Case for In-service Provision	80
Conclusion: The Twenty-first Century School – Gatekeeper of Elitism or Trail-blazer for Inclusion?	82
Appendix A: Questionnaire	86
Appendix B: Interview Schedule	94
6 The Linguistic Challenges of Immigration: The Irish Higher Education Sector’s Response	97
<i>Brid Ní Chonaitll</i>	
Overview	98
Background and Rationale of the Study	98
The Promotion of Equality in the Higher Education Sector	99
Methodology	99
Results	101
Conclusion	107

Part 2

- 7 Investigating the Development of Immigrant Pupils' English L2 Oral Skills in Irish Primary Schools 113
Bronagh Ćatibušić
 Introduction 114
 The Need for Empirical Research 117
 Data Collection and Methods of Analysis 117
 Results 119
 Conclusion 128
 Appendix 130
- 8 Investigating the Linguistic Skills of Migrant Students in the German Vocational Education System 134
Patrick Grommes
 Introduction 134
 Educational Factors 135
 Linguistic Factors 137
 Empirical Findings 141
 Discussion 144
 Conclusion 146
- 9 A Corpus-based Analysis of the Lexical Demands that Irish Post-primary Subject Textbooks Make on Immigrant Students 149
Stergiani Kostopoulou
 The Rationale for A Corpus Linguistic Analysis of Irish Post-primary Subject Textbooks 150
 Subject-specific Corpora and Methodology 151
 The Most Frequent Lexical Words in the Six Corpora and their Collocates 153
 The Most Frequent 4-word Clusters in the Six Corpora and their Semantic and Functional Associations 161
 Conclusion 165
- 10 Assessing the Impact of English Language Support Programme Materials on Post-primary Language Support and Mainstream Subject Classrooms in Ireland 169
Zachary Lyons
 Introduction 170
 ELSP Research in Post-primary Schools 170
 Developing the ELSP Language Support Materials 171
 Impact Study 174

Some Findings	179
Concluding Remarks	184
Appendix 1	187
Part 3	
11 From English Language Support to Plurilingual Awareness	191
<i>Déirdre Kirwan</i>	
Introduction	192
Issues in English Language Support	192
Plurilingual Awareness	193
Conclusion	204
12 Language Diversity in Education: Evolving from Multilingual Education to Functional Multilingual Learning	206
<i>Sven Sierens and Piet Van Avermaet</i>	
Introduction	207
Monolingual versus Multilingual Education	207
Dealing with Linguistic Diversity at School,	
Strategy 1: A Constructive Language Policy	215
Responding to Linguistic Diversity at School,	
Strategy 2: Language Awareness Raising	217
Exploiting Linguistic Diversity at School, Strategy 3:	
Functional Multilingual Learning	219
To Conclude	221
13 Exploring the Use of Migrant Languages to Support Learning in Mainstream Classrooms in France	225
<i>Nathalie Auger</i>	
General Policies, Specific Pedagogy and Impact on Migrant Languages	226
The Use of Migrant Languages: An Experiment	230
Conclusion: Further Steps	242
14 Linguistic Third Spaces in Education: Teachers' Translanguaging across the Bilingual Continuum	245
<i>Nelson Flores and Ofelia García</i>	
Introduction	245
The Origins of National/Colonial Language Ideologies	246
Critique of Nation State/Colonial Language Ideologies	247

Creating Linguistic Third Spaces at Pan American International High School	248
Conclusion	257
15 From ‘Monolingual’ Multilingual Classrooms to ‘Multilingual’ Multilingual Classrooms: Managing Cultural and Linguistic Diversity in the Nepali Educational System	259
<i>Shelley K. Taylor</i>	
Introduction	260
Challenges in Introducing L1-based MLE	260
When ‘More’ is <i>Less</i> , not <i>More</i> , and the Management of Linguistic Diversity in Education	261
The Lure of ‘Goddess English’	262
Introducing L1-based MLE into Nepal to Manage CLD in Education	263
Managing CLD in the Pilot Project	264
Quality Control in ‘Multilingual’ Multilingual Classrooms	266
Ruling Passions	269
Discussion and Conclusion	270
16 The Ecology of Mobile Phone Use in Wesbank, South Africa	275
<i>Fie Velghe and Jan Blommaert</i>	
Introduction	276
The Conditions for Mobile Phone Usage in Wesbank	279
Discussion and Conclusion	287
Index	293