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BILINGUALISM POLICIES AND BILINGUAL EDUCATION PROGRAMS IN EUROPEAN COUNTRIES: THE EXAMPLE OF BELGIUM

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ABSTRACT

In our increasingly globalized world, bilingualism is essential. Europe emphasizes bilingualism with the recommendation that every European be fluent in two additional European languages besides their native tongue. Belgium is notably multilingual: 59% speak Flemish, primarily in the north; 40% speak French, mainly in the Walloon region; and a minority speaks German. In Brussels, both French and Flemish are prevalent. Most Belgian companies favor bilingual employees. The study's purpose is to examine bilingualism in Belgium, a multilingual hub and Europe's administrative center. This qualitative case study uses document analysis, observation, and interviews. The bilingual program at the 'L'athénée Léonie De Waha' secondary school in the Walloon region serves as the focus. In the Walloon and Brussels regions, several bilingual initiatives exist. Some Walloon schools employ the immersion method. Brussels has both French and Flemish schools, with many families choosing the latter for a bilingual edge. 75% of Brussels residents support bilingual education, leading some schools to adopt the immersion method. The Foyer Integration Center also offers multilingual programs for children, including non-Belgians.

Keywords: Bilingualism, Belgium, bilingualism policies.

1. INTRODUCTION

In today's world, being bilingual is becoming increasingly important as the world becomes more globalized. Europe places importance on bilingualism or multilingualism. The White Paper suggests that every European should be proficient in two languages spoken in Europe, in addition to their mother tongue (White Paper, 1995). This issue is also significant in Belgium. According to some available statistical data, 59% of Belgium speaks Flemish, and this portion is concentrated in the northern part of the country, in the Flemish region. The number of Flemish speakers is around 6.5 million. Approximately 40% speak French. There are about 3.5 million speakers of this language, predominantly residing in the Walloon region. The number of German speakers is around 75,000. Of

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this number, 10,000 are of German origin while 65,000 are Belgian citizens. In the capital, Brussels, both French and Flemish are spoken. In Belgium, three out of four companies prefer bilingual (French/Flemish-speaking) employees (V. Grisez, personal communication, March 24, 2007). Various initiatives are being taken in education to improve the French of students living in the Flemish region and the Flemish of students living in the Walloon region. Belgium is a federal state divided into three regions: the northern Flemish-speaking region, the southern French-speaking Walloon region, and the bilingual capital, Brussels, where both the French and Flemish share official status. Additionally, there is a small minority in the eastern part of the country that speaks German.

The aim of this study is to describe bilingualism in Belgium, which is also the administrative center of Europe. The rationale for this study is based on the fact that Belgium, being a multilingual society itself and also serving as the administrative center of the Union, sets a precedent for bilingualism trends for other states.

1.1 Problem

The main problem addressed in this study is how are bilingual education policies reflected in school curricula in European countries? Based on this problem, the curriculum of a school in Belgium that plans education processes according to bilingual education policies will be examined.

1.2 Aim of the study

The aim of this study is to describe bilingualism in Belgium, which is also the administrative center of Europe, by starting from a bilingual school and examining the curriculum of this school.

2. METHOD

The study is a qualitative study. The research design of the study is a case study. Document analysis was chosen as the data collection method, and observation and interview were used as data collection tools. In the scope of the study, the bilingual teaching program of the 'L'athénée Léonie De Waha' school was examined. L'athénée Léonie De Waha is a secondary school located in the Liège province of the Walloon region of Belgium. After their primary education, students can continue their education in this school using the immersion method for another 6 years.

3. FINDINGS/RESULTS

3.1 Walla Region

Especially in the Walloon region and the capital, Brussels, various initiatives are being taken on this subject. In the Walloon region, some schools provide education using the immersion method, incorporating multiple languages within their curriculum. Since the official languages in Brussels are French and Flemish, this fact directly impacts the education system. Schools in Brussels are either French-speaking or Flemish-speaking. Families who speak French at home often prefer to send their children to Flemish-speaking schools. According to research by sociologist Janssens (2001), 75% of the Brussels community supports the idea of 'bilingual education'. In response, some primary schools in Brussels provide bilingual education. They use the method referred to as immersion. Some lessons are taught in the second language. The Foyer Integration Center has implemented multilingual education programs in some schools in Brussels. Although these programs are primarily aimed at children of Italian, Spanish, and Turkish origin, Belgian students are not excluded. These programs are

distinct from the immersion method and are implemented to help foreign students speak the national language better.

