



Which fundamental features of an American bilingual school will need to be developed to support the shift from monolingual to plurilingual perspective?

Ketsia Cabaz

► To cite this version:

Ketsia Cabaz. Which fundamental features of an American bilingual school will need to be developed to support the shift from monolingual to plurilingual perspective?. Humanities and Social Sciences. 2021. dumas-03421549

HAL Id: dumas-03421549

<https://dumas.ccsd.cnrs.fr/dumas-03421549>

Submitted on 9 Nov 2021

HAL is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.

Master of International Management, Education and Training



***A Thesis presented to
The Faculty of Bordeaux INSPE***

***Which fundamental features of an American bilingual school will need to be
developed to support the shift from monolingual to plurilingual perspective?***

Under the supervision of Martine DERIVRY and Régis MALET

Ketsia Cabaz Raufaste

Année 2020-2021

Acknowledgements:

I would first like to thank my supervisors, Professors Martine Derivry and Regis Mallet, who support a unique online bilingual educational program. It is a remarkable opportunity which really helped me grow professionally. Thank you for your kindness and your flexibility in a pandemic year like no other.

I would like to acknowledge my colleagues from my internship Elodie Voleau and Valerie Traquet. I learnt so much from you and our collaborative work was a wonderful experience.

I would also like to thank my friend Jasmine Poe for her invaluable support while I was writing my thesis. I could not have completed this work without you.

Finally, I would like to thank my children for their immense patience, support and encouragement. You are always there for me.

It was a beautiful journey...

Table of contents

Master of International Management, Education and Training	1
Acknowledgments	3
Table of contents	4
 I. Introduction	 7
II. Literature Review	10
1. Evolution of the conceptualization of language proficiency	10
A. Bilingualism	10
B. Multilingualism and plurilingualism	13
C. Plurilingualism and the plurilingual and pluricultural competence	15
2. Plurilingual practices	17
A. Plurilingualism and Translanguaging: commonalities and differences	17
B. Relevance of the use of plurilingual and translanguaging in the classrooms	19
C. Code-switching	21
D. Challenges for teachers	22
E. AEFE policy regarding plurilingualism-based curriculum	24
F. Designing a curriculum with the plurilingual approach	25
III. Methodology	28
1. Design	28
A. Purpose	28
B. Research question and analysis	29
C. Research approach	30
D. Design frame	31
2. Context	32
A. Choice of the case-study design	32
B. Status of Charter Schools in the US	32
C. Situation of the French American Charter School	34
D. AEFE accreditation	35
3. Participants	36
A. The institutions supporting the school	36
B. The Leadership	37
C. The teachers	38

D. The curriculum coordinators	38
4. Tools and methods / Techniques and procedures to gathering data	39
A. Interviews	39
B. Questionnaires	41
C. Unstructured observation	42
D. School official documents	44
E. Officials statistics	44
F. Example of students' production	44
G. Samples of classroom displays	44
5. Limits of my project	45
6. Ethics	46
IV. Reflective analysis	47
1. Macro-level: paradigm shift of the whole school community	47
A. Evolution of the school mission	47
B. Impact of the AEFÉ plurilingual policy	49
2. Meso-level: paradigm shift of the school leadership	51
A. The Principal	51
B. The school curriculum coordinator	55
3. Micro-level: paradigm shift of the faculty	63
A. Faculty linguistic and cultural self-perceptions	63
B. Code-switching practices	65
C. Cultural knowledge of the students	68
D. Plurilingual projects	69
E. Challenge of the turnover to maintain focus on plurilingualism	75
V. Conclusion	76
VI. Bibliography	79
VII. Abbreviations	85
VIII. Appendices	86
Appendix 1: Extract of the School Project 2017-2020	87

Appendix 2: Extract of the School Project 2021-2024	88
Appendix 3: Principal's interview questions	89
Appendix 4: Extract of Principal's interview transcript	91
Appendix 5: Coordinators interview questions	93
Appendix 6: Extract of Coordinator A interview transcript	94
Appendix 7: Extract of my auto-interview transcript	95
Appendix 8: Language biography sent to the families	96
Appendix 9: Teachers Survey questions	97
 IX. Abstract	 119

I. Introduction

“To reject the child’s language in school is to reject the child.”

(Jim Cummins, 2001)

Affirming that Bilingual education is on the rise in the United States is an understatement. While the Center for Applied Linguistics identified only 5 immersion programs in 1973 in the United States, there were over 1000 in 2014 (Center for Applied Linguistics, 2011). Globalization has enabled languages to cross the boundaries of nations and continents blending populations and ethnicities. Also, a better understanding and communication about the many benefits of bilingual education make these programs more relevant and appealing. Their different approaches to the teaching of several languages reveal a variety of understandings of the concept of bilingualism.

What do we really mean when we refer to bilingualism? A wide range of definitions exist and they are in constant evolution. As scholars continue to develop their work in this direction, the underlying ideologies that support these definitions are evaluated and reshaped in a dynamic way. The progress of the research is essential for the field of education: it is out of a proper understanding of the notion and what is at stake that educational policies will be determined, directly influencing the quality of the teaching delivered to the students.

The questioning about the concept of bilingualism is fundamental for the development of language teaching policies. It raises other pedagogical and social questions. Among them, some stood out for the purpose of this research: What is the most efficient way to teach a foreign

language? How can bilingual educational programs become more relevant to the needs and challenges that society is faced with?

- What is the most efficient way to teach a foreign language? The training I received in France as a language teacher did not address this question. Though informative and often relevant, my extensive training did not tackle the aspect of foreign language education at all, or did so from a monolingual perspective. French was required to be the sole language in *les Écoles de la République*. During English lessons (and all other languages taught as school subjects), English had to be used with next to no use of the French language to provide a total immersion to the students and help them learn by impregnation. This approach, called monoglossic, is still widespread worldwide and faces increasing challenges from linguistic researchers and teachers alike. These professionals affirm that to teach the target language efficiently, leaning on the students' linguistic and cultural background helps them achieve dramatic progress in the target language. Modern pedagogies such as plurilingualism or translanguaging are supporting the move in this direction. They also support the idea that languages and cultures are two intertwined concepts that can not be experienced or taught separately. This strong stance is also addressing a more social aspect of school inclusion:
- How can bilingual educational programs become more relevant to the needs and challenges that society is faced with? How might we better integrate students of various cultural and linguistic backgrounds within our school systems? First coming to my attention when teaching in France's public education system, these questions are just as relevant in the United States where I now teach, and likely any system where a diverse population is served. Deep social change is currently occurring in the United States:

increasing acknowledgment of the need for cultural responsiveness, attempts to give a voice to BIPOC¹ communities, empowerment and inception of strong movements like the *Black Lives Matter*, and reshaping definitions of social justice and cultural inclusion are all evidence of this change. In this context of transformation, to shift from monolingual ideology to broader perspectives in education is crucial. It would convert the implications of linguistic and cultural differences between students from being seen as inconveniences to being recognized as assets.

These questions make even more sense in the context of bilingual education abroad. In fact, they merge into one single question: *how to effectively teach a language while integrating all students regardless of their cultural and linguistic background?* Many scholars and educators advocate for a shift from a monolingual approach to a much more inclusive plurilingual perspective.

My motivation for this research study is to develop my knowledge in bi/plurilingual education. It is rooted in my empirical experience. To conduct my research I wanted to adopt a precise angle of observation, the one of my professional placement and tease out the mechanism of a school shift from monolingualism to plurilingualism. My research question, which evolved directly from my personal experience, is as follows: ***Which features of an American bilingual school should evolve to shift from a monolingual to a plurilingual perspective?***

The subsequent sections contain a case study of a bilingual French-American school located in the state of California. The scope of this work is a descriptive analysis of policies adopted and changes implemented in effort to improve the linguistic and cultural inclusivity of the school's structure.

¹ BIPOC: Acronym, which stands for Black, Indigenous and People Of Color

Beginning with an examination of the recent shifts and evolution of concepts in bi/plurilingual research, this study will be followed with a description of the context, the qualitative, quantitative, and evaluative methods and tools utilized for the study, and then deliver analysis.

II. Literature review

1- Evolution of the conceptualization of language proficiency

A. Bilingualism

Throughout the 20th century, definitions of *Bilingualism* have changed, ranging from the ability to speak the second language like a native speaker, to having very limited fluency in it and from a monolingual perspective to a bilingual one. It is said to be an "open semantic field" (Beardsmore:1986) with plural approaches. This literature review aims to show the chronology and the dynamism of the ideologies regarding bilingualism as well as the paradigm shift that led to *Plurilingualism* and how it influenced language policies in bilingual schools.

At the beginning of the 20th century, bilingualism was considered a language handicap rather than an advantage by most scholars. Back in 1890, Simon Laurie, professor of Education wrote that intellectual growth is not doubled (Laurie, 1890:15). In a similar vein, Édouard Pichon, French pediatrician and linguist called bilingualism “*harmful*” and a “*psychological inferiority*”, explaining that the effort required for the acquisition of the second language was diminishing the

amount of intellectual energy available for the acquisition of other knowledge (Pichon, 1965 : 102-103).

Moreover, the ability to be "truly bilingual" is reserved to an intellectual elite sufficiently educated to have a near-perfect command of both languages (Laurendeau, 1933), confirming a popular conception that to be bilingual is "to master both languages like native speakers". Well respected dictionaries still support this approach today defining the term *bilingual* as "*using or able to use two languages especially with equal fluency*" (Brown, 2020) or "*able to use two languages equally well*" (Cambridge, 2021).

These previous perspectives hold a fractional view of bilingualism that is called **monoglossic**. The underlying belief is that bilinguals develop parallel competences in both languages at the same time. It treats the language of bilinguals as two separate distinct systems, as if students are two monolinguals in one. Consequently, educational programs which rely on a monoglossic perspective will keep the languages separated from each other. Many scholars today call the monoglossic ideology a misunderstanding of bilingualism that stigmatized the population whose native language is not the dominant language (Garcia et al. : 2010).

In this monoglossic approach, monolingualism was considered the norm and bilingualism an exception almost impossible to achieve. Reality totally contrasts this view: 6 to 7 thousands languages are used in the world, including about 200 written languages; 74% of languages are spoken by 94% of the world's population. The overlap of these figures confirms that the bilingual population exceeds the monolingual population. Perhaps the statement: "There are no monolingual countries and man's destiny is to be confronted with languages and not with

language”²(Calvet, 1999 : 32) is more accurate than the implications of the definitions provided above.

Though vague with regard to proficiency, Calvet’s view seems to suggest that through natural exposure, most humans develop some degree of bilingualism. Hence, Uriel Weinreich's more integrative description, "the practice of using two languages alternately is called bilingualism, and the persons involved bilingual" (1953). This approach affirms that those who use two languages to any degree are bilingual regardless of level of proficiency.

Macnamara proposed a minimalist approach to the definition of bilingualism: the bilingual is *"someone who possesses minimal competence in one of the four language skills, namely, understanding, speaking, reading, and writing in a language other than his or her mother tongue"* (Macnamara, 1966). Though departing from a monolingual perspective, these definitions incompletely focus on only one dimension of bilingualism: the use of different languages.

François Grosjean introduces a more functional and global notion: *“one becomes bilingual because one needs to communicate with the world through two or more languages”*(Grosjean, 1984). In the same line of thoughts, Desprez defines the bilingual as *"the person who regularly uses two languages in everyday life and not who possesses a similar (and perfect) mastery of both languages."* With this perspective, becoming bilingual is the result of the need to communicate with the world whatever the level of proficiency the bilingual subject reaches in the languages they use. One subject remains bilingual as long as the need exists. The bilingual subject is no longer viewed as the sum of two monolinguals but as being of communication in its

² “Il n'existe pas de pays monolingues et la destinée de l'homme est d'être confronté aux langues et non pas à la langue”

own right (Christine Deprez, 1994). This is a fundamental paradigm shift from a *monoglossic* to a *heteroglossic* view.

Adopting a heteroglossic view is expecting that bi/plurilingualism among students is the norm and an asset to rely on and make meaning in the learning process of an additional language. Instead of marginalizing language-minority students, it gives equal opportunities of self-expression to all learners and broadens learning opportunities. In schools, this shift requires an intentional preparation of teachers and administrators for a plurilingual reality and the development and legitimization of fluid language practices in bi/plurilingual classrooms and programs. We are looking at showing the many implications and steps of such a shift in a bilingual school in this program. According to their own journey and the education they received, educators can find themselves at any point of the process between a monoglossic or a heteroglossic perspective of bilingual education. The challenge resides in the fact that the monoglossic approach is still very present in today's representations and shapes the language educational policies. To move forward toward a more inclusive and more efficient approach to bilingual education, the understanding of related concepts such as *multilingualism*, *plurilingualism*, *pluriculturalism* and *translanguaging* is key. As fundamental to this work research question, these concepts merit further discussion here.

B. Multilingualism and plurilingualism

The prefix 'multi' refers to the quantitative aspect of the gathering and the acknowledgment of the existence of a juxtaposition of groupings. The prefix 'pluri-' , on the other hand, insists on the unifying factors of the distinct elements of the group. It considers the diversity of the constituent

elements of the entity and recognizes their interdependence and their solidarity. Its approach is not quantitative but qualitative and takes into account the interactions between all the elements, groups or individuals (G.Koubi, 2005).



Profile: *Issues Teach. Prof. Dev.*, Vol. 21 No. 2, Jul-Dec, 2019. ISSN 1657-0790 (printed) 2256-5760 (online). Bogotá, Colombia. Pages 155-170

Figure 1: A Visualization of Plurilingualism and Multilingualism

Therefore and according to the Common European Framework of Reference for Languages (Council of Europe, 2018), *Multilingualism* is the simple recognition of the knowledge and the coexistence of different languages at the societal and individual level. It emphasizes a person's individual, advanced and separate command of each language but without trying to bring them together in any way³. A real change in the language learning techniques will not be seen as necessary based on the mere recognition of the existence of multilingualism in the community of learners. *Plurilingualism* in contrast, stresses the fact that language acquisition is a dynamic process and that in the process, languages are not compartmentalized but interrelate and interconnect at the individual level. Plurilingual pedagogies will then aim at breaking free from monolingual mindset by strongly encouraging students to develop their proficiency in a foreign language by using all of the languages in the learner's repertoire. Students' linguistic repertoire is

³ CEFR Section 1.3

highlighted and encouraged to be referred to in order to progress in the target language as well as building up a communicative competence in all the languages the learner knows. As such, *Plurilingualism* draws a clear line with a monolingualistic fractional view of bilingual education which considers the bilingual person as the sum of two monolinguals. Finally, the notion of plurilingualism does not only imply that an individual has linguistic skills but also that they have knowledge of the culture of the country (or countries) where this language is spoken. Ortega explains that the concept of plurilingualism acknowledges a subject's ability to use various languages in a communicative intercultural interaction. One of plurilingualism's goals is also to develop the plurilingual and pluricultural competence. The plurilingual subject *"is seen as a social agent who has various degrees of linguistic proficiency and who has experiences across several cultures."* (Ortega, 2019)

C. Plurilingualism and the plurilingual and pluricultural competence

Coste, Moore & Zarate, (1997 p.15) consider that bilingualism refers not only to the ability of the speaker to speak two languages but at least two languages. It is therefore considered that more than half of the world's population is bilingual. The term plurilingual is derived from the evolution of the term bilingual. According to this perspective, bilingualism is part of the plurilingual competence with the understanding that this last notion adds other dimensions. Thus, a plurilingual subject is also a pluricultural subject.

How does a subject develop their pluricultural competence?

- according to the family history, their siblings, the generations upstream, all the representations of family values in relation to otherness that they inherited.

- A high degree of exposure to otherness leads the subject to develop the ability to make choices and implement diversified strategies within compatible social and cultural logics.
- through a relationship to the educational institution leading to autonomous behaviors in relation to the rules and expectations of the school institution. This last component indicates the importance of updating school language policies to enhance the development of the plurilingual competence and not inhibit it.

The plurilingual and pluricultural competence refers to the competence to communicate linguistically and interact culturally possessed by an actor who masters, to varying degrees, the experience of several cultures, while being able to manage all of this linguistic and cultural capital (Coste, Moore & Zarate, 1997, p. 12).

“L’option majeure est de considérer qu’il n’y a pas là superposition ou juxtaposition de compétences toujours distinctes, mais bien existence d’une compétence plurielle, complexe, voire composite et hétérogène, qui inclut des compétences singulières, voire partielles, mais qui en est une en tant que répertoire disponible pour l’acteur social concerné”⁴(Coste, Moore & Zarate, 1997, p. 12 ; CECR, 2001, p. 129). The plurilingual and pluricultural competence is therefore a single competence that combines two aspects which interact permanently: the linguistic aspect and the cultural aspect

It is understood that the learners master the languages they use to **varying and not equal** degrees. The plurilingual and pluricultural competence is therefore unbalanced and not fixed. It is unbalanced because the level of proficiency varies according to the languages used and

⁴ In English: “The major option is to consider that there is no superposition or juxtaposition of competencies that are always distinct, but rather the existence of a plural, complex, even composite and heterogeneous competence, which includes singular, even partial competencies, but which is one as a repertoire available to the social actor concerned”

whether it is oral or written proficiency in each language. Its dynamism evolves according to the evolution of the individual life course; professional moves, relocations of all kinds, family history and personal interests, all contribute to the evolution of this skill. For example, a subject may have a good command of the written language of his or her schooling and a good command of the spoken language of his or her mother tongue without being able to read or write it well.

2- Plurilingual practices

A. Plurilingualism and Translanguaging: commonalities and differences

These concepts are fundamental to this study. It is therefore imperative to establish a thorough understanding in this text. While several scholars consider translanguaging to be a plurilingual practice based on their commonalities, they differ enough epistemologically to merit distinction. This study's focal French American school is, by definition, influenced by both French and American pedagogies and educational conceptions. Plurilingualism is rooted in the European language education policies whereas concepts such as translanguaging find a great share of success in America.

Just like *plurilingualism*, *translanguaging* is a pedagogical approach that advocates for the recognition, validation and use of the student's linguistic and cultural repertoire. According to Garcia, "Translanguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential." Ofelia García (2009: 140) In Translanguaging pedagogical practices, languages are deliberately alternated, scaffolding the learning of bilinguals and augmenting the learners proficiency in both languages.

Translanguaging and Plurilingualism share common features:

- Both concepts rely on the repertoire of languages to make meaning, acknowledging what students already know linguistically and culturally to develop their learning.
- Both concepts recognize bilingualism as dynamic and not the sum of two monolingualisms.

However, Translanguaging and Plurilingualism serve different political purposes.

Translanguaging is viewed by his most famous proponents as more than a pedagogy: it is a political stance for social justice for minorities students whose identities have been oppressed and silenced in monolingual systems of education and societies (Garcia & Li Wei, 2014 p.42, p.101). It aims at deconstructing the hierarchy of languages, protecting and valuing the minority languages, and the cultural identities of their users, thus overcoming the marginalization of these populations.

As for *Plurilingualism* approach, it has been supported and promoted by the Council of Europe for a different social and political agenda: the use of Plurilingualism in the European Language Education Policies is necessary to prevent a “*reduction of the number of languages known and linguistic homogenisation in general, with the plurilingualism of individuals only existing among social elites*”. The use of *Plurilingual pedagogy* serves the goal of the EU supranational body: the political and social inclusion of all Europeans whatever their linguistic competences, and the creation of a sense of European identity. Garcia, a fervent proponent of *Translanguaging pedagogy*, praises the progress made by the concept of plurilingualism: linguistic tolerance, helping students to use their linguistic repertoire. But she is critical regarding the EU focus on using plurilingualism to turn monolingual speakers into multilinguals to serve its own structure and not the learners themselves. Minoritized populations such as Refugees would then have to

renounce their cultural and linguistic identities to embrace the national language (Garcia, Otheguy, 2019:8).

The plurilingual aspect will be more observed in our research study even if Translanguaging practices will also be found. Indeed, Plurilingualism goals fit more closely with the goal of an immersion school: scaffolding the teaching to empower students to become proficient in the target language.

B. Relevance of the use of plurilingual and translanguaging pedagogies in the classrooms

Plurilingual and translanguaging pedagogies have not been adopted on a wide scale despite the efforts of several scholars and educators to advance the movement. First because they are quite recent but also because they challenge a number of political ideas such as nationalism, linguistic homogeneity or assimilation (Wichser-Krajcik, 2021). For monolingual teachers or plurilingual teachers who don't have knowledge of their students' language and culture, implementing plurilingual practices may seem overwhelming at first. It is however possible to do so by letting the students become the experts at given times and share their competence and expertise (Piccardo, 2013:608). This posture shift is a source of motivation for the learners: the teacher is not seen anymore as omnipotent but as a co-worker; the students build self confidence, activate metalinguistic reflection and gain autonomy (Chifri Alaoui, 2007).

Latest research shows other benefits of plurilingual practices:

- Teachers and learners feel more confident and self-assured in plurilingual classrooms (Fielding, 2016; Galante et al. 2020).
- Plurilingual practices are a powerful tool against prejudices: all learners are included. The “idealized” speaker is challenged to open him/herself to diversity, other

conceptualizations, other cultures and discovers the wealth and potential which can be hidden in a student who does not have a high level of proficiency in the target language. The students who are learning the target language are not stigmatized as deficient but valued for the wealth of linguistic and cultural knowledge they already possess, helping them to build self-confidence and be engaged in class.

- Students' sense of autonomy increases as they are empowered to teach their classmates and their teachers. They can share their prior linguistic knowledge and learn from each other and use their knowledge as a scaffold (Piccardo, 2013:p.13). Students and teachers build confidence and creativity for learning. The teacher is no more seen as the only reference for knowledge.
- Cognitive, metalinguistic and metacognitive skills improve through the practice of mediation, comparison, explanation, translation, analysis, problem-solving which all constantly happen in a class where plurilingual methods are used. Recent research confirms Cummins' (1981) theory of common underlying proficiency: when a learner's "underlying attributes" such as prior knowledge, skills and awareness are cognitively engaged, they transfer across any number of languages (Cummins; 2008:69) "*if the sociolinguistic and educational context is conducive to, or supports, such transfer*". By nature, plurilingual practices bring these conditions together (Figure 4).

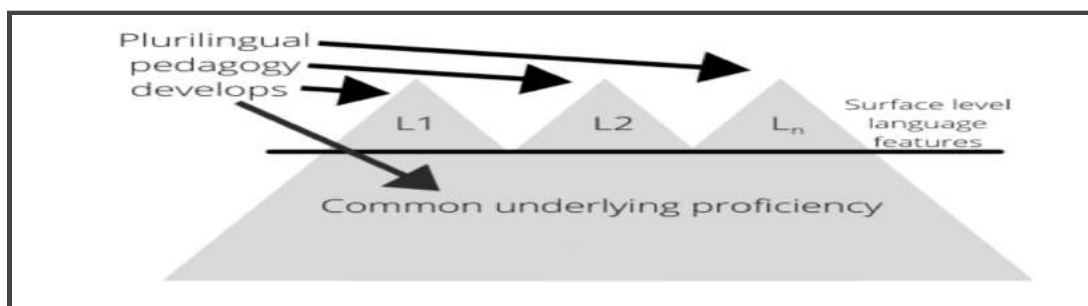


Figure 2: Adapted version of Cummins' Iceberg Model of Language Interdependence (1981)

These same benefits apply to translanguaging as students' linguistic and cultural repertoire is valued in the same way in translanguaging and plurilingualism. Translanguaging is a process of meaning-and-sense-making seeking to challenge the boundaries between the languages to maximize the communicative potential (Ofelia García (2009: 140). During class time, there are moments when teachers need to focus on the language accuracy to support their students' language proficiency. These are not the appropriate moments to use plurilingual practices. There are also many times when concepts are explored with students. Then, students' voices need to be expressed in a clear manner and connections need to be made between ideas,... the use of translanguaging is very effective and relevant in these times.

