Table of contents

Summary

Sommaire

Acknowledgements

1	INTROD	LICTION
	INIKUU	UC HUN

- 1.1 Key concepts
- 1.1.1 Language policy
- 1.1.2 Structure, agency and language policy
- 1.1.3 Contradictory teacher perceptions and practices as chronic ambivalence
- 1.1.4 An ethnographic, (socio)linguistic case study
- 1.2 Thesis structure

2 LITERATURE REVIEW OF LANGUAGE POLITICAL RESEARCH

- 2.1 Chronological overview of LPP theory and research
- 2.1.1 Early LPP theory and scholarship (1960s-1970s)
- 2.1.2 Departure from purported ideological neutrality (1970s-1980s)
- 2.1.3 Development of Critical Language Policy (1990s-2000s)
- 2.1.4 Development of Ethnography of Language Policy (2000s-now)
- 2.1.5 Summarising conclusion
- 2.2 Ethnographic language political research in education
- 2.2.1 Hegemonic ideologies in language policy in education
- 2.2.2 Teacher agency in educational language political research
- 2.2.3 Summarising conclusion

3 RESEARCH QUESTIONS, METHODOLOGY, AND DATA

- 3.1 Research questions
- 3.2 A linguistic ethnographic case study
- 3.3 Data collection
- 3.4 Methods and data
- 3.5 Conclusion

4 THE POLYGLOT SCHOOL, A BRUSSELS DUTCH-MEDIUM SECONDARY SCHOOL WITH A MULTILINGUAL PROJECT

- 4.1 Context: Dutch-medium education in Brussels
- 4.1.1 Belgium's division on linguistic and territorial grounds
- 4.1.2 Language and education in the Brussels Capital Region

4.1.3	Language policy in Dutch-medium education
4.2	Setting: The Polyglot School
4.2.1	A Dutch-medium, Brussels secondary school with a diverse pupil composition
4.2.2	The Polyglot School's unique, multilingual pedagogical project
4.3	Summarising conclusion
5	ETHNOGRAPHIC BACKGROUND
5.1	Participants
5.1.1	The pupils of class 2G
5.1.2	The teachers at TPS
5.2	General observations
5.2.1	French as the default language among class 2G's pupils
5.2.2	Pupils' perceptions vis à vis Dutch proficiency
5.2.2	Pupils' perceptions vis à vis French proficiency
5.2.3	Teachers' perceptions of their pupils' language skills
5.2.4	Teachers' perceived and practical responses in class
5.2.5	Teachers' responses in the hallways and on field trips
5.3	Conclusion
6	THE POLYGLOT SCHOOL'S DECLARED LANGUAGE POLICY
6.1	Declared language policy
6.1.1	Language political intentions at the school-level
6.1.2	Language political intentions in communication with parents
6.1.3	Language political intentions oriented towards pupils
6.1.4	Discussion
6.2	Signs at TPS
6.2.1	Dutch-only signs
6.2.2	Non-Dutch and bi- and multilingual signs
6.2.3	Discussion
6.3	Conclusion
7	PERCEIVED LANGUAGE POLICIES AT THE POLYGLOT SCHOOL
7.1	Teachers investing in multilingualism
7.1.1	Investments in TPS' declared language policy and multilingual project
7.1.2	Investments in pupils' use of other languages
7.1.3	Investments in teachers' use of other languages

Teachers rejecting multilingualism

7.2

7.2.1	Rejections of TPS' declared language policy and multilingual project	
7.2.2	Problematisations of pupils' use of other languages	
7.2.3	Problematisations of teachers' use of other languages	
7.3	Discussion	
7.4	Conclusion	
8	PRACTICED LANGUAGE POLICIES AT THE POLYGLOT SCHOOL	
8.1	Teachers investing in multilingualism	
8.1.1	Tolerating, allowing and accepting pupils' use of French	
8.1.2	Prompting and encouraging pupils' use of their French skills	
8.1.3	Teachers' use of French in pedagogical interactions	
8.1.4	Teachers' use of French in non-pedagogical interactions	
8.2	Teachers problematising multilingualism	
8.2.1	Recasting, translating, and otherwise flagging pupils' French contributions	
8.2.2	Eliciting corrections and otherwise prompting pupils to reformulate	
8.2.3	Providing metalinguistic commentary	
8.2.4	Language learner-oriented feedback	
8.2.5	Repetitions, modifications and responding less amicably to French	
8.3	Discussion	
8.4	Conclusion	
9	CONCLUSION	
9.1	Literary, methodological, and contextual backdrop	
9.1.1	Monolingualism, linguistic diversity, policy in education	
9.1.2	Studying language policy ethnographically	
9.1.3	Language policy in context	
9.2	Language policy at The Polyglot School	
9.2.1	Declared language policy	
9.2.2	Perceived and practiced language policies	
9.3	Final thoughts	
9.4	Limitations and avenues of extension	
Bibliography		
Appendix A: E-mail to schools		
Appendix B: Information for teachers		
Appendix C: Teachers' informed consent		

Appendix D: Class 2G's daily schedule