3.2 How is education provided in immersion schools in Belgium?

In the immersion method we refer to, students receive education in a language other than the main language spoken at the school. A portion of the lessons is taught in this second language. In this context, the second language being taught is not processed as a separate language course. For example, subjects like mathematics, biology, etc., are taught in the second language. In schools in the Walloon region that use this method, the hours of lessons given in the second language vary according to age groups. In immersion schools located in the Walloon region, there are at least two teachers in each classroom. These teachers focus on speaking only in one language. That is, one teacher speaks the main language of the school, while the other teaches the intended language. It is crucial that the teacher teaching the desired language is a 'native speaker'. This teacher never communicates with the students in the main school language and only interacts in the intended teaching language. If students do not understand the teacher, the teacher never resorts to word translation but tries other means to make themselves understood (by repeating, using tone of voice, body language, etc.). The role of immersion teachers is very significant in the educational system of these schools. Both teachers need to maintain close contact with each other.

3.3. The general objective of immersion schools in the Walloon region

The objectives in these schools can be briefly summarized as follows:

Pedagogical Objective: The immersion program aims for bilingualism. By the end of their primary education, students should not lag behind their peers in monolingual schools in terms of proficiency in the school's main language. At the same time, by the end of primary education, they are expected to be on par with any child who speaks the second language as their mother tongue. Since the school aims to provide education in a second language, the first language should never be neglected.

Democratic Objective: Immersion schools are open to all students. Immersion classes are open to everyone. "L'immersion est démocratique" (Briquet, 2006) which translates to "Immersion is democratic."

Characteristics that immersion schools should possess:

- The second language is the language of instruction.
- The educational program in immersion schools progresses parallel to the curriculum provided in the native language.
- Extra support is provided for native language instruction.
- The aim of the immersion program is bilingualism (additive bilingualism).
- Both languages are spoken within the school.
- At the start of education, all students have roughly the same knowledge about the second language.

Teachers are bilingual.

The school's culture is defined in both languages. The classroom culture is based on the native language culture.

3.4. Rules for becoming an immersion school

In Belgium, there are certain rules to be considered an immersion school:

In Brussels, immersion schools can only teach Flemish as a second language, whereas in the Walloon region, immersion schools can teach Flemish, German, or English as a second language. Except for religion and physical education classes, all other subjects can be taught in the second language.

In the third kindergarten and first and second grades, a maximum of 14 hours (50%) and 21 hours (75%) of instruction can be given using the immersion method. If the total instructional time in primary school is 28 hours a week, this rule applies. In subsequent primary school years, this percentage starts at 25% and goes up to 75%.

The main goal of immersion schools, like other schools, is to ensure that all students can obtain their primary school diploma by the end of primary school (by the end of the 6th grade), known as CEB ('Certificat d'études de base')."

3.5. Why the Walloon Region?

One of the reasons for the proliferation of immersion schools in the Walloon region is the persistent demand from parents. Parents in the Walloon region, having experienced challenges in expressing themselves in two languages, desire that their children do not face these same challenges. They are confident that bilingualism will offer their children greater job opportunities in the future and hence place significant importance on these schools. Such demand has not been as intense in the Flemish region. The first steps towards bilingual education using the immersion method in the Walloon region began in the years 1989-1990. Following certain evaluations, other schools took their first steps in this direction in the academic year 1996-1997. Today, 152 schools in the Walloon region offer education through the immersion method (accounting for 6% of the schools in the region).