C. Code-switching

The bilingual individual often chooses to mobilize all of his languages, and to switch from one language to another in order to select his interlocutor, to include or exclude him from the conversation, to change the level of discourse, to put more emphasis, to report the words of the other in his own words, to distance himself from his own words. However, this mode of expression has often been prohibited in class: teachers, parents, and learners themselves who have a monolingual perspective often try to avoid code-switching, seeing it as a mistake rather than an asset.

Both are discursive practices where bilinguals will mix the languages they know but they remain different on theoretical grounds. Garcia and Wei (as cited in Molina & Samuelson, 2016) think that they are different from each other: « Code-switching is an extremely common characteristic

of bilingual speech», it comes more naturally (Grosjean, F., 1982 : 145) whereas translanguaging is a more complex and intentional pedagogical process than code-switching. In translanguaging, bilinguals know what they are saying while producing words in both languages, it is an existing controllable cognition. Cenoz and Gorter (2017) explain, “*translanguaging is different from code-switching because bilingual speakers construct complex discursive practices by using their complete language repertoire, and these practices cannot be easily assigned to one language or another*” (p. 314).

D. Challenges for teachers

Teacher demographics show that the proportion of American teachers in the public system do not match the changing student population (Figures 3 & 4).

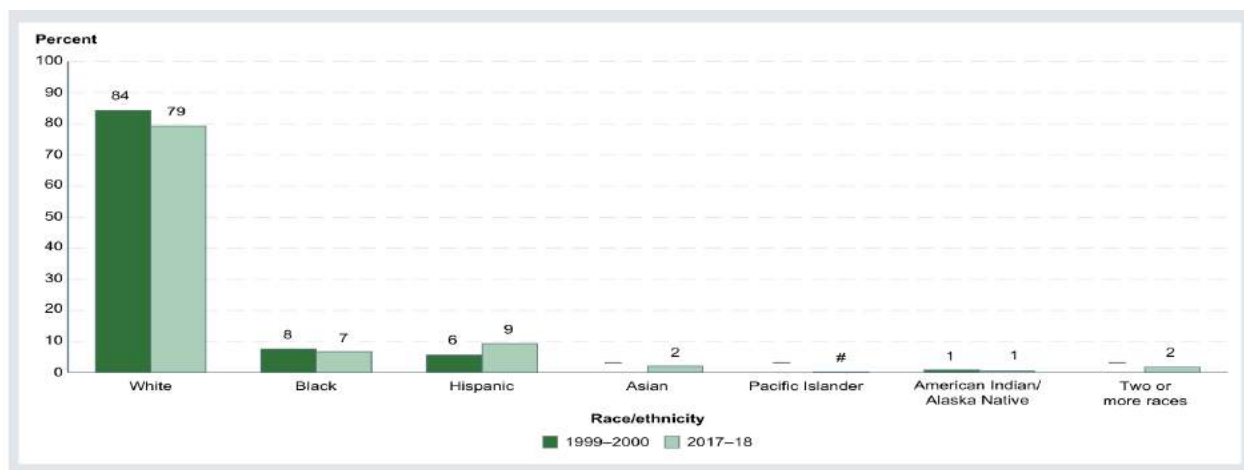


Figure 3: Percentage distribution of teachers in public elementary and secondary schools, by race/ethnicity: School years 1999–2000 and 2017–18 (NCES, 2019)

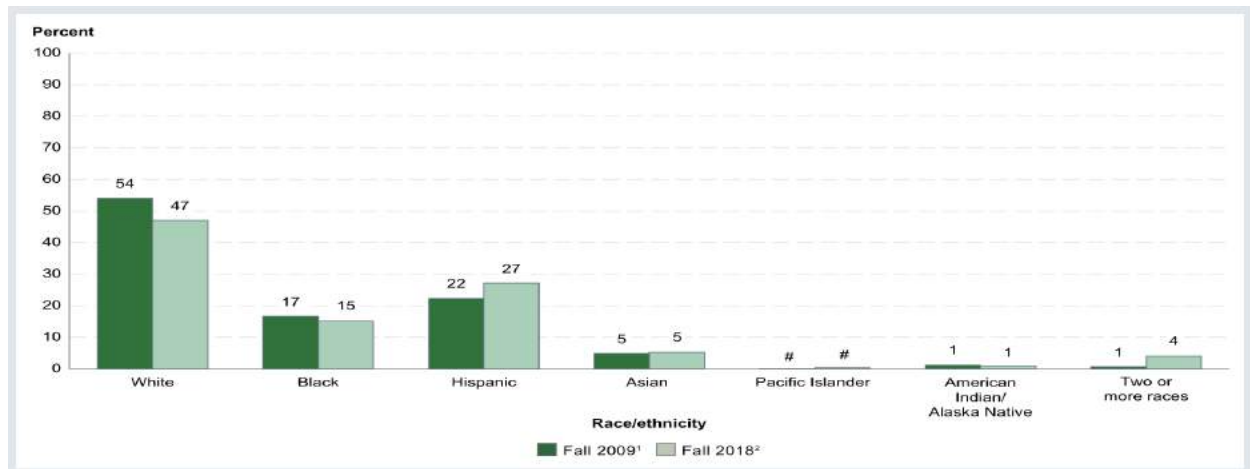


Figure 4: Percentage distribution of students enrolled in public elementary and secondary schools, by race/ethnicity: School years 1999–2000 and 2017–18 (NCES, 2019)

Most teachers are white and come from higher socioeconomic backgrounds. Consequently, they do not necessarily share a common cultural background or similar experiences with their students. Moreover, as plurilingual pedagogy is quite recent, most teachers were trained with a monolingual perspective. The risk is to unintentionally exclude students who don't belong to one of the target cultures and to reinforce an idea of hierarchy between languages and cultures. According to Garcia and Torres-Guevarra (2010), teachers need to be 'responsive' which is having knowledge about what their learners bring to school. Their ability and skill to interact with learners with limited English proficiency (or French proficiency in the case of a French-American bilingual school) and their understanding of the impact of home and community culture on their learners will make a big difference. Garcia and colleagues further summarize in three categories the knowledge and abilities teachers should possess when dealing with English learners: the learner, the curriculum and understanding teaching. They talk about "Students' funds of knowledge, families, communities, and the role of home culture impacting

school outcomes; connections between language, culture, and identity”. To fill in this gap, the school institution needs to be intentional in providing training about plurilingual practices.

The use of plurilingual practices imply a great flexibility from the teachers. Encouraging and valuing students to freely manipulate their own linguistic repertoire and exercise linguistic agency, means letting go of being “the only master of knowledge”. Likewise, a too detailed or rigid following of a class preparation will not work because of the natural fluid aspect of languages and a lack of knowing where the students' manipulation of their repertoire is going to lead (Galante et al., 2020:21). Another reason for letting go of the myth and control of the “teacher’s all power” is that teachers often do not speak the languages that students use to construct meaning in their lessons. Just like the other students present in the class, they have to rely on the student who has another cultural and linguistic background to teach them about his/her prior knowledge.

E. AEFÉ policy regarding plurilingualism-based curriculum

The Agency for French Education Abroad (AEFE) is a public establishment under the authority of the French Ministry of Foreign Affairs (France diplomacy:2019). It coordinates and manages the French education network abroad and has two missions: to ensure that there is continuity in the public education service for French children outside of France and to help spread French language and culture abroad. This school network counted 492 schools outside of France and about 350,000 students from preschool to end of High School in 2019. AEFÉ is the largest school network in the world and leads in innovative teaching methods through training.

As a national institution serving the expansion of French language teaching abroad, and thus subject to the European policy on language teaching, the AEFÉ is a fervent advocate of plurilingualism. Farnaud-Defromont, directrice de l'AEFE in 2015 defines the AEFÉ vision of plurilingualism as *“a bold and controlled plurilingualism, designed to build language skills as well as a competence in interculturality and cultural mediation, which is the hallmark of a quality educational project.”*⁵ (Les cahiers de l'AEFE, 2015). This document underlines the importance of basing the curriculum on the French standards as a guarantee of quality but to pay a specific attention to the local context as well: evaluate the composition of the public, the languages they use, if French is just one the target languages of instruction or also the language of communication in the school, think thoroughly of the time of exposition allocated to each taught language, analyse the linguistic and cultural local traditions...

F. Designing a curriculum aligned with the plurilingual approach

There is a need for curriculum adaptation or designing in a bilingual program. The need varies greatly according to the specific context of the educational institution, the public and the weight of traditions and school systems (Coste et al., 2009). Some institutions choose to translate the local curriculum in the target language. For instance, some public bilingual schools in California teach the State Standards in French or Spanish. Others opt for harmonizing the local State standards with the standards of the nation where the language is spoken. This option is more aligned with the plurilingual approach as a language carries a culture (Zarate et al, 2003 : p57) and skills transfer among the language according to Cummins's Iceberg Model of Interdependence (figure 2). In order to reach the goal of the plurilingual approach, it is crucial to

⁵ *“un plurilinguisme audacieux et maîtrisé, destiné à construire chez les élèves du réseau une compétence en langues et une compétence d'interculturalité et de médiation culturelle, marque d'un projet éducatif de qualité.”*

promote and make visible to learners the existence of bridges between the languages, showing the ways language works across multiple contexts. Ehrhart, Hélot and Le Nevez (2010 : 74) explain that « *a holistic perspective implies changes in the curriculum so that the different languages are not completely isolated by creating strong boundaries between them.* ». According to Piccardo (2013), the designed curriculum should:

- avoid useless and time-consuming repetitions optimizing learning by developing awareness of learners existing repertoire and thus their self-esteem,
- synergies would be created between languages with the purpose of reaching a common higher goal.

Designing a curriculum that is adapted to the specific needs and context of a bilingual school and aligned with the approach of plurilingual education is a major challenge. Until recently, few detailed and practical recommendations about language curriculums reflecting a plurilingual approach were available.

As stated previously (section II.2.C), several European scholars have tried to push the movement with the elaboration of the Common European Framework of Reference for Languages (CEFR). It is an international standard created by the Education Department of the European Council for describing language ability on a six-point scale: from A1 for beginners, up to C2 for those who have mastered a language. It is a powerful and widely-used tool for anyone involved in language teaching and testing to see the level of different qualifications (Cambridge assessment English, 2021). One of its main expressed goals is plurilingual and pluricultural education.

Meanwhile, multiple reports have shown that since its inception in 2001, the plurilingual dimension had not been expressed in the language curriculums whereas CEFR has been extensively used in educational institutions (Beacco et al., 2016). revealing a need for more

directions. An in-depth reflection has been carried out within the education department of the council of europe from 2007 to now. This reflection has resulted in the production of valuable official documents facilitating the elaboration of curricula that integrate the values of plurilingual and pluricultural education. Among them, *the Guide for the development and implementation of curricula for plurilingual and intercultural education* in 2010, then edited in 2016 (Beacco et al, 2016) followed by *the CEFR-Companion volumes* of 2018 and 2020. The last documents provide precise descriptor scales for each level of the plurilingual and pluricultural competence. Three main components are evaluated: Building on pluricultural repertoire, Plurilingual comprehension and Building on plurilingual repertoire (The CEFR Illustrative Descriptor Scales ► Pages 157-162).

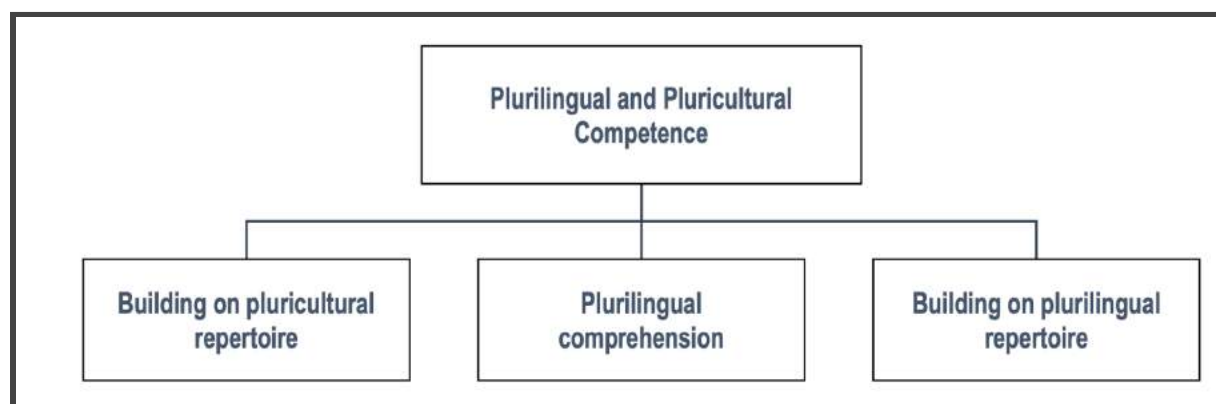


Figure 5: Plurilingual and Pluricultural Competence descriptor scales(CEFR 2018: 157)

The general progression scales are characterized as follows for level A:

- *recognising potential causes of culturally-based complications in communication and of acting appropriately in simple everyday exchanges,*
- *moving from the lexical level to the use of co-text and contextual or genre-related clues,*
- *exploiting all possible resources in order to handle a simple everyday transaction.*

Documents with similar goals have also been produced in North America (cf Piccardo, 2013). These tools and the precise and practical recommendations they provide are quite recent but should greatly impact plurilingual curriculum designs.

The extensive research necessary to produce this literature review further developed the theoretical insight necessary to strengthen my resolve. The findings presented in this review establish the potential benefits of plurilingual and translanguaging techniques such as the greater success, interconnection, and well-being of all students.

III. Methodology

1- Design

A. Purpose

As I stated before, I'm looking to increase my knowledge about relevant bilingual education and develop my own pedagogical practices in order to bring a positive contribution to my community as an actor in bilingual education. The insight I have gained from practical experience and training, is that plurilingualism and translanguaging professional methods have the strongest resonance because of my own professional cultural journey. Also, as a curriculum coordinator, I hope to be able to communicate with teachers and help infuse a deeper understanding of the benefits of plurilingualism to the teaching team I work with. I anticipate that our faculty will become inclined to implement these methods in our curriculum development.

B. Research question and hypothesis

Confident that a plurilingual perspective is an effective path for a bilingual school to be more inclusive and successful, I first attempted to tease out the mechanism of cause and effect relationship between the implementation of a plurilingual approach and improvement in students' cultural inclusion. I came to realize that this topic was too vast for comprehensive analysis in the limited time frame available for this work. Timing was a prohibitive factor for multiple reasons. To complete this work in the context of global pandemic would present an even greater challenge as it would require access to close interactions with students and families that was unavailable at this time. In order to identify a causal relationship I would need to collect data, both quantitative and qualitative, requiring interviewing students and families about their cultural origins and perceptions of learning several languages and data about the families cultural and linguistic background and practices. Consequently, I switched from an explanatory question to a descriptive one: **“which fundamental features of an American bilingual school will need to be developed to support a pedagogical shift from a monolingual to plurilingual perspective?”** From then, I wondered what challenges were met to adopt a plurilingual perspective. Which are the different stages of the mechanism through which the school will adopt a plurilingual perspective? What are the areas of change in the structure of the school?

This questioning led me to formulate the following assumptions:

- The shift from monoglossic to plurilingual perspective will not be immediate. It will take time and will require different stages and areas of evolution.
- This paradigm shift needs to be understood, supported and enforced by the Leadership of the school as well as the Teaching staff.

C. Research approach

I have chosen to take an eclectic approach and use different researcher perspective to conduct this research project (Thomas, 2013:105):

- *As a natural scientist*: I asked precise questions about participant's vision of bilingualism and multiculturalism as well as the spoken languages and cultures background. I identified relevant variables within the variety of training completed. I formulated hypotheses proposing potential relationships between variables. For example, I examined the potential effects of trainings and previous professional experience on perceptions of bilingual education.
- *As a spy* (Thomas, 2013): I was in an advantageous position working as a teacher and coordinator on site of my study subject to observe rich detail that would have otherwise escaped me. Being on premises, I was able to evaluate the school in a more holistic manner considering, for instance, the evolution of teachers' collaborative work and their motivation and feelings with regard to that work. For instance, I looked at the evolution of the teachers' collaborative work and the teachers' motivation and feelings towards that work.
- *As a historian*: working directly within the school, I was able to have easy access to the accounts and narratives of the participants including my own. I began the study with intimate knowledge of the school and was able to gather even more to understand the vision of the founders and the evolution of the school culture. I have access to multiple

types of information: listening to conversations, minutes of staff meetings, school data, a detailed knowledge of pedagogical projects, a close relationship with the administration, the teaching staff, the students and the families. On the basis of these reports, I was able to construct relevant explanations in the analysis section.

- *As an ethnographer*: this required a personal intentional change in posture to become an instrument of investigation. In the field of education, a researcher can't perceive the world as straightforwardly as a physicist or chemist could do. Even if the organization of the school is very familiar to me, I chose to adopt the position of an outsider when I was looking at the variables and a more interpretivist point of view when I was focusing on people's interpretations, ideas, thoughts and the way they interrelate. As an actor in the school, I acknowledge that there was subjectivity in my work. My opinions, likes and dislikes influenced what I was watching. Knowing that, I behaved as naturally as possible, striving to approach my question and the participants in my case-study in a balanced and fair way.

I collected quantitative as well as qualitative data. Both were useful but qualitative data is prevalent.

D. Design frame

Considering my research question and the kind of resources I had at my disposal, I decided to conduct a single case-study.

2- Context

A. Choice of the case-study design

My research question evolves from my empirical experience. I crafted my study to be appropriate for the time frame I had to work within. One of my goals was to improve my professional practice. The sanitary restrictions due to the pandemic made it difficult to access datas and participants as instruction happened online the whole school year. The fact that I have extensive access to information in my workplace in a pandemic time was determinant to choose the school I currently work in as my case-study place.

The school is a French-American Charter School situated in California. It has a special status in the United States because it is an American public school, as well as an immersion school and it is accredited by the French Ministry of Education. What follows is a detailed description of this exceptional context.

B. Status of Charter Schools in the US

Public Charter schools are publicly funded and are run independently. The charter exempts the school from certain regulations and these schools have the flexibility to design curriculum and classrooms in a way that best fits their students' needs. They operate on a legislative contract basis with a charter school authorizer: state, district or other entity. In return for this autonomy, charter schools are held accountable to meet the standards written in the charter. The institution that awarded a school's charter reviews it every five years. A Charter renewal can be denied if curriculum and management rules embedded in the Charter are not followed, or if accountability standards are not reached (National Alliance for Public Charter Schools, 2021).

Between school years 2009–2010 and 2018–2019, the number of public charter schools in the United States increased from approximately 5,000 to 7,400 while the number of traditional public schools decreased from 93,900 to 91,300 (National Center for Education Statistics, 2021). There are still currently more than 7,000 charter schools in the United States and each one is unique. Most of them are located in cities, but they also can be found in suburban or rural areas. Charter schools give parents additional choices in public education, allowing them to be more involved in their children's education.

Their program can be quite diverse with variation in every feature from schedule to specialty, focusing on Science, delivering an advanced learning program, integrating arts elective, ... There are 5 charter schools in the district of the French American School case study.

The last survey about Public Charter Schools enrollment from the National Center for Education Statistics (NCES), organization which summarizes data from more than 25 surveys administered by NCES and other government agencies, shows the growing success of Charter Schools in the United States from their beginning in 2009 to 2018 (Figure 6). More than 3.2 millions students were enrolled in Charter schools in 2018 out of 50 million students in regular public schools and 7 million in the private system. The 2020-2021 pandemic and the many disruptions that have occurred since then may have modified the trend to an extent that is not measured here.

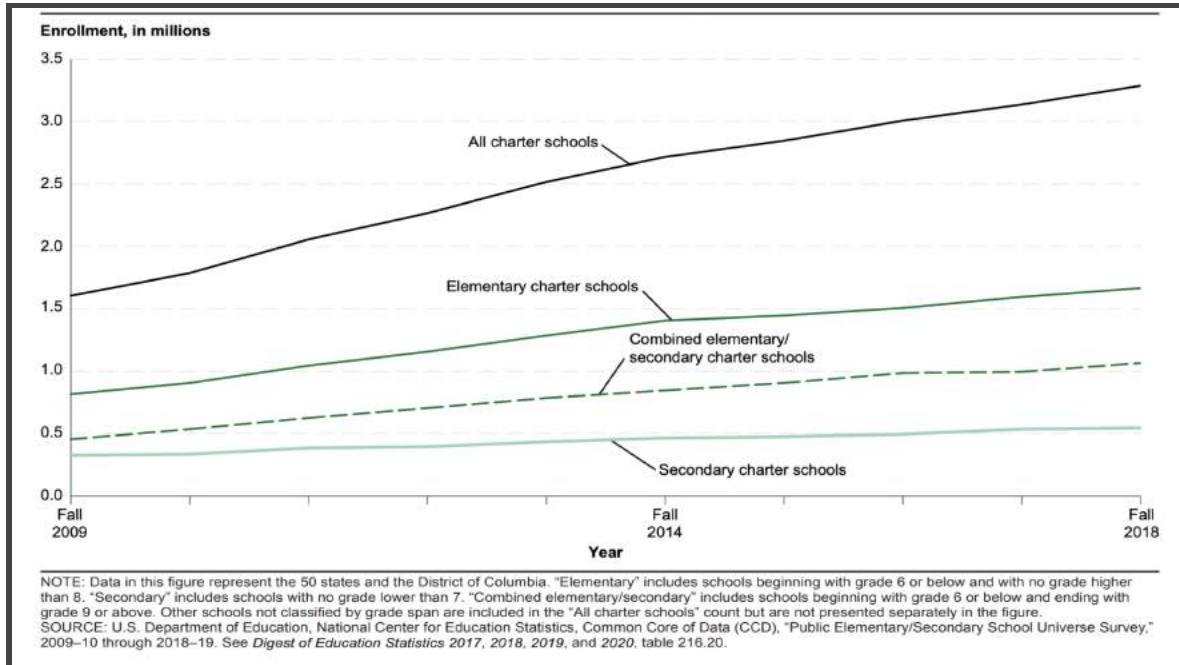


Figure 6. Public charter school enrollment, by school level: Fall 2009 through fall 2018 (National Center for Education Statistics, Common Core Data (CCD))

C. Situation of the French American Charter School

The school was founded in 2012 by a group of parents in response to the community interest in a rigorous, bilingual, bicultural school that would serve families throughout the region with an international perspective on education through an aligned French-Californian curriculum. The school began with 243 students and is expected to enroll 420 in the 2021-2022 school year.

As the only French school serving the Northern San Francisco Bay Area and offering free enrollment as a public school, it enjoys limited competition from other French schools which are either too distant or cost prohibitive. While there are other options for charter schools available locally, there is no other program focused on French language studies. The French American

school is open to all students. Families make the deliberate choice of enrolling their children in the school and placement is determined by lottery.

The School Mission as stated in the Charter⁶ (Appendix 3) and in the School Project⁷ (Appendix 1) is to prepare students for an increasingly competitive and globalized world with the express purpose of serving those interested in the French language and culture. The program is described in these official documents as a bilingual immersion program with an international perspective.

“As a dual-immersion school, the school focuses on teaching both French and English with an underlying international vision that is ever-present. It values multilingualism and a diverse multicultural environment to foster open-minded citizens of tomorrow. All cultural groups and languages are equally valued in all facets of the program.” (School Project 2021-2024, Appendix 1)

Classes are taught to students from Kinder Academy through grades 6 primarily in French and secondarily in American English. Both languages are employed during co-teaching.

