

## **Interpreting educational language policy: A perspective from newly-arrived children in France's induction classrooms.**

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A common trend in the literature on educational language policy interpretation and appropriation is to investigate the relationship between the micro-level of classroom interactions and the macro-levels of social organisation (Ricento, 2000). In this regard, studies address, mainly, the extent to which classroom practices reflect declared language educational policies (see for instance Stritikus, 2002). However, Spolsky (2004) and Shohamy (2006) have recently proposed an “expanded view” of language policy (Shohamy, 2006: 52) whereby language policy is understood as being made not only of language management and language practices, but also of beliefs about language, that is, of “what people think should be done” (Spolsky, 2004: 14). Following Spolsky (2004) and Shohamy (2006), this paper focuses on classroom participants’ beliefs about language and, more specifically, aims to elicit pupils’ interpretation of the language policy at play in their classroom. The discussion is based on the case of France’s induction classrooms for newly-arrived children. Official documents regulating induction classrooms (M.E.N., 2002) do not mention whether the French monolingual policy in mainstream education (Code de l’Education, 2008) applies to the multilingual context of induction classrooms. Yet, drawing on a content analysis of three audio-recorded and photographed group interviews (conducted in Spring 2008) of eight newly-arrived children coming from eight different countries, I show that newly-arrived children hold beliefs about ‘what should be done’ in their classroom. Findings contribute to the issue of macro-micro connections in the study of language in education policy insofar as children’s beliefs about language are shaped by macro-societal ideologies and shape classroom language practices.

Code de l’Education, 2008, Article L 121-3: II

<http://www.legifrance.gouv.fr/WAspad/UnCode?&commun=CEDUCA&code=CEDUCATL.rcv>, accessed on 23/07/07.

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