The table below provides the curriculum organization of these schools:

Table 1

Contents of the bilingual program according to levels

Kindergarten	Program content
Starting from the 3rd grade of kindergarten	Between 50% and 75% of the activities are provided in the second language.
Primary school	Program content
From 1st Grade to 3rd Grade	At least 50% and more than 75% of the courses are taught in the second language. Courses that are not included in this situation are native language courses, gymnastics courses and religion courses.
From 4th grade to 6th grade	At least 25% and at most 65% of the courses are taught in the second language. Courses that are not included in this situation are native language courses, gymnastics courses and religion courses.

In the Walloon region, schools implement immersion methods referred to as 'immersion massive' or 'immersion partielle'. The method known as 'immersion totale', where all lessons are taught in the second language, is not permitted. In the 'immersion massive' approach, 75% of the lessons are delivered in the second language. As students progress to higher grades, this ratio changes, with the native language being spoken more frequently.

Table 2

Language inclusion rates according to levels

Periods	Dutch (second language)	French (native)
1st term: 1st and 2nd grades and 3rd kindergarten,	%75	%25
2nd term: 3rd and 4th grades	%50	%50
3rd term: 5th and 6th grades	%25	%75

In schools that adopt this method, students first learn to read in the second language. The schools believe that students are highly motivated to read because they are surrounded by a reading-rich environment. A student who begins reading in a second language possesses the same motivation to learn to read in their native language. The longer a student is educated in the second language, the more they internalize and adopt it. This is an unconscious internalization. In the method referred to as 'Immersion partielle', the exact opposite is practiced. Students are first taught to read in their native language.

For example:

Table 3

Language inclusion rates according to levels

Periods	Dutch (second language)	French (native)
1st term: 1st and 2nd grades and 3rd kindergarten,	%50	%50
2nd term: 3rd and 4th grades	%50	%50
3rd term: 5th and 6th grades	%50	%50

In the Walloon region, 'Lycée Léonie de Waha' is regarded as a pioneer of immersion schools. Located in Liège, this school began offering English using the immersion method to the third kindergarten class in 1989 as a pilot project. 21 students were included in this project. A new immersion class was opened for them every year until the 1995-1996 academic year. Some of these students continued with the immersion program in middle school in Liège after the sixth grade. Those who graduated from here completed their education at university or higher education institutions.

3.6. What are the advantages and disadvantages of immersion schools in the Walloon region?

Some universities in Belgium have researched this subject. The views added by immersion schools in the Walloon region on this topic are also present. The results of the research and the views of the schools are as follows:

Advantages:

- Development of the Second Language

Students studying in immersion schools have a better command of the second language than students who have taken language education in any school (Dalton-Puffer, 2008; Hamers & Blanc, 2000; Knell et al., 2007; Van de Craen, Mondt & Allain, 2007). Students in immersion schools are more comfortable speaking the second language. Even if they make mistakes, teachers are very tolerant and allow errors. For students studying in immersion schools, writing, reading, and listening in the second language feels very natural.

- Development of the Native Language

One of the major concerns of parents in immersion schools is the perception that there isn't enough focus on the students' native language. However, research shows the opposite. The native language level of students studying at the Waha immersion school in the Walloon region was tested and compared with students from a school where only French is spoken. As a result of this test, the native language level of students studying at the Waha immersion school was found to be higher. Looking at international research on this topic, students studying in bilingual schools have the same or sometimes even better native language levels than their peers (Coyle, 2007; Cummins & Swain, 1986; Dalton-Puffer, 2008; Goorhuis-Brouwer & De Bot, 2005; Hamers & Blanc, 2000; Johnstone, 2002; Knell et al., 2007; Mehisto & Asser, 2007; Merisuo-Storm, 2007; Serra, 2007).

3.7. How proficient are students in courses taught in a second language?

Proficiency in Courses Taught in the Second Language Firstly, the courses taught in the second language include subjects like history, geography, biology, life sciences, mathematics, physics, and so on. Since mathematics and physics are more abstract, some experts do not see it appropriate to teach them in the second language. However, some advocate precisely for these subjects to be taught in the second language. For mathematics, formulas are more required, and in this context, language takes a backseat.