D. AEFÉ accreditation

In North America, 55 schools are AEFÉ accredited. The accreditation process begins with application to the AEFÉ and is completed when the Ministry of National Education (MEN) has completed a satisfactory evaluation (MEN, B.O 31 2021). Schools are evaluated on French curriculum, quality and qualifications of teaching staff and successful student learning outcomes. MEN must find the school in compliance with French curriculum standards and the organization

⁶ cf description on the Charter part II.4.D

⁷ Cf description of the school project part II.4.D

of the French education system. Schools must also ensure that there is sufficient programming to support study of language and curriculum of the country in which the school operates as well. They first need to apply to be AEFÉ accredited. The process of getting accreditation is completed once the Ministry of National Education (MEN) evaluates the French curriculum, the teachers qualifications, the quality of teaching, and student success and make sure it complies with the organization of the French education system while giving space in the curriculum to learn the language and some of the curriculum of the foreign country. This rigorous accreditation process guarantees that all AEFÉ schools deliver high quality education. Obtaining the accreditation is a guarantee of a high quality of education. Each of the 46 American schools comprise a heteroglot environment providing instruction in a language (French) other than language of the surrounding environment. French speaking students are the minority in these schools; instruction is provided in French to some students from non-French-speaking families. English is the primary majority language and is joined by Spanish in some American states (Traquet, 2021:31).

3- Participants

A. The institutions supporting the French American school

The district prescribes a common framework to the 26 establishments under its jurisdiction. Its role is to hire and dismiss teaching staff (certified staff) and principals, secretaries, yard duties,... (classified staff). The district oversees school financial activity ensuring budget requirements are

met and schools comply with the state and federal laws, monitoring school building maintenance and supply provisioning.

The AEFÉ (see section III.2.D)

Data collected and managed by the school district and AEFÉ are generally public and easily accessible. To be granted access to some data I had to contact department heads requesting specific information and provide an explanation for its intended use. As the information I requested was not confidential in nature I was able to obtain access to it. The only real obstacle with regard to the data was the time it took to process

B. The Leadership

- The Principal is the leader of the school. The person acting in this role makes decisions on issues such as pedagogical content, budget, discipline and school organization. The Principal takes into account input from the teaching team and must work in accordance with school district directives (Edjoin, 2021). It is also the responsibility of the Principal of this particular site in the district to maintain the accreditation by ensuring school compliance with AEFÉ regulations and recommendations.

The Principal was interviewed for the purpose of the present study (Appendices 4 and 5) and further details were collected through investigative means such as recording comments and decisions that were personally observed, and through access to school meeting reports produced by myself and others.

- The Leadership team composed of two Lead teachers and the French Tosa, is formed by the Principal for the express purpose of advising on school organization decisions and practically supporting the implementation and enforcement thereof. The two lead teachers act as a liaison between faculty and administration and fulfill the duties of Principal when the acting Principal is absent from campus. The French Tosa is responsible for curriculum coordination and works closely with teacher representatives from each of the following cycles: Cycle 1: TK/K, Cycle 2: 1st/2nd/3rd grade level, Cycle 3: 4th/5th/6th grade level.

C. The teachers

Of the 25 teachers employed at the French American school, fifteen are French teachers, seven teach English, one is a special aid teacher and two are TOSAs (a French curriculum coordinator and an English teacher responsible for school data and English language curriculum). Each of the teachers was provided with a survey and 20 survey responses were received. Teacher comments throughout the school year were observed and recorded when possible.

D. The curriculum coordinators

In the French American school, the curriculum coordinator has the status of teacher. This position is classified by the district as TOSA (Teacher On Special Assignment). The Principal decides on the nature of the special assignment. Here, the French TOSA is in charge of the adaptation of the pedagogical content to answer the unique context of a French immersion school in the district. The TOSA is a colleague-teacher but has a pivotal role of advising the Principal

on all pedagogical matters, drives implementation of education policies and coordinates school projects.

The first coordinator included in the study (Coordinator A) began as an elementary teacher at the French American charter in 2015, served in the curriculum coordinator position from 2017 to 2020 and then returned to teaching. In 2020, I assumed the role of curriculum coordinator myself and continue to serve in this capacity throughout the present study.

Coordinator A was interviewed for the purpose of this study (Appendices 6 and 7). I self-interviewed myself with the same questions (Appendix 8).

4- Tools and methods /Techniques and procedures to gathering data

A. Interviews

I conducted two semi-structured interviews: one with the Principal of the school (Appendices 4 and 5) and one with the previous pedagogical Coordinator A (Appendices 6 and 7). A set of questions was prepared for each interview and interviewees were given an estimated interview duration. Coordinator A was to expect an approximate 30 minute interview with 25 questions and the school Principal was given a slightly longer estimate of approximately 45 minutes for the school Principal.. Interviewees were not interrupted in the course of their responses and weren't redirected when their responses digressed from the original questions. Instead I allowed interviewees to fully voice their perceptions and allowed their tangents to explore aspects of the subject I had yet to consider. The coordinator's interview focused on her professional experience and evolution and her perspective on the pedagogical evolution of the school.

The Principal's interview questions covered personal and professional areas: I asked her to describe her perspective on bilingualism, multiculturalism and her personal experiences. The professional questions aimed at knowing her career profile, her academic and professional background and her perspective on the evolution of the school.

Both interviews were conducted over the summer via Zoom and were recorded and subsequently transcribed. The interview with the French coordinator was conducted in French and the interview with the Principal in English.

As the current school curriculum coordinator, I auto-interviewed myself. I used the same 25 questions that had been posed to Coordinator A and this interview was also recorded and transcribed. During the auto-interview I made every effort to remain neutral and responded to the questions as precisely as possible; I adopted the perspective of a school coordinator. To dissociate in this manner was vital as I required data that was specific to my role as coordinator. To achieve this I narrowed the focus of my perspective from that of educator and ethnographer and honed in on my coordinator perspective necessary for comparison against Coordinator A's responses.

Had this research taken place outside the constraints of the global pandemic there are things I would have done differently. In order to avoid violating sanitary restrictions, exacerbating Zoom fatigue, and adding to the already overwhelming workload of remote instruction, I opted to provide teachers with a questionnaire rather than conducting individual interviews. Similarly, in an ideal setting I would have had the opportunity to conduct interviews with the families of students which was not feasible given the limitations in access. To have a significant sample of interviews from each group would have allowed for more accurate triangulation. However, the cost benefit analysis in the current context supported proceeding with questionnaires.

B. Questionnaires

Language biographies to families (Appendix 9)

At the beginning of the 2021-2022 school year, all French American charter school families received an online questionnaire. This questionnaire was created by a small teacher work group addressing the concept of mediation with AEFE (Traquet, 2021). Each question is crafted to allow the respondent to indicate their specific use of language or languages. The questions are carefully phrased to convey an openness to linguistic diversity. Each question on languages gives the respondent the possibility to specify if they use one or several languages, for instance if they have several native languages.

I employed this tool again in order to gather data about the school population and to provide teachers with linguistic and cultural demographic information of their students.

Teachers' questionnaires (Appendix 10)

Teachers, both French and English, were provided with an online survey via Google Forms composed of 55 and 56 questions respectively. The estimated time to complete the questionnaires was approximately 25 to 50 minutes which provided me with sufficient data without placing too great a demand on the teacher's time. The questions focused on personal and professional background as well as on teachers' perspective and training on multilingualism and multiculturalism. The questionnaire included closed questions (dichotomous, multiple choice, and rating scale types) and open questions which require an explanation. Some are mandatory and the questionnaire can not be submitted if they are not answered. Five questions were optional. They are explanatory questions and begin with "If you want to,...". Then the respondent is asked to provide details. I made them optional so the respondents do not feel overwhelmed by

the reflection and time it requires and answer them only if they want to put the energy into it. Out of 26 teachers, 20 of them responded.

C. Unstructured observation

Acting in dual roles of researcher and employee I was immersed in the social situation as a complete participant (Burgess, 1984). Interacting naturally with participants in the course of my duties, without their knowledge that they are interacting with a researcher, allowed me an insight that an outsider would not have had access to. I took some notes of my observations, of the narratives, comments and discussions I heard or participated in. I also make or have access to the many meeting minutes (staff meetings, Parent Board meetings,...)

D. School official documents

Harmonized Curriculum

In order to meet both French and Californian standards, a harmonized curriculum specific to the school has been created based on the skills required in the French National Curriculum and the American Common Core. The French programs ensure the acquisition of fundamental knowledge and skills from preschool to the end of high school and are applied nationally in the public system (Ministère de l'Education Nationale de la Jeunesse et des Sports, 2019). The Common Core is a set of high-quality academic standards in mathematics and English Language Arts/literacy (Common Core State Standards Initiative, 2021). The Common Core is informed by the highest, most effective standards from states across the United States and countries around the world.

The School Project

French Schools staff have to design a pedagogical document called the School Project⁸. The School Project is mandated by the French Code of Education and is required in French Schools abroad for the AEFÉ accreditation. It defines the school priority orientations and goals that will serve student success. It is elaborated in accordance with the French Standards and in response to the school community specific situation. The priorities are translated into a program of actions. The School Project is designed by teaching staff, validated by the administration and Board of Parents, reviewed by a MEN inspector, and is valid for a 3 to 5 year period. For teaching staff, it is a reference tool that helps maintain pedagogical coherence.

I will often refer to both the harmonized curriculum and the school project for the purpose of this research study as they are the reference tools which help maintain pedagogical coherence in the school.

Local control Ability Plan and Annual Update (LCAP)

- In California public schools, the LCAP is a mandatory three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that addresses state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. It also enables parents to have an overview of the use of the budget.

⁸ The School Project is based on French Laws: Loi d'orientation du 10 juillet 1989 / Circulaire n 90-039 du 15 février 1990

Charter

A “charter” is a lengthy legal document written by the school's founders laying out every detail of their plan to create a successful school. This includes everything from curriculum choices and grading policies, to hiring practices, to plans to build or renovate the physical space (School in the Square, 2021).

E. Official statistics

The data collected through the French American school site, LCAP or Charter, district, and AEFE were compiled for processing. All data from these sources is available to the public via easily accessible official websites.

F. Example of students production

I looked into projects led by different teachers in different grade levels to find relevant occurrences of plurilingual practices. I then gathered some students’ productions which could be found online on classroom blogs or in the different apps used by the school such as Seesaw or Book Creator.

G. Classroom displays

I used samples of bilingual classroom displays to illustrate my point.

5- Limits of my project

The pandemic situation had massive repercussions on my work. First, because all the school organizations had to shift online from March 2019 to March 2020. The length of the county schools closure was impossible to predict. In addition to a sanitary crisis, we have been confronted with an unprecedented social, political, economic and human crisis. Under-staffed and overwhelmed teachers, relationships reduced to a screen, mental health issues, students dropping or failing schools, ... When I enrolled in this Master program, I knew my workload would be challenging but I didn't expect that it would be multiplied compared to an average year or that I would have to make so many adaptations in my personal and professional spheres due to the many necessary restrictions. Respecting the deadline of submitting my work was challenging. There are parts of my research work that I have overlooked not by choice but because of lack of time.

In the data gathering, I had to make sure that there would be the least possible bias occurring. Working in close collaboration with the teachers and administration as Lead Teacher and Curriculum Coordinator, it is possible that my position could influence the responses of these participants. Although the teachers survey was anonymous, confidential, and responses were not to be disclosed at the school level, respondents may have responded differently if the researcher had not been directly involved with the institution of study. While participants were assured that their responses were for the sole purpose of research and wouldn't be used for any type of professional evaluation, it would be difficult to gauge their confidence in this guarantee. Respondents fearing professional evaluation or any type of repercussion or retaliation for responses that were displeasing to administration may have been hesitant to be candid. More

generally the Hawthorne effect is a possible limitation: people behave differently when they are aware they are being observed.

I acknowledge that because my research is a case study of only one school, the data I collected may not be representative of the broader picture. Additionally, the school has the atypical particularity of being both an immersion school and a public school. Consequently, the results I find to my research question may not be generalizable to any French American bilingual school in the US.

6- Ethics

In accordance with modern norms of research ethics and to protect their rights, I have received verbal or written authorizations from all participants in the study. Participants are referred to by their roles, pseudonyms or descriptive phrases. I have sole access to all answers gathered in a securely locked location.

IV. Reflective analysis

Which fundamental features of an American bilingual school will need to be developed to support the shift from monolingual to plurilingual perspective?

To answer my research questions I have been looking for evidence of a progression or a regression of the school organization towards a plurilingual approach. In evaluating the transcripts of interviews, the teachers and families questionnaires and all data at my disposal, three main themes emerged:

- The perspective shift experienced by the whole school community (macro level)
- The perspective shift experienced by the school leadership (meso level),
- The perspective shift experienced by the faculty (micro level)

1- Macro level: paradigm shift of the whole school community

When I looked for evidence of perspective shift towards plurilingualism at the macro level, two areas of change emerged:

- the shift in the founders/ parents representative and school leadership perspective
- The influence of the AEFÉ policy on the faculty perspective

A. Evolution of the school mission

I evaluated the school mission statement evolution by comparing the Charter documents of 2011 and the one of 2020. The school mission statement evolution shows a shift from a monolingual perspective to a more global one.

The official website of the school states that the school was founded by a group of motivated parents who launched the project of opening a French-American Charter School in the North Bay in the fall of 2010. The school petition proposal was presented to the district in November 2011 and unanimously approved by the district Board of Education in 2012.

Its mission is to *“provide a strong academic curriculum in French and English, with an emphasis on critical thinking and science. With this solid foundation, our students will be well positioned to thrive in the global community. By developing important life skills, including organization, discipline and responsibility, SRFACS will help foster open-minded citizens of tomorrow.”* Its program overview states that the school is to *“provide a standard-based education program primarily in the French language and secondly in American English with the explicit goal of attracting families who have an interest in the French language and culture.”* (Petition for the SRFACS 2012).

According to this declaration, the vision is monoglossic at the genesis of the school : languages are approached separately as the French is provided *“primarily”* and English *“secondly”*. The priority is given to the quality of education through the means of the French and English languages with a special emphasis on the French language.

The charter for 2020-2025 is a collaborative work of the Principal, Leadership Team and the Board of Parents Representatives. The Board of Parents is composed of one of the school founders and parents whose children are enrolled in the school, who are elected to their positions by the school parents' community. In the mission statement of 2020 (figure 7), this renewed team

introduces the notion of plurilingualism in the Charter. The school mission evolves towards an international dimension. French language and culture remain the focus of learning but the other languages and cultures of the school's actors are also acknowledged and valued.

MISSION STATEMENT

SRFACS meets a community need

The fundamental objective of the school is to prepare students for an increasingly competitive and global world with the explicit goal of serving those who have an interest in the French language and culture. We provide skills that accompany the learning of a second language through our immersion program. According to the American Council on the Teaching of Foreign Language, learning a foreign language has broad cognitive and lifetime benefits.

As a dual immersion school SRFACS focuses on the teaching of French and English languages with an underlying omnipresent vision of the world. We recognize and promote the value of plurilingualism and a diverse multicultural environment in fostering open-minded citizens of tomorrow. All cultural groups and languages are equally valued in all facets of the program.

Figure 7: Extract of the TERM OF CHARTER, JULY 1, 2020 TO JUNE 30, 2025

B. Impact of the AEFÉ plurilingual policy

Since 2017, the AEFÉ department of North America has created several collections of work addressing bi/plurilingualism education composed by educators and sociolinguistics researchers.

The French American school has taken part in several of them:

- In 2017, the school was included in the E2PRC (École, Parole de l'Élève et Plurilinguisme) project for research purposes (Projet E2PRC, 2021; Miguel-Addisu, Beaumont, 2020). The research team needed to document the language practices of the actors in this protocol (students and their families, but also teachers) both inside and outside of school (school sociolinguistics) and helped the schools participating in the project to develop a training protocol regarding the teaching of oral language.
- In 2018, the AEFÉ launched the work group *Laboratoire du Plurilinguisme* under the direction of Sophie Beaumont, AEFÉ Inspector in North America and Danièle Moore,

Sociolinguistics Professor at Simon Fraser University. Its objective is to analyze the teaching practices and learning modalities of students in a bi-/plurilingual context and to build resources for the zone and beyond. Both the school curriculum coordinators working at the French American school in 2017 and 2020 participated in this project.

- The AEFÉ pedagogical coordinators of the North American zone also participate in these projects. They work in close collaboration with the Inspector and monitor the implementation of a plurilingual approach in the AEFÉ schools. To this end, they pay regular visits to the schools engaged in the project and offer regular training. During the 2018-2019 school year, meeting minutes show that the inspector and the AEFÉ pedagogical coordinator for the zone came two times to visit the French American school campus (December 2018 and March 2019). For the 2019-2020 school year, the school hosted the AEFÉ pedagogical coordinator for the American West Coast in November 2019 and the inspector and AEFÉ pedagogical coordinator visited again in February 2020. All of these appointments were related to enforcing the implementation of plurilingual practices in the school. When coming on site, AEFÉ officials and researchers explained their projects and their policy to the whole teaching team during staff meetings.
- In 2020, I was designated as the plurilingual ambassador of the school by the AEFÉ Inspector. Several other ambassadors among the active members of the *Laboratoire du Plurilinguisme* were designated in other AEFÉ schools in the United States. At that time, I was teaching a 3rd grade class. In a conversation with the AEFÉ pedagogical advisor of the American West Coast shortly before this appointment, she explained the reasons for this designation. The recognition was a way to make *plurilingualism* more visible and attractive, affirming the importance that the AEFÉ gives to plurilingual practices and

advocates to the AEFÉ, legitimizing the transmission of the acquired knowledge from those already trained in plurilingualism. It was also a way to make the trained teachers responsible for defending this heteroglossic vision of teaching.

I formulated the hypothesis that the AEFÉ presence, support and oversight of the charter school implication in research projects was an influencing factor in the school progress towards plurilingualism: in response to the many interventions, observations and expectations to shift from a monolingual to a plurilingual perspective, the staff modified their behavior and showed a gradually stronger interest to plurilingualism. The way and the extent of the behavior modifications are addressed in the part concerning the faculty (section IV, 3).

2- Meso level: paradigm shift of the school Leadership

To understand the role and the influence of the Principal and coordinator in the shift towards plurilingualism, I studied their interviews, thriving to find evidence of shift in their own perspective and cases of policies they implemented which have significantly pushed the school to use the plurilingual pedagogy. I also found more data by comparing the last school projects (Appendixes 1 and 7).

A. The Principal

As the leader of a public school who has the final word for every decision, the Principal has a crucial role in facilitating the implementation of the education policies. Without her/his support, no significant evolution in the educators practices is possible.

The current Principal explains in her interview that she has a good command of the French language and French culture. She studied the language for several years and lived in France for several months. She evaluates her level in French as intermediate. She considers herself not bilingual but multicultural. Consequently, she understands and supports the development of the plurilingual and pluricultural competence:

- Regarding the French teaching, she is supportive of teaching the culture as well as the French language: *“I was really pleased yesterday when our new intern came to school and she said I feel like I'm in France everything's in French and that's exactly how it should be but people should walk into the school and feel like they're in France”*. She realized and appreciated that the school was *“culturally immersive”* when she first arrived.
- The Principal acknowledges on several occasions the need of valuing other cultures and languages of the students. She sees some sort of racial and social separation in the school community that she wants to put an end to. She is supportive of students who don't belong to the dominant culture or to the French culture being able to use their native language without any type of stigmatization. One of her priorities is to put into place anti racist and culturally inclusive measures .

On the pedagogical level, being American with a business background, she does not have a thorough experience and training of teaching in an elementary school. But she understands well the needs of the school to continue to exist on the budget and political levels because of her experience in business and her position of district Board member prior to working for the school. She expresses her admiration for the French methodology and her unwavering support for the AEFÉ policy because of the quality of its educational perspective and the value it adds to the

school's program. There are many tasks she needs to complete that other Principals in the district do not have because of the particularity of the school.

With these elements in mind and considering the freedom and space she gave to both successive curriculum coordinators to change the pedagogical practices, I realized that she trusts and relies on the TOSA to bring to light the French and AEFE language policies and adapt it to the context of the school. At the same time, keeping the AEFE accreditation and enforcing its policies is one of her priorities.

I have identified several actions she has taken to promote the plurilingual policy of the AEFE's language teaching. First, she has included an hour of co-teaching per class and per week with the French and English teachers despite the complications of making the schedule. Under her leadership, the International week which had been embedded in the school events calendar for several years became the Month of multiculturalism. It is part of the measures she wants to enforce for the sake of cultural inclusion: *“the pluralism aspect of the school is super important and getting people first of all to understand that sort of a world exists and that we honor”*. From the regular meetings I have with the AEFE's officials and my Principal, I have witnessed on several occasions her willingness to meet with the Inspector and the AEFE pedagogical coordinators, go to Directors and Coordinators trainings that take out from her personal as they can be as far as New York in 2019 or San Diego in 2020. She allows and facilitates the access of researchers working with AEFE (Project E2PRC in 2018, Français Plus surveys to students and families in 2021 (Figure 8), collaboration of Coordinator A and myself to *Laboratoire du Plurilinguisme*,...)

Bonjour,

Tu vis en Amérique du Nord et tu es scolarisé.e dans un établissement francophone de l'AEFE. Depuis la pandémie COVID qui a commencé l'an dernier, l'école a dû s'adapter, tes enseignants, ta famille, et toi aussi. Comment apprends-tu avec l'école cette année ? Comment utilise-tu les outils numériques ? Est-ce que cela influence ta manière d'apprendre et d'utiliser les langues ?

Nous sommes une équipe de chercheurs canadiens et français au sein du projet Français Plus, et souhaitons comprendre comment cela s'est passé pour toi depuis la rentrée, et plus particulièrement entre septembre et décembre 2020.

Figure 8: Extract of the letter addressed to the French American school students in February 2021

Coordinator A explains in her interview that the current Principal has supported the measures towards harmonization and enforcement of the AEFE policy when she (the Principal) took her position. This direction was at risk to fade with the Principals turnover and the fact that some of them had a different vision.

In the same vein, she has supported my initiative to value pluriculturalism when I took the coordinator position. She has allowed me to send language biography surveys to all families of the school in order to have a better understanding of the cultural and linguistic repertoire of our students. She has been supportive of the shift in the approach of the multicultural month event: it used to last only a week until the year 2019-2020. She decided along with the staff to extend it to a month period of time. The content and goals of this event have shifted too under her leadership: instead of looking at world diversity from a detached angle, the multicultural month has become an opportunity to celebrate the diversity that we are as a community. The languages, cultures and countries we represent are intentionally put forward and celebrated. Without the inclusionary attitudes conveyed by this event, languages and cultures that aren't targeted for teaching could become marginalized.

Finally, the current Principal leaves time and space to discuss pedagogical content during staff meetings. As coordinator A explains in her interview, harmonization of practices and teachers collaboration takes time. This time was not available before, recalls Coordinator A. With only 2 hours of staff meeting a month, the task was difficult. The Principal supported a change of schedule towards an additional hour of collaborative time per week. She regularly allows informal meetings to which teachers come on a voluntary basis to work on pedagogical content which allows for elaboration on collaborative projects such as the latest School Projects.

B. The school curriculum coordinator

Coordinator A recalls in her interview that when she arrived at the school in 2015 to work as a French teacher, the staff meetings were more focused on the school organization than pedagogical contents. French teachers were teaching the French National Standards and English teachers were using the California standards and district curriculums. She also says that there was no collaboration between French and English teachers and meetings aiming at harmonizing practises were divided between the French and the English faculty without much communication. Narratives and comments from teachers who have been working for the school for more than 5 years confirm the coordinator's point.

According to my notes from a staff meeting about the curriculum harmonization, the reduced allocation of time available for English teachers to teach their students daily was forcing them to adapt their practice and make cuts into their curriculum. To do so, there was no specific direction from the Principal or from the coordinator (the position did not even exist yet). There was no harmonization happening at that time on the English teaching side.

