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EXPLORING POLICY & PRACTICE TOWARDS MULTILINGUALISM & MULTICULTURALISM IN A BOARDING SCHOOL IN THE VALENCIAN COMMUNITY

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Introduction

- The EU has highlighted repeatedly the need for their citizens to master at least two European languages apart from their own
- Increasing awareness on the part of policy makers, pedagogues and families about the **intertwined nature of languages and cultures**
- Aim of schools: to attain the learning of languages and to acknowledge the uniqueness of the cultures where the languages grow

The State-of-the-Art

- Language policies have grown increasingly varied, updated and rich
- There appears to be a world-wide convergence in policy making
- Concept of **cultures seems to remain the elephant in the room**
- Research has tackled methodologies for learning of languages
- The divergent sorts of classrooms and individuals still remain to be added to the equation

Aim of the study

- This study explores the manner a French-immersion boarding school tackles the issue of **co-official languages** intertwined with the academic desire of mastering **English**, all of which embodied within the **French curriculum**
- It similarly displays a comparative study of several of the teaching strategies currently being resorted to in the English, French and Spanish class

Methodology

- The sample:
 - ✓ Teachers at the various educational levels
 - ✓ Students
 - ✓ Parents

GB	teacher (retired)	French	
MA	teacher	Spanish	
CA	teacher	South American	
EM	assistant teacher	French	
MO	teacher	Spanish	
EF	student	Spanish	
CC	student	French	
NM	father	Ukranian	2 children 13 and 11 years old
PO	father	French (African)	3 children (1 already out) 16 and 12 years old
CR	mother	Spanish	single child 17 years old
TH	father	German	2 children 12 and 10 years old
FC	mother	French	2 children 17 and 15 years old
SO	mother	German/Spanish	1 children 12 years old
SA	mother	South American	single child 16 years old

Methodology

- Interviews were conducted (semi-structured) (in Spanish/French)
- They were recorded and stored
- Themes were detected and labelled
- Excerpts of the interviews were identified to support the themes

Conclusions

- There is a need to further consider the specificities of the dissimilar sorts of classrooms with **multilingual and multicultural students**
- **Existing methods and materials do similarly need to be adapted** to the reality of each classroom setting, and more importantly to each individual student and their circumstances
- It becomes **peremptory to acknowledge** and enhance **the role of cultures** in the context of formal instruction, for where there are languages there are cultures

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¡GRACIAS!

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