

Contents

Acknowledgements	11
Abstract	13
List of Figures	15
List of Tables	17
List of Abbreviations	19
Introduction	21
1.1 The Study's Setting	24
1.2 The Study's Purpose	26
1.3 Language, Ideologies, and Hierarchies within Linguascapes	28
1.4 Lived Experiences of Language	31
Education, Languages, and Power	33
2.1 Introduction	33
2.2 Education and Power	34
2.3 Language, Education, and Power	38
2.3.1 Gramsci's Linguistic Hegemony	39
2.3.1.1 Spontaneous Grammar	41
2.3.1.2 Normative Grammar	43
2.3.2 Bourdieu's Symbolic Power	47
2.3.3 Delpit's Culture of Power	51
2.4 (Unequal) Englishes	55
2.4.1 (Unequal) Englishes – Concepts and Definitions	56
2.4.2 English as a Lingua Franca	58
2.4.3 The Economic Nature of (Unequal) Englishes	61
2.5 Critical Multiculturalism	64

2.6	Plurilingual Identities, Heteroglossic Linguistic Repertoires, and Multilingual Educational Approaches	68
2.6.1	The Multilingual Turn	69
2.6.2	Linguistic Identities and Repertoires	72
2.6.2.1	Linguistic Identities	72
2.6.2.2	Linguistic Repertoires	74
2.6.3	Heteroglossia	77
2.6.4	Translanguaging	79
2.6.4.1	Definitions and Conceptualization	80
2.6.4.2	Translanguaging as Empowerment	80
2.6.4.3	Toward Equitable Language Teaching	82
2.6.5	Content and Language Integrated Learning	83
2.6.5.1	Definitions and Conceptualization	83
2.6.5.2	Student-Centered and Future-Oriented Language Teaching	84
2.6.5.3	CLIL and Empirical Studies	86
	Methodology	89
3.1	Relevant Research in Phenomenology/Multilingualism	90
3.2	Research Questions	92
3.3	Research Design	93
3.4	Protection of Human Subjects	97
3.5	Researcher Bias	97
3.6	Data Collection	99
3.6.1	Research Setting	99
3.6.2	Site Selection	100
3.6.3	Questionnaires	101
3.6.3.1	The Instrument	102
3.6.3.2	Sample	103
3.6.3.3	Procedure	105
3.6.4	Interviews	105
3.6.4.1	Students' Interviews	106
3.6.4.2	Teachers' Interviews	107
3.6.5	Data Collection Procedures: Gaining Entry	108
3.7	Data Analysis	110
3.7.1	Transcription	110
3.7.2	Questionnaires	111
3.7.3	Interviews	111
3.7.4	Emerging Themes	112
3.8	Pilot Study	113
3.9	Data Collection/Analysis Issues	114
3.10	Translation	114

3.11	Limitations of the Study	115
Findings		117
4.1	Plurilingual Identities within Restrictive Linguistic Diversity	117
4.1.1	Students in Grisons	118
4.1.2	Teachers in Grisons	121
4.1.3	Students in Zurich	123
4.1.4	Teachers in Zurich	126
4.1.5	Students in Fribourg	128
4.1.6	Teachers in Fribourg	129
4.2	'Monolingual Habitus' in the Education System	130
4.2.1	Comparison of Student Data	130
4.2.2	Students in Grisons	135
4.2.3	Teachers in Grisons	140
4.2.4	Students in Zurich	144
4.2.5	Teachers in Zurich	148
4.2.6	Students in Fribourg	155
4.2.7	Teachers in Fribourg	156
4.3	Language Hierarchies	161
4.3.1	Students in Grisons	162
4.3.2	Teachers in Grisons	165
4.3.3	Students in Zurich	168
4.3.4	Teachers in Zurich	171
4.3.5	Students in Fribourg	174
4.3.6	Teachers in Fribourg	176
4.4	'Native-Speaker' and 'Standard-Speech' Ideologies	178
4.4.1	Students in Grisons	178
4.4.2	Teachers in Grisons	181
4.4.3	Students in Zurich	182
4.4.4	Teachers in Zurich	183
4.4.5	Teachers in Fribourg	185
4.5	Symbolic Violence	186
4.5.1	Students in Grisons	186
4.5.2	Teachers in Grisons	188
4.5.3	Students in Zurich	188
4.5.4	Teachers in Zurich	190
4.5.5	Teachers in Fribourg	191
Discussion		193
5.1	Sameness and Difference in Identity Expression through Language	193
5.2	Pressure toward Monolingualism	197

5.3	Language Hierarchies within the Hegemonic <i>Willensnation</i>	204
5.4	Symbolic Power and Legitimacy in the 'Native-Speaker' and 'Standard-Speech Ideology'	211
Conclusion		219
6.1	The Language Learning Debate as Starting Point	220
6.2	Linguistic Repertoires, Lived Experiences of Language, and Identity Expression through Language in Restrictive Multilingual Contexts	221
6.3	The Reproduction of the 'Monolingual Habitus' in Swiss Upper Secondary Schools ...	222
6.4	Language Hierarchies	224
6.5	Symbolic Power and Legitimacy in the 'Native-Speaker' and 'Standard-Speech' Ideologies	226
6.6	Theoretical Implications	228
6.7	Implications for Policy, Curricula, and Practice	230
6.8	Future Research and Conclusion	233
References		235
Appendix A		257
	Questionnaire "Multilingual Switzerland"	257
	Your personal information	257
	Languages and country of origin	257
	Languages at school	258
	Language use	258
	Language preferences	259
	Semi-structured interview guide for students	260
	Semi-structured interview guide for teachers	261
Appendix B		263
	Transcription	263
Appendix C		265
	Descriptive statistics	265
Appendix D		267