In immersion schools, students do not lag behind in terms of knowledge in courses taught in the second language. Some teachers express that children between the ages of 7 and 9 face challenges in mathematics lessons taught in the second language. However, this issue is not observed by the end of primary school, and students in immersion schools possess the same knowledge as students in monolingual schools.

3.7.1 Student Attitude and Students' Motivation

Students studying in immersion schools have a more positive attitude towards new languages and are more motivated. This motivation also brings with it a keen desire to learn a second language. Approaching a language with a positive and motivated attitude is essential for learning it (Krashen, 1981; Demeulenaere, 2003; Spoelders, 1974, 1998). The motivation of parents and teachers in this context is also crucial. Parents should exhibit a positive attitude towards the newly learned language, and teachers should find the most appropriate ways to motivate students while teaching this new language.

Furthermore, students studying in immersion schools take pride in speaking a second language. They are more eager when it comes to learning a third and fourth language and display a more open attitude towards new cultures.

3.7.2 Cognitive Aspects

Results from various studies indicate that bilingual children have more advanced cognitive abilities. These children perform better in IQ tests and mentally challenging tasks compared to their monolingual peers (Comblain & Rondal, 1993; De Rivière, 2004; Hamers & Blanc, 2000; Jäppinen, 2005; Van de Craen, Lochtman, Ceuleers, Allain & Mondt, 2007; Van de Craen, Mondt & Allain, 2007).

- Drawbacks

3.7.3 Practical Implementation

For immersion schools to be successful, the entire school community, including the principal, teachers, students, and parents, must be involved in the project. It is crucial for the teachers to be skilled and competent. In the Walloon region, finding the right and qualified teachers is not easy. Immersion schools in the Walloon region face such challenges because they prefer 'native speaker' teachers. Teachers are subjected to various language tests to earn the right to work in these schools. Moreover, immersion schools advocate for a separate university department dedicated to training teachers to work in such institutions.

3.7.4 Materials

Teachers working in bilingual schools spend more energy on material preparation. Inter-school material sharing has not yet fully developed, which occasionally poses challenges for teachers.

3.7.5 Societal Perspective

Immersion schools are perceived by society as elite institutions. There is a perception that only highly motivated middle-class families send their children to these schools.

3.8. L'athénée Léonie De Waha' school and the curriculum implemented at the school

L'athénée Léonie De Waha is a secondary school located in the Liège province of the Walloon region in Belgium. After their primary education, students can continue to receive education for another 6 years using the immersion method at this school

3.8.1 School's vision

3.8.1.1 Participatory Democracy

The 'L'Athénée Léonie De Waha' school aims to foster the autonomy and citizenship of the youth. It places importance on the development of critical thinking in addressing societal issues (whether economic, social, philosophical, or cultural). The school seeks to teach students to live together in a democratic manner.

3.8.1.2 Participatory Structures

General Assembly (GA): This is the foundational space guaranteeing the smooth operation and quality of our project. It serves as the platform for communication and dialogue for the teaching team. Decisions are made based on an agenda established by the arbitrators of the six pillars at the Pedagogical Coordination Council. It is convened approximately six times a year. Pedagogical

Coordination Council (PCC): This Council brings together the representatives of the six pillars responsible for executing the General Assembly agenda. It is also open to any member of the teaching team representing a center of interest, committee, or toolkit. The PCC takes place before every general meeting. Our pedagogy revolves around six indispensable pillars. They are:

- Workshops
- Class meetings
- Reminder
- Intellectual study
- Socialization
- Travel

Each column is represented by at least one sponsor and encompasses a series of projects organized within the school. Each of these projects is arranged by at least one coordinator. Prior to every meeting, the sponsor convenes the associated coordinators to report on the project's progress and challenges encountered. These are projects related to a theme proposed by external organizations and can be utilized in various activities organized within the course or institution.

3.8.1.2.1 Commissions

These are structures related to the organization of the school. A committee meets specific needs and, based on its assigned role and affiliation, can be temporary. Each committee should establish its operational procedures and, if necessary, report its project's progress, issues, requirements, and inquiries to the management board.