In her interview, Coordinator A cited three priority actions to be carried out upon assuming her position. All of them evolve around the underlying goal of de-compartmentalizing the languages by creating bridges between them. So all of them ignite a change towards a plurilingual policy.

Coordinator A says her first priority was to raise the teachers' awareness of the importance of oral language instruction. During a training session, she understood that it is fundamental for a student to learn to speak the language in order to be able to use it and write it. From that moment on, she worked on changing the school perception about the teaching of oral language. She wanted the teacher team to go through the same transformative process that she was experiencing. Part of this work can be traced in the School Project of 2017 (Appendix 1). Although initiated by the school coordinator and validated by the Principal, the school project is the result of the teachers' collaborative work. During the analysis stage of spotting the areas of improvement for student success, the team agreed on the need for particularly stressing the teaching of the oral language (figure 9). The team enthusiasm attests to the persuasiveness and good communication of Coordinator A about the value of plurilingualism practices.

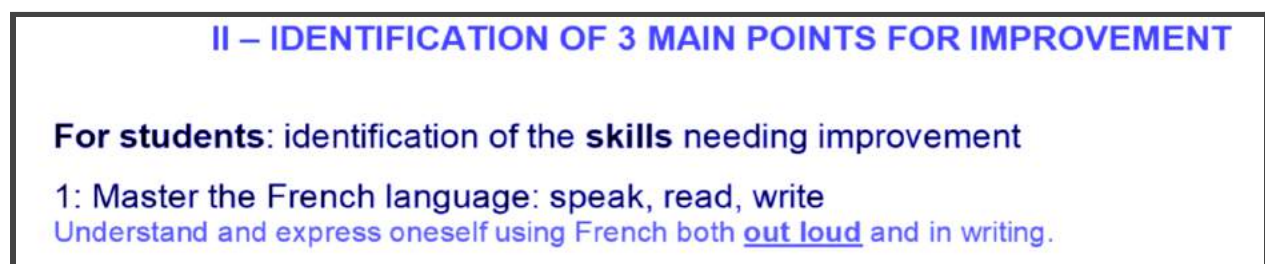


Figure 9: Extract A of 2017-2020 School Project

To develop the oral practices in French, the School Project schedule for actions to be carried out indicates that teachers will use the AEFE training as reference tools (figure 10).

Objective A	Envisioned actions (Attach the corresponding action sheets with the tools)	Success criterion
2017-2018	<p>Develop educational coherence, finding common points with the French and English programs:</p> <ul style="list-style-type: none"> - A1 Harmonization of the French and American programs - A2 Creation of new programs and report cards - A3 Harmonization of the following tools: Singapour Math, Fosskit, Writing by Design... - A4 Use of the Fosskit method in science and translation of sessions in French. <p>Develop oral language practices</p> <ul style="list-style-type: none"> - A5 Shared reading times - A6 Sharing of AEFÉ class practices and training, concerning oral language (language and bilingualism in kindergarten and elementary school, theater, co-teaching ...) 	A2 Showing programs in classes and use by French and American teachers (upon translation)

Figure 10: Extract B of 2017-2020 School Project

As explained in section IV.2, the AEFÉ ressources rely on plurilingual practices: to develop their vocabulary and oral structure, students will rely on their existing linguistic repertoire which is English for the vast majority of students in this school. The skill acquired in one language will then transfer across other languages (Cummins, 2008). For instance, the screenshot below is an extract of an AEFÉ training about the teaching of vocabulary. The whole resource is both in French and English enabling teachers of both school languages to collaborate and/or enabling learners to use their native language (mostly English) to make sense of what they are learning in French (figure 11).

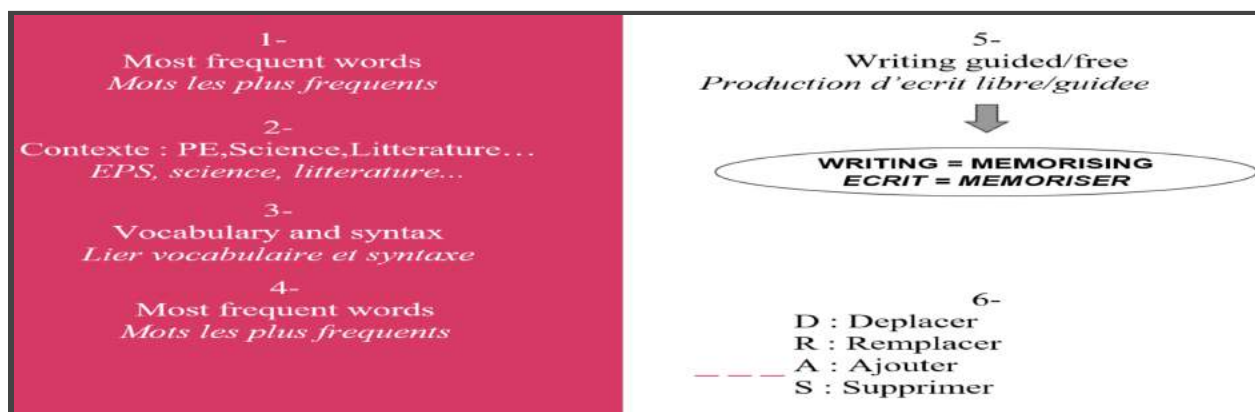


Figure 11: Extract of Teaching Vocabulary Training (Merlet, 2020)

Coordinator A says that her second priority was to initiate the implementation of bilingual projects. This aspect becomes apparent in year 2 of 2017-2020 School Project (Figure 12):

2019-2020	<p><u>Develop educational coherence, finding common points with the French and English programs:</u></p> <ul style="list-style-type: none"> -A4 Continue using Fosskit sessions and, if necessary, their translation -A8 Sharing of class practices and AEFE training -A9 Improve the co-teaching projects -A10 Improve common bilingual tools: lessons, displays... -A18 Create a coherent progression between French and English in some subjects
-----------	---

Figure 12: Extract C of 2017-2020 School Project

She integrated weekly co-teaching sessions to the teachers schedule in 2018. Teachers had to participate and were explained the benefits of co-teaching like improved academic performance, increased time and attention from teachers, increased self confidence, and opportunities to develop social skills but more especially regarding plurilingualism, to value the use and alternance of several languages as an asset. During these sessions, French and English teachers are in the same classroom at the same time, conducting lessons they have planned together.

As soon as she takes her position in 2017, Coordinator A asks French and English teachers to harmonize their practices, pedagogical tools and make bridges between the two languages whenever it is possible: this is another occurrence of the implementation of a plurilingual practice. To encourage teachers to start the process, Coordinator A provided with modeling tools such as bilingual math posters that they are invited to reflect on, display and use in their class and extend the creation of similar tools to other subjects (Figure 13).

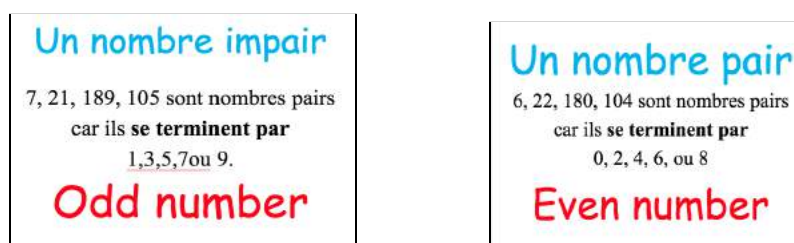


Figure 13: Bilingual math displays provided to all classrooms

Coordinator A acknowledges that the time for training is very limited. There are only 2 hours of staff meetings a month. The time allocated to Coordinator A to discuss and enforce pedagogical content depends on the Principal's decision and on the district planned interventions.

Later in the interview, Coordinator A emphasizes the importance of developing the harmonized program. In order to do so, she studied the Common Core State Standards and the French Standards to merge them in a harmonized curriculum. Section II.2.E of the literature review shows that until 2018, year of the release of the *CEFR-Companion volumes* (2018 and 2020) and the precise scale descriptors, there were few documentations available to design a relevant curriculum which valued plurilingual education. Coordinator A went through an extensive work of spotting the common skills in the French and American languages, adding in different colors the skills which belonged only to the French or only to the American curriculum (Figure 14).

<u>Code :</u> Common skill (French and American curricula) Skill only in the American Curriculum Skill only in the French Curriculum																			
<table border="1"> <thead> <tr> <th colspan="2">MATHEMATICS</th></tr> <tr> <th>NUMBERS (until 999)</th><th>NUMBERS AND OPERATIONS IN BASE TEN</th></tr> </thead> <tbody> <tr> <td colspan="2">Understand and use whole numbers to count, order, locate, compare</td></tr> <tr> <td colspan="2">Counting, constituting and comparing collections (compose/decompose numbers in addition and subtraction, multiplication) (expanded notation/ standard form)</td></tr> <tr> <td colspan="2">uses of units, tens, hundreds, in relation or not with groupings</td></tr> <tr> <td colspan="2">Count within 1,000; skip counting by 2s, 5s, 10s, 100s</td></tr> <tr> <td colspan="2">Find a row or position in a number line</td></tr> <tr> <td colspan="2">Make the link between the rank in a list and the preceding numbers</td></tr> <tr> <td colspan="2">Relationships between cardinal numbers and ordinal numbers</td></tr> </tbody> </table>		MATHEMATICS		NUMBERS (until 999)	NUMBERS AND OPERATIONS IN BASE TEN	Understand and use whole numbers to count, order, locate, compare		Counting, constituting and comparing collections (compose/decompose numbers in addition and subtraction, multiplication) (expanded notation/ standard form)		uses of units, tens, hundreds, in relation or not with groupings		Count within 1,000; skip counting by 2s, 5s, 10s, 100s		Find a row or position in a number line		Make the link between the rank in a list and the preceding numbers		Relationships between cardinal numbers and ordinal numbers	
MATHEMATICS																			
NUMBERS (until 999)	NUMBERS AND OPERATIONS IN BASE TEN																		
Understand and use whole numbers to count, order, locate, compare																			
Counting, constituting and comparing collections (compose/decompose numbers in addition and subtraction, multiplication) (expanded notation/ standard form)																			
uses of units, tens, hundreds, in relation or not with groupings																			
Count within 1,000; skip counting by 2s, 5s, 10s, 100s																			
Find a row or position in a number line																			
Make the link between the rank in a list and the preceding numbers																			
Relationships between cardinal numbers and ordinal numbers																			

Figure 14: Extract from the Charter school Harmonized Curriculum

In order to make sense of the request for more harmonization between French and English, Coordinator A creates new report cards that make the complementarity and the harmonization between the French and the English teaching visible to families. Figure 15 show skills that can be evaluated only by the French teacher or only by the English teacher.

Maîtrise de la Langue Française – Command of the French Language <i>French teacher</i>	T1	T2	T3
Lecture - Reading <ul style="list-style-type: none"> • Comprendre une histoire lue à haute voix <i>Understand a story read out loud</i> • Comprendre les sons et syllabes <i>Understand sounds and syllables</i> • Reconnaître et nommer des lettres <i>Identify and name letters</i> 			

Language Arts & Literacy <i>English teacher</i>	T1	T2	T3
Reading: Literature and Informational Text <ul style="list-style-type: none"> • Answers questions about key details in text • Retells stories including key details • Identifies basic story/informational elements 			
Reading: Foundational Skills <ul style="list-style-type: none"> • Knows letter names and sounds • Demonstrates phonological awareness: Blends, segments, and rhymes • Decodes words • Reads sight words • Reads with purpose and understanding 			

Figure 15: Extract from the harmonized report cards

The previous report cards used by the French American School were the ones made by the district, that showed only skills from the California Standards with a monolingual perspective. It didn't address the progress of students in French. One could argue that the cross disciplinary skills such as “*Know letter names and sound*” could appear only once and be graded after consultation of both teachers. But this measure wouldn't reflect the information that parents are looking for when reading the report card: “How does my child do in French? How does my child do in English?”. The use of plurilingual practices only makes sense if it improves students' learning. The goal here is to give precise and key information to families about the level of proficiency in each language, not to evaluate a cross-disciplinary skill.

When I took the position of coordinator in 2020, I thrived to continue the harmonization strategy already implemented and take the efforts towards the use of plurilingual strategies to the next level, The last School Project is the result of an extensive collaboration between teachers during the last trimester of the school year 2020-21. In my auto-interview, I express my satisfaction to have participated in the continuity of the evolution of the school towards plurilingualism. Plurilingualism means harmonisation and creating bridges between languages. For the first time,

the two school languages are included in the School Project in the Mastery of Language priority. It reflects a deeper level of collaboration between the English and French teachers (Figure 16).

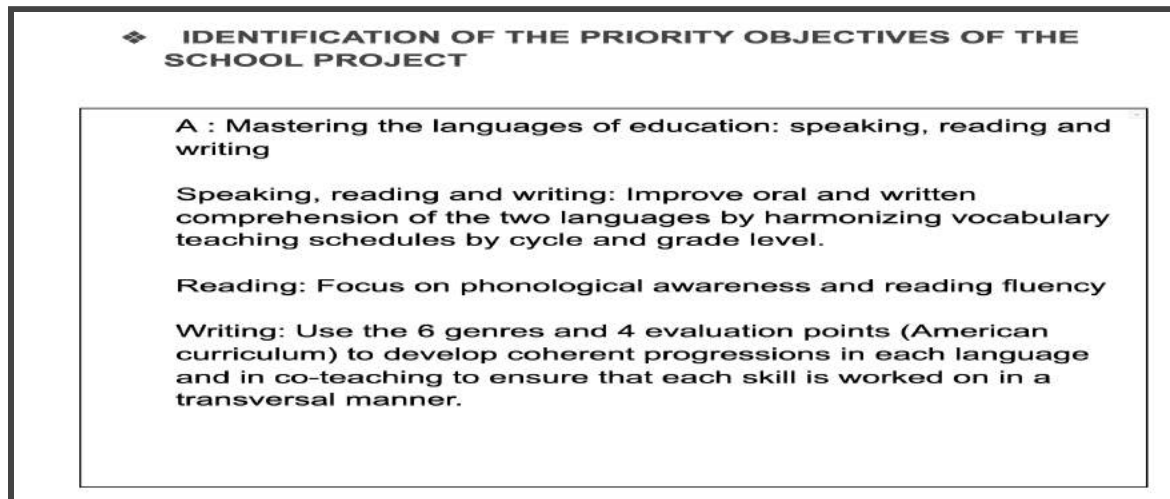


Figure 16: Extract A of 2021-2024 School Project

Likewise, in the analysis section of the areas of improvement for student success, several references are made to a plurilingual approach. It is important because it has been the starting point of our discussion for the new School Project. In the extract of the 2021-2024 School project (figure 17), the left column shows the strengths and improvements and the right column the points to improve. In a continuity with the last school project, the harmonization between the French and the English practices remains a priority as well as the need for time to collaborate. A new need spotted by the leadership team and validated by the Principal is the need for the development of the plurilingual and multicultural competence that shows an evolution in the global thinking of the school towards plurilingual pedagogy.

PERSONNEL-RELATED	
<ul style="list-style-type: none"> - Motivated and experienced team - Willingness of French and American teachers to work together - Willingness to support school culture and student education through creative and coherent team projects. 	<ul style="list-style-type: none"> - Train newly arrived teachers in the zone and in the school - Increase the amount of time spent in consultation by grade, by cycle and between French and American teachers - Improve communication between teachers and non-teaching staff - Develop plurilingual and multicultural competence - Harmonize French and American practices. - Reintroduce co-teaching - Hold real cycle councils to elaborate and implement the cycle pedagogical project (in coherence with the school project), build didactic and follow-up tools, harmonize objectives, methods and approaches, define the pedagogical organization (groups of needs, decompartmentalization...)

Figure 17: Extract B of 2021-2024 School Project

To ensure the continuity of the evolution towards plurilingualism, another need was highlighted: training the newly arrived teachers in the zone and in the school. One of the three priorities of *Laboratoire du plurilinguisme* was to produce resources to use and transmit our knowledge to ensure continuity despite the staff turnover in the North American area. The participation of Coordinator A and myself to the *Laboratoire* helped us to focus on the creation of these resources for our school. To this purpose, several tools have been developed: Padlets and Google Shared Drives for keeping track of the school documents (school event calendar, meeting minutes, documents used to create the school projects, bilingual lesson plans and scope and sequences,...) and training content such as newcomer's guide to understanding the school's approach and culture. For the first time at the beginning of the school year in August 2021, incoming French teachers have been given a series of pre-school meetings to help them understand their new context and to prevent the natural tendency to start the year by teaching the French program as one would in France. The underlying notion of *Plurilingualism* and *cultural*

inclusivity which inspired the School Project, the Leadership and teachers choices of continuous professional development, the school events have been explained in detail. The notion of code-switching (as an introduction to *Translanguaging*) was also addressed. Teachers have been encouraged to sign up to AEFÉ trainings about plurilingualism. The goal of this pre-school training for new teachers to the school, apart from explaining how the school works, is to ensure a continuity of practices despite the high turnover and a common heteroglossic perspective of language teaching.

3- Micro-level: paradigm shift of the faculty

Evaluating the teachers' surveys, I grouped my data by categories: French teachers, English teachers, perspective on their own language proficiency, perspective on their cultural background, length of stay in the United States, years of experience working at the school, etc...

I researched what was teacher respondents' cultural and linguistic self-perceptions as their perceptions can be a good indicator of their level of understanding of plurilingualism.

A. Faculty linguistic and cultural self-perceptions

- 20 out of 26 teachers have responded to the survey.
- 55% of the teachers self-report themselves as bilingual (figure 18).
- 60% consider themselves as pluricultural (figure 19).

For a better understanding of where teachers stand in terms of their conception of bi/plurilingualism, and pluriculturalism, I chose to focus on a sample of teachers: French

teachers who were born and raised in France and completed their teaching credentials in the French system.

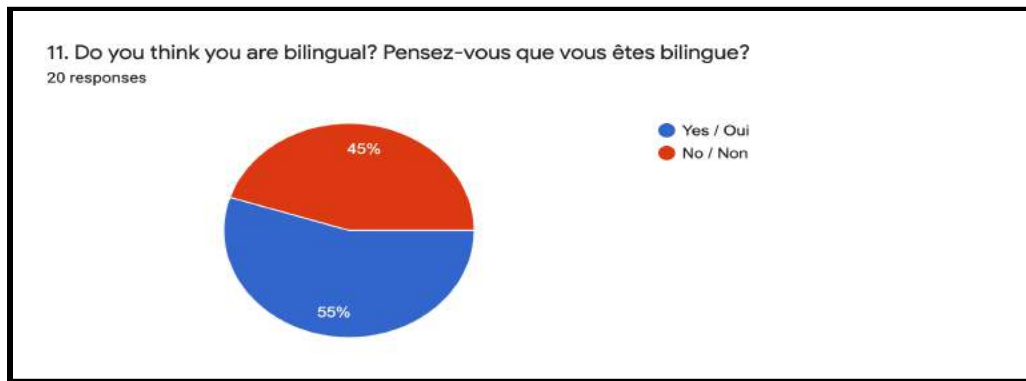


Figure 18: Extract of the teachers survey, question 19

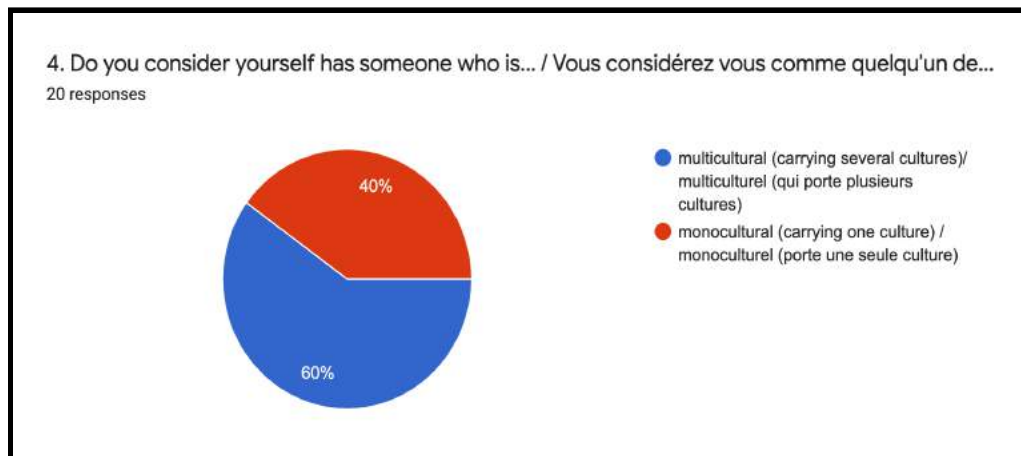


Figure 19: Extract of the teachers survey, question 4

Among these eleven teachers, eight French teachers have been living in the United States for less than three years. Five of these eight teachers consider themselves as monolingual. Among these five, self reported monolingual teachers, three of them had previous experience in a bilingual or immersion school in a foreign country. They communicate in English everyday with families and staff, attend the staff meetings which are always conducted in English, and participate in collaborative meetings in English. They all went through a long and difficult paper process in

English to leave France and work in the United States. These teachers belong to a group who did not benefit from any AEFÉ training on plurilingualism because of the context of the pandemic. 7 of the 8 teachers in this group were recruited in 2020 with the exception of one who arrived in 2019.

Interestingly, among these five teachers who live in a foreign country and self-report as non-bilingual, four of them also refer to themselves as monocultural. This shows that their conception of bilingualism refers to a monolingual perspective according to which they should be able to have the same level of proficiency in all the languages they speak.

Four of the other French teachers have been living in the United States and working at the school for four years or more. The four of them consider themselves bilingual and multicultural. Only one of these four teachers stated another native language with French that was not English. Another one stated that he/she had previous experience in another bilingual school outside of France.

From these observations, I concluded that there is a correlation between the teacher's length of stay at that school in particular as well as the exposition to plurilingual approach and the perspective they have of themselves of being bilingual/multicultural or not.

B. Code-switching practices

Code-switching is a good indicator of the level of comfort to go back and forth between the languages and play with the, go back and forth between the languages and

- Personal practice:

Figure 18 shows that 55% of the 26 respondents self-reports themselves as bilingual.

Figure 20 shows that 50% of the teachers who have responded to the survey regularly use code-switching. Except one of the respondents, all teachers who self-reported themselves as bilingual regularly use code-switching. 47% of teachers who use code-switching do it without thinking about it. This means that half of the time, teachers are intentional about using another language. Two teachers say that they borrow words in the other language if they can't find it or if a word in the other language fits the situation better. The rest code-switch when they speak with a bilingual audience.

These respondents who have the capacity to code-switch (who possess a minimum of proficiency in a second language) mostly do so naturally or to make sure to understand and be understood.

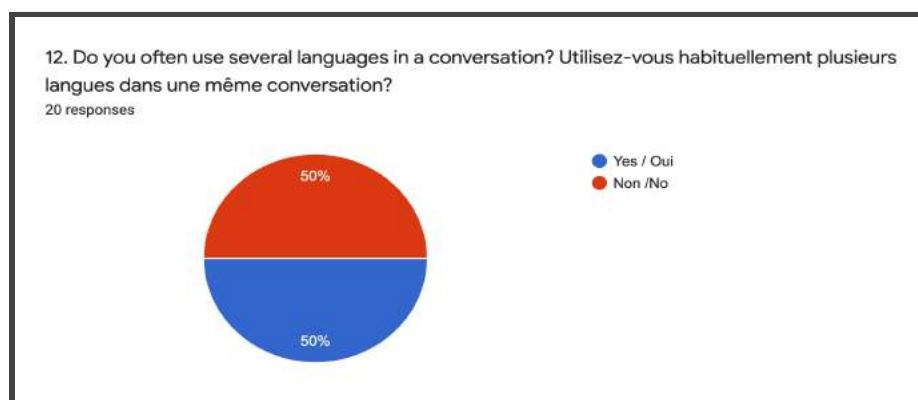


Figure 20: Extract of the teachers survey, question 12

I then research if teachers were comfortable using code-switching with their students. 60% of the respondents reported intentional code-switching in class (Figure 21). Among those who reported thusly, some teachers who don't perceive themselves as bilingual use code-switching. For these 60%, the reasons they give all converge towards the need of helping students make sense of a situation when they are confused: clarification of difficult instructions, support of a student who

seems confused or who has not yet developed access to the target language because of a different linguistic repertoire.

