Contents

Contributors xi
Introduction xvii

Part 1

1 Language and Identity in Multilingual Schools: Constructing Evidence-based Instructional Policies 3
Jim Cummins
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
Tracey Costley and Constant Leung
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
Daniel Faas
Introduction 44
Part 2

7 Investigating the Development of Immigrant Pupils’ English L2 Oral Skills in Irish Primary Schools 113
Bronagh Čatibušić
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
Déirdre Kirwan
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
Sven Sierens and Piet Van Avermaet
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
Nathalie Auger
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
Nelson Flores and Ofelia García
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
Shelley K. Taylor
Introduction 260
Challenges in Introducing L1-based MLE 260
When ‘More’ is Less, not More, 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
Fie Velghe and Jan Blommaert
Introduction 276
The Conditions for Mobile Phone Usage in Wesbank 279
Discussion and Conclusion 287

Index 293