3.8.1.2.2 Toolbox

The "toolbox" refers to projects aimed at developing tools to enhance teaching practices for working groups. These toolboxes are managed by "research professors."

3.8.1.3 Participatory Structures "students"

- Class Council

It takes place once a week and lasts for 70 minutes. Within the class, there is a president and a secretary elected for a six-week period. The representatives convene the council either before or after specific events that may affect a student's life. The role of the council is to address all aspects of life in school, particularly classroom discussions and relationship issues between students and teachers. It aims to develop, evaluate, and enforce educational projects and rules and to analyze school life. Students actively participate in the student organization, the management of the group, negotiations to find appropriate solutions, and the selection of methods to be used. They evaluate their behavior and learning. Their opinion is taken into account as long as it's discussed. Thus, we are working towards democracy and developing the constructive values of citizenship. The class teacher supervises the students in this role and provides guidance when needed. They check the work plan and deadlines and constantly remind the class about the function and framework of the Council.

- Delegates Council

Its mission is to bring together all presidents and secretaries of the same grade to discuss topics proposed and discussed by the Management Board, aiming to develop the agenda for the next board meeting.

- Joint Council

It unites students of the same grade level on a common topic to gather or disseminate information. It is organized in a timely manner.

- Delegates' Joint Council

It convenes all delegates from the three grades along with the presiding judges of the "class council". From these delegates, students are chosen to participate in the participation council.

3.8.1.4 Participatory Structure "Parents"

- The Parents' Committee

The Parents' Committee is selected by the general assembly to which all parents are invited for the year. The operational procedures of this authority are determined by the parents.

- Participation Council

The school's stakeholders come together: students, parents, administration, and socio-cultural representatives. Three councils are organized annually.

3.8.1.4.1 Characteristics of Freinet Pedagogy

Célestin Freinet's pedagogy in primary education, developed in secondary education as active pedagogy, aims to acquire skills and knowledge defined by formal programs by placing the student at the heart of their learning and leading on their own. Students are given the opportunity to learn to develop themselves step by step and to solve problems.

- Step 1: Tackling Problems: An approach consisting of proposing a concrete task that awakens a challenge, inquiry, reflection, and to which lesson sequences will respond.
- Step 2: Individual Thinking: Ensuring the student thinks individually about the problem based on their own performance.
- Step 3: Comparison: First carried out in the study group and then in the class group. At this point, the construction of learning is formalized, and a synthesis answering the initial problem is prepared. The teacher is a resource, guiding students by offering tools, like toolkits, and methods of work. Teaching is realized respecting the personal and unique nature of students' work.

3.8.1.4.2 Differentiation in Learning

Differentiation in learning allows considering the strengths and weaknesses of the student and creating the necessary tools for this student's progress. Teachers can also act through contracts, recovery, reinforcement, or support activities.

3.8.1.4.3 Educational Framework

The pedagogical framework determines the boundaries within which self socio-construction of skill and knowledge occurs. It primarily includes learning objectives, skills, expertise and acquired knowledge, assessment methods, and deadlines.

3.8.1.4.4 Workshops

Workshops actualize the principle of project-based learning. They facilitate students to enhance interdisciplinary and discipline-specific skills. With the aim to decode their knowledge and their classes, they encourage solidarity and collaborative learning. In the organization of the workshops, students are required to participate in workshop activities divided into 6 special themes (approximately 35). These projects are proposed by external institutions, students, or professors. However, determining the workshop objectives and the ways to achieve them is the collaboration of a group of students ranging from group 1 to 5. Concrete realization of these objectives includes instruments like statutes, portfolios, self-assessment, mediation, etc., that align with the institution's specific educational characteristics. Throughout the project, students define various steps. At the end of the workshop, they can analyze the reasons for the successful completion of the project.

3.8.1.4.5 Open Doors

In Célestin Freinet's project philosophy, it represents an open education and cultural activity. The whole school participates in this activity. This is an opportunity to crown various projects carried out throughout the year (Workshops, TFH, travel). This "open house" event is a moment for students to share their learning outcomes and interactions with the outside world. The steps taken are a form of public evaluation. During this activity, the school finds its place in the community.