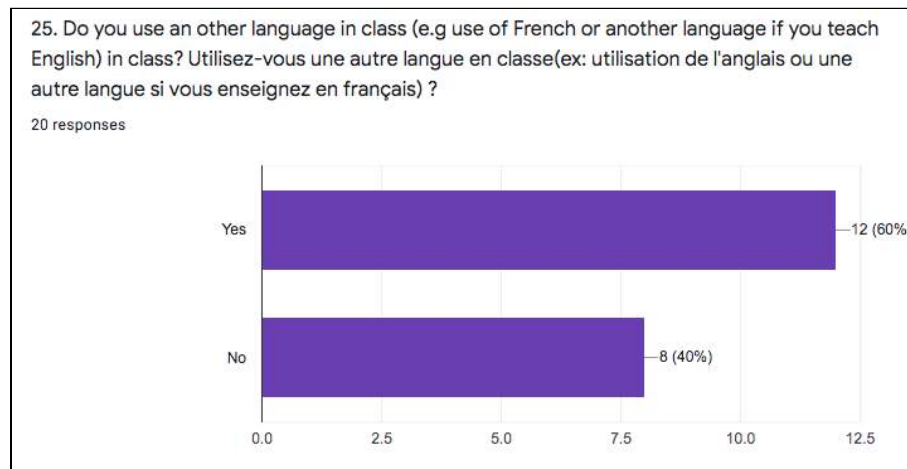


Figure 21: Extract of the teachers survey question 25

Among those who reported thusly, some teachers who don't perceive themselves as bilingual use code-switching. For these 60%, the reasons they give all converge towards the need of helping students make sense of a situation when they are confused: clarification of difficult instructions, support of a student who seems confused or who has not yet developed access to the target language because of a different linguistic repertoire.

To the exception of one teacher who speaks several languages and wants to preserve an exclusive French immersion, and teachers who are monolingual and can't express themselves in another language, teachers agree to occasionally refer to the native language of the students to help them make sense of the content. This one teacher just started working at the school. Consequently, he has not benefited yet from the experience of plurilingual projects and training at the charter school. He has several experiences of teaching abroad or teaching French to non-native speakers

in France. It could indicate that to pass his certifications and in other institutions where he taught French, he received training and directions from a monolingual perspective.

The common teacher's perspective of language teaching is not monolingual. Respondents agree on the importance of acknowledging the different languages spoken in the school community.

C. Cultural knowledge of the students

100% of teacher respondents recognize the importance of knowing the cultural background of their students (Figure 22 and 23) though their reasons vary. I have grouped them in 4 categories:

- 4 teachers stated that it will help them to understand their students.
- 5 teachers stated that it helps students be engaged in class.
- 6 teachers stated that it is crucial to value the cultural identities of the students.
- 2 teachers stated that it helps them to create a more inclusive climate.

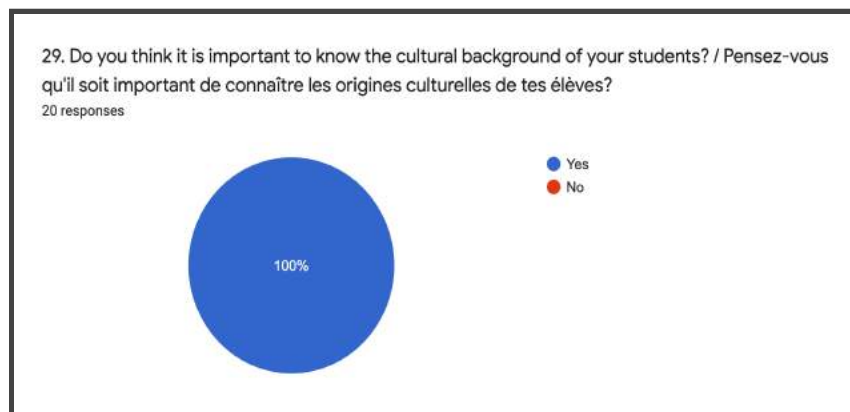


Figure 22: Extract of the teachers survey, question 29

This shows that there is a common understanding in the faculty that the appreciation of students' cultural identities is a factor of students' success.

Teachers are open to developing their students' plurilingual **and** pluricultural competence.

30. Can you explain your answer (question 29)? Pouvez-vous expliquer votre réponse à la question 29?

20 responses

C'est important pour connecter avec les élèves et mieux les comprendre.

Find keys to help them learn.

I believe you can better teach children when you know what is important to them and their families. I also like for the children to share their culture with the class, when appropriate, to celebrate all cultures and our individual uniqueness.

We all arrive with different backgrounds and different culture that are part of us.

La classe est une communauté où chacun doit connaître les sensibilités des autres pour créer un climat de confiance propice aux apprentissages.

Cela permet de savoir si l'enfant a déjà fait l'expérience du multiculturalisme, s'il a été exposé à d'autres sonorités que celles de la langue anglaise. Cela aide aussi à comprendre certaines réactions, certains comportements de la part des enfants comme des parents. Et cela peut servir de point de départ pour certains projets, pour mettre en avant cette richesse de variétés culturelles.

Les élèves non anglophones ont besoin de soutien.

Figure 23: Extract of the teachers survey: some teachers answers to question 30

Surprisingly, 90% of the respondents know some of their students' cultural background but only 20 % of the teachers think they know it very well. There is a discrepancy between the teachers' beliefs in the importance of knowing the students' cultural backgrounds and what they actually know about their students. This points to the need to create tools that would help teachers access cultural information for their students.

A schoolwide work has already started to serve this purpose. At the beginning of the school year, teachers were requested to send an online survey about families' language biographies. Except for 2 classes, teachers willingly comply to do so. It seems that the homeroom teachers were not able to reuse the data for a better connection with their students. This shows a lack of understanding and clear communication between the coordinator and the teaching staff and a

need for more training about the tools available. Coordinator A, myself and one teacher of “maternelle” are well-informed about language biographies and its advantages to start conversations about cultural habits and origins. The three of us have completed AEFE training on that subject.

An additional interpretation of the lack of reinvestissement of language biography tools could be the work overload due to the pandemic. Teachers taught online for 15 months which created a saturation of online documents to share with the parents and a significant alteration of teacher to student and teacher to families connection.

D. Plurilingual projects

I evaluated the teachers’ surveys, the School Projects and my notes from unstructured observation to find occurrences of Plurilingual Project implemented at the micro level in the class. I looked for projects which included at least three languages.

I will describe three of them:

- The Multicultural month

Question 31 of the survey (figure 24) shows that teachers are supportive of the multicultural month project. Five teachers assert that it is a way to discover cultural identities that could remain hidden to the school community. In the same vein, five other teachers write that it demonstrates value to each singular identity, four teachers highlight the importance of the project in raising awareness to otherness. One teacher recognizes that it reflects well the global and plurilingual policy of the school.

The data collected support that the commitment to this annual project (which has been extended from one week to a whole month) is an effective way for teachers to fill in the gap between their willingness to value their students' cultural backgrounds and access to such information.

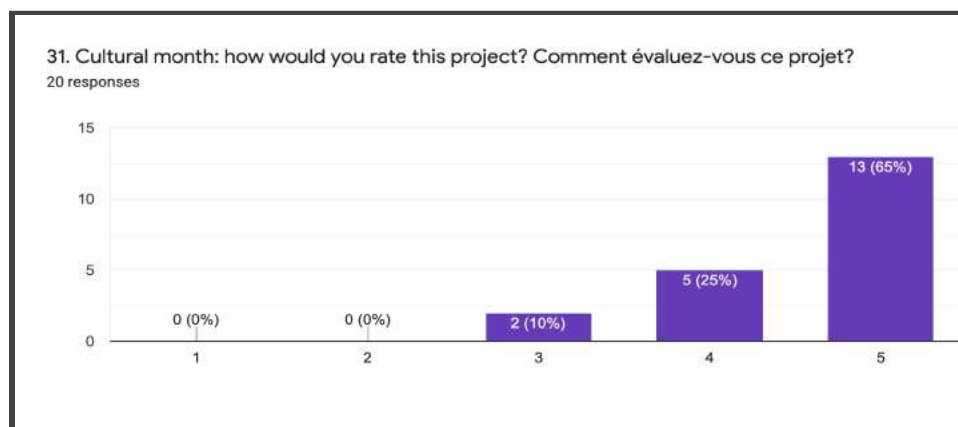


Figure 24: Extract of the teachers survey, question 31

In all classrooms and simultaneously, each teacher embraces this project according to his or her own approach. During this month, there is a lot of connection made with families: parents come to class (or on Zoom) to read fables from countries of origins, students make slideshow presentations of a country, area or state of origin, students make posters of a cultural habit they practice in their family, students teach each other how to say “hello” in a language they affectionate or speak, international buffets pop up in every class ... The options are endless and highly acclaimed by the whole school community.

- Writing project: writing of a plurilingual fable

This writing project occurred in two classes of 4th grade level in 2020 during distance learning. The French and the English teacher agreed on studying the fables genre in both languages and have the students write their own fable mobilizing the languages they knew or wanted to use. To help the students become conscious of their already existing linguistic repertoire, the French

teacher had them work on their language biography through a questionnaire identical to the ones given to the parents at the beginning of the school year (Appendix 9). Then, students had to make a short presentation of their language biography to the class (Figure 25).

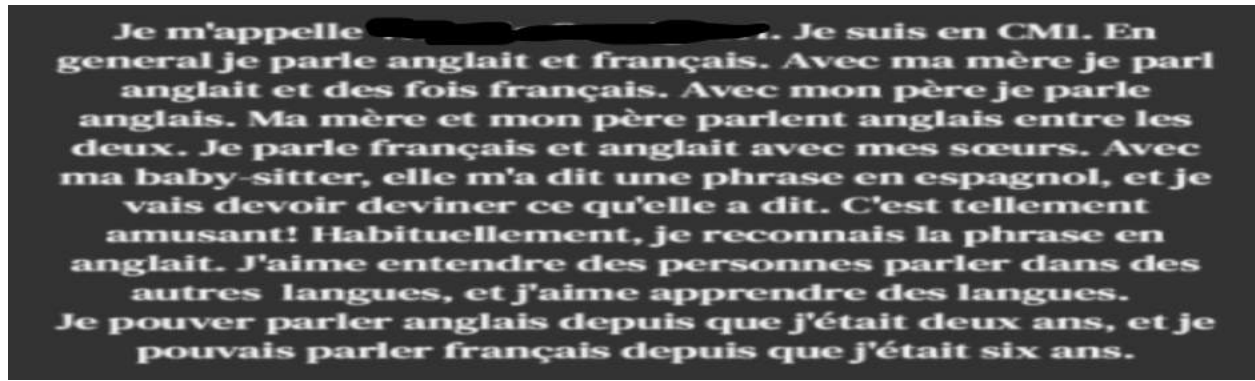


Figure 25: Example of a student production for language biography présentation

In the fable, the use of a minimum of two languages (French and English) was mandatory. The co teaching time was used to make visible the differences and similarities in English and French in the writing of a dialog. At one point, the students had to choose between writing the narration in French or in English. According to their choice, they were sent to breakout rooms with the English or French teacher to support them.

When not in co teaching, the French and the English teacher were following the scope and sequence they had elaborated together. Students could easily progress in the skills that were taught in both languages at the same time. At the end of the project, students had written their fable in Book Creator (narration in English or French and dialog in French or English), illustrated it and recorded the reading of the story. Students were also asked to use another language for the cover page, or if a character was going to another country in the plot, or if the main character had a friend who came from another country.

In figure 26, the student used five different languages for the title. The narration is in French and the dialog in English. She added some Hebrew and German which are part of her cultural and linguistic personal background. She also added some Spanish because it is a language she affectionates and hears frequently as a resident of California.

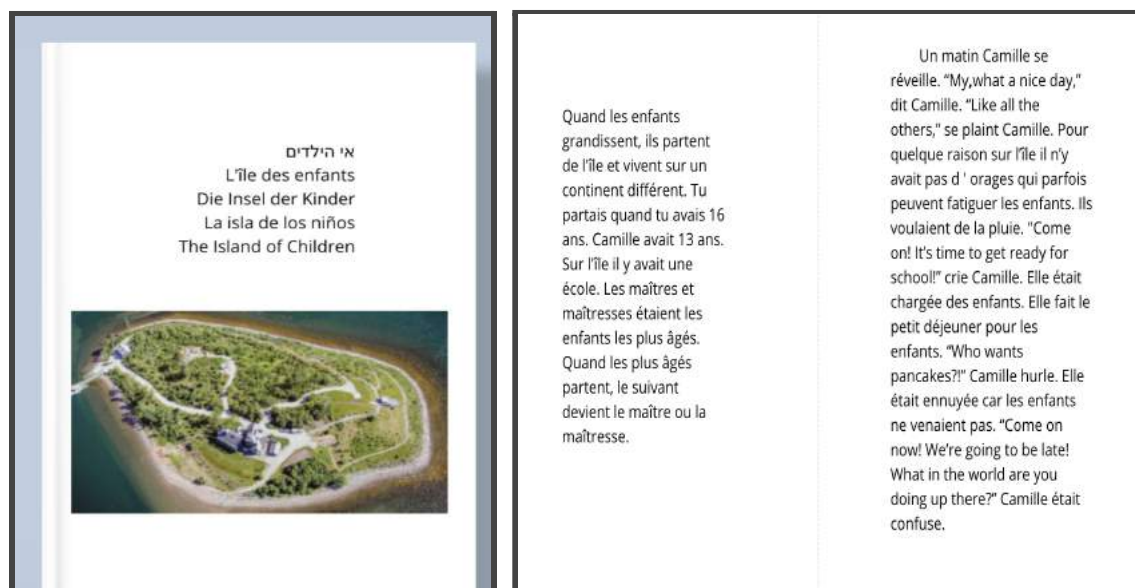


Figure 26: a student plurilingual fable

According to the teachers leading the project, students as teachers were very enthusiastic and engaged in the project. However, both of them explained that such projects were extremely time-consuming especially in the distance-learning format, and couldn't be done regularly during the year for this reason.

- "All different, all the same" Kindergarten project

The French teacher started with the observation that we are all the same: we have a nose, a mouth, we breathe,... We are also all different: our size, our skin color, our facial features, etc... are unique. The languages we know and practice can be different.

From there, the parents were asked to come to class and present where they come from by showing pictures or short videos: it could be presenting Mexico, China, Texas or South California,... Then students took pictures of the same parts of their body (ears, nose,...) and made posters with them, showing their differences and similarities. In writing, they work on words from the different languages spoken in the students' families, sometimes spelled with different alphabets. Finally, the class made a video showing their work. Parents were invited in class one morning to see the video with the students (figure 27).

This project presents the advantages of bringing to light student's linguistic and cultural repertoire in a fun way. As for the teacher, she can conduct the project by herself and does not need to coplan for co-teaching which can be time consuming. However, it is easy for the English teacher to reuse what the students have done in the French class to express it in English. Students then become mediators of what they learn in another language and have another opportunity to express their cultural and linguistic identity and learn about others.



Figure 27: photos from the students movie “tous différents, tous pareils”, Facebook private page of the class

E. Challenge of the turnover to maintain the focus on plurilingualism

The turnover rate of French teachers is an unavoidable feature of this immersion model due to the time limit on work visas. Based on data compiled from interviews, and personal memory, this has been a significant issue since 2017 (figure 28).

	Number of French teachers working at the school	Leaving	Incoming
2017	17	14	14
2018	15	4	2
2019	14	2	2
2020	14	8	6

Figure 28: French teachers turnover from 2017 to 2020

The 2017-2020 and 2021-2024 School Projects both mentioned in the analysis section that one of the strengths of the teaching team is their expertise, their motivation and their willingness to conduct collaborative work. However, the turnover makes the consistency of the practice challenging, endangering the progress towards plurilingualism if continuous training does not happen. Development of a standardized plurilingual education and training protocol for incoming staff could help address this issue in a proactive manner. Materials and resources provided in electronic form to orient new staff members to the plurilingual perspective and prepare them to engage in collaborative development of plurilingual practices could prove a valuable investment in the school's transition.

V. Conclusion

By undertaking this research study and exploring the recent findings of prominent scholars, I was able to explore, question, validate, and refine my own beliefs. Not only did this satisfy my personal curiosity but also served my commitment to self reflection and improvement of my own professional practices.

I have endeavored to find out which fundamental features of bilingual education need to evolve to support a pedagogical shift from a monolingual to a plurilingual perspective. My research, a case study of a French American Charter school shows that to attain a complete shift of a bilingual school to a plurilingual perspective many features are to be considered:

- The individual awareness of administrators, teachers and parents of the dangers of a monolingual perspective which is non-inclusive of the learners who don't belong to the dominant cultures,
- Teachers must understand the benefits of plurilingual practices, for students and teachers alike, through valuable and relevant training,
- Teachers must commit to adhering to these practices, despite the energy required for more teamwork and more flexibility in the class practices,
- It is imperative to establish a shared understanding that the languages and cultures represented by the school community must be valued and acknowledged. This degree of cohesive support will allow the learners to embrace their plurilingual identities thus freeing them to draw from their cultural and linguistic repertoires and maximize their learning potential,

- The encouragement and enforcement of the policy by the school administration as an essential condition for the sustainability of the implementation of plurilingualism,
- The provision from the administration for collaborative and preparation time in teachers schedule as well as available space to deliver the bi/plurilingual projects,
- The curriculum needs to be plurilingualism-based and precisely elaborated according to the CEFR scale descriptors
- Human and technical resources: budgeting for the training, time allotted for collaboration, solid team spirit, intentionality and hard work!

The French American charter school has started the process of shifting to a plurilingual approach. This research study shows many occurrences of the adoption of a plurilingual perspective from the evolution of the school vision, to the plurilingual projects implemented in the classrooms. The transformation is in progress: the AEFÉ provides substantial resources and assistance, the administration is fully supportive of the approach, the previous and current curriculum coordinator advocate consistently for the implementation of plurilingual practices. As for the teaching team, they understand the damage of a monoglossic vision. They are enthusiastic about collaborative work and open to receive the appropriate training and participate in other research projects that will facilitate the implementation of plurilingual practices.

The plurilingual-based harmonized curriculum is still being developed. It is supplemented by the precise instructions of the School Project, which also adopts plurilingual practices. As the School Project is inclusive of all teachers' voices, it is easier to obtain the understanding and the commitment of the faculty.

The shift from monolingual to plurilingual perspective has not yet been fully realized. There are many challenges that must be overcome along the way. Among them, the staff turnover and the difficulty of remaining consistent and providing for continuous guidance and training of the incoming staff. Above all, such a profound and holistic change which affects all organizational aspects of the school requires intentionality, time, patience and step-by-step progress.

The implementation of a plurilingual school policy is an honorable and worthwhile commitment which answers a contemporary social need: integrating all students within the public school system regardless of their cultural and linguistic background. By increasing visibility, acknowledgement and acceptance in their holistic linguistic and cultural diversity, students are empowered to achieve success. Plurilingual perspective serves not only minority students. It also enables students from the dominant language and culture to become conscious of the existence of otherness and to develop appreciation for it. It accomplishes one of the great missions of the public school system: contributing to the development of a more fair, inclusive, and equitable society.

VI. Bibliography

- AEFE (2015). *Pour une éducation plurilingue, la politique des langues de l'AEFE*. Les Cahiers de l'AEFE, AEFE
- Akinci M, BILINGUISME, EDUCATION & FAMILLES : L'enfant bilingue au cœur des questionnements, (01/16/2016), Université de Rouen
- Akinci M, BILINGUISME, EDUCATION & FAMILLES : l'enfant franco-turc au coeur des questionnements, (2/7/2015), Université de Rouen, http://evreux3-circ.spip.ac-rouen.fr/IMG/pdf/animation_evreux_3_29_11_2014.pdf
- Beacco JC, Byram B, Cavalli M, Coste D, Egli Cuenat M, Goullier F, Panthier J., (2016), *Guide for the development and implementation of curricula for plurilingual and intercultural education*, Council of Europe
- Beardsmore H.B, Bilingualism, (1986), Basic Principles 2nd edition
- Burgess R.G, (1984). *In the Field: an introduction to Field Research*, London: Routledge
- B.O spécial n° 1 du 22 janvier 2019, NOR : MENE1901585A - arrêté du 17-1-2019 J.O. du 20-1-2019
- Brown, J. (2020). Bilingual. In E. M. Sanchez (Ed.), *Merriam-Webster.com dictionary*. Merriam-Webster. <https://www.merriam-webster.com/dictionary/bilingual>
- Cadre européen commun de référence pour les langues (CECRL) (2001), Unité des Politiques linguistiques, Strasbourg
- Calvet J. Brown A, (1999), *Pour une écologie des langues du monde*, page 32
- Cambridge international dictionary of English (2021), Bilingual in Cambridge Advanced Learner's Dictionary 4th Ed., Cambridge University Press <https://dictionary.cambridge.org/us/dictionary/english/bilingualism>

- Cambridge Assessment English, (2021). *International language standards: About the Common European Framework of Reference for Languages (CEFR)*, Cambridge University Press and Assessment
<https://www.cambridgeenglish.org/exams-and-tests/cefr/>
- Castellotti V, Moore D., *Représentations sociales des langues et enseignements*, 2002
- M Cavalli, D Coste, À Crisan, P Van De Ven. (2009). Plurilingual and intercultural education as a project. *Languages in Education Languages for Education, Language policy division Council of Europe*. Published.
- Center for Applied Linguistics. (2011). *Directory of foreign language immersion programs in U.S. schools*. Retrieved April 1, 2017, from <http://webapp.cal.org/Immersion/>
- Cenoz J, Gorter D, (2017). *Minority languages and sustainable translinguaging: threat or opportunity?*, Journal of Multilingual and Multicultural Development
- Chrifi Alaoui D, (2007). *Analyse de Comparons nos langues, Alsic*, Vol. 10, n° 2 | -1, 45-58.
- Clément, F. et Girardin, A. (1997). *Enseigner aux élèves issus de l'immigration*. Paris : Nathan
- Coronel-Molina S., Samuelson B., (2016). *Language contact and translingual literacies*, Pages 379-389
- Coste D, Moore D, Zarate G, (2009). *PLURILINGUAL AND PLURICULTURAL COMPETENCE With a Foreword and Complementary Bibliography French version originally published in 1997 Studies towards a Common European Framework of Reference for language learning and teaching*, Language Policy Division, Strasbourg
www.coe.int/lang
- Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, U.K: Press Syndicate of the University of Cambridge.

