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The Welcome Class Discourse – Multilingualism, Language Ideologies and Language Attitudes / Die Willkommensklasse - Raum für Mehrsprachigkeit? Sprachideologien, Spracheinstellungen, Diskurse.

Gastvortrag am Di, 30.1.18, um 10.15 Uhr in DOR 24, Raum 3.103

Abstract

Today, discussions about language acquisition processes of newly immigrated children and youths are on the daily agenda of educational policy, especially when dealing with the issue of integration. The Welcome Classes are language learning classes established in nearly every type of school throughout Germany preparing pupils with very diverse linguistic and ethnic origins enter into regular school system. It's a room where issues of power, identity, culture, and values are particularly palpable. This multilingual classroom is therefore an immensely rich site for the investigation of the processes of social and cultural (re)production and the relationship between micro classroom and macro institutional processes (see Tsui 2017). I therefore investigate how the multilingual identity of schoolchildren is perceived and evaluated in the so-called "welcome classes" analysing discursively constructed attitudes and ideologies regarding multilingualism. The fact that the importance of the acquisition of the German language is constantly emphasised, whereas the pupils' multilingual competence is hardly paid any attention to, has already been described in recent research works (see Krumm 2009, Gogolin 1994). Yet, especially a self-conscious dealing with own multilingualism of pupils ("language awareness" see Svalberg 2016) can positively influence the self-image and, in so doing, have a positive effect on educational aspirations and integration. This study includes one-to-one semi-structured interviews with schoolchildren, teachers and social workers of the welcome classes as well as with the school's directors. The qualitative evaluation of these interviews illustrates the influence of external ideological categorisation of language and ethnic origin on the individual's acceptance of multilingualism and language acquisition.

Gogolin, Ingrid (1994): *Der monolinguale Habitus der multilingualen Schule*. Münster/New York: Waxmann.

Krumm, Hans-Jürgen (2009): *Die Bedeutung der Mehrsprachigkeit in den Identitätskonzepten von Migrantinnen und Migranten*. In: Gogolin/Neumann: *Streitfall Zweisprachigkeit – The Bilingualism Controversy*. Wiesbaden: VS-Verlag, 2009.

Svalberg, Agneta, (2016). "The Eric Hawkins Lecture - Language Awareness research: where we are now." *Language Awareness*. 25(1-2), 4-16.

Tsui, Amy B. M. (2017): "Classroom Discourse: Theoretical Orientations and Research Approaches". In: Cenoz, J.; Gorter, D.; May, S. (eds.): *Language Awareness and Multilingualism*. Berlin: Springer, 187-203.