3.8.1.4.6 Trips

Trips are organized in the school curriculum for multiple purposes and varying durations.

- Socializing trip to get to know each other (learning to live together)
- Training trip to work in a group; an educational trip for all students to explore a place, a language, a country, a historical event, a site in a year...
- Trip related to a class project or a workshop project.

Travel education for all students takes place in the 1st, 3rd, and 5th years. These projects offer a pedagogical approach directing students to implement a range of interdisciplinary skills, knowledge, and expertise. During trips, students continue their education by gaining knowledge and making positive investments dynamically and practically. These stays also help foster interpersonal connections, enhance trust and harmony within the group, and cultivate openness and understanding. Stays related to a project conducted in a class or workshop can be organized for a smaller number of students. Examples include Latin culture, remembrance task, Erasmus, discovery of a country (workshop work), etc. Students prepare the trip in collaboration with the trip team. Various organizational types are possible: commission, meetings, class advice. It can be self-financed. Students are also encouraged to actively participate in developing the teaching package. Writing a charter with the training team responsible for the trip that provides a living environment for students in the community is mandatory. The writing emphasizes the core values advocated by our school. Also, the process undertaken during the production of this document confronts students with the challenges of democratic debates. They have rights, but also homework. Travel is systematically evaluated. This project makes it possible to promote interdisciplinary work and the acquisition of disciplinary and transversal skills.

3.8.1.4.7 Private Lessons, Group Work, and Interdisciplinarity in our Education

This method allows the student to be a resource person capable of supporting a struggling student, and to use and enhance his skills differently. This is done voluntarily and promotes collaboration among students of various grades. Teaching creates positive interpersonal relationships based on learning and life skills. Tailored solutions are offered to target students' weaknesses and alleviate their challenges. Disputes are implemented as part of the lessons, also during all activities (workshops, trips, etc.) and at regularly planned times. They are supervised by teachers, accompanied by volunteer students. Group work is an indispensable educational tool for implementing self socio-construction of skill and knowledge. A common and complex task is carried out within the group. Each member of the group actively participates in its execution and is responsible for the success of the task. Interdisciplinarity allows for the linkage of different ways of approaching a problem, examining a complex task, a project, a theme, and studying a skill. This approach enables the segregation of knowledge and cross skills.

3.8.1.4.8 Assessment System

Assessment, specific to each discipline, helps to confirm the mastery of defined competences and knowledge and is part of the learning process for the student's success. The work required during the school curriculum contributes to the construction of learning and mastery of skills as part of continuous assessment. These are steps in the acquisition of skills. The acquisition of disciplinary skills is concretely evaluated as follows:

- A = acquired competence,
- EC = competence in the acquisition process,
- NA = unacquired skill.

The acquisition of acquired skills concretely expresses as:

- E = skill applied,
- EO = skill sometimes used,
- NE = unapplied competence.

These 3 evaluation moments allow for the creation of a junction between teachers and the relevant educators (class council). Different types of assessment:

3.8.1.4.8.1 Diagnostic assessment:

This comes at the beginning of the apprenticeship. It allows for identifying and defining the challenges faced by the student to provide appropriate educational responses.

3.8.1.4.8.2 Formative assessment:

This assessment measures the student's continuity of skill(s) and progress throughout the term. Various processes, including remedies and contracts, can be initiated to address identified gaps.

3.8.1.4.8.2 Summative assessment:

This assessment is used at the end of one or more learning sequences to evaluate the acquisition and mastery of targeted competence(s).

3.9. Goals of the Immersion method in bilingual curriculum

3.9.1 Objectives of the Immersion Method

3.9.1.1 Linguistic Objectives

- To enhance students' language skills, both spoken and written, by ensuring continuity of the lessons taught at school.
- To cultivate fluency in written and spoken language and to foster intuitive knowledge of the target language.
- To expose students to a variety of documents in the target language and to encourage research activities based on textual or audio-visual materials (newspaper articles, literature, television news, movies, radio programs, etc.).
- To prepare students to write and defend their project work in the target language.