- Council of Europe (2018). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment- Companion Volume with New Descriptors*, Language Policy Programme Education Policy Division Education Department Council of Europe, pages 157-162

- Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*, Council of Europe Publishing, Strasbourg

- Common Core State Standards Initiative, (2021). *About the Standards*, <http://www.corestandards.org/>

- Coste, Moore et Zarate, *Compétence plurilingue et pluriculturelle* (2009), Language Policy Division, p. 11

- CoE, *FROM LINGUISTIC DIVERSITY TO PLURILINGUAL EDUCATION: GUIDE FOR THE DEVELOPMENT OF LANGUAGE EDUCATION POLICIES IN EUROPE Executive Version 2007* page 9 www.coe.int/lang

- Cummins J, *Bilingual Children's mother tongue* (2001), Sprogforum

- Deprez C, *Les enfants bilingues: langues et familles* (1994), Didier "[u.a.]", 1994

- Edjoin (2021), *Santa Rosa City Schools Job descriptions*, <https://www.edjoin.org/Home/JobDescriptions?id=882&jobType=certificated>

- *Enseignements Pratiques Interdisciplinaires, Enseignements au collège - Organisation des enseignements : modification arrêté du 16 juin 2017 - J.O. du 18 juin 2017*

- Fielding, R. (2016). Students' use of their plurilingual resources in Australian schools. *Language and Education*, 30(4), 361–377. <https://doi.org/10.1080/09500782.2015.1114631>

- Flores, N. (2014). *Let's not forget that Translanguaging is a political act*, published by Educationallinguist,

<https://educationallinguist.wordpress.com/2014/07/19/lets-not-forget-that-translanguaging-is-a-political-act/>

- France Diplomacy, (2019), *The French School System Abroad (AEFE)* <https://www.diplomatie.gouv.fr/en/french-foreign-policy/francophony-and-the-french-language/france-s-commitment-to-the-french-language/learning-and-teaching-french/the-french-school-system-abroad-aeefe/>
- Galante, A., Okubo, K., Cole, C., Elkader, N. A., Carozza, N., Wilkinson, C., Wotton, C., & Vasic, J. (2020). "English-only is not the way to go": Teachers' perceptions of plurilingual instruction in an English program at a Canadian university. *TESOL Quarterly*, 54(4), 980–1009. <https://doi.org/10.1002/tesq.584>
- García, O., & Li Wei (Eds.). (2014). *Translanguaging: Language, bilingualism and education*. Basingstoke: Palgrave Pivot.
- García, O., & Torres-Guevarra, R. (2010). "Monoglossic Ideologies and Language Policies in the Education of U.S. Latinas/os". In E. G. Murillo (Ed.), *Handbook of Latinos and education: Theory, research and practice* (pp. 183–193). Routledge.
- Garcia O., Kleifgen J (2010), *Emergent Bilinguals*, Teachers College Press
- García O. & Otheguy (2019): Plurilingualism and translanguaging: commonalities and divergences, *International Journal of Bilingual Education and Bilingualism*, DOI: 10.1080/13670050.2019.1598932
- Grosjean F (1982), *Life with two languages*, Harvard University Press, Cambridge, Massachusetts and London, England
- Grosjean F, *Le bilinguisme, vivre avec deux langues* (1984), François. In: *Revue*, p.5
- Koubi G., Brèves remarques à propos d'une distinction entre multiculturalisme et pluriculturalisme (2005), *Revue hellénique des droits de l'homme*, n° 28, p. 1177 à 1199
- Lafortune L et Gaudet E ,une pédagogie interculturelle (2000), ERPI
- Laurendeau A(1933), *Bilinguisme intégral* , pp294
- Laurie S, *Lectures on Language and Linguistic Method in the School* (Cambridge: Cambridge University Press, 1890), 15. 2.
- Leclerc, <http://www.tlfq.ulaval.ca/axl/>; <http://www.ethnologue.com>

- Leclerc J, L'aménagement linguistique dans le monde, (2020),
<http://www.axl.cefan.ulaval.ca>

- MacNamara J, Bilingualism and Primary Education: A Study of Irish Experience (1966), Edinburgh University Press

- Merlet S., (2020), *Enseigner le vocabulaire au Cycle 2-Padlet*, CPAIEN AEFE Zone Amérique du Nord

- Miguel-Addisu V., Beaumont S., (2020), *Dynamique d'apprenance dans une recherche collaborative portant sur la didactique de l'oral en contexte plurilingue : regards croisés*, les cahiers de l'Acedle Recherches en didactique des langues et des cultures

- Ministère de l'Education Nationale de la Jeunesse et des Sports, (2019), *Programmes et horaires à l'école élémentaire*,
<https://www.education.gouv.fr/programmes-et-horaires-l-ecole-elementaire-9011>

- Ministère de l'Education Nationale de la Jeunesse et des Sports, *Bulletin officiel n°31 du 26 août 2021, Établissements d'enseignement français à l'étranger*

- Ministère de l'Education Nationale de la Jeunesse et des Sports, *Le projet d'école et les parents*, (2020) , Mallettedesparents.education.gouv.fr,
<https://mallettedesparents.education.gouv.fr/professionnels/ID195/le-projet-d-ecole-et-les-parents#:~:text=Le%20projet%20d'%C3%A9cole%20est%20un%20document%20r%C>

- Minichiello S., (2019), SUSAN MINICHIELLO, *Santa Rosa school trustee resigns to take interim co-principal position at French charter school*, The Press Democrat

- Moore D.,(2006), *Plurilinguismes et école*, Editions Didier, collection LAL, Paris, 2006, 320 pages

- National Center for Education Statistics, (2020) *Characteristics of Public School Teachers*, <https://nces.ed.gov/programs/coe/indicator/clr>

- National Center for Education Statistics, (2019), *Public Charter Schools enrollment*,
https://nces.ed.gov/programs/coe/pdf/2021/cgb_508c.pdf

- National Center for Education Statistics, (2019) *Racial/Ethnic enrollment in Public Schools*, <https://nces.ed.gov/programs/coe/indicator/cge>

- National Alliance for Public Charter Schools, (2021) *What is a Charter School?*
<https://www.publiccharters.org/about-charter-schools/what-charter-school>

- Ortega O., (2019) “¿Teacher, Puedo hablar en español?” *A reflection on Plurilingualism and Translanguaging Practices in EFL*, University of Toronto, Toronto, Canada
- Piccardo, E. (2013). Plurilingualism and curriculum design: Toward a synergic vision. *TESOL Quarterly*, 47(3), 600–614. <https://doi.org/10.1002/tesq.110>
- Pichon E. (1965), *Le Développement Psychique de l'Enfant et de l'Adolescent*, pp 102-103
- Projet E2PCR, (2021). *Laboratoire Dynamique du Langage In Situ*, Université de Rouen Normandie <https://dylis.univ-rouen.fr/content/projet-e2prc-francais-plus>
- School In The Square, *What is a Charter School?* (2021) <https://www.schoolinthesquare.org/about/what-is-a-charter-school>
- Schwinn J., Shariat N., Salamati S., Heleskov K., Toczyski S., Gorin S., Rabinowitsh S., Lindenfeld J., Melin L., Gervais M., Gatinella R., (2012). *Petition for the Santa Rosa French American Charter School (2012)*, Santa Rosa City School District <http://srfacs.org/wp-content/uploads/2018/12/SRFACS-Petition-1-of-3.pdf>
- Thomas G, *How to do research project* G Thomas, 2nd edition (2013), SAGE
- Traquet V., *Recherche-action autour du plurilinguisme et de la médiation, Exemple d'une séquence d'écriture plurilingue dans deux établissements du réseau AEFÉ d'Amérique du Nord (2021)*, Université Rennes 2
- U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “State Nonfiscal Survey of Public Elementary and Secondary Education,” 1995–96 through 2017–18
- Weinreich U, *Languages in contact, findings and problems* (1953), New York, Linguistic Circle of New York
- Wichser-Krajcik, Elisabeth, "A Teacher's Guide to Plurilingual Pedagogy" (2021). MA TESOL Collection. 756. pp 47
- Zarate, G., Gohard-Radenkovic, A., Lussier, D., Penz, H. 2003. *Médiation culturelle et didactique des langues*. Strasbourg : Edition du Conseil de l'Europe. Pp57
- Zarate, G., D. Lévy et C. Kramsch, *Précis du plurilinguisme et du pluriculturalisme* (2008), Paris : Éditions des archives contemporaines

ABBREVIATIONS:

AEFE: Agence pour l'Enseignement du Français à l'Étranger, - The French School System Abroad

BIPOC: Black, Indigenous, People of Color

CEFR: Common European Framework of Reference For Languages

E2PRC: École, Parole de l'élève et Plurilinguisme-Recherche Collaborative

EL/ESL: English Learners / English as a Second Language

EU: the European Union

LCAP: Local Control Ability Plan and Annual Update (LCAP)

MEN: Ministère de l'Éducation Nationale (French Ministry of Education)

TESOL: Teaching English to Speakers of Other Languages (TESOL) includes both teaching English as a foreign language as well as Teaching English as a Second language (TESL), which refers to teaching English in a country where the primary language is English

TOSA: Teacher On Special Assignment

APPENDICES

Appendix 1 : Extract of the School Project 2017-2020

Appendix 2 : Extract of the School Project 2021-2024

Appendix 3: Extract of the school Charter 2020-2025

Appendix 4: Principal's interview questions

Appendix 5: Extract of Principal's interview transcript

Appendix 6: Coordinators interview questions

Appendix 7: Extract of Coordinator A's interview transcript

Appendix 8: Extract of my auto- interview transcript

Appendix 9: Language biographies sent to families

Appendix 10: Teachers Questionnaire

Appendix 1: Extract of School Project 2017-2020

Demography:

Les élèves accueillis sont d'origines économiques, culturelles et linguistiques diverses. Plus de **30** nationalités sont représentées dans l'établissement. Nombreux sont les élèves pluriculturels.

La langue d'enseignement principale étant le français, un niveau de maîtrise linguistique suffisant dans cette langue est requis dès l'entrée en CM1. Les classes maternelles jusqu'au CE2 constituent donc actuellement la seule porte d'entrée possible dans l'établissement pour des élèves non-francophones.

II. Bilan des évaluations et du projet précédent.

Atouts Freins Évolutions Stagnations Régressions

POINTS FORTS/EVOLUTIONS	POINTS À <u>AMÉLIORER/STAGNATIONS/REGRESSIONS</u>
RELATIFS AUX ÉLÈVES	
<ul style="list-style-type: none">- Diversité culturelle et linguistique du public et de l'équipe pédagogique- Enthousiasme et curiosité pour les apprentissages	<ul style="list-style-type: none">- Encourager les échanges francophones entre élèves,- Manque de vocabulaire pour s'exprimer sur des sujets de la vie courante et de vocabulaire subjectif pour exprimer sa pensée critique.

III. Priority areas of the project

❖ IDENTIFICATION OF 3 STRONG POINTS TO BUILD ON

1 : Large majority of experienced teachers with strong expertise in the French program and/or the California curriculum

2: Multilingual and multicultural educational community

3: Significant financial support from the State of California and the School Foundation

❖ IDENTIFICATION OF THE PRIORITY OBJECTIVES OF THE SCHOOL PROJECT

A : Mastering the languages of education: speaking, reading and writing

Speaking, reading and writing: Improve oral and written comprehension of the two languages by harmonizing vocabulary teaching schedules by cycle and grade level.

Reading: Focus on phonological awareness and reading fluency

Writing: Use the 6 genres and 4 evaluation points (American curriculum) to develop coherent progressions in each language and in co-teaching to ensure that each skill is worked on in a transversal manner.

Appendix 3: Extract of the school Charter 2020-2025

ASSURANCES AND AFFIRMATIONS

The Santa Rosa French-American Charter School (SRFACS) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)
- Not charge tuition. EC 47605(d)(1)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1)
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A). An existing public school that converts to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of the school. EC 47605 (d)(1)
- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school's capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. EC 47605(d)(3)
- Meet all state-wide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other state-wide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)
- Consult, on a regular basis, with the charter school's parents, legal guardians, and teachers regarding the school's educational programs. EC 47605(c)(2)
- Not enroll pupils over 19 years of age.

- Not require any child to attend a charter school nor any employee to work at a charter school.
 - Have Santa Rosa City Schools District as the exclusive public school employer of the employees of SRFACS for the purposes of the Educational Employment Relations Act (Chapter 10.7 [commencing with Section 3540] of Division 4 of Title 1 of the California *Government Code*), as required by EC Section 47605(b)(6), recognizes that the SBE is not an exclusive public school employer and that, therefore, the charter school must be the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (EERA).
-

Appendix 4: Principal's interview questions- Extract of transcript

Principal's interview questions

1. Do you consider yourself monocultural or multicultural?
2. What does being bilingual mean to you/ your definition of being bilingual?
3. Do you consider yourself monolingual, bilingual or trilingual or more than that?
4. How many languages do you speak?
5. Why did you learn this language?
6. When did you learn it ?
 - In your childhood?
 - When you were a teenager?
 - As a young adult?
 - Later in life?
7. What level do you think you have in this/these language(s)?
8. Could you describe the relationship you have with the French language and French culture?
9. How long have you been working in education?
10. How long have you been a principal at SRFACS?
11. What in your previous work experience is serving you to lead the school today?
12. What was your conception of the teaching of a foreign language when you arrived at SRFACS?.
13. Prior to your arrival in the school did you have any kind of training regarding the teaching and learning of a foreign language?
14. What has changed in your conception since then anyway since you're arrived at the school
15. According to you, what term best qualifies the school: is it a bilingual/an immersion school /an international school or a bit of the three of them?
16. What is your position regarding the AEFE?
17. Would you like the California curriculum to be translated into French or could you explain why?
18. How would you define linguistic and cultural inclusion?

19. Do you think SRFACS is culturally inclusive and why?
21. What are the measures already in place for cultural inclusion in the school?
22. Districtwide same question?
23. Do you think the trip to the Museum of Tolerance, CRSH training or other training about cultural inclusion is changing the staff?
24. Do you feel supported by the AEFÉ in the battle for cultural inclusion? And by the district in this way? Do you feel they give you resources?
25. What is the best quality you have found in the school when you arrived?
26. What are the most important things you've put into place in the school since you're on? right now come?
27. What is your dream vision for the school?
28. Do you think that the presence of another or several other languages than English or French in the school brings some more value?
29. What additional value do you think the school adds to the community?
30. What advantages and drawbacks do you see in the intercultural communication between the teachers?
31. and what task do you have to do as an administrator of an immersion program that administrators in mainstream schools don't have to do?
32. What are the main challenges for American teachers according to you in the school?
33. What are the main challenges for French teachers?
34. What are the main challenges for students: what are the main challenges that they have in this school and maybe wouldn't have in a mainstream school?
35. What are the main challenges for the families?

Appendix 5: Extract of the Principal's interview transcript

1. Do you consider yourself monocultural or multicultural?

that's a hard question since the first of many I would say at least five if not multi so I guess if there is by only choices are mono or multi OK

2. What does being bilingual mean to you/ your definition of being bilingual? It is the ability to express oneself and understand others in two languages OK

3. Do you consider yourself monolingual, bilingual or trilingual or more than that? monolingual OK

4. How many languages do you speak?
one and a half

5. And what brought you to learn this language

Well originally I was inspired by my mom speaking in French around the house even though she wasn't friend but she really took pleasure in using French phrases to tell us to do things and then once I got in school it was just a pleasure to learn a language OK

6. So when did you learn it in your childhood when you were a teenager as a young adult or later?

I officially began classes in middle school OK

7. what level do you think you have in this language? currently and I'd say intermediate OK Like orally? i can read quite well I'd like to capillary yeah and early early intermediate just yeah I understand people pretty well but when I go to either if they use the term or I search for a term that I don't know then of course it

Appendix 6: Coordinators Interview questions

Interview Coordinateurs

1. Est-ce que tu peux me dire quelle était ta date d'arrivée dans l'école SRFACS?
2. Qu'est-ce que tu peux nous dire du travail collaboratif entre collègues de français et d'anglais à cette période?
3. D'accord. Heu, avant ton arrivée, est-ce que tu avais reçu une formation quelconque sur l'enseignement d'une langue étrangère?
4. Quelle était la conception générale des enseignants vis-à-vis de l'immersion en français?
5. Personnellement, quelle était ta propre conception?
6. Qu'est-ce qui a changé dans ta conception de l'enseignement d'une langue 2 depuis ton arrivée aux Etats-Unis?
7. Quand tu as pris ton poste de coordinatrice dans l'école , qu'est-ce qui t'a semblé important de mettre en place. Et pourquoi?
8. Qu'est-ce qui a changé dans ta conception de l'enseignement d'une langue 2 depuis ton arrivée aux Etats-Unis?
9. Qu'est-ce qui a changé dans ta conception de l'enseignement d'une langue 2 depuis ton arrivée aux Etats-Unis?
10. Dans tout ce que t'as mis en place, qu'est-ce qui a le moins bien marché ou qui a été le plus difficile à mettre en place? Pourquoi?
11. Qu'est-ce que le plurilinguisme évoque chez toi? Comment le définirais-tu?
12. Par rapport à cette approche plurilingue, quel chemin reste-t-il à parcourir dans cette école?
13. Quels commentaires aimerais-tu faire sur le cheminement pédagogique et la direction que prend cette école?

Appendix 7: Extract of Coordinator A's interview transcript

2. D'accord donc l'année 2015. Je vais rentrer directement dans le vif du sujet. Y a 13 questions qui suivent. Qu'est-ce que tu peux nous dire du travail collaboratif entre collègues de français et d'anglais à cette période?
Euh..Hormis les staff meetings, ou on parlait plutôt de l'organisation de l'école, euh et pas trop enfin, hormis les staff meetings, y avait pas de reunion vraiment de collaboration entre profs. Y avait des réunions pour les français et des réunions pour les profs d'anglais
Mais y'avait pas de travail collaboratif sur les mêmes classes entre francais et anglais?Non
D'accord.
Ou peut-être je m'en rappelle plus mais heu non je crois pas.
3. D'accord. Heu, avant ton arrivée, est-ce que tu avais reçu une formation quelconque sur l'enseignement d'une langue étrangère?
Non, j'avais été heu ma toute première année de professeur des écoles en fait j'avais eu des élèves de heu comment ça s'appelait? Ça portait un nom. Les élèves sont en fait allophones.
Oui. Je me rappelle plus comment ça s'appelait et j'ai été, heu ça à été mon premier poste et je faisais ça en plus dans l'enseignement spécialisé et j'étais pas du tout formée.
D'accord. Et tu avais une aide quelconque heu des ressources? (fait non de la tête) rien du tout.
4. Heu à ton avis, dans l'école en 2015, quelle était la conception générale des enseignants vis-à-vis de l'immersion en français? C'est-à-dire pour les professeurs de français quelle était leur conception générale vis-à-vis de l'immersion en français.
Alors je peux pas parler pour tout le monde mais de ce que j'ai vu heu c'était heu, bon la cohorte dans laquelle je suis venue en fait y en avait pas beaucoup qui avait déjà fait de l'enseignement avant, de l'enseignement à l'étranger avant et heu et c'était enseigner le français comme on enseigne en France, tu vois, sans vraiment prendre en compte tout ce qu'on prend en compte maintenant. Enfin moi c'est le sentiment que j'ai eu.C'est-à-dire enseigner le français comme dans une école lambda quoi.
D'accord, enseigner le , le programme? Ouais. Enseigner le programme. D'accord.

Appendix 8: Extract of my auto-interview transcript

Ma date d'arrivée à l'école c'est le début de l'année 2018 le début de l'année scolaire qu'est-ce que je peux dire du travail collaboratif entre collègues de français et d'anglais quand je suis arrivé je peux dire que je suis arrivé à la genèse de ce travail j'ai pas l'impression qu'il y avait de collaboration avant entre les enseignants d'anglais et de français en tout cas moi dans ma classe de CE2 avec ma collègue d'anglais au départ il y en avait pas et très vite là la conseillère pédagogique a vraiment mis l'accent sur le fait que on devait collaborer et penser à ne pas répéter les mêmes et ne pas répéter l'apprentissage des mêmes compétences en même temps mais pour faire du sens de faire un travail collaboratif et puis en plus il y a eu le co enseignement qui s'est mis en place alors avant mon arrivée j'avais reçu une formation assez complète sur l'enseignement d'une langue étrangère parce que j'avais pris un module de FLE à lancer à l'université de Dijon pour passer un diplôme universitaire que j'ai pas terminé mais quand même et puis je suis aussi passé dans l'enseignement secondaire sur dossier professionnel ce qui veut dire que j'ai reçu une formation ferme d'un an sur l'enseignement de l'anglais à des élèves de l'anglais Langlais à des élèves francophone donc ma conception générale des enseignants vis-à-vis de l'immersion en français je pense que moi mon regard de prof de langue c'était que dans le travail de mes collègues et sans vouloir juger mais je voyais beaucoup d'applications et dans le miens aussi est dans le miens aussi d'applications un peu un peu bête t'as arrêter qui a du programme de français alors que les élèves ils avaient pas le vocabulaire et les ressources en tant qu'en tant qu'américain en tant que anglophone pour pouvoir rentrer vraiment dans le sens du programme et qu'il fallait faire beaucoup beaucoup d'adaptation et qu'on était pas en mesure de le faire avec la simple formation par la simple conséquence formation IUFM qu'on avait reçue en tant qu'enseignant d'école élémentaire mais on avait été formé à enseigner le français le programme français pour des élèves français et ce qui manquait c'était cette adaptation pour les élèves dont le français n'est pas la langue native donc je pense que j'avais déjà un grand questionnement par rapport à cette vision de l'enseignement que j'avais cru qu'on avait un qu'on avait un peu forcé sur moi et que je voyais pas et donc je voyais pas les les bons fruits lorsque j'enseigner l'anglais dans le secondaire ou demander on était formé à vraiment faire une totale immersion et ne pas faire référence aux Français sauf pour expliquer en fait de langue peut-être cinq minutes pendant le cours et que les élèves par Total imprégnation c'est comme ça qu'ils aller apprendre mais dans la réalité des faits c'est pas ce qui se passait on était obligé de recourir à la langue du français moi et j'avais cette conversation avec mes collègues de manière extrêmement régulière pour que les élèves accède au sens pour pas qu'on les perde et en fait quand je suis arrivé à Santa rosa c'était un peu ça. on faisait pas de référence à l'anglais les références que je faisais mais comme j'étais pas formé comme ça je vais fait une culpabilité du fait de référer régulièrement en anglais pour que les élèves et que c'est le sens

Appendix 9: Language biography questions sent to the families

Nom de l'enfant / Child's name : Classe:

Afin de mieux connaître votre enfant, merci bien vouloir répondre aux questions suivantes:
In order to know your child better, please answer the following questions :

En général, en quelles langues communique votre enfant ?

In general, in which languages does your child communicate ?

- Avec sa mère – avec un parent / with his or her Mom – with one parent
- Avec son père - avec un parent / with his or her Dad – with one parent
- Avec la fratrie / with his or her siblings
- Avec sa nourrice ou sa babysitter / with his or her childcare worker or babysitter
- Avec ses grand-parents – with his or her grandparents

Quelles sont les langues d'un des parents (mère) ?

What are one of the parent's languages (mother) ?

Quelles sont les langues de l'autre parent (père) ?

What are the other parent's languages (father) ?

Quelle(s) langue(s) parlent les parents entre eux ?

What languages do the parents speak to each other?

Quelles langues comprend votre enfant mais ne les parle pas ?

What languages does your child understand but is unable to speak them?

Votre enfant a-t-il des contacts avec d'autres langues ? Lesquelles ?

Does your child have contact with other languages ? Which ones ?

Quand votre enfant a-t-il parlé sa deuxième langue ?

When did your child speak his/her second language ?

Quand votre enfant a-t-il parlé sa troisième langue ?

When did your child speak his/her third language ?

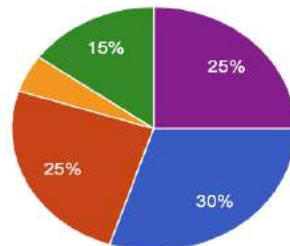
Avez-vous d'autres informations pour compléter la biographie langagière de votre enfant ?

Do you have any other information to complete your child's language background ?

Appendix 10: Teachers survey questions

1. How long have you been living in the US? Depuis combien de temps vivez-vous aux États-Unis?

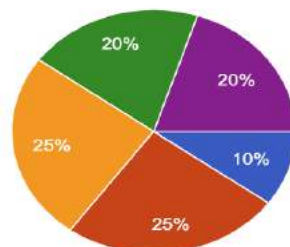
20 responses



- Between 0-2 years / Entre 0 et 2 ans
- Between 2-5 years / Entre 2 et 5 ans
- Between 5-10 years / Entre 5 et 10 ans
- It has been more than 10 years / Il y a plus de 10 ans
- I have always lived in the US / J'ai toujours vécu aux États-Unis.

