

Contents

- 1 Introduction 1**
 - The School Context 6
 - The Australian Language Context..... 7
 - Language Learning in Australia 9
 - The Universally Applicable Elements of This Book 12
 - References 13
- 2 Bilingual Identity: Being and Becoming Bilingual 17**
 - Defining Bilingualism 18
 - Bilingualism and Young People 20
 - Bilingual Education 21
 - Bilingual Education in Context 21
 - Types of Bilingual Education 23
 - Bilingual Education and Literacy 26
 - Home Literacy Practices and Biliteracy for Bilingual Children 29
 - Bilingual Identity 31
 - Defining Identity 32
 - Social Science Critiqued by Psychoanalysts 33
 - Popular Usage of the Term ‘Identity’ 34
 - Identity as a Socially Constructed Process 34
 - Components of Identity 36
 - The Influence of Language upon Identity 38
 - Learning and Identity 39
 - Bilingual Identity Negotiation: A Framework 41
 - The Socio-cultural Connection Element 41
 - Identity Confusion Versus Identity Integration 42
 - Positive Identification with Two Cultures 43
 - Negative Issues Associated with Identification with Two Cultures 44
 - Overview of Socio-cultural Connection Studies 44

The Interaction Element	45
Interpersonal Negotiations	45
Classroom Interaction Patterns	47
Transformative Pedagogies	48
Language Choice and Code-Switching	49
Overview of Interaction Studies	52
The Investment Element	54
Overview of Investment Studies	55
The Bilingual Identity Negotiation Framework (BINF)	56
References	59
3 Context, Data Collection and Analysis	67
Background to the School	67
Background to the Students	68
Questionnaire Participants	68
Journal Participants	70
Student Interview Participants	70
Background to the Teachers	71
Methods for Data Collection	72
Rationale	73
Case Study Strategy	74
Researcher Role	74
Triangulation of Data Collection Tools	75
Student Voice	76
Research with Young Children	77
Data Collection Methods	77
Student Questionnaire	78
Student Journal	85
Student Interview	86
Classroom Observation	89
Teacher Interview	92
Coding and Analysis Techniques	93
Questionnaire	93
Journals	96
Student Interviews	96
Observations	98
Teacher Interviews	99
Reliability and Validity	100
References	101
4 Children's Language Use	103
Genevieve – “I speak fluently in French with them”	103
Jamie – “We change backwards and forwards”	105
Megan – “you can speak more than one language and you feel a bit special”	108

Antonia – “I know so much Italian”	109
Elizabeth – “Well basically they taught me a lot of English”	112
Gabriel – “With my family I use French”	113
“I choose to read them for fun”	115
Louis – “to understand it’s easy”	116
Supporting Data from the Whole Class	118
Communication with Family or Friends	119
Participating in Activities in Two Languages	121
Common Themes.....	122
Use of Home Literacy Practices	123
Inter-generational Communication	126
Domains of Language	127
Using Their Bilingualism as an Advantage	128
Negotiating Understanding	129
Siblings as Teachers	130
References	131
5 Attitudes to Language	133
Genevieve’s Story, “speaking more than two languages is a gift”	133
Jamie’s Story, “It’s pretty easy”	134
Megan’s Story, “You feel a bit special”	135
Antonia’s Story, “They speak, like, all these really cool languages”	136
Elizabeth’s Story, “It makes me feel, like, lucky”	138
Gabriel’s Story, “I could help translate”	139
Louis’s Story, “That’s the language that I speak, like, every day”	140
Supporting Data from the Wider Class	141
Matt – “You can, like, keep secrets”	141
Olivier – “It’s pretty cool”	142
Importance of French and English	143
Common Themes	148
Importance of Different Skills	148
Positive and Negative Aspects of Learning Two Languages	149
Future Benefits of Two Languages	152
References	153
6 Attitudes to Bilingualism.....	155
How Was Bilingual Identity and Connection to Culture Explored?	155
Genevieve’s Story, “I see myself as French and English”	156
Jamie’s Story – “I’m both”	158
“My Mum says that I’ve got to always stay with French”	158
Megan’s Story – “So you’re, like, different”	159
Antonia’s Story – “I’m Italian ... I’m also actually Dutch and Australian”	160
Elizabeth’s Story – “It’s funny”	163
“My mum wants me to start reading in French”	164

Gabriel's Story – "I feel totally French"	165
Louis's Story – "I'm German"	165
Supporting Data from the Whole Class	166
Matt – "I'm partly French"	166
Olivier – "Half my family is French"	167
Questionnaire Responses from the Whole Class	168
Enjoyment of Bilingualism	168
Cognitive Benefits of Bilingualism	169
Future Benefits of Bilingualism	170
Communicative Benefits of Bilingualism	171
Benefits of Bilingualism for Socio-cultural Connection	172
How Students Positioned Themselves on the Identity Continuum	172
Common Themes.....	173
Factors Affecting Bilingual Identity	174
Interpretation of the Term "Bilingual"	175
Domains of Language	176
The Process of Identity Negotiation.....	177
Positive Attitudes to Bilingual Education in Any Language.....	178
Bilingual Benefits for Students with Lower Academic Achievement	179
Technology	179
Family Opinion	180
References	180
7 The Bilingual School Program's Contribution to Bilingual	
Identity Development	183
Teacher Perception	183
Benefits of Bilingual Program for the Students.....	183
Self-Esteem/Confidence	183
Other Benefits for the Students	185
Factors That Make the Bilingual Lessons Successful	187
How the Factors and Benefits of the Program Influence	
Student Bilingual Identity.....	187
Teaching Literacy in Both Languages	190
Transformative Pedagogies – Acceptance of All Language	
Backgrounds and Self-Esteem/Confidence	190
Relationships Affecting the Program.....	192
Observation.....	193
Language Use in the Bilingual Lessons	194
Luc and Michèle – The French-Speaking Teachers	197
Anna & Trish – The English-Speaking Teachers	198
The Students.....	199
Confidence with Language	200
The French Immersion Lessons	202
Luc.....	202
The Students.....	202

In Summary	204
Implications for Student Bilingual Identity Negotiation	205
References	207
8 Conclusions and Implications for Educating Multilingual	
Children in Today's World	211
Bilingual and Bicultural as Separable	212
Being Bilingual	213
Being Bicultural	214
Interpretation of 'Bilingual'	215
Self-Esteem and Confidence Building Through	
Acknowledgement of Linguistic Skills	216
Taking on a Role of "Teacher as Student"	216
Intercultural Understanding, Developing Global Citizenship	
and Other Transferable Skills	217
BINF Framework Implications	218
Concluding Comments	223
Pedagogical Implications	225
Enabling Identities	226
References	227
Index	229

<http://www.springer.com/978-981-287-452-8>

Multilingualism in the Australian Suburbs

A framework for exploring bilingual identity

Fielding, R.

2015, XV, 230 p. 25 illus., 11 illus. in color., Hardcover

ISBN: 978-981-287-452-8