

Table of Contents

Acknowledgements	xi
Index of Figures	xiv
Index of Tables	xiv
1 Introduction	1
1.1 Reasons and aim for the study	2
1.2 Structure of the thesis	5
Theoretical Part	9
2 Theoretical background and outline of the problem	11
2.1 Culturally and linguistically diverse students: the German context	11
2.2 The role of language proficiency as one of many crucial factors for educational attainment of second language learners	13
2.3 International comparisons encouraged by PISA	16
2.4 Culturally and linguistically diverse students: the Canadian context	21
2.5 The German perception of successful Canadian integration policy	23
2.6 The choice of the specific contexts of Bremen and Alberta	25
2.7 Consequences and research questions for the thesis	28
3 The changing face of society as a result of migration processes	31
3.1 Terms and definitions at a glance	32
3.1.1 Bilingualism and multilingualism – in the eye of the beholder	32
3.1.2 Second language acquisition – the story behind the term	34
3.1.3 The culturally and linguistically diverse population – the attempt at a definition	36
3.2 Germany	40
3.2.1 A short but intense history of immigration	41
3.2.2 Language support offered for the culturally and linguistically diverse adult population	44
3.2.3 Current developments and trends toward active immigration policies	47
3.3 Canada	49
3.3.1 A retrospective view of migration processes	50
3.3.2 Language support strategies for the adult multilingual population	54
3.3.3 Current challenges in Canadian society	56
3.4 Comparative summary	58

4	Integral parts of institutional second language support programs	62
4.1	The role of multilingualism	63
4.1.1	Influences of the first language(s) on second language acquisition	64
4.1.2	Promotion of heritage languages and multilingualism	67
4.2	The role of academic language	71
4.2.1	Academic language spoken at school	71
4.2.2	Academic language used in the content areas	75
4.3	The role of communication and interaction processes with parents	79
4.4	Consequences for integral parts of institutional second language support programs	83
5	Second language support programs in focus	87
5.1	Second language support programs for culturally and linguistically diverse students in Germany	87
5.2	Bremen's approaches toward institutional comprehensive second language support	94
5.2.1	Bremen's school system	96
5.2.2	Second language support programs in Bremen	99
5.2.3	Language advisors	108
5.2.4	Brief summary and interpretation of findings	111
5.3	Second language support programs for culturally and linguistically diverse students in Canada	113
5.4	Alberta's approaches toward comprehensive second language support	119
5.4.1	Alberta's school system	121
5.4.2	Second language support programs in Alberta	123
5.4.3	Brief summary and interpretation of findings	135
5.5	Comparative summary	136
6	Interim conclusion	144
6.1	Summary of the theoretical findings	144
6.2	Consequences of the theoretical part	148
6.3	Implications for the empirical part	150
	Empirical Part	153
7	Survey of Bremen's language advisors	155
7.1	Construction of the survey	155
7.2	Processing and assessing survey data	161
7.3	Summary and interpretation of survey data	173
7.4	Consequences for the interview study	179

8	Interviews with research partners from Alberta Education	182
8.1	Data collection	182
8.2	Data assessment	185
8.3	Data presentation	190
	8.3.1 Short profile of the interview partners	191
	8.3.2 Role responsibilities	193
	8.3.3 Program design	199
	8.3.4 Support resources	209
	8.3.5 Support of the home language and the achievement of academic language	220
	8.3.6 Transitions between schools and grades	229
	8.3.7 Collaboration and cooperation among colleagues	234
	8.3.8 Parental involvement	240
8.4	Summary of the findings	249
9	Consequences, challenges and implications for Bremen	253
9.1	Recommendations regarding Bremen's second language support measures	254
	9.1.1 Comprehensive, integrative and continuous second language support	255
	9.1.2 Heritage languages and multilingualism	272
	9.1.3 Parental involvement	276
9.2	Summary, interpretation and outlook of the recommendations	285
	9.2.1 Summary	285
	9.2.2 Interpretation	289
	9.2.3 Outlook	291
10	Conclusion, limits and outlook	303
10.1	Conclusion of the thesis	303
10.2	Limitations of the research process and the researcher	308
10.3	Outlook for the thesis	311
	Bibliography	314