2. Do you travel outside of the US? Est-ce que vous voyagez en dehors des États-Unis?

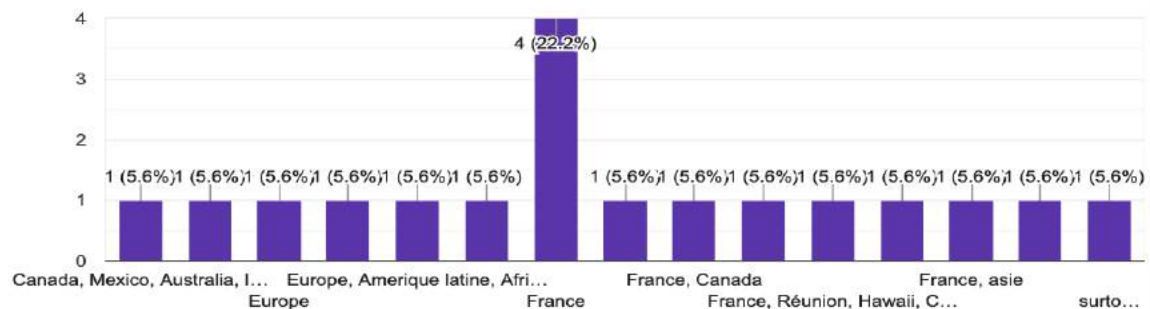
20 responses



- Never / Jamais
- About once every 5 years / Environ une fois tous les 5 ans
- About once a year / Environ une fois par an
- Several times a year / plusieurs fois par an
- About once a year / Environ une fois par an

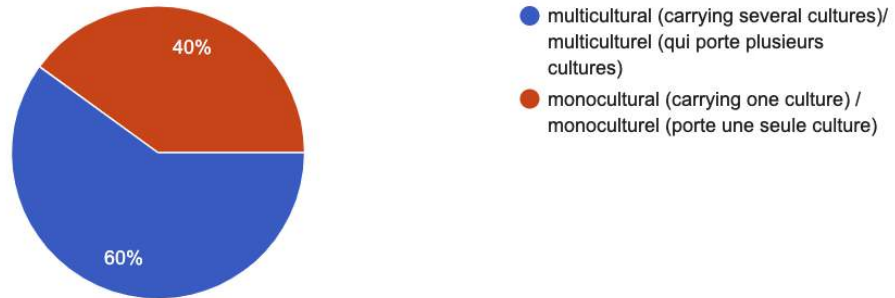
3. If you travel outside of the US, where do you go? Si vous voyagez en dehors des États-Unis, dans quels pays vous rendez-vous?

18 responses



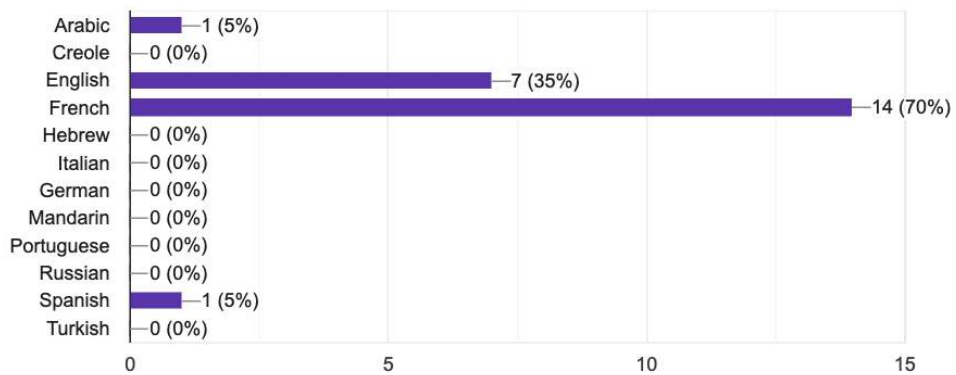
4. Do you consider yourself has someone who is... / Vous considérez vous comme quelqu'un de...

20 responses



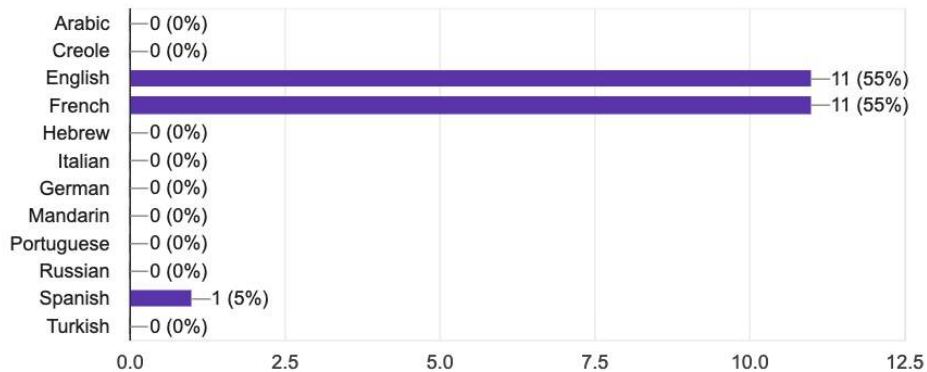
5. What is/are your native language(s)? Quelle est ta langue maternelle (réponses multiples possible si plusieurs langues maternelles)

20 responses



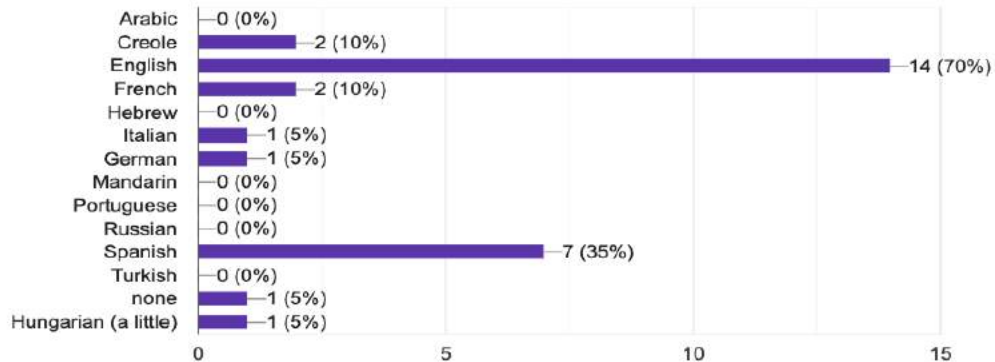
6. In general, in which language(s) do you communicate in your household? En général, en quelle(s) langues communiquez-vous dans votre foyer?

20 responses



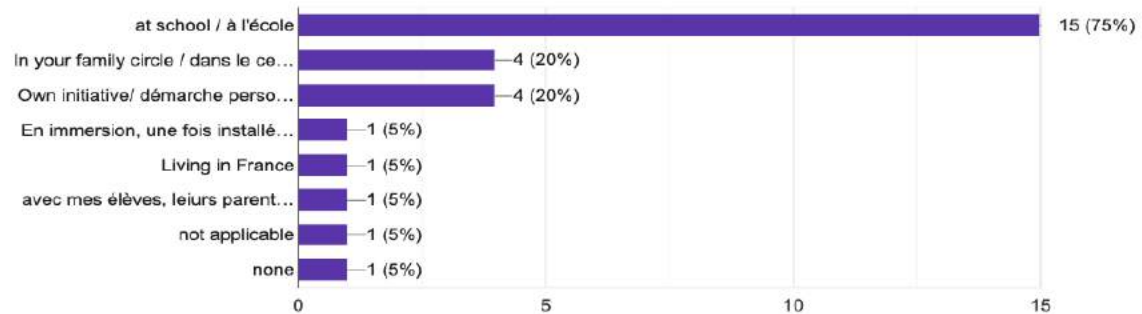
7. Do you speak (an) other language(s) than your native language(s)? Est-ce que vous parlez une ou plusieurs autres langues que votre (ou vos) langue maternelle?

20 responses



8. If you do speak (an) other language(s), where did you learn it? Si vous parlez une ou plusieurs autres langues, dans quel contexte les/l' avez-vous apprise(s)?

20 responses



9. If you do speak (an) other language(s), when did you learn it? Si vous parlez une ou plusieurs autres langues, quand les/l' avez-vous apprise(s)?

18 responses



10. According to you, what does being bilingual mean? Selon vous, qu'est-ce qu'être bilingue?

20 responses

Pouvoir penser et converser de manière équivalente dans deux langues.

Being able to speak two languages

Maîtriser la langue - au niveau communication et compréhension - ET la culture - les codes culturels, être capable de se débrouiller dans le pays cible.

To be able to communicate in two languages

Penser, rêver dans une autre langue que la sienne, être capable de suivre une conversation (comprendre, s'exprimer de manière fluide et continue).

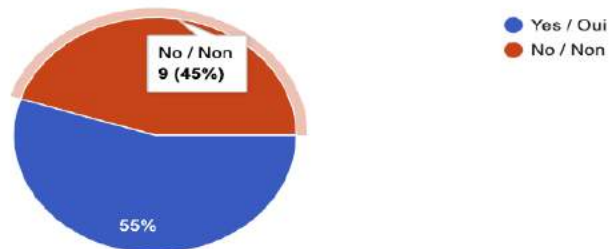
c'est être capable de comprendre et de communiquer dans toutes situations (écrites et orales), de saisir les nuances et les différents degrés de langue

Bilingual describes the ability of a person to think and communicate in two languages.

Able to speak two languages fluently.

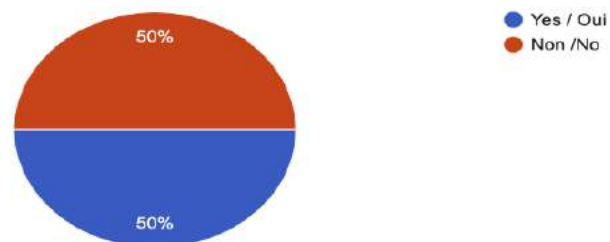
11. Do you think you are bilingual? Pensez-vous que vous êtes bilingue?

20 responses



12. Do you often use several languages in a conversation? Utilisez-vous habituellement plusieurs langues dans une même conversation?

20 responses



13. If yes, can give concrete examples? Si oui, pouvez-vous donner un exemple concret?

9 responses

Lorsque je parle avec mes enfants, nous utilisons le français, l'anglais et occasionnellement de l'espagnol ou du créole

Je melange le français et l'arabe lorsque je parle à ma famille.

Avec Swan il faut parler Français et Anglais en même temps ;)

Lorsque je suis en compagnie de personnes francaises et américaines, les deux langues sont souvent présentes.

If I can't find a word in one language, I substitute it with the word of another language.

Pendant les réunions de travail à l'école (école franco-américaine)

If I'm speaking English, or French, there may be a word in the other language that fits the conversation/situation better so I'll use that word, in the other language, in my sentence.

Quand je rencontre une personne qui parle la même langue.

14. What level do you think you have in the languages you speak? Give details for each language. / Quel niveau pensez-vous avoir dans les langues que vous connaissez? Donnez des détails pour chaque langue.

20 responses

En français, niveau expérimenté mais je perds du vocabulaire avec le temps, je cherche mes mots et je fais de plus en plus d'anglicismes. En anglais, niveau intermédiaire, mon lexique n'est pas très développé, souvent basique et limité à quelques champs spécifiques qui dépendent de mon environnement professionnel et de celui de mes amis.

Je parle bien Anglais mais difficile de parler sans accent.

anglais: bonne compréhension orale, assez bon niveau écrit et moyen à l'oral
espagnol: bonne compréhension orale, faible à l'écrit et à l'oral

fluent

Strong.

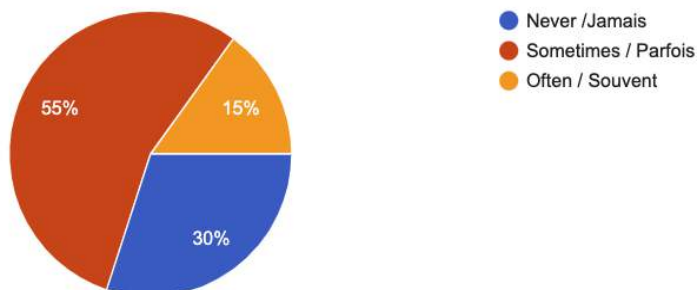
Bon niveau en ANglais

C1 pour l'anglais. Je comprends quasiment tout ce que je lis, les conversations, et peux m'exprimer sans trop chercher mes mots.

A2 pour l'espagnol : je comprends les conversations courantes, je peux m'exprimer sur des sujets simples de

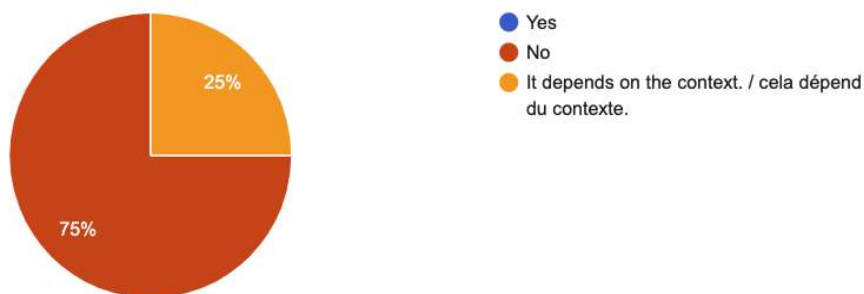
15. Do you like mixing languages when you speak? Aimez-vous mélanger les langues à l'oral?

20 responses



16. Do you like mixing languages when you write? Aimez-vous mélanger les langues à l'écrit?

20 responses



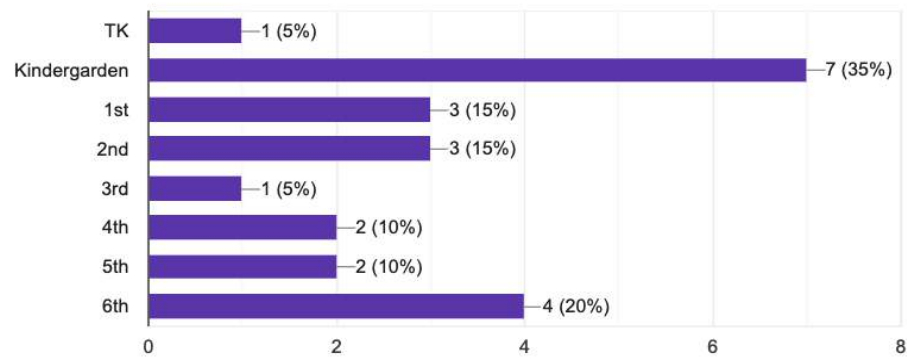
17. If you mix several languages at the same time, is it because... / Si vous mélangez plusieurs langues, est-ce parce que ...

17 responses



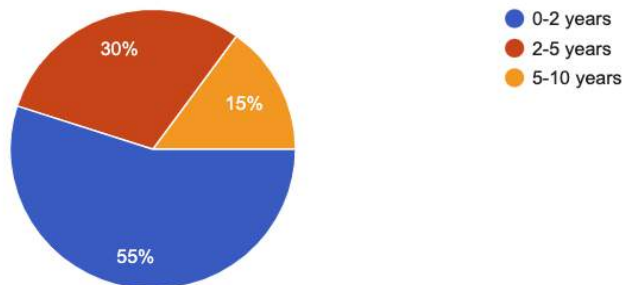
18. What grade level(s) do you teach/ Quel(s) niveau(x) de classe enseignes-tu?

20 responses



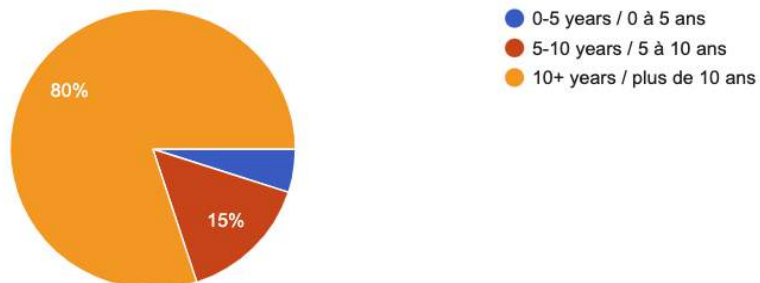
19. How long have you been teaching at SRFACS?

20 responses



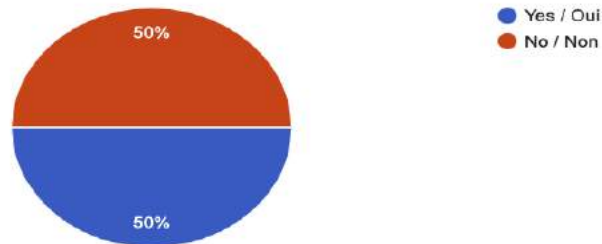
20. How long have you been a teacher? Depuis combien de temps êtes-vous enseignant(e)?

20 responses



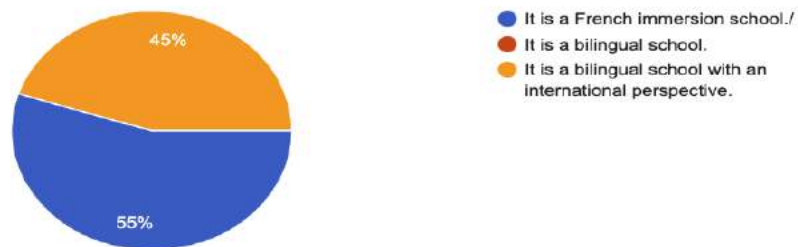
21. Have you taught in another bilingual, international or immersion school before? Avez-vous déjà enseigné dans une école bilingue, internationale ou une école d'immersion auparavant?

20 responses



22. According to you, what term best qualifies this school? À votre avis, quel terme qualifie le mieux cette école?

20 responses



23. Why? Pourquoi?

20 responses

A cause de l'ouverture culturelle et de la valorisation des identités culturelles de chacun. cela permet aux élèves de developper un regard positive sur toutes les cultures.

French Teacher only talking French

I believe our school is teaching our children more than how to speak French. They are learning French culture.

La priorité reste le français.

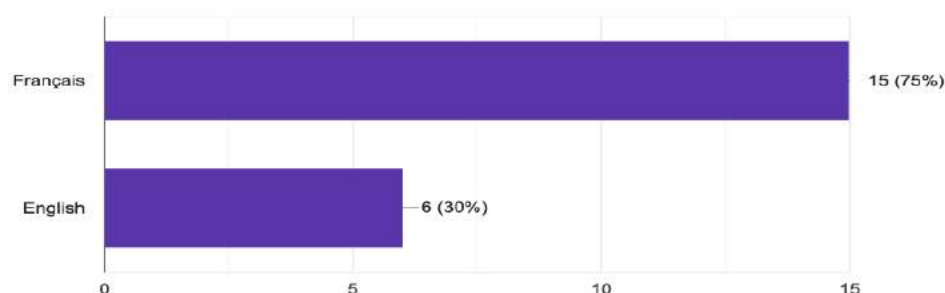
Gros pourcentage de langue française

Ce n'est pas tout à fait une école d'immersion dans la mesure où de nombreux échanges quotidiens se font en anglais (dans la cour, à la bibliothèque, lors des repas, quand il faut aller au bureau...), et il y a de nombreux examens à passer en anglais, souvent sur du temps d'enseignement en français. Le nombre de francophones est peu élevé, les échanges libres entre enfants se font presque exclusivement en anglais.

Parce que les élèves ne font pas que du Français et qu'ils apprennent des éléments de culture française

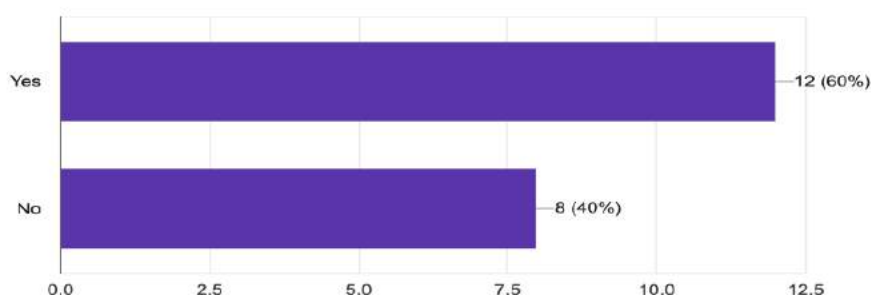
24. In what language do you teach? En quelle langue enseignez-vous?

20 responses



25. Do you use an other language in class (e.g use of French or another language if you teach English) in class? Utilisez-vous une autre langue en classe(ex: utilisation de l'anglais ou une autre langue si vous enseignez en français) ?

20 responses



26. Explain in what circumstances or why you don't use an other language than English in class./ Expliquez en quelles circonstances vous employez une autre langue ou pourquoi vous n'employez que le français en France.

20 responses

Although I have spoken in Spanish more than once when a student who is still learning English was confused.

Clarifier une consigne, faire passer un message fort.

Pour attirer l'attention, pour rassurer si un élève ne se sent pas compris,

J'utilise l'anglais quand j'explique les règles en début d'année, pour expliquer les procédures de sécurité lors des exercices d'évacuation, quand un enfant est triste ou sous le coup d'une émotion forte, en cas de conflit pour calmer un enfant qui ne comprend pas encore le français... Je traduis aussi le nouveau vocabulaire quand je l'introduis et que le concept n'est pas évident ou visuel, afin qu'il soit bien compris.

Je parle anglais quand je dois passer un message très important (devoirs, absence...)

Quand j'ai besoin d'expliquer une consigne très précise et un peu plus "difficile" à mes élèves pour être sûre qu'ils la comprennent.

In groups when there is a non-french speaker.

27. According to you, what would be the optimal use of French to support English learning? Quelle est ta vision optimale de l'utilisation de l'anglais pour renforcer le français?

20 responses

L'anglais peut permettre de faire constater aux élèves les similitudes et les différences qui existent entre deux cultures, deux langues.

Highlighting cognates in the native language with French vocabulary and building on prior knowledge to learn vocabulary, grammar, and syntax.

Pour aider les élèves dans certaines situations de leur vie quotidienne à l'école.

making connections between the two languages

analyser et comparer les fonctionnement de ces deux langues permet aux élèves de mieux comprendre et mémoriser la structure du français.

La langue anglaise est un appui pour renforcer le français. Maîtriser sa langue pour apprendre le français. Enrichir son vocabulaire, écrire, lire, en anglais, maîtriser les usages vont être des atouts pour le français.

French and English are simply different expressions of the same art: language. Literacy skills practiced in French transfer into literacy skills practice in English.

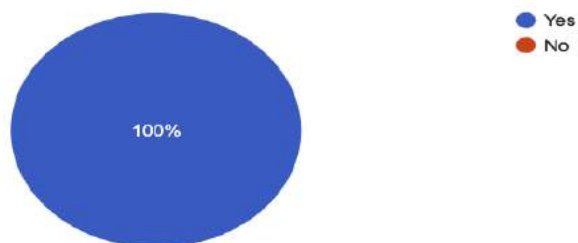
28. Do you know well the cultural background of your students every year? Connaissez-vous bien les origines culturelles de tes élèves chaque année?

20 responses



29. Do you think it is important to know the cultural background of your students? / Pensez-vous qu'il soit important de connaître les origines culturelles de tes élèves?

20 responses



30. Can you explain your answer (question 29)? Pouvez-vous expliquer votre réponse à la question 29?

20 responses

We all arrive with different backgrounds and different culture that are part of us.

La classe est une communauté où chacun doit connaître les sensibilités des autres pour créer un climat de confiance propice aux apprentissages.