3.9.1.2 Cultural Objectives

- To make students aware of the cultural features associated with the country of the target language. To promote meetings with non-local peers and encourage cultural exchanges.

3.9.1.3 Teaching Objectives

- To encourage higher education in translation and interpretations, especially in modern languages and German, or in multilingual communication.
- To advocate for access to an international curriculum.
- To offer students opportunities for further development in Erasmus or international exchange programs.
- To present students with both national and international professional career opportunities.

3.9.2 Course Schedule

In the initial phase, immersion students follow a unified curriculum in which subjects like science, history, and geography are taught in the target language (Dutch or English). Consequently, first-year students spend 11 hours a week speaking in their chosen language. At the secondary level, depending on the chosen options, the target language hours range between 12 to 14 hours per week. At the tertiary level, based on the options and with an additional 2-hour language program, students spend either 12 or 15 hours a week in the target languages.

Language Projects In addition to teaching hours, the Immersion teaching team develops numerous projects to ensure continuity in learning, facilitate communication in the target language, and provide encounters with the studied culture. These include collaborations with Immersion Primary Schools and international and inter-regional projects: Guided tours in the target languages are organized at the beginning of October during the Nocturne des Coteaux. There is a planned trip program for York middle 3 and middle 4. Workshops are held that rewrite English plays in modern versions and performances.

3.9. Use of technology

Open Space This space encompasses a new learning environment. It consists of 3 classrooms, offering students at all levels access to the most recent technologies available, including interactive

whiteboards (TBI), iPad tablets, iMac computers, and more. Its usage is interdisciplinary, and many educators can utilize it based on the educational projects they direct.

Interactive Whiteboards (TBI) All classrooms are equipped with interactive whiteboards. The 3 floors primarily dedicated to learning sciences also possess several rooms fitted with these interactive boards. Besides the open space, several upper-level classrooms also have this type of board.

Tablets The school has 80 iPad-like tablets. Five mobile cases allow any teacher who wishes to use the tablets in their classroom. Moreover, 24 tablets are exclusively assigned to the open space, permitting students to conduct research activities without needing a computer park.

Cyberclasses Our school has two cyber classrooms, one with 40 and another with 10 computers.

Waha TV – Web TV Workshop The origins of the Waha.TV project lie in a workshop initiated by a group of students, aged 13 to 17, from Athénée Léonie de Waha. Their goal was to raise awareness about work pedagogy in their school. Throughout various learning stages, including ergonomics, web design, graphic charters, and WordPress usage, these students worked with participatory autonomy. They made all the ergonomic and graphic choices for their site. They also learned how to manage, feed, and oversee comments on the web TV in the long run. Currently, the website operates with complete autonomy: students decide on the content, produce it, assemble it, and engage with the public.

This project exemplifies the tangible use of new technologies for educational purposes. Throughout the creative and managerial process, students cultivated various skills related to media literacy. Furthermore, taking charge of an aspect of the school's communication empowered and motivated these students. This initiative embodies two movements: it opens the school to the world on one hand and encourages students to use the Net responsibly and thoughtfully on the other.

4. RESULTS, DISCUSSION, AND SUGGESTIONS

As can be inferred from the results of this study, Belgium's bilingual approach among European Union countries is entirely shaped within the scientific framework of bilingualism. Belgium is a federal state with a complex linguistic structure where three official languages (Dutch, French, and German) are spoken. While Belgium's bilingual policies can be more accurately described as trilingual policies, they are as follows:

- Regional Autonomy,
- Official Language Use,
- Language Policies of the Brussels Capital Region,
- Languages in Education, and
- Languages in Media and Culture.

Belgium's language policies have evolved over time due to historical, cultural, and political reasons. The country has experienced many debates and disputes regarding language, resulting in the current language policies. Although Belgium is known for its intricate language policies, it can be said that these policies reflect the country's effort to strike a balance among its various linguistic communities.

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