Cela permet de savoir si l'enfant a déjà fait l'expérience du multiculturalisme, s'il a été exposé à d'autres sonorités que celles de la langue anglaise. Cela aide aussi à comprendre certaines réactions, certains comportements de la part des enfants comme des parents. Et cela peut servir de point de départ pour certains projets, pour mettre en avant cette richesse de variétés culturelles.

Les élèves non anglophones ont besoin de soutien.

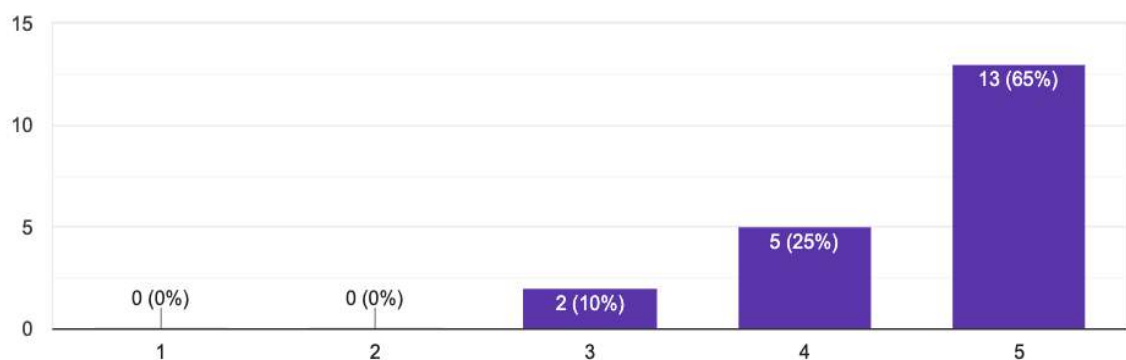
Connaître les origines de nos élèves nous aide à mieux cibler leurs besoins dans l'apprentissage d'une nouvelle langue: le français. Cela permet aussi de créer des liens élèves/enseignants et élèves/élèves et favorise un "climat" de confiance et de bienveillance au sein de la classe.

It helps to relate to the student and include the student.

To begin with, it helps enrich student learning.

31. Cultural month: how would you rate this project? Comment évaluez-vous ce projet?

20 responses



32. Why? Pourquoi?

20 responses

Parce que chacun a l'opportunité d'être d'explorer et exprimer son identité culturelle de manière valorisante. Cela donne aussi plus de sens et de curiosité pour l'apprentissage de la langue française et la découverte de la culture française.

100% immersion

Celebrating different cultures makes all students feel welcome, valued, and important.

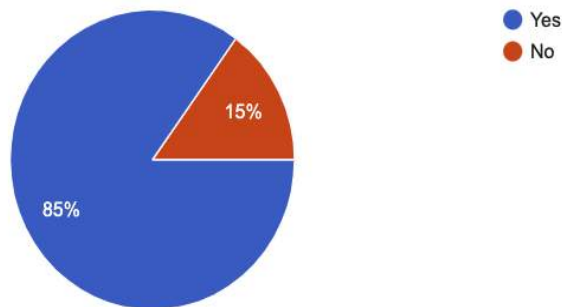
Nous vivons dans une société multiculturelle. Accepter sa/ses propres culture(s) c'est accepter les autres.

Je ne sais pas de quoi il s'agit

Il permet de découvrir beaucoup de choses (les traditions culinaires, les habitations, la faune, la flore, les coutumes, l'art, les jeux locaux), cela invite à être curieux, à apprécier les différences. C'est un projet très fédérateur où chacun trouve sa place, élèves comme parents, qui met en lumière des familles qui peuvent parfois avoir tendance à se sentir en marge. C'est un événement festif qui développe des valeurs fondamentales telles que le respect, la tolérance, l'ouverture d'esprit...

33. Have you participated in or created other projects and activities that value students cultural identities? / Avez-vous participé à des projets qui valorisent l'identité culturelle de vos élèves?

20 responses



34. What is your definition of co-teaching? Quelle est votre définition du co enseignement ?

20 responses

2 enseignants ensemble dans la classe pour une même leçon. Chacun d'eux a un rôle prédéfini pendant la préparation pour que les élèves puissent profiter au mieux de la présence et des compétences de chacun.

Co-prepare, co-teach, share feedbacks

Co-teachers must keep an open dialogue about curriculum and the social, emotional, and academic areas of growth needed for each child.

Echanger, communiquer, partager, analyser.

Share our skills to help any student

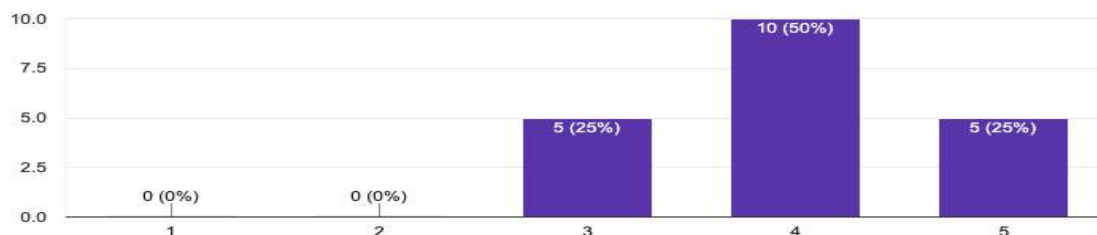
Deux enseignants qui travaillent en étroite collaboration et se complètent pour offrir le meilleur soutien possible à leurs élèves communs.

aucune idée

Transmettre des savoirs et compétences dans une langue et amener les élèves à ltransférer ces mêmes

35. How would you rate co-teaching efficiency for students progress? Comment évaluez vous l'efficacité du co enseignement pour aider les élèves à progresser?

20 responses



36. Why? Please right about advantages and drawbacks of co-teaching./ Pourquoi? Merci de préciser les avantages et les inconvénients du co enseignement.

20 responses

Avantages: aide les élèves à faire des ponts entre les apprentissages et à mieux apprendre. Montre aux élèves que les deux langues/cultures ne sont pas compartimentées. Ratio prof/élèves divisé par 2.

Constant reflexion about our day-to-day job.

While we do our best it is not always easy or possible to overlap curriculum. However, co-teachers each have a caring set of eyes on each student and look out for those who need extra guidance and attention.

Le coteaching est tres interessant et peut permettre aux eleves de progresser, notamment les élèves en difficult. Cependant cela demande beaucoup de temps de collaboration entre les enseignants et une bonne entente entre eux.

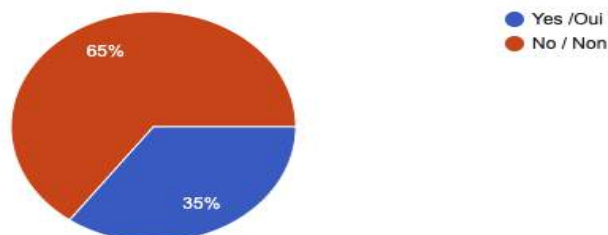
Je vais découvrir

Le co-enseignement est un outil formidable qui permet de construire des passerelles, de mettre en place des groupes de soutien, cela aide à créer une unité d'enseignement.

Ses limites sont souvent liés à des contraintes horaires. Cela nécessite du temps de préparation supplémentaire, difficile à trouver. Et l'efficacité varie également en fonction des personnalités des

37. Have you participated in professional developments about cultural valorisation of your students? Avez-vous participé à des formations professionnelles sur la valorisation des identités culturelles des élèves?

20 responses



38. If yes, which training(s)? Si oui, à quelle(s) formation(s) avez-vous participé?

7 responses

In Washington State our school did a training on Storypath and cultural appreciation. We also held a cultural fair and celebration each year.

Le climate scolaire (stage AEFE, compte rendu present sur le padlet de l'ecole)

*How to success with the bilingualism (strategies, organization, tools):Education for French coordinators and principals in New York, 2018

*AEFE seminars in 2019 and 2020 for coordinators and principals , in New Orleans (2019) and Washington DC (2020)

* AEFE seminars for French and English coordinators in San Diego, 2019

* Laboratoire du plurilinguisme en 2018

They weren't professional developments, they were courses in my teacher induction program.

Cursus FLE partiel en candidat libre - Université de La Réunion

Formation FLS - Rectorat de la Réunion

Formation spécifique accueil des élèves allophones des Comores ; de Madagascar.

I am a certified coach for the Sobrato Early Academic Language instructional model which is designed to

39. Did these trainings affect your perspective on cultural valorisation of your students? Ces formations ont-elles affecté ton regard sur la valorisation culturelle des élèves?

20 responses



40. How? / De quelle manière?

7 responses

j'en ai appris davantage sur l'écologie culturelle de la Californie du Nord, l'origine des tensions culturelles/raiales, comment les prévenir ou les désamorcer, j'ai pu mieux comprendre la perspective et l'expérience de mes collègues américains sur la diversité culturelle et l'interculturalité.

My perspective was widened when I saw how positively this influenced my students.

Je savais déjà l'interet qu'il y a à s'interesser aux origines culturelles des élèves.

J'ai réalisé à quel point la prise en compte des origines culturelles des élèves est importante pour l'apprentissage réussi d'une autre langue et culture

I was able to reflect on my own education experiences as a child and evaluate if my schooling would have been more efficient and enjoyable if more multicultural awareness/valuing was practiced. Plus, there are so many studies that show that being culturally aware of your students and valuing their culture has such a positive effect on their academic success. Not recognizing our students diversity is a trauma because we are neglecting their needs.

l'appui sur la culture et la langue de l'élève lui permet d'entrer plus facilement dans les apprentissages dans

41. What has changed (if anything changed) in your cultural responsiveness perspective since you work at the school? Why? / Qu'est-ce qui a changé (si quelque chose a changé) dans votre sensibilité à la culture de l'autre depuis que vous travaillez dans cette école? Pourquoi?

20 responses

Une plus grande sensibilité, plus de respect, d'empathie et de curiosité de qui est l'autre

...

Teaching at this school has inspired me to begin learning a new language so I can better communicate and understand my co-workers.

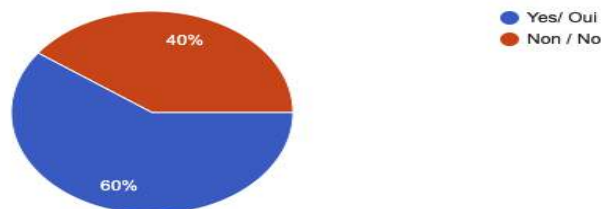
Ma perception(l'acceptation) de ma propre multiculturalité m'a conforté dans l'idée de valoriser le multiculturalisme des élèves.

Ne s'applique pas à ma situation

Je n'ai pas l'impression que mon rapport à la culture de l'autre ait radicalement changé depuis que je travaille à SRFACS, c'est un sujet auquel je suis sensible depuis ma plus petite enfance, mais j'ai appris à découvrir et apprécier de nouvelles cultures que je connaissais peu ou mal. J'ai aussi un point de vue plus critique sur la façon dont certaines cultures sont représentées, mais cela va de paire avec un changement sociétal en cours.

42. Do you think your students are bilingual? / Pensez-vous que vos élèves soient bilingues?

20 responses



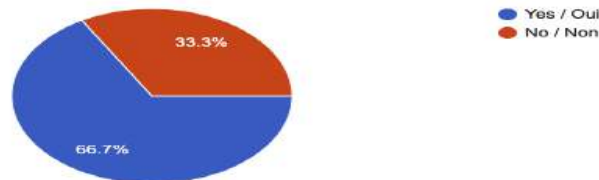
43. If you answered yes to question 42, do you take this specificity into account in oral teaching? / Si vous avez répondu oui à la question 42, prenez-vous en compte cette spécificité dans votre enseignement à l'oral ?

12 responses



44. If you answered yes to question 42 do you take this specificity into account in writing teaching? / Si vous avez répondu oui à la question 42, prenez-vous en compte cette spécificité dans votre enseignement à l'écrit ?

12 responses



45. Does the presence of another or several other languages than English in the class bring some more value to your teaching? Est-ce que la présence d'une autre/plusieurs autre) langue(s) que le français dans la classe apporte quelque chose de positif à votre enseignement?

20 responses



46. If you want to, please give some details. ? Si vous le souhaitez, donnez plus de détails.

8 responses

Cela me permet de réfléchir davantage à l'accès au sens de la langue cible (français) et de faire des comparaisons grammaticales ou culturelles entre le système français et anglais, voire espagnol. Les élèves peuvent aussi faire des comparaisons avec d'autres langues qu'ils parlent et que je ne connais pas.

J'apprend beaucoup du co-enseignement en observant mes collègues américain.e.s. et cela me permet de tester de nouvelles stratégies / méthodes.

If the student speaks Spanish, we can develop on the concept of latin root words

The students can translate in other languages if that can help his peers to understand. For example, in Spanish.

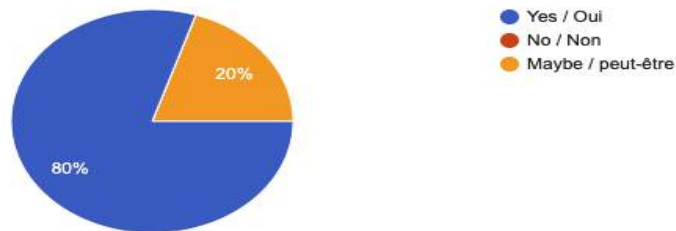
Cela permet de comparer plusieurs langues, plusieurs culture et non seulement le français v/s l'anglais.

Beaucoup de valorisation. Les élèves sont impressionnés avec leur façon de naviguer avec plusieurs langues. Je me sers de leur différentes langues et de leur connaissance d'autres pays, d'autres cultures. Je prends appui sur les différentes langues, leur différence et leurs analogies.

47. Does the presence of another or several other languages than English in the class bring some more value your to students learning? Est-ce que la présence d'une autre/plusieurs autre) langue(s) que le français dans la classe apporte quelque chose de positif à vos élèves?



20 responses



48. If you want, give some details about your answer to question 47 if you want to. ? Si vous le souhaitez, donnez plus de détails sur votre réponse à la question 47.

9 responses

C'est valorisant pour eux de connaître plusieurs langues.

The more the merrier. When new languages are revealed our students will become more curious learners and be inspired to appreciate and learn more about the language, country, and people who speak the language.

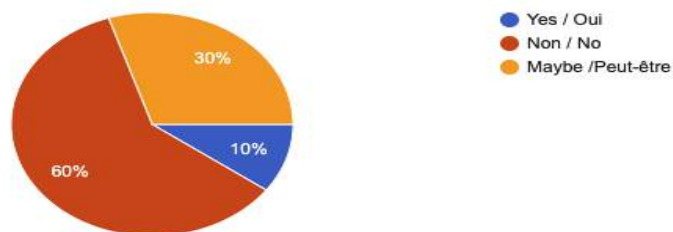
Cela permet de faire des comparaisons, de s'apercevoir que parfois il y a des mots qui n'existent pas dans l'autre langue, qu'on ne classe pas les choses de la même façon, qu'on appréhende le monde différemment. Par exemple c'est difficile d'expliquer aux élèves (et parfois aux collègues américain.e.s) qu'en français il y a seulement le mot "insecte" là où en anglais on utilise "bug" et "insect". A l'inverse en français on distingue le manchot du pingouin alors qu'en anglais ce sont tous des "penguins". Ces différences, anodines en apparence, aident à apprendre à voir les choses d'un autre point de vue, c'est très enrichissant.

Je pense que d'être confronté à d'autres langues permet aux élèves d'être plus ouverts et habitue leur oreille et le cerveau à d'autres sonorités .

Reconnaître les différences linguistiques c'est aussi forger sa propre identité culturelle tout en gommant les a priori sur les autres cultures / langues.

49. Does the presence of other language(s) in the class makes it more difficult for your teaching? ? Est-ce que la présence d'une autre ou de plusieurs autres langues que le français dans la classe vous pose problème dans votre enseignement ?

20 responses



50. If you want to, give some details about your answer to question 49. / Si vous le souhaitez, donnez plus de détails sur votre réponse à la question 49.

8 responses

Cela demande de faire plus d'adaptations et de différenciation pour que chaque élève accède au sens.

C'est plus problématique lorsqu'il s'agit d'une langue que je ne connais pas et qu'aucun autre enfant de la classe ne comprend et parle.
C'est également plus difficile quand un nombre élevé d'enfants parlent une autre langue que je ne maîtrise pas et ont tendance à rester entre eux et ne communiquer que dans cette langue. Créer le lien avec eux prend plus de temps.

Not as long as we all speak one common language.

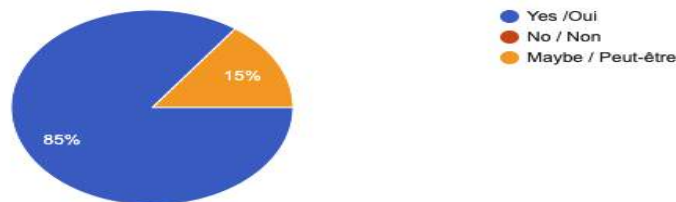
Parfois, quand un élève ne comprend vraiment pas le français et qu'il a également des difficultés scolaires, il faut trouver des stratégies supplémentaires pour dépasser cet obstacles supplémentaires . C'est un critère d'hétérogénéité supplémentaire dans un contexte où il y a déjà beaucoup de niveaux différents.

Les niveaux sont déjà souvent hétérogènes dans une classe avec une seule langue. Avec plusieurs langues on rajoute un niveau d'hétérogénéité supplémentaire et donc de travail de différenciation pour le prof.

It can be valuable for the students because it may make their learning easier, but for me, as a teacher, in

51. Does the presence of other language(s) bring additional value to the staff? Est-ce que la présence d'une autre (ou plusieurs autres) langues que le français dans la classe et dans l'école apporte quelque chose à l'équipe pédagogique ?

20 responses



52. If you want to, give some details about your answer to question 51. / Si vous le souhaitez, donnez plus de détails sur votre réponse à la question 51.

11 responses

Cela demande à chacun de se remettre en question et de s'ouvrir à l'autre. Occasionne des discussions intéressantes sur nos pratiques, force l'ouverture d'esprit

C'est surtout un atout culturel, qui permet de mieux comprendre les différences, les nuances.

Plus que les langues, c'est la culture pédagogique de chaque pays qui apporte beaucoup à l'équipe.

The staff also has to work on understanding each other, and possibly trying to find a solution when they are outside of their comfort zone.

Je pense que ça nous pousse à développer encore plus de stratégies de différenciation en équipe, de monter des projets.

Oui les problèmes engendrés par le plurilinguisme nous amènent à remettre en question notre enseignement et à sortir de notre zone de confort.

The more languages, the more language barriers we can tear down.

53. Do you think that the teacher should allow students to speak other language(s) than English especially if it is one of their native language? / Pensez-vous que l'enseignant doit autoriser les élèves à parler d'autres langues que le français en classe, notamment s'il s'agit de leur(s) langue(s) maternelle(s)?

20 responses



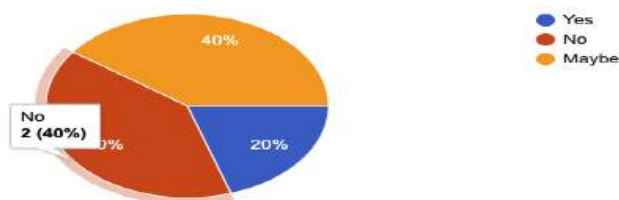
Part III. Questions for ENGLISH teachers only. Non applicable to French teachers.

0 responses

No responses yet for this question.

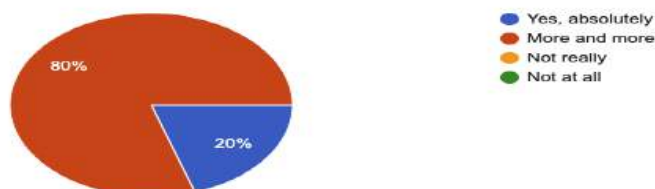
53. Do you think it would be useful to have a strong basis in French to be a better English teacher in an immersion school?

5 responses



54. Do you relate to French language and French culture or francophone culture?

5 responses



55. What do you like the most about being an English teacher in a French American school?

5 responses

I truly enjoy our international staff and goals of the school.

Everything...the staff, students, environment, etc.

Learning about the language and culture

I am enjoying working with my French colleagues. It is interesting to look for ways to intersect our language arts instruction to reinforce the same literacy skills in two different languages.

The diversity

56. What do you think is the most challenging ?

5 responses

As for question 53, I don't think an English teacher needs to know French to be a successful English teacher at SRFACS. However, I do believe speaking French does make it easier for the English teacher to communicate with coworkers and relate to the community.

Balancing a heavy student workload and teaching all the ELA standards in a tiny amount of time (not in 6th grade, but in 1st).

Difference in approaches and figuring those out. Sometimes feeling not as included in community/relationships with French teachers.

The academic standards for English language arts are extensive. The nature of an immersion school limits the time available to cover those standards. It is a challenge to design lessons that will cover many anchor standards simultaneously.

Not knowing what is going on when the discussion is in French

Part IV. Questions pour les enseignants de français. Non applicable to English teachers

0 responses

No responses yet for this question.

57. Qu'est-ce qui vous satisfait le plus dans votre pratique d'enseignant de français dans une école franco-américaine aux Etats-Unis?

11 responses

L'ouverture culturelle, la nouveauté, la découverte de l'autre

Le fait que ce soit une école publique Charter et la diversité, tant en termes d'origines culturelles que sociales.

Le plaisir de partager des traditions et coutumes que les enfants ne connaissent pas, c'est une découverte joyeuse à chaque fois.

Le plaisir de les entendre parler spontanément en français après plusieurs mois (ou années).

Ma Lead Teacher. Elle est top. Apprendre à enseigner autrement, notamment les SEL.

Travailler avec des élèves de culture différente.

C'est très intéressant et motivant, il est aussi très gratifiant de les voir progresser en Français

La diversité culturelle, l'enrichissement de la pratique pédagogique du fait d'apprendre à des non francophones.

donner une ouverture culturelle aux élèves

58. Qu'est-ce qui vous pose le plus de difficultés dans votre pratique d'enseignant de français aux États-Unis?

11 responses

le besoin permanent de se former qui est à la fois stressant et passionnant!

Le fait que certaines familles inscrivent leur enfant dans un programme bilingue / d'immersion sans réel projet et sans lui expliquer dans quel environnement il va apprendre. Le fait que certains parents font le choix de cette école car ils rejettent l'école "traditionnelle" et pensent que les écoles Charter sont la solution à tous les problèmes que leur enfant peut avoir.

Certaines différences culturelles majeures très pesantes.

Ma lead Teacher, elle est trop grande et ça me complexe. Les élèves qui restent en échec en dans leur apprentissage du Français et qui restent quand même dans l'école. Dur pour eux et pour moi.

Trouver un bon équilibre entre la rigueur de l'enseignement à la française et accepter que culturellement les enfants américains n'ont pas trop l'habitude d'être contraints.

Que les élèves ne parlent pas français à la maison.

le manque de vocabulaire, les grands écarts de niveaux surtout à l'oral,

Many thanks for your time and your help in finishing my research! Merci de tout coeur d'avoir donné de votre temps pour m'aider dans ma recherche!

4 responses

you're welcome.

Bon courage pour cette dernière ligne droite !

Bon courage pour la compilation des données !

You are welcome, Ketsia!

Abstract

In a context of worldwide globalization, and population mobility, the school audience is more and more diverse. To ensure the learning and success of all students regardless of their linguistic and cultural background, a shift from a monolingual to a plurilingual perspective is necessary. In order to accomplish such a transformation, many features are to be considered with a holistic approach.

This research is a case-study of a French American bilingual school aiming at finding which fundamental features of an American bilingual school will need to be developed to support a shift from a monolingual to a plurilingual perspective.

Key Words

Bi/Plurilingualism, Translanguaging, Cultural inclusion,
Monolingual, Pluricultural, Paradigm Shift, Code-Switching,
Language Teaching